

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: S. Remedial Education

December 2020

1. Coverage

This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College.

2. Definitions

- a. Corequisite Course Model means a delivery model whereby remedial instruction is delivered as a separate course or lab simultaneously with a gateway course.
- b. Corequisite Support means academic courses or content that supplement the content of gateway mathematics and English courses during the same academic term to increase the success rates for students in need of additional support. Board-approved approaches of corequisite support include the Corequisite Course Model, the Embedded Model, and the Emporium Model.
- c. Embedded Model means a combined approach whereby remedial content is delivered as part of the content of a gateway course.
- d. Emporium Model means a delivery model whereby remedial support is delivered in a computer lab setting where students receive individualized instruction from faculty and engagement with technology-based programs.
- e. Gateway course means an entry-level course in a general education program of study or curriculum pathway.
- f. Remedial Course means a course where credits earned may not apply toward the general education requirements for a certificate or degree, and which may have one or more of the following characteristics:
 - i. Designed for students who are academically unprepared to succeed in gateway courses in mathematics or English,
 - ii. Required to be completed before an academically unprepared student may enroll in the gateway course for that subject,
 - iii. Numbered below 100,
 - iv. Serve as a duplication of secondary curriculum,
 - v. Include content and support services in basic academic skills, including Adult Basic Education, to prepare academically unprepared students for college level content.

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- g. Student Readiness means a determination about student preparedness for college-level mathematics and English, and includes the following three levels:
 - i. Academically Prepared Students are students who have been identified by an institution's placement process as *prepared* to successfully take gateway mathematics or English courses without additional academic content or interventions.
 - ii. Students in Need of Additional Support are students who have been identified by an institution's placement process as *underprepared* to take gateway mathematics or English courses without additional academic content or interventions.
 - iii. Academically Unprepared Students are students who have been identified by an institution's placement process as *unprepared* to successfully take gateway mathematics or English courses without first completing additional academic content or interventions.
3. This policy applies to the following common-numbered gateway courses: MATH x123 Math in Modern Society, MATH x143 College Algebra, MATH x153 Statistical Reasoning, and English is ENGL x101 Writing and Rhetoric I, or equivalent courses. The State Board of Education has approved the Corequisite Course Model, Embedded Model, and Emporium Model as the methods for serving students in need of additional support in mathematics and English general education. Students enrolling into Corequisite Support shall be provided with the option to do so in one of the defined models.
 - a. Institutions may pilot the use of alternative delivery models, provided the models are evidence based; evidence need not be Idaho specific. Institutions choosing to exercise this pilot option shall notify both the Council on Academic Affairs and Programs and the Instruction, Research, and Student Affairs Committee of their intent to pilot a new delivery model and the results of said pilot. Piloted models must be assessed annually and may be continued and scaled beyond the first year if the pilot achieves equal or greater success rates in students completing gateway mathematics and English courses as compared to rates achieved in approved Corequisite Support models.
4. Each institution shall maintain a mechanism for assessing and evaluating student preparedness in mathematics and English language arts, and provide support and interventions for students identified as needing additional support or as academically unprepared.

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5. All students, regardless of readiness level, shall have the opportunity to complete their gateway mathematics and English courses within their first academic year.
 - a. Academically prepared students shall be encouraged to complete their gateway mathematics and English courses within their first academic semester.
 - b. Effective fall 2022, students in need of additional support shall not be required to complete a remedial course prior to enrollment in the following gateway courses: MATHx123, MATHx143, MATHx153, and ENGL x101. Such students shall be encouraged to enroll directly in a corequisite course, except for students in the MATHx143 pathway, who may be encouraged to enroll in a corequisite course OR be required to complete a non-remedial prerequisite general education math course prior to enrollment in MATHx143.
 - i. Students who complete a corequisite gateway course shall not be required to take a placement exam for enrollment in a subsequent course.
 - ii. Corequisite gateway courses will not exceed five semester credits nor be made available for dual credit purposes.
 - iii. Success rates in corequisite support models, including corequisite gateway courses, shall be reported annually to the Board.
 - c. Academically unprepared students may be required to enroll in a remedial course. The remedial sequence required of these students shall be designed to ensure the student has the opportunity to enroll in the gateway course within the first academic year.
 - i. Student enrollment in a remedial course must be identified by the institution and approved through established institutional processes.
 - ii. Students enrolled in a remedial course who qualify for a corequisite gateway course must be made aware of their eligibility options, and counseled on the best option for their individualized circumstances.
 - iii. Remedial courses may be made available to high school students and postsecondary students who elect to enroll with the understanding the course is not required for gateway course enrollment.
 - iv. Credits earned in remedial courses may not apply toward the requirements for a certificate or degree.

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- v. Success rates in remedial courses shall be reported annually to the Board.