



# Developmental Education Alignment – Models

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## Reminder for Course Implementation:

Stacking of developmental courses is not allowed [within each discipline] in the approved developmental education framework. Only one developmental course, zero-level course in CU or 70XX or 80XX in CCR, should be taken to gain access to the gateway course.

*\* Students can self-select to take more than one developmental course, however students should consult with their financial aid office prior to registering.*

*\*\* Additionally, courses offered in CCR are offered at no cost.*

## Framework Implementation Policy Requirements:

1. Choose a model to implement (see model visuals):
  - o Models include Prerequisite Model, Corequisite Models, and Hybrid Models (with both prerequisite and corequisite options)
  - o Colleges may identify one model for both math and English or two different models (one for math and one for English)
  - o The new developmental education courses are **not** pre-requisites for one another (e.g., MAT 025 is not a prerequisite for MAT 035)
2. Choose GPA thresholds within the provided parameters:
  - o GPAs greater than 2.8 provides access to credit-level coursework statewide
  - o Colleges may lower the credit-level coursework threshold, but it cannot be set below 2.4
  - o Colleges are *expected* to provide *comprehensive* academic and student support services for students whose GPA is below 2.4.
  - o **Unweighted** GPA thresholds should be set using the following increments: 2.0, 2.2, 2.4, 2.6, 2.8
  - o Colleges will publish local guidelines that outline the placement of students
3. It is expected that colleges implement a selected model for three academic years. Colleges are required to select a model for a minimum of one academic year (i.e., Fall, Spring, & Summer). For data tracking purposes, colleges must report to the System Office Chief Academic Officer the following information on an annual basis:
  - o Developmental Education model choice: Corequisite Model, Prerequisite Model, and/or Hybrid Model
  - o Model type for both math and English
  - o GPA identified for college-level placement
  - o Placement policies and required supports for each *unweighted* GPA threshold



using the following increments: 2.0, 2.2, 2.4, 2.6

4. Colleges may use the **unweighted** high school GPA from a United States high school regardless of graduation date.
  - o There is **no** expiration date on high school GPA.
5. Colleges may develop their own placement testing policy to meet the needs of their institution and student population.
  - o GPA is **THE** primary factor for placement for developmental education courses as is stated in the new framework. However, local colleges retain the flexibility to administer placement tests of their choosing for specific populations.
  - o These may include such specific populations as students with no GPA available, those seeking to challenge their current placement, or other small, targeted populations as determined by the institution.
  - o Once again, GPA is the primary factor in placement, placement tests should only be used for small groups and for the purpose of placing students up and out of developmental education.
  - o The NCCC System Office will be providing some general suggestions for placement in the case of colleges choosing Accuplacer Next Gen, EdReady, etc. However, these are just a frame of reference (some general guidance) for colleges, as the placement values are still a local college decision.
  - o Once again, GPA is the primary factor for placement for the new Dev. Ed. courses as stated in the new framework.
6. Colleges will publish their local placement testing policy.
7. Final grades assigned for all new Developmental Education English and math courses will be A, B, C, or F.
  - o *\* Please note that a grade of 'D' will not be utilized in these courses.*

\* **Note:** Colleges have the ability to create local course versions for ENG 045 and MAT 045. The choice of specific suffixes that could be utilized to differentiate the local versions of the co-requisite math course, MAT 045, is at the discretion of the local college.

Here is a list of the suffixes several colleges have mentioned they will be using, in case that information is helpful:

- MAT-045**M** corresponds to MAT-110
- MAT-045**A** corresponds to MAT-121
- MAT-045**Q** corresponds to MAT-143
- MAT-045**S** corresponds to MAT-152
- MAT-045**P** corresponds to MAT-171




## English Models:

### I. Model 1 - Pre-Requisite:

- Community Colleges can choose to run "ENG 025" as the new Developmental Education Pre-Requisite course with their chosen GPA threshold.
- Students with a GPA *below* the chosen GPA threshold would place into ENG 025.
- Students with a GPA *above* the chosen GPA threshold would place into their Gateway [100-level] English course.



\* Colleges can decide if they wish to allow 'Direct Access' into ENG 110 or not as a local decision.

 Credit-level without requisite

 Credit-level with corequisite

 Prerequisite to credit-level

CENG = Credit-Level English  
(ENG 111 or 110)

**Note:** 2.XX represents GPA threshold for credit-level without requisite and 2.ZZ represents the corequisite threshold for a hybrid model.

**Note:** Arrows indicate that students in prerequisite coursework are eligible to move into credit-level coursework after successful completion of ENG 025.

**Note:** Colleges have the option of leveraging CCR courses instead of ENG 025/045.

**Note:** The developmental education courses can not be requisites for one another.



## II. Model 2 ~ Co-Requisite Models (2 course options to choose from in this model):

- Colleges can choose to run either "ENG 025" **or** "ENG 045" as their Developmental Education course with their chosen GPA threshold.
- Students with a GPA *below* the chosen GPA threshold would take ENG 025 **or** ENG 045 (whichever course is chosen) as a *Co-Requisite* course along with the Gateway [100-level] English course.
- Students with a GPA *above* the chosen GPA threshold would place into their Gateway [100-level] English course (no co-requisite course needed).

- *Option 1 - utilizing ENG 025:*



- *Option 2 - utilizing ENG 045:*



*\* Colleges can decide if they wish to allow 'Direct Access' into ENG 110 or not as a local decision.*

- Credit-level without requisite
- Credit-level with corequisite
- Prerequisite to credit-level

CENG = Credit-Level English  
(ENG 111 or 110)

**Note:** 2.XX represents GPA threshold for credit-level without requisite and 2.ZZ represents the corequisite threshold for a hybrid model.

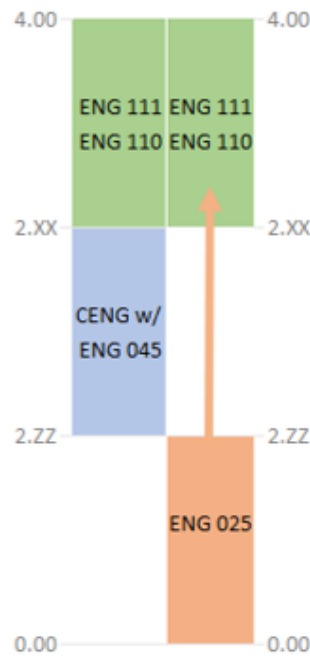
**Note:** Arrows indicate that students in prerequisite coursework are eligible to move into credit-level coursework after successful completion of ENG 025.

**Note:** Colleges have the option of leveraging CCR courses instead of ENG 025/045.

**Note:** The developmental education courses can not be requisites for one another.

### III. Model 3 ~ Hybrid Model (2 GPA Thresholds allowed for this model):

- Colleges can choose their 2 GPA Thresholds for this model.
- Students with a GPA *below* the [lower] chosen GPA threshold would take ENG 025 as a *Pre-Requisite* course.
- Students whose GPA falls in between the two chosen GPA thresholds (*above* the [lower] chosen GPA threshold, but below the [higher] chosen GPA threshold), would take ENG 045 as a *Co-Requisite* course along with their Gateway [100-level] English course.
- Students with a GPA *above* the [higher] chosen GPA threshold would place into their Gateway [100-level] English course (no co-requisite course needed).



\* Colleges can decide if they wish to allow 'Direct Access' into ENG 110 or not as a local decision.

- Credit-level without requisite
  - Credit-level with corequisite
  - Prerequisite to credit-level
- CENG = Credit-Level English  
(ENG 111 or 110)

**Note:** 2.XX represents GPA threshold for credit-level without requisite and 2.ZZ represents the corequisite threshold for a hybrid model.

**Note:** Arrows indicate that students in prerequisite coursework are eligible to move into credit-level coursework after successful completion of ENG 025.

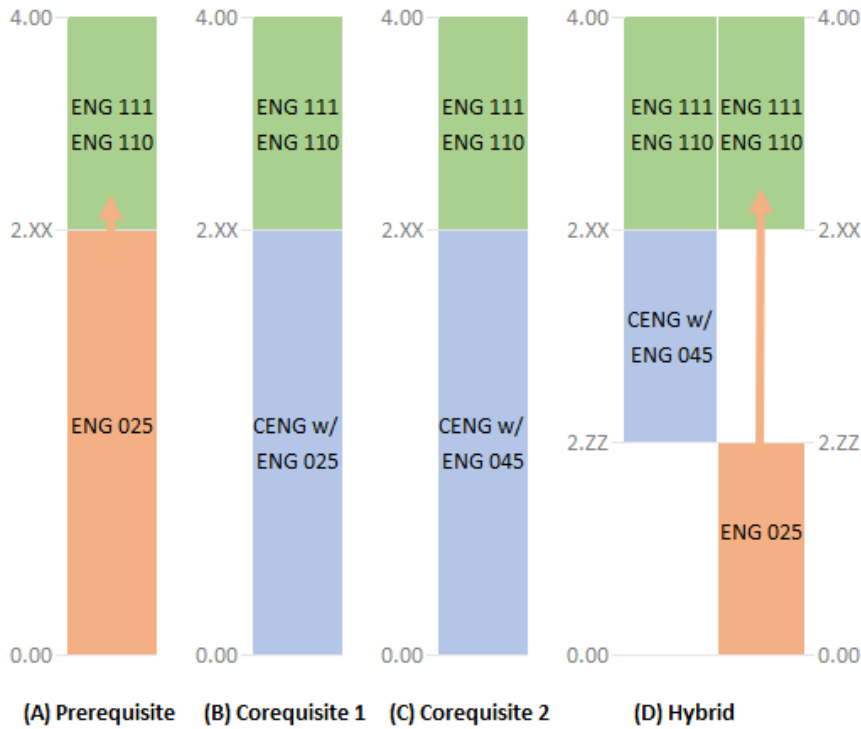
**Note:** Colleges have the option of leveraging CCR courses instead of ENG 025/045.

**Note:** The developmental education courses can not be requisites for one another.



## Summary of English Models:

### ENG 111/110 Models



Credit-level without requisite

Credit-level with corequisite

Prerequisite to credit-level

CENG = Credit-Level English  
(ENG 111 or 110)

**Note:** 2.XX represents GPA threshold for credit-level without requisite and 2.ZZ represents the corequisite threshold for a hybrid model.

**Note:** Arrows indicate that students in prerequisite coursework are eligible to move into credit-level coursework after successful completion of ENG 025.

**Note:** Colleges have the option of leveraging CCR courses instead of ENG 025/045.

**Note:** The developmental education courses can not be requisites for one another.

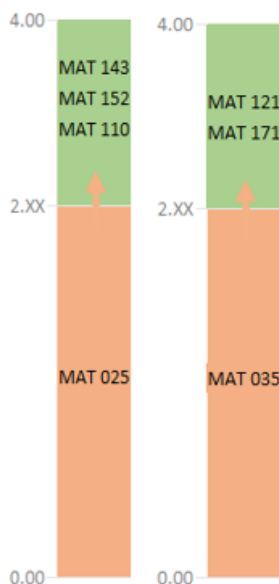
\* Colleges can decide if they wish to allow 'Direct Access' into ENG 110 or not as a local decision.



## Math Models...

### I. Model 1 - Pre-Requisite:

- Colleges can run "MAT Courses" (see below) as the new Developmental Education Pre-Requisite courses with their chosen GPA threshold.
  - Run "MAT 025" as a Pre-Requisite course for Gateway courses MAT 110\*, 143, and 152
  - Run "MAT 035" as a Pre-Requisite course for Gateway courses MAT 121 & 171
- Students with a GPA *below* the chosen GPA threshold would place into MAT 025 (for MAT 110\*/143/152) **or** MAT 035 (for MAT 121/171).
- Students with a GPA *above* the chosen GPA threshold would place into their Gateway [100-level] Math course.



\* Colleges can decide if they wish to allow 'Direct Access' or not into MAT 110 or MAT 112 as a local decision.

- Credit-level without requisite
- Credit-level with corequisite
- Prerequisite to credit-level

CMAT = Credit-Level Math  
(MAT 143, 152, or 110)

CMAT = Credit-Level Math  
(MAT 121 or 171)

**Note:** 2.XX represents GPA threshold for credit-level without requisite and 2.ZZ represents the corequisite threshold for a hybrid model.

**Note:** Arrows indicate that students in prerequisite coursework are eligible to move into credit-level coursework after successful completion of MAT 025.

**Note:** Colleges have the option of leveraging CCR courses instead of MAT 025/045.

**Note:** The developmental education courses can not be requisites for one another.

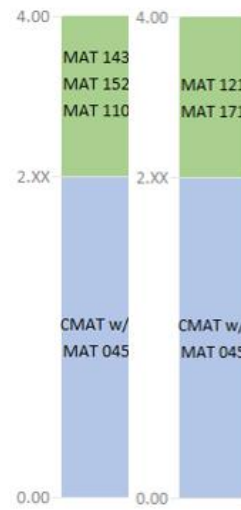
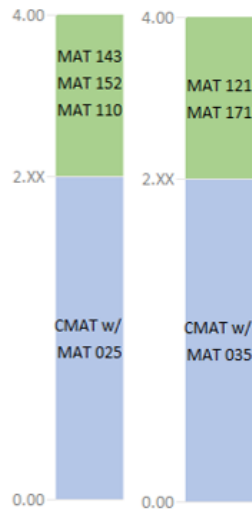


## II. Model 2 ~ Co-Requisite Models (2 course options to choose from in this model):

- Colleges can choose to run either "MAT 025 **and** MAT 035" **or** "MAT 045" as their Developmental Education course with their chosen GPA threshold.
- Students with a GPA *below* the chosen GPA threshold would take MAT 025/035 **or** MAT 045 (whichever course is chosen) as a *Co-Requisite* course along with the Gateway [100-level] Math course.
- Students with a GPA *above* the chosen GPA threshold would place into their Gateway [100-level] Math course (no co-requisite course needed).

• *Option 1 - utilizing MAT 025 & 035:*

• *Option 2 - utilizing MAT 045:*



- Run "MAT 025" as a Pre-Requisite course for Gateway courses MAT 110\*, 143, and 152
- Run "MAT 035" as a Pre-Requisite course for Gateway courses MAT 121 & 171

*\*Colleges may wish to add a letter to the end of MAT 045 to match each MAT 045 co-requisite course to its corresponding Gateway course (e.g., MAT 045M, MAT 045A, MAT 045Q, MAT 045S, MAT 045P).*

*\* Colleges can decide if they wish to allow 'Direct Access' or not into MAT 110 or MAT 112 as a local decision.*

- Credit-level without requisite
- Credit-level with corequisite
- Prerequisite to credit-level

CMAT = Credit-Level Math  
(MAT 143, 152, or 110)

CMAT = Credit-Level Math  
(MAT 121 or 171)

**Note:** 2.XX represents GPA threshold for credit-level without requisite and 2.ZZ represents the corequisite threshold for a hybrid model.

**Note:** Arrows indicate that students in prerequisite coursework are eligible to move into credit-level coursework after successful completion of MAT 025.

**Note:** Colleges have the option of leveraging CCR courses instead of MAT 025/045.

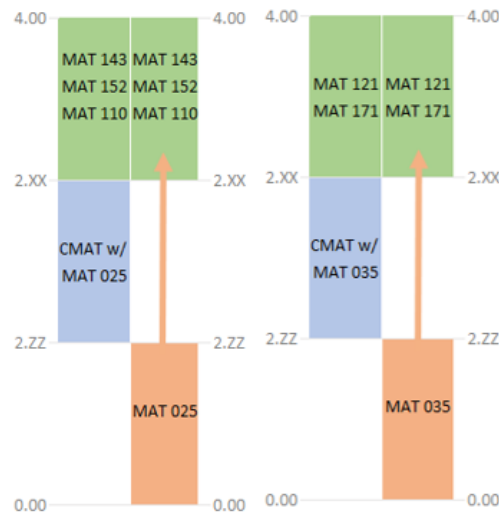
**Note:** The developmental education courses can not be requisites for one another.





### III. **Model 3 ~ Hybrid Model Option 1** (2 GPA Thresholds allowed for this model):

- Colleges can choose their 2 GPA Thresholds for this model.
- Students with a GPA *below* the [lower] chosen GPA threshold would take MAT 025/MAT 035 as a *Pre-Requisite* course.
  - Run “MAT 025” as a Pre-Requisite course for Gateway courses MAT 110\*, 143, and 152
  - Run “MAT 035” as a Pre-Requisite course for Gateway courses MAT 121 & 171
- Students whose GPA falls in between the two chosen GPA thresholds (*above* the [lower] chosen GPA threshold, but below the [higher] chosen GPA threshold), would take 025/MAT 035 as a *Co-Requisite* course.
  - Run “MAT 025” as a Co-Requisite course for Gateway courses MAT 110\*, 143, and 152
  - Run “MAT 035” as a Co-Requisite course for Gateway courses MAT 121 & 171
- Students with a GPA *above* the [higher] chosen GPA threshold would place into their Gateway [100-level] Math course (no co-requisite course needed).



\* Colleges can decide if they wish to allow ‘Direct Access’ or not into MAT 110 or MAT 112 as a local decision.

■ Credit-level without requisite

■ Credit-level with corequisite

■ Prerequisite to credit-level

CMAT = Credit-Level Math  
(MAT 143, 152, or 110)

CMAT = Credit-Level Math  
(MAT 121 or 171)

**Note:** 2.XX represents GPA threshold for credit-level without requisite and 2.ZZ represents the corequisite threshold for a hybrid model.

**Note:** Arrows indicate that students in prerequisite coursework are eligible to move into credit-level coursework after successful completion of MAT 025.

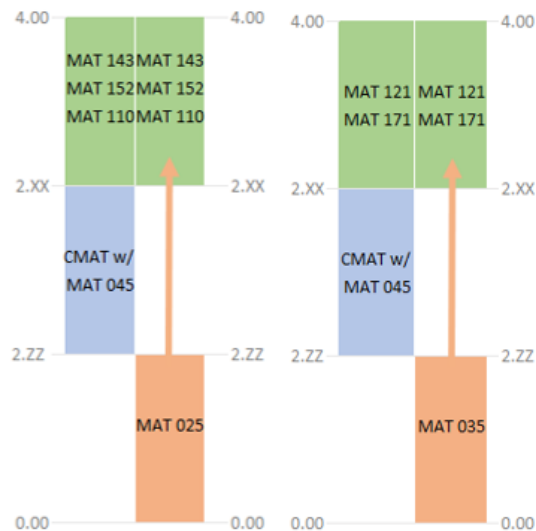
**Note:** Colleges have the option of leveraging CCR courses instead of MAT 025/045.

**Note:** The developmental education courses can not be requisites for one another.



#### IV. Model 3 ~ Hybrid Model Option 2 (2 GPA Thresholds allowed for this model):

- Colleges can choose their 2 GPA Thresholds for this model.
- Students with a GPA *below* the [lower] chosen GPA threshold would take MAT 025/MAT 035 as a *Pre-Requisite* course.
  - Run “MAT 025” as a Pre-Requisite course for Gateway courses MAT 110\*, 143, and 152
  - Run “MAT 035” as a Pre-Requisite course for Gateway courses MAT 121 & 171
- Students whose GPA falls in between the two chosen GPA thresholds (*above* the [lower] chosen GPA threshold, but below the [higher] chosen GPA threshold), would take MAT 045 as a *Co-Requisite* course.
  - *Colleges may wish to add a letter to the end of MAT 045 to match each MAT 045 co-requisite course to its corresponding Gateway course (e.g., MAT 045M, MAT 045A, MAT 045Q, MAT 045S, MAT 045P).*
- Students with a GPA *above* the [higher] chosen GPA threshold would place into their Gateway [100-level] Math course (no co-requisite course needed).



\* Colleges can decide if they wish to allow ‘Direct Access’ or not into MAT 110 or MAT 112 as a local decision.

- Credit-level without requisite
- Credit-level with corequisite
- Prerequisite to credit-level

CMAT = Credit-Level Math  
(MAT 143, 152, or 110)

CMAT = Credit-Level Math  
(MAT 121 or 171)

**Note:** 2.XX represents GPA threshold for credit-level without requisite and 2.ZZ represents the corequisite threshold for a hybrid model.

**Note:** Arrows indicate that students in prerequisite coursework are eligible to move into credit-level coursework after successful completion of MAT 025.

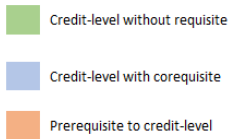
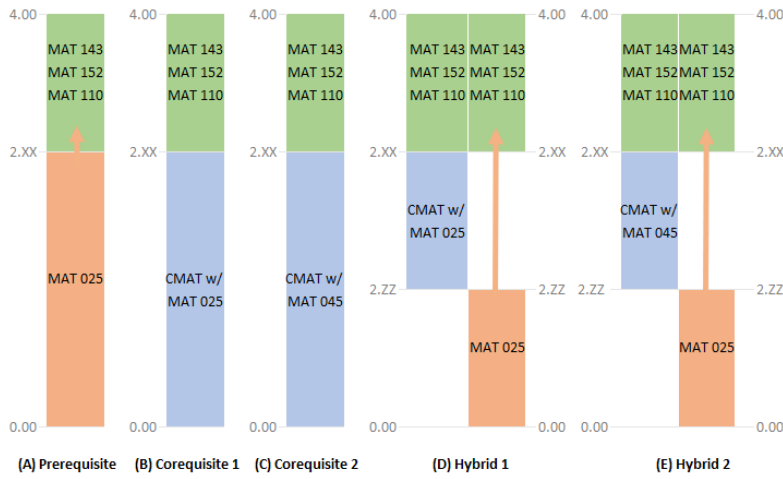
**Note:** Colleges have the option of leveraging CCR courses instead of MAT 025/045.

**Note:** The developmental education courses can not be requisites for one another.



# Summary of Math Models:

## MAT 143/152/110 Models



CMAT = Credit-Level Math (MAT 143, 152, or 110)

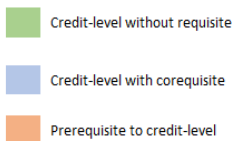
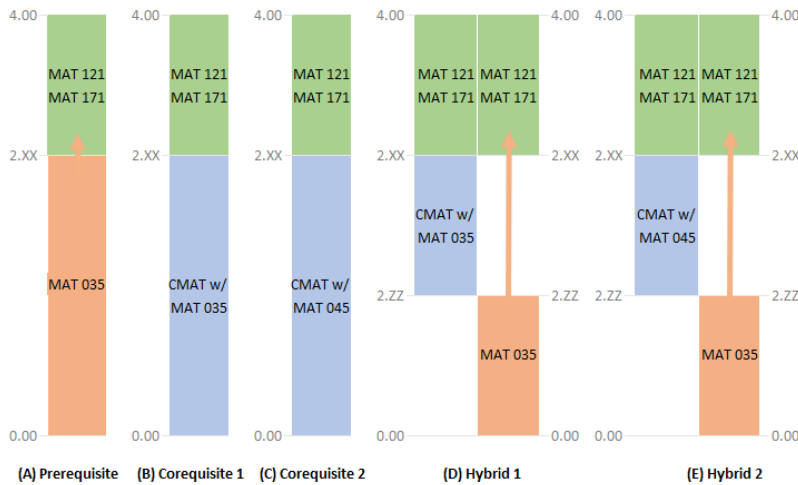
**Note:** 2.XX represents GPA threshold for credit-level without requisite and 2.ZZ represents the corequisite threshold for a hybrid model.

**Note:** Arrows indicate that students in prerequisite coursework are eligible to move into credit-level coursework after successful completion of MAT 025.

**Note:** Colleges have the option of leveraging CCR courses instead of MAT 025/045.

**Note:** The developmental education courses can not be requisites for one another.

## MAT 121/171 Models



CMAT = Credit-Level Math (MAT 121 or 171)

**Note:** 2.XX represents GPA threshold for credit-level without requisite and 2.ZZ represents the corequisite threshold for a hybrid model.

**Note:** Arrows indicate that students in prerequisite coursework are eligible to move into credit-level coursework after successful completion of MAT 035.

**Note:** Colleges have the option of leveraging CCR courses instead of MAT 035/045.

**Note:** The developmental education courses can not be requisites for one another.

\* Colleges can decide if they wish to allow 'Direct Access' or not into MAT 110 or MAT 112 as a local decision.



## **Reminder for Developmental Education & CCR Courses:**

Colleges can choose to run CCR ‘mirror courses’ MAT 7025/7035/7045 for Math and ENG 8025/8045 for English. But as a reminder, stacking of developmental courses (Developmental Education and CCR courses included) is not allowed [within each discipline] in the approved developmental education framework. Only one developmental course, zero-level course in CU or 70XX or 80XX in CCR, should be taken to gain access to the gateway course.

*\* Students can self-select to take more than one developmental course, however students should consult with their financial aid office prior to registering.*

*\*\* Additionally, courses offered in CCR are offered at no cost.*

## **Some Additional Notes on college (local) level decisions for implementing MAT 025/035/045 and ENG 025/045:**

- Colleges are the most knowledgeable about the specific needs of their student populations. With this in mind, colleges have the flexibility to implement the specific details (i.e. number of tests, frequency of homework, specific assignments, etc.) of the new developmental math and English courses as they best see fit.
- Colleges may select the modalities (traditional, blended, hybrid, online, etc.) and course lengths (16 weeks, 12 weeks, 8 weeks, etc.) that best fit their needs.
- Instructors should incorporate contextual problems in their instruction to help students connect mathematical and English concepts to the information that they are learning in their community college programs. Instructors are encouraged to leverage AI tools to assist them in the creation of contextual problems and better weave them into their classes.
- MAT 025, MAT 035, MAT 045, ENG 025, and ENG 045 are graded courses. In co-requisite classes, instructors have the option and are *encouraged* to assign graded work. However, instructors should *also* consider the workload and relevance to the gateway course given the demands of assignments already in the gateway math courses.

## **Final Note for Potential Direct Access Courses:**

- Colleges retain the flexibility to establish their own policies regarding direct placement into ENG 110, MAT 110 and MAT 112.