CHAPTER 6
ACADEMIC PREPARATION
In order to prepare students for success, the college provides students with opportunities to develop any academic skills that may be needed before enrolling in certain credit-level courses. Credit courses have prerequisites that are fulfilled by academic preparation courses in reading, writing, mathematics, English as a Second Language (ESL), or speech. This chapter describes the various academic preparation courses at the college and their placement policies and assessment.

**PLACEMENT TESTING**
Placement tests often determine the courses into which students are initially placed. The scores on these tests determine the courses in which students are allowed to enroll; as such it is important that students prepare for these tests and take them seriously.

The Accuplacer placement test is an untimed, computer-based test with several sections. The reading and writing portions of the Accuplacer placement test evaluate reading comprehension and sentence skills. The mathematics placement tests consist of arithmetic, elementary algebra, and college-level mathematics.

The Michigan test is designed for non-native English speakers. This paper test includes grammar, vocabulary, reading comprehension, and a writing sample.

Scores from the Accuplacer and Michigan tests are used to determine college readiness in mathematics, reading, writing, ESL, and speech. Placement may be determined by a combination of test scores and other factors such as a writing sample or other courses the student is eligible to take. Placement tests may be taken twice during a two year period. The higher score from either test will be used. Placement tests can only be taken before enrolling in a preparatory course or sequence.

For entering students who have completed the ACT or SAT these scores may be used in lieu of the Accuplacer and the Michigan test to determine initial course placement. For more information on how scores on these tests may impact initial placement, see Chapter 1.

**ACADEMIC PREPARATION COURSE SEQUENCES**
Students who successfully progress through the academic preparation sequence earn equivalent hours (EH) rather than credit hours. The EH is the college’s method for documenting completion of these preparation courses. Grades in these courses will affect financial aid eligibility but will not be counted toward graduation. Equivalent Hours permit the accumulation, updating, and transfer of student’s academic records.

**OTHER CONSIDERATIONS**
Academic preparation courses may be available in several different formats. These formats include condensed courses taught in 5-weeks to 10-weeks, 12-weeks to 15-weeks, one-day-a-week, and online and hybrid formats. Selecting the right format is important as not all formats are right for every student. Summer classes are usually offered in a five-week format, meeting four days per week. Students who can concentrate on their academic workload with minimal job responsibilities tend to do well in this format. Students should expect to spend significant time on homework each day the class meets.

Most course sections are 12–15 weeks. These formats usually meet twice or more per week. This allows students a maximum amount of time to process the content and complete assignments. These formats are appropriate for most students, providing that they select a section appropriate for their work/life schedule.

Eight-week and 10-week classes are condensed and intensive. Classes in these formats usually meet for more time per session or more days per week. This requires students to grasp content quickly. Students who have received a B or higher in prerequisite courses or students with a strong academic background should consider this format.

Classes that meet once a week require students to be self-directed learners and schedule frequent study time between class meetings. Similarly, online and hybrid classes require students to be self-directed learners. Adherence to deadlines and proficiency with computers are critical to success in these course formats.

For all courses in the academic preparation sequences, starting with solid time management will build a firm foundation for success in college-level courses.
**DEVELOPMENTAL ENGLISH**

The Developmental English (DVE) sequence includes up to three courses, depending on initial placement, that enable students to become more effective and efficient in written communication. The courses in this sequence develop the basic grammar and composition skills necessary for writing at the college level. These skills include sentence and paragraph structure and short essay writing skills. When this sequence is completed, students will have met the prerequisite required for college-level English courses.

The courses in the DVE sequence span two departments, the Developmental English and Reading Department and the English Department. The following table provides an overview of the sequence and the order of courses leading up to college-level courses. Note that the starting point for the sequence varies by initial course placement.

### DEVELOPMENTAL ENGLISH (DVE) PLACEMENT AND COURSES

<table>
<thead>
<tr>
<th>Accuplacer Sentence Structure Test Score</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence 20–43</td>
<td>DVE-0009</td>
</tr>
<tr>
<td>Sentence 44–68</td>
<td>DVE-0011</td>
</tr>
<tr>
<td>Sentence 69–89</td>
<td>EGL-0100</td>
</tr>
</tbody>
</table>

**Important:** Students who test into any of the courses in the DVE sequence must enroll in the courses in their first 15 billable credits at the college and remain in the DVE sequence in each successive semester until EGL-0100 is completed.

### ADDITIONAL DVE SEQUENCE INFORMATION

For detailed course descriptions, see Chapter 9.

### ATTENDANCE REQUIREMENTS AND COURSE LAB

Students are expected to attend all regularly scheduled class meetings. Poor attendance may significantly impact the overall grade in the course. In addition to the regular class meetings, all developmental reading students are required to complete 15 clock hours of lab activities in the Marlboro Learning Lab. Ten additional lab hours will be earned by completing special assignments given to students by their instructors.

### POSSIBLE GRADES AND WHEN STUDENTS NEED TO REPEAT A COURSE

Content mastery is important for student success. Students earning less than 70 percent must repeat the course.

### DEPARTMENT CONTACT INFORMATION

For more information on the DVE sequence, contact the department chair or academic dean.

- Mirian Torain, Department Chair
  Developmental English and Reading
  Marlboro Hall, Room 2145
  301-583-5259

- Dr. Beverly Reed, Dean
  Learning Foundations
  Marlboro Hall, Room 2118
  301-322-0495

- Bridget Brennan, Department Chair
  English (for EGL-0100)
  Marlboro Hall, Room 3078
  301-583-5209

- Dr. Carolyn Hoffman, Dean
  Liberal Arts
  Marlboro Hall, Room 3077
  301-341-3040
DEVELOPMENTAL READING

The Developmental Reading (DVR) sequence includes up to two courses, depending on a student's initial placement. These courses enable students to become more effective and efficient readers of their college textbooks. The courses in this sequence develop the basic reading skills necessary for reading at the college level. These skills include vocabulary, comprehension, critical thinking, and study skills. When this sequence is completed, students will have met the reading proficiency prerequisite required for many college courses.

The following table provides an overview of the sequence and the order of reading courses leading to college-level courses. Note that the guidelines below are for students who place into only one developmental course. If students place into more than one developmental course, their initial placements may not reflect what is in the table. The starting point for the sequence varies by initial course placement.

DEVELOPMENTAL READING (DVR) PLACEMENT AND COURSES

<table>
<thead>
<tr>
<th>Accuplacer Reading Test Score</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 20–53</td>
<td>DVR-0051</td>
</tr>
<tr>
<td>Reading 54–78</td>
<td>DVR-0061</td>
</tr>
<tr>
<td>Reading 70–78 (optional)</td>
<td>DVR-0071</td>
</tr>
</tbody>
</table>

Important: Students who test into any of the DVR courses are required to enroll in them in their first semester of attendance, and remain in the DVR sequence until it is completed.

ADDITIONAL DVR SEQUENCE INFORMATION

For detailed course descriptions, see Chapter 9.

ATTENDANCE REQUIREMENTS AND COURSE LAB

Students are expected to attend all regularly scheduled class meetings. Poor attendance may significantly impact the overall grade in the course. In addition to the regular class meetings, all developmental reading students are required to complete 15 clock hours of lab activities in the Marlboro Learning Lab. Ten additional lab hours will be given to students by instructors.

POSSIBLE GRADES AND WHEN STUDENTS NEED TO REPEAT A COURSE

Content mastery is important for student success. Students earning less than 70 percent must repeat the course.

DEPARTMENT CONTACT INFORMATION

For more information on the DVR sequence, contact the department chair or academic dean.

Mirian Torain, Department Chair  Dr. Beverly Reed, Dean
Developmental English and Reading  Learning Foundations
Marlboro Hall, Room 2145  Marlboro Hall, Room 2118
301-583-5259  301-322-0495
**DEVELOPMENTAL MATHEMATICS**

Developmental Mathematics (DVM) includes up to four courses, depending on initial placement, that prepare students for success in college-level mathematics courses. The courses develop the basic quantitative and problem-solving skills necessary for mathematics at the college level. These skills include basic arithmetic operations, algebra skills including expressions, functions, and the solution of equations, and applications.

The following table provides an overview of the Developmental Mathematics courses leading to college-level courses. Note that the starting point varies by initial course placement. Students who test into any of the development mathematics courses must enroll in them in their first 15 billable credits and remain in the sequence until it is completed.

**DEVELOPMENTAL MATH (DVM) PLACEMENT AND COURSES**

<table>
<thead>
<tr>
<th>Accuplacer Test Score</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arithmetic 20 and Elementary Algebra below 42</td>
<td>DLS-0011</td>
</tr>
<tr>
<td>Arithmetic 26+ or Elementary Algebra 42-54</td>
<td>DVM-0031</td>
</tr>
<tr>
<td>Elementary Algebra 55+ or Elementary Algebra 42-54 and Arithmetic 80+</td>
<td>DVM-0071</td>
</tr>
<tr>
<td>Elementary Algebra 82+</td>
<td>MAT-0104</td>
</tr>
</tbody>
</table>

**Important:** Students who test into any of the DVM courses must enroll in the courses in their first 15 billable credits at the college and remain in the developmental mathematics sequence in each successive semester until MAT-0104 is completed.

**ADDITIONAL DVM SEQUENCE INFORMATION**

For detailed course descriptions, see Chapter 9.

**DEVELOPMENTAL MATHEMATICS SEQUENCE**

When students complete the Developmental Math Sequence (DMS), which could include DVM-0031, DVM-0071, and/or MAT-0104 (depending on initial placement), they will have met the prerequisite required for college-level mathematics courses. The courses in the DMS span two departments, the Developmental Mathematics Department and the Mathematics Department.

**DMS REDESIGN**

The DMS has been redesigned to help students complete the sequence and be successful in credit-level mathematics courses needed to earn a degree. The redesigned DVM-0031, DVM-0071, and MAT-0104 classes are very different from traditional mathematics classes. They meet in modular computer classrooms featuring an individualized computer-based program of study using a sequence of modules. Students must master the content of one module before moving to the next module. An instructor-tutor team is assigned to each class and provides students with guidance, facilitates mini-lessons, and provides students with supplemental learning activities as needed. This newly designed model offers students the opportunity to take an active role in the learning process and to progress more rapidly through the course sequence, possibly reducing the time required to complete developmental coursework.

**ATTENDANCE REQUIREMENTS AND COURSE LAB**

Students are expected to attend all regularly scheduled class meetings. Poor attendance may significantly impact concept mastery and the overall grade in the course. Marlboro Learning Lab and Math Learning Center are available for students to work independently or with tutor assistance outside of class, though lab attendance is not a course requirement.

**POSSIBLE GRADES AND WHEN STUDENTS NEED TO REPEAT A COURSE**

Content mastery is important for student success. Students earning less than 80 percent must repeat the course.
REVIEW COURSES

Students often need a refresher or review course prior to enrolling in developmental mathematics. The following courses are available depending on placement criteria.

DVM-0021, Arithmetic and Algebra Review, is not part of the DMS. This course reviews material from DVM-0031 and DVM-0071. The Accuplacer math placement exam is taken on the last day of the course, and the exam score determines placement in the appropriate DVM or MAT course.

DVM-0081, Elementary and Intermediate Algebra Review, is not part of the DMS. This course review includes material from DVM-0071 and MAT-0104. The Accuplacer math placement exam is taken on the last day of the course, and the exam score determines placement in the appropriate DVM or MAT course.

DEPARTMENT CONTACT INFORMATION

For more information on the DMS sequence, contact the department chair or academic dean.

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Developmental Mathematics
Marlboro Hall, Room 3127
301-322-0657

Dr. Beverly Reed, Dean
Learning Foundations
Marlboro Hall, Room 2118
301-322-0495

Leslie Wojciechowicz, Department Chair
Mathematics (MAT-0104)
Marlboro Hall, Room 3046
301-322-0421

Dr. Christine Barrow, Dean
Sciences, Technology, Engineering, and Mathematics (STEM)
Chesapeake Hall, Room 215
301-322-0419

ENGLISH AS A SECOND LANGUAGE

The English as a Second Language (ESL) sequence includes up to nine courses, depending on initial placement, that enable students to participate successfully in college courses. These courses help English language learners at all levels of proficiency, from those whose Michigan test scores indicate they need basic courses in reading or writing to those who would benefit from advanced courses in academic English.

The courses in this sequence develop the basic reading, writing, and vocabulary necessary for effective communication in all settings and success in courses at the college level. These skills include American English grammar, sentence and paragraph structure, and academic vocabulary.

There are two types of courses in the ESL sequence: writing/grammar and reading/vocabulary. Six classes focus on writing skills and grammar: ESL-0082, ESL-0100, ESL-0101, ESL-0102, ESL-0201, and ESL-0202. Reading comprehension and vocabulary are taught in ESL-0081, ESL-0105, and ESL-0106.

The ESL-0081, ESL-0082 and ESL-0100 courses comprise the basic level. The intermediate level consists of ESL-0101, ESL-0102, and ESL-0105. The ESL-0106, ESL-0201, and ESL-0202 courses are the advanced level, with ESL-0202 and ESL-0106 leading directly to EGL-1010. Once students pass ESL-0105, they are eligible for and encouraged to take the math placement test. Students who are successful in ESL-0106 will have met the prerequisite required for college-level English courses and courses requiring reading proficiency.
The following table provides an overview of the sequence and the order of courses leading up to college-level courses. These courses follow two tracks, the ESL Grammar/Writing track and the ESL Reading/Vocabulary track. Note that the starting point for the sequence varies by initial course placement.

### ENGLISH AS A SECOND LANGUAGE (ESL) SEQUENCE PLACEMENT AND COURSES

<table>
<thead>
<tr>
<th>Level</th>
<th>ESL Grammar/Writing</th>
<th>ESL Reading/Vocabulary</th>
<th>Important Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>ESL-0082</td>
<td>ESL-0081</td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>ESL-0100*</td>
<td></td>
<td>*complete before ESL-0105</td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>ESL-0105*</td>
<td></td>
<td>**when both completed then ready for math placement</td>
</tr>
<tr>
<td>Level 2</td>
<td>ESL-0102†</td>
<td></td>
<td>*complete before ESL-0106</td>
</tr>
<tr>
<td>Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>ESL-0201</td>
<td>ESL-0106††</td>
<td>††when both completed then ready for EGL-1010</td>
</tr>
<tr>
<td>Level 2</td>
<td>ESL-0202††</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College-level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EGL-1010</td>
<td></td>
<td>Any course with reading prerequisite</td>
</tr>
</tbody>
</table>

### ADDITIONAL ESL SEQUENCE INFORMATION

For detailed course descriptions, see Chapter 9.

### ATTENDANCE REQUIREMENTS AND COURSE LAB

Students are expected to attend all regularly scheduled class meetings. Poor attendance may significantly impact the overall grade in the course. In addition to the regular class meetings, all ESL students are required to complete 15 clock hours of lab activities.

### POSSIBLE GRADES AND WHEN STUDENTS NEED TO REPEAT A COURSE

Content mastery is important for student success. Students earning less than 70 percent must repeat the course.

### REVIEW OR ACCELERATED COURSES ALTERNATIVES

There are no review courses for the English as a Second Language sequence.

### DEPARTMENT CONTACT INFORMATION

For more information on the ESL sequence, contact the department chair or academic dean.

Esther Robbins, Department Chair  
Language Studies  
Bladen Hall, Room 308G  
301-322-0942

Dr. Carolyn Hoffman, Dean  
Liberal Arts  
Marlboro Hall, Room 3077  
301-341-3040
SPEECH
The Speech (SPH) sequence includes up to two courses, depending on initial placement, that enable non-native English-speaking students to become effective communicators. The courses in this sequence develop the basic speaking and listening skills necessary for communication. When this sequence is completed, students will be prepared for any college speech course.

The following table provides an overview of the sequence and the order of courses leading up to college-level courses. Note that the starting point for the sequence varies by initial course placement.

### SPEECH (SPH) SEQUENCE PLACEMENT AND COURSES

<table>
<thead>
<tr>
<th>Placement</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate</td>
<td>SPH-0951</td>
</tr>
<tr>
<td>Advanced</td>
<td>SPH-0955††</td>
</tr>
<tr>
<td></td>
<td>College-level</td>
</tr>
<tr>
<td></td>
<td>Any SPH course</td>
</tr>
</tbody>
</table>

††Students must earn a C or better in SPH-0955 and ESL-0106 (formerly SPH-1000 and ESL-1060) to take SPH-1010.

### ADDITIONAL SPH SEQUENCE INFORMATION
For detailed course descriptions, see Chapter 9.

### ATTENDANCE REQUIREMENTS AND COURSE LAB
Students are expected to attend all regularly scheduled class meetings. Poor attendance may significantly impact the overall grade in the course. In addition to the regular class meetings, all speech students are required to complete 15 clock hours of lab activities.

### POSSIBLE GRADES AND WHEN STUDENTS NEED TO REPEAT A COURSE
Content mastery is important for student success. Students earning less than 70 percent must repeat the course.

### REVIEW OR ACCELERATED COURSES ALTERNATIVES
There are no review courses for the speech sequence.

### DEPARTMENT CONTACT INFORMATION
For more information on the SPH sequence, contact the department chair or academic dean.

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Communication and Theatre
Queen Anne Fine Arts, Room 113
301-322-0926

Dr. Carolyn Hoffman, Dean
Liberal Arts
Marlboro Hall, Room 3077
301-341-3040