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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 Mathematics - Students may be allowed to bypass the Summer Developmental Program and enroll in Intermediate Mathematics during the fall semester if their scores on the Next Generation Quantitative Reasoning, Algebra, and Statistics section of the ACCUPLACER examination are 247 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 Next Generation Writing section of the ACCUPLACER examination are 255 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 Next Generation Reading section of the ACCUPLACER examination are 255 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-Level Mathematics** - Passing students will be allowed to enroll in college-level mathematics during the fall semester if their scores on the Next Generation Quantitative Reasoning, Algebra, and Statistics section of the ACCUPLACER examination are 253 or higher. Those with scores below 253 will be required to enroll in Intermediate Mathematics.

- **College-Level English** - Passing students whose ACCUPLACER Next Generation Writing scores are 258 or higher will be allowed to enroll in English Composition during the fall semester. Those with scores below 258 will be required to enroll in Intermediate English.

- Passing students whose ACCUPLACER scores in Next Generation Reading are below 258 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.
APPENDIX A

Mississippi Institutions of Higher Learning
Board of Trustees

Policies and Bylaws for
Academic Affairs
and
Student Affairs
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.

<table>
<thead>
<tr>
<th>University</th>
<th>English Composition I</th>
<th>College Algebra</th>
<th>Intermediate Reading</th>
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</thead>
<tbody>
<tr>
<td>ASU</td>
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</tr>
<tr>
<td>DSU</td>
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<td>20</td>
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<td>17</td>
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## APPENDIX C

### Mississippi Institutions of Higher Learning

#### Summer Developmental Program Contacts

<table>
<thead>
<tr>
<th>Institution</th>
<th>Contact Information</th>
</tr>
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<tbody>
<tr>
<td><strong>Alcorn State University</strong></td>
<td>Valerie Thompson, Dean, Rickey Coleman, Director, Lanier Hall, Room 206, Alcorn State, MS 39096-7500, Phone: (601) 877-3968, Email: <a href="mailto:valerie@alcorn.edu">valerie@alcorn.edu</a>, <a href="mailto:rlcoleman@alcorn.edu">rlcoleman@alcorn.edu</a></td>
</tr>
<tr>
<td><strong>Delta State University</strong></td>
<td>Tricia Killebrew, Director, Division of Student Success, Union 302B – DSU Box 3232, Cleveland, MS 38733, Phone: (662) 846-4899, Email: <a href="mailto:tkillebrew@deltastate.edu">tkillebrew@deltastate.edu</a></td>
</tr>
<tr>
<td><strong>Jackson State University</strong></td>
<td>Sherry Rankin, Chair, Division of Undergraduate Studies, P.O. Box 18240, Jackson, MS 39217, Phone: (601) 979-7087, Email: <a href="mailto:sherry.l.rankin@jsums.edu">sherry.l.rankin@jsums.edu</a></td>
</tr>
<tr>
<td><strong>Mississippi State University</strong></td>
<td>Diane Daniels, Director, Office of the Provost, P.O. Box BQ, Mississippi State, MS 39762, Phone: (662) 325-1353, Email: <a href="mailto:ddaniels@sdp.msstate.edu">ddaniels@sdp.msstate.edu</a></td>
</tr>
<tr>
<td><strong>Mississippi University for Women</strong></td>
<td>David Brooking, Director, Claudia McDavis, Assistant Director, 1100 College Street, W-1633, Columbus, MS 39701-5800, Phone: (662) 329-7138, Email: <a href="mailto:dmbrooking@muw.edu">dmbrooking@muw.edu</a>, <a href="mailto:rcmcdavis@muw.edu">rcmcdavis@muw.edu</a></td>
</tr>
<tr>
<td><strong>Mississippi Valley State University</strong></td>
<td>Johnny Jones, Dean, Larry Kinds, Director, Lanetta Gordon, Coordinator, University College, 14000 Hwy 82W, MVSU 7232, Itta Bena, MS 38941-1400, Phone: (662) 254-3446, Email: <a href="mailto:johnny.jones@mvsu.edu">johnny.jones@mvsu.edu</a>, <a href="mailto:larry.kinds@mvsu.edu">larry.kinds@mvsu.edu</a>, <a href="mailto:lgordon@mvsu.edu">lgordon@mvsu.edu</a></td>
</tr>
<tr>
<td><strong>University of Mississippi</strong></td>
<td>Patricia Treloar, Director, 132 Johnson Commons East, University, MS 38677, Phone: (662) 915-7426, Email: <a href="mailto:ptreloar@olemiss.edu">ptreloar@olemiss.edu</a></td>
</tr>
<tr>
<td><strong>University of Southern Mississippi</strong></td>
<td>Toni H. Anderson, Instructor, School of Interdisciplinary Studies &amp; Professional Development, 118 College Drive #5112, Hattiesburg, MS 39406, Phone: (601) 266-6236, Email: <a href="mailto:toni.anderson@usm.edu">toni.anderson@usm.edu</a></td>
</tr>
<tr>
<td><strong>Mississippi Institutions of Higher Learning</strong></td>
<td>Eric Atchison, Director, 3825 Ridgewood Road, Jackson, MS 39211, Phone: (601) 432-6288, Email: <a href="mailto:eatchison@mississippi.edu">eatchison@mississippi.edu</a></td>
</tr>
</tbody>
</table>
APPENDIX D

Mississippi Institutions of Higher Learning
Approved Textbooks for
Summer Developmental Programs

Developmental English Textbook

Developmental Mathematics Textbook

Developmental Reading Textbook

Vocabulary Textbook (Optional)

Institutions Responsible for Textbooks and Examinations by Subject Area

Developmental English
- Jackson State University – Sherry Rankin
- 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

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<thead>
<tr>
<th>Deadline</th>
<th>Report Title</th>
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<tr>
<td>June 15</td>
<td>Tables A through F of Summer Developmental Program Data Collection spreadsheet with pre-test scores</td>
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<tr>
<td>August 31</td>
<td>Complete Summer Developmental Program Data Collection spreadsheet with post-test scores, course grades, and comments added</td>
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## APPENDIX F

### Mississippi Institutions of Higher Learning

**ACCUPLACER Score Report Contacts**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Contact</th>
<th>Email</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASU</td>
<td>Katangelia Tenner</td>
<td><a href="mailto:ksampson@alcorn.edu">ksampson@alcorn.edu</a></td>
<td>601.877.6374</td>
</tr>
<tr>
<td>DSU</td>
<td>Tricia Killebrew</td>
<td><a href="mailto:tkillebrew@deltastate.edu">tkillebrew@deltastate.edu</a></td>
<td>662.846.4850</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>JSU</td>
<td>Dr. Sherry Rankin</td>
<td><a href="mailto:Sherry.L.Rankin@jsums.edu">Sherry.L.Rankin@jsums.edu</a></td>
<td>601.203-6191</td>
</tr>
<tr>
<td>MSU</td>
<td>Michelle Hargett</td>
<td><a href="mailto:Imh485@msstate.edu">Imh485@msstate.edu</a></td>
<td>662.325.7360</td>
</tr>
<tr>
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<tr>
<td>MUW</td>
<td>Claudia McDavis</td>
<td><a href="mailto:rcmcdavis@muw.edu">rcmcdavis@muw.edu</a></td>
<td>662.241.6035</td>
</tr>
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<tr>
<td>MVSU</td>
<td>Larry Kinds</td>
<td><a href="mailto:larry.kinds@mvsu.edu">larry.kinds@mvsu.edu</a></td>
<td>662.254.7900</td>
</tr>
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<tr>
<td>UM</td>
<td>James Corner</td>
<td><a href="mailto:jcorner@olemiss.edu">jcorner@olemiss.edu</a></td>
<td>662.915.5869</td>
</tr>
<tr>
<td>USM</td>
<td>Miranda Hedman or Director of Admissions</td>
<td><a href="mailto:admissions@usm.edu">admissions@usm.edu</a></td>
<td>601.266.5166</td>
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</table>