

South Texas College  
Board of Trustees  
Education and Workforce Development Committee  
Ann Richards Administration Building, Board Room  
Pecan Campus  
Thursday, June 11, 2015  
@ 3:30 p.m.  
McAllen, Texas

**AGENDA**

“At anytime during the course of this meeting, the Board of Trustees may retire to Executive Session under Texas Government Code 551.071(2) to confer with its legal counsel on any subject matter on this agenda in which the duty of the attorney to the Board of Trustees under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code. Further, at anytime during the course of this meeting, the Board of Trustees may retire to Executive Session to deliberate on any subject slated for discussion at this meeting, as may be permitted under one or more of the exceptions to the Open Meetings Act set forth in Title 5, Subtitle A, Chapter 551, Subchapter D of the Texas Government Code.”

- I. Approval of Minutes for Thursday, May 14, 2015 Committee Meeting ..... 1 – 4
- II. Review and Recommend Action to Approve Proposed Revisions to the 2015-2016 Academic Calendar ..... 5 - 7
- III. Review and Recommend Approval of Academic Calendar for Academic Year 2016-2017 ..... 8 - 10
- IV. Review and Discussion on the Developmental Education Plan & Procedures Guide .. ..... 11 - 39

## **Approval of Minutes for Thursday, May 14, 2015 Committee Meeting**

The Minutes for the Education and Workforce Development Committee meeting of May 14, 2015 are presented for Committee approval.

**South Texas College  
Board of Trustees  
Education and Workforce Development Committee  
Ann Richards Administration Building, Board Room  
Pecan Campus  
Thursday, May 14, 2015  
@ 3:30 p.m.  
McAllen, Texas**

**MINUTES**

The Education and Workforce Development Committee Meeting was held on Thursday, May 14, 2015 in the Ann Richards Administration Building Board Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 3:09 p.m. with Mrs. Graciela Farias presiding.

Members present: Mrs. Graciela Farias, Dr. Alejo Salinas, Jr., and Mr. Gary Gurwitz

Other Trustees present: None

Members absent: None

Also present: Dr. Shirley A. Reed, Dr. Anahid Petrosian, Mr. Mario Reyna, Dr. Ety Bischoff, Mrs. Laura Boyer Sanchez, Mr. Meliton Hinojosa, Mr. Victor Gomez, and Mr. Andrew Fish.

**Approval of Minutes for Monday, April 13, 2015 Committee Meeting**

Upon a motion by Dr. Alejo Salinas, Jr. and a second by Mr. Gary Gurwitz, the Minutes for the Education and Workforce Development Committee meeting of April 13, 2015 were approved as written. The motion carried.

**Review and Recommend Action to Offer One Semester Certificate:  
Voice and Data Technician**

The Education and Workforce Development Committee was asked to recommend Board approval of the proposed new one semester Certificate for Voice and Data Technician.

The Electronic Systems Professional Alliance (ESPA) sets entry-level standards for Electronic Systems Technician (ESTs) industry certification, and this one semester certificate program was design to prepare students for that industry credential.

Students in this program would learn traditional telecommunications system such as telephony, broadband, and structured cabling systems and the latest telecommunications technologies including voice, data, and images to deliver telephony, internet, and video services across networks.

The one semester Certificate for Voice and Data Technician would be a stackable credential, and students completing this program would be able to apply all of the required coursework towards a one year Certificate and the Computer and Advanced Technologies Associate of Applied Science Degree.

The packet contained:

- The Program Summary;
- Expected Enrollment;
- Occupational Needs in the region, state, and nation;
- Estimated Wages;
- Proposed Degree Plan; and
- South Texas College Program Evaluation Plan

Dr. Anahid Petrosian, Vice President for Academic Affairs and Laura Sanchez, Associate Dean of Curriculum and Student Learning, and Mr. Meltion Hinojosa, Program Faculty, reviewed the proposed program with the Committee and responded to questions.

Upon a motion by Mr. Gary Gurwitz and a second by Dr. Alejo Salinas, Jr., the Education and Workforce Development Committee recommended Board approval of the proposed new one semester Certificate for Voice and Data Technician as presented. The motion carried.

### **Presentation on Center for Mexican American Studies: *Ballet Folklorico***

Dr. Anahid Petrosian, Vice President for Academic Affairs, introduced Mr. Victor Gomez, Coordinator for the Center for Mexican American Studies. Mr. Gomez presented on the Center for Mexican American Studies (CMAS) and the Ballet Folklorico.

The CMAS was established in 2011, with the mission of increasing student completion, engagement, and exposure to research within a cultural program. Through lectures, programs, conferences, and community partnerships, students are exposed to Mexican culture.

Once such expression of culture takes the form of the Ballet Folklorico South Texas College. Since its establishment in Spring 2012, the Ballet Folklorico has offered a non-credit Continuing Education course and students have performed locally at festivals, parades, and other community events. The Ballet Folklorico has also represented South Texas College and the region to audiences in San Antonio, Austin, and New Orleans, LA.

Mr. Gomez shared details of the CMAS and the Ballet Folklórico and how engagement in these programs strengthens students' academic performance and cultural development. Mr. Gomez also described the partnerships that have been developed, including Cultural Exchange Workshops with peer groups through Mexico.

This item was for the Committee's information and feedback to staff, and no action was requested.

### **Adjournment**

There being no further business to discuss, the Education Workforce Development Committee Meeting of the South Texas College Board of Trustees adjourned at 3:54 p.m.

I certify that the foregoing are the true and correct Minutes of the May 14, 2015 Education and Workforce Development Committee of the South Texas College Board of Trustees.

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Mrs. Graciela Farias  
Presiding

## **Review and Recommend Action to Approve Proposed Revisions to the 2015-2016 Academic Calendar**

Approval of the proposed revisions to 2015 - 2016 Academic Calendar will be requested at the June 23, 2015 Board meeting.

The 2015-2016 Academic Calendar was presented to the Board for approval on August 26, 2014. The Academic Calendar Steering Committee has proposed revisions to that calendar, as follows:

- changes to the ordering and specifications of faculty professional development,
- inclusion of August and December Commencement dates,
- adjustments to the final exam dates for the Spring 2016 semester, and
- adjustments to the Summer II and Summer III 2016 schedules.

The revised 2015-2016 Academic Calendar is provided in the packet, with the proposed changes shown in red text.

The Committee is asked to recommend approval of the proposed revisions to the 2015 - 2016 Academic Calendar at the June 23, 2015 Board meeting as presented.



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## **Academic Calendar 2015- 2016**

~~Final Approved 8-26-2014~~

Proposed revised Calendar 6-1-2015

### **Fall Semester 2015**

August 12 (Wednesday).....	New Faculty Start Date -New Faculty Benefits & Orientation Human Resources Dept.
August 13 (Thursday) .....	New Faculty Orientation
August 14 (Friday).....	New Faculty Service Area Tour
August 17 (Monday).....	Faculty Return – Academic Affairs Convocation/Division Meetings
August 18 (Tuesday).....	Faculty Preparation Day / Departmental Meetings
August 19 (Wednesday).....	Faculty Preparation Day/Focus Academy Kick-Off
August 20 (Thursday).....	Distance Learning Symposium/ STC Faculty Teaching Dual Enrollment PD Day
August 21 (Friday).....	Faculty Preparation Day / Departmental Meetings
August 22 (Saturday).....	Adjunct / Dual Enrollment Faculty Professional Development Day
<b>August 24 (Monday) .....</b>	<b>Classes Begin</b>
September 7 (Monday) .....	College Closed – Labor Day
September 9 (Wednesday) .....	Census Day - Twelfth Class Day
September 18 (Friday) .....	College Closed - Professional & Organizational Development Day
November 13 (Friday) .....	Last Day to Withdraw
November 26-29 (Thursday – Sunday).....	College Closed - Thanksgiving Holiday
December 7-13 (Monday – Sunday).....	Finals
December 12 (Saturday).....	Graduation
December 14 (Monday) .....	Grades Due Date
December 17-January 3 (Thursday-Sunday) .....	Winter Break (College Closed)

### **Spring Semester 2016**

<b>January 4 (Monday) .....</b>	<b>College Opens</b> – Staff return
January 11 (Monday).....	Faculty Return – Division / Department Meetings
January 12 (Tuesday).....	New Faculty Benefits & Orientation - Human Resources Dept.
January 13-15 (Wednesday-Friday).....	Faculty Preparation Day /Departmental Meetings
January 16 (Saturday) .....	Adjunct /Dual Enrollment Faculty Professional Development Day
January 18 (Monday).....	Martin Luther King, Jr. Day – College Closed
<b>January 19 (Tuesday) .....</b>	<b>Classes Begin</b>
February 3 (Wednesday).....	Census Day - Twelfth Class Day
February 12 (Friday).....	College Closed Professional & Organizational Development Day
March 14 – 20 (Monday - Sunday).....	College Closed - Spring Break

March 24 – March 27 (Thursday – Sunday)	College Closed - Semester Break
April 19 (Tuesday)	Last Day to Withdraw
May <del>7-13</del> <b>12</b> ( <del>Saturday Friday – Friday-Thursday</del> )	Finals
May 13-14 (Friday - Saturday)	Graduation
May 16 (Monday)	Grades Due Date

## Summer Sessions 2016

### Summer Session I (June 6 – July 7)

May 30 (Monday)	College Closed - Memorial Day
May 31-June 5 (Tuesday-Sunday)	Final registration dates for Summer I, III
<b>June 6 (Monday)</b>	<b>Classes Begin</b>
June 9 (Thursday)	Census Day - Fourth Class Day
June 29 (Wednesday)	Last Day to Withdraw
July 4 (Monday)	College Closed-Independence Day
July 6 (Wednesday)	End of Classes
July 7 (Thursday)	Finals
July 11 (Monday)	Grades Due Date

### Summer Session II (July 13 12 – August 12 11)

July <del>12</del> <b>11</b> ( <del>Tuesday Monday</del> )	Final registration dates for Summer II
<b>July 13 12 (Wednesday Tuesday)</b>	<b>Classes Begin</b>
July <del>18</del> <b>15</b> ( <del>Monday Friday</del> )	Census Day - Fourth Class Day
August <del>5</del> <b>4</b> ( <del>Friday Thursday</del> )	Last Day to Withdraw
August <del>11</del> <b>10</b> ( <del>Thursday Wednesday</del> )	End of Classes
August <del>12</del> <b>11</b> ( <del>Friday Thursday</del> )	Finals
<b>August 13 (Saturday)</b>	<b>Graduation (Proposed)</b>
August 15 (Monday)	Grades Due Date

### Summer Session III (June 6 – August 12 11)

May 31-June 5 (Tuesday-Sunday)	Final registration dates for Summer I, III
May 30 (Monday)	College Closed - Memorial Day
<b>June 6 (Monday)</b>	<b>Classes Begin</b>
June 14 (Tuesday)	Census Day - Seventh Class Day
July 4 (Monday)	College Closed-Independence Day
July <del>12</del> <b>11</b> ( <del>Tuesday Monday</del> )	No classes
July <del>28</del> <b>27</b> ( <del>Thursday Wednesday</del> )	Last Day to Withdraw
August <del>11</del> <b>10</b> ( <del>Thursday Wednesday</del> )	End of Classes
August <del>12</del> <b>11</b> ( <del>Friday Thursday</del> )	Finals
<b>August 13 (Saturday)</b>	<b>Graduation (Proposed)</b>
August 15 (Monday)	Grades Due Date



## **Review and Recommend Approval of Academic Calendar for Academic Year 2016-2017**

Approval of the 2016 - 2017 Academic Calendar will be requested at the June 23, 2015 Board meeting.

The Academic Calendar Steering Committee, which includes representatives from each area of the College, has developed the 2016 - 2017 Academic Calendar. The calendar was developed to be compatible with UTPA's academic calendar and local area school district calendars. The calendar was presented to STC faculty and staff for their review, feedback, and input during the months of March and April. Input received from faculty and staff was incorporated into the proposed calendar.

The proposed calendar has been unanimously approved by the Calendar Steering Committee and has been reviewed and approved by the STC Planning and Development Council. The proposed calendar includes those same elements that were presented to the Committee for consideration as revisions to the 2015-2016 Academic Calendar.

The proposed calendar follows in the packet for the Committee's review and consideration.

The Committee is asked to recommended the 2016-2017 Academic Calendar for approval at the June 23, 2015 Board meeting as presented.



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## Academic Calendar 2016-2017

Final 6-1-2015

### Fall Semester 2016

August 17 (Wednesday).....	New Faculty Start Date -New Faculty Benefits & Orientation Human Resources Dept.
August 18 (Thursday) .....	New Faculty Orientation
August 19 (Friday).....	New Faculty Service Area Tour
August 22 (Monday).....	Faculty Return – Academic Affairs Convocation/Division Meetings
August 23 (Tuesday).....	Faculty Preparation Day / Departmental Meetings
August 24 (Wednesday).....	Faculty Preparation Day / Focus Academy Kick-Off
August 25 (Thursday) .....	Distance Learning Symposium/STC Faculty Teaching Dual Enrollment PD Day
August 26 (Friday).....	Faculty Preparation Day / Departmental Meetings
August 27 (Saturday).....	Adjunct / Dual Enrollment Faculty Professional Development Day
<b>August 29 (Monday) .....</b>	<b>Classes Begin</b>
September 5 (Monday) .....	College Closed – Labor Day
September 14 (Wednesday) .....	Census Day - Twelfth Class Day
September 23 (Friday).....	College Closed - Professional & Organizational Development Day
November 18 (Friday) .....	Last Day to Withdraw
November 24-27 (Thursday – Sunday).....	College Closed - Thanksgiving Holiday
December 12-18 (Monday – Sunday).....	Finals
December 17 (Saturday).....	Graduation
December 19 (Monday) .....	Grades Due Date
December 19-Jan 3 (Monday-Tuesday) .....	Winter Break (College Closed)

### Spring Semester 2017

<b>January 4 (Wednesday).....</b>	<b>College Opens – Staff return</b>
January 9 (Monday).....	Faculty Return – Division / Department Meetings
January 10 (Tuesday).....	New Faculty Benefits & Orientation - Human Resources Dept.
January 11-13 (Wednesday-Friday).....	Faculty Preparation Day /Departmental Meetings
January 14 (Saturday) .....	Adjunct /Dual Enrollment Faculty Professional Development Day
January 16 (Monday).....	Martin Luther King, Jr. Day – College Closed
<b>January 17 (Tuesday) .....</b>	<b>Classes Begin</b>
February 1 (Wednesday).....	Census Day - Twelfth Class Day
February 10 (Friday).....	College Closed Professional & Organizational Development Day
March 13-19 (Monday - Sunday) .....	College Closed - Spring Break
April 13-16 (Thursday – Sunday).....	College Closed - Semester Break
April 18 (Tuesday).....	Last Day to Withdraw
May 5-11 (Friday – Thursday).....	Finals
May 12-13 (Friday - Saturday) .....	Graduation
May 15 (Monday) .....	Grades Due Date

## Summer Sessions 2017

### Summer Session I (June 5 – July 6)

May 29 (Monday) .....	College Closed - Memorial Day
May 30-June 4 (Tuesday-Sunday) .....	Final registration dates for Summer I, III
<b>June 5 (Monday) .....</b>	<b>Classes Begin</b>
June 8 (Thursday) .....	Census Day - Fourth Class Day
June 28 (Wednesday) .....	Last Day to Withdraw
July 4 (Tuesday) .....	College Closed-Independence Day
July 5 (Wednesday) .....	End of Classes
July 6 (Thursday) .....	Finals
July 10 (Monday) .....	Grades Due Date

### Summer Session II (July 11 – August 10)

July 10 (Monday) .....	Final registration dates for Summer II
<b>July 11 (Tuesday) .....</b>	<b>Classes Begin</b>
July 14 (Friday) .....	Census Day - Fourth Class Day
August 3 (Thursday) .....	Last Day to Withdraw
August 9 (Wednesday) .....	End of Classes
August 10 (Thursday) .....	Finals
August 12 (Saturday) .....	Graduation (Proposed)
August 14 (Monday) .....	Grades Due Date

### Summer Session III (June 5 – August 10)

May 30-June 4 (Tuesday-Sunday) .....	Final registration dates for Summer I, III
May 29 (Monday) .....	College Closed - Memorial Day
<b>June 5 (Monday) .....</b>	<b>Classes Begin</b>
June 13 (Tuesday) .....	Census Day - Seventh Class Day
July 4 (Tuesday) .....	College Closed-Independence Day
July 10 (Monday) .....	No classes
July 26 (Wednesday) .....	Last Day to Withdraw
August 9 (Wednesday) .....	End of Classes
August 10 (Thursday) .....	Finals
August 12 (Saturday) .....	Graduation (Proposed)
August 14 (Monday) .....	Grades Due Date

## **Review and Discussion on the Developmental Education Plan & Procedures Guide**

Dr. Anahid Petrosian, Vice President for Academic Affairs, and Dr. Ety Bischoff, Dean of Liberal Arts and Social Sciences, and Ms. Kristina Wilson, Academic Grants and Project Officer will review and discuss the Developmental Education Plan & Procedures Guide.

The packet contains the PowerPoint presentation that frames the review and discussion, as well as the *Developmental Education Plan & Procedures Guide* published for Fall 2015.

The Developmental Education Plan & Procedures Guide is designed to help students bridge any gaps in their academic background to help them attain success in college-level coursework. The documentation includes details on assessment, placement, advisement, participation, completion, equal opportunity, and developmental course curriculum for students to complete any necessary developmental education as part of a successful college career.

This item is for the Committee's information and feedback to staff, and no action is requested.



# Developmental Education Plan & Procedures Guide

Presentation for Education & Workforce Development Committee  
Thursday, June 11, 2015

Presenters:  
Dr. Ety Bischoff – Dean of Liberal Arts and Social Sciences  
Kristina Wilson – Academic Grants & Projects Officer

## TSI Planning & Implementation Committee

### Objective

Committee will ensure that South Texas Colleges' practices are designed in accordance with **state requirements** and will strive to accelerate **students' attainment of college-ready status** through the use of **accelerated coursework** and non-course based options.



# Committee Membership

Academic Affairs	Student Affairs & Enrollment Management	Information Services & Planning
<b>Dr. Anahid Petrosian</b>	<b>V.P. Wanda Garza</b>	<b>Dr. David Plummer</b>
Dr. Ety Bischoff	Matthew Hebbard	Serkan Celtek
Dr. Ali Esmaeili	Paul Hernandez	Cody Gregg
Dr. Chris Nelson	Nancy Garcia	Ali Kolahdouz
Nick Gonzalez	Mike Carranza	
Dr. Aparna Ganguli	Adrian Lozano	
Howard Price		
Florinda Rodriguez		<b>Continuing Education</b>
Laura Sanchez		Juan Carlos Aguirre
Kristina Wilson		

# TSI Sub-Committees



Sub – Committee Topic	Co-Chairs
<b>ABE Placement</b>	<ul style="list-style-type: none"> <li>• Juan Carlos Aguirre</li> <li>• Howard Price</li> </ul>
<b>Holistic Placement</b>	<ul style="list-style-type: none"> <li>• Nancy Garcia</li> <li>• Florinda Rodriguez</li> </ul>
<b>TSI Status</b>	<ul style="list-style-type: none"> <li>• Matthew Hebbard</li> <li>• Laura Talbot</li> </ul>
<b>Capturing Student Placement Information</b>	<ul style="list-style-type: none"> <li>• Kristina Wilson</li> <li>• Serkan Celtek</li> </ul>

## The Plan

- ▶ The updated **Developmental Education Plan & Procedures Guide** captures STC's placement practices and course offerings for developmental students.
- ▶ The Plan was updated by the **Developmental Chairs** and reviewed with the help of the **TSI Committee and Sub-Committee members**.
- ▶ Plan reflects procedures in place for the **Fall 2015 semester**.



## Plan Components

- I. **Introduction** – Mission & Goal Statements
- II. **Mandatory Assessment**
- III. **Placement Scale & College Readiness**
- IV. **Advisement**
- V. **Mandatory Participation in Developmental Education**
- VI. **Exit Criteria**
- VII. **Equal Opportunity Statements**
- VIII. **Appendix** – Course Descriptions



## Plan Highlights

### TSI Flowcharts and Placement Scale

(Pgs. 3-10)

- ▶ The **TSI Flowcharts** illustrate the remediation options that students are advised to take based on their TSI test scores and holistic placement criteria.
- ▶ The **TSI Placement Scale** contains detailed information to determine college readiness based on:
  - ▶ TSI scores,
  - ▶ TSI exemptions, and
  - ▶ Other allowable test scores
- ▶ Remediation options are also included.



## Plan Highlights

### Non-Course Based Options

- ▶ Non-course based remediation options (NCBO's) allow students to gain the skills necessary to become college ready at their **own pace**; an **instructor is assigned** to serve as a resource for students if needed.
- ▶ NCBO's are offered as a **co-enrollment option** with linked academic courses, or as **stand-alone** courses.





## Plan Highlights

### Mandatory Participation in Developmental Education (pg. 11)

- ▶ Students who **do not meet** college readiness standards are **required** to enroll in developmental course(s) work until they meet the Placement Standards.
- ▶ Students placing in 1 or more developmental courses **must also enroll in a College Success course** during their first semester, until they successfully exit the course or become college ready in all three areas.



## Plan Highlights

### Mandatory Participation in Developmental Education (pg. 11)

- ▶ Students who fail to comply with policies and procedures **may be withdrawn** from all of their classes except College Success and may not earn any college credit hours for the semester.
- ▶ Students are entitled to a **one semester-long waiver** which will allow them not to be withdrawn from all their academic classes, but they must enroll in developmental class(es) the following semester.



## Plan Highlights

### Exit Criteria (pg. 14-15)

- ▶ After their initial placement into a developmental course, **students may retake the TSI exam.**
- ▶ If students obtain a score that meets or exceeds the college-level Placement Standard for reading, writing, or mathematics, **they will receive a grade of "P" for the respective developmental course (s)** they are taking.
- ▶ Students who obtain a score that meets or exceeds the college-level Placement Standard in all three skills will receive a grade of **"P" for the College Success** course as well.



## Thank you for your Support!





SOUTH TEXAS  
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# Developmental Education Plan & Procedures Guide

Effective Fall 2015

*UPDATED 5/13/2015*

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## 1.0 INTRODUCTION

### 1.1 Developmental Education Mission Statement

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

South Texas College, in collaboration with the Texas Higher Education Coordinating Board and its recommendations as stipulated in the TSI Operation Plan for Serving Lower Skilled Learners of April 2014, provides Developmental Education options to students that contain the essential academic skills to successfully complete academic/technical coursework. Additionally, South Texas College strives to continually meet the following goals:

1. Provide a variety of learning opportunities and services to meet the diverse educational needs of South Texas College 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 TSI scores as approved by the Texas Higher Education Coordinating Board prior to advisement and registration unless they are exempt.

**2.2 Exemptions from Mandatory Assessment according to Texas Administrative Code Title 19, Part 1, Chapter 4, Subchapter C, RULE §4.54**, whereby exempt students shall not be required to provide any additional demonstration of college readiness and shall be allowed to enroll in any entry-level freshman course as defined in §4.53(12) of this title (relating to Definitions):

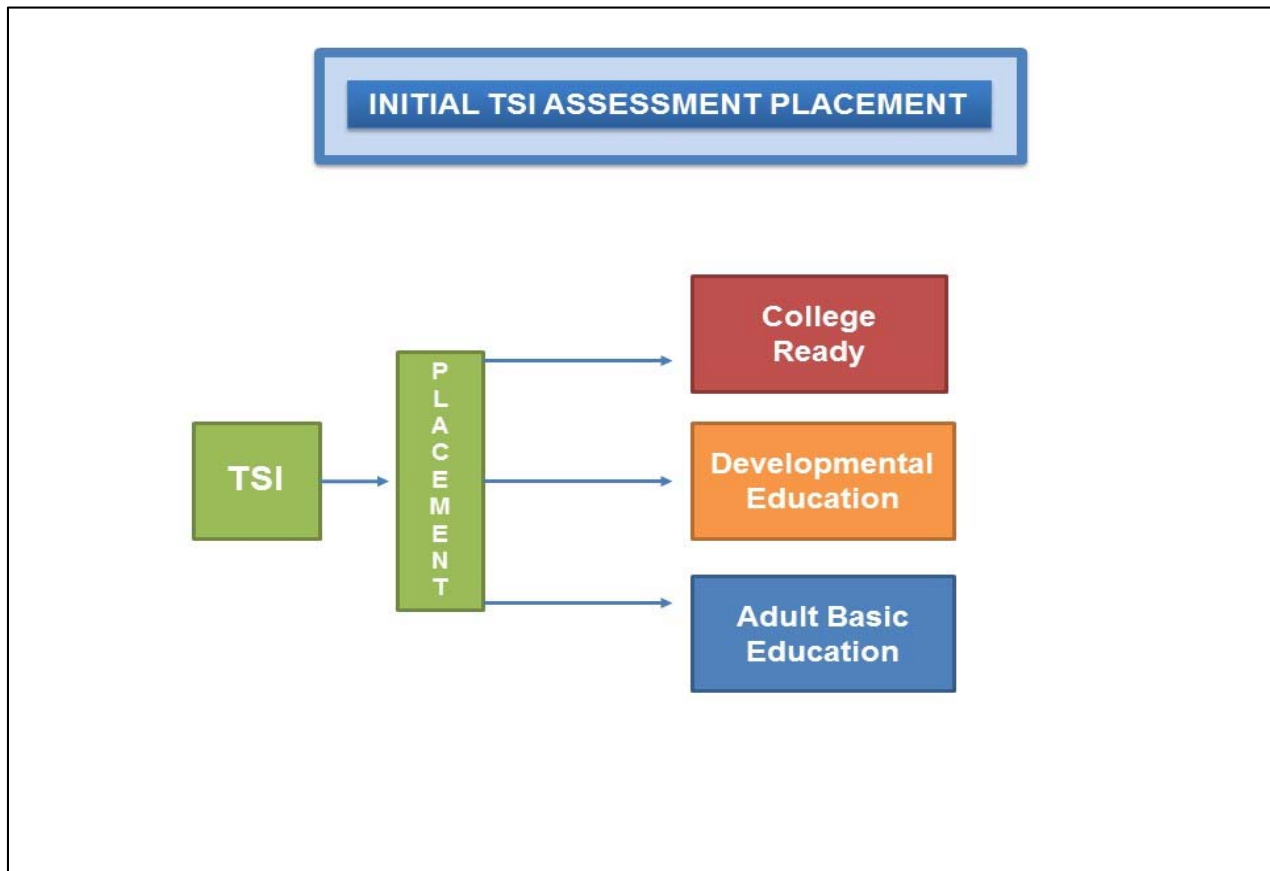
- 1) For a period of five (5) years from the date of testing, a student who is tested and performs at or above the following standards that cannot be raised by institutions:

- a) ACT: composite score of 23 with a minimum of 19 on the English test shall be exempt for both the reading and writing sections of the TSI Assessment, and/or 19 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment;
  - b) SAT: a combined critical reading (formerly "verbal") and mathematics score of 1070 with a minimum of 500 on the critical reading test shall be exempt for both reading and writing sections of the TSI Assessment, and/or 500 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment; or
- 2) For a period of three (3) years from the date of testing, a student who is tested and performs on the Texas Assessment of Academic Skills (TAAS) with a minimum scale score of 1770 on the writing test, a Texas Learning Index (TLI) of 86 on the mathematics test and 89 on the reading test.
  - 3) 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 that cannot be raised by institutions:
    - a) 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 TSI Assessment required under this title for those corresponding sections; or
    - b) STAAR end-of-course (EOC) with a minimum score of Level 2 on the English III shall be exempt from the TSI Assessment required under this title for both reading and writing, and a minimum score of Level 2 on the Algebra II EOC shall be exempt from the TSI Assessment required under this title for the mathematics section.
  - 4) A student who has graduated with an associate or baccalaureate degree from an institution of higher education.
  - 5) 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.
  - 6) A student who has previously attended any institution and has been determined to have met readiness standards by that institution. For students meeting non-Algebra intensive readiness standards in mathematics as defined in §4.59(d)(1)(B) of this title (relating to Determination of Readiness to Perform Entry-Level Freshman Coursework), institutions may choose to require additional preparatory coursework/interventions for Algebra intensive courses, including MATH 1314/1324/1414 (or their local equivalent). It is the institution's responsibility to ensure that students are clearly informed of the consequences of successful completion of a mathematics pathways model which results in meeting the mathematics college readiness standard only for specific courses.
  - 7) 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.
  - 8) 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.
  - 9) 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 of a reserve component of the armed forces of the United States.

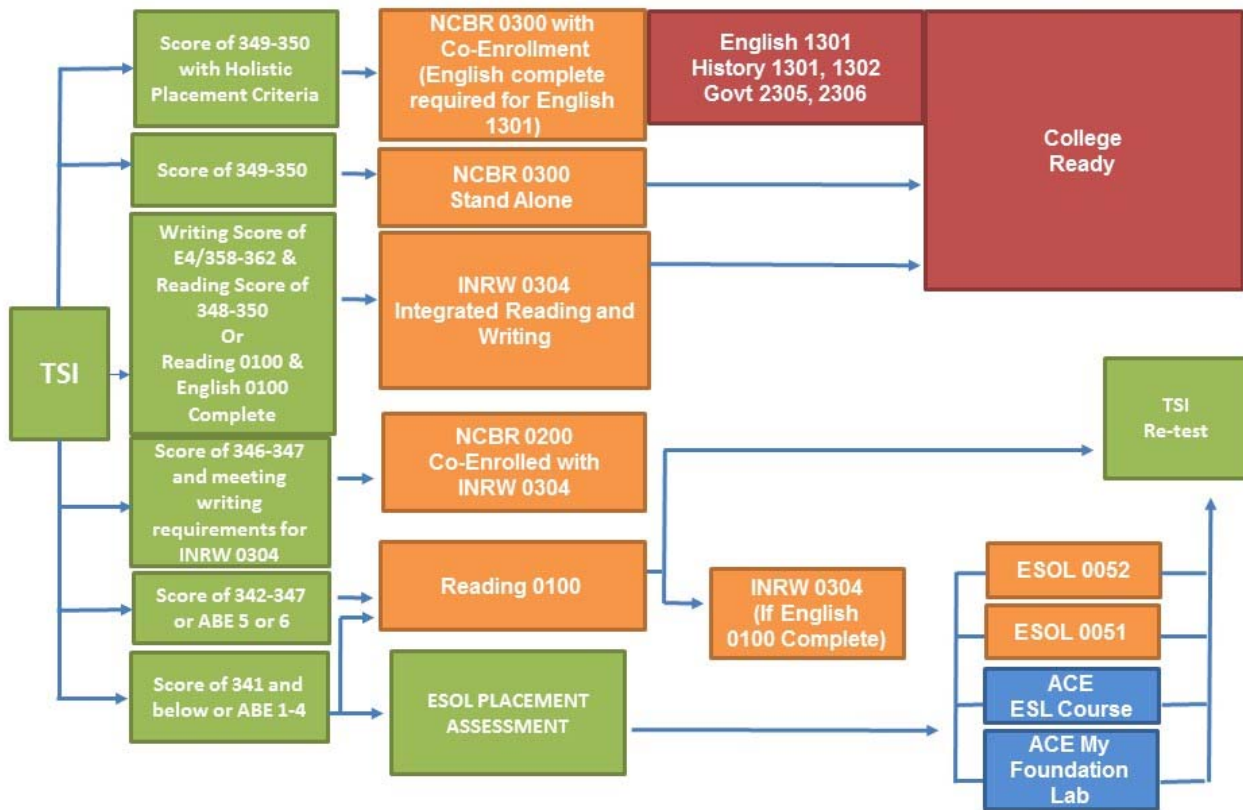
- 10) A student who successfully completes a college preparatory course under Texas Education Code §28.014 is exempt for a period of twelve (12) months from the date of high school graduation with respect to the content area of the course. This exemption applies only at the institution of higher education that partners with the school district in which the student is enrolled to provide the course. Additionally, an institution of higher education may enter into a Memorandum of Understanding with a partnering institution of higher education to accept the exemption for the college preparatory course.
- An institution may exempt a non-degree-seeking or non-certificate-seeking student.
  - ESOL Waiver--An institution may grant a temporary waiver from the assessment required under this title for students with demonstrated limited English proficiency in order to provide appropriate ESOL/ESL coursework and interventions. The waiver must be removed after the student attempts 15 credit hours of developmental ESOL coursework or prior to enrolling in entry-level freshman coursework, whichever comes first, at which time the student would be administered the TSI Assessment. Funding limits as defined in Texas Education Code, §51.3062(1)(1) and (2) for developmental education still apply.
  - Any student who has been determined to be exempt in mathematics, reading, and/or writing under subsection (a) or (b) of this section shall not be required to enroll in developmental coursework and/or interventions in the corresponding area of exemption.

### 3.0 PLACEMENT

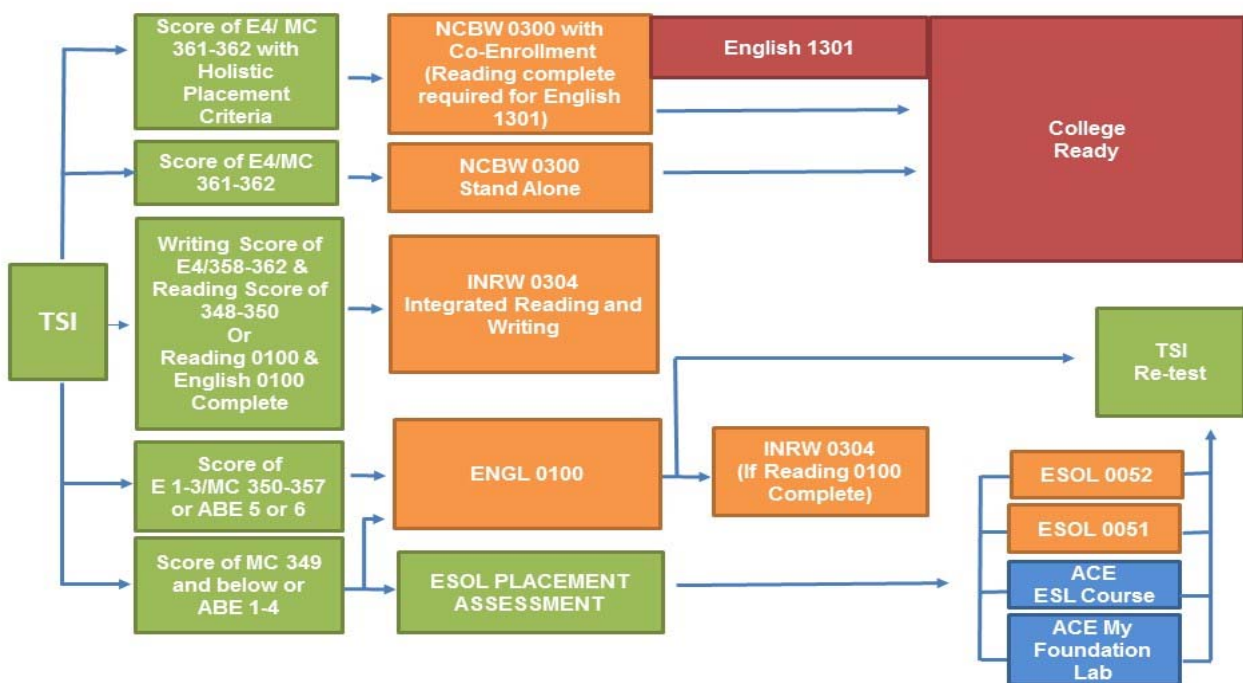
After testing, South Texas College students are placed at the college-level, developmental education level, or adult basic education level according to the placement standards in the table on page 8 and according to the following flow charts:



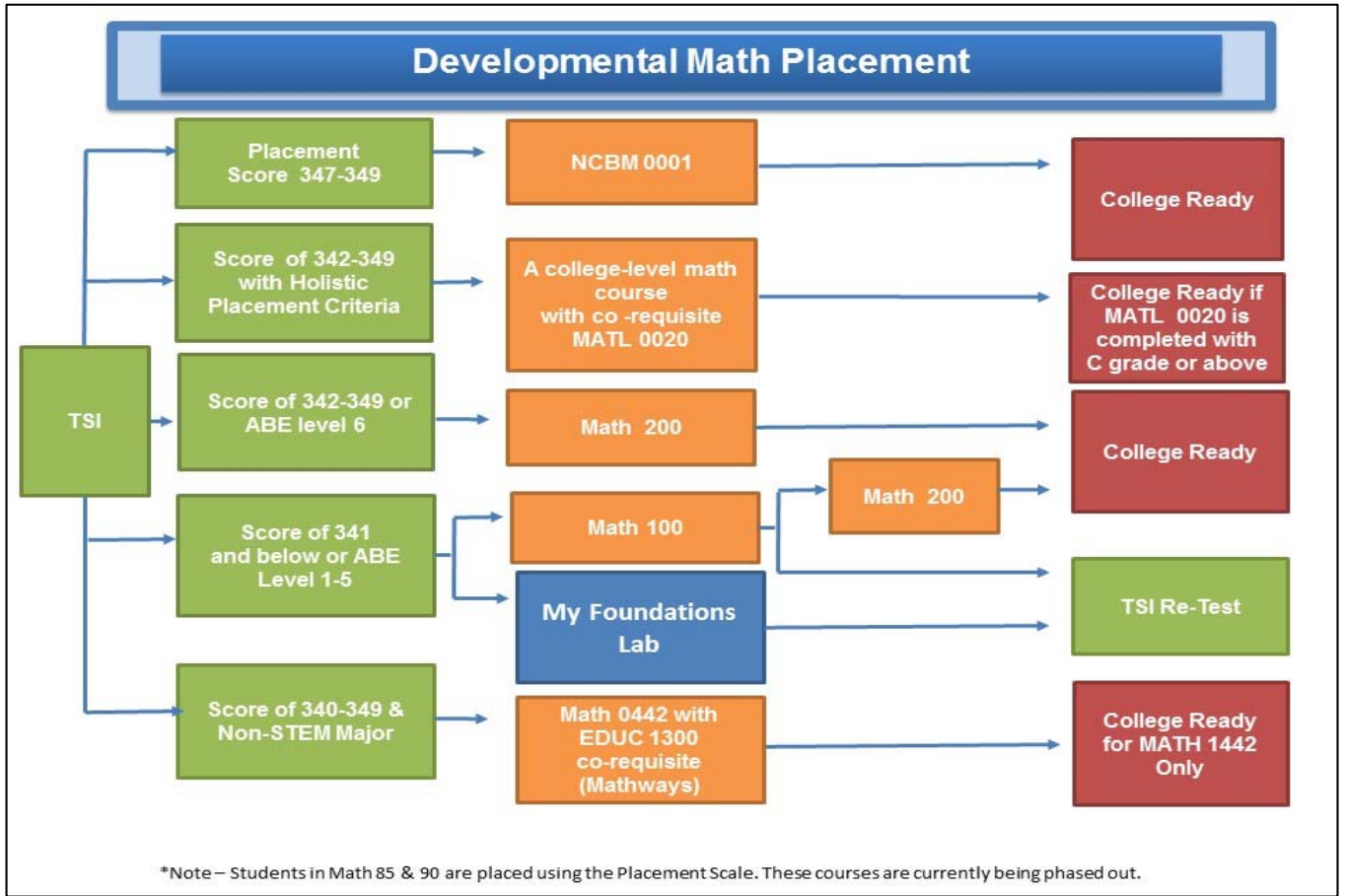
## Developmental Reading Placement



## Developmental Writing Placement







### **Holistic Advising and Placement for Reading**

Students scoring just below college-readiness in Reading (349-50) and meet one of the following criteria, are given the option of the mainstreaming approach in addition to the developmental sequence approach.

Mainstreaming in this context means regular college-level classes are co-enrolled with a Non Course Based (NCB) Offering. Students qualify under the Holistic Placement Option if they meet one of the following criteria:

1. Graduated from high school with a GPA of 3.0-4.0.
2. Graduated in the top 10% of high school graduating class.

### **Holistic Advising and Placement for English**

Students scoring just below college-readiness in Writing (TSI E4/MC 361-362) and meet one of the following criteria, are given the option of the mainstreaming approach in addition to the developmental sequence approach. Mainstreaming in this context means regular college-level classes are co-enrolled with a Non Course Based (NCB) Offering. Students qualify under the Holistic Placement Option if they meet one of the following criteria:

1. Graduated from high school with a GPA of 3.0-4.0.
2. Graduated in the top 10% of high school graduating class.
3. Are TSI Complete in Reading.
4. Developmental Instructor recommends English 0100 student for English 1301.

### **Holistic Advising and Placement for Developmental Mathematics**

Students scoring just below developmental level in Mathematics (ABE Level 3-4) and meet two of the following criteria are given the option of the mainstreaming approach and are eligible to enroll in MATH 0085 or MATH 0100. Students qualify under the Holistic Placement Option if they meet two of the following criteria:

1. Graduated from high school within the past 5 years.

2. Graduated from high school with a GPA of 3.0-4.0.
3. Successful completion of high school mathematics courses with a grade B and above.
4. Successful completion of academic or technical college mathematics courses.

### **Holistic Advising and Placement for College-Level Mathematics**

Students scoring just below college-readiness in Math (TSI 342-349) and meet two of the following criteria are given the option of the mainstreaming approach in addition to the developmental sequence approach.

Mainstreaming in this context means regular college-level classes are co-enrolled with a Non Course Based (NCB) Offering. Students qualify under the Holistic Placement Option if they meet two of the following criteria:

1. Returning South Texas College students or transfer students with a GPA of 2.5 or higher and a minimum of 9 semester credit hours.
2. Continuing students with the completion of MATH 0100 with a grade of “C” or better.
3. First time in college students without transfer credits that earned a grade of “B” or higher in Algebra II on their high school transcript.
4. A recommendation from a current or previous instructor.
5. Having a declared Major.

### 3.1 Placement Scale Effective Fall 2015

# Placement Scale (effective Fall 2015) Updated April 20, 2015



## Texas Success Initiative (TSI) Exemption Scores

TAAS*		TAKS*		STAAR EOC		ACT**		SAT**	
READING	89	READING	2200	ENGLISH III, LEVEL II	4000	ENGLISH	19	VERBAL	500
WRITING	1770	WRITING	& 3	MATH (ALGEBRA II, LEVEL II)	4000	MATH	19	MATH	500
MATH	86	MATH	2200			COMPOSITE	23	COMPOSITE	1070
Exemption is valid for a period of five (5) years from the date of testing.						Exemption is valid for a period of five (5) years from the date of testing.			
<b>College Preparatory Courses in Math and ELA</b>									
English Language Arts (CP110100)			Pass course and end-of-course assessment with a Grade of "C" or Higher.						
Mathematics (CP11200)			Pass course and end-of-course assessment with a Grade of "C" or Higher.						
College Preparatory Course Exemptions are valid for one (1) year from the date of High School graduation.									

Exemptions also granted to students who have graduated with an associate or baccalaureate degree or students and students who transfer to STC from a private or independent college or an accredited out of state college and have satisfactorily completed college-level coursework as determined by STC.

## Academic and Developmental Placement Scores

SUBJECT AREA	TSI	THEA	ACCUPLACER	ASSET	COMPASS	COURSE PLACEMENT
READING	351+ or *349-350 with <i>Holistic Placement Option</i>	230+	78+	41+	81+	College Reading Standard GOVT2305 GOVT2306 ARTS 1303/1304 MUSI 1307/1310 HIST 1301/1302 +Writing Complete HIST 2327/2328 +Writing Complete
	349-350	227-229	76-77	N/A	N/A	NCBR 0300 (Non Course-Based/Semester Length)
	Writing: E4/MC 358-362 and Reading 348-350 or Completion of ENGL 0100 and READ 0100 with a grade of "C" or better.	Writing: 180-219 and Reading 190-229	Writing: E6-8/0-59, E5/66-79, E4/66+ and Reading: 50-77	Writing: E5/33-35, E5/36-39 and Reading: 34-40	Writing: E4/48-52, E5/53-58 and Reading: 68-80	INRW0304
	346-347 and Co-enroll in INRW 0304 (must meet writing requirement for INRW 0304)	227-229	76-77	38-40	78-80	NCBR 0200
	342-347 Or ABE Level 5 or 6	0-189	0-49	0-33	0-67	READ0100
	341 and below Or ABE Level 1-4	0-189	0-49	0-33	0-67	READ0100 Or ESOL0052 Or ESOL0051

WRITING	E5+ or E4/MC 363 or *E4/MC 361-362 with <i>Holistic Placement option</i>	220+	E8/60+ E7/60+	E6/60+ E5/80+	E6/40+	E6/59+	College Writing Standard
	*Students qualify under the <i>Holistic Placement Option</i> if they meet one of the following <b>and co-enroll in NCBW 0300</b> :						ENGL1301 + Reading Complete
	<ol style="list-style-type: none"> <li>1. Graduated from high school with a GPA of 3.0 – 4.0 <b>or</b></li> <li>2. Graduated in the top 10% of high school graduating class</li> <li>3. Developmental ENGL 0100 Instructor recommendation for Holistic Placement in ENGL 1301</li> </ol>						
	E4/MC 361-362	200-219	E6/58-59 E5/78-79	N/A	N/A	NCBW 0300 (Non Course-Based/Semester Length)	
	Writing: E4/MC 358-362 <b>and</b> Reading 348-350 <b>or</b> Completion of ENGL 0100 and READ 0100 with a grade of "C" or better.	Writing: 180-219 <b>and</b> Reading 190-229	Writing: E6-8/0-59, E5/66-79, E4/66+ <b>and</b> Reading: 50-77	Writing: E5/33-35, E5/36-39 <b>and</b> Reading: 34-40	Writing: E4/48-52, E5/53-58 <b>and</b> Reading: 68-80	INRW0304	
	E 1-3/MC 350-357 Or ABE Level 5 or 6	100-179	E3-5/0-65	E3/0-35	E3/0-47	ENGL0100	
MC 349 and below Or ABE Level 1-4	100-179	E3-5/0-65	E3/0-35	E3/0-47	ENGL0100 Or ESOL0052 Or ESOL0051		
Both Essay and Sentence Skills are required for placement (E=Essay) (MC= Multiple Choice)							

Updated April 20, 2015

	350+	230+	EA 63+ or CLM 63+	41+	42+	College Math Standard	
						MATH1414 MATH1442	MATH 1332 MATH 1324
MATH	*342-349 with <i>Holistic Placement Option</i>	*Students qualify under the <i>Holistic Placement Option</i> if they meet <b>two</b> of the following criteria <b>and co-enroll in MATL 0020</b> : 1. Returning STC students or transfer students, GPA of 2.5 or higher with a minimum of 9 semester credit hours. 2. Continuing students, completion of MATH 0100 with a grade of "C" or better. 3. First time in College without transfer credits, a grade of "B" or higher in Algebra II from High school transcript. 4. A recommendation from a current or previous instructor. 5. Have a declared major.				MATH 1414 MATH 1442 MATH 1332 MATH 1324	
	N/A	N/A	100+	Students who scores of 100+ on the CLM ACCUPLACER may be eligible for MATH 2413; however, chair approval is required.			MATH 2413
Math Lab Co-requisite Math Lab & Non-Course Based Math	342-349 <b>and</b> <i>Co-Enrollment in College-Level Math Course</i>	N/A	N/A	N/A	N/A	MATL 0020	
	347-349	220	60	39	40	NCBM 0001 (Non Course-Based/Semester Length)	
3 Course Developmental Sequence  (MATH 0080 no longer offered beginning Fall 2015)	345-349	210-229	EA 50-62 & AR 65+	38-40	39-41	MATH0090	
	340-344 or *336-339 with <i>Holistic Placement Option</i>	190-209	EA 18-49 & AR 65+	35-37	36-38	MATH0085	
		*Students qualify under the <i>Holistic Placement Option</i> if they meet <b>any two</b> of the following criteria: 1. Graduated from high school within the past 5 years 2. High school GPA of 3.0 or higher 3. Successful completion of high school mathematics courses with a grade of "B" or higher 4. Successful completion of academic or technical college mathematics courses					
2 Course Developmental Sequence	342-349 Or ABE Level 6	200-229	EA 45-62 & AR 65+	N/A	N/A	MATH0200	
	341 and Below Or ABE Level 1-5	<200	EA<45 or AR <65	N/A	N/A	MATH0100	
1 Course Developmental Sequence	340-349	190-209	EA 18-49 & AR 65+	35-37	36-38	**MATH 0442 <i>Co-requisite: EDUC 1300 Frameworks for Mathematical and Collegiate Learning</i>	
		<b>**This course is designed for students who will take a College-Level Statistics or Quantitative Reasoning Course (non-STEM majors). Students choosing this option are only eligible to take MATH 1442 as a College-Level Mathematics option.</b>					
AR = Arithmetic, EA = Elementary Algebra, and CLM = College-Level Math							

Updated April 20, 2015

### **3.2 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 the approved TSI Assessment.
  - Reading: TSI 351+
  - English: TSI Essay 5+ or Essay 4 and Multiple Choice 363
  - Mathematic: TSI 350+
2. Passing INRW0304 or MATH 200 with a “C” or better.
3. Due to an exemption as listed under 2.2 of this document

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

The TSI assessment may be offered as part of the course and covered by the Developmental Studies Fee. When students have tested at or above the Placement Standard for college ready reading, writing, or mathematics while they are still enrolled in a developmental class, a grade of Pass, “P”, will be assigned for the respective developmental course final grade.

### **4.0 ADVISEMENT**

Developmental Education Advisors, Academic Advisors, Advisors for Programs and Advisors for Majors are available for South Texas College students.

Advisors will provide recommendations for appropriate course selection. Since effective reading skills are essential for all classes including mathematics, it may be recommended that students make reading classes their first priority. The sequence of the Developmental courses will be recommended by an advisor with the ultimate purpose of completing the developmental course work in a timely fashion.

Although students who have met the College Readiness 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 not meeting Placement Standards to enroll in freshman-level coursework and not qualifying for an exemption as listed under 2.2 are required to enroll in and attend developmental course(s) work until they meet the Placement Standards for those skills. Students placing in one or more Developmental courses must also enroll in and attend a College Success course (EDCS 0101, EDUC1300, PSYC1300, CSFH0101) during their first semester, until they successfully exit the course or become college ready in all three areas. Students who fail to comply with policies and procedures may be withdrawn from all of their classes except College Success and may not earn any college credit hours for the semester. Students who withdraw, are withdrawn from, or do not enroll in their required developmental classes are entitled to a one semester-long waiver which will allow them not to be withdrawn from all their academic classes, but they must enroll in the appropriate developmental

class(es) the following semester or sooner. Being withdrawn from academic classes will affect Financial Aid status.

### **Developmental Courses and Non-Course Based Options (NCBOs)**

Standard and pilot curriculums are offered depending on the skill level of the student. Reading, Writing, Math and College Success courses are offered. Course-based classes are delivered in classroom settings, in writing labs, as hybrid classes, and as online courses. Non-course based remediation options (NCBO's) are offered as a co-enrollment option with linked academic courses, or as stand-alone courses. Standard curriculum of course-based delivery is currently offered at two and three levels:

#### Reading

READ 0100 Developmental Reading I

NCBR0200 Non Course Based Reading II

NCBR0300 Non Course Based Reading III

#### Writing

ENGL 0100 Developmental English I

NCBW0300 Non Course Based Writing III

#### Integrated Reading and Writing

INRW0304 Integrated Reading and Writing

#### ESOL

ESOL 0051 ESOL Reading and Vocabulary

ESOL 0052 Grammar for Non-native Speakers

#### Mathematics

MATH 0085 (*part of three-course sequence, currently being phased out*)

MATH 0090 (*part of three-course sequence, currently being phased out*)

MATH 0100 Developmental Math I

MATH 0200 Developmental Math II

MATH 0442 Foundations of Mathematical Reasoning (*statistics pathway*)

NCBM 0001 Non Course Based Math

MATL 0020 Math Lab co-requisite to any of the following: MATH 1324, MATH 1332, MATH 1442, MATH 1414

#### College Success/Study Skills

EDCS 0101 Educational College Success

PSYC1300 Learning Frameworks (Credit Course)

EDUC1300 Learning Frameworks (Credit Course)

CSFH0101 College Success for Health Care

Course descriptions can be found in Appendix A, page 16.



## 5.1 Level-One Certificates

### 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.

## 5.2 College Success Courses: EDCS 0101, PSYC1300, EDUC1300

The following students are required to take a College Success Course (EDCS 0101, PSYC1300, EDUC1300) during their first semester until they pass the College Success 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 on page 8, 9,10)
- Students, including transfer students, who have not taken a college success class and whose cumulative grade point average is below 2.0, or who are on academic probation.

Students required to take College Success must attend scheduled classes. If they drop or are dropped for non-attendance by their instructors, students must enroll in a College Success class the following semester, or sooner, or they will be blocked from enrolling in course work. 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 Course Loads for Developmental Education Participants

Students who have not placed at or above college-level for reading, writing, or must enroll in Developmental coursework and limit their credit-hour loads as follows:

- Students who have not met the college-level Placement Standard and wish to enroll in more than 9 credits, will be required to enroll in a minimum of two (2) Developmental courses. EDCS 0101, taken during the first semester, can be counted as a developmental course. All students who have not met the college-level Placement Standard and wish to take less than 9 credits will be required to enroll in one (1) Developmental course. These rules also apply to summer terms.

## 5.4 Academic Status and Cumulative Grade Point Average

All Developmental courses and EDCS 0101 will be included in the student’s semester grade point average (GPA). PSYC1300, EDUC1300 are included in the cumulative GPA as well.

- A student taking Developmental courses whose current or cumulative GPA drops below 2.0 will be placed on *Academic Probation*. Students on *Academic Probation* must meet with a Counselor and follow a *Scholastic Success Plan*.
- A student taking Developmental courses who was previously on *Academic Probation* and whose current semester GPA is below 2.0 will be placed on *Continued Academic Probation*. These students must meet with a Counselor and follow a *Scholastic Success Plan*.
- A student taking Developmental courses who was previously on *Continued Academic Probation* and whose current semester GPA is below 2.0 will be placed on *Academic Suspension*, as outlined in South Texas College’s Board Policy 3320, Scholastic Progress Standards. Developmental students who wish to appeal their placement on *Academic Suspension* must meet with a Counselor and follow the *Scholastic Appeal Procedures*.

## 6.0 EXIT CRITERIA FOR DEVELOPMENTAL COURSES

After their initial placement into a developmental course, students may retake the TSI exam. If students obtain a score that meets or exceeds the college-level Placement Standard for reading, writing, or mathematics, they will receive a grade of "P" for the respective developmental course (s) they are taking. Students who obtain a score that meets or exceeds the college-level Placement Standard in all three skills—reading, writing, and mathematics— will receive a grade of “P” for the College Success course as well.

Developmental Education students enrolled in English 0100, Reading 0100, Math 0100, and Math 0200 have the opportunity to take a cost-free TSI assessment at the end of the semester. This developmental education initiative is for students to have the opportunity to demonstrate that they are academically ready after their 0100 level developmental education course.

For students who test college ready after having completed any of the developmental classes, a grade of “P” may be requested to count as 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 are considered College Ready after successful completion (grade of “C” or higher) of the following Developmental courses:

Subject Area	Successful Completion of the Developmental Courses Below Indicates College Readiness
College-level Reading	INRW 0304 NCBR 0300
College-level Writing	INRW 0304 NCBW 0300
College-level Mathematics	MATH 0200

	MATL 0020 NCBM 0001
College-level Statistics	MATH 0442

Students who take NCBW0300 or NCBR0300 and co-enroll in and successfully complete (grade of “D” or higher) any of the following courses will be considered TSI complete in the following areas:

Skill Assessed	Course
College-level Reading	PHIL 1304, PHIL 2307, PHIL 2316, PHIL 1301, PHIL2303, PHIL2306, PHIL 2321, HIST2327, HIST2328, HIST 1301, HIST1302 GOVT 2305,GOVT2306, ENGL 1301, ARTS 1303/1304 MUSI 1307, 1310
College-level Writing	ENGL 1301 or higher *

\*A “C” or higher in ENGL1301 is a prerequisite for ENGL 1302.

## 7.0 EQUAL OPPORTUNITY

### 7.1 Statement of Equal Employment Opportunity *(Updated statement is pending approval by Board of Trustees during May 2015)*

South Texas College is an equal education and equal employment opportunity/affirmative action employer. As an equal opportunity employer, the College does not discriminate on the basis of race, color, national origin, religion, age, sex, gender, disability, genetic information, or veteran status. Discrimination is prohibited and the College will comply with all applicable College policies, and state and federal legislation. This policy extends to employment with and admission to the College.

### 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, 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. South Texas College supports efforts in making the campus more accessible and encourages individuals with disabilities to participate in all activities. Individuals seeking assistance should contact the Counseling Office.

## Appendix A

### COLLEGE SUCCESS COURSES

#### **EDCS 0101 Educational College Success** CRT HRS: 03 LEC HRS: 03 LAB HRS: 00

This course covers strategies for learning and success. Examine factors that underlie learning, success, and personal development in higher education. Topics covered include information processing, memory, strategic learning, self-regulation, goal setting, motivation, educational and career planning, and learning lifestyles. Techniques of study such as time management, listening and note taking, text marking, library and research skills, preparing for examinations, and utilizing learning resources are covered. This course develops students' academic skills that apply to all disciplines. This course is a requirement for all first-time developmental students who are not TSI complete. This course is required of all students (including transfer students) with grade point averages below 2.0. It is not required for students enrolled in a certificate program (42 or fewer semester credit hours or equivalent) or for students who are TSI exempt. Prerequisite: None.

#### **PSYC 1300 Learning Framework** CRT HRS: 03 LEC HRS: 03 LAB HRS: 00

This course is a study of the research and theory in the psychology of learning, cognition, and motivation, factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. Prerequisite: None.

#### **EDUC 1300 Learning Framework** CRT HRS: 03 LEC HRS: 03 LAB HRS: 00

This course is a study of the research and theory in the psychology of learning, cognition, and motivation, factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. Prerequisite: None

#### **CSFH0101 College Success for Health Care** CRT HRS: 03 LEC HRS: 03 LAB HRS: 00

This course aids the healthcare student to perform successfully in healthcare by understanding his or her personal learning style, understanding and using college policies and procedures including clinical requirements, criminal background authorizations, vaccinations, drug and alcohol testing, managing time, memorizing information, reading textbooks for maximum learning, taking effective notes from lectures and books, maximizing test scores, thinking critically, communicating well both orally and in writing, by learning and about each of the healthcare professions taught at South Texas College. Some healthcare programs award points toward selection for completion of CSFH with a grade of "A" or "B." This course fulfills a requirement for all first-time developmental students who are not TSI complete, and for all students (including transfer students) with grade point averages below 2.0. It is not required for students enrolled in a certificate program

(42 or fewer semester credit hours or equivalent) or for students who have passed all sections of the Accuplacer.  
Prerequisite: None

## MATHEMATICS COURSES

### **MATH 0085 Introductory Algebra**

CRT HRS:03 LEC HRS:03 LAB HRS:01

This course is a study of introductory algebra. Topics include simplifying algebraic expressions, solutions of linear equations and inequalities in one variable, applying rules of exponents, calculations involving scientific notations, operations on polynomials, factorization of polynomials, solving polynomial equations by factoring, systems of equations, graphs of linear equations in two variables, and application problems involving linear models. The focus of lab instruction is content reinforcement. Prerequisite: Placement based on assessment scores or TSI score of 340-344 or MATH 0080 with a grade of “C” or better or equivalent. Students see an advisor for special assessment if the TSI score is 336-339.

### **MATH 0090 Intermediate Algebra Part I and Geometry** CRT HRS:03 LEC HRS:03 LAB HRS:01

This course is a study of intermediate algebra and geometry. Topics include factorization of polynomials, operations on rational expressions, solving rational equations, radical expressions, rational exponents, quadratic equations and inequalities and their graphs, application problems involving quadratic models, functional notation, and application problems on geometry. The focus of lab instruction is content reinforcement. Prerequisite: Placement based on assessment scores or TSI score of 345-349 or MATH 0085 with a grade of “C” or better.

### **MATH 0100 Developmental Mathematics I**

CRT HRS: 04 LEC HRS: 03 LAB HRS: 03

This course is a study of fundamental mathematics principles and concepts. Topics include performing basic arithmetic operations on integers, fractions, and decimals; performing calculations involving exponents and order of operations; solving application problems involving proportions, percent, and fractions; simplifying algebraic expressions and solving linear equations; application problems involving linear models; applying rules of exponents, calculations involving scientific notation, and operations on polynomials. The focus of lab instruction is content reinforcement. Prerequisite: Placement based on assessment scores or TSI score 336-341 or ABE score Level 5. Students see an advisor for special assessment if the TSI score is below 336.

### **MATH 0200 Developmental Mathematics II**

CRT HRS: 04 LEC HRS: 03 LAB HRS: 03

This course is a study of introductory and intermediate algebra concepts. Topics include graphs of linear equations in two variables, factorization of polynomials, operations on rational expressions, solving rational equations, radical expressions, rational exponents, quadratic equations and inequalities and their graphs, application problems involving quadratic models, functional notation, and application problems in geometry. The focus of lab instruction is content reinforcement. Prerequisite: A score of 342+ on the Math portions of the TSI exam or MATH 0085 or MATH 0100 with a grade of “P” or “C” or better, or equivalent.

### **MATH 0442 Foundations for Mathematical Reasoning** CRT HRS:03 LEC HRS:03 LAB HRS:01

This course surveys a variety of mathematical topics needed to prepare students for college-level Statistics or Quantitative Reasoning courses. Topics include: numeracy with an emphasis on estimation and fluency with large numbers; evaluating expressions and formulas, rates, ratios, and proportions, percentages, solving equations; linear models; data interpretations including graphs and tables; verbal, algebraic and graphical representations of functions; and exponential models. This course is not for college-level credit. Students in this

course are required to take a co-requisite student success course (EDUC 1300-Frameworks for Mathematical and Collegiate Learning). Prerequisite: TSI Math score of 340-349.

### **Developmental Education Interventions – NCBO’s Non-Semester-Length/Non-Course Competency-Based Options and Interventions**

**MATL 0020 Math Supplementary Lab** CRT HRS: 00 LEC HRS: 02 LAB HRS: 01

This course is designed as a co-requisite for freshman-level math courses taken by students who are not yet college-ready in mathematics according to Texas Success Initiative guidelines. The topics include: factoring, rational expressions, roots, and rational exponents. The topics are integrated in the college-level math course. Prerequisite: TSI Exam score of 342-349 in Math. Co-Requisite: College-level Math course.

**NCBM 0001 Non-Course Based Mathematics** CRT HRS: 01 LEC HRS: 00 LAB HRS: 02

The focus of this course is content reinforcement with review of Introductory and intermediate algebra concepts. Topics include graphs of linear equations in two variables, factorization of polynomials, operations on rational expressions, solving rational equations, radical expressions, rational exponents, quadratic equations and inequalities and their graphs, application problems involving quadratic models, functional notation, and application problems on geometry. This is a self-paced two week course to prepare for the TSI exam.

Prerequisite: Placement based on TSI score of 347-349.

### **READING AND WRITING COURSES**

**READ 0100 Developmental Reading I** CRT HRS: 03 LEC HRS: 03 LAB HRS: 01

The READ 0100 course is designed to help students develop reading strategies in an accelerated format. Emphasis is placed on hands on activities, read aloud, silent sustained reading, and the integration of college success skills. This course has a required one-hour lab. Prerequisite: Placement based on TSI placement score of 342-347; or equivalent.

**ENGL 0100 Developmental English I** CRT HRS: 03 LEC HRS: 03 LAB HRS: 01

This English course is designed to advance the students’ writing skills. The aim of this course is to prepare the students for college readiness assessment tests and academic writing. The students will study professional and peer writing samples; the composing techniques of different and integrated rhetorical modes of writing; and grammar, usage, and mechanics. Curriculum will contextualize writing in projects based on college level courses. Special emphasis is placed on paragraph construction in the context of essay writing. This course has a required on-hour lab. Prerequisite: Placement based on TSI score: Essay 1-3 with Multiple Choice 350-357 and ABE score levels 5 and 6.

**INRW 0304 Integrated Reading/Writing (IRW)** CRT HRS: 03 LEC HRS: 03 LAB HRS: 01

Integration of critical reading and academic writing skills. The course fulfills TSI requirements for reading and/or writing. This course is designed to advance the students’ reading and writing skills to prepare them for

academic course work. Upon successful completion of this course, students will: Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.

Comprehend and use vocabulary effectively in oral communication, reading, and writing. Identify and analyze the audience, purpose, and message across a variety of texts.

Describe and apply insights gained from reading and writing a variety of texts. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose. Determine and use effective approaches and rhetorical strategies for given reading and writing situations. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments. Recognize and apply the conventions of standard English in reading and writing.

Prerequisite: Placement based on TSI Writing score: Essay score of 4 with Multiple Choice 358-362 **and** a TSI Reading placement score of 348-350, or completion of ENGL 0100 **and** Reading 0100 with a grade of "C" or better.

#### **ESOL 0051 ESOL Reading and Vocabulary CRT HRS: 03 LEC HRS: 03 LAB HRS: 01**

Develops English reading proficiency and vocabulary for academic, career, or personal purposes in speakers of languages other than English and prepares them to function in a multicultural, multilingual society. Upon successful completion of this course, students will: Comprehend and summarize texts, including the identification main idea, supporting details, audience, and purpose of text. Interpret and critically analyze author's bias, purpose, and perspective in academic materials. Make inferences and draw conclusions from a variety of college level texts. Respond critically, orally and in writing, to various kinds of college level texts. Understand and use academic vocabulary and linguistically complex structures across a variety of disciplines and genres. Demonstrate knowledge of cultural and historical references to American society in written materials. Prerequisite: Placement based on an English as a Second Language proficiency exam.

#### **ESOL 0052 Grammar for Non-Native Speakers CRT HRS: 03 LEC HRS: 03 LAB HRS: 01**

Focuses on Standard English grammar usage for academic purposes. Open only to non-native speakers. Upon successful completion of this course, students will: Use verb tenses and voice with proficiency. Use simple, compound, and complex sentences structures including phrases and clauses with proficiency. Use parts of speech (nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, conjunctions) and determiners (quantifiers, articles, demonstratives, possessives) appropriately and with proficiency. Use appropriate word choice, word form, and word order with proficiency. Respond critically, orally and in writing, to various kinds of college level texts. Understand and use academic vocabulary and linguistically complex structures, orally and in writing, across a variety of disciplines and genres. Prerequisite: Placement based on an English as a Second Language proficiency exam.

**Developmental Education Interventions – NCBO’s  
Non-Semester-Length/Non-Course Competency-Based Options and Interventions**

**NCBR 0200 Non Course Based Developmental Reading II** CRT HRS:01 LEC HRS: 01 LAB HRS: 00  
This course covers the basics of the development of reading and higher order thinking skills necessary for college readiness. Prerequisite: TSI scores: Reading 346-347

**NCBR0300 Non Course Based Developmental Reading III** CRT HRS: 01 LEC HRS: 01 LAB HRS: 00  
The development of reading and higher order thinking skills necessary for college readiness will be covered. Prerequisite: TSI scores: Reading 349-350

**NCBW 0300 Non Course Based Developmental Writing III** CRT HRS: 01 LEC HRS: 01 LAB HRS: 00  
The development of college-level writing focusing on idea generation, drafting, organization, revision, and utilization of Standard English will be covered. Prerequisite: TSI scores: Writing: E4/MC361-362.