DEVELOPMENTAL COURSEWORK

Developmental coursework refers to non-degree, pre-collegiate, basic skills courses offered for college credit to include reading, writing, computation, learning skills, study skills, and English as a Second Language designed to ensure acquisition of those skills necessary for successful completion of associate degree, transfer, and career technical certificates.

A student's need for developmental coursework shall be determined by a multiple measures review which includes assessment instruments and consideration of past performance, and preparedness.

The District shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of the student's initial attempt in the discipline. For a student with a declared academic goal, the transfer-level coursework shall satisfy the English and mathematics course requirements of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline.

No student shall receive more than 30 semester units for developmental coursework. A student who exhausts this unit limitation shall be referred to appropriate adult noncredit education services.

Students who have not graduated from a United States high school or been issued a high school equivalency certificate, students enrolled in a certificate program without English or mathematics requirements, students enrolled in a noncredit English as a Second Language course who have not graduated from a United States high school or been issued a high school equivalency certificate, students with documented disabilities in educational assistance classes who are otherwise not able to benefit from general college classes, students enrolled in adult education programs who have not graduated from a United States high school or been issued a high school equivalency certificate, students enrolled in adult education programs who are enrolled in coursework other than mathematics or English, current high school students in dual enrollment or taking courses not available at their high school are exempt from the limitations of this procedure.

The District shall not recommend or require students to enroll in pretransfer-level English or mathematics coursework unless the student is highly unlikely to succeed in a transfer-level English or mathematics course based on their high school grade point average and coursework and the enrollment in pretransfer-level coursework will improve the student's probability of completing transfer-level coursework in English and mathematics within a one-year timeframe or, for credit English as a Second Language course students, completing transfer-level coursework in English within a three-year timeframe.

The District shall use, in the placement and enrollment of students into English and mathematics courses, one or more of the following measures: high school coursework, high

school grades, and high school grade point average. High school transcript data shall be used as the primary means of determining placement in English and mathematics courses. For students who have not graduated from high school, or for high school graduates unable to provide self-reported high school information, the District may use guided placement or self-placement. When using multiple measures, the District shall apply multiple measures in the placement and enrollment of all students in such a manner that all of the following occur: (1) low performance on one measure shall be offset by a higher performance on another measure; (2) multiple measures shall be used to increase a student's placement recommendation and shall not be used to lower it; (3) any one measure may demonstrate a student's preparedness for transfer-level coursework; (4) the multiple measures placement shall not require students to repeat coursework that they successfully completed in high school or college or for which they demonstrated competency through other methods of credit for prior learning; and (5) the multiple measures placement gives students access to a transfer-level course that will satisfy a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.

If the District places and enrolls students into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major, the Vice President of Student Services or designee shall determine that (1) the student is highly unlikely to succeed in a transfer-level English or mathematics course that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major based on their high school grade-point average and coursework and (2) the enrollment will improve the student's probability of completing transfer-level mathematics or English coursework that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe.

The District may require a student to enroll in additional concurrent support, including additional language support for English as a Second Language students, during the same term that they take a transfer-level English or mathematics course, but only if the Vice President of Student Services or designee determines the support will increase the student's likelihood of passing the transfer-level English or mathematics course.

If the District places and enrolls students into transfer-level course sequences, composed of no more than two transfer-level courses, that prepare students for the first STEM calculus course, the Vice President of Student Services (or designee) shall determine that (1) the student is highly unlikely to succeed in the first STEM calculus course without the additional transfer-level preparation, (2) the enrollment will improve the student's probability of completing the first STEM calculus course, and (3) the enrollment will improve the student's persistence to and completion of the second calculus course in the STEM program, if a second calculus course is required.

A waiver of this procedure may be granted for one semester to a student showing significant, measurable progress toward the development of skills appropriate to his or her enrollment in college-level courses and the counselor determines that the student could benefit by continued enrollment in developmental coursework for an additional semester.

A. If approved, the General Student Petition will be placed in the student's academic file.

B. Students who exceed the 30-unit limit will be notified by the Admissions & Records Office and directed to see a counselor. If a waiver is not approved for the semester, the student will be withdrawn from the College and referred to appropriate adult noncredit education services.

C. Students who have been dismissed from the College as a result of exceeding the 30-unit limit must submit a General Student Petition to the Admissions & Records Office and meet with a counselor prior to reinstatement.

D. Students who successfully complete developmental coursework or who demonstrate skill levels which assure success in degree-applicable credit courses may request reinstatement to proceed with college-level coursework.

College of the Desert catalogs shall include a clear statement of the limited applicability developmental coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.

References:
    Education Code Section 78212.5 and 78213;
    Title 5 Section 55035;
    ACCJC Accreditation Standard 2