

Title: #V-12. Developmental Courses

Date: July 1, 2008 (replaces version dated June 11, 2003)

I. Definitions

- A. Developmental courses are those courses of a remedial or developmental nature which are deemed prerequisite to a student's ability to succeed in college-level courses.
- B. For purposes of identification, developmental courses are numbered below 100 in the college's course numbering system.
- C. Entry and exit of students is determined by demonstrated proficiency in identified skills.

II. Grades and Grading

- A. Grades earned in developmental courses are not used in computing students' grade-point averages.
- B. Credit-hours completed in developmental courses are not included in the tabulation of total credit-hours completed towards graduation from the college.
- C. Credit-hours for which a student is registered are calculated in the student's overall course load for the semester for purposes of determining full-time or part-time status, for meeting financial aid standards, and for any other purposes for which a student's total course load is a consideration.

III. Entry and Exit

- A. Students are placed in developmental courses based upon demonstrated competencies that are verified by The College Board's ACCUPLACER Testing System, ACT/SAT scores, or both.
- B. Students exit all developmental classes based upon demonstration of competencies that are established by the faculty in each area of study.

- C. In all cases, exit competencies for one class should be tied to entrance competencies established for the next higher sequential class in a particular discipline.

IV. Developmental Classes as Prerequisites

- A. Developmental classes in English, reading, and mathematics are prerequisites to college-level courses in those three disciplines. The standards for freshman assessment and placement are governed by [Series 21](#) of the WV Higher Education Policy Commission.
 - 1. **English.** All students must meet skill levels that are required for enrollment in English composition courses; numbered at or above 100. Skill levels may be verified by:
 - a. A score of 18 on the English portion of the Enhanced American College Test (ACT) or a score of 450 on the verbal portion of the Scholastic Aptitude Test (SAT-1); or
 - b. A scaled score of 88 on the Sentence Skills test of the College Board's ACCUPLACER Testing System; or
 - c. Satisfactorily passing developmental courses in English that are prerequisite to registration in courses numbered 100 or higher.
 - 2. **Reading.** Students must meet skill levels in reading that certify eligibility to register for college level courses with developmental reading prerequisites. These can be verified by:
 - a. A score of 17 on the Reading portion of the Enhanced American College Test (ACT) or 420 on the verbal section of the SAT-1;
 - b. A score of 79 on the Reading Comprehension test of the College Board's ACCUPLACER Testing System; or
 - c. Satisfactorily passing developmental courses in Reading that are prerequisite to registration in college level courses.
 - 3. **Mathematics.** Students must meet skill levels in mathematics that certify eligibility to register in mathematics courses numbered at or above 100. These skill levels may be verified by:
 - a. A score of 19 on the Mathematics portion of the Enhanced American College Test (ACT) or a score of 460 on the quantitative portion of the Scholastic Aptitude Test (SAT-1); or

- b. A scaled score of 85 on the arithmetic test and 84 on the elementary algebra tests of the College Board's ACCUPLACER Testing System; or
- c. Satisfactorily passing developmental mathematics courses that are prerequisite to registration in courses that are numbered 100 or higher.

Note: Students who took English or reading placement tests three or more years prior to registration for an English or reading course, or who took a mathematics placement test six months prior to registration for a mathematics course will be required to repeat placement tests to verify their appropriate level in English, reading or mathematics.

- B. In addition, developmental classes shall be established as prerequisites to all other college-level courses, as appropriate.
- C. It is the responsibility of faculty in each discipline or Division to establish necessary prerequisite skills in English, reading, or mathematics for each course in that discipline or Division. It is the responsibility of the Division Chair to see that such actions are taken and to verify the establishment of prerequisite skills that are appropriate.
- D. Prerequisite skills, once established, shall be noted in the college catalog and in all class schedule booklets. It is the responsibility of all academic advisers and other persons in the college who are involved in the advising and registration process to see that stated prerequisites are observed.
- E. Entering freshman who are identified by placement standards as requiring two or three developmental classes are required to register for Student Development 101 (Orientation to College) in their first semester of study at the college.