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Policy Name: Remedial and Developmental Courses

Policy Number: A-25

Functional Area(s) Responsible: Academic & Student Affairs

Owner(s) of Policy: Academic & Student Affairs

Most Recent BOT Approval Date: [Click here to enter a date.](#)

Most Recent Review Date: Spring 2023

Most Recent Review/Revision Type: none minor/non-substantive substantive/extensive

Policy Statement:

In compliance with New York State Education Law, Article 126: Community Colleges and State-Aided Four- Year Colleges, Section 6303: Programs and curricula of community colleges and State University of New York policy number 1005: Remedial/Developmental Courses -

- Courses designated remedial/developmental shall not be awarded academic credit and thus cannot be applied as credit toward a college degree.
- The designation of remedial/developmental courses shall rest with the faculty of each campus, since all courses offered on a campus are reviewed and approved by the faculty through defined campus governance mechanisms in which the expertise of the faculty is the determining influence. The faculty may judge an individual course as either "below college level" and hence, remedial/developmental in all curricula, or they may consider the course selectively remedial/developmental for particular programs.
- Remedial/developmental courses shall be identified as such and the conditions under which they may be required shall be clearly stated in the college catalog, within reasonable publication schedules, and their listing shall be reviewed periodically.

Reason(s) for Policy:

This policy is designed to ensure that Finger Lakes Community College's academic policies are in compliance with all New York State and State University of New York laws and policies.

Applicability of Policy:

All FLCC full- and part-time students as well as College employees should be familiar with this policy.

Definitions:

Remedial/developmental course: courses that are "below college level"

Related Documents:

See Appendices

Procedures:

None

Forms/Online Processes:

None

Appendix:

- A - State University of New York Policy #1005: Remedial/Developmental Courses
- B - New York State Education Law, Article 126: Community Colleges and State-Aided Four-Year Colleges, Section 6303: Programs and curricula of community colleges



Summary

This policy is intended (a) to clarify the State University of New York's (University) position on the offering of credit for developmental/remedial courses, (b) to encourage campuses to devote appropriate attention to matters pertaining to the granting of collegiate credit, (c) to assure reasonable compliance with academic standards established by accrediting bodies, and (d) to demonstrate the commitment of the University to quality in its academic endeavors and to access for the educationally disadvantaged. They are intended neither to limit nor restrict the offering of developmental or remedial courses by any campus, nor to curtail the admission of students who need such educational service.

Policy

- A.** Courses designated remedial/developmental shall not be awarded academic credit and thus cannot be applied as credit toward a college degree.
- B.** The designation of remedial/developmental courses shall rest with the faculty of each campus, since all courses offered on a campus are reviewed and approved by the faculty through defined campus governance mechanisms in which the expertise of the faculty is the determining influence. The faculty may judge an individual course as either "below college level" and hence, remedial/developmental in all curricula, or they may consider the course selectively remedial/developmental for particular programs.
- C.** Remedial/developmental courses shall be identified as such and the conditions under which they may be required shall be clearly stated in the college catalog, within reasonable publication schedules, and their listing shall be reviewed periodically.
- D.** Curricula, degree, and course requirements should be determined independently of the issue of remediation, and should become the basis for determination as to whether remediation is necessary.
- E.** The availability and requirements of remedial/developmental courses should be designed to assist students to obtain a degree, and it is educationally appropriate, as determined by the faculty, to require remediation/developmental work from students as they progress toward a degree. Normally such courses should be available to students at the early stages of their college programs.
- F.** Implementation of these guidelines is not intended to prevent the inclusion of non-credit elements in a course. For example, a course awarding specific credit hours may include as a required element of enrollment in that course, one or more hours of remedial/developmental non-credit work, if the instructor believes that such non-credit element is essential for some or all of the students. For campuses to receive imputed credits for non-credit remedial/developmental components, the campus must explicitly identify these components as requirements in catalogs and other relevant publications of the campus.

G. For state-operated colleges, budget support is engendered by non-credit courses which are required of students, or by non-credit remedial/developmental courses which are designed to serve the needs of special students (EOP/SEEK) or other risk admission students. Imputed equivalent credits are generated by these courses and thus budgetary support earned similar to credit courses offered by a campus. For community colleges, imputed equivalent credits, and thus FTE's generated by all non-credit remedial/developmental courses, are treated as are other courses and are eligible for state support.

H. Non-credit remedial/developmental courses designated by the faculty as required generate imputed credits which can be counted for financial aid to enrolled students through various state programs.

Definitions

There are no definitions relevant to this policy

Other Related Information

There is no related information relevant to this policy

Procedures

There are no procedures relevant to this policy

Forms

There are no forms relevant to this policy

Authority

- Memorandum to Presidents 91-2, dated April 18, 1991, Credit Equivalency for Non-Credit Instruction
- Memorandum to Presidents, 85-11, dated August 23, 1985, University Guidelines on Developmental/Remedial Courses
- Memorandum to Presidents 76-8, dated June 30, 1976, Credit-Contact Hour Relationship

History

There is no history relevant to this policy

Appendices

There are no appendices relevant to this policy

NEW YORK STATE EDUCATION LAW
ARTICLE 126
COMMUNITY COLLEGES AND STATE-AIDED FOUR-YEAR COLLEGES

§ 6303. Programs and curricula of community colleges.

- 1.** Community colleges shall provide two-year programs of post high school nature combining general education with technical education relating to the occupational needs of the community, area or community college region in which the college is located and those of the state and the nation generally. Special courses and extension work may be provided for part-time students.
- 2.** Training for certain occupational skills may be limited to select community colleges by the state university trustees in order to avoid unnecessary duplication or overlapping of facilities and programs.
- 3.** The curricula in community colleges shall be designed to serve the needs of students who seek two years of post secondary education and whose needs would not ordinarily be met by the usual four-year college curriculum. However, such colleges shall nevertheless provide sufficient general education to enable qualified students who so desire to transfer after completion of the community college program to institutions providing regular four-year courses except that the provision of such general education sufficient for transfer to institutions providing regular four-year courses shall be at the option of the local sponsor in any of the community colleges established upon discontinuance of a state institute of applied arts and sciences and upon discontinuance of the veterans vocational school at Troy pursuant to the provisions of section 5905 of former article 119 of this chapter.
- 4.** The curricula of the community colleges shall be developed with the assistance and guidance of the state university trustees and shall be subject to their approval, and such modifications, amendments and revisions as they may from time to time prescribe.
- 5.** Notwithstanding the provisions of any other general, special or local law, rule or regulation, community colleges may permit persons 60 years of age or over to audit courses given therein without tuition, examination, grading or credit therefor upon a space available basis, subject to the provisions of section 6304 of this chapter, as determined by the president of each such institution, provided that such audit attendance does not deny course attendance at a community college by an individual who is otherwise qualified under the regulations and the provisions of section 6304 of this chapter. The provisions of this paragraph shall not affect any state aid to community colleges granted pursuant to article 126 of this chapter.