

Policy 301.18 – Developmental Education

Revised Board Policy:

A. Purpose. This policy:

1. Defines developmental coursework.
2. Sets forth rules pertaining to how developmental coursework credit is evaluated.
3. Ensures that developmental coursework is available at campuses in the Montana University System for students who need foundational skills prior to undertaking college-level coursework.
4. Outlines the annual reporting requirements for evaluating developmental education in the MUS.

B. Description of Developmental Coursework. A developmental course is a course that prepares students for college-level coursework.

1. Developmental courses shall have course numbers that begin with a zero (0). (i.e., 0XX.)
2. Credit from developmental courses does not count as college-level credit and does not meet graduation credit requirements for diploma or degree programs. Grade points earned in the completion of developmental coursework are not included in the calculation of the student's grade point average. These courses can be included in the calculation of the student's credit load and may be used if the student is seeking financial aid eligibility.
3. The exception to B.2 is developmental education coursework taken in fulfillment of an Associate of Applied Science degree or certificate.

(a) Associate of applied science degrees or certificates of applied science may require specialized coursework in mathematics and/or composition that targets skills needed for the degree, in which case those courses will earn college credit and have course numbers that begin with 1 (i.e., 1XX).

(b) Despite the special rules described in section B.3.a, the coursework will not transfer as college credit into an associate of arts, associate of science or baccalaureate degree.

C. Providers of the Coursework. Colleges with two-year educational missions shall be the primary providers of developmental education in the MUS. Four-year campuses may also provide developmental education coursework because they are permitted to provisionally admit students whose admissions examination scores are below the proficient level. Four-year campuses with affiliated two-year colleges may provide these services on their campuses but must coordinate the delivery of those services with their affiliated two-year colleges to meet the needs of those students.

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. Timing for completion of developmental remediation.

1. Students who place into a developmental course must complete their first developmental course within two semesters.
Understanding that addressing developmental needs early is in the best interest of the student, the Board strongly recommends students needing developmental coursework start it in their first semester of attendance.
2. A student who places into developmental math or composition must earn a grade of C- or better in at least one college-level mathematics and at least one college-level composition course before completing 32 credits or 3 semesters, whichever comes last.
3. Campuses will create intervention/advising programs to assist students who do not comply with D1 or D2 above.

E. Evaluating Developmental Education in the MUS. 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.

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~~ coordinate with 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.

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.