

2014-15 Remedial Placement & Enrollment Report

Prepared by the Office of Academic and Student Affairs

*University of Nevada, Las Vegas
University of Nevada, Reno
Nevada State College
College of Southern Nevada
Great Basin College
Truckee Meadows Community College
Western Nevada College
Desert Research Institute*



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Remedial Placement

Remedial rates for NSHE institutions are reported for *placement* into courses with remedial content to provide a more complete picture of the remedial needs of recent Nevada high school graduates. Recent high school graduates include students who graduated from a Nevada high school between September 2013 and August 2014 and subsequently enrolled in an NSHE institution. Placement is based on institutional assessment and placement policies (see the Institutional Placement Policies section of this report). Typically, students are placed based on Accuplacer or SAT scores, but many institutions are considering the use of multiple measures for placement including high school GPA. The NSHE remedial placement rate for the high school class of 2014 enrolling into NSHE for the 2014-15 academic year is 57.7 percent, up from 54.9 percent in 2013-14.

This report includes the percent of recent Nevada high school graduates *placed* into an English and/or mathematics course with remedial content one year following high school graduation. While the overall remedial placement rate for NSHE increased, the rate at the four-year institutions remained relatively flat while TMCC's placement rate decreased significantly, reflecting changes in placement methods intended to improve the overall success of students.

The Community College Research Center (CCRC) reports that in a national study on the progression of students through remedial sequences, 59 percent of over 250,000 students were referred to remedial mathematics. Of those students who complied with their remedial mathematics referral, 27 percent completed the college level course. Of those who *did not enroll in a remedial course but enrolled directly into a college level course, 72 percent completed that course.* They concluded that remedial referral does not increase the likelihood of success in a college-level course since many students do not make it through their remedial sequence.¹ As a result of the substantial number of students that perform well in college-level courses despite skipping their remedial referral, CCRC conducted two additional studies and found in both studies that, "nearly a quarter of students assigned to remedial mathematics and a third of students assigned to remedial English could have passed college-level courses with a B or better."²

The CCRC defines under-placement as placing a student into remediation who is predicted to earn a B or better in a college level course. Given the NSHE data suggesting a correlation between completion of a college level gateway course and student success, including graduation, NSHE continues to encourage evaluation of the placement methods utilized at NSHE institutions.³

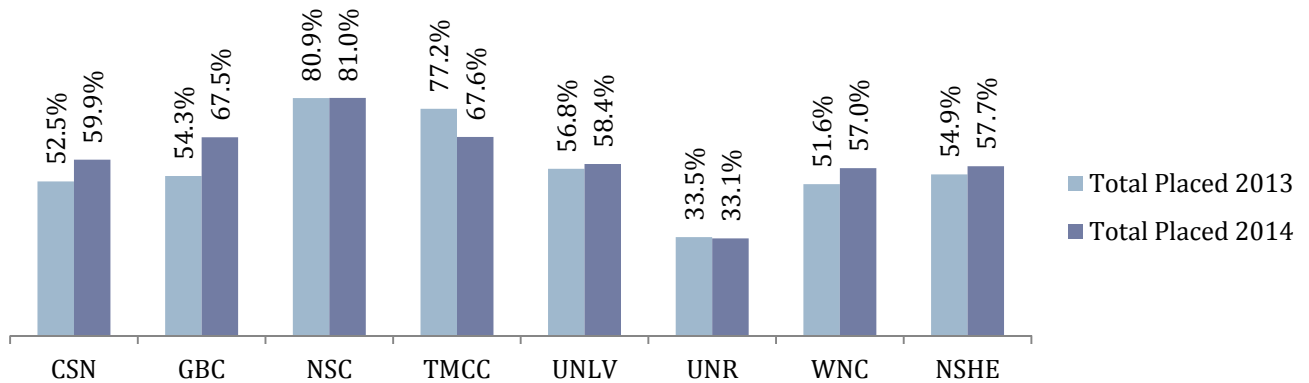
¹ Bailey, T., Jeong, D.W., & Cho, S.W. (2010). *Student progression through developmental sequences in community colleges.* New York, NY: Columbia University, Teachers College, Community College Research Center.

² Scott-Clayton, J., & Stacey, G.W. (2015). *Improving the accuracy of remedial placement.* New York, NY: Columbia University, Teachers College, Community College Research Center.

³ Report and Recommendations of the NSHE Task Force on Gateway Mathematics:
https://www.nevada.edu/ir/Documents/GatewaySummit/Report_and_Recommendations_of_the_Task_Force_on_Gateway_Mathematics_April_2015.pdf

Placement Rates

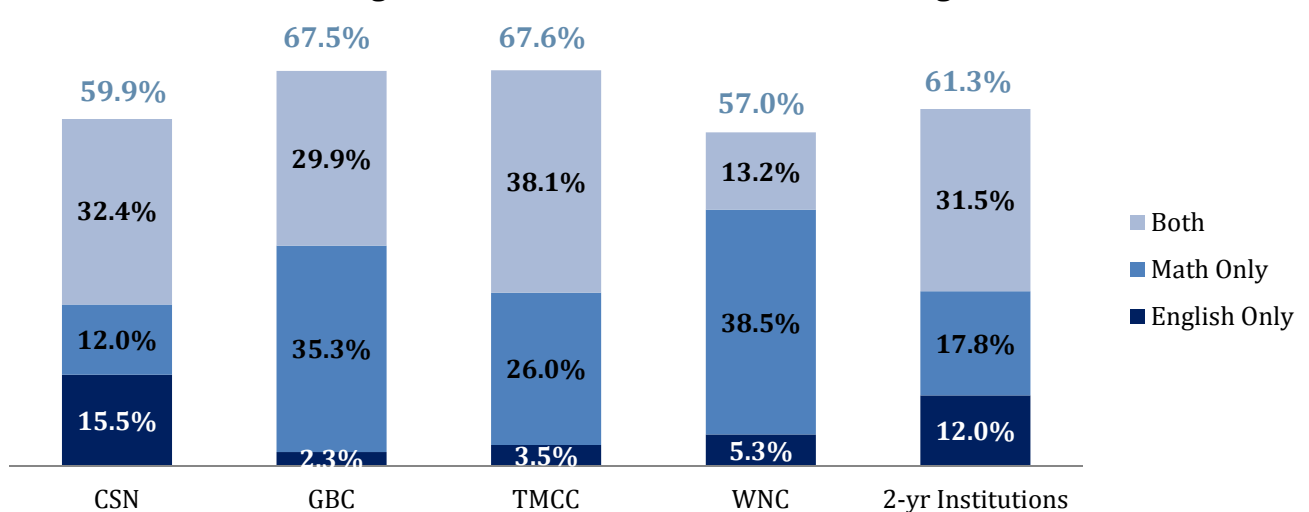
Recent High School Graduates Placed Below College Level



The following tables break down the Nevada high school class of 2014 graduates *placed* into an English and/or mathematics course with remedial content by the subject into which they were placed.

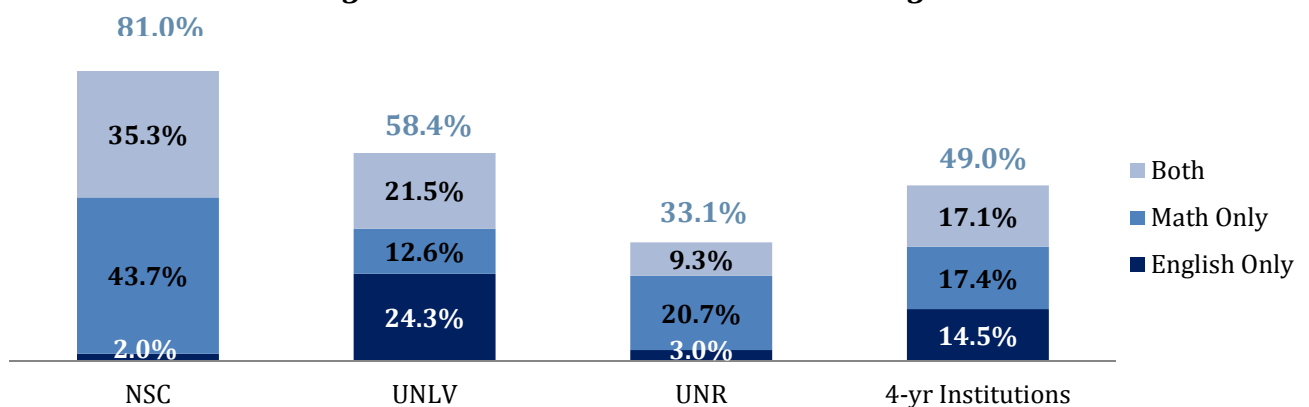
Placement Rates - Community Colleges

Recent High School Graduates Placed Below College Level



Placement Rates - 4-Year Institutions

Recent High School Graduates Placed Below College Level



Remedial Enrollment

This section of the report provides data on the enrollment of students placed in a mathematics or English course with remedial content. Enrollment of students placed into a course with remedial content are captured systemwide: if a student places into remedial-level coursework at one NSHE institution but enrolls in a course at another NSHE institution that enrollment is captured for the purpose of this report. The placed students are depicted in the tables by the course they took following placement.

Due to the initiatives at NSHE institutions to improve the delivery of remedial instruction, alternatives to traditional remedial courses (English and mathematics courses below the 100-level) have been implemented at many NSHE institutions and are captured in the enrollment section of this report. This report captures enrollment in the following course types:

- **Traditional remedial mathematics and English courses numbered below 100**
- **Skills labs and modules** are an alternative to traditional remedial mathematics courses and enable the institutions to address specific deficiencies allowing students to move through their remedial sequences more quickly.
- **Co-requisite courses** that enable a student to enroll in college level instruction while receiving additional support related to deficiencies that would have resulted in the student being placed into remedial coursework. Co-requisite courses enable students to complete gateway courses faster than enrolling in a traditional remedial course sequence. Data show that students who complete a gateway course within the first year, regardless of the level of their first mathematics or English course, persist and graduate at a higher rate than those who do not (see the Gateway Course Success section of this report). Co-requisite courses as defined in this report include two course sections delivered simultaneously that include the college-level and remedial content.
- **Stretch Courses** also enable a student to enroll in college level instruction while receiving additional support related to deficiencies that would have resulted in the student being placed into remedial coursework and enable students to complete gateway courses faster than enrolling in a traditional remedial course sequence. Stretch courses as defined in this report consist one course that includes the college-level and remedial content, often with an increased credit value.
- **Technical courses** with no remedial co-requisites that provide English and mathematics content to meet college-level English and mathematics requirements for specific community college certificates and degrees.
- **College level courses** for those students who may have initially been placed into remedial coursework but whose placement was either changed due to additional information or who chose to enroll at another NSHE institution.

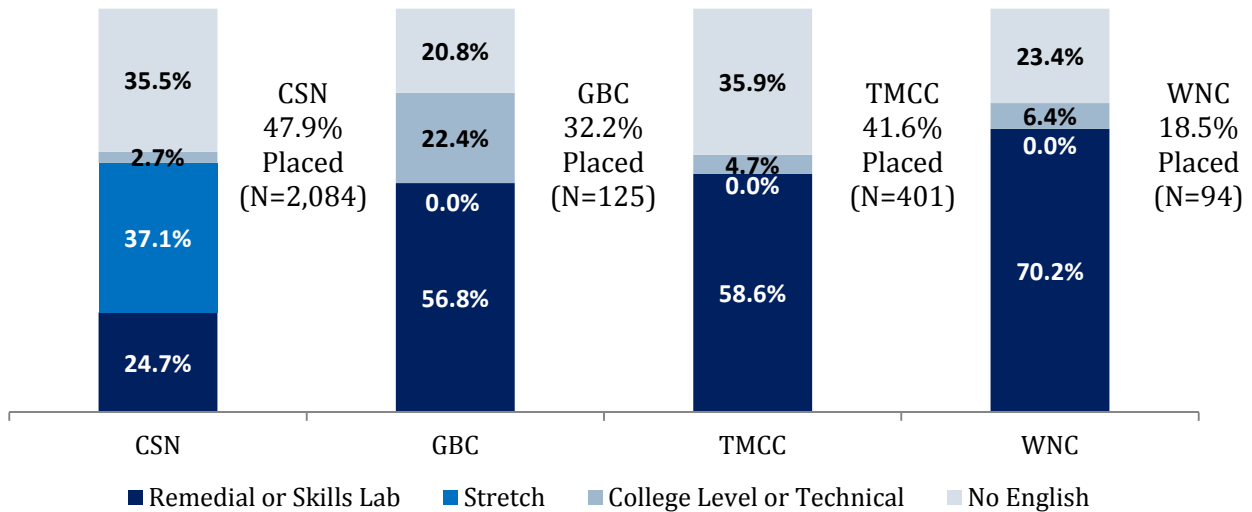
The large number of students placed into courses with remedial content who do not enroll in an English or mathematics course, remedial or otherwise, during their first year of enrollment may be due to the high number of part-time students enrolled at the community colleges who delay enrollment in remedial courses, reducing the availability in limited sections available. Consequently, students who delay enrollment take up seats that could otherwise be taken by recent high school graduates in need of remediation.

It is important to understand that considering the enrollment of placed students in this manner does not take into account issues of capacity or adequate sections offered at the institution, although available sections and self-advising have a considerable effect on enrollment into remedial coursework. The number of sections available is compounded by the competition for mathematics instructors.

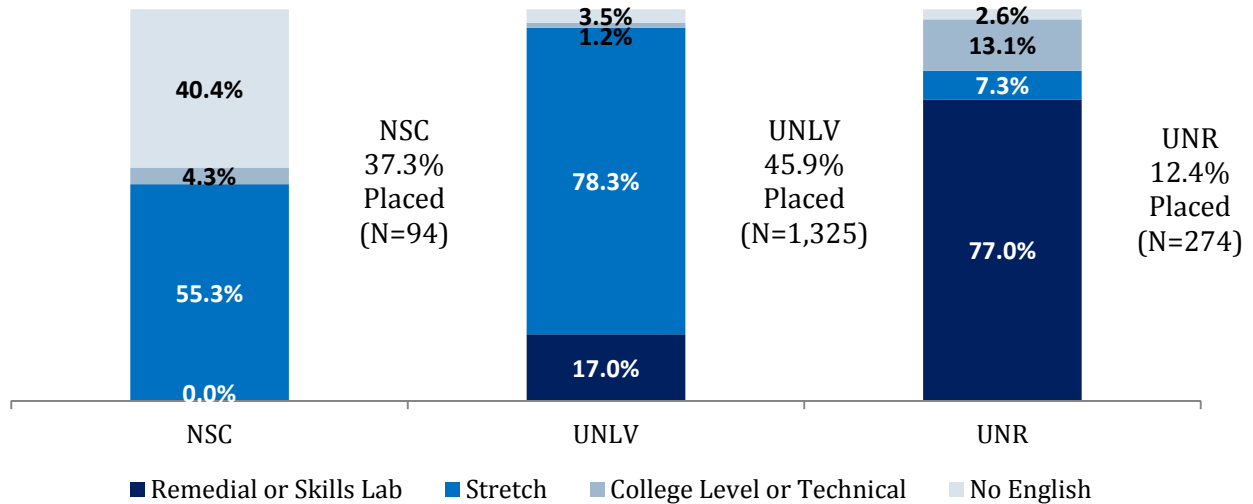
English Enrollment

As shown, at NSHE community colleges, one-fifth to one-third of those recent high school graduates placed into an English course with remedial content do not enroll in any English course during their first year. Less than five percent of recent high school graduates at UNR and UNLV who are placed into an English course with remedial content fail to enroll in an English course during their first year of enrollment.

Enrollment of Placed Students - English
One year following high school graduation



Enrollment of Placed Students - English One year following high school graduation



Mathematics Enrollment

Data at both the national and NSHE levels indicate that not completing a gateway mathematics course within the first year of instruction correlates with a greatly reduced chance of student success and timely graduation.

Complete College America regularly highlights – nationally and for Nevada – the important role that gateway mathematics courses can play in the persistence and success of students in higher education. The national dialogue on reducing barriers to student success includes (1) ensuring that the required mathematics courses are relevant to the programs in which students are enrolled, and (2) decreasing the length of remedial course sequences by offering pathways that accelerate remediation and/or co-requisite model courses, e.g., courses that provide college credit bearing coursework along with remediation in the same semester. Both of the latter models provide opportunities to complete the gateway mathematics course sooner, and earlier completion of the gateway mathematics course correlates strongly with higher rates of persistence and graduation.

Skills labs, modules and co-requisite courses are now offered at some NSHE institutions as alternatives to traditional remedial mathematics courses enabling the students to move through their remedial sequences and complete their college-level courses more quickly.

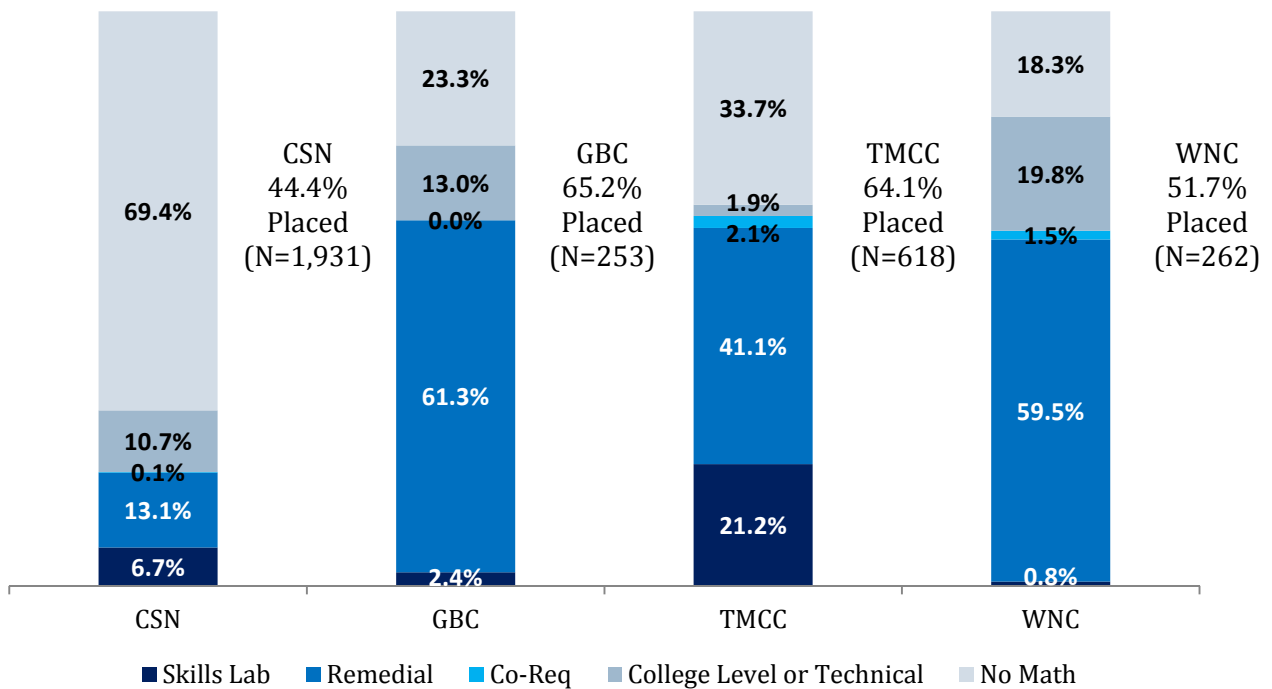
NSHE released its report on the recommendations of the Task Force on Gateway Mathematics Success in April 2015. The Task Force concluded that quality student advising and campus protocols to ensure that students *do not delay completion of mathematics and English courses* are a critical component of campus implementation of policies that focus on success in gateway mathematics and English courses. Policy revisions approved in June 2015 include:

- Students who meet specified benchmarks on college readiness assessments in mathematics and English be exempt from remediation and be placed into a college-level course (as previously adopted by the Board in December 2014).

- Institutions must develop an assessment and placement policy that ensures students who do not meet these benchmarks have an opportunity to enroll in and complete a gateway college course in mathematics and English within one academic year (for those students who place into MATH 095 or higher) or within three semesters for those seeking a STEM degree who place at or below MATH 095.

It should be noted that NSHE and its institutions are working collaboratively with local school districts to help these students while they are still in high school. Initiatives include, but are not limited to, programs to help with academic deficiencies identified through the 11th grade college and career readiness assessment (the ACT) to address those deficiencies during the senior year of high school, as well as efforts to expand dual credit options.

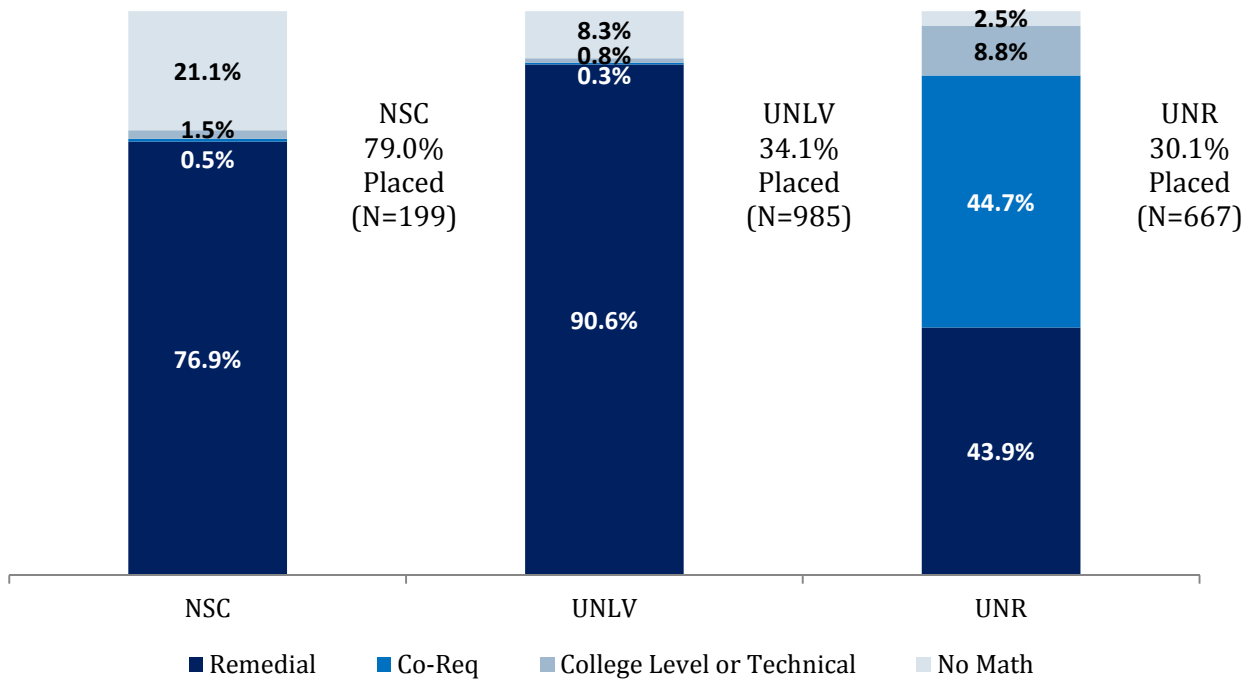
Enrollment of Placed Students - Mathematics
One year following high school graduation



The CCRC reports that in its study of student progression (referenced above), 27 percent of students referred to remedial mathematics never enrolled in a developmental education course and only 33 percent completed the entire remedial sequence.

At CSN, of the 1,931 students placed into remedial mathematics, 69.4 percent (or 1,341 students) failed to enroll in any mathematics course within one year following high school graduation. At TMCC, 33.7 percent (or 208 students) placed into remedial mathematics failed to enroll in any mathematics course within one year following high school graduation.

Enrollment of Placed Students - Mathematics
One year following high school graduation

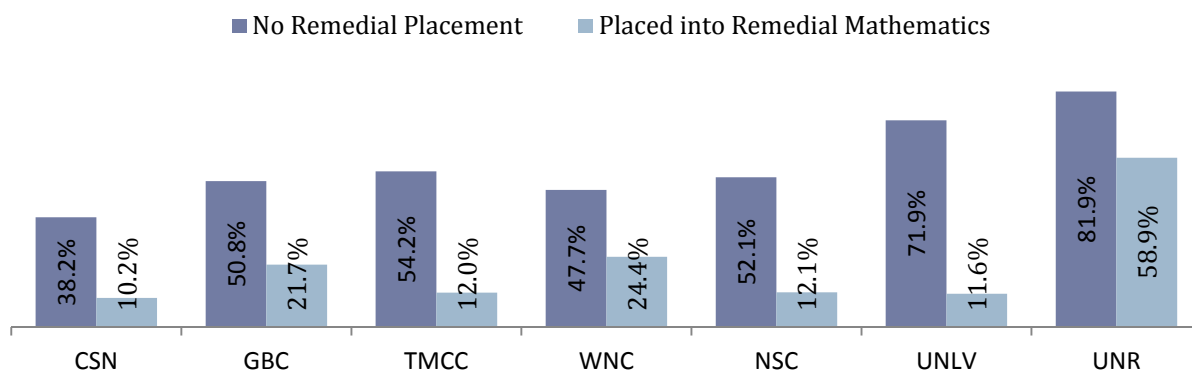


At UNR, 44.7 percent of the 669 students placed into remedial mathematics enrolled in co-requisite mathematics courses enabling those students to enroll in college level instruction while receiving additional support related to deficiencies that would have resulted in the student being placed into remedial coursework. Co-requisite courses as defined in this report include two course sections delivered simultaneously that include the college-level and remedial content.

Gateway Course Success

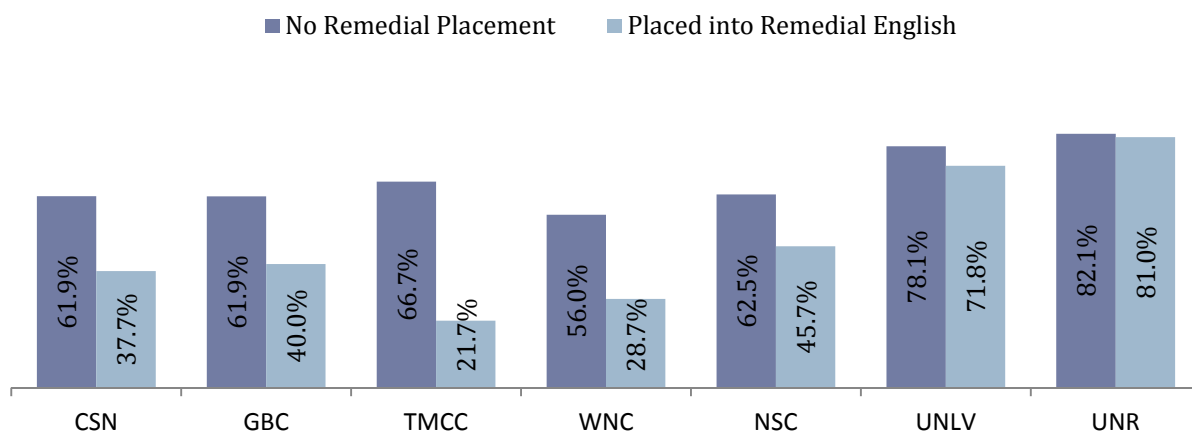
The following charts show the completion rates of college-level mathematics and English courses by placement type (mathematics or English only, both mathematics and English, no remedial placement) within one year of high school graduation for those students who graduated from high school in 2013-14 and enrolled at an NSHE institution the following year. For those students with no remedial placement (placed directly into college-level mathematics and English courses), the completion of a college-level mathematics course with a D- or better within one year ranges from 38.2 percent at CSN to over 80 percent at UNR. As one would expect, those students who were placed into a remedial mathematics course completed a college-level mathematics class within one year at a much lower rate.

Completion of College Level Mathematics within One Year by Original Mathematics Placement



The stretch and co-requisite English courses (courses that provide credit in college-level English while remediating deficiencies that would have resulted in a student being placed into a remedial course) have an obvious effect at UNLV and UNR where the completion of a college level English course within the first year for students that required remedial English is comparable to those students with no remedial requirement.

Completion of College Level English within One Year by Original English Placement



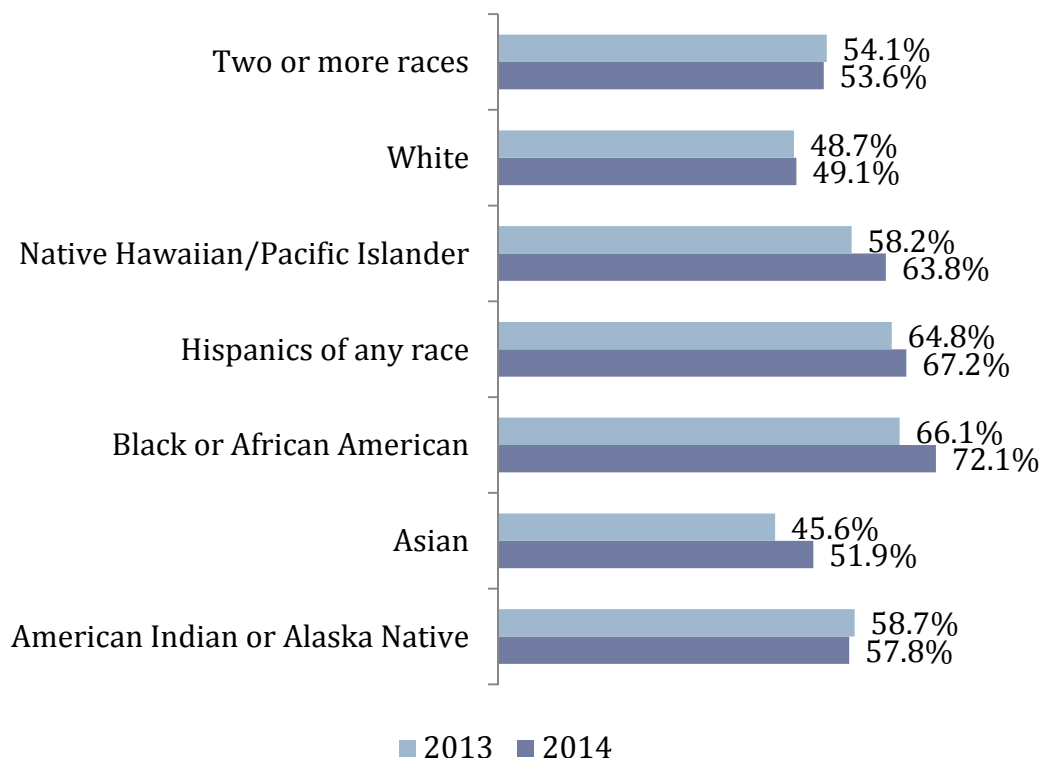
Changes to the NSHE remedial placement policy shift the focus from cut scores for course placement to student pathways and the completion of gateway courses. The policy revisions include requiring that students who meet specified benchmarks on college readiness assessments in mathematics and English be placed directly into a college-level course. For students who do not meet these benchmarks or have not taken one of the assessments, institutions must develop an assessment and placement policy that ensures students have an opportunity to enroll in and complete a gateway college course in mathematics and English within one academic year (for those students who place into MATH 095 or higher). The revisions provide an exception to the one-year gateway pathway for students seeking a STEM degree who place at or below MATH 095, allowing a three-semester sequence of remediation and a gateway course that may include co-requisite coursework.

The Task Force on Gateway Mathematics Success will reconvene in November 2015 to have System-wide discussions on the implementation of the policy revisions. The policy requires that NSHE institutions scale up efforts to get students through gateway mathematics courses within one year (or three semesters for students on a STEM pathway who place at or below MATH 095).

Quality student advising and campus protocols to ensure that students do not delay completion of mathematics courses, including continuous enrollment, will be a critical part of campus implementation. Therefore, when the Task Force reconvenes, additional institutional representatives from academic advising, admissions and institutional leadership will be brought to the table for discussions that can support institutional implementation. Through the implementation process, institutions will examine their capacity for full-scale implementation with reasonable benchmarks for each institution against which institutional progress to full-scale implementation will be measured.

Remediation Rates by Ethnicity

Nevada High School Class of 2014 Graduates Placed into a Mathematics and/or English Course Below College-Level Within One Year (Unduplicated)



Remediation Rates by Millennium Status

Nevada High School Graduates Placed into a Mathematics and/or English Course Below College-Level Within One Year (Unduplicated)

HS Graduating Class	Millennium Scholars			Non-Millennium Scholars			Total		
	# Enrolled in NSHE	# Placed into Remedial Courses	Remedial Placement Rate	# Enrolled in NSHE	# Placed into Remedial Courses	Remedial Placement Rate	# Enrolled in NSHE	# Placed into Remedial Courses	Remedial Placement Rate
2013	5,573	2,555	45.8%	5,582	3,571	64.0%	11,155	6,126	54.9%
2014	5,486	2,503	45.6%	5,577	3,875	69.5%	11,063	6,378	57.7%

The total for recent high school graduates enrolled across the system is reduced for duplicate enrollments (students who are enrolled in more than one institution are counted only once in the total).

Students receiving the Millennium Scholarship must meet specific academic requirements to be eligible for the Scholarship. Therefore, it is not surprising that Millennium students have lower remedial placement rates than non-Millennium student. Increased academic rigor in high school leads to students who are better prepared, the results of which are improved postsecondary performance.

Remediation Trends

Placement into a Remedial-level Mathematics and/or English Course Within One Year Recent Nevada High School Graduates and All First-time Freshmen

		2013			2014		
		Enrolled	Placed Below College-Level	%	Enrolled	Placed Below College-Level	%
UNLV	Recent Nevada HS Grads	2,904	1,649	56.8%	2,889	1,688	58.4%
	All First-time Freshmen	3,871	2,944	76.1%	3,986	2,366	59.4%
UNR	Recent Nevada HS Grads	2,014	675	33.5%	2,218	734	33.1%
	All First-time Freshmen	3,086	936	30.3%	3,532	1,059	30.0%
University Total	Recent Nevada HS Grads	4,918	2,324	47.3%	5,107	2,422	47.4%
	All First-time Freshmen	6,957	3,880	55.8%	7,518	3,425	45.6%
NSC	Recent Nevada HS Grads	225	182	80.9%	252	204	81.0%
	All First-time Freshmen	332	165	49.7%	354	190	53.7%
CSN	Recent Nevada HS Grads	4,805	2,522	52.5%	4,352	2,607	59.9%
	All First-time Freshmen	7,498	3,959	52.8%	8,065	4,690	58.2%
GBC	Recent Nevada HS Grads	265	144	54.3%	388	262	67.5%
	All First-time Freshmen	357	152	42.6%	582	356	61.2%
TMCC	Recent Nevada HS Grads	1,027	793	77.2%	964	652	67.6%
	All First-time Freshmen	1,482	1,090	73.5%	1,440	1,001	69.5%
WNC	Recent Nevada HS Grads	477	246	51.6%	507	289	57.0%
	All First-time Freshmen	718	409	57.0%	997	555	55.7%
Comm. Coll. Total	Recent Nevada HS Grads	6,574	3,705	56.4%	6,211	3,810	61.3%
	All First-time Freshmen	10,055	5,610	55.8%	11,084	6,602	59.6%
NSHE TOTAL*	Recent Nevada HS Grads	11,155	6,126	54.9%	11,063	6,378	57.7%
	All First-time Freshmen	17,344	9,655	55.7%	18,956	10,217	53.9%

*The total for recent high school graduates enrolled across the system is reduced for duplicate enrollments (students who are enrolled in more than one institution are counted only once in the total). Therefore, the numbers of students enrolled at each institution does not add to the total.

All first-time freshmen includes the total of students who enrolled at an NSHE institution for the first-time during the 2014-15 academic year, including those from out-of-state or private high schools in Nevada, and non-traditional students who may not have graduated recently but are enrolling for the first-time at a postsecondary institution.

Remedial Enrollment Comparisons

First Time Freshmen Enrolled in Remedial Courses as a Percent of the Total Number of Students Enrolled in Remediation

	UNLV	UNR	UNIV. TOTAL	NSC	CSN	GBC	TMCC	WNC	COMM. COLL. TOTAL	NSHE TOTAL
Total number of students enrolled in courses with remedial content at cohort institution	3,885	1,466	5,351	529	9,832	829	3,735	1,205	15,601	21,481
First-time freshmen enrolled in courses with remedial content at cohort institution*	2,056	971	3,027	164	2,897	271	740	471	4,379	7,570
Percent of total number of students enrolled in remediation accounted for by first-time freshmen	53.0%	66.2%	56.6%	31.0%	29.5%	32.7%	19.8%	39.1%	28.1%	35.2%

*First-time freshmen includes out-of-state students and students who are not recent high school graduates but are enrolling in a postsecondary education institution for the first-time.

Recent Nevada High School Graduates Enrolled in Remedial Courses as a Percent of the Total Number of Students Enrolled in Remediation

	UNLV	UNR	UNIV. TOTAL	NSC	CSN	GBC	TMCC	WNC	COMM. COLL. TOTAL	NSHE TOTAL
Total number of students enrolled in courses with remedial content at cohort institution	3,885	1,466	5,351	529	9,832	829	3,735	1,205	15,601	21,481
Recent Nevada high school graduates enrolled in courses with remedial content at cohort institution*	1,560	660	2,220	161	1,501	173	472	192	2,338	4,675*
Percent of total number of students enrolled in remediation accounted for by recent NV high school graduates	40.2%	45.0%	41.5%	30.4%	15.3%	20.9%	12.6%	15.9%	15.0%	21.8%

* The total for recent high school graduates enrolled across the system is reduced for duplicate enrollments.

Cost of Remedial Instruction

In 1997, the Nevada Legislature approved Senate Bill 482 (Chapter 473, *Statutes of Nevada 1997*) directing the Nevada System of Higher Education (NSHE) to provide certain information to Nevada school districts on enrollments in remedial courses within the NSHE and the costs associated with providing that instruction. Codified in *Nevada Revised Statutes* (NRS) 396.548, the mandate states the following:

The Board of Regents shall require employees of the System to provide to the Board of Trustees of each school district of this state, as appropriate, information regarding the:

Number of pupils who graduated from a high school in the district in the immediately preceding year and enrolled in remedial courses in reading, writing or mathematics at a university, state college or community college within the System.

Costs incurred by the System in providing remedial instruction pursuant to subsection 1.

The data necessary to satisfy this requirement is produced and provided to the school districts through the Nevada P20 to Workforce Research Data System (NPWR):
<http://npwr.nv.gov>.

Remedial Placement by Nevada High School - Graduating Class of 2014

<i>This table provides a summary by high school of the number of recent high school graduates placed into remedial math and/or English at any NSHE institution.</i>	Recent Graduates Enrolled in NSHE	Remedial Placement					Percent Placed into Remediation
		English Only	Math Only	Both English & Math	Total Remedial Placement		
Carson City	230	17	59	32	108	47.0%	
Carson High School	220	17	54	31	102	46.4%	
Pioneer High School	10		5	1	6	60.0%	
CCSD Charter	66	13	9	30	52	78.8%	
Andre Agassi College Preparatory	4	1		2	3	75.0%	
College of Southern Nevada High	1		1		1	100.0%	
Delta Academy	4	2	1	1	4	100.0%	
Explore Knowledge Academy	6	1	1	2	4	66.7%	
Odyssey Charter Schools of Nevada	51	9	6	25	40	78.4%	
Churchill	75	4	24	13	41	54.7%	
Churchill County High School	75	4	24	13	41	54.7%	
Clark	7,391	1,319	1,074	2,085	4,478	60.6%	
Academy for Individualized Studies	38	3	8	11	22	57.9%	
Advanced Technologies Academy	135	16	11	17	44	32.6%	
Alpine Academy	4		1	3	4	100.0%	
Arbor View High School	233	39	30	60	129	55.4%	
Basic High School	132	18	25	36	79	59.8%	
Biltmore Continuation High School	1				0	0.0%	
Bonanza High School	127	24	17	38	79	62.2%	
Boulder City High School	57	6	11	14	31	54.4%	
Burk Horizon High School	6	1	1	4	6	100.0%	
Burk Horizon Southwest Sunset HS	4	2	2		4	100.0%	
Canyon Springs High School	126	20	18	52	90	71.4%	
CCSD Virtual High School	12	2		3	5	41.7%	
Centennial High School	220	45	34	71	150	68.2%	
Chaparral High School	129	30	14	51	95	73.6%	
Cheyenne High School	138	22	19	55	96	69.6%	
Cimarron Memorial High School	174	32	24	67	123	70.7%	
College of Southern Nevada High	139	21	14	3	38	27.3%	
Coronado High School	315	54	35	47	136	43.2%	
Cowen Academic Center	1				0	0.0%	
Del Sol High School	122	25	15	51	91	74.6%	
Desert Oasis High School	209	41	27	59	127	60.8%	
Desert Pines High School	112	22	15	46	83	74.1%	
Desert Rose High School	3		1	1	2	66.7%	
Durango High School	214	60	25	54	139	65.0%	
East Career and Technical Academy	277	48	36	84	168	60.6%	
Ed W Clark High School	212	39	22	53	114	53.8%	
Eldorado High School	104	20	12	57	89	85.6%	
Foothill High School	209	22	44	47	113	54.1%	
Global Community	6	2		4	6	100.0%	
Green Valley High School	269	49	44	59	152	56.5%	

<i>This table provides a summary by high school of the number of recent high school graduates placed into remedial math and/or English at any NSHE institution.</i>	Recent Graduates Enrolled in NSHE	Remedial Placement				
		English Only	Math Only	Both English & Math	Total Remedial Placement	Percent Placed into Remediation
Indian Springs High School	5		3		3	60.0%
Las Vegas Acad Int'l Studies	159	17	39	26	82	51.6%
Las Vegas High School	237	33	42	86	161	67.9%
Laughlin High School	11	2	2	3	7	63.6%
Legacy High School	201	26	36	88	150	74.6%
Liberty High School	189	35	28	57	120	63.5%
Miley Achievement Center	1				0	0.0%
Moapa Valley High School	19	2	3	3	8	42.1%
Mojave High School	94	17	11	50	78	83.0%
Morris Sunset High School	4			4	4	100.0%
Nevada Learning Academy at CCSD	3		1	1	2	66.7%
New Horizons Learning Center	1			1	1	100.0%
Northwest Career and Technical	280	49	49	58	156	55.7%
Palo Verde High School	263	59	31	60	150	57.0%
Rancho High School	212	35	20	67	122	57.5%
Sandy Valley High School	5		1		1	20.0%
Shadow Ridge High School	186	42	21	52	115	61.8%
Sierra Vista High School	206	45	36	45	126	61.2%
Silverado High School	190	50	22	50	122	64.2%
Southeast Career Technical Academy	168	19	32	47	98	58.3%
Southern Nevada Vocational School	1	1			1	100.0%
Southwest Career Technical Academy	270	62	34	67	163	60.4%
Spring Valley High School	165	35	20	55	110	66.7%
Sunrise Mountain High School	129	24	21	62	107	82.9%
Sunset High School South	1			1	1	100.0%
Valley High School	218	37	32	48	117	53.7%
Veterans Tribute Career Technical Academy	96	19	26	14	59	61.5%
Virgin Valley High School	30	3	9	9	21	70.0%
Warren Walker High School	1	1			1	100.0%
West Career & Technical Academy	190	23	27	31	81	42.6%
West Prep Institute School for	14	8	1	3	12	85.7%
Western High School	114	12	22	50	84	73.7%
Douglas	200	6	55	27	88	44.0%
Aspire Alternative School	8		2	4	6	75.0%
Dayton High School	1		1		1	100.0%
Douglas High School	173	5	48	21	74	42.8%
George Whittell High School	17	1	4	1	6	35.3%
Jacobsen High School	1			1	1	100.0%
Elko	258	9	80	85	174	67.4%
Carlin High School	10		3	5	8	80.0%
Elko High School	114	2	33	36	71	62.3%
Jackpot Combined School	5	2	2		4	80.0%
Spring Creek High School	100	5	36	32	73	73.0%
Wells High School	12		3	5	8	66.7%
West Wendover Jr Sr High School	17		3	7	10	58.8%
Eureka	6		1	4	5	83.3%
Eureka County High School	6		1	4	5	83.3%

<i>This table provides a summary by high school of the number of recent high school graduates placed into remedial math and/or English at any NSHE institution.</i>	Recent Graduates Enrolled in NSHE	Remedial Placement				
		English Only	Math Only	Both English & Math	Total Remedial Placement	Percent Placed into Remediation
Humboldt	82	3	27	19	49	59.8%
Albert M Lowry High School	78	3	26	17	46	59.0%
McDermitt Combined School	4		1	2	3	75.0%
Lander	40		18	10	28	70.0%
Austin High School	1				0	0.0%
Battle Mountain High School	39		18	10	28	71.8%
Lincoln	16		4	6	10	62.5%
CO Bastian High School	3		2		2	66.7%
Lincoln County High School	9		1	5	6	66.7%
Pahrnagat Valley High School	4		1	1	2	50.0%
Lyon	207	9	82	35	126	60.9%
Dayton High School	81	4	37	11	52	64.2%
Eagle Ridge High School	1				0	0.0%
Fernley High School	52	2	12	15	29	55.8%
Silver Stage High School	37		18	3	21	56.8%
Smith Valley High School	7	1	1	2	4	57.1%
Yerington High School	29	2	14	4	20	69.0%
Mineral	4		1	2	3	75.0%
Mineral County High School	4		1	2	3	75.0%
Nye	93	6	27	21	54	58.1%
Beatty High School	9		4	2	6	66.7%
Gabbs High School	2			1	1	50.0%
Pahrump Valley High School	68	5	20	15	40	58.8%
Pathways High	4	1			1	25.0%
Round Mountain Jr Sr High School	5		3	2	5	100.0%
Tonopah High School	5			1	1	20.0%
Pershing	9	2	2	2	6	66.7%
Pershing County High School	9	2	2	2	6	66.7%

<i>This table provides a summary by high school of the number of recent high school graduates placed into remedial math and/or English at any NSHE institution.</i>	Recent Graduates Enrolled in NSHE	Remedial Placement					Percent Placed into Remediation
		English Only	Math Only	Both English & Math	Total Remedial Placement		
Private	331	32	67	55	154	46.5%	
Academy for Learning	1			1	1	100.0%	
Adelson Educational Campus	10		3	2	5	50.0%	
Bishop Gorman High School	111	10	25	17	52	46.8%	
Bishop Manogue Catholic High School	60	2	8	4	14	23.3%	
Calvary Chapel Christian Schoo	14	3	1	5	9	64.3%	
Calvary Chapel Green Valley	3	1			1	33.3%	
Calvary Church Christian Schoo	1			1	1	100.0%	
Church Academy	3		2		2	66.7%	
Excel Christian School	8		4	3	7	87.5%	
Faith Lutheran High School	56	6	10	12	28	50.0%	
Green Valley Christian School	4		1		1	25.0%	
Lake Mead Christian Academy	5	1	1		2	40.0%	
Las Vegas Junior Academy	1		1		1	100.0%	
Meadows School	4				0	0.0%	
Mountain View Christian School	15	2	3	4	9	60.0%	
New Horizons Academy	1	1			1	100.0%	
Pyramid Lake High School	2			2	2	100.0%	
Sage Ridge School	4		1		1	25.0%	
Sierra Lutheran High School	9	1	3		4	44.4%	
Sierra Nevada High School	6		2	1	3	50.0%	
Spring Valley Christian Academy	1			1	1	100.0%	
Trinity Christian Schools	1	1			1	100.0%	
Trinity International Schools	7	4	1	1	6	85.7%	
Word of Life Christian Academy	4		1	1	2	50.0%	
State Charter	201	12	37	33	82	40.8%	
Beacon Academy of Nevada	25	4	7	2	13	52.0%	
College of Southern Nevada Hig	1				0	0.0%	
Coral Academy of Science-Las Vegas	11	2	2	3	7	63.6%	
Davidson Academy of Nevada	3				0	0.0%	
Innovations International Charter	6		1	3	4	66.7%	
Nevada Connections Academy	27	2	9	9	20	74.1%	
Nevada State High School	77	0	4	2	6	7.8%	
Nevada Virtual Academy	38	2	11	9	22	57.9%	
Quest Academy	7	2		3	5	71.4%	
Silver State High School	6		3	2	5	83.3%	
Storey	20	2	6	1	9	45.0%	
Virginia City High School	20	2	6	1	9	45.0%	

<i>This table provides a summary by high school of the number of recent high school graduates placed into remedial math and/or English at any NSHE institution.</i>	Recent Graduates Enrolled in NSHE	Remedial Placement				
		English Only	Math Only	Both English & Math	Total Remedial Placement	Percent Placed into Remediation
Washoe	1,767	67	413	395	875	49.5%
Academy of Arts, Careers & Technology	67	1	28	9	38	56.7%
Damonte Ranch High School	151	6	30	31	67	44.4%
Earl Wooster High School	141	4	17	37	58	41.1%
Edward C Reed High School	189	3	56	50	109	57.7%
Galena High School	150	3	35	30	68	45.3%
Incline High School	10	2	1	1	4	40.0%
North Star Online School	15		7	2	9	60.0%
North Valleys High School	155	11	44	40	95	61.3%
Procter R Hug High School	76	6	18	31	55	72.4%
Reno High School	178	2	39	25	66	37.1%
Robert Mcqueen High School	225	10	45	29	84	37.3%
Spanish Springs High School	241	14	56	61	131	54.4%
Sparks High School	94	4	28	39	71	75.5%
Truckee Meadows CC High School	61	1	7	3	11	18.0%
Washoe Innovations High School	13		1	7	8	61.5%
Washoe Inspire Academy	1		1		1	100.0%
Washoe Charter	43	2	5	13	20	46.5%
Academy for Career Education	12		1	7	8	66.7%
Coral Academy of Science	23	2	3	4	9	39.1%
I Can Do Anything High School	5		1	1	2	40.0%
Rainshadow Community Charter High School	3			1	1	33.3%
White Pine	24	1	7	8	16	66.7%
White Pine High School	24	1	7	8	16	66.7%
NSHE Total	11,063	1,504	1,998	2,876	6,378	57.7%

NSHE Remedial Policy

Title 4, Chapter 16, Section 1

The placement policies of the Nevada System of Higher Education (NSHE) are intended to ensure a foundation of knowledge and competencies that will assist students in successfully pursuing and attaining an academic degree. Students are strongly encouraged to prepare for the rigors of higher education prior to entering the NSHE.

1. *Pursuant to federal regulations, institutions may make ability-to-benefit determinations using federally approved tests and passing scores to receive federal student aid. The NSHE reserves the right to cancel the admission or registration of any individual whose attendance at a university or college, in the opinion of the appropriate administrative officer and the President, would not be mutually beneficial, as determined by the ability-to-benefit test, to that individual and the university or college.*

2. *Initial Placement of Students into English and Mathematics Courses.*
 - a. *Exemption from Remedial Instruction.* *Degree-seeking students who meet or exceed the minimum English or mathematics scores on any one of the college readiness assessments listed below must be placed into a college-level course in that subject and are exempt from being placed into any form of remedial instruction in that subject provided that the student:*
 - i. *Was continuously enrolled in an English course and a mathematics course in his or her senior year of high school unless an exception is approved on a case by case basis by an NSHE institution; and*
 - ii. *Enrolls in an NSHE institution after high school in any term (summer/fall/winter/spring) during the academic year following high school graduation.*

Institutions may use other factors including high school transcript, grade point average, or additional testing to determine the appropriate first college-level course. Institutions are not required to honor initial placement decisions pursuant to this subsection for students who fail to remain continuously enrolled in required mathematics and English courses until the core mathematics and English requirements are completed.

<i>College Readiness Assessments - English</i>	
<u><i>Test Score</i></u>	<u><i>Minimum Score</i></u>
<i>ACT English</i>	<i>18</i>
<i>SAT Critical Reading</i>	<i>500</i>
<i>Smarter Balanced</i>	<i>2583 (Achievement Level 3)</i>
<i>PARCC</i>	<i>Level 4 Score</i>

<i>College Readiness Assessments - Mathematics</i>	
<u><i>Test Score</i></u>	<u><i>Minimum Score</i></u>
<i>ACT Mathematics</i>	<i>22</i>
<i>SAT Mathematics</i>	<i>500</i>
<i>Smarter Balanced</i>	<i>2628 (Achievement Level 3)</i>
<i>PARCC</i>	<i>Level 4 Score</i>

- b. *Placement of Students without an Exemption from Remedial Instruction.* For degree seeking students who have not met the English or mathematics college readiness assessment score on one of the tests in subsection a or who have not taken any of the tests in subsection a, institutions must develop an assessment and placement policy that ensures students who place at high school or above levels have an opportunity to enroll in and complete gateway college courses in mathematics and English within one academic year. The assessment and placement policy may use multiple measures, including, but not limited to placement exams; high school GPA; course selection and performance in the senior year of high school; and intended postsecondary program of study to determine appropriate placement into one of the following options:
 - i. Placement into college-level courses without any additional academic support or remediation;
 - ii. Placement into a co-requisite course where academic support is provided to students while enrolled in college-level gateway courses;
 - iii. Placement into a single semester of remedial education that is followed by either a gateway college-level course or co-requisite gateway course option; or
 - iv. For students who are seeking a STEM (science, technology, engineering or mathematics) degree or program of study that requires college algebra or pre-calculus and who place at the high school Algebra 1 level (e.g. Math095), placement into a three-semester sequence culminating in the gateway college algebra course. The sequence may include co-requisite coursework.
 - c. Institutions may establish alternative pathways to those described in subsection b for those degree-seeking students whose mathematics or English skills are below the high school level as established by the institution's assessment and placement policy set forth in subsection b.
3. Unless an institutional exception is made, all degree-seeking students must be continuously enrolled in appropriate mathematics and English courses until the institutional core curriculum mathematics and English requirements are completed.
 4. Requirements for college readiness and college-level course enrollment shall be publicized by each institution to the appropriate Nevada school districts. In addition, the Chancellor will work with the State Superintendent of Public Instruction to publicize these requirements to all Nevada school districts and to establish educational strategies to encourage high school standards, graduation requirements, and assessments that are aligned with college and workforce readiness expectations.
 5. For purposes of this section, "college-level" means courses that are numbered 100-level and above.

Institutional Placement Policies – UNLV

UNLV ENGLISH COMPOSITION PLACEMENT INFORMATION

Initial Course Placement

ACT English Score *	SAT Critical Reading Score	Placement
1 – 17	200 – 490	ENG 101E Composition I Extended
18 – 29	500 – 670	ENG 101 Composition I
30 – 36	680 – 800	ENG 102 Composition II

* The ACT Residual Exam is available through [UNLV Educational Outreach](#).

Additional Placement Options

English Language Center: Non-native speakers who place into ENG 101E based on test scores should consider ENG 113E, which is equivalent to ENG 101E, but provides additional support for English language learners. Please contact the English Language Center for more information. (702-895-4311)

Advanced Placement: Students may use scores from the Composition/Literature test or the Language/Composition test for placement.

- Students with AP scores of 3 place into ENG 101.
- Students with AP scores of 4-5 place into ENG 102.

Placement Portfolios: Students who feel that standardized test scores do not accurately reflect their writing ability may demonstrate their preparation for ENG 101 by submitting a portfolio which contains:

- **A one-page cover letter** that identifies the class in which each portfolio essay was originally written, the assignment that was given, and the skills that each essay demonstrates.
- **Two essays of at least 500 words each** that are clearly focused around a central idea, developed with specific supporting details, organized to provide a logical flow of ideas, and edited to observe the conventions of standard written English.
- **A timed essay** that responds to one of two short contemporary articles provided the day of the test.

Go to http://english.unlv.edu/composition_placement or call the Composition Office (895-3165) for more information.

First Day Diagnostics: Students will complete a diagnostic essay the first day of class in both ENG 101 and ENG 101E. Students whose writing demonstrates weaknesses in basic language skills will be advised to switch to a class offered by the English Language Center or sign up for workshops and tutoring offered by the Writing Center.

Composition Program

(702) 895-3165

<http://english.unlv.edu/composition>

Course Descriptions

ENG 101 Composition I

English 101 is a writing intensive course designed to improve critical thinking, reading, and writing skills. Students develop strategies for turning their experience, observations, and analyses into evidence suitable for writing in a variety of academic disciplines. 3 credits. Letter grades. Credits apply towards fulfillment of UNLV English Composition requirement.

ENG 101E/101F Composition I Extended

ENG 101E/101F is a two-semester ENG 101 sequence designed for students who would benefit from more practice and instruction than is available in a one-semester course. Students use the ENG 101 text and complete the first half of the ENG 101 curriculum during ENG 101E and the second half during ENG 101F. *ENG 101E 3 elective credits. S/U grading. ENG 101F 3 credits. Letter grades. Completion of ENG 101E / 101F sequence fulfills UNLV requirement for ENG 101.*

ENG 102 Composition II

ENG 102 builds upon the critical thinking, reading, and writing capabilities that students developed in ENG 101. Students learn the processes necessary for collecting and incorporating research material in writing. They learn how to evaluate, cite, and document primary and secondary research sources, and how to develop arguments and support them with sound evidence. 3 credits. Letter grades. Credits apply towards fulfillment of UNLV English Composition requirement.

Composition for Non-Native Speakers

The English Language Center provides equivalent composition courses for non-native speakers. Students who do not speak English as a first language should call 895-4311 for more information.



Revised 3/15

UNLV MATHEMATICS PLACEMENT INFORMATION

Minimum Requirement for Course Placement

UNLV Mathematics Course	ACT Score	SAT Score
Math 095 Beginning Algebra	none	none
Math 096 Intermediate Algebra	20	500
Math 120 Fundamentals of College Math	22	500
Math 122 Number Concepts Elem Teachers	22	520
Math 124 College Algebra	22	520
Math 126 Precalculus I	22	520
Math 127 Precalculus II	25	560
Math 128 Precalculus and Trigonometry	25	560
Math 132 Finite Mathematics	24	560
Math 181 Calculus I	28	630

Scores valid for 2 years. The ACT Residual Exam is available through the Academic Success Center (ASC).

Additional Placement Options

Advanced Placement: Students may use scores from AP test for placement. Students with AB Math scores of 4-5 may receive credit for MATH 181. Students with BC Math scores of 4-5 may receive credit for MATH 181/182. Students with a Stat score of 3-5 may receive credit for STAT 152.

DMS Placement Testing: Students who have not taken prior college math courses, the ACT/SAT standardized test(s), or who wish to place at a higher level mathematics course than their scores indicate may take a placement test offered by the Department of Mathematical Sciences (DMS). To be eligible to take the DMS placement test, a student must have not taken the Placement Test within the last four weeks.

Students should contact the DMS for the date and times that the Placement Test is administered. There is a non-refundable fee of \$11 per test. The test is administered year round and the results take approximately 3 business days. Students will be notified once placement is determined.

ALEKS Online Placement: The Mathematics Learning Center (MLC) offers the ALEKS Mathematics Placement Assessment. ALEKS is taken online, anytime, and anywhere at the student's convenience.

Other Considerations

Math 120: Please note that MATH 120 is a terminal course, and is not a prerequisite for any other MATH course.

Contact Your Advisor: All majors have their own unique math requirement. Though you may place into a particular course, and it may be used for general education, it may not be the terminal course your degree requires. Contact your advisor (on the back) to determine your specific requirements.

Contact

UNLV Department of Mathematical Sciences
CDC Building 8, (702) 895-3567
math@unlv.edu

Course Descriptions

A flowchart of these courses is on the backside of this page.

MATH 096: Intermediate Algebra

Polynomial and rational expressions, linear equations, linear and absolute value inequalities, applications, exponents and radicals, quadratic equations, relations, and their graphs, systems of equations. Credit for this course does not count toward the total needed for graduation. Prerequisite* for MATH 120, 122, 124, 126, and 128.

MATH 120: Fundamentals of College Math

Real numbers; consumer mathematics; variation; functions, relations, and graphs; geometry of measurement; probability and statistics; sets and logic. Broad in scope course, emphasizes applications. This is a terminating course, and is not a prerequisite for any other MATH course.

MATH 122: Number Concepts for Elementary Teachers

Mathematics needed by those teaching the new-content curriculum at the elementary school level, emphasis on number concepts. MATH 122 does not satisfy the general education core mathematics requirement. Prerequisite* for MATH 123.

MATH 124: College Algebra

Equations and inequalities; relations and functions; linear, quadratic, polynomial, exponential, and logarithm functions; systems of linear equations and inequalities; matrices; sequences and series; binomial theorem. Prerequisite* for MATH 132 (note this course is not a prerequisite for any other MATH course).

MATH 126: Precalculus I

Topics include fundamentals of algebra, functions and graphs, polynomial, rational, exponential, and logarithmic functions, and systems of linear equations. Prerequisite* for MATH 127 and 132.

MATH 127: Precalculus II

Topics include circular functions, trigonometric identities and equations, conic sections, complex numbers, and discrete algebra. Prerequisite* for MATH 181.

MATH 128: Precalculus and Trigonometry

Relations, functions, and their graphs; polynomial, rational, exponential, logarithm, and trigonometric functions; analytic trigonometry; systems of equations and inequalities; conics; mathematical induction; sequences and series. An intense 5 credit combination of MATH 126 and MATH 127. Prerequisite* for MATH 181.

MATH 132: Finite Mathematics

Logic, sets, probability, matrices, and linear programming, and their application to the analysis of business and social science problems. This is a terminating course, and is not a prerequisite for any other MATH course.

MATH 181: Calculus I

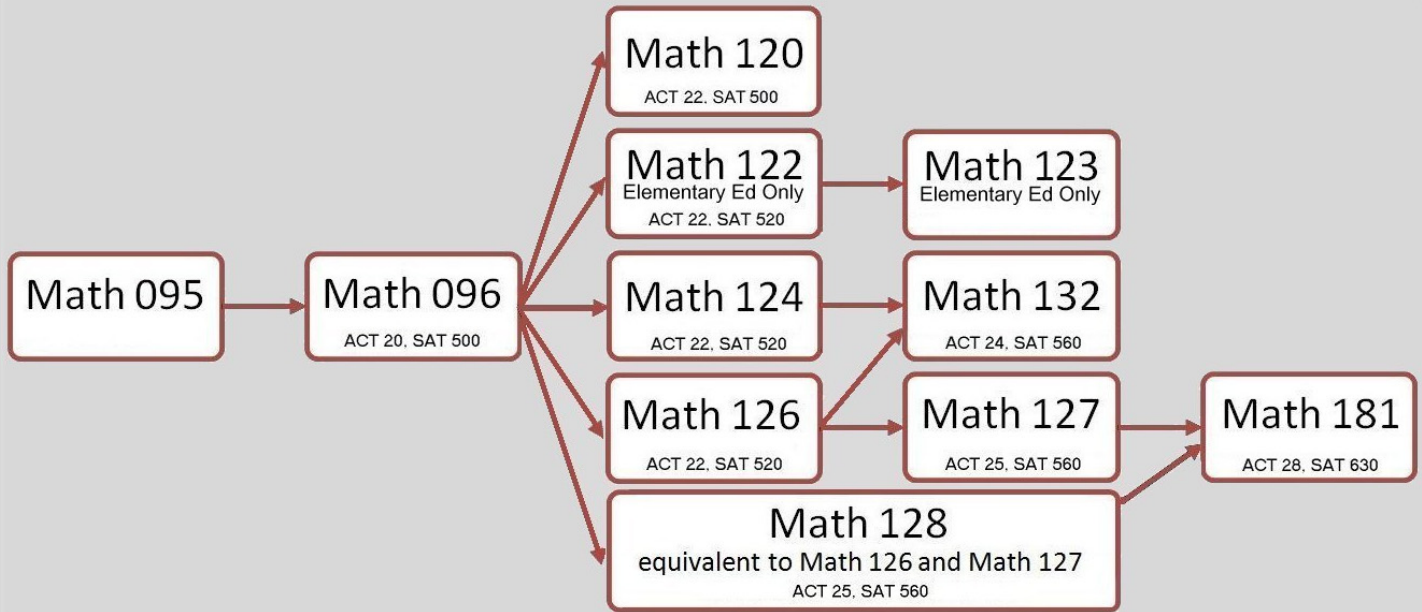
Differentiation and integration of algebraic and transcendental functions, with applications. Prerequisite* for MATH 182.

* Prerequisite course grade must be a C or higher.



Revised 9/2/2015

FLOW OF UNLV MATH COURSES



Advising Contact Information

(please visit <http://advising.unlv.edu/colleges.html> for more detailed and up-to-date information)

College/School	Location	Phone	Email
Academic Success Center	ASC	702-895-3177	academicsuccess@unlv.edu
Business	BEH 100	702-895-3363	cobadvis@unlv.edu
Education	CEB 226	702-895-1537	education.advising@unlv.edu
Engineering	TBE A-207	702-895-2522	engineering.advising@unlv.edu
Fine Arts	CDC 2-215	702-895-5390	CFAAdvising@unlv.edu
Health Sciences	BHS 100	702-895-5448	healthsciencesadvisingcenter@unlv.edu
Honors College	LLB 3270	702-895-2263	honors@unlv.edu
Hotel Administration	BEH 543	702-895-3616	hoaadvice@unlv.edu
Liberal Arts	WRI B131	702-895-1997	wac@unlv.edu
Sciences	MPE A130	702-895-2077	sci.advising@unlv.edu
Urban Affairs	GUA-4th Floor-North Wing	702-895-1009	urbanaffairs@unlv.edu
Graduate College	FDH 305	702-895-3320	gradcollege@unlv.edu
Pre Law Advisor	WRI A214	702-895-2525	Rebecca.wood@unlv.edu
Pre Med Advisor	MPE A131	702-895-3170	joseph.nika@unlv.edu



Placement into UNLV Mathematics Courses

Revised 9/2/2015

Contact Information

Department of Mathematical Sciences (DMS)
Location: Central Desert Complex (CDC) Building 8
Phone: (702) 895-3567
Fax: (702) 895-4343
Email: Math@unlv.edu
Website: <http://www.unlv.edu/math>

The DMS does not, under any circumstances, provide prerequisite waivers. The purpose of this document is to provide information on some of the various options for satisfying prerequisites. For a description of courses with their required prerequisites, please visit the UNLV catalog.

General Education Mathematics Courses

According to the UNLV catalog (effective 2010), the general education mathematics course “should be taken during the student’s first year at UNLV, but no later than the end of the second.” The DMS *strongly* urges all students to enroll in mathematics their *first* semester at UNLV. The general education mathematics requirement for the university (effective 1998) is listed as “any 100 level math course except 115 or 122.” Students should seek advising before signing up for any mathematics course, as different degree programs typically have a specified mathematics requirement.

Note that Math 095 and Math 096 do not earn university credit and do not count towards enrollment for purposes of the Millennium Scholarship. It is possible that a student must enroll in these or other prerequisite courses before taking their required course.

SAT/ACT

The primary means of mathematics placement for a degree-seeking student (who has not previously taken any college mathematics course) is the SAT/ACT. Based on the NSHE Code (Title 4, Chapter 16, Section 1), the UNLV DMS has set the following cutoff scores (effective Fall 2014). Scores cannot be older than 2 years at time of placement.

Minimum Requirement for Course Placement		
Course	ACT Math Score	SAT Math Score
Math 095	none	none
Math 096	20	500
Math 120	22	500
Math 122	22	520
Math 124	22	520
Math 126	22	520
Math 127	25	560
Math 128	25	560
Math 132	24	560
Math 181	28	630

Once the score(s) is posted in the students' record, they will be eligible to enroll in the appropriate level course. For questions regarding posting of scores, students should contact their advisor or registrars' office. For questions regarding placement, students should contact their advisor or the DMS.

Previous College Credit

If a student has transferred into UNLV from an accredited* college or university and has received college level mathematics credit (with a grade of C or higher), this transfer course may be evaluated for credit and/or placement. Depending on the articulation of the course, this transfer course could be used to determine appropriate placement, or in some cases count towards a students' degree program.

Please note that all mathematics courses from NSHE schools are directly transferrable. If a student has a transfer course from another accredited institution, they are to see their advisor about filling out a "Transfer Course Equivalency Form." This form must be evaluated by the DMS. To be used as a prerequisite, the student must have received a C or better[†]. Until the course is posted and grade is evaluated, a student will not be allowed to register[‡] for any subsequent math courses. The evaluation process could take as long as one month to process once the DMS receives the request.

Once the course is transferred, posted, and grade evaluated, students will be eligible to enroll in the appropriate level course. For questions regarding posting of transfer courses, students should contact their advisor or registrars' office. For questions regarding the evaluation process, students should contact the DMS.

Advanced Placement Test

If a student took the math AP test, they may be placed into courses using the table below. It is *not mandated* that a student cannot enroll in courses for which they have previously received credit. However, if a student receives AP credit for a course and decides to enroll in it for credit at UNLV, the grade will count in the computation of their GPA (unless audited or dropped).

UNLV Credits Earned with Advanced Placement (AP) Test	
Credit Earned at UNLV	Test Score
AP Calculus Test	
4 credits for Math 181	AB Math 4-5
8 credits for Math 181 and 182	BC Math 4-5
AP Statistics Test	
3 credits for Stat 152	3-5

Once the score is posted, students will receive proper credit and be eligible to enroll in the appropriate level subsequent course. For questions regarding posting of scores, students should contact their advisor or registrars' office. For questions regarding course content and placement, students should contact their advisor or the DMS.

Math Department Placement Test

Students who have not taken prior college math courses, the ACT/SAT standardized test(s), or who wish to place at a higher level mathematics course than their scores indicate, may take a placement test offered by the DMS. To be eligible[§] to take the placement test, a student must have not previously taken the DMS Placement Test within the last four weeks.

* The DMS does not typically accept transfer courses from non-accredited institutions.

† Please be aware, a course for which a student has earned a C- or lower will *not* count for prerequisite purposes.

‡ See "Enrolling in a Subsequent Course" section for exceptions.

§ While it may be possible in the system for a student to sign up, pay for and take the placement exam, if a student is not in fact eligible to take the exam their score will not be uploaded into the system.

Some examples of students who wish to take the placement test include those who:

- have not taken the ACT/SAT standardized test(s)
- have taken the ACT/SAT standardized test(s) outside of a 2 year period
- have taken the ACT/SAT standardized test(s) but wish to better their placement
- have taken a mathematics course at an accredited college or university (including NSHE), did not earn a final grade because of withdrawing or auditing, and wish to better their placement
- have taken a mathematics course at an accredited college or university (including NSHE), did earn a final grade, but wish to better their placement
- have taken another mathematics course at a non-accredited college or university.

Students should contact the DMS to make arrangements for placement testing, or visit the website <http://www.unlv.edu/math/mpri.html>. Once the score is posted, students will be eligible to enroll in the appropriate level course. For questions regarding eligibility for the exam, posting of scores and subsequent enrollment into courses, students may contact the DMS.

ALEKS Placement Exam

Students who have not taken prior college math courses, the ACT/SAT standardized test(s), or who wish to place at a higher level mathematics course than their scores indicate, may also take the ALEKS exam. ALEKS is an online, adaptive assessment that provides a comprehensive picture of a student's mathematical strengths and weaknesses. There is a one-time fee of \$25 payable directly to the ALEKS cooperation that provides a student with modules to help prepare for an assessment exam, and up to 4 placement exam attempts. For further questions or concerns, contact the Math Learning Center at mlc@unlv.edu.

Enrolling in a Subsequent Course

A student may wish to sign up for a course (for the following semester or summer session) while enrolled in its prerequisite. For UNLV prerequisites, the system will typically allow a student to sign up for the subsequent course without interruption. However, it is understood that the student will receive a final grade of C or better in the prerequisite course, or the DMS will *automatically* drop them *without notice* the week before classes begin.

If, for some reason the system is not allowing a UNLV student to enroll under these circumstances, they must contact the DMS with the following information: full name, *myUNLV* number, current course number and section, requested course number, and a minimum of 2 section choices (with call numbers) listed in order of preference.

If a NSHE student wishes to sign up for a course while enrolled in its prerequisite, they must obtain a letter from the instructor on letterhead indicating the following: student name, *myUNLV* number, instructor name, number and title of course, and current grade in course (must be C or higher). The student should then contact the DMS to arrange for transfer of that letter and subsequent placement. Again, it is understood that the student will (without prompting) provide the DMS with proof of the final grade of C or better, or the DMS will *automatically* drop them *without notice* the week before classes begin.

Institutional Placement Policies – UNR

English

It's important that you begin your college education in the writing course that best fits your experience and ability. We use the ACT or SAT scores for initial placement into Core Writing Courses.

English Course	ACT	SAT
	English	Verbal / Critical Reading
English 098	≤ 17	≤ 430
English 100J	18 - 20	440 - 500
English 101	21 - 29	510-670
English 102 (102H)	≥ 30	≥ 680

We recognize that your actual writing, not just your test score, should determine your final placement. If you don't believe your test score reflects your writing ability, you may request a placement evaluation.

OPTIONS FOR EVALUATION:

There are two options for evaluation. Keep in mind that your writing samples are used to place you in the course that best fits your writing ability. The evaluation process is not simply a way to challenge a course. Our goal in placing students is to ensure as best we can their success in writing. We place writers primarily according to sentence fluency and essay development.

- **Sentence fluency:** Your writing should not show recurring problems with basic sentence structure. However, occasional minor problems in usage will not necessarily place you in English 098 or in English 100J.
- **Development:** Your writing should demonstrate an ability to develop a central idea with explanation, examples, and other kinds of support. Clear, well-organized writing generally leads to placement in English 101.

OPTION 1:

Bring or mail to the Core Writing Program office a portfolio containing three or four essays you've written in the past year. Submit clean, unmarked, ungraded, polished essays. Graded or marked papers will not be evaluated. ONLY hard copies will be accepted. Electronic submissions will not be accepted. It is prudent to send copies and keep your originals as portfolios will NOT be returned.

We recommend that students submit a portfolio rather than take the exam because a portfolio shows more about your writing than the timed essay exam, which gives you little time for reflection and revision.

OPTION 2:

Make an appointment by calling the Core Writing Program office to come in and write a placement essay. The essay exam must take place during normal business hours and is written in our office.

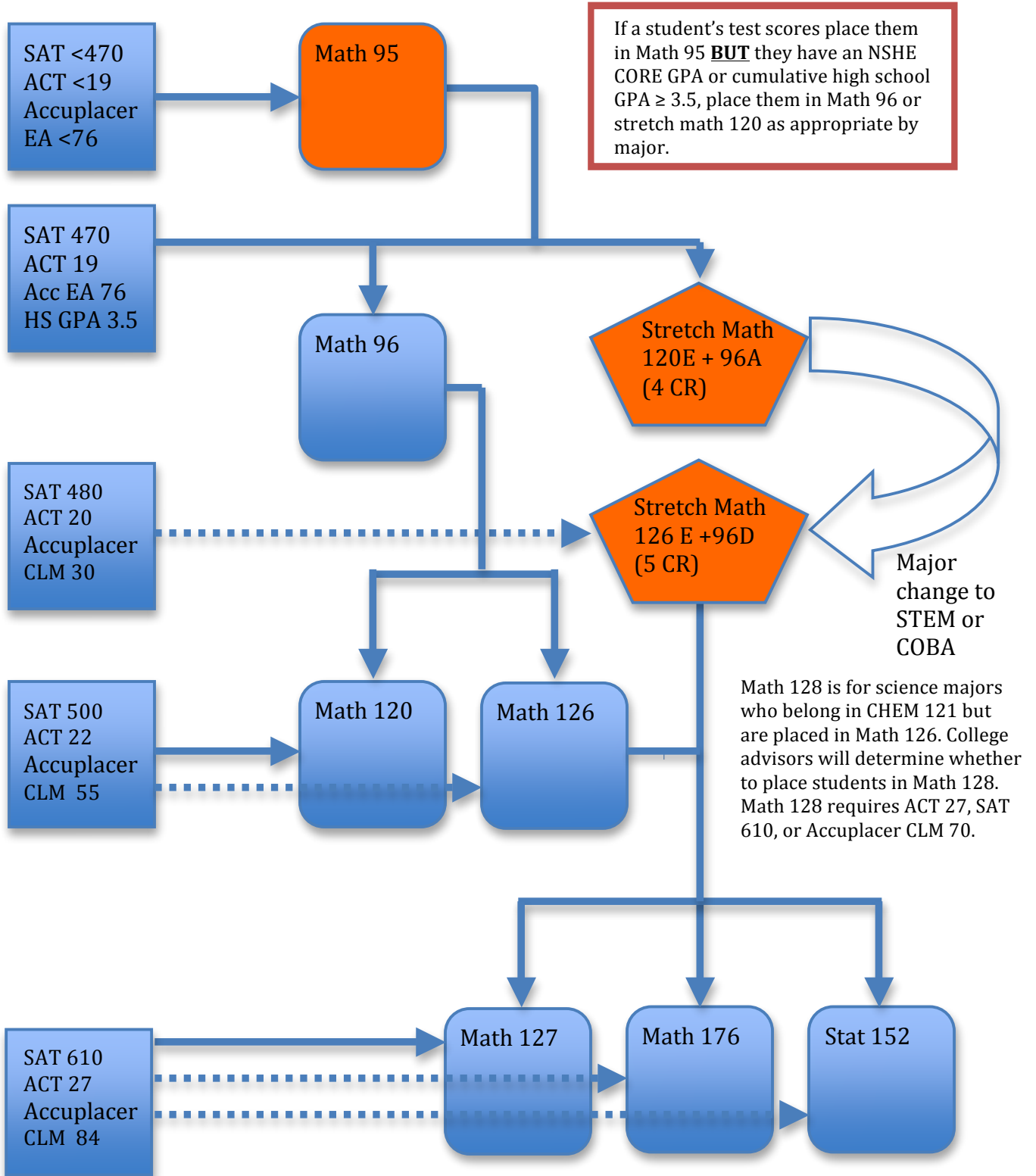
Please have several options in mind for your appointment. An essay topic and all exam materials will be provided when you arrive.

AP EXAM PLACEMENT:

For students in high school Advanced Placement courses, AP credit is awarded as follows:

- For a score of 3 on the Literature and Composition or Language and Composition, you receive credit for English 101 (3 credits). You must take English 102.
- For a score of 4 or 5 on the Language and Composition exam, you receive credit for both English 101 and 102 (6 credits).
- For a score of 4 or 5 on the Literature and Composition exam, you may choose to receive credit for English 101 and English 297 (Introduction to Literature); you must then take English 102; OR, by completing English 104 (Investigative Writing, one credit) you can receive credit for both English 101 and 102 (6 credits in addition to the one credit for 104).

UNR - Math Placement - Fall 2014



Institutional Placement Policies – NSC

Students at Nevada State College are placed into the appropriate math and English courses based on their performance on a standardized exam (ACT or SAT) or a college placement test. Placement testing should occur prior to enrolling in classes at the college and students are strongly encouraged to complete their college math and English requirements in the first year of study.

Mathematics

Nevada State College students are placed into mathematics courses by submitting ACT or SAT scores, or by taking an Accuplacer test. All degree programs require **MATH 120** or higher to fulfill the Mathematics Core Curriculum requirement (please see your degree outline for specific course requirements).

Students who are required to complete a foundational math course prior to enrolling in MATH 120 (or higher) will enroll in MATH 95M, which is part of a redesigned curriculum that gives students an opportunity to complete their college math requirements in a single year. Full details about NSC’s math sequences – along with brief descriptions of each relevant course – are provided in the “NSC Math Course Sequence.” The table below lists how students will be placed according to each appropriate test score.

Course	Math 95M	Math 120E	Math 120	Math 126E	Math 126	Math 181
ACT Math	≤ 19	≤ 21	≤ 22	≤ 24	≤ 27	≥ 28
SAT Math	≤ 450	≤ 490	≤ 500	≤ 550	≤ 620	≥ 630
Accuplacer	(EA) ≤ 84	EA ≥ 85	(EA) ≥ 85 & (CM) ≥ 63	(EA) ≥ 85 & (CM) ≥ 63	(EA) ≥ & (CM) ≥ 70	(EA) ≥ 85 & (CM) ≥ 101

Note: EA = Elementary Algebra; CM = College Level math

English

Students are placed into ENG 100 or ENG 101 via ACT/SAT or through an Accuplacer score. Students who do not meet the minimum requirements are referred to remedial classes at the College of Southern Nevada.

Students who complete ENG 102 will satisfy the Core Curriculum Requirement. Typically, students take ENG 101 during their first semester at NSC and ENG 102 during the second semester. Students who need extra assistance in English writing skills will take ENG 100, a 5-credit course offering more instruction and practice than ENG 101. A student who successfully completes (with a C or higher grade) ENG 100 can move on to ENG 102. The table below lists how students will be placed according to each appropriate test score.

Course	Referred to CSN	ENG 100	ENG 101	ENG 102
ACT English	≤ 17	18-20	21-29	≥ 30
SAT Verbal (re-centered)	≤ 430	440-500	510-670	≥ 680
Accuplacer	RC < 60 SS < 60	RC = 60-75 SS = 60-85	RC ≥ 76 & SS ≥ 86	N/A

Note: RC = Reading Comprehension; SS = Sentence Skills

Students who place into ENG 100 or lower can attempt to improve their placement by using Accuplacer’s “Write Placer” essay assessment. The cutoffs for this assessment are as follows:

Course	Referred to CSN	ENG 100	ENG 101	ENG 102
Accuplacer ("Writer Placer")	< 3	3 or 4	≥ 5	N/A

Generally, Accuplacer scores are not used to place students into ENG 102. However, students who earn exceptionally high scores (Reading Comprehension ≥ 103 and Sentence Skills ≥ 110) have the option to petition to go directly into ENG 102. To do this, they must submit a writing sample for a review by NSC’s English faculty, who in turn make a placement recommendation.

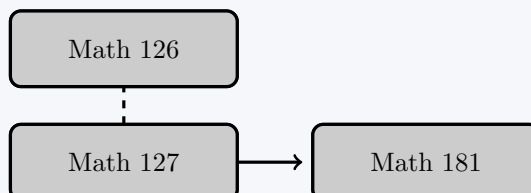
NSC Math Course Sequence

STEM Path

STEM Path for students who test into Math 95 or Math 96.



STEM Path for students who test into Math 126. Take Math 126 and 127 concurrently.

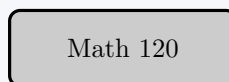


Non-STEM Path

Non-STEM Path for students who test into Math 95 or Math 96.



Non-STEM Path for students who test into Math 120.



Math 95M (5 credits) This mastery based course covers foundational mathematics topics up through elementary algebra.

Math 96A (1 credit) Students who pass Math 95M can take Math 96A concurrently with Math 120 as a 1-credit supplemental course.

Math 96D (2 credits) Students who pass Math 95M can take Math 96D concurrently with Math 126 as a 2-credit supplemental course

Math 120 (3 credits) This course covers topics in statistics, consumer mathematics, and modeling.

Math 120E (4 credits) Students register for this course to take Math 120 and Math 96A together.

Math 126 (3 credits) College Algebra is for students who plan to go on to calculus.

Math 126E (5credits) Students register for this course to take Math 126 and Math 96D together.

Math 127 (3 credits) Trigonometry can be taken concurrently with Math 126 (though not with Math 126E).

Math 181 (4 credits) Calculus depends heavily on the skills of Math 126 and 127.

Students who want to advance beyond their initial placement can use EdReady to prepare for retaking the Acuplacer test. Alternatively students can request placement into Math 120E if they work up to a score of 85 in EdReady, or they can request placement into Math 120 with a score of 100 in EdReady.

Course	Math 95M	Math 120E	Math 120	Math 126E	Math 126	Math 181
ACT Math	≤ 19	≤ 21	≥ 22	≤ 24	≤ 27	≥ 28
SAT Math	≤ 450	≤ 490	≥ 500	≤ 550	≤ 620	≥ 630
Accuplacer	(EA) ≤ 84	(EA) ≥ 85	(EA) ≥ 85 & (CM) ≥ 63	(EA) ≥ 85 & (CM) ≥ 63	(EA) ≥ 85 & (CM) ≥ 70	(EA) ≥ 85 & (CM) ≥ 101

Institutional Placement Policies – CSN

English

To place into the appropriate English class, students will be taking the WritePlacer exam. The WritePlacer exam is the essay portion of the ACCUPLACER testing program.

Scores and Placements

When you take the ACCUPLACER writing placement exam (the WritePlacer) you will be given a score. This score will determine into which English class you will be placed.

ACCUPLACER score of 1

Adult Basic Education; contact the GED office at the Sahara West Campus for appropriate instruction.

ACCUPLACER score of 2 - ENG 092 College Prep English I (5 credits)

Course Description (ENG 092): Emphasis on college level reading and writing. Practice in paragraph construction and the introduction to the complete essay. Review of grammar/punctuation skills and sentence structure. Guidance and instruction in integrating reading and writing skills.

ACCUPLACER score of 3 or 4 - ENG 098 Preparatory Composition (3 credits)

Course Description (ENG 098): English 098 Preparatory Composition Intensive reading and writing course focusing on college level critical reading and essay writing strategies. This course was designed for students whose ACT or SAT scores indicate that they would benefit from an additional semester of English before beginning their college level work. Students who successfully complete English 098 with a grade of “C” or better will be eligible to enroll in English 100, 101, or 113.

ACCUPLACER score of 5 - ENGLISH 100

Course Description (ENG 100): A writing intensive course designed to strengthen college-level composition skills, with particular attention to audience, purpose, and context for writing. Students receive extensive background in strategies of planning, drafting, and revising. Research, primary and/or secondary, is introduced as a means by which students can extend their own understanding through the use of outside resources. Additionally, critical reading and thinking strategies are developed. Extra assistance with English writing skills (grammar, sentence structure, usage, and punctuation) is provided. Students who successfully complete ENG 100 with a grade of “C-” or higher will satisfy the ENG 101 requirement and will be eligible to enroll in ENG 102. Prerequisite: English Placement Test or ENG 098 or ESL 139 with a grade of “C-” or higher.

ACCUPLACER score of 6 or higher - ENGLISH 101

Course Description (ENG 101): English 101 is designed to strengthen college-level writing skills, with particular attention to audience, purpose and rhetorical situation. Students receive extensive background in strategies of planning, drafting and revising. Research is introduced as a means by which students can extend their own understanding through the use of outside resources. Additionally, critical reading and thinking strategies are developed. Students who successfully complete ENG 101 with a grade of “C-” or higher will be eligible to enroll in ENG 102. Prerequisite: English Placement Test or completion of ENG 098 or ESL 139 with a grade of “C-” or higher.

Cutoff Scores for CSN MATH Course Placement

No Placement or other test needed for entry into MATH 104 or MATH 116.

For ACCUPLACER Column: AR = Arithmetic Test, AG = Elementary Algebra Test, CM = College Math Test.

*C or better is required in Prerequisite courses.

**All test scores are cannot be older than two years.

Course	Prereq. Course*	SAT**	ACT*	Math Prep Mods	ACCUPLACER**	Credit Awarded
Math Prep	None	350	13		< 89 on AR	
MATH 093 (remove)						
MATH 095	MathPrep(1-3) or M116	400	16	3, 4 or 5	> 89 on AR and < 76 on AG	
MATH 096	M095 or Math Prep (4-6)	450	19	6	≥ 76 on AG	
MATH 111	Math Prep	400	16	3, 4 or 5	≥ 89 on AR and < 76 on AG	
MATH 120	M095 or Math Prep (4-6)	450	19	6	≥ 76 on AG	College Math CLEP ≥ 50
MATH 122	M096 or M097	500	22		CM ≥ 49	
MATH 123	M122					
MATH 124	M096 or M097	500	22		CM ≥ 49	College Algebra CLEP ≥ 50
MATH 126	M096 or M097	500	22		CM ≥ 49	Precalculus CLEP ≥ 50
MATH 127	M126	550	25		CM ≥ 83	
MATH 128	M096 or M097	550	25		CM ≥ 83	
MATH 132	M124, M126 or M128	550	25		CM ≥ 83	
MATH 181	M127 or M128	600	28		CM ≥ 100	Calculus CLEP ≥ 50 AP Calculus AB or BC ≥ 4
MATH 182	M181					AP Calculus BC ≥ 4
MATH 251	M127 or M128	600	28		CM ≥ 100	
MATH 253	M182					
MATH 283	M182					
MATH 285	M182					
STAT 152	M124, M126 or M128	550	25		CM ≥ 83	AP Stat ≥ 4

Institutional Placement Policies – GBC

All associate and baccalaureate degree programs at GBC entail college-level English and mathematics courses. Enrollment in these courses requires **one** of the following:

- Qualifying scores on the ACT or SAT.
- Qualifying scores on a GBC-administered Accuplacer test (CPT).
- Successful completion of developmental courses. Scores from placement tests above determine which developmental courses may be required, if any.

English Placement Scores

ACT	SAT	Accuplacer		Class
		Sentence Skills	Writing	
<18	<440	<86	1-4	ENG 095 or 103
18-29	440-670	≥86	5-8	ENG 101 and 107
30-36	680-800	≥115	N/A	ENG 102

Math

In addition to SAT, ACT, and Accuplacer scores, alternative methods of placement are used including review of a student's high school transcript for math courses and personalized interview with the student to assess their math background. Students who complete ENG 101 and MATH 095 with a grade of C or better are eligible to enroll in MATH 120.

To satisfy the mathematics requirement for the Associate of Arts, each student must complete three credits of MATH 120 or five credits at the level of MATH 126 or higher. For the Associate of Science, each student must complete five credits of MATH 126 or higher. Completion of MATH 116 or higher is required to satisfy the mathematics requirement for the Associate of General Studies. MATH 116 or higher is required for all Associate of Applied Science degrees.

The mathematics requirement may also be satisfied by a student who earns credit through the CLEP (College-Level Examination Program) tests, or transfers equivalent credits to GBC.

ACT	SAT	Accuplacer			CLASS
		ARTH	ELEM AG	COLL LEV MATH	
≤16	<400	<86			MATH 091
17-18	400-465	≥86	≤62		MATH 095 or 097
19-21	470-495	≥86	63-120		MATH 096
22-24	≥500	≥86	63-120	40-63	MATH 116 or 120
22-24	≥520	≥86	63-120	≥63	MATH 126 or 128
≥25	≥560				MATH 127 or higher

Institutional Placement Policies – TMCC

English Placement Cut Scores

Effective March 31, 2015 the following placement cut scores requirements apply to English courses at Truckee Meadows Community College.

Test	Raw Score Range	Course Placement
ACCUPLACER Native English Reading Comprehension	20 – 40	ABE English
	41 – 55	English Skills Center ESC1
	56 – 75	ENG 98R and Required READ 95 (1.5 credits)
	76 – 85	ENG 101 (no online 101 or 107) and Required READ 135 OR ENG 98R (online or in person; no READ 135)
	86+	ENG 101 or ENG 107 (in-class or online) or BUS 106
Non-Native English Reading Skills & ESL WritePlacer	20 - 49 and ESL WritePlacer 0 – 5	Refer to Community ESL Program
	50 – 80 and ESL WritePlacer 0 – 2	ENG 81A, ENG 81C
	81 – 105 and ESL WritePlacer 0 – 2	ENG 112A, ENG 81C
	106 – 120 and ESL WritePlacer 0 – 2	ENG 112D and Required READ 135 (Non-Native)
	50 - 80 and ESL WritePlacer 3 – 5	ENG 112A, ENG 81C
	81 – 105 and ESL WritePlacer 3 – 5	ENG 112A, ENG 112C, and ENG 112D
	106 – 114 and ESL WritePlacer 3 – 5	ENG 112D and Required READ 135 (Non-Native)
	115 – 120 and ESL WritePlacer 3 – 5	ENG 113, Recommend READ 135 (Non-Native)
	<i>Students that Score a perfect score of 6 in the ESL Write Placer will branch out to Native Reading Comprehension. This gives students the opportunity to show that they are ready for the Native English Track.</i>	
	Native Reading Comprehension 20 – 75 and ESL Write Placer 6	Students at this level are not prepared for Native English. We divert back to Non-Native placement by administering the Non-Native Reading Skills section of ACCUPLACER. For placement we use the student's ESL Reading Skills scores and refer to the ESL WritePlacer 3-5 sequence.
	Native Reading Comprehension 76 - 85 and ESL WritePlacer 6	ENG 101 or ENG 113 and Required READ 135 (Non-Native)
Native Reading Comprehension 86 – 120 and ESL WritePlacer 6	ENG 101 or ENG 113 (if student prefers)	
SAT	Below 440	Take ACCUPLACER or self-enroll in Eng 98 and Read 95 or ENG 112 C and ENG 112 D
	440 – 670	ENG 101 or ENG 107 or ENG 113
	680+	ENG 102 or ENG 114
ACT	Below 18	Take ACCUPLACER or self-enroll in Eng 98 and Read 95 or ENG 112 C, ENG 112 D
	18 – 29	ENG 101 or ENG 107 or ENG 113
	30 +	ENG 102 or ENG 114

OR

AP EXAM PLACEMENT:

For students in high school Advanced Placement courses, AP credit is awarded as follows:

- For a score of 3 on the Language and Composition exam, students receive credit for English 101 (3 credits).

Students must take English 102.

- For a score of 4 or 5 on the Language and Composition exam, students receive credit for both English 101 and 102 (6 credits).

Alternate Pathway Options for 2014 WCSD Graduates

Beginning Fall 2014 for alternate pathways in placements into entry-level college courses for recent Washoe County School District (WCS D) high school graduates. Additionally, 2013 WCS D graduates who are new students at TMCC may be placed using these mathematics placement criteria.

TMCC English Placement	Criteria	Course Placement
High School	Overall unweighted GPA < 3.0	ACCUPLACER Placement OR SAT/ACT **or self-enroll in Eng 98 and Read 95 (1.5 credits) or ENG 112 C and ENG 112 D
	Overall unweighted GPA > 3.0	ENG 101, Recommended READ 135 or ENG 113, Recommended READ 135
	AP English course (passing with "C" or better)	ENG 101, Recommended READ 135 or ENG 113, Recommended READ 135
High School Equivalency		Take ACCUPLACER OR self-enroll in ENG 98R and Required READ 95 (1.5 credits) or ENG 112 C and ENG 112 D

Math Placement Scores

ACCUPLACER			
Arithmetic	Elementary Algebra	College Level Math	Placement
Below 80			Math Skills Center
80			MATH 90, MATH 95, MATH 108
	76		MATH 90, MATH 96, MATH 106
		50	MATH 120
		55	MATH 126
		70	MATH 122, MATH 123, MATH 128
		84	MATH 127, MATH 176, STAT 152
		101	MATH 181
SAT			
Math Score		Placemen	
400 – 460		MATH 90, MATH 95, MATH 108	
470 – 500		MATH 90, MATH 96, MATH 106	
490		Stretch Math 120 and 126	
500		MATH 120, MATH 126	
560 – 610		MATH 127, STAT 152	
620		MATH 122, MATH 123, MATH 128, MATH 176	
630		MATH 181	
ACT			
Math Score		Placemen	
17 – 18		MATH 90, MATH 95, MATH 108	
19 – 21		MATH 90, MATH 96, MATH 106	
22		MATH 120, MATH 126	
25 – 27		MATH 122, MATH 123, MATH 127, MATH 128, STAT 152	
27 – 28		MATH 176	
28		MATH 181	

Institutional Placement Policies – WNC



Western Nevada College

Counseling Services

Name _____
NSHE# _____

WNC ACCUPLACER PLACEMENT TESTING

Cut Scores Effective Summer / Fall 2015

The purpose of placement testing is to provide information about your current level of skills and to help determine courses most appropriate for you at this time. The following are your recommended courses. If your score is below a given range, you may have difficulty with the material and the pace of a course above that range.

ENGLISH		Options for refreshing English & Reading skills: Canvas.net Free on-line structured English classes.
Your Essay score is _____ . Date of Test: _____		
Essay Test Score	Recommended Course	
5	ENG 101 – Composition 1	
5	ENG 107 – Technical Writing	
4 or above	BUS 108 – Business Letters and Reports	
1-4	ENG 99 (4 Units) – Basic Writing Strategies	
<p>English 101 requires a minimum score of 5 on the essay test. Required for an AA of AS transfer degree.</p> <p>Business 108 is recommended for AAS and AGS programs only. To enroll you must receive a minimum score of 4 or complete BUS 106 with a "C-" or better, or complete ENG 99.</p> <p>English 99 is the prerequisite course required to move to ENG 101, ENG 107, of BUS 108. It is 4 units.</p>		
READING		
Your Reading Comprehension score is _____ . Date of Test: _____		
Test Score	Recommended Course	
91 or below	READ 135 – College Reading Strategies	
70 or below	READ 95 – Reading and Improvement	
<p>A score of 92 or higher signifies college level reading skills.</p> <p>Read 135 is open to all students but Read 95 is recommended for students with a score of 70 or below if the class is available.</p>		

MATH

Your **Arithmetic** score is _____.

Date of Test: _____

Test Score

62 or below
62 – 120

Recommended Course

Basic Mathematics – Need Math Prep
Pre-Algebra – Need Pre-Algebra Prep
MATH 98 – Developmental Mathematics
BUS 109 – Business Math
MATH 110 – Shop Mathematics

Your **Elementary Algebra** score is _____.

Date of Test: _____

Test Score

38 or below
38 or below
62 – 120
39 – 62

Recommended Course

If no previous Algebra – Need Pre-Algebra Prep
MATH 95 – Elementary Algebra (if had some Algebra)
MATH 92 – Algebra Review
MATH 95 – Elementary Algebra
MATH 98 – Developmental Mathematics
MATH 96 – Intermediate Algebra
MATH 96D – Intermediate Algebra (Co-Requisite
for designated section of MATH 126)
MATH 120 – Fundamentals of College Math

63 – 120
80 – 120

Your **College Math** score is _____.

Date of Test: _____

Test Score

30 or above

63 – 120
70 – 120
63 – 120
70 – 120
70 – 120
101 – 120

Recommended Course

MATH 96D – Intermediate Algebra (Co-requisite for designated
section of MATH 126)
MATH 126 – Pre-Calculus I
MATH 127 – Pre-Calculus II (Trigonometry)
MATH 128 – Pre-Calculus I & II (5 units)
MATH 152 – Into to Statistics
MATH 176 – Calculus for Business/Social Sciences
MATH 181 – Calculus I

BUS 109 – Business Math: Not recommended for AA, AS or some AAS degrees.
MATH 92 – is a short-term algebra review course. It is offered for credit and is financial aid eligible.
MATH 95 – with a B- or better, or Math 96 are the prerequisites for Math 120 or Math 96D.
MATH 96 – with a C- or better is the prerequisite for Math 126 and Math 128.
MATH 96D – is a 2 unit intermediate algebra class that is paired with a designated section of Math 126. Successful completion of Math 96D will fulfill the pre-requisite for any Math 126 course.
MATH 98 – Meets in the computer lab and is self-paced. Covers pre, elementary and intermediate algebra skills. A placement exam is required upon completion of Math 98.
MATH 120 – Fundamentals of College Math. Cannot be used as a prerequisite to Math 126. Recommended for non-science majors in Liberal Arts or Social Science.
MATH 126 – and above is recommended for transfer degrees in Business, Math, Engineering, Science or Technology.
CHEM 121 – Starting Fall 2015, prerequisite is Math 126 or higher. Prerequisite may also be met by receiving an appropriate score on the WNC placement or equivalent test (Accuplacer college level math score must equal 70 or above).
MATH 176 – is not recommended for Math of Science majors.

MATH Prep classes are not offered for credit.
Non-credit courses are **NOT** financial aid eligible.

Options for refreshing Math skills:

Continuing Education
(WNC)

Basic Math and Pre-Algebra Prep classes
Information
445-4268

Canvas.net
Free on-line structured Math classes.

khanacademy.org
Free on-line Math self-tutoring site using videos

NOTE: All degrees or certificate seeking students who place in courses below the 100 level must take those courses within the first 30 credits. Courses with a number under 100 (such as ENG 99), do not apply toward a degree, but can be valuable for student success.