



Developmental Education Framework – Q & A

1. **Question:**
Can English and Math can use two different models? For example, could a college choose to use pre-req for ENG and hybrid for math?

Answer:

Yes! English and Math can use two different models! This example of a college choosing to use pre-req for ENG and hybrid for math is a great example! *However*, models do have to be the same within the same discipline.

2. **Question:**
Do English and Math GPA thresholds have to match in the model a college chooses? Or can a college choose to use two GPA thresholds (one for math and a different threshold for ENG)?

Answer:

Yes! The GPA threshold(s) do have to match (would be the same) for both English and math! For instance, a college could choose pre-req for ENG and a Hybrid model for MAT, as stated in the example above. But the GPA threshold would be the same for both (with the exception of the hybrid model having an additional GPA threshold) of course! So, in this example, one of the GPA thresholds would match, and the hybrid would have an additional threshold.

3. **Question:**
Is there an expiration date (length of time) in the framework for the new Developmental Education courses?

Answer:

No, there is no longer any expiration date (length of time) in the framework for the new Developmental Education courses.

4. **Question:**
Can colleges set their own expiration date for GPA for the new courses?

Answer:

No, colleges cannot set their own expiration date for GPA for the new courses.

5. **Question:**
Is the guideline still to use *unweighted* GPA only?



Answer:

Yes! Unweighted GPA is the correct guideline.

6. **Question:**

Can colleges set a 2.2 GPA for MAT 110/ENG 110 and a GPA of 2.8 GPA all other transfer MAT/ENG courses at the local level, or do colleges have to set one GPA for all courses?

Answer:

No, the GPA(s) you set must be the same. However, a college could choose co-req for ENG and a Hybrid model for MAT (for example), and although the GPA threshold would be the same for both, the hybrid model would have an additional GPA threshold. So, in this example, one of the GPA thresholds would match, and the hybrid would have an additional threshold.

7. **Question:**

What about students required to take 152 and 171? For instance, Business Admin and Accounting Pathways – can colleges require or suggest 025 or 035 with co-req 045?

Answer:

Unfortunately, this is also included in the "no stacking" guideline that is a part of the new Developmental Education framework. Therefore, a college could not require 025 or 035 along with 045. However, students can self-select to do so.

8. **Question:**

Can MAT 025 (or MAT 7025) be a prerequisite for MAT 035 (or MAT 7035)?

Answer:

No, the developmental courses are NOT stackable. See below for further information!

9. **Question:**

Please explain the reasoning why MAT 025 is not a prerequisite for MAT 035.

Answer:

MAT 025 and MAT 035 focus on distinct mathematical skills and concepts as requisites that match up with specific gateway courses. MAT 025 flows into MAT 110/143/152 and MAT 035 flows into MAT 121/171. The SLOs in each course support the skills and concepts necessary in each of those courses appropriately. Additionally, the new developmental education framework doesn't support 'stacking,' and taking two developmental education courses (such as MAT 025 and then MAT 035) would be considered stacking.



10. **Question:**

What are the updated Developmental Education English and Math placement guidelines? Are they based on a high school GPA, GED scores, adult high school GPA, Hi-Set scores, SAT/ACT scores?

Answer:

GPA is THE primary factor for placement in developmental education courses, as stated in the new framework. However, local colleges retain the flexibility to administer placement tests of their choosing for specific groups, such as students without a GPA, those challenging their placement, or other targeted populations. It is important to emphasize that placement tests should only be used for small groups and with the goal of placing students up and out of developmental education, directly into college-level courses.

Colleges locally determine which (if any) placement test(s) may be offered for students without a GPA, those challenging their placement, or other specific populations. The cut scores for standardized tests are provided by the vendors (e.g., Accuplacer, EdReady, etc.). The NCCC System Office has and will continue to share standard cut scores for standardized assessments to support continuity statewide. Again, GPA remains the main factor for placement in the new developmental education courses, as outlined in the new framework.

Additionally, the Developmental Education Placement Subgroup/Committee has not recommended any changes to ACT/SAT placement scores. The rationale behind this is based on the amount of flexibility afforded to colleges, allowing each institution to choose its own model from the approved Developmental Education Framework. Given this flexibility, the focus for using ACT/SAT scores should remain on placement into gateway courses. The current scores should be adequate for this purpose. Colleges do have the option of utilizing a placement test to allow students to place up and out of developmental courses. The Placement Subgroup and the NCCC System Office are committed to simplifying the placement process while ensuring colleges have the support and guidance they need to empower students to achieve their academic goals and overall success!

11. **Question:**

Will there be a standard expiration date that colleges use for GPA?

Answer:

According to the Developmental Education Framework that was approved by the Presidents, there is **no** expiration date on high school GPA. In addition, there is no statement in the framework that allows for local flexibility with GPA expiration. While



institutions may choose at a local level to offer placement testing to students with GPAs older than 10 years, it should be optional, not mandatory.

12. **Question:**

What are the details regarding the expected content covered in the new ENG 025 course, such as an example course outline, syllabus, etc.?

Answer:

For the new ENG 025 course, as well as the other new developmental education courses, the SLO's, a sample course outline, sample contextualized problems, FAQ documents, and much more is being uploaded into the OER website, "OpenNCCC" (<https://opennccc.nccommunitycolleges.edu/>). Developmental faculty, administration, and anyone else who will need the information provided will be able to go this website, create an account, and request to join the English, Math, and/or Advising groups on there (there are 3 separate groups). This website will have more and more added to it over the coming months as well!

Two brand new Dev. Ed. list servs have also been created too! Information went out to college system administrators on 8/27/24 to add individuals to those. The 2 list servs are: deved@nccommunitycolleges.edu and devedadmin@nccommunitycolleges.edu

The lists are designed for those involved in pre-curriculum math and English education at the colleges. Therefore, the deved@nccommunitycolleges.edu listserv is for faculty (and any pertinent staff as well) who teach these courses at the colleges. And the devedadmin@nccommunitycolleges.edu listserv is intended for pre-curriculum administration (coordinators, department heads, deans, etc.) or any administration involved with or connected to pre-curriculum math and English education at the colleges.

There are also VLC Dev. Ed. courses in the works as well! The design and creation of these new courses will be starting very soon! Once they are completed, they will serve as yet another resource for colleges to use as a "plug and play" option for the new Developmental Education courses.

13. **Question:**

How much academic freedom is afforded to individual colleges relating to content taught in ENG 025?

Answer:

In the new developmental courses, there is academic freedom allowed of course! But it is also a delicate balance – it's a space where instructors should have the latitude to



cultivate innovative teaching methods and foster critical thinking. However, this freedom must be harmonized with the courses' foundational purpose to equip students with the fundamental skills they need to thrive academically. Therefore, while there's room for exploration, it is vital to ensure that the core learning objectives (SLOs) remain central to the course design.

14. **Question:**

Are there any recommended textbooks or e-books for ENG 025?

Answer:

There are *no* recommended textbooks or e-books for ENG 025 at the system level. However, I am aware of various colleges continuing to utilize EdReady/NROC, as well as transitioning to Hawkes and other software programs as a part of their course delivery. And some of these software programs include textbooks and/or e-books as part of their delivery/package.

15. **Question:**

What are the success rates at pilot schools for ENG 025?

Answer:

There are no pilot schools, only 'early adopters' for the Dev Ed Alignment. The first early adopters are officially starting this semester (fall 2024), so we will be tracking the success rates! Be on the lookout for those updates as they come!

16. **Question:**

According to the CCL descriptions for ENG 110 (2025SP) and ENG 111 (2025SP), state prerequisites and corequisites have been waived. Are colleges required to teach/offer ENG 025 or ENG 045?

Answer:

Yes, colleges are required to choose a new model in order to teach ENG 025 and/or ENG 045.

17. **Question:**

Can colleges create local course versions of MAT 025 for students going into MAT 110, MAT 143, or MAT 152 (similar to MAT 045)?

Answer:

Creating local course versions of MAT 025 is not allowed inside of the new Developmental Education framework. This is only allowed for MAT 045. However, colleges could choose to select a co-req model that is based on using MAT 045 solely.



And in doing so, the college could create local course versions (with different suffixes) that align with each gateway 100-level course.

18. **Question:**

Do colleges have the ability to create local course versions for ENG-045 and MAT-045? And if so, are there specific suffixes that should be utilized to differentiate the local versions, or is the choice of suffix at the discretion of the local college?

Answer:

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.

Although, here is a list of the suffixes several colleges have mentioned they will be using, in case you would find that information 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

19. **Question:**

One of the statements discussed in a recent webinar implied that successfully completing a college-level class or a 100-level class automatically qualifies a student to enroll in any higher-level gateway course. For example, would passing MAT 110 allow a student to take MAT 152 or MAT 171, even if MAT 110 is not a listed prerequisite? And would completing MAT 143 enable a student to move on to MAT 152, MAT 171, etc.? Also, there was mention that this rule lives in State Board Code. Is this correct?

Answer:

In one of the recent webinars, State Board Code was mentioned pertaining to these questions. However, to clarify, the issue pertains not only to the State Board Code itself, but also to the content of the Combined Course Library. The State Board Code specifies that 100+ level courses are for diplomas and 110+ level courses are included in degrees. The Combined Course Library, overseen by the Curriculum Course Review Committee, governs state-level requirements.

It's important to note that the Combined Course Library does not include gateway MAT course prerequisites for most courses. Therefore, MAT 110 is not listed as a prerequisite or corequisite for gateway math courses in the CCL. This means, for



example, students can progress from MAT 143 to MAT 171 without needing to complete lower 100-level math courses in between the two courses (143 and 171).

While colleges have the option to add local prerequisites, it is generally discouraged to avoid creating additional barriers for students. If your college wishes to add local prerequisites, we recommend that your Chief Academic Officer (CAO) contact Dr. Merritt to discuss available options.

20. **Question:**

What are the CCR ‘mirror course’ numbers?

Answer:

There are mirror courses for every new Developmental Education course to be delivered via CCR. The course names are listed below:

- MAT 025 corresponds to MAT 7025
- MAT 035 corresponds to MAT 7035
- MAT 045 corresponds to MAT 7045
- ENG 025 corresponds to ENG 8025
- ENG 045 corresponds to ENG 8045

21. **Question:**

According to the CCL descriptions for ENG 110 (2025SP) and ENG 111 (2025SP), state prerequisites and corequisites have been waived. Are colleges required to teach/offer ENG 025 or ENG 045?

Answer:

Yes, colleges are required to choose a new model in order to teach ENG 025 and/or ENG 045.

22. **Question:**

Can we offer MAT 045 (or MAT 7045) or ENG 045 (or ENG 8045) as a pre-requisite course?

Answer:

No, the 045 course is designed to only be a corequisite course to gateway math/English courses.

23. **Question:**

Are the new Developmental Education courses pass/fail or graded courses?



Answer:

All of the new Developmental Education English and math courses will assign students a final grade of A, B, C, or F (*note: there will be no grade of 'D' given*)

24. Question:

Can we give graded assignments in the new MAT/ENG 045 (7045/8045) courses?

Answer:

Yes, the 045 courses will assign a final grade of A, B, C, or F (no 'D') – therefore graded work is *required!*

25. Question:

Can we put students in MAT 045 (or MAT 7045) with gateway MAT 110, MAT 143, MAT 152, and MAT 171 all in one section?

Answer:

Choosing to put students in MAT 045 (or MAT 7045) with gateway MAT 110, MAT 143, MAT 152, and MAT 171 all in one section is a local college decision. While this approach might present challenges for both students and faculty and is generally discouraged, it is acknowledged that smaller colleges may face resource constraints that necessitate such an arrangement.

26. Question:

Will MAT 045M, MAT 045Q, MAT 045P, etc. be the same courses?

Answer:

The fundamental purpose of the MAT 045 course as a support class remains consistent. However, the specific suffix designates which gateway math course each 045 course is designed to pair with (or flow into).

27. Question:

If colleges choose to allow direct placement into MAT 110, can they require students that complete MAT 110 to complete MAT 171 (or another gateway math course) with a corequisite? If colleges choose to allow direct placement into ENG 110, can they require students that complete ENG 110 to complete ENG 111 (or another gateway English course) with a corequisite?

Answer:

No – after a student passes any college level math course, students can go straight into any other college level math course, unless the student opts in.



28. **Question:**

Do the new Developmental Education courses have specific SLOs?

Answer:

- MAT 025/MAT 7025, MAT 035/MAT 7035, ENG 025/8025 – all have specific SLOs.
- MAT 045/MAT 7045 and ENG 045/ENG 8045 do not have specific SLOs; however, these courses will align with and support the SLOs outlined in the gateway course they pair with.

29. **Question:**

Can colleges commit to only one semester of their chosen model? Can colleges change after that semester if desired?

Answer:

Colleges are *expected* to maintain their selected model for a minimum duration of three years. However, an exception exists wherein colleges may opt to transition to an alternative model after the initial year, contingent upon the submission of a comprehensive justification to the system office prior to effecting the change. This policy framework is designed to foster stability within the educational landscape while concurrently facilitating flexibility.

30. **Question:**

What are some examples of college (local) level decisions for implementing MAT 025/035/045 and ENG 025/045?

Answer:

- 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 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 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.

31. **Question:**

If a student has "no Math 2" on their high school transcript, will this affect their placement? I know in the past if a student had "no Math 2" this would automatically place them in the pre-requisite for their intended gateway. Does this change with the new framework, or can we keep this restriction?

Answer:

Yes, the "no Math 2" designation on a high school transcript will still affect placement under the new framework. You can keep this as a restriction within the new framework.

Here's the rationale behind this...

- **Occupational Course of Study (OCS Program) Indication:** The absence of Math 2 often signifies that the student followed an Occupational Course of Study, which may involve different academic expectations and levels of mastery compared to a standard diploma track. A student in an OCS program has a low IQ (under 70) and “meets” standard course of study requirements in required courses at a minimal level. Averages are generally high and true mastery of topics is not evaluated).
- **Potential for Intellectual Disability (IDD):** While not always the case, the lack of Math 2 can also suggest the possibility of an intellectual disability, impacting a student's learning needs and appropriate course placement.
- **Accurate Placement:** Knowing the highest-level math completed in high school is also crucial for accurate placement of students under the new framework, ensuring students are appropriately challenged and supported.

A few other important points regarding keeping this restriction...

- **Protecting Student Success:** Automatically placing students without Math 2 into developmental education safeguards them from being placed in courses they might not be prepared for, thus increasing their chances of success.
- **Providing Opportunities for Growth:** Developmental education provides a supportive environment for students to build the necessary skills and confidence to succeed in gateway courses.
- **Data-Driven Placement:** The new framework relies on accurate high school data, primarily GPA, but also includes the highest-level math completed, in order to make informed placement decisions.



32. **Question:**

How were the course resources developed by the English and Math State Course Teams?

Answer:

The course resources were developed with guidance from the following:

- Dr. Andrea Crowley, Executive Director of the North Carolina Student Success Center at the North Carolina Community College System, *Upskilling and Reskilling* presentation (April 2024)
- Londa Pickett, on behalf of Davidson-Davie Community College, presented the importance and goals of developmental education’s contextualized learning resource development across workforce areas (April 2024)
- Dr. Lane Freeman, Director of Online Learning Programs and Student Services at the North Carolina Community College System, presented on *AI Use in the Classroom and [the] Changing Roles of Educators* (April 2024)
- Dr. Kathy Davis, Associate Vice-President of Distance Learning Technologies at the North Carolina Community College System, gave a presentation on the *Introduction to [the] Virtual Learning Community (VLC) Resource Repository* (April 2024)

33. **Question:**

Why are the sample assignments focused on career topics?

Answer:

Our students come to the community college(s) with the same goal – to gain skills to enter a career. Our students have various experiences; however, the goal of obtaining a career is a commonality they all share. These assignments are contextualized on different aspects of the career process and can be adjusted for your students no matter what career field or where the student is at in their career journey. The goal is for students to understand the connection of what they are learning from their courses helps prepare them for their future career goals.

34. **Question:**

Is this course adaptable for 8, 10, 12, and 16-week formats?

Answer:

Yes. These courses are fully adaptable, flexible, and able to be used with any course format including online.

35. **Question:**

As an instructor do I have to use the provided sample assignments?



Answer:

No, as an instructor, you can use other assignment(s) and adjust the focus of the readings and writing assignments.

36. **Question:**

Why should we use AI in our courses?

Answer:

Per Dr. Freeman and current AI research, we must be good stewards of AI. We are not being replaced by AI; we are being replaced by people who know how to use AI, so we are getting in front of AI and embracing it!

37. **Question:**

How do I become more comfortable with using AI?

Answer:

Begin practicing and using AI for yourself! You've already been using it actually, with programs such as MS Word. You need to expand your skills and knowledge of AI further in order to be fully prepared and up to date with technology.

The following resource may be a good place to start:

- MIT Sloan Teaching & Learning Technologies
 - <https://mitsloanedtech.mit.edu/ai/>
- Southern Illinois University - Generative AI for Teachers
 - <https://libguides.lib.siu.edu/ai-for-teachers>

38. **Question:**

Why should I include contextualized assignments in my course?

Answer:

- Contextualized assignments are not mandatory, but they are strongly recommended. Sample contextualized assignments are found in the Resources for ENG 025, MAT 025, and MAT 035 Unit Listing.
- Per Dolores Perin, the contextualization of basic skills is defined as an instructional approach that creates explicit connections between the teaching of reading and writing on the one hand and instruction in a discipline area on the other (Perin 2011). Therefore, contextualization of assignments continues to retain students and make sure they see connections with both coursework and career choices.

[Citation: Perin, Dolores. *Facilitating Student Learning Through Contextualization*, Apr. 2011,



[https://ccrc.tc.columbia.edu/media/k2/attachments/facilitating-learning-contextualization-brief.pdf.](https://ccrc.tc.columbia.edu/media/k2/attachments/facilitating-learning-contextualization-brief.pdf)]

Article Link: [Facilitating Student Learning Through Contextualization \(columbia.edu\)](https://columbia.edu)

39. **Question:**

Why is the grading scale changing (i.e., A, B, C, and F)?

Answer:

The grading scale was adjusted based on feedback received from colleges. This ensures that our courses use a grading system consistent with the grades awarded in curriculum-level courses, providing a more accurate reflection of student performance and preparation for higher education.

40. **Question:**

Students who start in a program that needs MAT 110/143/152 will need to take MAT 025 as a prerequisite or corequisite (depending on the model each college chooses). However, let's say the student changes their program after they take MAT 025, but before they end up taking MAT 110/143/152. So this means their new program/pathway/plan requires MAT 121/171. Do they need to go back and take MAT 035 first before They take 121/171?

Answer:

If a student changes programs after completing MAT 025 but before taking MAT 110/143/152, and their new program requires MAT 121/171, they must follow the stated prerequisites. This means taking MAT 035 as a prerequisite or corequisite, despite having completed MAT 025.

Though this may seem to conflict with the "no stacking" policy, it is crucial to uphold course sequence integrity and ensure students have the necessary foundation for higher-level math. Fortunately, this should be rare, as stacking developmental courses is not allowed. The goal is to guide students through the appropriate developmental sequence from the start to avoid such situations.

41. **Question:**

If a student is 'undecided' or on the fence about what program they want to choose/designate at their local community college, does the college encourage the student to take MAT 035 (as opposed to MAT 025) in order to better 'cover' or prepare them for any higher 100-level courses they might end up needing in the future (such as MAT 171)?



Answer:

The framework does not explicitly address ‘undecided’ students, but it is unlikely colleges would recommend MAT 035 over MAT 025. The new model emphasizes placement based on GPA and intended program of study. Since MAT 035 is geared toward STEM pathways, it may not be ideal for undecided students who might choose non-STEM fields.

Instead, ‘undecided’ students should receive advising and career exploration support. Once they have a clearer academic direction, they can be placed in the appropriate developmental math course aligned with their program. Strong advising is key to ensuring accurate placement and future success.

42. Question:

I was curious about the “13.1311 Mathematics Teacher Education” designation for the new courses vs. the previous 32.0104 (which says not valid for IPEDS reporting). Can you give some information on this, please?

Answer:

Series 28, 32-37, 53, 60 and 61 are not valid for IPEDS reporting because they typically are programs of study that are not taken for credit and/or do not result in a formal certificate or degree upon completion. I cannot provide information as to why some zero-level courses have the teacher education CIP vs. the 32 code CIP. Most likely it was just what was assigned at the time based on what was thought to be the best fit.

43. Question:

Can grades of ‘A, B, C, or R’ be used instead of ‘A, B, C, or F?’

Answer:

No, unfortunately, we cannot grant exceptions concerning grading since this is a mandatory piece of the new framework. The grades of A, B, C or F must be used for the new courses.

44. Question:

Can you share more information about upcoming PD opportunities beyond the sessions at the North Carolina Community College System Conference? Will there be any online and/or regional trainings soon? We are hoping that training sessions will offer additional guidance about the use of placement testing.

Answers:



Here are some Upcoming Trainings...

We have had some technical (Colleague) webinars this month, there will be a repeat of these at the System Conference, and I am sure we will continue scheduling more of those webinars after the System Conference as well.

There are also 3 upcoming regional training sessions for **CCP/Dev Ed/Advising** (*with a specific focus on the Dev Ed changes and how that affects CCP students*) coming up in October/November. These are listed below along with their dates & locations! Here are the **CCP/Dev Ed/Advising** Trainings coming up:

- Tuesday, October 22 at Cape Fear Community College
- Thursday, October 31 at Sandhills Community College
- ~~Monday, November 4 at Southwestern Community College~~ — *This one will be rescheduled for a later date...*

There are also 2 upcoming regional PD sessions for **CCR/Dev Ed** (*including many CCR topics, one of which will be the Dev Ed ‘mirror courses’*) in November. These are listed below along with their dates & locations! Here are the **CCR/Dev Ed** PD sessions coming up:

- Friday, November 1 @ Rowan-Cabarrus Community College
- Friday, November 15 @ Pitt Community College

There is also 1 [Virtual] upcoming PD/Training session for Advising/Dev Ed. This session is listed below:

- Tuesday, October 29 — Virtual Session via Teams

Lastly, there is also 1 [Virtual] upcoming PD/Training session for Dev. Ed. Faculty. This session is listed below:

- Wednesday, October 30th at 2:00 pm — Virtual Session via Teams

My plan is to continue scheduling additional Dev. Ed. webinars and regional training sessions in late fall/spring as well! So, stay tuned for more!

Placement...

GPA is THE primary factor for placement in developmental education courses, as stated in the new framework. However, local colleges retain the flexibility to administer placement tests of their choosing for specific groups, such as students without a GPA, those challenging their placement, or other targeted populations. It is important to emphasize that placement tests should only be used for small groups and with the goal of placing students up and out of developmental education, directly into college-level courses.

Colleges locally determine which (if any) placement test(s) may be offered for students without a GPA, those challenging their placement, or other specific populations. The



cut scores for standardized tests are provided by the vendors (e.g., Accuplacer, EdReady, etc.). The NCCC System Office will share standard cut scores for standardized assessments to support continuity statewide. However, these are just a frame of reference (some general guidance) for colleges, as the placement values are still a local college decision. Again, GPA remains the main factor for placement in the new developmental education courses, as outlined in the new framework.

Also, there is a new Placement Guidance ‘landing page’ on the NCCC website I have created and there are Crosswalks and Placement Guides located on this new webpage. We also have uploaded these same documents to the 3 OpenNCCC groups (Dev Ed Math, Dev Ed English, & Dev Ed Advising). Join the group(s) that apply to you!

45. **Question:**

We’ve been using the EdReady placement test on the rare occasions that a student wants to try to place upward. Will EdReady/NROC no longer be supported?

Answer:

The software and/or placement testing company (if any) can be a local college decision in the new model. EdReady will still be chosen and supported by any colleges who choose to remain utilizing EdReady/NROC. Many colleges have expressed interest in continuing to use EdReady/NROC to supplement instruction in the new courses. On the other hand, many colleges have also mentioned they wish to change software and/or placement testing companies at their institutions, and some have already started working with other software companies (e.g., Accuplacer, Hawkes, Aleks, Pearson, etc.).

46. **Question:**

Can colleges offer the MAT 025 and ENG 025 courses concurrently with their CCR counterparts (ENG 7025 and MAT 7025), taught by the same instructor who has a separate roster for each group but instructs for the same set of learning objectives for both groups?

Answer:

Yes, you can run CCR and Dev Ed courses concurrently (e.g., ENG 025 and 8025) – and as stated, not for stacking purposes but for different students. There are not any Federal regulations prohibiting colleges from cross-listing classes in CCR and CU. Both Davidson-Davie Community College and South Piedmont Community College cross-list CCR and CU courses in the Developmental Education area. The only thing that colleges would need to do is ensure that they are pro-rating the salary of the instructor in the CCR course to match the number of CCR and CU students in the



course. The wonderful CCR individuals at the NCCC System Office are happy to walk colleges through that process as is needed/wanted!

Susan Huneycutt and Londa Pickett are the State Coordinators for CCR as it applies to CCR & Dev Ed. They are the experts on CCR and how it can be handled correctly at colleges, as they have been doing it at Davidson-Davie for years! Below is some additional information that Susan graciously provided another college regarding this topic previously to help as well:

It is possible to schedule and run these sections, ENG 025 and 8025 as well as MAT 025 and 7025, concurrently. The things to keep in mind are:

- separate set-ups for each of the sections
- separate rosters
- registration and attendance must be entered into Advansys for CCR
- compensation must be proportional to the composition of the course

For instance, if 60% of the students in a section are registered for ENG 025 and 40% of the students are enrolled in ENG 8025, the instructor's compensation for the course is 60% from CU and 40% from CCR. This process can be tricky if you plan to allow for continuous enrollment in the CCR section.

The plan you are considering is a great solution for a college with small developmental education numbers.

47. **Question:**

Will colleges be able to allow direct placement into MAT-112 as they are with MAT-110?

Answer:

Yes! Recognizing the importance of both institutional discretion and responsiveness to student needs, the new framework will afford colleges the flexibility to offer direct placement into MAT 112. Colleges can choose to allow students to directly enroll in MAT 112 if they deem it appropriate based on the circumstances and assessment data of the institution. This approach allows us to gather data and carefully evaluate the effectiveness of this flexibility within the new framework and placement guidelines. We are committed to continually reviewing and refining our processes to ensure they are effectively supporting student success!

48. **Question:**

If a student takes EFL-094, is it allowable to require them to take a prerequisite or corequisite of the English and Math developmental courses (assuming their GPA fell within the thresholds) or would that be considered stacking?



Answer:

Stacking is when a student is required to take multiple developmental courses in the same subject area, even if they have demonstrated proficiency in one area. This practice is generally discouraged because it can prolong a student's time to degree completion and increase their financial burden.

In the case of EFL-094, the course itself is designed to prepare students for college-level composition courses. If a student has successfully completed EFL-094, it indicates they have the necessary English language skills for college-level coursework. Therefore, requiring them to take additional developmental English courses would be redundant and unnecessary.

However, performance in an English course does not necessarily indicate proficiency in math. Therefore, if a student's GPA falls within the thresholds for developmental math courses, it is permissible to require them to take such courses, even if they have successfully completed EFL-094.

49. **Question:**

If a student either places into and takes MAT 035 or MAT 045 and MAT 171, passes the prerequisite or corequisite, but does not pass MAT 171 and decides to take MAT 143 instead - would they be required to take the prerequisite or corequisite course for MAT 143 since it is a different course (either MAT 025 or the corequisite MAT 045 designed for MAT 143) or would that be considered stacking? I think it is stacking but wanted to confirm.

Answer:

To ensure efficient and appropriate placement, it is important to recognize the mathematical proficiency demonstrated by the student. In this case, the student has shown competency exceeding the level of MAT 025 by successfully completing the foundational math skills necessary in MAT 035 (as MAT 035 is higher level content than MAT 025). Furthermore, their successful completion of the prerequisite/corequisite for MAT 171 indicates they possess the fundamental skills required for college-level math, even though the specific topics in MAT 143 differ.

Requiring a student in this situation to complete a lower-level course (MAT 025) creates an unnecessary obstacle to their academic progress. Instead, the focus should be on providing wraparound support services to ensure their success in MAT 143. This could include offering tutoring services, supplemental instruction, or access to additional learning resources. Just to reiterate, this specific scenario would allow colleges the flexibility to waive MAT 025 locally, enabling the student to progress on to their gateway math course.

One example of an exception to this *might* be when a significant amount of time has passed since the student took the original prerequisite/corequisite. While a significant



time lapse since the student last demonstrated proficiency might warrant a reassessment of the situation, the primary goal should be to facilitate their continued academic progress. By recognizing and building upon their existing knowledge and skills, we can empower them to succeed in their academic journey!

50. **Question:**

I am unclear on this point: “Colleges are expected to provide comprehensive academic and student support services for students whose GPA is below 2.4.”

What exactly does this mean? Can we satisfy that by having a student success center where students can go if they want to? Or is this supposed to be a mandatory requirement?

Answer:

Regarding this piece of the framework, “*providing comprehensive support for students with GPAs below 2.4*,” this policy is a **mandatory** piece of the approved Dev. Ed. framework. Colleges must actively engage and support these students, providing the resources and guidance necessary for them to thrive in their academic journeys. This means proactively identifying and reaching out to these students to offer personalized support, such as advising, tutoring, and student success workshops. Support should be tailored to individual needs, addressing both academic and non-academic challenges. Colleges should adopt a holistic approach, recognizing the interconnectedness of academic success with other factors like financial stability and mental health. Collaboration and coordination among various college departments are essential for effective support. While colleges have flexibility in how they provide this support, they must take an active role. The wraparound support services document on the Developmental Education landing page on the NCCC website offers some examples of guidance, and your example of the student success center can most definitely be a part of the plan for your college. The goal is to ensure all students have the opportunity to succeed, regardless of their academic background.

51. **Question:**

Can you please provide some clarification on placement regarding the situation when a student comes in with a gateway math credit or transfer math credit. Will this automatically place the student into another gateway math course with no pre-req or co-req? For example, if a student comes in with MAT 110 on their transcript, could they place directly into MAT 171?

Answer:

It is great that you are considering how transfer credits affect placement within the new developmental education framework! This is an important consideration to ensure smooth transitions for students. Here is a complete answer for you on this topic!



State Board Code (S.B. 400.8 item J on page 119) states, “When a student receives credit for a Combined Course Library (CCL) curriculum course, this credit shall be transferable to any college in the North Carolina Community College System.”

This means that if a student comes in with credit for a course like MAT 110, that credit should be honored by your college. Our goal should be to work with our sister institutions to uphold the credit they have been awarded, with adjustments made only in specific student cases as needed.

Regarding placement into gateway math courses, the CCL generally does not include gateway math course prerequisites. This means that a course like MAT 110 would not automatically be listed as a prerequisite for a course like MAT 171. State Board Code specifies that 100+ level courses are for diplomas and 110+ level courses are included in degrees. The Combined Course Library, overseen by the Curriculum Course Review Committee, governs state-level requirements. To illustrate this point: both MAT 143 and MAT 171 are 100+ level courses, therefore a student could progress from MAT 143 to MAT 171 without needing to complete lower 100-level math courses in between.

While colleges have the *option* to add local prerequisites, this is generally *discouraged* to avoid creating unnecessary barriers for students. If your college is considering adding local prerequisites, your Chief Academic Officer (CAO) should contact Dr. Merritt to discuss the available options and ensure alignment with the overall goals of the new framework. The framework in general is designed to be flexible and prevent unnecessary barriers, with the focus on recognizing prior learning and facilitating student progress.

I know examples such as the one provided in the question could be a bit tricky to navigate! Rest assured, we are committed to following the framework and carefully analyzing data for students in similar situations. If we find that the current guidelines need further refinement, we will absolutely make adjustments to ensure we are doing what is best for students across North Carolina!

52. **Question:**

Assuming a student places into the prerequisite category, and the student has already taken MAT 025 (passed) and then MAT 143 (failed), would the student be able to place directly into MAT 171 because they had passed a prerequisite math? Or could we require them to take MAT 035 since it is a higher-level developmental course?

Answer:

In the case where a student has passed MAT 025 but failed MAT 143, it would not be appropriate to place them directly into MAT 171 after that result. While course stacking is not allowed in the new Developmental Education framework, this situation indicates



the student may not be adequately prepared for the rigor of MAT 171, given their previous performance in a college-level math course. Instead, [in this very specific instance] I would recommend requiring the student to take MAT 035 before attempting MAT 171. This higher-level developmental course should help bridge the gap and better equip them for success in a college-level math course. However, I believe this scenario might be less common, and once again, stacking is not allowed in general. It is more likely that a student in this situation would simply retake MAT 143 to try to achieve a better outcome. If they are successful in MAT 143, they could then move on to MAT 171 if needed. Ultimately, the goal is to ensure students are adequately prepared and supported to succeed in their chosen math pathways.

53. **Question:**

Will there be any support for the cost of placement testing, whether it's RISE or Accuplacer?

Answer:

No, there is no system funding for placement assessments, which reflects no change with the new developmental education framework versus the previous developmental education model.

54. **Question:**

For ENG 025, if a student earns a final grade of 66-69, will that be counted as an "F" even though there is no "D" grade?

Answer:

Not all community colleges use a 10-point grading scale...the exact cutoff for a "C" grade may vary slightly depending on your college's grading scale. But the answer is yes! In the new developmental education courses (including ENG 025), a final grade below a "C" will be recorded as an "F" – regardless of the specific numerical score (unless the student withdraws, which would be recorded as a "W").

55. **Question:**

For ENG 111, students will get a grade of A, B, C, D, or F. They can get a grade of "D" in ENG 111 and take ENG 112 if the local college policy allows it. Is that still correct going forward?

Answer:

Yes, that is still correct! For ENG 111, students will get a grade of A, B, C, D, or F. They can get a grade of "D" in ENG 111 and progress on to take ENG 112 *if* the local college policy states they are allowed to. However, students should be aware that some colleges and universities may require a "C" or better in ENG 111 for transfer credit, particularly for courses that have a "C-wall" requirement. It is essential to check the



specific transfer policies of the institutions and programs students are interested in to ensure their coursework will be accepted.

56. **Question:**

What if a student passes ENG 111 but not ENG 045?

Answer:

If a student passes a gateway course in math or English but does not pass the accompanying co-requisite support course, the college will locally determine the appropriate next steps. The general recommendation is to allow the student to continue in their program of study for the following semester.

57. **Question:**

What if they pass ENG 045 but not ENG 111? Do they take both again?

Answer:

If a student passes the co-requisite support course (ENG 045 for example) but does not pass the gateway math or English course (ENG 111 for example), it is recommended that the student retake the gateway course. The student may self-elect to retake the co-requisite support course concurrently but cannot be required to. The student should receive additional wraparound support to improve their opportunity for success when retaking the gateway course.

58. **Question:**

If a college decides to include both the CU (curriculum) side and the CCR side for students in developmental education, such as when a college decides to have corequisite courses for students to take through the curriculum side and prerequisite courses to take through the CCR side, does that count as a Pre-Req, Co-Req, or Hybrid Model?

Answer:

If a college decides to include both the curriculum side and the CCR side for students in developmental education, such as when a college decides to have corequisite courses for students to take through the curriculum side and prerequisite courses to take through the CCR side, this is defined as a *hybrid* model with two GPA thresholds (*not* a separate prerequisite program combined with a separate corequisite program at the same college).

59. **Question:**

When will these course specific SLO's be released by the state? I understand course competencies are published in NCCC, but those are not necessarily specific SLO's for each course.



Answer:

Objectives define the key elements or topics that must be taught every time the course is delivered. The state has released course descriptions, which include course topics to be covered, along with the course competencies - which are general but required goals/topics to cover for the course. Local colleges can take the broader topics and competencies and define them more specifically using their faculty expertise as desired. For these specific purposes, we are using competencies and SLOs interchangeably to some degree.

Here (below) is an example using **MAT 025**. The course topics, themes, and competencies/SLOs have all been described and/or listed. But again, local colleges can take the broader topics/competencies/SLOs and define them more specifically using their faculty expertise.

Course Description:

This course provides an opportunity to customize foundational math content and statistical concepts specific to real-world applications. Topics include decimals, percentages, ratios, proportions, solving basic equations, geometrical concepts, dimensional analysis, financial applications and elements of statistics and probability. Upon completion, students should be able to successfully demonstrate the use of mathematics, technology and statistical concepts to solve practical problems while developing positive academic habits, learning strategies and growth mindset.

Competencies:

- 1. Demonstrate proficiency in operations using rates, ratios, and proportions.*
- 2. Use technology to interpret elements of personal finance.*
- 3. Compute the perimeter, area, volume, and angles of geometric figures.*
- 4. Demonstrate proficiency in introductory probability and statistics concepts.*
- 5. Interpret tables, charts and graphs.*
- 6. Solve and interpret real-world mathematical applications.*

...