In 2001 the University of Maryland inaugurated a new developmental mathematics program for large numbers of students not placing into credit-bearing mathematics courses. In this program, the majority of these students are allowed to take an intensive remediation for the first third of the semester, and then if they pass muster, they are allowed to take a credit-bearing course for the final two-thirds of the semester. Since its inception, this program has been highly successful, and we will discuss the various features of the program. (Received September 23, 2006)