

Developmental Education Plan 2006 - 2007

Table of Contents

Introduction.....	1
Developmental Education Instructional Programs	4
Math	4
Reading	4
Basic Academic Skills	5
English.....	5
English-as-a-Second Language	6
Application of Assessment Requirements.....	7
Criteria for Meeting Assessment Requirements	10
Critical Information for Academic Advising	12
Program Evaluation.....	15
Accountability	15

APPENDICES

Appendix A	
Organizational Chart.....	A-1
Appendix B	
Dual Credit Testing Requirements	B-1
Appendix C	
Testing Requirements for Certificate Programs.....	C-1
Appendix D	
Score Comparison Sheet.....	D-1

INTRODUCTION

Background of the Developmental Education Program

The Amarillo College developmental education program began in 1974 with courses in reading skills, study skills and a psychology course for personal development. Soon the College added developmental English and math courses. As the institution searched for ways to provide access to all students, the need for expanded services was recognized.

The “ACcess” program was established to meet this need and in 1980 the ACcess Division became one of eight academic divisions at Amarillo College. In 2004-05 the ACcess Division combined with the Student Services Division to become the Student and Academic Development Division. Then in Fall 2005, the Academic Development Division was formed. (Appendix A)

In 1989, the Texas legislature introduced the Texas Academic Skills Program (TASP). The program was designed to provide a benchmark of college readiness by all Texas higher education institutions. In 2003, the legislature repealed TASP legislation and replaced it with the Texas Success Initiative. This program uses assessment, advising and remediation to ensure that students have college-level skills. The Amarillo College Developmental Education Plan includes the implementation of the Texas Success Initiative.

Regardless of legislatively driven programs, Amarillo College has always believed in preparing students for success in college-level work as indicated by its strong developmental education program. The developmental education program’s mission statement, goals, and commitments follow:

Mission Statement

The developmental studies program of Amarillo College is dedicated to providing a comprehensive educational program aimed at improving the quality of life for diverse populations. The Academic Development Division affords students the educational opportunities to enhance and maximize their potential by building strong foundational skills and promoting lifelong learning.

Goals

- To preserve academic standards by developing competencies needed for success in mainstream college courses.
- To enhance the retention of developmental students.
- To ensure proper placement through entry-level assessments.

- To assess and improve the effectiveness of the program through continuous evaluation of the curriculum, the instruction, and the retention efforts.

Commitments

- To enhance educational opportunities for developmental students.
- To provide a supportive network for developmental students through cooperation among academic departments, student support services, and administration.
- To provide academic opportunities for developmental students in the service delivery area.
- To employ state-of-the-art technologies in teaching and scholarship.
- To recruit, develop, and support outstanding faculty in the discipline of developmental education.
- To support professional development in faculty and staff.
- To promote the development and application of cognitive and affective learning theories.
- To develop basic skills, thinking skills, and personal qualities.

Organization

The Academic Development Division is the developmental studies division and an integral part of the institution. An organizational chart is in Appendix A.

The Academic Development Division houses:

- Developmental and college reading and study skills
- English-as-a-Second Language
- ACcess Learning Centers
- High School Equivalency Program (HEP)--a federally funded program that provides GED instruction and testing to students with seasonal agricultural backgrounds (migrants).
- Community Link--an outreach program located in the northeast side town targeting at-risk students.
- Supplemental Instruction (SI)--a student academic assistance program that targets difficult courses and increases student performance and retention

through its use of collaborative learning strategies.

- Peer and professional tutoring
- Learning Communities

Coordinated Services

Developmental math reports directly to the Math Department and developmental English reports directly to the English Department. However, the Academic Development Division Chair serves as a centralized advisor to coordinate the developmental reading, math and English programs. The three departments meet regularly to share successful strategies for teaching developmental courses, to discuss the challenges of teaching developmental students and to brainstorm new and better ways to offer and teach developmental courses.

Housing math and English in their respective departments strengthens the academic integrity and college-wide support of these developmental courses. In addition, positioning the developmental studies and academic support services as an academic division heightens the level of respect the division and its students deserve. The Amarillo College developmental education program is unique and successful. More importantly, so are its students.

DEVELOPMENTAL EDUCATION INSTRUCTIONAL PROGRAMS

Amarillo College has five developmental education instructional programs: math, reading, English, ESL, and a basic academic skills learning center. All new students enrolling in Amarillo College must be advised. If the student has not passed an approved assessment, the student must see an advisor each semester until all developmental work is complete.

The following is a listing of developmental courses offered, the coordinators of the respective programs and the advisors for each program:

1. Math

Coordinator-Edie Carter, 371-5335, Office: ENGR 210A

COURSE NAME	CATALOG NAME	PLACEMENT LEVEL
Basic Mathematics	MATH 0301 (0013)	Level 1 --Student math skills are eighth-grade and below. Student has not mastered order of operations, fractions, decimals, percents, ratios and proportions, or integers.
Beginning Algebra	MATH 0302 (0033)	Level 2 --Student lacks most high school Algebra I skills.
Intermediate Algebra	MATH 0303 (0313)	Level 3 --Student lacks most high school Algebra II skills.

2. Reading

Coordinator—Judy Johnson, Interim Coordinator, 371-5429, Office: LIB 305D

COURSE NAME	CATALOG NAME	PLACEMENT LEVEL
Basic Reading Skills	RDNG 0301 (0113)	Level 1 --Student reading skills are at grade levels 4 – 6.
Reading Techniques I	RDNG 0321 (0123)	Level 2 --Student reading skills are at grade levels 7 – 9.
Reading Techniques II	RDNG 0331 (0133)	Level 3 --Student reading skills are at grade levels 10 - 12.

3. Basic Academic Skills

Coordinator--Ann Hamblin--371-5421, Office: LIB 305

COURSE NAME	CATALOG NAME	PLACEMENT LEVEL
Basic Academic Skills	BASM 0302 BASR 0302 BASW 0302	For students scoring below 230 in math or reading or below 200 in writing on THEA. For students scoring below 78 on reading, below 63 on math, or below 80 on writing on Accuplacer. Students are required to attend a minimum of 4.5 hours per week.
Basic Academic Skills	BAS 0303	For students wanting to build basic skills in math, writing, and/or reading. Students must complete 60 hours of instruction during the semester and attend a minimum of 4.5 hours per week.

4. English

Coordinator-Dr. Judy L. Carter--371-5181, Office: ORD 203B

COURSE NAME	CATALOG NAME	PLACEMENT LEVEL
Basic Grammar and Writing I	ENGL 0301 Previously ENGL 0313 (0013) and ENGL 0323 (0023)	<p>Student cannot demonstrate basic use of punctuation and capitalization; of nouns, adjectives, and adverbs; and of verb forms and tenses. Errors exist with subject-verb agreement, sentence fragments, run-on sentences, spelling, diction, and syntax.</p> <p>Student cannot compose a clear, logically developed paragraph. Student is unable to include a clear topic sentence, concrete supporting details, or an appropriate conclusion in the paragraph. Transitions are illogical or absent.</p>
Basic Grammar and Writing II	ENGL 0302 Previously ENGL 0333 (0033) and ENGL 0343 (0043)	<p>Student cannot demonstrate conventional use of various types of phrases, clauses, and sentence patterns. Some errors exist in capitalization, punctuation, pronoun usage, spelling, diction, and syntax.</p> <p>Student cannot compose a coherent, multi-paragraphed essay. Student is unable to include a focused thesis, topic sentences, transitions, logically and concretely developed paragraphs, supporting details, or an appropriate introduction and conclusion.</p>

5. English-as-a-Second Language (ESL)

Coordinator—Alice Hall, Coordinator--371-5908, Office: LIB 305G

ESL Lab Supervisor- Rugenie Burkhalter - 371-5908, Office: LIB 314

Direct students to meet with Alice Hall, Carol Summers, or Rugenie Burkhalter for proper placement.

COURSE NAME*	CATALOG NAME	PLACEMENT LEVEL
Level I	ESL 0311 Speaking & Listening I ESL 0312 Grammatical Structure I ESL 0314 Reading I ESL 0315 Composition I	Student cannot write any English or a few English words that do not convey a thought.
Level II	ESL 0321 Speaking & Listening II ESL 0322 Grammatical Structure II ESL 0324 Reading II ESL 0325 Composition II	Student can write words in English that convey a thought.
Level III	ESL 0331 Speaking & Listening III ESL 0332 Grammatical Structure III ESL 0334 Reading III ESL 0335 Composition III	Student can write sentences in English on a topic.
Level IV	ESL 0341 Speaking & Listening IV ESL 0344 Reading IV ESL 0345 Grammar & Composition IV	Student can write a paragraph in English, but it may contain development and grammatical errors.

- a. Students whose native language is not English should complete a writing sample before being assessed. An exception should be made; however, for students with extremely limited English skills. Such students are not required to write; they are placed in Level I ESL classes. All other students should be given 10 to 15 minutes to write as much as they can about a topic of their choice. Following an assessment of their writing skills, these students are either placed in the appropriate ESL level or advised to take an approved assessment test. During the first two weeks of class, ESL instructors continue to assess the abilities of new ESL students. After this period, instructors meet with the ESL Coordinator to discuss any placement level change deemed appropriate.
- b. English-as-a-Second Language (ESL) hours may be used for developmental education purposes when a student is placed in such courses as a result of failing the reading or writing portion of the required assessment test. However, when used for such purposes, ESL hours shall be counted toward the 27 hour cap.
- c. Upon completion of ESL coursework, the student will be required to follow the same testing and placement (TSI) requirements of all college students.
- d. The ESL Department will be undergoing major changes during the 2006-07 year. The description stated here may differ as changes are implemented.

APPLICATION OF ASSESSMENT REQUIREMENTS

Assessment Requirements

1. Each student, unless otherwise exempt, who enters Amarillo College to complete a Level-Two certificate (43-59 semester credit hours) or an Associate degree must be assessed in reading, writing, and mathematics skills prior to enrolling in any college-level coursework.

Students enrolling in a Level-One (42 or fewer semester hours) certificate program must adhere to the testing requirements dictated by each program before enrolling. See Appendix C, Testing Requirements for Certificate Programs.

2. High school students are subject to the following guidelines:
 - a. A high school student who enrolls in dual credit courses or is concurrently enrolled in both high school and college courses must take a required assessment prior to enrolling in college-level coursework.
 - b. The appropriate section of the test for the dual credit course being taken is provided in Appendix B.
 - c. High school students who enroll in Level-One certificates must have passed all sections of the exit-level TAKS test and take the appropriate Amarillo College test(s) for placement. See Appendix C.
 - d. A high school student who fails to achieve the minimum passing standard may not take college-level classes related to portions of the test that have not been passed. Additionally, the student may not be required to take developmental classes while in high school.
 - e. Dual credit students are not eligible for the Suspension Waiver Program; therefore, academic suspension is effective for at least one semester. After the suspension semester, the student is eligible for readmission to Amarillo College the next semester on an academic probation status.
3. Students who are blind must take a required assessment. Appropriate accommodations are available.

4. Students who are deaf and have taken the Stanford Achievement Test may elect to use these scores or may take any approved test.
Students who are blind and/or deaf should be encouraged to see the disAbility Coordinator for more information.

Testing Exemptions and Exceptions

Students in any of the following categories or conditions are exempt from testing:

1. Earned within the last five years a composite score of 23 or higher on the ACT test, with individual English and/or Math scores of at least 19. *A student can be exempt in math OR English as long as he/she scores a 19 on either part AND has the composite score of 23.*
2. Earned within the last five years a composite score of 1070 or higher on the SAT test, with individual Verbal and/or Math scores of at least 500. *A student can be exempt in math OR English as long as he/she scores a 500 on either part AND has the composite score of 1070.*
3. Earned within the last three years the following minimum scores on the TAAS test: Writing scale score 1770, Reading TLI 89, Math TLI 86. **NOTE: Regardless of exemption based on TAAS scores, Amarillo College requires these students to take the Amarillo College Math Placement Test and be placed accordingly. See Score Comparison Sheet.**
4. Earned within the last three years the following minimum scores on the TAKS (exit-level) test: 2200 in math and/or 2200 in English/Language Arts (ELA) with a writing subscore of at least 3.
 - If a student meets all three areas, he/she is exempt from Texas Success Initiative (TSI) testing requirements.
 - If a student has the 2200 in math but not the language arts requirement, then he/she is college ready in math but must test in reading and writing.
 - If a student has the 2200 in Language Arts and the 3+ on the essay but has not met the 2200 in math, then he/she is college ready in reading and writing but must test for math.
5. Possess an Associate or Bachelor's degree from a regionally accredited institution of higher education.
6. A student who transfers to Amarillo College from a regionally accredited institution of higher education or an accredited out-of-state institution of higher education and who has satisfactorily completed college-level coursework in math, English and/or reading.

7. Enroll in a Level-One certificate program, a program of 42 or fewer semester credit hours. **NOTE: Students enrolling in a Level-One certificate program must contact the Assessment Center or the Program Advisor for required testing and remediation information.** See Appendix C.
8. A student who is not seeking a degree or certificate. These students:
 - must not be seeking a degree or certificate;
 - must meet all Amarillo College admission requirements;
 - on application must declare “Educational Goal” to be other than Associate Degree or Certificate of Completion;
 - cannot receive federal financial aid;
 - must meet all course and testing prerequisites.

CRITERIA FOR MEETING ASSESSMENT REQUIREMENTS

There are only three ways to prove college readiness. The student must either pass the Texas Higher Education Assessment (THEA) or Accuplacer, complete the sequence of remediation or be exempt from testing. The following section provides details important for advising.

1. A student who initially fails one or more sections of the required testing may satisfy college readiness standards in one of two ways:
 - a. Achieve a passing score when retesting or
 - b. Complete the remediation sequence.

2. Minimum Passing Standards for testing:

TEST	READING SCORE	MATH SCORE	College Level Math Scores	ESSAY SCORE	WRITING SCORE
THEA/TASP	230	230	270	Included in the Writing Score	220
MAPS (no longer available)	114	613	619	6	310
ACCUPLACER	78	63	75	6	80
ASSET	41	38	?	6	40
COMPASS	81	39	?	6	59

- a. The passing standard for the written essay portion of all alternative tests is a score of 6. However, an essay with a score of 5 will pass if the student meets the objective writing test standard. See Appendix D for objective scores.

- b. Even though 230 is a passing score for THEA/TASP math, students will be placed into math remediation unless they achieve a 270 or higher on the test. *Exception: Students may enroll in Contemporary Math with a 230 THEA/TASP math score.*
 - c. Amarillo College administers THEA and Accuplacer as the institution's required testing instruments although Asset, Compass, and Maps scores are accepted.
3. Developmental placement standards:
- a. See the "Score Comparison Between Amarillo College Placement Tests and Testing Alternatives" in Appendix D for proper developmental course placement.
 - b. The ACcess Learning Center's Basic Academic Skills (BASM, BASR, BASW) courses may be used for remediation rather than a structured developmental reading, writing, or math course. One semester of BAS is not necessarily equal to one semester of structured coursework.
 - c. Completion of a Basic Academic Skills course offered through the Learning Center will not count as completion of the required remedial sequence or satisfy course prerequisites.
 - d. If a student remediates by enrolling in Basic Academic Skills offered through the Learning Center (BASM, BASR, BASW), the student must demonstrate competency by scoring at the appropriate level on the THEA or Accuplacer. A student may retest on the AC Placement Test in order to measure progress; however, the student must retest on THEA or Accuplacer to move into college level coursework.
4. Once a student has passed any section of any of the required tests his or her score shall remain permanently effective.
5. The student's official transcript indicates how a student has met college readiness standards.
6. The Amarillo College Placement Test may be used to move up within the levels of remediation but not to move from remediation to college level. To prove college level placement, students must score at the appropriate level on the THEA or Accuplacer or complete the remediation sequence.

CRITICAL INFORMATION FOR ACADEMIC ADVISING

Amarillo College maintains an advising program to assist students regarding coursework and other means by which students can develop the academic skills required to successfully complete college-level work. Students are advised by their major advisor or the divisional advisor as required by the division.

The Amarillo College advising plan ensures academic success by:

- providing an individual plan for each student to succeed in performing freshman-level academic coursework.
- requiring appropriate developmental education necessary to ensure college readiness.
- providing measures to determine college readiness.

The following section provides miscellaneous information that is critical for advising.

1. A student whose performance is below the minimum passing standard for a tested skill area must meet the requirements for remediation based on the student's test scores. See score comparison sheet in Appendix D.
2. When students are concurrently enrolled in Amarillo College and another Texas institution of higher education, the institution where the student first registers and pays full tuition takes precedence for the provision of developmental education. Students will not be required to be enrolled in remediation at both institutions.
3. No student may graduate from a Level-Two certificate program (43-59 semester credit hours), or an Associate Degree program until the student proves college readiness by:
 - a. achieving a passing score on a state approved assessment instrument,
 - b. completing the remediation sequence or
 - c. being exempt from testing .
4. A student in need of remediation must be enrolled in at least one developmental course.
5. Completion of an appropriate developmental program includes, but is not limited to:
 - a. Making a "C" or higher in Reading Techniques II for the reading section.
 - b. Making a "C" or higher in Grammar and Writing II for the writing section.
 - c. Making a "C" or higher in Beginning Algebra for the math section.

- d. If a student remediates in the Learning Center, the student must demonstrate competency by scoring at the appropriate level on THEA or Accuplacer.
7. Even though students enrolled in Beginning Algebra may retest and score college level, the Math and Engineering Department recommends that students complete Intermediate Algebra before enrolling in College Algebra.
8. A student wishing to enroll in College Algebra who passes the math section of THEA/TASP with a 230-269 or Accuplacer with a 63-74 may challenge his/her score by taking the Amarillo College Math Placement Test. Scoring 23 or higher on the math section of the placement test will allow the student to enroll in College Algebra. The Mathematics and Engineering Department Chair, the Sciences and Engineering Division Chair, or their designee may make exceptions.
9. Remediation will be required of students enrolled in Level-One certificates who do not meet the minimum testing scores required for that program. See Appendix C.
10. It is preferable for a student who has passed math with a 230-269 and not passed at least one other section of the assessment instrument to enroll in the section not passed. For students working on math, Beginning Algebra (MATH 0302) completes math remediation. Intermediate Algebra (MATH 0303) may serve as remediation in the circumstance that a student who has just completed MATH 0302 wishes to continue in math by taking MATH 0303 rather than reading or writing remediation.

The Director of Advising and Counseling or the Academic Development Division Chair must approve exceptions.

11. Students must be at least 16 years old to enroll in Amarillo College. Students who are 16 or 17 years old may be allowed to enroll by following the provisions outlined below.

Under Age Students--NOT enrolled in high school

Persons age 16 or 17 who are no longer attending a high school program and who have not earned a GED may be admitted by following the steps below:

- Complete required testing.
- Be advised by a member of the Advising & Counseling staff.
- Be admitted on probation.
- See the academic dean for official approval after advisement.
- Enroll in remediation if test scores indicate deficient areas.

Under Age Students--CONCURRENTLY enrolled in high school

Persons age 16 or 17 who are currently enrolled in an accredited high school may be admitted by following the provisions outlined below.

- Complete required testing.
- Remediation is NOT required for concurrently enrolled students.
- Students may not take college-level classes related to portions of the test that have not been passed.
- Be advised by a member of the Advising & Counseling staff.

- Submit written approval from the high school principal or counselor.
- Enroll in no more than two classes per semester.

Under Age Students--from nonaccredited/nontraditional schools (**home schooled** students)

Persons age 16 or 17 who are currently enrolled in a nonaccredited/nontraditional school may be admitted by following the provisions outlined below.

- Complete required testing.
- Provide a transcript or notarized statement of courses completed showing at least junior standing to the Registrar's office.
- Be advised by a member of the Advising & Counseling staff.
- Enroll in remediation if test scores indicate deficient areas.

12. It is predictable that many community college students will change their major more than once during their enrollment. Advisors must be aware of the following guidelines for the student who changes his/her major.
 - a. To change a major, students must complete the "Change in Student Information" form at the Assistance Center or by submitting the on-line form to the Registrar's Office.
 - b. If the "Change in Student Information" form is submitted before the census date of the semester/term of enrollment, the change will be effective for that semester/term. (This form should be sent to the Registrar's office for processing.)
 - c. If the change occurs after the census date, it will be effective for the next term the student enrolls.
 - d. Change of major during a term or semester will not alter testing and remediation requirements imposed at the beginning of the semester.
13. Students are required to remain enrolled in at least one developmental course.
14. Education majors should contact their transfer university to determine testing obligations for teacher certification.
15. ACT and SAT scores older than five years do not satisfy requirements of the developmental education plan.
16. Amarillo College does not receive funding for developmental courses taken by a student in excess of 27 semester credit hours or the equivalent. Developmental hours funded by the state during the summer of 1996 and thereafter shall be counted toward each student's total number of developmental hours.
17. History: Passing scores for TASP were 220 for Reading, 220 for Writing, and 220 for Math from 1989 to August 1995. Passing Reading and Math scores were increased to 230 in September 1995. Texas Success Initiative began Fall, 2003.

PROGRAM EVALUATION

The program is evaluated regularly and the program review policy requires each component of the institution to undergo a thorough evaluation every five years. The ACcess Division completed its program review 2003-2004. The next institutional program review is scheduled for 2009-2010.

Also, the program is evaluated as part of THECB Institutional Effectiveness Peer Review each five years. The last review was conducted in Spring, 1999. That evaluation resulted in an exemplary rating for Amarillo College's developmental education program.

The results of specific elements of the program are reported to THECB on a semester and annual basis. This process results in an evaluation report back to the institution through the annual data profile request. The same data then becomes a part of routine internal analysis and evaluation.

The institutional "report card" sets out institutional objectives and performance measures used to determine the success in meeting these objectives. The developmental education program is a crucial element in meeting many of these objectives.

Data is analyzed annually to determine if the pre-set measures of success have been met; action plans are then implemented as necessary.

ACCOUNTABILITY

Amarillo College adheres to the Texas Success Initiative program rules and regulations. The college is accountable to the State for accurate compliance and maintenance of accurate records. Periodically the State conducts audits of college operations including student records.

If an audit reveals a lack of compliance with Texas Success Initiative rules and regulations, the College could be required to forfeit funding.

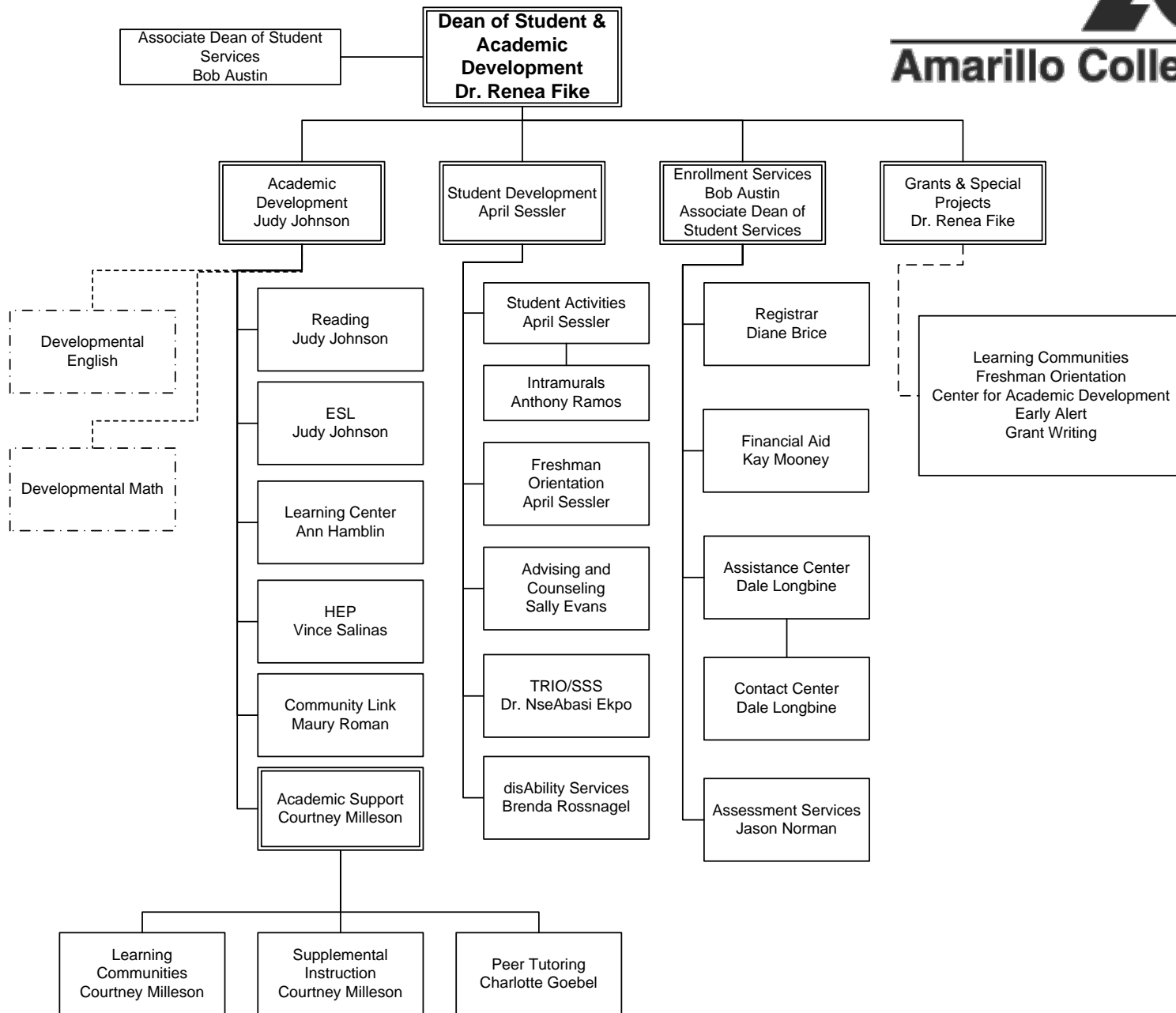
The audit assesses the College's compliance with the rules and regulations through the analysis of samples of student records and the reports routinely submitted to THECB. These reports depict the following:

- the testing performance of students
- their enrollment in required remediation

The objective of this institutional developmental education plan is to provide each student with opportunities for educational success and to ensure that Amarillo College is in full compliance with all THECB rules and regulations.

Appendix A

ORGANIZATIONAL CHART



Appendix B

DUAL CREDIT TESTING REQUIREMENTS

Dual Credit Testing Assessments

The Texas Success Initiative of the Texas Higher Education Coordinating Board requires that all students entering a public college or university be tested or be exempt from testing. Dual Credit students must only test or be exempt in the testing area required for the course they are taking. Exemptions are based only upon the following tests:

TEST EXEMPTIONS	REQUIRED SCORES
TAKS	English Language Arts (ELS): 2200 scale score with at Written composition subscore of 3 Mathematics: 2200 scale score *
ACT	English 19 with a composite score of 23 Math 19 with a composite score of 23
SAT	Critical Reading 500 with a composite score of 1070 Math 500 with a composite score of 1070

*A student who is exempt from testing based on Math TAKS scores must either take the AC Math Placement test **or** have completed a sequence of Math courses including Algebra I, Algebra II, and Geometry. And, the student must have maintained an overall B average in each course listed.

If a student is not exempt from testing, the Accuplacer or THEA test must be taken prior to registration. For information on each test, see the Amarillo College Website, Testing Services. To schedule testing contact your school counselor or the Amarillo College Assessment Center, 806-371-5445.

STATE APPROVED TESTS	REQUIRED SCORES
Accuplacer	Reading 78 or higher Writing 6-8 or a 5 with an objective score of 80 or higher Math 75 or higher
THEA	Reading 230 or higher Writing 220 or higher Math 270 or higher

The table below shows what test is required for each course:

SECTION OF TEST REQUIRED	COURSE
Reading	Biology, Child Development, Computer courses, Economics, Foreign Languages, Government of the U.S., History of the U.S., Humanities, Life Science, Psychology, Music Appreciation, Physical Education
Reading and Writing	English
Writing	Speech
Math	College Algebra, Trigonometry, Calculus, Physics, Analytic Geometry
Math and Reading	Chemistry
Pass All sections of TAKS or Accuplacer reading of 61	Automotive Technology (Non-transferable certificate program)
Pass All sections of TAKS or Accuplacer reading of 78	Networking, Cisco (Non-transferable certificate programs)

Appendix C

TESTING REQUIREMENTS FOR CERTIFICATE PROGRAMS

Amarillo College Assessment Requirements for Certificate Programs
2006 – 2007
 (Revised 06/2006)

This chart assumes the minimum assessment requirements for each certificate. If students have completed assessment beyond the minimum, they will not be required to retest on a different measure to satisfy departmental specifications.

MAJOR CODE	CERTIFICATE NAME	PROGRAM ADVISOR	TEST REQUIRED	SCORE REQUIRED
	AUTOMOTIVE COLLISION TECHNOLOGY	Henry Wyckoff 355-4209		
ABDR.CERT.ABRT	Auto Body Collision Technology	<i>For all Automotive Collision Technology programs developmental work is co-requisite</i>	ACCUPLACER	ACCUPLACER - Reading 61+
	AUTOMOTIVE TECHNOLOGY	Henry Wyckoff 355-4209		
AUMT.CERT.PTRN	Power Train	<i>For all Automotive Technology programs developmental work is co-requisite</i>	ACCUPLACER	ACCUPLACER - Reading 61+
AUMT.CERT.CHSS	Chassis and Body			
	AVIATION MAINTENANCE TECHNOLOGY	Dennis Moseley 335-4381		
AERM.CERT.AM	Airframe Mechanic	<i>For all Aviation Maintenance Technology programs, developmental work is pre-requisite.</i>	ACCUPLACER	ACCUPLACER – Reading 78+
AERM.CERT.PM	Powerplant Mechanic			
	CHILD DEVELOPMENT/ EARLY CHILDHOOD	Mary Clare Munger 356-3688		
CDEC.CERT.ADMIN	CDEC Administrator	<i>For Child Development/ Early Childhood programs development work is co-requisite</i>	THEA or ACCUPLACER	ACCUPLACER - Reading 61+ THEA - Reading 201+
CDEC.CERT.PRVD	CDEC Provider			
CDEC.CERT.PARA	CDEC Paraprofessional			

Table 1 – The above certificates require a **READING ASSESSMENT ONLY**.

Table 1 – The following certificates require a **READING ASSESSMENT ONLY.**

MAJOR CODE	CERTIFICATE NAME	PROGRAM ADVISOR	TEST REQUIRED	SCORE REQUIRED
	DIESEL MECHANICS TECHNOLOGY	Henry Wyckoff 355-4209		
DEMR.CERT.DT	Diesel Technician	<i>Developmental work is co-requisite</i>	ACCUPLACER	ACCUPLACER - Reading 61+
	INSTRUMENT AND CONTROL TECHNOLOGY	Jack Stanley 371-5274		
INTC.CERT.EICT	Electronic Instrument and Control Technician	<i>For Instrument and Control Technology programs developmental work is co-requisite</i>	ACCUPLACER	ACCUPLACER - Reading 78+
CETT.CERT.TEL	Telecommunications Specialist			
INTC.CERT.CATH	Cathodic Protection Technician			
INTC.CERT.PT	Process Technology Specialist			
	INTERIOR DESIGN	Ann Fry 354-6051		
INDS.CERT	Certificate of Completion	<i>Developmental work is pre-requisite.</i>	ACCUPLACER	ACCUPLACER - Reading 61+
	OFFICE TECHNOLOGY	Gay Mills 371-5099		
OFAD.CERT	Office Technology Certificate of Completion	<i>Developmental work is co-requisite</i>	ACCUPLACER	ACCUPLACER - Reading 78+
	SURGICAL TECHNOLOGY	Lisa Holdaway 356-3663		
SRGT.CERT	Surgical Technology Certificate	<i>Developmental work is pre-requisite</i>	ACCUPLACER	ACCUPLACER - Reading 78+

Table 2 – The following certificates have testing requirements in **addition** to Reading.

MAJOR CODE	CERTIFICATE NAME	PROGRAM ADVISOR	TEST REQUIRED	SCORE REQUIRED
	ACCOUNTING	Mike Glasscock 371-5249		
ACNT.CERT	Accounting Associate Certificate	<i>Developmental work is co-requisite</i>	ACCUPLACER <i>Additional testing may be required dependent upon coursework. See program advisor for information</i>	ACCUPLACER - Reading 78+ Math 63+
	ART	Steve Cost 371-5546		
ARTC.CERT.GD	Graphic Design	<i>For both Art programs developmental work is co-requisite</i>	THEA or ACCUPLACER	ACCUPLACER - Reading 49+ Math 41+ Writing 51+ THEA - Reading 170+ Math 180+ Writing 180+
	AVIATION MAINTENANCE TECHNOLOGY	Richard Whitaker 335-4343		
AERM.CERT.AERO	Aerospace Manufacturing	<i>Developmental work is pre-requisite.</i>	ACCUPLACER	ACCUPLACER – Reading 78+ Math 41+ Writing 80+ Essay 4
	COMPUTER INFORMATION SYSTEMS	Duane Lintner 371-5211		
COSC.CERT	Computer Information Systems	<i>Developmental work is pre-requisite</i>	THEA or ACCUPLACER	ACCUPLACER - Reading 78+ Math 75+ Writing 6+ Essay, or 5 Essay & 80+ Objective THEA - Reading 230+ Math 270+ Writing 220+
	CRIMINAL JUSTICE	Sondra Beighle 354-6049		
CJLE.CERT.LE	Criminal Justice Law Enforcement Certificate (Basic Peace Officer Academy)	<i>Developmental work is pre-requisite. An applicant for the law enforcement academy must have the required scores before acceptance into the academy. If the testing scores are low in an area, the student must complete developmental courses and retest before acceptance into the academy.</i>	THEA or ACCUPLACER <i>(Will also accept old Placement Test scores if testing occurred before Sept. 1, 1998, Acceptable scores are Rdg. 17+, Wrtg. 14+, & Math10+)</i>	ACCUPLACER – Reading 78+ Math 41+ Writing 6+ Essay, or 5 Essay & 80+ Objective THEA - Reading 230+ Math 180+ Writing 220+

MAJOR CODE	CERTIFICATE NAME	PROGRAM ADVISOR	TEST REQUIRED	SCORE REQUIRED
	DENTIST AIDE	Dana Scott 356-3616		
DNTA.CERT	Dentist Aide Certificate	<i>Developmental work is pre-requisite</i>	THEA or ACCUPLACER	ACCUPLACER – Reading 78+ Math 41+ Writing 4+ Essay & 51+ Objective THEA - Reading 230+ Math 180+ Writing 180+
	DRAFTING	Tony Thomas 354-6035		
DFTG.CERT.DT	Drafting Technician	<i>For both Drafting programs developmental work is pre-requisite</i>	ACCUPLACER	ACCUPLACER – Reading 78+ Math 63+ Writing 6+ Essay, or 5 Essay & 80+ Objective
DFTG.CERT.CAD	AutoCAD Specialist			
	ELECTRONIC SYSTEMS TECHNOLOGY	Jack Stanley 371-5274		
CETT.CERT.GEN	General Electronics Systems Assistant	<i>For Electronic Systems Technology programs, developmental work is co-requisite.</i>	ACCUPLACER *For all Electronic Systems Technology programs: If a student needs remediation in both math and reading, have them take math remediation first.	ACCUPLACER – Reading 78+ Math 48+
CETT.CERT.MICR	Microcomputer Service Specialist			
EECT.CERT.EAS	Electronic Application Specialist			
CETT.CERT.NET	Networking Technology Option			
CETT.CERT.RBTC	Robotics Technology Option			
	EMERGENCY MEDICAL SERVICES PROFESSIONS	John Smoot 354-6077		
EMSP.CERT	Emergency Medical Services Professions Certificate	<i>Developmental work is pre-requisite</i>	THEA or ACCUPLACER THIS CERTIFICATE IS NOT TSI WAIVED.	ACCUPLACER – Reading 78+ Math 63+ Writing 6+ Essay, or 5 Essay & 80+ Objective THEA - Reading 230+ Math 230+ Writing 220+

MAJOR CODE	CERTIFICATE NAME	PROGRAM ADVISOR	TEST REQUIRED	SCORE REQUIRED
	FIRE PROTECTION	Jim Clements 335-4204		
FIRS.CERT	Basic Firefighter (Fire Academy)	<i>Developmental work is co-requisite</i>	THEA or ACCUPLACER	ACCUPLACER – Reading 78+ Math 75+ Writing 6+ Essay, or 5 Essay & 80+ Objective THEA - Reading 230+ Math 230+ Writing 220+
	INDUSTRIAL MAINTENANCE TECHNOLOGY	Kim Hays 335-4366		
IMRT.CERT.IMC	Industrial Maintenance Certificate	<i>For all Industrial Maintenance Technology programs developmental work is co-requisite</i>	ACCUPLACER	ACCUPLACER – Reading 78+ Math 41+ Writing 80+ with Essay 4+
IMRT.CERT.ELMT	Electromechanical Certificate			
IMRT.CERT.HART	Heating, Air Conditioning, & Refrigeration Certificate			
	MEDICAL DATA SPECIALIST	Judy Massie 354-6068		
MDSP.CERT	Medical Data Specialist	<i>Developmental work is pre-requisite</i>	ACCUPLACER	ACCUPLACER – Reading 78+ Writing 6+ Essay or 5 Essay & 80+ Objective
	MORTUARY SCIENCE	Preston Childress 356-3631		
MRTS.CERT	Mortuary Science Certificate	Developmental work is co-requisite	ACCUPLACER	ACCUPLACER – Reading 78+ Writing 6+ Essay or 5 Essay & 80+ Objective
	NONDESTRUCTIVE TESTING & EVALUATION	John Balke 335-4217		
NDTE.CERT	Nondestructive Testing Technician	<i>For all Nondestructive Testing & Evaluation programs developmental work is co-requisite.</i>	ACCUPLACER	ACCUPLACER – Reading 78+ Writing Essay 6+ or Objective 80+ & Essay score of 5 Math 63+
NDTE.CERT.ST	Service Testing Technician	<i>For all Nondestructive Testing & Evaluation programs developmental work is co-requisite.</i>	ACCUPLACER	ACCUPLACER – Reading 78+ Writing Essay 6+ or Objective 80+ & Essay score of 5 Math 63+
NDTE.CERT.VT	Volumetric Testing Technician	<i>For all Nondestructive Testing & Evaluation programs developmental work is co-requisite.</i>	ACCUPLACER	ACCUPLACER – Reading 78+ Writing Essay 6+ or Objective 80+ & Essay score of 5 Math 63+

MAJOR CODE	CERTIFICATE NAME	PROGRAM ADVISOR	TEST REQUIRED	SCORE REQUIRED
	NURSING	Lyndi Shadbolt 354-6018		
VNSG.CERT	Vocational Nursing	For reading remediation students should follow standard THEA remediation sequence. Students scoring below the required math score MUST remediate for math by enrolling in BAS 0203 through the ACcess Learning Center – “nursing math” program.	THEA or ACCUPLACER	ACCUPLACER – Reading 78+ Math 39+ THEA - Reading 230+ Math 178+
	OFFICE ADMINISTRATION	Gay Mills 371-5099		
OFAD.CERT.PRO	Office Administration Professional Certificate	<i>Developmental work is pre-requisite</i>	THEA or ACCUPLACER THIS CERTIFICATE IS NOT TSI WAIVED.	ACCUPLACER – Reading 78+ Math 63+ Writing 6+ Essay, or 5 Essay & 80+ Objective THEA - Reading 230+ Math 230+ Writing 220+
	PHARMACY TECHNOLOGY	Shawna Lopez 356-3663		
PHRA.CERT	Pharmacy Technology Certificate	<i>Developmental work is pre-requisite</i>	THEA or ACCUPLACER	ACCUPLACER - Reading 78+ Math 41+ THEA - Reading 230+ Math 180+
	PHOTOGRAPHY	Ken Pirtle 371-5271		
PHTC.CERT	Photography Certificate	<i>Developmental work is co-requisite</i>	THEA or ACCUPLACER	ACCUPLACER – Reading 49+ Math 41+ Writing 51+ THEA - Reading 170+ Math 180+ Writing 180+
	RADIO - TELEVISION	Don Abel 371-5298		
RTVB.CERT	Radio - Television Certificate	<i>For both Radio – Television programs developmental work is co-requisite</i>	THEA or ACCUPLACER	ACCUPLACER – Reading 61+ Writing 6+ Essay, or 5 Essay & 80+ Objective THEA - Reading 201+ Writing 220+
RTVB.CERT.BASIC	Broadcast Sales and Marketing Basic Certificate			

MAJOR CODE	CERTIFICATE NAME	PROGRAM ADVISOR	TEST REQUIRED	SCORE REQUIRED
	SAFETY & ENVIRONMENTAL TECHNOLOGY	Sandra Jefferson 335-4230		
EPCT.CERT	Environmental Health Technology Certificate	<i>For both Environmental Health Technology programs development work is co-requisite.</i>	THEA Or ACCUPLACER	ACCUPLACER- Reading 78+ Math 63+ Writing 6+ Essay, or 5 Essay & 80+ Objective THEA – Reading 230+ Math 230+ Writing 220+
EPCT.CERT.CHEM	Environmental Chemical Technology Certificate of Completion	<i>For both Environmental Health Technology programs development work is co-requisite.</i>	THEA Or ACCUPLACER	ACCUPLACER- Reading 78+ Math 63+ Writing 6+ Essay, or 5 Essay & 80+ Objective THEA – Reading 230+ Math 230+ Writing 220+
	SUBSTANCE ABUSE COUNSELING	Bob Banks 371-5338		
DAAC.CERT	Substance Abuse Counseling	<i>Developmental work is pre-requisite</i>	ACCUPLACER	ACCUPLACER – Reading 78+ Writing 6+ Essay, or 5 Essay & 80+ Objective
	WELDING TECHNOLOGY	Jay Anders 335-4398		
WELD.CERT.BAS WLDG.CERT.ADV	Basic Welding Technology Certificate or Advanced Welding Certificate	<i>Developmental work is co-requisite</i>	ACCUPLACER	ACCUPLACER – Reading 78+ Math 41+

Table 3 – The following certificates require PROGRAM – SPECIFIC TESTING, or are special populations, and require NO TESTING.

MAJOR CODE	CERTIFICATE NAME	PROGRAM ADVISOR	TEST REQUIRED	SCORE REQUIRED
	CHILD DEVELOPMENT/ EARLY CHILDHOOD	Mary Clare Munger 356-3688		
CDEC.SHCT.CDA	Child Development Credential		No Testing Required	
	CRIMINAL JUSTICE	Toni Gordy 354-6083		
CJLE.CERT.COR	Criminal Justice Corrections Certificate		TDCJ Institutional Division pre-employment exam. <i>No exam required for licensed Texas Peace Officers who have attended a basic law enforcement academy and passed the mandated state TCLEOSE exam.</i>	
	INTERIOR DESIGN	Ann Fry 354-6051		
INDS.CERT.PRO	Interior Design Professional Certificate		No Testing Required. <i>This certificate is open only to graduates of the Associate Degree Program.</i>	
	MANAGEMENT - BUSINESS MANAGEMENT	Anne Nail 371-5265		
BMGT.SHCT.CNVS	Convenience Store Management Short-Term Certificate	<i>For all Management programs: If the minimum score is not achieved, appropriate placement in a developmental class or Learning Center hours will be required.</i>	<i>For all Management Programs: ACcess Learning Center: TABE Level - A Before student may take Freshman Composition, they must test in Reading and Writing – See Program Advisor for Information.</i>	A score of 26 is required.
BMGT.SHCT.MGMT	Management Short - Term Certificate			
BMGT.CERT	General Business Management			
BMGT.CERT.CSM	Convenience Store Management Certificate			
BMGT.SHCT.SBM	Small Business Management Short Term			
	REAL ESTATE	Beverly Vinson 371-5262		
RELE.CERT	Real Estate Certificate (Broker)	<i>For All Real Estate Programs: If the minimum score is not achieved, appropriate placement in a developmental class or Learning Center hours will be required. *Additional testing may be required dependent upon coursework. See Program Advisor for information.</i>	<i>For Salesperson Certificate Programs: Old Math Placement test administered by instructors at beginning of Real Estate Principles classes. For Real Estate Mortgage Lending Program: Old Math Placement test administered by instructors at beginning of Mortgage Lending classes.</i>	<i>For all Real Estate Programs: Math Pt - 6+</i>
RELE.CERT.SAL	Real Estate Salesperson			
RELE.CERT.MOR	Real Estate Mortgage Lending			
	TRAVEL AND TOURISM	Catheryne Lankford 371-5263		
TRVM.SHCT.HOSP	Hospitality Short-Term Certificate	<i>For all Travel and Tourism Programs: If the minimum score is not achieved, appropriate placement in a developmental class or Learning Center hours will be required.</i>	<i>For all Travel and Tourism Programs: ACcess Learning Center TABE Level – A</i>	<i>For all Travel and Tourism Programs: A score of 26 is required.</i>
TRVM.CERT	Travel and Tourism Certificate			

Appendix D

SCORE COMPARISON SHEET

SCORE COMPARISON BETWEEN AMARILLO COLLEGE PLACEMENT TEST , THEA, & ACCUPLACER

Revised 06/19/06

COURSE AND DESCRIPTION	TEST SCORES			
	THEA (Formerly TASP)	ACCUPLACER Computer	MAPS Paper/Pencil No longer available	AC Placement Test
<i>COST</i>	\$29.00	\$20.00	\$20.00	No Charge
MATH				
<i>Score Range</i>	100-300	0 – 120	N/A	0 - 30
Needs Basic Math (Math 0301)	100 – 179	0 – 40*	601 –608	0 – 8
Needs Beginning Algebra (Math 0302)	180 – 229	41 – 62	609 – 612	9 – 16
Needs Intermediate Algebra (Math 0303) (Ready for Contemporary Math)	230 – 269	63 – 74	613 – 618	17 – 22
Ready for College Level Courses	270 and up	75 and up	619 and up	23 and up
READING				
<i>Score Range</i>	100 – 300	0 – 120	N/A	0 - 24
Needs Basic Reading (RDNG 0301)	100 – 169	0 – 48	101 – 106	0 – 8
Needs Reading Techniques I (RDNG 0321)	170 – 200	49 – 60	107 – 109	9 – 12
Needs Reading Techniques II (RDNG 0331)	201 – 229	61 – 77	110 – 113	13 – 16
Ready for Intensive Reading Courses	230 and up	78 and up	114 and up	17 or higher
WRITING				
<i>Score Range</i>	100 – 300	0 – 120 obj. 2 – 8 essay	N/A	0 – 20 obj. 2 – 8 essay
Needs Basic Writing/Grammar I (ENGL 0301)	100 – 180	2 or 3 on essay	2 or 3 on essay	2 – 3 on essay (1-8 on obj. only)
Needs Basic Writing/Grammar II (ENGL 0302)	<u>Writing</u> 181 – 219 <u>Reading</u> 170 and up	4 on essay or 5 on essay and objective below 80. 49 and up	4 on essay or 5 on essay and objective below 310. 107 and up	4 – 5 on essay (9 – 13 on objective only) 9 and up
Ready for Freshman Composition	<u>Writing</u> 220 and up <u>Reading</u> 230 and up	6 – 8 on essay or 5 on essay and objective of 80 78 and up	6 – 8 on essay or 5 on essay and objective of 310 114 and up	6 – 8 on essay (14 or higher on objective only) 17 and up