

Developmental Education Framework:

Abbreviated Q&A Specifically for Most 'Popular' Questions on Program & Course Changes

1. **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 the college has chosen). However, let's say students change their program after they take MAT 025, but *prior* to taking MAT 110/143/152. This means their new program/pathway now 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.

2. **Question:**

If a student is 'undecided' or on the fence about what program they want to choose/designate at their 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.

3. **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?

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!

4. **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.

5. **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.

6. **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.

7. **Question:**

Are colleges allowed to offer the option of encouraging students to take MAT 152 as the pre-req to MAT 171 instead of offering MAT 035?

Answer:

First of all, colleges should be offering **both** MAT 025 and MAT 035 as courses for students to prepare them for the specific gateway courses they "match up with" or flow into (assuming they are not a strictly co-req school offering MAT 045 only).

Additionally, the curriculum instruction/SLOs in MAT 025 are much lower than the SLOs in MAT 035. MAT 025 and MAT 035 focus on distinct mathematical skills and concepts as prerequisites 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. This means that if students take MAT 025, then MAT 152, and then MAT 171, they might be prepared in general

because they have been successful in a gateway course. However, they would not be fully prepared mathematically, since they had not taken MAT 035 and covered the SLOs that focus on distinct mathematical skills and concepts that match up specifically with MAT 171.

8. **Question:**

One of the statements discussed in a recent webinar implied that successfully completing a college-level (100-level) class automatically qualifies a student to enroll in any higher-level gateway course. For example, would passing MAT 152 allow a student to take MAT 171, even if MAT 152 is not a listed prerequisite? Or for a different example, 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 152 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. Question:

9. **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 *Dev Ed*, 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). But please also remember that colleges cannot offer *only* CCR course sections. *Both CU and CCR course sections need to*

be offered in order to satisfy all students' needs – although the college can consider cross-listing the sections if that suits the needs of the college more so.

10. 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 later transfer to another community college and do 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 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 wonderful to consider 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.

11. Question:

It has been stated 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!