

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
 Policy 301.18 – Developmental Education
Adopted November 16, 2007
Effective: Fall 2010

Board Policy:

A. Purpose. This policy is designed to ensure that:

1. Coursework is available to students who continue their education in the Montana university system (MUS), but need to develop the foundational skills to succeed in rigorous, college-level classes.
2. Developmental courses are clearly identified for students, other institutions and the general public.
3. Students are clear about how that coursework will be used in their degree programs.
4. Developmental education is delivered efficiently and effectively.

B. A Description of the Coursework. In general, a developmental course is any course designed to help students achieve competency at the level required for full admission to a four-year baccalaureate program and/or develop the basic skills needed to successfully complete college-level courses that satisfy the MUS core.

1. For purposes of this policy, developmental coursework is defined for mathematics and composition. While the goals of developmental coursework in both mathematics and composition focus on preparing students for college-level work, this policy does not suggest that these disciplines share the same instructional approaches and principles.
2. Developmental mathematics courses are any courses that enroll students with an ACT mathematics sub-score below 22, an SAT mathematics score below 520 (policy 301.1), or an equivalent score on a standardized placement test, such as COMPASS.
3. Developmental composition courses are any courses that enroll students with an ACT or SAT essay score below 7, a MUS writing assessment (MUSWA) score below 3.5, any other threshold score listed in policy 301.1, or an equivalent score on a standardized placement test, such as COMPASS.
4. The coursework described in this section of the policy is not considered college-level, and cannot be used in an associate of arts, associate of science or baccalaureate degree program.

C. Identification of the Coursework. Developmental courses shall have course numbers that begin with a zero (0). (I.E., 0XX.)

D. Providers of the Coursework. Colleges with two-year educational missions shall be the primary providers of developmental education in the MUS. Four-year campuses also have an interest in developmental education because they are permitted to provisionally admit students whose admissions examination scores are just below the proficient level. **Four-year campuses with affiliated two-year colleges may provide these services on their campuses but** are, therefore, expected to ~~work closely with~~ **coordinate with** ~~conjunction~~ their affiliated two-year colleges to meet the needs of those students.

E. Monitoring the Policy. The office of the commissioner of higher education will produce an annual report on placement and remediation, using uniform data, including test scores and course enrollments, to evaluate and analyze developmental education in the MUS. **In addition, campuses are to report to the Office of the Commissioner of Higher Education once a year, using approved metrics, regarding developmental education success and progression, including the intervention strategies being used with students who fail to successfully complete the developmental education sequence.**

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F. Associate of Applied Science Degrees or Certificates. Coursework defined as developmental by this policy may be appropriate for these credentials.

1. The coursework described as developmental, in section I.B. above, may be included in an associate of applied science degree or certificate of applied science. Associate of applied science degrees or certificates of applied science may also require specialized coursework in mathematics and/or composition that targets skills needed for the degree.
2. Credit will be awarded for the coursework described in section F.
3. The courses described in section F may be numbered 1XXD.
4. Despite the special rules described in section F, the coursework will still not transfer into an associate of arts, associate of science or baccalaureate degree.

History

Item 89-003-R1195, *Proficiency Admission Requirements and Developmental Education in the Montana University System*, approved by the Board of Regents on November 17, 1995; *Evaluation of the Montana University System's Progress on Restructuring Goals*, Special Report to the Board of Regents, October 19, 2000 by James R. Mingle and Associates; *Registrar's Manual* (OCHE 2003), Interpretation of Item 89-003-R1195 and Mingle Report; Formation of Remediation Workgroup by the Board of Regents on September 28, 2006. Item 137-106-R1107 approved November 16, 2007 (supporting material)..