



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.

Colleges have the autonomy to choose and set their placement test ranges and thresholds. While vendors may provide "suggested" guidance for score ranges, the final determination rests with each institution. For those colleges who would prefer to have some suggested guidelines for thresholds, there are resources available on the 'Placement' webpage (see link below). Please note that these resources will be updated as new information becomes available. We hope this clarification is helpful as you move toward implementation of the new courses! 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 helping colleges with the placement process and ensuring colleges have the support they need to empower students to achieve their academic goals and overall success (*and guidance as well, as/when requested by individual colleges*)!

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 serves have also been created too! Information went out to college system administrators on 8/27/24 to add individuals to those. The 2 list serves 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>.]

Article Link: [Facilitating Student Learning Through Contextualization \(columbia.edu\)](https://ccrc.tc.columbia.edu/media/k2/attachments/facilitating-learning-contextualization-brief.pdf)

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 students change 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 has been rescheduled for Tuesday, April 29 at Southwestern Community College*

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.

Colleges have the autonomy to choose and set their placement test ranges and thresholds. While vendors may provide "suggested" guidance for score ranges, the final determination rests with each institution. For those colleges who would prefer to have some suggested guidelines for thresholds, there are resources available on the 'Placement' webpage (see link below). Please note that these resources will be updated as new information becomes available. We hope this clarification is helpful as you move toward implementation of the new courses! *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 suggested guidelines – Crosswalks and Placement Guides located on this new webpage for any colleges who would prefer some guidance/guidelines. We also have uploaded these same documents to the 3 OpenNCCC groups (Dev Ed Math, Dev Ed English, & Dev Ed Advising). Register/create a free account on OpenNCCC and 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.

60. **Question:**

Can we run ENG 8025 and MAT 7025/MAT 7035 through CCR and only run ENG 045 and MAT 045 through Curriculum? For example, do we need to offer an ENG 025 in Curriculum since we have an 025 through CCR?

Answer:

Yes, you can certainly do this (run Pre-Req: ENG 8025, MAT 7025, and MAT 7035 through CCR and run Co-Req: ENG 045 and MAT 045 through Curriculum)! And yes, you would also need to offer an ENG 025 in Curriculum (as we do now) – for CCP students and any other such student populations. This is due to the fact that CCP students do *not* have access to CCR courses (due to Federal guidelines/restrictions). This example (above) would still count as a Hybrid Model, so just be sure to let us know if you need to change any part of your model with us for our Model Documentation/Data Tracking.

61. **Question:**

Will students' grade in the gateway course be a component (such as 10%) in their support course grade as it is now?

Answer:

The practice of factoring a student's support course grade into their gateway course grade is not an approved part of the policies in the new Developmental Education Framework. We understand this practice emerged for some colleges during RISE to address specific needs related to students taking corequisites and gateway courses. However, in the new framework these courses are designed as independent entities – each with their own grades, therefore the grades between them are no longer directly linked. This approach aligns with the new framework and ensures consistency across different courses in the CCL.

62. **Question:**

Will the credit for prior learning agreement for CCR would show up on transcripts easily or is it was just for one college?

Answer:

The answer is yes! CCR will have their own generated transcript, so all the colleges will have to do is pull the transcript! Advansys allows any college to see this information from other colleges easily!

63. **Question:**



Is the System Office providing any guidance on the duration we can use test scores? If a student demonstrates a high GPA that is good forever, but many schools only allow test scores to demonstrate competency for 5-10 years.

Answer:

The System Office has not released any suggested guidelines on the duration of test scores. Currently, there are no statewide expiration dates on test scores.

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. ***Colleges have the autonomy to choose and set their placement test ranges and thresholds.*** While vendors may provide "suggested" guidance for score ranges, the final determination rests with each institution. For those colleges who would prefer to have some suggested guidelines for thresholds, there are resources available on the 'Placement' webpage (see link below). Please note that these resources will be updated as new information becomes available. We hope this clarification is helpful as you move toward implementation of the new courses!

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 helping colleges with the placement process and ensuring colleges have the support they need to empower students to achieve their academic goals and overall success *(and guidance as well, as/when requested by individual colleges)!*

The System Office has not released any suggested guidelines on the duration of test scores. I will update this if and when this changes though!

64. Question:

What would happen if a student starts at one community college (who has lower GPA thresholds for placement) and is waived from Dev. Ed. courses at that institution however they then transfer to another community college and does not meet the new community college's Dev. Ed. Requirement/waiver/exemption as they have a higher GPA threshold than the previous institution...Assuming they



have not started ENG or MAT courses? Or assuming they have taken one of the two (English, but not math or vice versa).

Answer:

These are great questions that highlight the complexities of transferring credits between institutions, even within the same community college system. 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, and transferring between colleges always requires careful planning and communication. In general, if a student has completed their pre-req/co-req requirement at another community college already, the second college should trust their sister institutions by honoring their placement credit and to do what is best for students by not creating further barriers. The new Developmental Education framework in general is designed to be flexible and prevent unnecessary barriers, with the focus on recognizing prior learning and facilitating student progress.

However, in a scenario where the student has taken ENG but not MAT (or vice versa), the second community college should honor their sister institution's course/placement credit and accept the completed ENG course (with a passing grade). However, they may still require developmental coursework (or placement testing) for the unfulfilled MAT requirement due to the student not completing the MAT course requirements as of the time of transfer.

65. Question:

Certain programs (like Nursing) want students to be college ready in math but they don't have to take a college math. How are people determining this for students under the GPA threshold?

Answer:

Your question is a really important one! It is common for programs like Nursing to require a certain level of math proficiency, even if they don't have a specific college-level math course requirement. I would recommend you reach out to Melissa Smith, our NCCC Senior State Director of Health Science Programs (smithm@ncccommunitycolleges.edu) and Tonya Clark, our NCCC EMS Training Specialist (clarkt@ncccommunitycolleges.edu) for the NCCC System Programs and Student Services for more clarification for these student populations.

66. Question:

For students who are in Occupational Course of Study (OCS) and have 2.8+ GPAs are being placed into gateway courses without supports, but they have had heavily modified curriculum in high school. They are not cognitively ready for college level



work. How can we best support these students? With this model we are setting them up for failure and frustration.

Answer:

We understand that this is an issue and has been for some time. *These students do not fall under the same guidelines.* When reviewing high school transcripts, more factors other than unweighted GPA need to be considered. For OCS students, we pull 3 data points from DPI, students' highest level of math completed, highest level of English completed, and GPA. If the transcript shows no math credit beyond Math I, the student lacks the foundational skills to be successful in a gateway math or English course. To build the necessary foundational skills, the student must be enrolled in both Developmental Math and Developmental English or take the placement test/assessment to challenge current placement. If you have additional questions surrounding this, you can reach out to Arbony Cooper, our NCCC Assistant State Director, WIOA Title II (coopera@ncccommunitycolleges.edu)...or we can schedule a meeting with Arbony and myself to discuss further!

67. Question:

Will the CCR courses MAT 7025, 7035, 7045, ENG 8035, 8045 show on a transcript? If we want to use it as placement from other institutions or our own?

Answer:

Yes, students enrolled in the CCR Mirror classes will have access to a certified transcript via the ADVANSYS data management system that can be used for placement at other institutions and/or internally.

68. Question:

Does the State have a crosswalk for DMA to MAT 025/035? For a Pre-Req Model college, students with DMA 010, 020, 030 and 040 credits *only* would still have to start with MAT 025 before they can go to MAT 143/152? We have a lot of students with partial prerequisites like this scenario, so we are trying to figure out the best way to advise them.

Answer:

Yes, crosswalks for all model types have been created and are on the new/updated 'Placement Guidelines' landing page! Here (below) is the link to that webpage for help with crosswalks!

Placement Guidelines Landing Page: <https://www.ncccommunitycolleges.edu/about-us/data-reporting/regulations-policies/placement-guidelines/>

For this scenario/question specifically, students would need *through* DMA 050 in order to register for MAT 143/152 according to the crosswalk we have created. However, if a



student is just 1 DMA short (as in your example), a college could provide a test-out option/test-in option for their gateway course if they don't already have the GPA for direct placement. Check out the placement guidelines webpage/documents to help with other crosswalk scenarios as well!

69. **Question:**

Can early college high school students have the option to placement test if their GPA is below 2.8?

Answer:

We have the Section 14 document, with Attachment B & Table 1 that help speak to this question. Here is the link to the webpage (you can access the 'Section 14' document toward the bottom of the page): <https://www.nccommunitycolleges.edu/college-faculty-staff/academics/programs/curriculum-procedures/>

See pgs. 35-36 (Attachment B & Table 1) and pg. 44 (Infographics) specifically to help! So, for early college students, if they do not achieve direct placement (by the options detailed in the Sec. 14 document), then they still have 2 other options to qualify for placement (e.g., 6 hours of UGETC courses, completion of Math III EOC with a 4 or 5). This document has been updated recently, but it is going to be updated even more (sometime later this semester) as everyone moves/prepares to move into full implementation of the new Dev. Ed. framework as of fall 2025.

70. **Question:**

Will grades in ENG 025, ENG 045, MAT 025, MAT 035, and MAT 045 count in a student's overall GPA?

Answer:

No, they will not count for a student's overall GPA. Even though the courses are moving back to assigned letter grades, the policy regarding GPA impact remains unchanged — these developmental courses will *not* impact a student's GPA. This means that while students will receive a letter grade (A, B, C, or F) in their prerequisite or corequisite course, it won't factor into their GPA calculation (but can still factor into their financial aid GPA requirements).

71. **Question:**

With the RISE model, our college did not allow students with a HS GPA between a 2.2 and 2.8 to take the placement test unless they did not have a HS GPA at all. However, under the new model I feel as though we have the option to offer the placement test to any student to see if they can place up. First of all, is that correct, or not? And my second question pertains to a student who came in under the RISE model with a HS GPA of 2.4 and attempted MAT-152 along with the MAT-



052 co-req but failed both courses. Would this student be able to take the placement test under the new model to see if they could place directly into MAT-152 (only)?

Answer:

First, both the RISE model and the new Developmental Education framework share a core principle – students with established high school GPAs should generally not be subjected to placement testing. GPA is THE primary factor for placement in developmental education courses, as stated in the new framework, unless there is a compelling reason to suspect a student might place higher – up and out of Dev Ed (e.g., challenge request, advising suggestion based on a student’s specific information or situation, lack of a HS GPA, etc.). Therefore, it is important to emphasize local colleges should be utilizing GPA as their primary indicator of readiness, and as a result should only be administering placement tests for smaller, specific, targeted populations with the goal of placing students up and out of developmental education directly into college-level courses.

As far as the student in this scenario is concerned, it is correct that this student would not be administered the placement test. However, this would be due to different reasons – the student must follow the guidelines for the new Dev Ed framework, taking whichever course a student with a GPA of 2.4 would place into based on the model your college is/has adopted. As we have done with past Dev Ed redesigns and realignments, students will start ‘fresh’ with the new Dev Ed framework guidelines during your college’s implementation semester. Both new and existing students will follow the new, current guidelines once your implementation semester has begun! Therefore, this student would not take the placement test to try to place directly into MAT 152.

If this was a scenario at a pre-req college, this student would take MAT 025 and then re-take MAT 152 the following semester. If this was a scenario at a co-req college, then the student would re-take MAT 152 along with MAT 052. And if this was a scenario at a hybrid college, it would depend on what the GPA thresholds were for the Dev Ed hybrid model at this college, but let’s say that the college had GPA thresholds of 2.2 and 2.8, then the student in this scenario would re-take MAT 152 along with MAT 052.

Circling back to your comments surrounding a policy regarding students not being allowed to take a placement test in the middle of their course sequence – this was true during RISE. I am not sure where the policy originated (local vs. state decision), but there is not currently a state policy to that effect within the new Dev Ed framework. However, this is not meant to imply that there should be lots of placement testing occurring, as that is not the case at all! Following best practices for these situations,



with specific intent on carrying out whatever is best for each student, is the desired result in the new alignment throughout our great 58!

72. Question:

In the scenario where a student makes a "D" in MAT 110 after directly placing into/taking the course, can they still move forward and take their next gateway math course?

Answer:

If a student earns a grade of "D" in MAT 110, they are technically speaking still allowed to move forward to take another gateway math course, since the gateway courses are not requisites for one another. Since a grade of "D" speaks to a student who would most likely need more support, it is strongly suggested that colleges encourage the student in this scenario to get additional advising and support.

73. Question:

Under the RISE model, if a student fails MAT-171, but passes MAT-071 they can then go directly into MAT-171 the following semester. This is rare for us, but it has happened before. My question is, would a student in this situation with a HS GPA of 2.4 be able to go directly into MAT-171 under the New Dev Ed model for a college adopting a Pre-Requisite Model for math with a GPA threshold of 2.8?

Answer:

During the initial implementation semester, in the scenario above, the student could be allowed to go into MAT 171 as the student passing MAT 071 should be seen as a semi-equivalent option ('ish') to passing MAT 035. However, this should generally only be allowed during the initial implementation semester for students who took MAT 171 and MAT 071 [with the result described above] in the spring or summer of 2025. Then hopefully this will not be needed after that initial transition period.

74. Question:

Is there a limit on the number of times a student is allowed to take the placement test?

Answer:

The number of times a student is allowed to take the placement test is a local policy decision. There is currently no state policy to that effect in place.

75. Question:

Have you polled the pre-requisite, co-requisite, and hybrid model community colleges to see what publishers/homework systems they plan to use (*if any*) for MAT 025, MAT 035, and/or MAT 045? Also, have you polled community colleges on what placement test they plan to use (*if any*)?



Answer:

We received a response from our final college for the new Dev Ed survey last night! So today, we started working on reviewing and analyzing the information from it! So, I should be able to get this information for all colleges in the next week or so!

76. Question:

With the new Dev Ed model (our college is adopting a Co-Req 2 model) that begins this Fall 2025, we are continuing to offer the EdReady NROC Placement Test that we offered throughout the RISE period. We will be utilizing ENG 045 and MAT 045 – for those students who are *eligible* to test, will they take what was formerly known as Tier 1 and Tier 2 to equate to ENG 045/MAT 045? Or how will that work?

Answer:

The System Office is working with NROC to have them update both their *placement test* as well as their *course content* to align with the new courses, so that any school who chooses to continue using EdReady (for either the placement test or course content) will have those new adjusted products. We are currently in the process now of having some faculty members provide some feedback to NROC and hopefully they will have it finished soon!! When that is complete, there should *no* longer be ‘Tiers’ and it should match the new courses.

77. Question:

We are not currently offering MAT 175, but we have placed it in the catalog and programs of study if the need arises. We want to go ahead and include it when we build the new rules in Colleague. Is MAT 175 a gateway course? And where does it fall within the new Dev Ed framework [guidelines]?

Answer:

Yes, MAT 175 is also a gateway course and should be treated the same as the entry requirements for MAT 171.

78. Question:

In this document and on the website, it states that 'After a student passes any college level math course, students can go straight into any other college level math course.' Our college would like to set ‘passing’ at a C or above — so we would like to set the following guideline:

"If at least a C is earned in any MAT 1xx (Gateway) course then a student can take any other MAT 1xx (Gateway) course."

Is this allowed within the approved framework and guidelines?

Answer:



The answer is YES! As far as the statement you have, ***"If at least a C is earned in any MAT 1xx (Gateway) course then a student can take any other MAT 1xx (Gateway) course,"*** this is a wonderful example of a local policy that I believe would work very well!

79. **Question:**

Under the new framework, developmental courses are assigned grades of A, B, C, or F. If a student is placed into a corequisite course along with the gateway course and successfully completes the gateway course, should the student automatically receive a passing grade for the corequisite regardless of the performance in the corequisite? If so, what grade should they receive? Does it default to a "C" unless they earned a higher grade in the corequisite? Or instead, should the student receive the grade they earned based on their work within the corequisite course, which could be an "F"?

Answer:

The question regarding the topic of grading for the corequisite developmental education courses under the new framework, in terms of clarification on how grades will be assigned for ENG 045 and MAT 045 in a hybrid model, particularly for corequisite courses when students successfully complete the gateway course, is a great question.

First, I will say that the shift back to letter grades (A, B, C, and F) for developmental courses, excluding the D grade, was determined based on feedback received by the System Office as part of the Developmental Education Alignment project. This specific part of the framework was subsequently approved by the Developmental Education Council and the Community College Presidents (Association). Regarding the removal of the "D" grade, this decision stemmed from faculty feedback. Faculty members expressed that a "C or better" in these courses best demonstrates student readiness for college-level work.

To answer your specific question about corequisite grading...even though the courses are moving back to assigned grades, the policy regarding GPA impact remains unchanged — these developmental courses will not impact a student's GPA. This means that while students will receive a letter grade (A, B, C, or F) in their corequisite course, it won't factor into their GPA calculation.

As far as grades specifically in the corequisite courses, the new courses have been adjusted slightly and will now have additional assignments and therein more grades earned (than they did previously in the corequisite courses, where we attempted to restrict the amount of work/homework assigned). This is not to say that we want students to have an immense amount of work, or that we want the emphasis on the gateway course(s) to be overshadowed by the corequisite course(s) by any means. But



this is a slight change from the previous design of these courses. Overall, as you mentioned, the point of the corequisite course is still to help them be successful in the gateway course.

As an additional bit of information, the practice of factoring a student's support course grade into their gateway course grade is not an approved part of the policies in the new Developmental Education Framework. We understand this practice emerged for some colleges during RISE to address specific needs related to students taking corequisites and gateway courses. However, in the new framework these courses are designed as independent entities – each with their own grades, therefore the grades between them are no longer directly linked. This approach aligns with the new framework and ensures consistency across different courses in the CCL.

80. **Question:**

Quick placement question: we are reviewing placement guidelines for advising and just noticed that the dev ENG pre-req for MAT 152 no longer appears in the new course description in the Combined Course Library or on the crosswalk. Is it safe to assume this pre-req has been dropped?

Answer:

That is correct! Under the new Developmental Education framework, ENG 025 integrates intensive writing instruction through its course competencies, designed to prepare students for MAT 152 much like ENG 002 did previously. Consequently, while students may still choose/self-select to take ENG 025 first if they feel unprepared, it is no longer a required English prerequisite for MAT 152.