

NC Community College System Dev Ed Alignment & Other Math Adjacent Updates!

[NC-EMPT Meeting]

Aaron Mabe, State Director of Dual Enrollment, NCCCS
and

Dr. Lisa Eads, AVP of Academic Programs, NCCCS

(both graciously standing in for Ashley Parrott, State Director College Ready Graduates & Developmental Education, NCCCS)

10/10/25

Agenda

- ❑ Direct Placement Policy Update for Upper-Level Mathematics Courses
- ❑ Refresher of the New Developmental Education Alignment
 - Framework, Models, Courses
 - Policy Details
 - Websites, Placement, OER Website & VLC Courses
 - Full Implementation as of FA 25
- ❑ CCRG Legislation Repealed
- ❑ New CCP (Dual Enrollment) 4th Pathway
 - 'Intent' behind original CCRG embedded in the new pathway!



Direct Placement Policy Update for Upper-Level Mathematics Courses

- ***New Recommendations Established***
 - A new numbered memo has been released, replacing all previous MAT 271 Direct Placement guidance.
- ***Primary Goal***
 - To promote consistency and improve student success in upper-level math courses across all NCCCS colleges
- ***Led By***
 - The Upper-Level Mathematics Workgroup, representing multiple community colleges and building on the prior work of the MAT 271 Placement Committee
- ***Process -- a comprehensive review was conducted in 2024-25, analyzing:***
 - Extensive placement data from both NCCCS and the UNC System
 - Existing institutional policies and best practices
 - Survey results
 - AP score acceptance policies
- ***Outcome***
 - Data-driven policy updates designed to enhance placement accuracy and better support students.

Direct Placement Policy Update for Upper-Level Mathematics Courses

- ❖ **New Policy can be reviewed via the 'Numbered Memo' (from April 10, 2025): [Link Here!](#)**

A student may be placed directly into MAT 271 if the student has met at least one (1) of the following criteria within the past five (5) years:

- A score of 2 or higher on the AP Calculus AB Exam.
- A grade of C or higher in an AP Calculus course and an unweighted HS GPA of 3.0 or higher.
- A score of 600 or higher on the SAT Math and a grade of C or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.
- A score of 24 or higher on the ACT Math and a grade of C or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.
- Local diagnostic exam or challenge exam which demonstrates proficiency in Pre-Calculus course(s) competencies.
- An unweighted HS GPA of 3.5 or higher and a grade of C or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.

A student may be placed directly into MAT 172 or MAT 263 if the student has met at least one (1) of the following criteria within the past five (5) years:

- Local diagnostic exam or challenge exam which demonstrates proficiency in Pre-Calculus Algebra competencies.
- An unweighted HS GPA of 3.5 or higher and a grade of C or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.
- A score of 2 or higher on the AP Calculus AB Exam.
- A grade of C or higher in an AP Calculus course and an unweighted HS GPA of 3.0 or higher.
- A score of 600 or higher on the SAT Math and a grade of C or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.
- A score of 24 or higher on the ACT Math and a grade of C or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.



Two Major Innovations, and Common Goals

Introduction to the Three Core Topics:

- 1) **The Redesigned Developmental Education Framework**
 - Flexible models and supporting students
- 2) **The Current State of the CCRG Program**
 - Previous legislation has been repealed
- 3) **The Career & College Ready (CRP) Pathway**
 - New dual enrollment opportunity
 - The intent of the previous 'CCRG' program embedded
 - Prepares high school students for workforce and career success

Both are designed to create clearer, more effective on-ramps to college-level courses – and progress on to certifications, degrees, and the workforce/careers!



Reminders of the “Why” of the New Dev Ed Framework for Student Success!

❖ Goals (Key Drivers) of the Dev Ed Alignment

- Improve Equitable Access
- Reduce Time in Foundational Courses
- Increase Student Success
- Increase Student Persistence (Retention) & Completion
- Increase Student Preparedness for Gateway Courses
- Provide a Framework with Flexibility for Choice for ALL NCCCs
- Provide Optional Student Access through CCR ‘Mirror Courses’





Developmental Education – Framework

Provide a framework for North Carolina Community Colleges that allows colleges to set GPA thresholds within provided parameters.



Proposed Models: Corequisite Model, Prerequisite Model, and Hybrid Model (both prerequisite and corequisite options).

Colleges may identify one model for both math and English or two different models (one for math and one for English).	GPA's greater than 2.8 provide access to credit-level coursework statewide.	Colleges may lower the credit-level coursework threshold, but it cannot be set below 2.4.	Colleges must put mandatory academic, and student supports into place for students with less than a 2.4 GPA.	Unweighted GPA thresholds should be set using the following increments: 2.0, 2.2, 2.4, 2.6, 2.8.	Colleges will publish local guidelines that outline the placement of students.
---	---	---	--	--	--

Prerequisite, Corequisite, & Hybrid Models

- ❑ The **Prerequisite Model** utilizes a course sequence where students must successfully complete prerequisite math and English courses, covering foundational material before progressing to the gateway course.
- ❑ The **Corequisite Model** refers to a system where students enroll in two courses simultaneously – the gateway course and the corresponding support course.
- ❑ A **Hybrid Model** combines prerequisite & corequisite courses with two GPA thresholds and ensures students with lower GPAs have the necessary foundational knowledge, while students with a GPA in the 'mid-range' receive targeted 'just-in-time' support, maximizing their success in gateway courses.



Dev Ed – New Curriculum Courses

Math Courses

- MAT 025
- MAT 035
- MAT 045

❑ **MAT 025** → **MAT 110, 112, 143, 152**

❑ **MAT 035** → **MAT 121, 171**

❑ **ENG 025** → **ENG 110, 111**

English Courses

- ENG 025
- ENG 045



MAT 025 and MAT 035 – Visual Example of the Course Material

MAT 025

This course provides an opportunity to customize foundational math content and statistical concepts specific to real-world applications. Upon completion, students should be able to successfully demonstrate the use of mathematics, technology and statistical concepts to solve practical problems while developing positive academic habits, learning strategies and growth mindset.

Topics include but are not limited to:

- Decimals
- Ratios (e.g., which would be prefaced with Fractions)
- Proportions
- Percentages
- Solving Basic Equations
- Geometrical Concepts
- Dimensional Analysis (e.g., Unit Conversions related to Measurement, which could include Perimeter, Area, Volume, etc.)
- Financial Applications
- Elements of Statistics
- Elements of Probability

** We encourage faculty to organically weave Growth Mindset, Technology, and other relevant topics into the curriculum for these new courses in a way that enhances student learning.*

** In addition to the established SLOs/Course Competencies, faculty retain the flexibility locally to integrate further subtopics based on their professional judgment and available course time.*

MAT 035

This course covers algebraic concepts with an emphasis on application & analysis. Upon completion, students should be able to successfully demonstrate mastery of algebraic concepts through application and analysis while developing positive academic habits, learning strategies and growth mindset.

Topics include but are not limited to:

- Solving Equations
- Solving Inequalities
- Exponents
- Polynomials & Operations of Polynomials
- Factoring (including various factoring strategies)
- Concepts of Functions
 - Identifying [a variety of] Functions
 - Analyzing [a variety of] Functions
- Graphs of Functions
 - Identifying Graphs of Functions
 - Analyzing Graphs of Functions
- Rational Equations & Equations
- Radical Expressions & Equations
- Solving and Interpreting Real-World Mathematical Applications

** We encourage faculty to organically weave Growth Mindset, Technology, and other relevant topics into the curriculum for these new courses in a way that enhances student learning.*

** In addition to the established SLOs/Course Competencies, faculty retain the flexibility locally to integrate further subtopics based on their professional judgment and available course time.*

Dev Ed – New Parallel CCR Courses

CCR 'Mirror' Courses:

- ENG 8025
- ENG 8045

CCR 'Mirror' Courses:

- MAT 7025
- MAT 7035
- MAT 7045



- These courses are the same as the curriculum counterparts – number of credit hours, contact hours, SLOs/content, grading, etc.
- If a college chooses to run CCR 'Mirror Courses,' they must still run Curriculum versions of the courses as well!

Developmental Education – ‘No Stacking’

Course Implementation:

Stacking of developmental courses is not allowed [within each discipline] in the approved developmental education framework. Only one developmental course, zero-level course in CU or 70XX or 80XX in CCR, should be taken to gain access to the gateway course.

**Students can self-select to take more than one developmental course, however students should consult with their financial aid office prior to registering.*

***Additionally, courses offered in CCR are offered at no cost.*



Framework Implementation Policy Requirements

1. Model Choice to implement:

- Prerequisite, Corequisite, and Hybrid Models
- Identify 1 model for both math and English, or 2 different models (one for math and one for English)
- The new Dev. Ed. courses are **not** prerequisites for one another (e.g., MAT 025 is not a prerequisite for MAT 035)

2. GPA thresholds within the provided parameters:

- GPAs greater than 2.8 provides access to credit-level coursework statewide
- Colleges may lower the credit-level coursework threshold, but it cannot be set below 2.4
- Colleges are expected to provide comprehensive academic/student support services for students w/GPAs <2.4
- Unweighted GPA thresholds set from the following increments: 2.0, 2.2, 2.4, 2.6, 2.8

3. It is expected that colleges implement a selected model for 3 academic years.

**Colleges are required to select a model for a minimum of 1 academic year.*

**For data tracking purposes, colleges must report to the SO CAO specific info. on an annual basis (details in Framework Document).*



Framework Implementation Policy Requirements

4. Colleges may use the unweighted high school GPA from a U.S. high school

(No expiration date on high school GPA)

5. Colleges may develop their own placement testing policy to meet the needs of their institution/student population.

- GPA is THE **primary** factor for placement for developmental education courses
- Local colleges retain the flexibility to administer placement tests of their choosing for specific populations
- Specific populations -- when no GPA is *available*, those seeking challenge tests, or other small, targeted pops.

6. Colleges will publish their local placement testing policy.

7. Final grades assigned for all new Dev. Ed. courses will be A, B, C, or F.

Please note that a grade of 'D' will **not be utilized in these courses.*



Framework Implementation Policy Requirements

***Note:** Colleges have the ability to create local course versions for ENG 045 and MAT 045.

The choice of specific suffixes that could be utilized to differentiate the local versions of the corequisite math course, MAT 045, is at the discretion of the local college.

- Here is a list of the suffixes several colleges have mentioned they will be using:
 - MAT-045**M** corresponds to MAT-110
 - MAT-045**A** corresponds to MAT-121
 - MAT-045**Q** corresponds to MAT-143
 - MAT-045**S** corresponds to MAT-152
 - MAT-045**P** corresponds to MAT-171



***Link to Full Framework Document Here: [LINK!](#)**

ENGLISH		2.40	2.60	2.80		ACCESS KEY	
Prerequisite		Martin ○ Rowan-Cabarrus	Sandhills South Piedmont	Fayetteville (Sp25) ○ Lenoir ○ Robeson (Su25) ○ Sampson ○ Southeastern ○	Bladen (F24) Brunswick Caldwell (Su25) Cape Fear (F24) Carteret Coastal Carolina (Su25) Coll of the Albemarle (Su25) Edgecombe (Su25) Guilford James Sprunt	Mayland Mitchell (F24) Nash Pamlico Randolph Richmond Tri-County Wayne Wilson	○ Allows direct access to ENG 110
	Hybrid		2.00 Hybrid Montgomery ○	2.20 Hybrid Cleveland Craven Davidson-Davie Durham Haywood Roanoke-Chowan (Su25) Southwestern Stanly	2.20 Hybrid (continued) Surry Western Piedmont Pitt ○ Wake (Sp25) ○	2.40 Hybrid Asheville-Buncombe (Su25) ○ McDowell (Su25)	
			2.20 Hybrid Central Piedmont			2.60 Hybrid Vance-Granville ○	
Corequisite		ENG 045 Forsyth ○	ENG 045 Central Carolina ○ Halifax	ENG 025 Wilkes ○	ENG 045 Alamance ○ Beaufort County ○ Blue Ridge ○ Rockingham ○	ENG 045 Gaston Isothermal (F24) Johnston Piedmont	
			ENG 025 Catawba Valley ○				

MATH		2.40	2.60	2.80			ACCESS KEY	
Prerequisite		Martin ○ Rowan-Cabarrus	Sandhills	Alamance ○ Asheville-Buncombe (Su25) ○ Beaufort County ○ Brunswick ○ Caldwell (Su25) ○ Cape Fear (F24) ○ Coastal Carolina (Su25) ○ College of the Albemarle (Su25) ○ Edgecombe (Su25) ○	Haywood ○ Lenoir ○ McDowell (Su25) ○ Mitchell (F24) ○ Rockingham ○ Sampson ○ Wayne ○ Wilkes ○ Wilson ○	Bladen (F24) Carteret Fayetteville (Sp25) Guilford James Sprunt Mayland	Nash Pamlico Randolph Richmond Southeastern	○ Allows direct access to MAT 110
	TERM KEY							
Hybrid		2.00 Hybrid MAT 045 Montgomery ○	2.20 Hybrid MAT 045 Roanoke-Chowan (Su25) Southwestern Stanly Tri-County Wake (Sp25) Western Piedmont	2.20 Hybrid MAT 045 Craven ○ Davidson-Davie ○ Durham ○ Robeson (Su25) ○	2.20 Hybrid MAT 025/035 Pitt Surry	2.40 Hybrid MAT 045 Isothermal (F24)	2.60 Hybrid MAT 045 Vance-Granville	F24 – Implementation in Fall 2024 Sp25 – Implementation in Spring 2025 Su25 – Implementation in Summer 2025
	Corequisite	MAT 045 Forsyth ○	MAT 045 Central Carolina ○ Halifax ○ MAT 025/035 Catawba Valley ○ South Piedmont	MAT 045 Blue Ridge ○ Gaston ○ Johnston ○ Piedmont ○	MAT 025/035 Cleveland			* No term listed means implementation in Fall 2025



Dev Ed & Placement – NCCC Website

□ Dev Ed ‘landing page’ on NCCC Website

→ [Link to Landing Page!](#)

- This comprehensive resource provides students, faculty, and staff with easy access to information about our developmental education programs, support services, and resources!

□ Placement webpage on the NCCC Website

→ [Link to landing page!](#)

- Crosswalks/Placement Guides on webpage!
- We have defined clear guidelines for cut scores, differentiating between standard

MATH Placement Guidance for Prerequisite Model

(for colleges utilizing MAT 025 & 035)

Course(s)	US HS GPA	RISE Placement Test	MAT 095 (Grade)	MAT 025 & MAT 7025 (Grade)	MAT 035 & MAT 7035 (Grade)	CCRG Credit	NCDAP	DMA	ACT Math (March 2014)	ACCUPLACER	SAT Math (March 2016)	GED (2014 or later; score on all 4 parts)**	HSET (Score on all 3 parts)	Adult High School
MAT 028 (MAT 7028) <small>(Pre-reg for MAT 110, 112, 143 & 152)</small>	2.100 or lower*	Tier 1: less than 70%	R, W	F, W	F, W	Tier 1: less than 80%	DMA 010 – 030 6 or lower	DMA 010 – 030 or no credit	21 or lower	MAT 110 or MAT 143/152 Arithmetic 200 – 249	520 or lower	164 or lower	14 or lower on all tests AND 3 or lower on the essay	Based on overall combined GPA
MAT 035 (MAT 7035) <small>(Pre-reg for MAT 121 and 171)</small>	2.100 or lower**	Tier 2: less than 70%	R, W	F, W	F, W	Tier 2: less than 80%	DMA 010 – 050 6 or lower	DMA 010 – 050 or no credit	21 or lower	QAS 200 – 249	520 or lower	164 or lower	14 or lower on all tests AND 3 or lower on the essay	Based on overall combined GPA
MAT 110 (and MAT 112)	2.8 or higher*	Tier 1: 70% or higher	P1	A, B, C	via	Tier 1: 80% or higher	DMA 010 – 030 7 or higher	DMA 010 – 030	22 or higher	Arithmetic 250 – 300	530 or higher	165 or higher on all tests	15 or higher AND 4 or higher on the essay	Based on overall combined GPA
MAT 143	2.8 or higher*	Tier 2: 70% or higher	P2	A, B, C	via	Tier 2: 80% or higher	DMA 010 – 050 7 or higher	DMA 010 – 050 5 DRE 087098	22 or higher	Arithmetic 250 – 300	530 or higher	165 or higher on all tests	15 or higher AND 4 or higher on the essay	Based on overall combined GPA
MAT 152	2.8 or higher*	Tier 2: 70% or higher	P2	A, B, C	via	Tier 2: 80% or higher	DMA 010 – 050 7 or higher	DMA 010 – 050 5 DRE 087098	22 or higher	Arithmetic 250 – 300	530 or higher	165 or higher on all tests	15 or higher AND 4 or higher on the essay	Based on overall combined GPA
MAT 121	2.8 or higher*	Tier 3: 70% or higher	P3	via	A, B, C	Tier 3: 80% or higher	DMA 010 – 080 7 or higher	DMA 010 – 080	22 or higher	QAS 247 – 300	530 or higher	165 or higher on all tests	15 or higher AND 4 or higher on the essay	Based on overall combined GPA
MAT 171	2.8 or higher**	Tier 3: 70% or higher	P3	via	A, B, C	Tier 3: 80% or higher	DMA 010 – 080 7 or higher	DMA 010 – 080	22 or higher	QAS 247 – 300	530 or higher	165 or higher on all tests	15 or higher AND 4 or higher on the essay	Based on overall combined GPA

*GPA thresholds to be made at the institutional level and must align with the approved framework.

**Students who completed the GED between 2002 and 2014 must either take a placement test or enroll in Developmental Education courses.

† Institutions using Direct Placement for MAT 110 and/or 112 should follow Direct Placement protocols, which supersede general crosswalk guidance for these specific courses.

Revised 7/7/25

Dev Ed ~ OER Website & VLC Courses

6 New VLC (Virtual Learning Community) Dev Ed courses available!

- SMEs worked hard on the design & creation of these new courses has been completed and available for download by colleges!
- Now that these have been completed, they will serve as yet another resource for colleges to use as a “plug & play” option for the new Dev Ed courses!

6 Developmental Education Groups on ‘OpenNCCC’ (OER) Website

- <https://opennccc.nccommunitycolleges.edu/>
- 3 Groups ~ Math, English & Advising
- Resources have been and are continuing to be posted for sharing!

Career & College Ready Graduates (CCRG) Program

☐ CCRG Update

- Legislation Repealed!
- Positive & strategic integration of CCRG into the broader CCP framework

☐ CCRG 'landing page' on NCCC Website

→ [Link to landing page!](#)

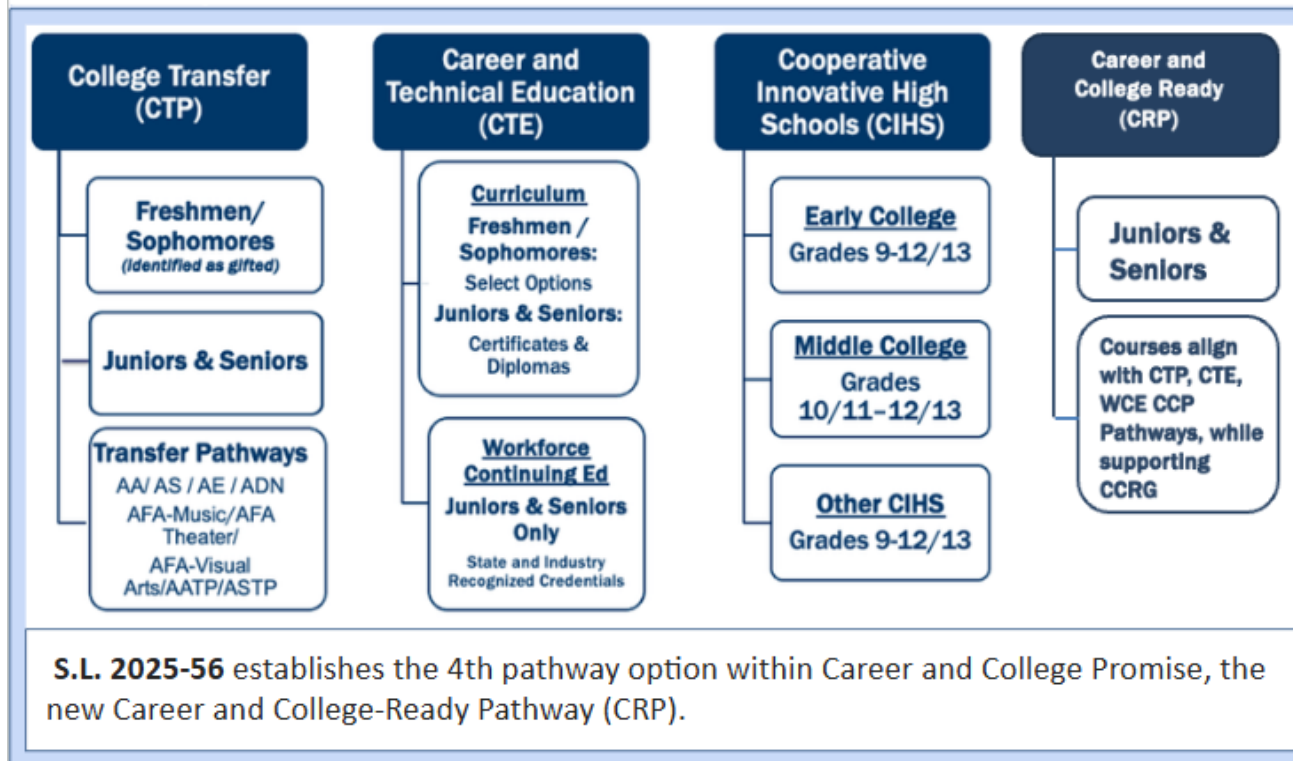
- Updated information and relevant guidance documents viewable on this webpage!
- Partnership between Dual Enrollment & Dev Ed State Directors beneficial to colleges, programs, and students alike!

Career and College Promise

**Career and
College
Promise
Section 7.1A of
S.L. 2011-0145**

The purpose of Career and College Promise is to offer **structured** opportunities for **qualified** high school students to dually enroll in community college courses that provide **pathways** that lead to a certificate, diploma, degree, or State or industry recognized credentials as well as provide entry-level job skills – *tuition-free*.

CCP Pathways





The "Why" behind the *New Pathway...*

❖ **Goals (Key Drivers) of the new 4th CCP 'Career and College Ready' (CRP) Pathway**

- Improve Equitable Access for CCP – Addressing the 'Below 2.8' Student Population
- Support Student Preparedness in English & Math
- Opportunity for Earlier Completion of Math & English Foundational Courses (*for Students Transitioning to a NCCC after High School*)
- Better Prepare High School Juniors & Seniors for the Workforce (*through WBL Courses*)
- Provide Opportunities for High School Juniors & Seniors to be Exposed to Careers (*through PTE Courses & Pre-Apprenticeships*)
- Strengthen Student Success & Preparation (*through ACA Courses*)
- Strengthen Alignment with K-12, University Transfer, and Industry
- Aligns with the Access to Achievement — IDD Workforce Training Program
- Supports Propel NC — Increasing Enrollment in Workforce Sectors & Providing a Pipeline for Students to Effectively Meet NC Workforce Demands

The Shift to CCP...CCRG in the New Pathway

- ❖ Good news! The intent of CCRG has not been lost! Instead, it has been **restructured and codified as part** of the new 4th pathway within the **CCP** program — the ‘**Career and College-Ready Pathway**’ (CRP)!
- ❖ The Career and College Ready Graduate Pathway introduces college Dev Ed math and English/reading curricula in the junior or senior year of high school, including the immediately preceding summers of those years, and providing opportunities for college remediation for students prior to high school graduation, ensuring students are prepared for college and career success as they transition from high school to higher education.
- ❖ This updated framework was passed and is included in the same legislation — see **Section 2.5(b)**, page 33 of S125v4 (**SL 2025-56**). — “Codifies the Career and College Ready Graduate program as a pathway under the Career and College Promise program and allows high school juniors to participate, including during the summer preceding their junior year.”



What This Means for Community Colleges...

- The CCRG program approach now exists **within** the **new CRP pathway under CCP**, not as a standalone program.
- Community colleges will implement CCRG locally through **existing Developmental Education courses**, as a part of this new pathway, adapting the program within the guidelines to meet student needs in **partnership** with their **local school districts**.
- The Career and College Ready Pathway provides **flexibility** to serve both **juniors and seniors**, *including* offering support during the **summers before junior and senior years**.
- The focus now extends to **all students** with an **unweighted** high school **GPA below 2.8**, providing them with the opportunity to complete developmental coursework before high school graduation — helping to strengthen college readiness and reduce the need for remediation upon entry.



CCRG in the New Pathway

- The transition reflects a positive and strategic integration of CCRG into the broader CCP framework, emphasizing **earlier intervention, strong K–12 and community college partnerships**, and more streamlined pathways to postsecondary success. The change also promotes **broader access and smoother transitions** to college-level coursework.

GENERAL EDUCATION (4-14 SHC)			
The education course selection encompasses supplementary coursework that prepares students for gateway mathematics and English courses aligned with the student’s chosen academic and career pathway.			
Supplemental Course Section (4-6 SHC)			
<i>Students who satisfy college readiness criteria are exempt from supplemental courses.</i>			
English Composition (3 SHC)			
<i>Select one course from the following</i>			
ENG 025	College English Skills		(3 SHC)
ENG 045	English Skills Support		(2 SHC)
Mathematics (3 SHC)			
<i>Select one course from the following:</i>			
MAT 025	Concepts of Essential Math		(3 SHC)
MAT 035	Concepts of Algebra		(3 SHC)
MAT 045	Math Skills Support		(2 SHC)

Gateway Courses in the New CCP Pathway

Gateway Course Section (6-8 SHC)

Select two courses from the following from at least two different disciplines.

English Composition (3 SHC)

ENG 110	Freshman Composition	(3 SHC)
ENG 111	Composition	(3 SHC)

Mathematics (3-5 SHC)

MAT 110	Mathematical Measurement	(3 SHC)
MAT 112	Technical Mathematics	(3 SHC)
MAT 112A	Technical Mathematics Lab	(1 SHC)
MAT 121	Algebra/Trigonometry I	(3 SHC)
MAT 143	Quantitative Literacy	(3 SHC)
MAT 152	Statistical Methods I	(4 SHC)
MAT 171	Precalculus Algebra	(4 SHC)
MAT 175	Precalculus	(5 SHC)



Work-Based Learning & Pre-Apprenticeships in the CCP New Pathway

Other Major Hours – Career and Work-based Learning (1-4 SHC)

Select from the following:

WBL 110	World of Work	(1 SHC)
WBL 110A	World of Work Lab	(1 SHC)
WBL 111	Work-based Learning	(1 SHC)
WBL 115	Work-based Learning Seminar	(1 SHC)
WBL 120	Career Ready/Explore/Employ	(3 SHC)
WBL 130A	Workplace Professionalism	(1 SHC)
PTE 110	Pathway to Employ-Construction	(3 SHC)
PTE 111	Pathway to Employ-Manufacture	(3 SHC)
PTE 112	Pathway to Employ-Public Safe	(3 SHC)
PTE 113	Pathway to Employ-Transport	(3 SHC)
PTE 114	Pathway to Employ-Egr Tech	(3 SHC)
PTE 115	Pathway to Employ-Ag & Nat Res	(3 SHC)
PTE 116	Pathway to Employ-Bio/Chemical	(3 SHC)
PTE 117	Pathway to Employ-Com/Artistic	(3 SHC)
PTE 118	Pathway to Employ-Education	(3 SHC)
PTE 119	Pathway to Employ-Business	(3 SHC)
PTE 120	Pathway to Employ-Info Tech	(3 SHC)
PTE 121	Pathway to Employ-Health	(3 SHC)

*(*PTE lab courses may also be taken as part of this pathway)*



ACA in the CCP New Pathway

Academic Transition (1-4 SHC)

Select from the following:

ACA 085	Improving Study Skills	(1 SHC)
ACA 090	Student Success Strategies	(2 SHC)
ACA 110	Work Math/Literacy/Documents	(2 SHC)
ACA 111	College Student Success	(2 SHC)
ACA 112	Intro to Distance Learning	(1 SHC)
ACA 115	Success & Study Skills	(1 SHC)
ACA 118	College Study Skills	(2 SHC)
ACA 120	Career Assessment	(1 SHC)
ACA 122	College Transfer Success	(1 SHC)

Note: *The new pathway aligns with the Access to Achievement — IDD Workforce Training Program!*

Pathway Link:

<https://www.nccommunitycolleges.edu/about-us/numbered-memos/new-to-the-system-career-and-college-promise-ccp-pathway/>

Questions?

For more information about the NC Community College Developmental Education Program, the (previous) 'CCRG' Program, Dual Enrollment, or the new CRP Pathway, please contact:

Aaron Mabe

State Director of Dual Enrollment
NC Community College System Office
mabea@nccommunitycolleges.edu
919.807.7098



Ashley S. Parrott, M.Ed.

State Director of College Ready Graduates
& Developmental Education
NC Community College System Office
parrotta@nccommunitycolleges.edu
919.807.7212





Thank you!

Resource Information Section





MAT 025 - Concepts of Essential Math/Stat

Class 3 Lab 0 Clinical 0 Work 0 Credit 3

This course provides an opportunity to customize foundational math content and statistical concepts specific to real-world applications. Topics include decimals, percentages, ratios, proportions, solving basic equations, geometrical concepts, dimensional analysis, financial applications and elements of statistics and probability. Upon completion, students should be able to successfully demonstrate the use of mathematics, technology and statistical concepts to solve practical problems while developing positive academic habits, learning strategies and growth mindset.

Course Competencies/Student Learning Outcomes:

1. Demonstrate proficiency in operations using rates, ratios, and proportions
2. Use technology to interpret elements of personal finance
3. Compute perimeter, area, volume, and angles of geometric figures
4. Demonstrate proficiency in introductory probability and statistics concepts
5. Interpret tables, charts and graphs
6. Solve and interpret real-world mathematical applications

Note: *This course is designed to align with MAT 110, MAT 112, MAT 143, and MAT 152.*





MAT 035 - Concepts of Algebra

Class 3 Lab 0 Clinical 0 Work 0 Credit 3

This course covers algebraic concepts with an emphasis on application and analysis. Topics include rational/radical expressions and equations, solving equations and inequalities, concepts of functions, factoring, and exponents. Upon completion, students should be able to successfully demonstrate mastery of algebraic concepts through application and analysis while developing positive academic habits, learning strategies and growth mindset.

Student Learning Outcomes (SLOs):

1. Demonstrate proficiency in various factoring strategies
2. Identify and analyze a variety of functions and their graphs
3. Demonstrate proficiency in polynomial operations
4. Demonstrate proficiency in solving equations and inequalities
5. Solve and interpret real-world mathematical applications

Note: *This course is designed to align with MAT 121 and MAT 171.*

North Carolina Community College System





MAT 045 - Math Skills Support

Class 1 Lab 2 Clinical 0 Work 0 Credit 2

This course provides opportunities for students to build a stronger foundation for success in their gateway math course by obtaining skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master student learning outcomes of the gateway math course. Upon completion, student should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the student's gateway math course.

Note: This is a corequisite course only!





ENG 025 - College English Skills

Class 3 Lab 0 Clinical 0 Work 0 Credit 3

This course provides the skills necessary for success in college English courses. Topics include reading and writing processes and strategies, such as critical thinking, text analysis, idea development, and application of writing conventions. Upon completion, students should be able to analyze readings and produce unified, coherent, well-developed paragraphs and essays using appropriate document design and standard written English while developing positive academic habits, learning strategies, and a growth mindset.

Student Learning Outcomes (SLOs):

1. Comprehend professional and academic readings.
2. Apply the writing process to compose unified, coherent, well-developed paragraphs and essays.
3. Evaluate ideas and information.
4. Use conventions of standard written English.
5. Employ technology ethically and appropriately when composing writing assignments.

Note: *This course is designed to align with ENG 110 and ENG 111.*





ENG 045 - English Skills Support

Class 1 Lab 2 Clinical 0 Work 0 Credit 2

This course provides academic support for the successful completion of gateway English courses by supplementing and reinforcing classroom instruction. Emphasis is placed on developing a growth mindset, expanding skills in active reading and writing processes, applying editing and revision strategies, exercising standard writing conventions through contextualized instruction, and ethically using appropriate technology when reading and writing. Upon completion, students should be able to apply active reading strategies to college-level texts and produce unified, well-developed essays using standard written English.

Note: *This is a corequisite course only!*