

Approved March 23, 2022

## **Academic Affairs Policy 2.18 Gateway Mathematics and English Course Placement Requirements**

### **Purpose:**

This policy establishes uniform guidelines for the placement of students in entry-level, college-level courses in mathematics and English. It is designed to:

- Increase the number of students who can access and successfully complete a gateway mathematics course and/or English course;
- Increase the retention and graduation rates of college students; and
- Remove systemic barriers to equitable access and outcomes for Louisiana's students.

This policy is effective for mathematics courses beginning in the fall 2023 semester and for English courses beginning in the fall 2024 semester. However, any or all aspects of the policy may be implemented immediately.

### **General Requirements:**

Institutions may not offer, or require students to take, a stand-alone mathematics or English course that the Statewide Articulation and Transfer Council (SATC) does not recognize as satisfying the mathematics or English general education requirement. Instead, all remediation should follow the corequisite learning support model. Students with corequisite support requirements as outlined below should be co-enrolled in sections of mathematics or English that satisfy general education requirements utilizing corequisite learning support.

### **Corequisite Learning Support:**

Corequisite Learning Support is a strategy wherein students are placed directly into a gateway course accompanied by an aligned academic support course in the same academic term (the corequisite course). Each corequisite course will be a required course that provides a supplementary instruction experience dedicated to tasks that are connected to mastery of the skills and knowledge required for success in the material in the gateway course. The corequisite learning support course should include a curriculum and instruction that positively contribute to a student's academic mindset and develop non-cognitive skills that improve student learning. Whenever possible the gateway course and corequisite course should be taught by the same instructor and the corequisite course should be at least two credit hours, but not more than three credit hours.

### **Data Submission:**

Institutions shall annually submit data to the Board of Regents for both mathematics and English general education courses, in the manner prescribed by the Board. The Board shall annually analyze and report on the data to ensure compliance with the policy and inform continuous improvement efforts.

## MATHEMATICS

### A. Enrollment in Gateway Mathematics

1. The first mathematics course each student takes shall be a gateway course aligned to the mathematics pathway for their declared or intended program of study. Students should enroll in their first mathematics course in their first academic year.
2. All students who do not meet the minimum standards for placement into a stand-alone gateway mathematics course **must** enroll in a corequisite support section as defined in this policy.
3. All institutions that enroll students with corequisite support requirements **must** provide sufficient capacity in corequisite gateway mathematics sections needed to meet the educational requirements of their students.
4. For students who demonstrate proficiency at a higher level than the gateway mathematics course, institutions may, at their discretion, place students in a course that is higher than the gateway course if that course fulfills the mathematics requirement for general education and their program of study.
5. The default placement for all students will be in an entry-level collegiate course with corequisite support UNLESS students meet minimum placement criteria as outlined below.

### B. Minimum Placement Requirements for Gateway Mathematics

1. A student who meets none of the criteria listed below, or has no mathematics test score, has a corequisite support requirement in mathematics.
2. A student who meets one or more of the criteria listed below is exempt from the corequisite support requirement in mathematics but may still elect to enroll in corequisite support.
3. The criteria for exemption from corequisite support in mathematics are:

Placement Assessment	Minimum Requirement Gateway Mathematics
HS Cumulative GPA	$\geq 3.0$ on a 4.0 scale OR
ACT Math subscore	$\geq 19$ OR
SAT Math subscore	$\geq 510$ OR
ACCUPLACER NG	$\geq 250$ QRAS OR
ASPIRE	$\geq 431$ OR
ALEKS PPL	$\geq 35$ OR
LEAP 2025	Geometry Mastery or above OR
HiSET	$\geq 15$ on any subtest and $\geq 4$ Essay OR
NRS Approved Assessments	$\geq$ Level 6 OR
College transcript	Prior credit for a college-level general education math course

### C. Institutional Responsibilities

1. An institution may set exemption criteria that are more stringent than the minimum mathematics placement requirements outlined in this policy.

2. An institution must enroll a student who has a mathematics corequisite support requirement in a corequisite section of the appropriate gateway mathematics course.
3. The gateway mathematics courses must
  - a. be courses that the Statewide Articulation and Transfer Council (SATC) recognizes as satisfying the mathematics general education requirement; and
  - b. be on the math pathway for the student's program of study.

## ENGLISH

### A. Enrollment in Gateway English

- a. The first English course each student takes shall be a gateway course that satisfies general education requirements. Students should enroll in their first English course in their first academic year.
- b. All students who do not meet the minimum standards for placement into a stand-alone gateway English course must enroll in a corequisite support section as defined in this policy.
- c. All institutions that enroll students with corequisite support requirements must provide sufficient capacity in corequisite gateway English sections to meet the educational requirements of their students.
- d. For students who demonstrate proficiency at a higher level than the gateway English course, institutions may, at their discretion, place students in a course that is higher than the gateway course if that course fulfills the English requirement for general education and their program of study.
- e. The default placement for all students will be in an entry-level collegiate course with corequisite support UNLESS students meet minimum placement criteria as outlined below.

### B. Minimum Placement Requirements for Gateway English

1. A student who meets none of the criteria listed below, or has no English test score, has a corequisite support requirement in English.
2. A student who meets one or more of the criteria listed below is exempt from the corequisite support requirement in English but may still elect to enroll in corequisite support.
3. The criteria for exemption from corequisite support in English are:

Placement Assessment	Minimum Requirement for Gateway English
<b>HS Cumulative GPA</b>	$\geq 3.0$ on a 4.0 scale OR
<b>ACT English subscore</b>	$\geq 18$ OR
<b>SAT ERW subscore</b>	$\geq 500$ OR
<b>ACCUPLACER NG Writing</b>	$\geq 250$ OR
<b>ASPIRE</b>	$\geq 433$ OR
<b>LEAP 2025</b>	English II Mastery or above OR
<b>HiSET</b>	$\geq 15$ on any subtest and $\geq 4$ Essay OR
<b>NRS Approved Assessments</b>	$\geq$ Level 6 OR
<b>Faculty-assessed college-level writing sample</b>	Minimum score established by institution according to standardized rubric

### **C. Institutional Responsibilities**

1. An institution may set exemption criteria that are more stringent than the minimum English placement requirements outlined in this policy.
2. An institution must enroll a student who has an English corequisite support requirement in a corequisite section of the gateway English course.
3. The gateway English course must
  - a. be a course that the Statewide Articulation and Transfer Council (SATC) recognizes as satisfying the English general education requirement; and
  - b. be appropriate for the student's program of study.