

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: S. Development and Remedial Education

August 2007

1. Coverage

All students at the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, College of Southern Idaho, North Idaho College, the College of Western Idaho and Eastern Idaho Technical College are included in this subsection.

2. Definition

It is worth noting that what the general public refers to as “remedial education” is often also defined as “developmental education” by the academic community. The State Board of Education believes that a distinction can be made between the two terms.

- a. Developmental education (review courses) is aimed at developing the diverse talents of students, both academic and nonacademic. It is designed to develop strengths as well as to review previous curricular areas of students who have not been involved in postsecondary education for some time. Developmental education implies improvements (i.e., review) of a student's skills and knowledge deemed necessary to enter a particular course of study or program in order to ensure a greater likelihood of success.
- b. Remedial Education, for purposes of this policy, is defined as a duplication of a secondary program/course and support services in basic academic skills. Remediation usually involves recent high school graduates or those students who did not complete their secondary curriculum. Further, these students have little probability of success without first developing special skills and knowledge through remedial course work.

3. Philosophy

Meeting the need for developmental education and remedial education is a function of Idaho's higher education system.

Regardless of upgraded secondary school graduation requirements or more rigorous admission standards, there will be students in the college and universities who have chosen not to enter the postsecondary system after graduation from high school, or who exhibit deficiencies in certain basic academic skills.

Thus, in the future, review courses will be directed primarily toward students who have a potential for success but have been away from school for some time. With the acceptance of such a reality, the college or universities have an obligation to provide review courses for those individuals in need of developmental instruction. Further, the role of the college and universities in remedying basic academic

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deficiencies and reinforcing those cognitive abilities necessary for likely success is justified, particularly when for some it determines whether or not they become productive citizens.

4. Policy

- a. The college and universities will establish a mechanism for diagnostic testing in English, reading, mathematics, and natural sciences, and provide the opportunity for corrective measures.
- b. The college and universities will provide review courses for those individuals in need of developmental instruction.
- c. The college and universities should determine the feasibility of developing individualized approaches (using available technology) as an alternate delivery system in responding to developmental and remedial education needs of students.
- d. Students with identified postsecondary weaknesses should be limited in the number of credits taken during the first semester of the freshman year and furthermore should be the beneficiaries of special support and advisement tailored to their particular needs.
- e. Developmental and remedial courses will not apply toward the requirements for graduation.
- f. Developmental and Remedial credit hours will be funded in the same manner as other credit hours. Fees for these courses will be the same as academic and professional technical education courses, and the institutions may charge laboratory fees as provided in Section V, Subsection R. Developmental credit hours will be separately identified and reported to the Board.

5. Institutional Policies

Each institution will develop internal policies and procedures on developmental and remedial education that are consistent with Board policy.