

Advising Students with Developmental Placement(s)

- ***Students are strongly encouraged to satisfy any developmental placements during the summer before their first fall semester at SHIP.***
 - **Students placed into a developmental-level course will be pre-scheduled in appropriate developmental-level courses in their first semester. The course(s) will already be on their schedules.**
- ⇒ **Credits earned in developmental courses are included in determining a student's class standing, and the grades are computed in the student's quality grade point average; however, these credits do not count toward the total number of credits required for graduation.**

Advising is an educational process to assist students in the development and fulfillment of meaningful educational plans that are compatible with their life goals. Advising under-prepared students presents varied and unique challenges. Rather than impose a “sink-or-swim” strategy or departmental expectations upon developmental students, advisors must meet students where they are. Assisting developmental students to create course schedules appropriate for their academic abilities is a key to their success.

Advising and Placement Testing

The mission of the Placement Testing Program is to ensure that students are sufficiently prepared to succeed in the courses required by the General Education Program.

- ACCUPLACER, an untimed computerized test developed by the College Board, is used to test skills in math.
- There is no reading placement test. Students with a Verbal SAT score lower than 425 are placed into RDG 050. Students should be encouraged to take the Nelson-Denney challenge test before the semester begins.
- Writing skills are assessed from a student's writing sample that is read and scored by faculty in the English Department. SAT scores are used to determine if a student is required to test in writing.

To view a student's placement level:

- myShip
- Faculty tools
- Advisee Listing or Select a Student
- Test Scores

Developmental-level Courses

Courses numbered below 090 are considered developmental in nature and cover material at a pre-college level. These courses provide opportunities for students to develop academic proficiencies necessary for college success. Developmental courses offered are:

- ENG 050 Basic Writing
- MAT 050 Developmental Mathematics
- RDG 050 Developmental Reading and Study Skills

Policy for Scheduling Students Placed into Developmental-level Courses

Students will be pre-scheduled into required developmental-level courses according to university policy.

- To satisfy their developmental placement students must complete required developmental-level course(s) with a grade of C or above or successfully complete other department-approved options.
- A student may have a maximum of three attempts at each developmental-level course. Additional enrollments must be approved by the student's dean.
- Students who do not comply with this policy will be required to meet with their College/School Dean who will determine what appropriate action should be taken. In extreme cases, students may not be permitted to register for classes the following academic semester at SU.

1. Students placed into developmental reading

- Students take RDG 050 Developmental Reading & Study Skills in their first semester at SU.
- Student should limit their semester schedule to 12/13 credits until RDG 050 has been successfully completed. Approval for additional credits must be granted by the student's dean.

2. Students scoring into developmental mathematics level 1

- Must take MAT 050 before taking any college-level math course.
- Scheduling of MAT 050 Developmental Mathematics will be determined by a student's major or area of interest.
 - Students who have declared or have an interest in a math intensive major (requires a minimum of 2 college-level math classes) should take MAT 050 in their first semester.
 - Students who have declared or have an interest in a math intensive major who are not scheduled into MAT 050 in their first semester should take the course in their second semester.
 - Students pursuing non-math intensive majors take MAT 050 in their third semester.
 - These students are required to pass MAT 050 with a grade of C or higher before they are eligible to take a college-level math course.

3. Students scoring into developmental mathematics level 2

- Students whose major requires MAT 105, 110, or 117 (BA majors, Exercise Science, Social Work) **are not required** to take MAT 050. They may register for the required college-level math course.
- Students whose major or minor requires MAT 175 or 181 (Biology, Chemistry, Physics, Math, Economics, Computer Science, Teacher Education – Middle
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- School, or Business) **must complete** MAT 050 before taking any algebraically-based math course.
 - Should take MAT 050 in their first semester.

4. Students scoring into developmental writing level 1

- Should take ENG 050 Basic Writing in their first semester.
- Students who are unable take ENG 050 in their first semester will take the course in their second semester.
- These students are required to pass ENG 050 with a grade of C or higher before they are eligible to take ENG 106 Writing Intensive First-Year Seminar.

Tips for Advising Students Placed into Developmental-level Courses

The advisor-advisee relationship is a key to student success and advisor satisfaction. Working with developmental-level students is different from advising other students. The process presents a unique set of challenges, requires a different set of skills and strategies, and demands more individualized attention. This relationship is best developed when the advisor has a genuine interest in the student as a person and commitment to the student's success. Developmental students can succeed within a supportive environment.

Here are a few thoughts to keep in mind as you work with students with developmental placements.

- Some developmental students are first-generation college students and may not be familiar with some of the basic language of higher education.
- Advisors need to monitor student progress to ensure they are making adequate academic progress to maintain financial aid eligibility.
- Some developmental students come from low socio-economic backgrounds and face the added challenges of having to work or to find money for essentials, such as textbooks. Students receiving financial aid should be encouraged to save any refund checks from their grants/loans to have upfront money to buy books the next semester.

In advising for scheduling, the advisor must be aware of the student's placements and suggest courses accordingly.

- **Students who have not satisfied a reading placement** should be advised to not take any reading intensive courses, such as World History or Literature or Psychology or BIO 161/162, until the placement has been satisfied.
- **Students who have not satisfied a writing placement** should be advised to not take courses that have extensive writing requirements or literature courses.
- **Students who have not satisfied a mathematics placement** should be advised to delay courses that require strong reasoning skills, such as some sciences, economics, and computer science, until they have strengthened their math skills.