

Aims Community College Procedure

Student Affairs

Developmental Education Placement for Students

Purpose: Developmental Education procedures for public higher education institutions in Colorado must be in compliance with the Developmental Education policy set forth by the Colorado Commission on Higher Education (Policy I-E, updated Oct. 22, 2018). The CCHE Policy specifies three purposes: “1) to enroll students in credit bearing, college-level courses whenever possible; 2) to prevent unnecessary placement testing of students; and 3) to ensure that each student identified as having developmental education needs is afforded opportunities to:

- Enter directly into college-level English and mathematics courses; or
- Receive other alternatives to developmental education, such as summer boot camps and refresher courses; or,
- Receive the appropriate co-requisite, Supplemental Academic Instruction (SAI) while enrolled in college-level English and mathematics courses; or,
- As a last resort, receive non-college level developmental education.”

Aims recognizes that non-college level developmental courses can be valuable for some students and supports students who seek this type of course experience.

For the purposes of this document, new students are defined as degree/certificate-seeking, transfer-focused, or undecided as indicated on the Admissions Application by the individual. New students pursuing *select certificates and/or personal interest courses are exempt from this process. If a student changes from a select certificate and/or personal interest to degree/certificate-seeking, transfer-focused, or undecided/undeclared status, the student is required to meet with an Academic Advisor to discuss appropriate course placement(s). References to “transfer-level” courses mean courses at the 100-level or above. “Gateway” courses in English are ENG 121 – College Composition and ENG 131 – Technical Writing. “Gateway” courses in mathematics are MAT 120 – Math for Liberal Arts, MAT 121 – College Algebra, and MAT 135 – Statistics.

In order to ensure a consistent student experience, all new students are advised through Pathway Advising, or TRiO Programs. These advisors help students assess their readiness for transfer-level coursework. Following an advising meeting, students are given the opportunity to choose their placement for English and Mathematics course work. They can choose from three options:

- A stand-alone developmental course, or
- A co-requisite developmental course paired with a gateway English or mathematics course, or
- A stand-alone, gateway English or mathematics course.

If students choose to enroll in a developmental education course, they do so with the understanding those developmental education credits do not apply toward degree or certificate

requirements. Students cannot directly place themselves into a course that has a transfer-level prerequisite.

*Faculty must request to have a certificate placed on the exempt list via their Academic Dean. Certificates that contain no general education courses and are standalone (do not lead/progress to a degree) automatically qualify but still require Dean approval. The Executive Vice President/Academic Affairs (EVP) has the final authority over this list, and faculty may appeal to the EVP for an exception. The review process occurs once a semester and the updated list is forwarded to the Assistant Vice President of Student Engagement, Inclusion and Success for posting and dissemination.

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Responsible Administrator: Vice President of Student Affairs

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