



Breaking Down the Developmental Education Alignment Project

Presented by

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October 2024
(Updated April 2025)

Agenda

- **History of Developmental Education in NC**
- **Developmental Education Alignment Project**
 - Overview of Work Completed (2020-22) and (2022-23)
 - Recent Developmental Education Alignment Timeline (2023-24)
 - Framework Implementation Policy Requirements
 - New Courses
 - No 'Stacking' Guideline
 - English & Math Models
 - College Models (*as of last week*)
 - Developmental Education Crosswalks & Placement Guides
 - Model Implementation Timeline Updates
 - Developmental Education Communication
 - Developmental Education NCCC Website
 - Developmental Education Helpful Documents
 - Developmental Education OER Website & VLC Courses
 - Q & A

Developmental
Education
Alignment
Project:
Overview of
Work
Completed
(2020-2022)

2020 - Present – RISE Data Analysis; College Model Flexibility Established while Policy Review was in Process

2021 - 2022 – College Readiness Policy Review – 2014 Definition Reviewed; Other State Policies Reviewed; Update Draft Created; Shared with Presidents Association/Colleges for Feedback

Summer 2022 – College Readiness Definition Approved by Presidents Association

August 2022 – Developmental Education Council Formed

Developmental
Education
Alignment
Project:
Overview of
Work
Completed
Completed

(2022-2023)

2022-present – Developmental Education Advisory Council meetings and Subgroup meetings ongoing (meetings held bi-weekly and monthly depending on agenda topics); Review of Research Conducted; Developmental Education Model Drafted by Council; Model Shared with Colleges for Feedback via Presidents

January/February 2023 – Presidents Association Approved Developmental Education Placement Framework

April/May 2023 – Request for Nominations for Alignment Project Teams Sent; Teams Finalized

May- July 2023 – Faculty Team meetings held; Feedback collected from First Response Team, CAOs, and Developmental Education Council

Recent Developmental Education Alignment Timeline (2023-24)

May/June 2023

Data-driven course design meetings highlight the need to reduce developmental education hours and align courses with gateway needs.

Summer/Fall 2023

Extensive feedback gathered from CAOs, Faculty, Deans, and Department Chairs on initial course drafts; and Course Teams meet.

December 2023

Final CAO feedback survey informs further course revisions; and Course Teams Continue work.

February 2024

Updated courses, with no prerequisites for each other, approved by the CCRC.

April 2024

"Stacking" concerns addressed, reaffirming the focus on reducing course hours and aligning with gateway requirements.



Developmental Education – Framework

Provide a framework for North Carolina Community Colleges that allows colleges to set GPA thresholds within provided parameters.



Proposed Models: Corequisite Model, Prerequisite Model, and Hybrid Model (both prerequisite and corequisite options).

Colleges may identify one model for both math and English or two different models (one for math and one for English).

GPA's greater than 2.8 provide access to credit-level coursework statewide.

Colleges may lower the credit-level coursework threshold, but it cannot be set below 2.4.

Colleges must put mandatory academic, and student supports into place for students with less than a 2.4 GPA.

Unweighted GPA thresholds should be set using the following increments: 2.0, 2.2, 2.4, 2.6, 2.8.

Colleges will publish local guidelines that outline the placement of students.



Developmental Education – Framework Implementation Policy Requirements

1. Choose a model to implement (see model visuals):

- Models include Prerequisite Model, Corequisite Models, and Hybrid Models (with both prerequisite & corequisite options)
- Colleges may identify one model for both math and English or two different models (one for math and one for English)
- The new Dev. Ed. courses are **not** prerequisites for one another (e.g., MAT 025 is not a prerequisite for MAT 035)

2. Choose GPA thresholds within the provided parameters:

- GPAs greater than 2.8 provides access to credit-level coursework statewide
- Colleges may lower the credit-level coursework threshold, but it cannot be set below 2.4
- Colleges are expected to provide comprehensive academic/student support services for students whose GPA is below 2.4.
- **Unweighted** GPA thresholds should be set using the following increments: 2.0, 2.2, 2.4, 2.6, 2.8
- Colleges will publish local guidelines that outline the placement of students



Developmental Education – Framework Implementation Policy Requirements

3. It is expected that colleges implement a selected model for 3 academic years. Colleges are required to select a model for a minimum of 1 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:

- Developmental Education model choice: Corequisite Model, Prerequisite Model, and/or Hybrid Model
- Model type for both math and English
- GPA identified for college-level placement
- Placement policies/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.

- There is **no** expiration date on high school GPA.



Developmental Education – Framework Implementation Policy Requirements

5. **Colleges may develop their own placement testing policy to meet the needs of their institution/student population.**
- 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.
 - 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.
 - 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.
 - 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.



Developmental Education – Framework Implementation Policy Requirements

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.

** 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 corequisite 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:

- 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



Developmental Education – New Courses

English Courses:

- ENG 025
- ENG 045

CCR ‘Mirror’ Courses:

- ENG 8025
- ENG 8045

Math Courses:

- MAT 025
- MAT 035
- MAT 045

CCR ‘Mirror’ Courses:

- MAT 7025
- MAT 7035
- MAT 7045



Developmental Education – New Courses

Course Descriptions



[New Developmental
Education English
Course Descriptions](#)

[Link Here!](#)

[New Developmental
Education Math
Course Descriptions](#)

[Link Here!](#)

**Note: The 025 & 035 courses have defined SLOs; the 045 courses support their 'parent course' SLOs.*



Developmental Education – SLOs & CCR

ENG 025 (8025) Course Competencies:

1. Comprehend professional and academic readings.
2. Apply the writing process to compose unified, coherent, well-developed paragraphs and essays.
3. Evaluate ideas and information.
4. Use conventions of standard written English.
5. Employ technology ethically and appropriately when composing writing assignments.

* *Discussion: Credit vs. Contact (class/lab) Hours assigned to the courses*

[Link to Full
Description
for English
Courses
Here!](#)

Developmental Education – SLO's & CCR

MAT 025 (7025) Course 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.

MAT 035 (7035) Course Competencies:

1. Demonstrate proficiency in various factoring strategies.
2. Identify and analyze a variety of functions and their graphs.
3. Demonstrate proficiency in polynomial operations.
4. Demonstrate proficiency in solving equations and inequalities.
5. Solve and interpret real-world mathematical applications.

[Link to Full
Description
for Math
Courses
Here!](#)



Developmental Education – ‘No Stacking’

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.*



Developmental Education – Potential Direct Placement Course & Add'l. Course Option

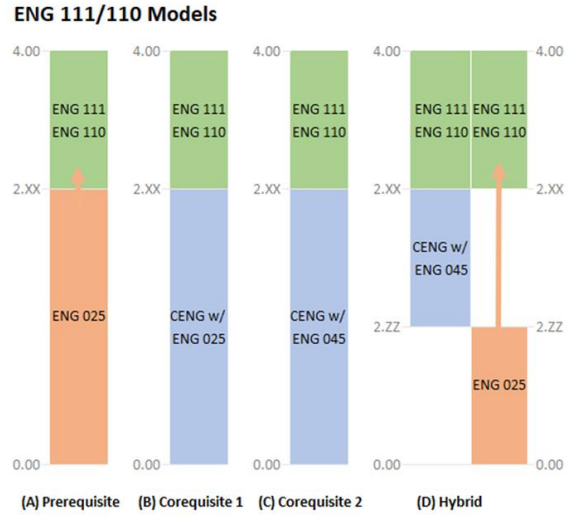
* Note for Potential Direct Placement for Certain Courses:

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

** Note about MAT 175 and where it falls in the Dev. Ed. Alignment as well...*



Developmental Education – English 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.

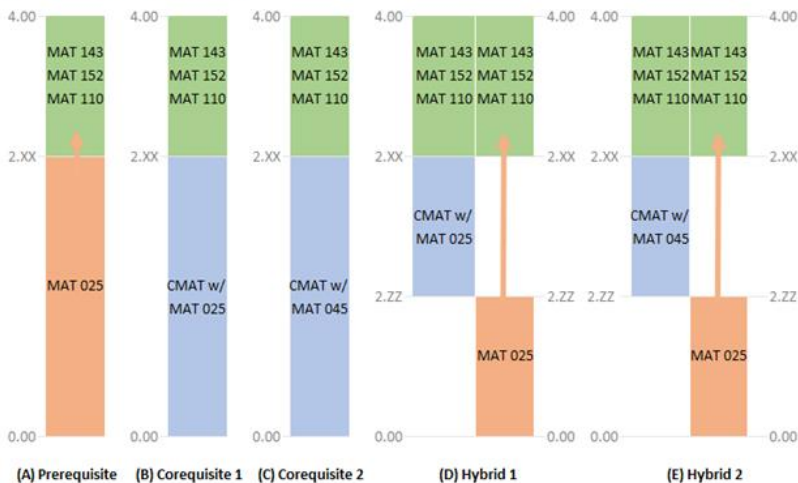
Note: Colleges have the option of leveraging CCR courses instead of ENG 025/045.

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



Developmental Education – Math Models

MAT 143/152/110 Models



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

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

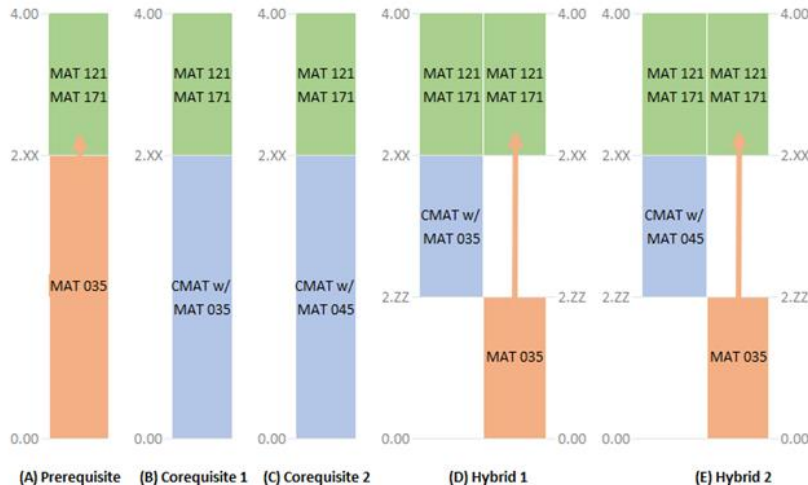
Note: 2.XX represents GPA threshold for credit-level without requisite and 2.ZZ represents the corequisite threshold for a hybrid model.

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



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

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.



ACCESS KEY

- Allows direct access to ENG 110
- Allows direct access to MAT 110

TEPI KEY

F24 – Implementation in Fall 2024
Su25 – Implementation in Summer 2025
Sp25 – Implementation in Spring 2025

* No term listed means implementation in Fall 2025

NOTES

* This report is updated through February 29th, 2025.

ENGLISH		2.40	2.60	2.80		ACCESS KEY	
Prerequisite		Martin ○ Rowan-Cabarrus	Sandhills South Piedmont	Fayetteville (Sp25) ○ Lenoir ○ Robeson (Su25) ○ Sampson ○ Southeastern ○	Bladen (F24) Brunswick Caldwell (Su25) Cape Fear (F24) Carteret Coastal Carolina (Su25) Coll of the Albemarle (Su25) Edgecombe (Su25) Guilford James Sprunt	Mayland Mitchell (F24) Nash Pamlico Randolph Richmond Tri-County Wayne Wilson	○ Allows direct access to ENG 110
Hybrid		2.00 Hybrid Montgomery ○	2.20 Hybrid Cleveland Craven Davidson-Davie Durham Haywood Roanoke-Chowan (Su25) Southwestern Stanly	2.20 Hybrid (continued) Surry Western Piedmont Pitt ○ Wake (Sp25) ○	2.40 Hybrid Asheville-Buncombe (Su25) ○ McDowell (Su25)		F24 – Implementation in Fall 2024 Sp25 – Implementation in Spring 2025 Su25 – Implementation in Summer 2025 * No term listed means implementation in Fall 2025
		2.20 Hybrid Central Piedmont			2.60 Hybrid Vance-Granville ○		
Corequisite		ENG 045 Forsyth ○	ENG 045 Central Carolina ○ Halifax	ENG 025 Wilkes ○	ENG 045 Alamance ○ Beaufort County ○ Blue Ridge ○ Rockingham ○	ENG 045 Gaston Isothermal (F24) Johnston Piedmont	
			ENG 025 Catawba Valley ○				

MATH		2.40	2.60	2.80			ACCESS KEY	
Prerequisite		Martin Rowan-Cabarrus	Sandhills	Alamance Asheville-Buncombe (Su25) Beaufort County Brunswick Caldwell (Su25) Cape Fear (F24) Coastal Carolina (Su25) College of the Albemarle (Su25) Edgecombe (Su25)	Haywood Lenoir McDowell (Su25) Mitchell (F24) Rockingham Sampson Wayne Wilkes Wilson	Bladen (F24) Carteret Fayetteville (Sp25) Guilford James Sprunt Mayland	Nash Pamlico Randolph Richmond Southeastern	Allows direct access to MAT 110
		TERM KEY						
Hybrid		2.00 Hybrid MAT 045 Montgomery	2.20 Hybrid MAT 045 Roanoke-Chowan (Su25) Southwestern Stanly Tri-County Wake (Sp25) Western Piedmont	2.20 Hybrid MAT 045 Craven Davidson-Davie Durham Robeson (Su25)	2.20 Hybrid MAT 025/035 Pitt Surry	2.40 Hybrid MAT 045 Isothermal (F24)	2.60 Hybrid MAT 045 Vance-Granville	F24 – Implementation in Fall 2024 Sp25 – Implementation in Spring 2025 Su25 – Implementation in Summer 2025 * No term listed means implementation in Fall 2025
		MAT 045 Forsyth	MAT 045 Central Carolina Halifax	MAT 045 Gaston Johnston Blue Ridge	MAT 025/035 Cleveland Johnston	MAT 025/035 Catawba Valley South Piedmont		
Corequisite								



Developmental Education Timeline Updates

- Fall 2024

- Helping to present information on the new Developmental Education courses at the NCCCS Conference, through Webinars, meetings with colleges, and in meetings/convocations as applicable around the state

- Summer 2024 – Summer 2025

- Early Adopter colleges will have access to the course resources for the new courses in late summer 2024; ongoing resource development continuing through summer 2025; professional development resources will also be developed/released during this time

- Summer 2025

- The **last term** previous developmental and supplemental courses will be available for use will be **summer 2025** in preparation for full implementation.

- Fall 2025

- Full implementation of the new Dev Ed courses under the placement framework selected by the college!



Developmental Education Crosswalks & Placement Guides

Placement Guidelines Landing Page:

<https://www.nccommunitycolleges.edu/about-us/data-reporting/regulations-policies/placement-guidelines/>

[Click
Link
Here!](#)

Gateway Courses	Placement Options for Gateway Math: Co-requisite Model 1												Adult High School <small>(as of July 1, 2021)</small>
	HS GPA*	NEW Model	CCRG Tier Test	NCDAP*	NROC/EdReady Placement (RISE)*	Accuplacer NextGen	MAT-003 BSP-4003	DMA	HISET	SAT- MAT	ACT- MAT	GED/HSE (2014+)	
Direct placement: MAT-110 MAT-121 MAT-143 MAT-152 MAT-171	≥ 2.8*	MAT-110/143/152: A, B, or C; MAT-025/7025	MAT-110: ≥ 80, Tier 1	MAT-110: 7+: DMA 010 - 030	MAT-110: Tier 1 ≥ 70	QAS 254	MAT-110: P1	MAT-110: DMA 010-030	≥ 15 on all tests AND ≥ 4 on essay	2016+: ≥ 530	≥ 22	MAT-110/121/143/152 /171: 165 or higher on <u>all</u> tests	Based on the overall combined GPA
			MAT-143/152: ≥ 80, Tier 1 & 2	MAT-143/152: 7+: DMA 010 - 050	MAT-143/152: Tier 2 ≥ 70		MAT-143/152: P2	MAT-143/152: DMA 010-050 & DRE-097					
			MAT-121/171: A, B, or C; MAT-035/7035	MAT-121/171: ≥ 80, Tier 1, 2, & 3	MAT-121: 7+: DMA 010 - 060		MAT-121/171: Tier 3 ≥ 70	MAT-121/171: P3					
Co-requisite: MAT-110 MAT-143 MAT-152 with MAT-025 or MAT-7025 MAT-121 MAT-171 with MAT-035 or MAT-7035	0 – 2.79*	No Credit	MAT-110: n/a	MAT-110: 1-6: DMA 010 - 030	MAT-110: n/a		MAT-110: n/a	MAT-110: n/a	< 15 placement test		20-21	Gateway with a Co-req 145-164 on <u>any</u> test	
			MAT-143/152: ≥ 80, Tier 1	MAT-143/152: 7+ on: DMA 010 - 030 1-6 on: DMA 040 or 50	MAT-143/152: Tier 1 ≥ 70		MAT-143/152: P1	MAT-143/152: DMA 010-030 & DRE-097 with MAT-043/052					
			MAT-121/171: ≥ 80, Tier 1 & 2	MAT-121/171: 7+: DMA 010 - 050 1-6: DMA 060	MAT-121/171: Tier 2 ≥ 70		MAT-121/171: P2	MAT-121/171: DMA 010-050 with MAT-021/071					



Developmental Education Communication

- Two brand new Dev. Ed. list servs have been created! Information went to college system administrators in Aug./Sept. to add individuals to those!
- The 2 list servs are:
 - ✓ deved@nccommunitycolleges.edu (*faculty list serv*)
 - ◆ for faculty (and any pertinent staff as well) who teach these courses at the colleges
 - ✓ devedadmin@nccommunitycolleges.edu (*administration list serv*)
 - ◆ 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
- Communication via emails to developmental education faculty/administration/advising via these listservs has been & will continue to be sent out with lots of information regularly!!



Developmental Education – NCCC Website

- **New Developmental Education ‘landing page’ now on the NCCC Website!** → [*\(Link to New Landing Page!\)*](#)
 - This comprehensive resource provides students, faculty, and staff with easy access to information about our developmental education programs, support services, and resources!

- **CCRG ‘landing page’ on the NCCC Website**
 - Now correctly located under ‘Programs’ (instead of CCR)
 - Will list updated information with the new changes coming soon too!

- **Placement landing page on the NCCC Website** → [*Link Here!*](#)
 - This wonderful landing page/resource is now ‘Live’ as well!
 - Crosswalks & Placement Guides viewable on this webpage!



Developmental Education – Helpful Documents

- ✓ Developmental Education Alignment Models & Framework Info.
- ✓ Developmental Education Framework Q & A
- ✓ Developmental Education Alignment Technical Guidance
- ✓ Developmental Education Framework – Facts Sheet
- ✓ Crosswalks
- ✓ Placement Guides
- ✓ Developmental Model Selection
- ✓ Resource Guide – Wraparound Services for Developmental Education
- ✓ New Developmental Education Math Course Descriptions



Developmental Education – OER Website & VLC Courses

⑥ New Developmental Education Groups on ‘OpenNCCC’ (OER) Website

- <https://opennccc.nccommunitycolleges.edu/>
- 3 Groups ~ Math, English & Advising
- The resources have been & are continuing to be posted for sharing!

⑥ New VLC (Virtual Learning Community) Developmental Education courses in the works as well

- SMEs have been chosen and the design & creation of these new courses has been underway! MAT 025, MAT 035, & ENG 025 will be ready in June/July '25!
- Once they are completed, they will serve as yet another resource for colleges to use as a “plug & play” option for the new Developmental Education courses!

Developmental Education – Q & A

❑ **Question:**

Can English and Math can use two different models? For example, could a college choose to use prereq for ENG and hybrid for math?

❑ **Answer:**

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

* **Note:** Using Curriculum and CCR for different portions of a college's model both count; for example, if a college chooses to instruct students in CCR for the 'lower GPA group' and in Curriculum for the 'middle GPA group,' this is still a hybrid model (the only type of model with 2 GPA thresholds.)

Developmental Education – Q & A

❑ 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.

Developmental Education – Q & A

❑ 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.

Developmental Education – Q & A

- ❑ 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.

Developmental Education – Q & A

- ❑ **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.

- ❑ **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.

Developmental Education – Q & A

❑ 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/Course Competencies.
- 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.

Developmental Education – Q & A

❑ 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.

Developmental Education – Q & A

❑ 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 programs 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.

Developmental Education – Q & A

❑ **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!

Developmental Education – Q & A

❑ 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.

Developmental Education – Q & A

❑ **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



**DEVELOPMENTAL
EDUCATION**

Questions?

For more information about the NC Community College Developmental Education Program, please contact:

Ashley S. Parrott, M.Ed.

State Director of College Ready Graduates &
Developmental Education

NC Community College System Office

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Thank you!