

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS

Policy 301.18 – Developmental Education

Adopted November 17, 1995; Revised May 23, 2014

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.

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.

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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)..Item 163-114-R051, revised May 23, 2014.