

Summer Developmental Program Manual



Board of Trustees of State
Institutions of Higher Learning

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SUMMER DEVELOPMENTAL PROGRAM

The Summer Developmental Program is an intensive program which concentrates on high school subject areas (English, reading, and mathematics) applicable to success in first-year college courses.

Appendix A contains the IHL Board Policies for Academic Affairs (section 500) and Student Affairs (section 600). Section 601 – Admission Standards references the guidelines set forth in this manual. Section 602 – Freshman Admission Requirements for University System Institutions, specifically subsections C, D, and E, outlines the criteria for admission, completion, and continuation of students in the Summer Developmental Program. Section 608 establishes 17 as the minimum ACT subject area scores for placement in mathematics, English, and reading; however, it gives each IHL university the authority to require higher ACT subject area scores. The institution-set placement scores are listed in Appendix B.

Appendix C identifies the Summer Developmental Program contacts at each IHL university.

COURSE CREDITS

Students participating in the Summer Developmental Program will enroll in the deficient subject area or subject areas along with the learning skills laboratory. Subject area deficiencies will be determined based on ACT subscores and/or ACCUPLACER scores. The Summer Developmental Program courses will not count toward graduation at any of the eight public institutions. The summer developmental courses are the following:

- Developmental English
- Developmental Reading
- Developmental Mathematics
- Learning Skills Laboratory

CURRICULUM

IHL-adopted textbooks will be used for the English, mathematics, and readings courses. These textbooks have accompanying software and may be ordered in bundles. The learning skills laboratory will focus on academic skills development in reading, English, mathematics, and other college readiness areas, such as study skills, test taking, learning resources, and time management. Computer-assisted tutorials and learning skills development will be used for laboratory sections, consistent with academic support programs.

TEXTBOOKS

The process for recommending a change to an IHL-adopted textbook for Summer Developmental Program courses is to submit a request to the institution that is assigned to manage the subject area (Appendix D). Developmental education faculty from the managing institution will conduct a review and either support or deny the recommendation. The institutions responsible for managing the textbooks by subject area are also responsible for the exit examinations by subject area.

ACADEMIC SUPPORT

Academic support for the Summer Developmental Program will consist of academic advising, personal and career counseling, tutorials, assistance with learning strategies, and study skills.

SUMMER TERMS

The summer term for Summer Developmental Program courses may range in length at the discretion of the institution offering the program as long as appropriate contact minutes are met. Additionally, institutions will have the discretion of identifying dates for the SDP as long as they meet the contact minutes requirement. Students must be enrolled for the entire term to receive credit. Exceptions will be made for Mississippi students whose high school spring term is completed after the beginning of the summer term. The program will be closed after the first week to both in-state and out-of-state students; the decision to admit beyond this point is not academically sound.

CONTACT MINUTES

A minimum of 2,250 contact minutes is required for each three-hour lecture-based course. The Learning Skills Laboratory will require 4,500 minutes.

The Summer Developmental Program Courses shall be taught in an in-person, face-to-face format. This does not preclude the usage of digital enablements (e.g., Blackboard, Canvas, MyLabs).

STUDENT CAPACITY

Student capacity will be determined by the institution concerned in relationship to faculty and skills laboratory resources. However, there shall be a maximum enrollment of 25 students per class section.

A university may choose to establish and enforce a minimum enrollment for each class section.

CLASSROOM ASSESSMENT

Classroom assessment shall consist of a combination of several measures of learning, such as active class participation, written papers, and graded class assignments. Students will be required to complete a common examination at the end of the summer. Questions for the examination will be generated by faculty from each discipline: namely, English, mathematics, and reading. The examination is designed to evaluate program effectiveness as well as student learning. Results on the common examination will determine 25% of the student's final grade in each course.

LABORATORY ASSESSMENT

Learning Skills Laboratory assessment shall include progress toward goals, active participation, completion of tasks, and accuracy of work.

PROGRAM EXPECTATIONS

Program expectations shall include academic honesty, daily attendance, full participation, completion of assignments, and appropriate classroom conduct. Students having three unexcused absences in the Summer Developmental Program courses will be dismissed from the university immediately. Excused and unexcused absences are determined by the institution in which the student is enrolled for the Summer Developmental Program. Students will be brought in for counseling immediately following each of the first two unexcused absences and dismissed from the university after the third.

PASSING GRADES, MEANING OF GRADES, AND GRADING SCALE

A grade of "C" or above will be a passing grade. The standard for the passing grade of "C" should mean that the student is ready for intermediate-level algebra, intermediate-level reading, and intermediate-level English in the fall term with continued academic support.

Grading Scale

A	90-100
B	80-89
C	70-79
D	60-69

ELIGIBILITY FOR ENROLLMENT IN FALL SEMESTER COURSES

Students required to participate in the Summer Developmental Program who pass the subject area or areas in which they are enrolled as well as the learning skills laboratory with a grade of “C” or higher are eligible for continued enrollment in an IHL university in the fall term. (See IHL Policy § 602.C.2.).

ACCUPLACER FOR PLACEMENT

Pre-test Scores to Bypass the Summer Developmental Program

The recommended time to start administering the ACCUPLACER for placement into the Summer Developmental Program (or bypass of the Summer Developmental Program) is February but institutions may start administering the examination earlier.

Scores on ACCUPLACER tests taken before the Summer Developmental Program will be used to assist in determining whether students may bypass the specified courses in the Summer Developmental Program and enroll in intermediate courses as follows:

- Intermediate Algebra - Students may be allowed to bypass the Summer Developmental Program and enroll in intermediate algebra during the fall semester if their scores on the elementary algebra section of the ACCUPLACER examination are **60** or higher.
- Intermediate English - Students may be allowed to bypass the Summer Developmental Program and enroll in intermediate English during the fall semester if their scores on the sentence skills section of the ACCUPLACER examination are **82** or higher.
- Intermediate Reading - Students may be allowed to bypass the Summer Developmental Program and enroll in intermediate reading during the fall semester if their scores on the reading comprehension section of the ACCUPLACER examination are **80** or higher.

All eight institutions shall use the same scores to determine whether a student may bypass a subject area or subject areas in the Summer Developmental Program. A student must wait 30 days between ACCUPLACER test administrations.

Test Scores at the End of the Summer Developmental Program

The recommended time for the ACCUPLACER test to be taken at the end of the Summer Developmental Program is during the week of the common examination.

Scores on ACCUPLACER tests taken at the end of the Summer Developmental Program will be used to assist in determining whether passing students may enroll in regular college-level courses or must enroll in intermediate courses as follows:

- College Algebra - Passing students will be allowed to enroll in college algebra during the fall semester if their scores on the elementary algebra section of the ACCUPLACER examination are **73** or higher. Those with scores below **73** will be required to enroll in Intermediate Algebra.
- College-Level English - Passing students whose ACCUPLACER sentence skills scores are **88** or higher will be allowed to enroll in English Composition during the fall semester. Those with scores below **88** will be required to enroll in Intermediate English.
- Passing students whose ACCUPLACER scores in reading are below **82** will be required to enroll in Intermediate Reading.

All eight institutions shall use the same scores to determine whether a student may enroll in regular college-level courses, must enroll in intermediate courses for a subject area, or must enroll in subject areas in the Summer Developmental Program.

ACCUPLACER SCORES AS PART OF STATEWIDE DATABASE

Scores on the ACCUPLACER tests at all eight IHL universities will become part of a statewide database and distributed to all eight IHL institutions. Students will be tracked according to summer grades and ACCUPLACER scores. The data collection deadlines for Summer Developmental Programs are listed in Appendix E. Reports based on these data as well as reports requested by Summer Developmental Program directors are available in Appendix F.

YEAR-LONG ACADEMIC SUPPORT PROGRAM

This Year-Long Academic Support Program is designed to assist those students admitted with academic deficiencies, as well as other volunteer students, with their freshman courses (IHL Policy § 602.D.). Students who are required to enroll in one or more Summer Developmental Program courses must participate in the year-long Academic Support Program or some other IHL-recognized intervention strategy to promote success in the courses in which they are not fully prepared, according to ACT subscores and will not be permitted to take more than 17 hours. This course may carry credit similar to a freshman orientation course.

Note:

Changes to the policies stated in this manual must be approved by IHL Chief Academic Officers. Once approved, the Summer Developmental Program Manual becomes part of IHL Board Policy Section 601. The appendices are not part of this manual and will be updated as necessary by IHL staff.

APPENDICES

APPENDIX A

Mississippi Institutions of Higher Learning Board of Trustees

Policies and Bylaws for Academic Affairs and Student Affairs

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SECTION 600 - STUDENT AFFAIRS AND ADMISSIONS

601 ADMISSION STANDARDS

The Board shall have the authority to establish minimum standards of achievement as a prerequisite for entrance into any of the institutions under its jurisdiction, which standards need not be uniform between the various institutions and which may be based upon such criteria as the Board may establish. The manual (*Admission Standards, Developmental Education Curriculum and Core Undergraduate Requirements for University System Institutions*), designed to assist the institutions in proper implementation of *Board Policy* and to assure compliance with the requirements set forth by the Board, is given to university personnel and a copy is on file at the Office of the Commissioner.

Admission policies are to be included in materials disseminated to the high schools and in university catalogs. IHL and university websites are to relate the means by which admission policies may be readily obtained.

Miss. Code Ann., §37-101-15, as amended.
(BT Minutes, 9/90; 9/93; 1/98; 1/2003; 2/2009)

602 FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS

The high school course requirements set forth below are applicable to students graduating from high school and entering a public institution of higher learning.

A. HIGH SCHOOL COURSE REQUIREMENTS
(College Preparatory Curriculum)

<u>Subject Area</u>	<u>Required¹ Carnegie Units and Content/Remarks</u>		<u>Recommended² Carnegie Units and Content/Remarks</u>	
English	4	All must require substantial communications skills (i.e. reading, writing, listening, and speaking). Compensatory Reading and Compensatory Writing may not be included.	4	<i>All must require substantial communication skills (i.e. reading writing, listening, and speaking). Compensatory Reading and Compensatory Writing may not be included.</i>
Mathematics	3	<ul style="list-style-type: none"> • <i>Algebra I or its equivalent</i> • <i>Math higher than Algebra I (2 units)</i> 	4	<ul style="list-style-type: none"> • <i>Algebra I or its equivalent</i> • <i>Math higher than Algebra I (3 units)</i>

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Science	3	<ul style="list-style-type: none"> • <i>Biology I or its equivalent</i> • <i>Science higher than Biology I (2 units)</i> 	4	<ul style="list-style-type: none"> • <i>Biology I or its equivalent</i> • <i>Science higher than Biology I (3 units)</i>
Social Studies	3	<ul style="list-style-type: none"> • <i>U.S. History</i> • <i>World History</i> • <i>U.S. Government (½ unit)</i> • <i>Economics (½ unit) or Introduction to World Geography (½ unit)</i> 	4	<ul style="list-style-type: none"> • <i>U.S. History</i> • <i>World History</i> • <i>U.S. Government (½ unit)</i> • <i>Economics (½ unit)</i> • <i>Introduction to World Geography (½ unit)</i> • <i>Mississippi Studies (or state/local government course in any other state)</i>
Arts	1	<i>Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.</i>	1	<i>Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.</i>
Advanced Electives	2	<ul style="list-style-type: none"> • <i>Option 1: Foreign Language I and Foreign Language II</i> • <i>Option 2: Foreign Language I and Advanced World Geography</i> • <i>Option 3: Any combination of English, Mathematics higher than Algebra I, Science higher than Biology I, Advanced Elective category, any AP course, any IB course</i> 	2	<ul style="list-style-type: none"> • <i>Option 1: Foreign Language I and Foreign Language II</i> • <i>Option 2: Foreign Language I and Advanced World Geography</i> • <i>Option 3: Any combination of English, Mathematics higher than Algebra I, Science higher than Biology I, Advanced Elective category, any AP course, any IB course</i>
Technology	½	<i>A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course.</i>		
Pre-High School Units	<i>Courses taken prior to high school will be accepted for admission provided the course earns Carnegie credit and the content is the same as the high school course.</i>			
Substitutions	<i>Advanced Placement (AP) and International Baccalaureate (IB) courses can be substituted for each requirement in the College Preparatory Curriculum.</i>			

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Course Acceptance	<i>A course may not be used to satisfy more than one requirement.</i>	
Total	16.5	19.5

¹High school Carnegie units **required for regular admission** to an IHL institution

²Recommended high school Carnegie units to enhance preparedness for college-level work

The Required and Recommended College Preparatory Curricula (CPC) are approved by the IHL Board of Trustees, and the IHL Office of Academic and Student Affairs maintains a complete list of courses that can be used to satisfy the CPC requirements.

(BT Minutes, 5/92; 9/93; 9/94; 3/95; 10/95; 9/96; 1/98; 2/2005; 5/2005; 9/2005; 8/2006; 2/2007; 2/2009; 3/2010; 11/2010; 5/2015)

B. FULL ADMISSION

Full admission will be granted to the following:

- (1) All students completing the College Preparatory Curriculum (CPC) with a minimum of a 3.20 high school grade point average (GPA) on the CPC; or
- (2) All students completing the College Preparatory Curriculum (CPC) with (a) a minimum of a 2.50 high school GPA on the CPC or a class rank in the top 50%, and (b) a score of 16 or higher on the ACT (Composite); or
- (3) All students completing the College Preparatory Curriculum (CPC) with (a) a minimum of a 2.00 high school GPA on the CPC and (b) a score of 18 or higher on the ACT (Composite); or
- (4) NCAA Division I standards for student athletes who are “full-qualifiers” or “academic redshirts” are accepted as equivalent to the admission standards established by the Board.

In lieu of ACT scores, students may submit equivalent SAT scores. Students scoring below 16 on the ACT (Composite) or the equivalent SAT are encouraged to participate in the Year-Long Academic Support Program during their freshman year.

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C. ACADEMIC PLACEMENT RESULTING FROM VARIOUS DEFICIENCIES

Those Mississippi residents who applied and failed to meet Full Admission Standards along with any Mississippi high school graduate regardless of academic performance may, as a result of review, be admitted to the summer or fall semester. The ACT is not a requirement in this category. The review shall involve a consideration of high school performance, ACT scores (if available), placement testing, special interests and skills as well as other non-cognitive factors. The review shall result in placement in one of the following categories:

1. Full Admission

As a result of the review, students in this category may be placed as if admitted under Section B. In addition, students may be required to enroll in selected college level courses in science and social science equivalent to high school courses in which their background is inadequate. These courses will yield institutional credit.* Other students in this category may be required to participate in the Year-Long Academic Support Program.

2. Full Admission with Academic Deficiencies

Students who have not demonstrated adequate readiness in English or Reading or Mathematics will be granted Full Admission with Academic Deficiencies to the Summer Developmental Program. This is an intensive program that concentrates on high school subject areas (English, Reading, and Mathematics) that are applicable to success in first-year college courses. These courses carry institutional credit.* Students who successfully complete the summer program, by passing the developmental courses that they are determined to be deficient and the Learning Skills Laboratory courses, will receive admission to the fall term with mandatory participation in the Year-Long Academic Support Program or some other IHL recognized intervention strategy to promote success in the courses in which they are not fully prepared, according to ACT subtest scores. Students who fail to successfully complete the Summer Developmental Program are not eligible for enrollment in the regular academic year and will be counseled to explore other post-secondary opportunities, including those offered by community colleges.

(BT Minutes, 5/92; 9/93; 9/94; 3/95; 10/95; 9/96; 1/98; 2/2005; 8/2006; 2/2009; 3/2010; 05/2016)

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D. YEAR-LONG ACADEMIC SUPPORT PROGRAM

This program is designed to assist those students admitted with academic deficiencies, as well as other volunteer students, with their freshman courses. The Year-Long Academic Support Program will consist of classroom, individual, and computer-assisted instruction along with career counseling in a laboratory setting. The Program carries institutional credit.*

***Institutional credit courses do not count toward graduation but carry all other academic requirements.**

(BT Minutes, 5/92; 9/93; 9/94; 3/95; 10/95; 9/96; 1/98; 2/2005; 8/2006; 2/2009; 3/2010)

E. General Transfer Admission for Students Who Were Not Eligible for Regular Admission

Any student who was not eligible for regular admission and who has not successfully completed the Summer Developmental Program must attend an accredited institution of higher education other than those under the governance of the Board of Trustees and must attain a "C" average (2.0 GPA on a 4.0 scale, as calculated by the admitting IHL institution) in the following 30 transferable semester credit hours to be eligible to transfer to an IHL institution:

6 semester hours	English Composition
3 semester hours	College Algebra, Quantitative Reasoning, or higher level mathematics
6 semester hours	Natural Science
9 semester hours	Humanities and Fine Arts
6 semester hours	Social or Behavioral Sciences

All other transfer admissions-students are subject to the requirements outlined in Policy 602 Freshman Admission Requirements for University System Institutions (sections A and B). Admitting institutions may establish additional admission requirements.

(BT Minutes, 5/92; 9/93; 9/94; 3/95; 10/95; 9/96; 1/98; 2/2005; 8/2006; 2/2009; 3/2010; 4/2013)

F. Nonresident Admissions

Any student identified as a nonresident will be qualified for admission to a Mississippi institution of higher learning based on equivalent preparation as determined by the admitting institution.

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If, however, an admitting institution determines that anticipated enrollment will exceed the institution's capacity to adequately serve all prospective students who are otherwise qualified for admission, then the institution may make appropriate admissions decisions from among the pool of otherwise qualified non-resident applicants in light of institutional capacity and consistent with constitutional and other legal requirements, as well as in light of the IHL and the admitting institution's values, mission, and goals.

(BT Minutes, 2/2009; 3/2011)

603 APPLICANTS TWENTY-ONE YEARS OF AGE OR OVER

An applicant who is at least twenty-one (21) years old and does not meet the regular freshman admission requirements may apply for admission as a non-degree seeking student. Non-degree seeking students may enroll in a maximum of twelve (12) semester hours during a regular term, six (6) semester hours during a five-week summer term, or equivalent hours for alternate terms as determined by the admitting institution. To transition from non-degree-seeking to degree-seeking status, students must satisfactorily complete twelve (12) hours with a "C" or better average in the general education core. Once admitted to a degree program, a maximum of eighteen (18) semester hours credit earned as a non-degree-seeking student may be applied toward a baccalaureate degree if approved by the dean of the college or school from which the degree is sought.

(BT Minutes, 2/2009; 3/2010)

604 APPLICANTS WITHOUT A DIPLOMA FROM A REGIONALLY ACCREDITED HIGH SCHOOL; HOME SCHOOL STUDENTS; INTERNATIONAL STUDENTS

The following are documentation requirements for specific groups of applicants:

1. Applicants who have completed high school from a school that does not hold regional accreditation must submit the following:
 - a. Transcripts reflecting academic performance or a secondary school leaving form
 - b. ACT or SAT scores
2. Home-schooled applicants must submit the following:
 - a. Home-school transcripts or portfolio summarizing home school education
 - b. ACT or SAT scores

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3. Domestic applicants who have not completed high school must submit the following:
 - a. Qualifying scores on a state approved high school equivalency examination
 - b. Transcripts reflecting academic performance or a secondary school leaving form
 - c. ACT or SAT scores

4. International applicants who have completed an international or foreign high school may be admitted in another admissions category or must submit one of the following:
 - a. Transcripts reflecting academic performance or a secondary school leaving form or
 - b. ACT or SAT scores

All applicants described in this section are subject to the requirements outlined in Policy 602 Freshman Admission Requirements for University System Institutions (sections 602.A and 602.B). Applicants in this section may validate the College Preparatory Curriculum in an alternate way. Admitting institutions may establish additional admission requirements.

All applicants described in this section may be required, at the discretion of the admitting IHL institution, to appear for an on-campus interview.

(BT Minutes, 2/2009; 3/2010; 4/2013, 5/2015)

605 PROOF OF IMMUNIZATION

A. Measles, Mumps, and Rubella

Proof of immunization of measles, mumps, and rubella is required (two doses of the MMR vaccine) of all students, unless exempt because of (a) actual or suspected pregnancy (measles or rubella vaccines are not required for females who are pregnant; if pregnancy is suspected, a valid certificate of medical exception from a health provider is required until pregnancy is resolved), (b) medical contraindication, or (c) birth prior to 1957. Temporary waivers may be granted for students enrolled in distance learning courses and/or programs where their time on campus is limited to a minimum number of hours as determined by the admitting IHL institution.

(BT Minutes, 2/2009; 3/2010; 11/2010)

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B. HEPATITIS B

Proof of hepatitis B vaccination is required for students who are involved in health education programs that cause them to be potentially exposed to blood or other bodily fluids.

(BT Minutes, 1/93; 1/98; 2/2009; 3/2010)

C. TUBERCULOSIS

Proof of test screening for tuberculosis by chest x-ray and interferon gamma release assays (IGRA) performed in the United States prior to the start of classes is required for all international students.

(BT Minutes, 1/93; 1/98; 2/2009; 3/2010; 2016)

606 CERTIFICATE OF ADMISSION

Each applicant to any university within the system must receive and have in his possession a letter or certificate of admission signed by the officer designated by the Institutional Executive Officer of the university before presenting him/herself for registration. No student shall be permitted to register or attend classes without such certificate. No officer shall issue a letter or certificate of admission to any student whose application has not been completed in accordance with the regulations of the Board.

(BT Minutes, 9/90; 1/98; 2/2009; 3/2010)

607 REJECTION OF APPLICATION

A. FUNDAMENTAL REQUIREMENTS

Applications containing false, contradictory, questionable, or uncertain data, or which fail to comply with the fundamental requirements or the policies of the institutions as established by the Board shall be rejected.

(BT Minutes, 9/90; 1/98; 2/2009; 3/2010)

B. FRAUDULENT STATEMENTS AND REPRESENTATIONS

Whoever, with intent to defraud the state or any department, agency, office, board, commission, county, municipality or other subdivision of state or local government, knowingly and willfully falsifies, conceals or covers up by trick, scheme or device a material fact, or makes any false, fictitious or fraudulent statements or representations, or makes or uses any false writing or

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document knowing the same to contain any false, fictitious or fraudulent statement or entry, shall, upon conviction, be punished by a fine of not more than Ten Thousand Dollars (\$10,000.00) or by imprisonment for not more than five (5) years, or by both such fine and imprisonment.

This section shall not prohibit the prosecution under any other criminal statute of the state.

Miss. Code Ann., §97-7-10, as amended.
(BT Minutes, 9/90; 1/98; 12/2005; 2/2009; 3/2010)

608 INTERMEDIATE COURSES

- A. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Mathematics subtest score of 16 or less will be required to take Intermediate Mathematics during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Mathematics subtest score is 17, 18 or 19 may be required to take Intermediate Mathematics. Students with a minimum ACT Mathematics subtest score of 15 who have completed the Mississippi Department of Education approved mathematics transitional course with a grade of “80” or higher will not be required to take Intermediate Mathematics and should be enrolled in a college-level mathematics course during their first semester of enrollment.
- B. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT English subtest score of 16 or less will be required to take Intermediate English during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose English subtest score is 17, 18 or 19 may be required to take Intermediate English. Students with a minimum ACT English subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of “80” or higher will not be required to take Intermediate English and should be enrolled in a college-level English course during their first semester of enrollment.
- C. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Reading subtest score of 16 or less will be required to take Intermediate Reading during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Reading subtest score is 17, 18 or 19 may be required to take Intermediate Reading. Students taking Intermediate Reading should not be permitted to take reading-

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intensive courses, such as History. Students with a minimum ACT Reading subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of “80” or higher will not be required to take Intermediate Reading.

- D. Students taking two or more intermediate courses must enroll in the year-long Academic Support Program or some other IHL-recognized intervention strategy to promote success in the courses in which they are not fully prepared, according to ACT subtest scores and will not be permitted to take more than 17 semester hours.
- E. Intermediate courses may be delivered through a corequisite model coupled with a credit bearing gateway course.
- F. Regarding course placement using an ACT subtest score, exemptions to this policy based on prior high school course performance, postsecondary course performance, or other academic experiences must be approved by the institution’s Chief Academic Officer or designee.

(BT Minutes, 2/2000; 2/2005; 2/2009; 3/2010; 1/2016; 2/2018)

609 TRANSFER ADMISSION FOR STUDENTS WHO HAVE EARNED AN ASSOCIATE DEGREE

- A. Any student who has earned an Associate of Arts degree from a regionally accredited institution and sufficient GPA as calculated by the admitting institution is eligible for admission to an IHL institution.
- B. Any student who has earned other Associate level degrees from a regionally accredited institution in a transferable area (as defined by the admitting institution) and sufficient GPA as calculated by the admitting institution may be eligible for admission to an IHL institution.

(BT Minutes, 4/2013)

610 RESIDENCY REQUIREMENTS

- A. RESIDENCE OF A MINOR
For purposes of determining of whether a minor pays out-of-state or in-state tuition for attendance at universities and community and junior colleges, the residence of a person less than 21 years of age is that of the father, the mother or a general guardian duly appointed by a proper court in Mississippi.

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If a court has granted custody of the minor to one parent, the residence of the minor is that of the parent who was granted custody by the court. If both parents are dead, the residence of the minor is that of the last surviving parent at the time of that parent's death, unless the minor lives with a general guardian duly appointed by a proper court of Mississippi, in which case his/her residence becomes that of the guardian. A minor student who, upon registration at a Mississippi institution of higher learning or community college, presents a transcript demonstrating graduation from a Mississippi secondary school and who has been a secondary school student in Mississippi for not less than the final four years of secondary school attendance shall not be required to pay out-of-state tuition. This policy shall not apply to the residence of a person as it relates to residency for voter registration or voting.

Miss. Code Ann., §37-103-7, as amended.
(BT Minutes, 9/90; 1/98; 12/2005; 2/2009; 3/2010)

B. RESIDENCE OF AN ADULT

The residence of an adult is that place where he/she is domiciled, that is, the place where he/she actually physically resides with the intention of remaining there indefinitely or of returning there permanently when temporarily absent.

Miss. Code Ann., §37-103-13, as amended.
(BT Minutes, 9/90; 1/98; 2/2009; 3/2010)

C. REMOVAL OF PARENTS FROM MISSISSIPPI

If the parents of a minor who is enrolled as a student in a community/junior college or in an institution of higher learning move their legal residence from the State of Mississippi, the minor shall be immediately classified as a nonresident student; such a change in classification shall not affect the tuition to be charged upon completion of the semester in which the move takes place.

Miss. Code Ann., §37-103-11, as amended.
(BT Minutes, 9/90; 1/98; 12/2005; 2/2009; 3/2010)

D. RESIDENCE REQUIRED

No student may be admitted to any community/junior college or institution of higher learning as a resident of Mississippi unless his/her residence has been in the State of Mississippi preceding his/her admission. Residence shall be as defined in Sections 37-103-7 and 37-103-13 unless excepted in Miss.

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Code Ann., §§ 37-103-1 through 37-103-29.

Miss. Code Ann., §37-103-3, as amended.
(BT Minutes, 9/90; 1/98; 2/2009; 3/2010)

E. RESIDENCY PETITIONS

Nonresidents may petition the institutions for a change of residency classification. A person who enters the state of Mississippi from another state and enters a system institution is considered a nonresident, unless the person meets the residency requirements set out in subsections A or B above. Provided, however, that any person who has attained 21 years of age and has thereafter actually established residency as defined within subsection A above and resided within the state of Mississippi for 12 consecutive months after attaining 21 years of age upon sworn affidavit and other representation, may petition the particular institution for a change in residency classification for the purposes of fees and tuition assessment. The institution may make reasonable inquiry into the validity of the petitioner's claim. Such petition for change of residency must be made on or before the last day a student may register at the particular institution without penalty.

(BT Minutes, 9/90; 1/98; 2/2009; 3/2010; 1/2016)

F. LEGAL RESIDENCE OF A MARRIED PERSON

A married person may claim the residence status of his or her spouse, or he or she may claim independent residence status under the same regulations set forth in Section 37-103-13 as any other adult.

Miss. Code Ann., §37-103-15, as amended.
(BT Minutes, 9/90; 1/98; 12/2005; 2/2009; 3/2010)

G. CHILDREN OF FACULTY OR STAFF

Children of parents who are members of the faculty or staff of any institution under the jurisdiction of the board of trustees of any community/junior college in this state or the Board of Trustees of State Institutions of Higher Learning may be classified as residents for the purpose of attendance at the institution where their parents are faculty or staff members.

Miss. Code Ann., §37-103-9, as amended.
(BT Minutes, 9/90; 1/98; 12/2005; 2/2009; 3/2010)

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611 MILITARY PERSONNEL

A. ACTIVE DUTY STATION IN MISSISSIPPI

Members of the United States Armed Forces on extended active duty and stationed within the State of Mississippi and members of the Mississippi National Guard may be classified as residents, for the purpose of attendance at state-supported institutions of higher learning and community and/or junior colleges of the State of Mississippi. Resident status of such military personnel, who are not legal residents of Mississippi, as defined in Section 37-103-13, shall terminate upon their reassignment for duty in the continental United States outside the State of Mississippi.

Miss. Code Ann., §37-103-17, as amended.
(BT Minutes, 9/90; 1/98; 12/2005; 2/2009; 3/2010)

B. SPOUSE OR CHILD OF MILITARY PERSONNEL

Resident status of a spouse or child of a member of the Armed Forces of the United States on extended active duty shall be that of the military spouse or parent for the purpose of attending state-supported institutions of higher learning and community/junior colleges of the State of Mississippi during the time that their military spouse or parent is stationed within the State of Mississippi and shall be continued through the time that the military spouse or parent is stationed in an overseas area with last duty assignment within the State of Mississippi, excepting temporary training assignments en route from Mississippi. Resident status of a minor child terminates upon reassignment under Permanent Change of Station Orders of the military parent for duty in the continental United States outside the State of Mississippi, excepting temporary training assignments en route from Mississippi, and except that children of members of the Armed Forces who attain Mississippi residency in accordance with the above provisions, who begin and complete their senior year of high school in Mississippi, and who enroll full time in a Mississippi institution of higher learning or community/junior college to begin studies in the fall after their graduation from high school, maintain their residency status so long as they remain enrolled as a student in good standing at a Mississippi institution of higher learning or community/junior college. Enrollment during summer school is not required to maintain such resident status.

The spouse or child of a member of the Armed Forces of the United States who dies or is killed is entitled to pay the resident tuition fee if the spouse or child becomes a resident of Mississippi.

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If a member of the Armed Forces of the United States is stationed outside Mississippi and the member's spouse or child establishes residence in Mississippi and registers with a Mississippi institution of higher learning or community/junior college at which the spouse or child plans to attend, the institution of higher education or community/junior college shall permit the spouse or child to pay the tuition, fees and other charges provided for Mississippi residents without regard to length of time that the spouse or child has resided in Mississippi.

A member of the Armed Forces of the United States or the child or spouse of a member of the Armed Forces of the United States who is entitled to pay tuition and fees at the rate provided for Mississippi residents under another provision of this section while enrolled in a degree or certificate program is entitled to pay tuition and fees at the rate provided for Mississippi residents in any subsequent term or semester while the person is continuously enrolled in the same degree or certificate program. A student may withdraw or may choose not to reenroll for no more than one (1) semester or term while pursuing a degree or certificate without losing resident status only if that student provides sufficient documentation by a physician that the student has a medical condition that requires withdrawal or nonenrollment. For purposes of this subsection, a person is not required to enroll in a summer term to remain continuously enrolled in a degree or certificate program. The person's eligibility to pay tuition and fees at the rate provided for Mississippi residents under this subsection does not terminate because the person is no longer a member of the Armed Forces of the United States or the child or spouse of a member of the Armed Forces of the United States.

Miss. Code Ann., §37-103-19, as amended.

(BT Minutes, 9/90; 1/98; 12/2005; 2/2009; 3/2010)

C. CERTIFICATION OF RESIDENCE OF MILITARY PERSONNEL

A military person on active duty stationed in Mississippi who wishes to avail himself/herself or his/her dependents of the provisions of Section 37-103-17 must submit a certificate from his/her military organization showing the name of the military member; the name of the dependent, if for a dependent; the name of the organization of assignment and its address (may be in the letterhead); that the military member will be on active duty stationed in Mississippi on the date of registration at the state-supported institution of higher learning or community/junior college of the State of Mississippi; that the military member is not on transfer orders; and the signature of the commanding officer, the adjutant, or the personnel officer of the unit of assignment with signer's rank and title. A military certificate

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must be presented to the registrar of the state-supported institution of higher learning or community/junior college of the State of Mississippi each semester or tri-semester at (or within 10 days prior to) registration each semester for the provisions of said section to be effective.

Miss. Code Ann., §37-103-21, as amended.
(BT Minutes, 9/90; 1/98; 12/2005; 2/2009; 3/2010)

612

AUTHORITY TO SET TUITION AND WAIVER OF OUT-OF-STATE TUITION FOR NONRESIDENTS WHO WERE BORN IN MISSISSIPPI AND ARE VETERANS OF THE ARMED FORCES

The Board of Trustees of State Institutions of Higher Learning and the boards of trustees of the community/junior colleges are authorized to prescribe the amount of tuition and fees to be paid by students attending the several state-supported institutions of higher learning and community/junior colleges of the State of Mississippi.

Except as otherwise provided in this subsection, the total tuition to be paid by residents of other states shall not be less than the average cost per student from appropriated funds. However, the tuition to be paid by a resident of another state shall be equal to the tuition amount established in the above paragraph if:

1. The nonresident student was born in the State of Mississippi but subsequently relocated and resided outside the state as a minor under the care of the minor's father or mother, or both;
2. The nonresident student is a veteran who served in the Armed Forces of the United States;
3. The nonresident student is domiciled in Mississippi no later than six months after the nonresident student's separation from service, as evidenced by a Report of Separation from Military Service or other military discharge document, for the purpose of enrolling in a state institution of higher learning or a community/junior college.

(BT Minutes, 12/2005; 2/2009; 3/2010)

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613 ATHLETICS

A. ATHLETIC RECRUITMENT

The Board endorses the National Collegiate Athletic Association (NCAA) rules and regulations for the recruitment of student athletes. The Board reserves the prerogative to adopt standards more restrictive than those which have been approved by NCAA but under no conditions shall the Board adopt less restrictive standards. All institutional standards and/or policies relating to institutional athletics will be on file in the Board Office.

(BT Minutes, 9/90; 1/98; 2/2009; 3/2010)

B. INTERCOLLEGIATE AND INTRAMURAL ATHLETICS

The programs of intercollegiate and intramural athletics of the state institutions shall be organized and developed as elements in the total educational programs of the institutions. Athletic programs shall be conducted so as to promote the total welfare of students, including physical and mental health and the development of capacities and talents, and so as to contribute to the morale of students, alumni and friends of the institutions. Programs of intercollegiate athletics shall be under the complete control of the Institutional Executive Officers, subject to the oversight of the Board. Funds used to support all athletic programs shall be fully controlled by the Institutional Executive Officer of the institution; however, no funds budgeted for instructional purposes may be diverted to athletics and no athletics funds may be diverted to other purposes without approval by the Board. Standards of the NCAA and appropriate regional conferences shall be the standards of the institution's athletic departments.

(BT Minutes, 9/90; 1/98; 2/2009; 3/2010)

C. ATHLETIC TICKETS

Upon request, Institutional Executive Officers may furnish complimentary athletic tickets for Board members. The number of such tickets for any one event is not to exceed six.

Upon request to the institutions, former Board members may receive two complimentary tickets for athletic events.

The Board delegates to the respective Institutional Executive Officers the administrative responsibility of issuing complimentary athletic tickets to individuals other than those identified in the preceding paragraph.
(Universities shall keep accurate records of complimentary tickets distributed

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by number of tickets and category of recipients and shall file an annual report with the Commissioner.)

(BT Minutes, 9/90; 1/98; 2/2009; 3/2010)

614 PERSONAL PROPERTY

- A. Lost or abandoned personal property as defined in Miss. Code Ann., §1-3-41, as amended, shall be held by the institution for a period of at least three months.
- B. Designated officers of the institution shall upon the receipt or recovery of any lost, abandoned or misplaced personal property, cause to be posted in three public places at the institution, notice that such property has been received. Such notice shall contain an accurate and detailed description of such property and if the designated officers are advised as to who owns such property, a copy of such notice shall be mailed to such person or persons in addition to being posted. The owner of such property may recover the same upon a determination by the designated officers of the rightful owner and upon the owner paying to the institution its reasonable expenses for handling and storage.
- C. If not claimed and possession resumed by the rightful owner within three months from the date of notice provided for above, the designated officers may cause the same to be sold at public or private sale after first posting notice of such sale in three public places at the institution at least ten (10) days preceding the date of such sale.
- D. The property may be sold by the institution, forfeited for official use, given away for a charitable or needy purpose, or other proper disposition.
- E. The proceeds of institutional sale of said property shall be placed in such fund or funds as assigned by the Institutional Executive Officer.
- F. All policies regarding abandoned motor vehicles should be in compliance with Miss. Code Ann., §63-23-1, *et seq.*, as amended.

Miss. Code Ann., §1-3-41, as amended; Miss. Code Ann., §63-23-1, *et seq.*, as amended.

(BT Minutes, 9/90; 1/98; 2/2009; 3/2010)

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615 STUDENT APPEALS

The Board delegates to the various Institutional Executive Officers full authority in all matters concerning student affairs. The decision of the Institutional Executive Officer shall be final so far as the institution is concerned. Upon rendering of a final decision, the aggrieved student will be notified. The Institutional Executive Officer may request the legal assistance of the Attorney General's Office through the Commissioner.

(BT Minutes, 3/91; 1/98; 2/2009; 3/2010)

616 ALCOHOL ON CAMPUS

The universities are directed to follow all applicable local, state and federal laws as to the possession and consumption of alcohol, light wine and beer on their respective campuses. However, each university is authorized to create more restrictive policies, rules and regulations related to the possession and consumption of alcohol, light wine and beer on campus which do not violate applicable local, state and federal laws. No alcoholic beverages shall be sold or consumed at any public athletic event at any state university. Additionally, each university shall make educational programs on alcohol abuse available to its students.

(BT Minutes, 6/2007; 2/2009; 3/2010)

617 TEXTBOOK POLICY

This Textbook Policy establishes minimum system-wide guidelines and goals aimed at addressing the cost of college textbooks and other instructional materials and at ensuring compliance with Section 133 of the federal Higher Education Opportunity Act (HEOA) of 2008.

By June 1, 2010 each institution in the IHL system shall establish a written policy that includes the following provisions. In this policy, the term textbook is meant to include various types of course materials, including software, electronic files, supplemental materials, and course packs.

1. **Textbook Adoption Deadlines** – Each institution shall establish firm deadlines and procedures for the adoption of textbooks for upcoming semesters. These deadlines and procedures shall be set to enable the institution to fully comply with the HEOA of 2008, including the requirement that textbook

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information (including ISBN and prices) be provided to students at the time of registration.

Requirements:

- Institutions shall establish adoption deadlines that are no later than the beginning of the registration period for succeeding semesters and that provide sufficient time to work with affiliated bookstores to meet the HEOA posting requirements. Additionally, these adoption deadlines shall be at least 40 days prior to the end of the preceding semester, whenever possible, as dictated by registration schedules.
- The adoption process will include the indication of whether a textbook is required or recommended and should include to the extent possible an indication of whether an alternate (e.g., earlier) edition of the textbook may be used. Timely adoption of textbooks is required for the following course types: lecture, lecture/lab, laboratory, and recitation/discussion. These course types, as designated and defined by the IHL Data Dictionary, are generally assumed to be courses with textbook requirements. Any other courses which at individual institutions historically require textbooks shall be included in the individual institution's adoption policy.
- Department chairs/heads will be responsible for ensuring that all pertinent courses under their authority have adoptions submitted by the deadline, even in instances where no instructor has been assigned for a course section as of the announced adoption deadline date.
- Departments shall be strongly encouraged to adopt the same course materials for all sections of each course.

2. **Minimum Adoption Periods** - Each institution shall establish guidelines that promote a minimum adoption period for textbooks. In this section, textbook refers specifically to a book that is resalable, as opposed to one-time usage materials (e.g., workbooks) or books that have limited resale value.

- Institutions shall set guidelines for a minimum three-year adoption period for lower division courses. These guidelines may include reasonable exceptions to this requirement for instances when editions go out of print, when substantive changes are made in either the course description or the textbook, or when there is a significant change in the body of knowledge pertinent to the course. Procedures for the authorization of exceptions should include approval at the dean level, after recommendation from a department chair/head.
- Guidelines shall encourage a minimum textbook adoption period of at least two years for upper division courses. However, it is recognized that, to provide current scholarship in a global marketplace, upper division courses will have more advanced and changing content, that students

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often wish to build a personal library of books in their major, and that there is a more limited potential for establishing a favorable local buy-back market for such upper division textbooks. Because of these factors, institutional policy will balance the benefits of a minimum adoption period with the selection of the best available textbook.

3. **Dissemination of Textbook Information** – Institutions shall be responsible for providing information on best practices in textbook adoptions to faculty and for providing advice to students on ways to save money on textbook purchases.
 - The institutions or affiliated bookstores shall provide faculty with information and tools for the selection of textbooks, including pricing information and the availability of alternative formats for course materials (e.g., whether textbooks are available in electronic versions) and of separately available components of a bundled textbook;
 - The institutions or affiliated bookstores shall provide students with tips on purchasing textbooks, including the availability of electronic versions, the availability of unbundled textbook components, buy-back and exchange policies, and price-matching policies. Institutions shall provide this information, including an explanation of the significance of ISBNs, to entering freshmen during orientations or within 30 days prior to the beginning of the fall semester.
 - The institutions or affiliated bookstores shall provide faculty and students with results from surveys of student satisfaction with textbooks.

4. **Assessment of Progress** – Institutions shall develop procedures to assess the success of the above practices in containing the costs of textbooks. These procedures shall include analyses and reports appropriate to assessing compliance with this policy, as well as identifying and improving system and institutional practices.
 - Assessment strategies shall include: the inclusion of questions on student surveys (e.g., course evaluations) about the value of assigned textbooks; production of reports of the extent of compliance of each institution with the adoption deadlines; information about the costs of the textbooks for the top twenty (highest enrollment) courses; the volume of buy-back purchases at the affiliated bookstores; the number of electronic versions of textbooks being used; and surveys (student and faculty) of the ability of the affiliated bookstore to provide adequate stocking of books.

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- By April 1, 2010 the institutional executive officer of each institution will name a textbook coordinator who will be responsible for the implementation and administration of this policy.
- Annually, the textbook coordinator will submit such assessment information as required by the assessment plan as an annual assessment report to the Commissioner or his/her designee.
- The annual assessment report will be made available on the website of the subject institution, as well as on the System website.

(BT Minutes, 2/2010; 3/2010)

APPENDIX B

Minimum ACT Subject Area Scores by University

IHL Board Policy 608 establishes 17 as the minimum ACT subject area scores for Mathematics, English, and Reading; however, it gives each IHL university the authority to require higher ACT subject area scores.

University	English Composition I	College Algebra	Intermediate Reading
ASU	17	17	17
DSU	17	20	17
JSU	17	17	17
MSU	17	19	17
MUW	17	19	17
MVSU	17	20	17
UM	17	19	17
USM	20	20	17

APPENDIX C

Mississippi Institutions of Higher Learning Summer Developmental Program Contacts

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APPENDIX D

Mississippi Institutions of Higher Learning Approved Textbooks for Summer Developmental Programs

Developmental English Textbook

Fawcett, S. (2018). *Evergreen: A Guide to Writing with Readings* (11th Edition). Boston, MA: Wadsworth Cengage Learning.

ISBN-13: 978-1337097048

Developmental Mathematics Textbook

McKeague, C. (2010). *Introductory Algebra: Concepts and Graphs*. San Luis Obispo, CA: XYZ Textbooks.

ISBN-13: 978-1936368020

Developmental Reading Textbook

Langan, J. (2014). *Ten Steps to Improving College Reading Skills* (6th Edition). West Berlin, NJ: Townsend Press.

ISBN-13: 978-1591944232

Vocabulary Textbook (Optional)

Nist, Sherry L. (2009). *Improving Vocabulary Skills*. West Berlin, NJ: Townsend Press.

ISBN-13: 978-1591941910

Institutions Responsible for Textbooks and Examinations by Subject Area

Developmental English

- Jackson State University – Sherry Rankin
- Delta State University – Zachary Stewart
- Mississippi University for Women – Claudia McDavis

Developmental Mathematics

- Mississippi State University – Diane Daniels (lead)
- Delta State University – Tricia Killebrew
- University of Mississippi – Patricia Treloar

Developmental Reading

- Jackson State University – Monica Lawrence-Rees (lead)
- Mississippi Valley State University – Melissa Ivory
- University of Southern Mississippi – Toni Anderson

APPENDIX E

Mississippi Institutions of Higher Learning Summer Developmental Program Data Collection

The IHL Summer Developmental Program Data Collection spreadsheet collects information on an institution's Summer Developmental Program enrollment by ethnicity and residency. It also collects information on individual ACCUPLACER scores. The template may be accessed at the following address:

http://www.mississippi.edu/research/downloads/datadictionary/accuplacer_template.xls

Deadline	Report Title
June 15	Tables A through F of Summer Developmental Program Data Collection spreadsheet with pre-test scores
August 31	Complete Summer Developmental Program Data Collection spreadsheet with post-test scores, course grades, and comments added

APPENDIX F

Mississippi Institutions of Higher Learning ACCUPLACER Score Report Contacts

Institution	Contact	Email	Fax
ASU	Katangelia Tenner	ksampson@alcorn.edu	601.877.6374
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