



Developmental Education Policies

Are instructional methods addressed? If so, which methods are used or allowed?

Filters:

April 2021

50-State Comparisons on each data point are [here](#).

STATE	Entity	Are instructional methods addressed? If so, which methods are used or allowed?	Source
Alabama	Alabama Community College System Board of Trustees	Yes. Colleges are authorized to offer varied instructional formats.	Chancellor's Procedure for Board Policy 722.01
Alaska	Board of Regents of the University of Alaska System	No policy identified.	
Arizona	Arizona Board of Regents	No policy identified.	
Arkansas	Arkansas Higher Education Coordinating Board	Yes, including: corequisite courses, enrollment in credit-bearing courses with required labs/tutoring, fast-track or semester long developmental education courses.	Coordinating Board Policy for Student Placement into General Education Core Courses (3.08)

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California	California State University Board of Trustees	Yes. Supportive course models may include corequisite enrollment, supplemental instruction or stretch formats. Prebaccalaureate instruction must be offered concurrently with a credit-bearing course.	Executive Order 1110
	Board of Governors of the California Community Colleges	Yes. A community college may require a student to enroll in concurrent support if the support will increase likelihood of passing the course.	Cal. Educ. Code § 78213 (d.2)
Colorado	Colorado Commission on Higher Education	Yes, including: summer boot camps, refresher courses, peer tutoring, corequisites, and other supplemental academic instruction.	Section I Part E, Developmental Education, 1.00
Connecticut	Connecticut State University System	Yes. Institutions must offer embedded support in the college-level course. If the institution determines the student to be below the skill level required to be successful in the college level course, the institution must offer one semester of intensive support. Transitional college readiness programs must be offered to students determined to be below the skill level required to be successful in the intensive semester.	Conn. Gen. Stat. Ann. § 10a-157a
	Board of Regents of the Connecticut State Colleges and University System	No policy identified.	
Delaware		No policy identified.	
District of Columbia		No policy identified.	

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Florida	State Board of Education and Board of Governors	Yes. The board of trustees of each institution in the Florida College System must develop a plan to implement developmental education strategies. Strategies may utilize modularized instruction, compressed course structure, contextualized course structures related to meta-majors, corequisite instruction or tutoring.	Fla. Stat. Ann. § 1008.30; Fla. Stat. Ann. § 1008.02
	Florida State University System Board of Governors	No policy identified.	
	Florida State Board of Education	No policy identified.	
Georgia	University System of Georgia Board of Regents	Yes. Developmental education courses are to be offered exclusively in a corequisite format.	Academic and Student Affairs Handbook 2.9.1.3 Rules Regarding Learning Support Program Operation
	State Board of the Technical College System of Georgia	No policy identified.	
Hawaii		No policy identified.	
Idaho	Idaho State Board of Education	Yes, including: corequisite support, corequisite course models, embedded models, and emporium models.	Governing Policies and Procedures III.S
Illinois	Illinois Board of Higher Education	No policy identified.	
Indiana		No policy identified.	
Iowa		No policy identified.	
Kansas	Kansas Board of Regents	No policy identified.	

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Kentucky	Kentucky Administrative Regulations	Yes. Students in the KCTCS systems shall have access to corequisite or credit bearing courses. Students enrolled in a public university shall be placed in a corequisite course.	13 Ky. Admin. Regs. 2:020
	Kentucky Council on Postsecondary Education	Yes, including: embedded models, corequisite course models, and student support bridge programming.	Kentucky's Guiding Principles for Developmental Education and Postsecondary Intervention Programming
	Kentucky Community and Technical College System	Yes. Students shall have access to a corequisite or credit-bearing content course in the curriculum pathway within the first academic year of enrollment.	KCTCS Assessment and Placement Policy 4.13
Louisiana	Louisiana Board of Regents	Yes. Institutions may pilot programs for students who score up to 3 points below the cut score. The students may enroll in college-level courses that provide corequisite support, including a remedial/review section, expanded course hours, labs or expanded office hours.	Board of Regents Academic Affairs Policy 2.18
Maine		No policy identified.	
Maryland		No policy identified.	
Massachusetts	Massachusetts Department of Higher Education, Board of Higher Education	Yes, including: corequisite support.	Board Policy No. AAC 19-23
Michigan		No policy identified.	
Minnesota	Board of Trustees of the Minnesota State Colleges and Universities	Yes, including: corequisite support.	System Procedure 3.3.1 Assessment for Course Placement

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Mississippi	Mississippi Institutions of Higher Learning Board of Trustees	Yes, including: a year long academic support program and a summer developmental program. The Year-Long Academic Support Program consists of classroom, individual, and computer-assisted instruction along with career counseling in a laboratory setting.	IHL Board Policies 602.D and 602.E
Missouri	Missouri Department of Higher Education and Coordinating Board	Yes, including: corequisite support, bridge program, competency-based sequence.	Coordinating Board for Higher Education Principles of Best Practices in Remedial Education, 5.7-5.8 and RSMo 173.005(7).
Montana	Board of Regents of Higher Education	No policy identified.	
Nebraska	Coordinating Commission for Postsecondary Education	No policy identified.	
Nevada	Nevada System of Higher Education Board of Regents	Yes, including: corequisite support. Beginning fall 2021, traditional forms of remediation shall not be offered and remedial courses may be offered when they serve as a mandatory corequisite for a gateway course.	NSHE Board policy Title 4, Chapter 16, Section 1 (Effective Fall 2021)
New Hampshire		No policy identified.	
New Jersey		No policy identified.	
New Mexico		No policy identified.	
New York	New York Community Colleges	Yes, including: accelerated developmental education offerings, incorporating developmental instruction into college-level program as introductory courses or integrated into the course, supplemental academic support, consolidated course schedules, advisement models and tutoring.	N.Y. Educ. Law § 6303-A

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	State University of New York Trustees	Yes, including: inclusion of noncredit elements in a credit bearing course.	SUNY Board policy AA Doc. No. 1005
	University Provost of CUNY	Yes, including: corequisite support.	University Provost Memo, dated December 13, 2018, Changes in Remedial Assignment Practices and Academic Policy Brief OAA-19-01 dated September 4, 2019.
North Carolina	State Board of Community Colleges	Yes, including: corequisite support.	NCCCS Policy, Multiple Measures for Placement, August 2016
North Dakota	North Dakota University System	Yes, including: corequisite support.	NDUS Procedures 402.1.2 Student Placement into College Courses
Ohio	Ohio State Statutes	No policy identified.	
	Ohio Presidents of State Higher Education Institutions	Yes, including: corequisite support and supplemental instruction.	Uniform Statewide Standards for Remediation Free Status
Oklahoma	Oklahoma State Regents for Higher Education	Yes, including: corequisite support.	State Regents Policy, Chapter 3: Academic Affairs 3.20.2 and 3.20.3(C)
Oregon		No policy identified.	

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		No policy identified.	
Pennsylvania		No policy identified.	
Rhode Island		No policy identified.	
		No policy identified.	
South Carolina	South Carolina Commission on Higher Education	Yes. Developmental courses should meet at least four times per week.	Commission Policies on Developmental Education in South Carolina
	South Carolina Technical College System	No policy identified.	
South Dakota	South Dakota Board of Regents	No policy identified.	
Tennessee	Tennessee Board of Regents	Yes, including: corequisite support.	Board Policies, Learning Support: 2.03.00.02, Exhibit 1
Texas	Texas Higher Education Coordinating Board	Yes, including: corequisite support.	19 Tex. Admin. Code § 4.62
Utah		No policy identified.	
Vermont		No policy identified.	
Virginia	Virginia Community College State Board	Yes, including: corequisite support (for math only).	VCCS Student Development Services, Student Development, Placement, Section 6.4.0.2.2

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Washington	Student Achievement Council	No policy identified.	
West Virginia	West Virginia Higher Education Policy Commission and the Council for Community and Technical College Education	Yes, including: corequisite support, other academic support programs such as extra class sessions, accelerated learning program, supplemental instruction, and tutoring.	W. Va. Code R. 133-21 et. seq., and W. Va. Code R. 135-21 et. seq.
Wisconsin	University of Wisconsin System Board of Regents	Yes, including: strategies to accelerate students' progress into college-level courses.	Regent Policy Document 4-8
Wyoming	University of Wyoming	Yes. Students admitted with support must participate in an academic transition program.	Admission of Students, UW Regulation 2-201