Texas Success Initiative Program

The main component of the Texas Success Initiative Program (TSIP) program is an initial assessment that measures skills in mathematics, reading, and writing. All students, except those who are TSI-Exempt, should take an initial assessment test before their first semester in college at a Texas public institution of higher education. Students with disabilities who need reasonable accommodations should contact the Office of Disability Services.

The State of Texas has one approved assessment instrument, the TSI Assessment. This assessment instrument is administered at Texas State University as well as all two- and four-year public institutions across the state year-round. Prior to taking the TSI Assessment, all examinees must complete a Pre-Assessment Activity (PAA) to understand the importance and process of the assessment, developmental options, and institutional resources.

Approved Assessment Instruments and Cut-Scores

TSI Assessment
- College Ready Cut-Scores
  - Mathematics - 350
  - Reading - 351
  - Writing - Essay Score of 5; Essay Score of 4 with Multiple Choice of 363
- Developmental Education Cut-Scores
  - Mathematics - 336
  - Reading - 342
  - Writing - 350

TSI Exemptions

Some students are exempt or partially exempt from assessment. A student will be identified as TSI-Exempt or partially exempt when Texas State has received official proof that he or she satisfies any one of the following:

- Earned an associate or bachelor’s degree from an institution of higher education whose accreditation is recognized by SACSCOC (Southern Association of Colleges and Schools Commission on Colleges);
- Earned a composite score of at least 23 and at least 19 on the Mathematics and/or English components of an ACT test which is no more than five years old;
- Earned a Verbal plus Mathematics total of at least 1070 on a SAT test that is less than five years old, with a minimum score of 500 on the Verbal and/or a minimum of 500 on the Math;
- Performed on the 11th grade exit-level Texas Assessment of Knowledge and Skills (TAKS) test that is no more than five years old with a minimum scale score of 2200 on the English Language Arts section with a writing composition score of at least 3 and/or a minimum scale score of 2200 on the Mathematics section;
- Earned STAAR end-of-course (EOC) with a minimum score of Level 2 on the English III, and a minimum score of Level 4 on the Algebra II.
- Enrolled in a certificate program of one year or less (Level-One certificates, 42 or fewer semester credit hours or the equivalent);
- Previously attended any institution of higher education and has been determined to have met readiness standards by that institution;
- 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;
- 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 on or after August 1, 1990.
- Is 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 office of Undergraduate Admissions should receive the student’s transcript and ACT, SAT, or TAKS scores. The Office of Disability Services should receive the necessary documentation that the student is deaf or blind. The Success Initiative Program office may also receive TAKS scores.

Remediation

If students fail one or more parts of the initial assessment test, they will be required to participate in an individualized developmental education program that will prepare them for freshman-level coursework in the area of deficiency. There are several ways to meet the requirements of the Success Initiative. The program may require re-testing, enrollment in developmental courses, and/or participation in lab-based remediation. The student and a Success Initiative Program representative will jointly determine successful completion of the program.

Out-of-State/Private School Transfers

A student who is transferring coursework from a private or out-of-state school may not need to take an assessment test. This rule has many restrictions, and students should check with the Success Initiative Program Office before assuming this applies to them. The following statements apply to exact transfer courses and not to elective advanced (ELNA) courses taken at private or out-of-state schools. A student who transfers a grade of “A”, “B”, or “C” in the following will be regarded as having passed the Mathematics part of the assessment test.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1315</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1316</td>
<td>Survey of Contemporary Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1319</td>
<td>Mathematics for Business and Economics I</td>
<td>3</td>
</tr>
</tbody>
</table>

A student who transfers a grade of “A”, “B”, or “C” in the following will be regarded as having passed the writing part of the assessment test.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1310</td>
<td>College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1320</td>
<td>College Writing II</td>
<td>3</td>
</tr>
</tbody>
</table>

A student who transfers a grade of “A”, “B”, or “C” in any one of the following will be regarded as having passed the reading part of the assessment test.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 1310</td>
<td>History of the United States to 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1320</td>
<td>History of the United States, 1877 to Date</td>
<td>3</td>
</tr>
</tbody>
</table>
If a student has passed some part of the assessment test satisfactorily, he or she should take the remaining parts of the test prior to attempting to register for classes at Texas State.

Incoming students who have taken an assessment test but have not submitted their scores to Texas State, should contact the Success Initiative Program Office for additional information: www.txstate.edu/tsip (http://www.txstate.edu/tsip).

**History and Government**

Pursuant to Texas Education Code §51.302, every student graduating from a state-supported college or university must complete six semester hours of American history (HIST 1310 and HIST 1320 at Texas State University) and six semester hours of American government (POSI 2310 and POSI 2320 at Texas State University). Both of these requirements are included in Texas State's general education core curriculum. According to current law, up to three semester hours of credit in an upper-level ROTC course may be applied to the core curriculum history requirement (HIST 1310 or HIST 1320) and up to three hours to the core curriculum government requirement (POSI 2320 only).

**Field of Study**

A Field of Study curriculum (FOS) is a set of courses that fulfills lower division requirements for a specific major/degree plan in addition to the core curriculum. FOS curricula were mandated in the 75th Texas Legislature and are intended, along with general education core curricula, to facilitate the transferability of lower-division academic course credit among public colleges and universities throughout Texas. As found in Texas Education Code (TEC) Chapter 61, Subchapter S, Section 61.821-61.829, field of study curricula are developed in accordance with the policies and procedures of the Texas Higher Education Coordinating Board, along with the assistance of advisory committees composed of representatives of institutions of higher education. To date, FOS have been developed in the following academic areas that are pertinent to degree programs offered at Texas State University: Business, Communication, Computer Science, Criminal Justice, Electrical Engineering, Engineering Technology, Music and Nursing.

Each FOS will include the lower division courses that are required before a student may enroll in upper-division courses within the degree program, and may also offer guidelines and suggestions for appropriate general education core curriculum or elective courses in addition to the courses that actually compose the field of study curriculum itself. In TEC 61.823(b), "If a student successfully completes a field of study curriculum developed by the board, that block of courses may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program for the field of study into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred." In TEC 61.823(c) "A student who transfers from one institution of higher education to another without completing the field of study curriculum of the sending institution shall receive academic credit from the receiving institution for each of the courses that the student has successfully completed in the field of study curriculum of the sending institution. Following receipt of the credit for these courses, the student may be required to satisfy further course requirements in the field of study curriculum of the receiving institution." A student concurrently enrolled at more than one institution shall follow the field of study curriculum of the institution in which the student is classified as a degree-seeking student.

**Degree Plan**

Upon enrollment, all degree-seeking students are provided with a degree plan through DegreeWorks, a degree audit software. Based upon the student's major, this online system displays the courses required for graduation, tracks the student's progress and maintains an up-to-date list of their remaining course-work. Students and advisors utilize this tool to facilitate proper class scheduling and to monitor progress toward the degree. (Texas Education Code, Chapter 51, Section 51.9685)