APPENDIX D

General Placement Recommendations for Advisement

Tables 2-5 summarize the developmental education sequence for each subject area within selected meta-majors. Refer to Appendix E. The tables describe the standard sequences assuming students are successful in each course in the sequence. It is important to note that in all cases, students can complete the developmental education sequence and at least one college-level course within two (2) semesters.

Description of Specific Developmental Education Strategies and Related Advisement Recommendations

Modular Courses (MAT0057; REA 0056; ENC 0056)
Modularized instruction is customized and targeted to address specific skills gaps, based on an in-class course diagnostic. Some of the key features of MDC's modular courses include:

- a credentialed faculty member in the classroom at all times with regular office hours every week to provide additional assistance
- selected video vignettes, each presented by a member of the faculty
- guided instruction using small groups to support computer learning

Students who choose to take modular courses:

- must have basic knowledge of computers and be comfortable learning with an on-line program
- need reliable access to computers outside the classroom (at home, at the library, in a lab, etc.)

Modular courses are recommended for students requiring remediation in various subject areas, as well as for students who may be taking a compressed course in another area.

Students who complete a modular course prior to the end of the scheduled term can enroll in a subsequent course in sequence with departmental approval if such course is offered during one of the mini-terms within the major semester.

Compressed Course Structures (REA 0007; REA 0017; ENC 0015; ENC 0025)
Compressed course structures provide accelerated student progression from developmental instruction to college-level coursework, typically in one semester. Faculty incorporate time management and study skills during the early stages of the course. The compressed structure provides more faculty/student contact time per day, and typically for a minimum of 4 course sessions per week.

Students who choose to take accelerated courses:

- should not take more than one accelerated course per 8 week term, but can take back to back accelerated courses within a semester
- must have access to course materials in the first week of the term
- need reliable transportation to campus to attend course every day
- should not work fulltime outside of college
- should complete the basic skills boot camp (Shark Academy) prior to enrollment

Co-requisite Developmental Instruction (MAT 0029/MGF1131 (formerly MGF 1106)
Students in the Mathematical Thinking in Context (Non-Algebra) or Statistical Reasoning pathways can take advantage of the Math-to-Stats track that allows them to complete a college-level mathematics course, MGF1106 while receiving remediation through co-enrollment in MAT 0029. Students will then be able to complete their final mathematics requirement (MGF1107 or STA 2023, depending on their program of study) during their second semester. This co-requisite pathway incorporates group work and student presentations as an integral part of the classroom activities.

Students who choose to enroll in Math-to-Stats:

- must have selected one of the following meta-majors: (a) Arts, Humanities, Communication and Design; (c) Education; (f) Public Safety; (h) Social and Behavioral Sciences and Human Services. Refer to Table 3.
- must verify that their selected program of study at MDC does not require algebra
- must verify that their selected transfer institution does not require algebra

STUDENTS whose AA degree program of study does NOT require algebra (humanities, communications, social sciences other than psychology, hospitality, criminal justice, etc.) should be encouraged to take the **MATH-TO-STATS OPTION.**

APPENDIX D (continued)

General Placement Recommendations for Advisement

Table 2. Algebra Through Calculus Pathway for the Students in the Following Meta-Majors:
(b) Business; (d) Health Sciences; (e) Industry/Manufacturing and Construction; (g) Science, Technology, Engineering and Mathematics

Option #	Pre-enrollment	Semester 1		Semester 2
1	College Readiness Enrichment Program (Strongly Recommended)	MAT 0057 (Modular -16 weeks)		MAT 1033
2	College Readiness Enrichment Program (Strongly Recommended)	MAT 0057 (Modular) (Accelerated – 8 weeks)	MAT 1033 (Accelerated – 8 weeks)	MAC 1105 MAC 1106

Table 3. Mathematical Thinking in Context or Statistical Reasoning Pathways for the Statistics/Liberal Arts Mathematics Track for Students in the Following Meta-Majors:
(a) Arts, Humanities, Communication and Design; (c) Education; (f) Public Safety; (h) Social and Behavioral Sciences and Human Services

Option #	Pre-enrollment	Semester 1	Semester 2
1(*)	College Readiness Enrichment Program (Strongly Recommended)	MAT 0029/MGF 1131* (Co-requisite – 16 weeks)	MGF 1130* or STA 2023

Students in this track can opt to take any of the algebra tracks leading to MAT1033 prior to enrollment in MGF1131 or STA2023; however, the track listed above is **highly recommended.*

**MGF 1130, formerly MGF 1107. MGF 1131, formerly MGF 1106.

Table 4. Developmental Reading Education Pathways for Students in all Meta-Majors

Option #	Pre-enrollment	Semester 1		Semester 2
1	College Readiness Enrichment Program (Strongly Recommended)	REA 0007 (Accelerated – 8 weeks)	REA 0017 (Accelerated – 8 weeks)	ENC 1101
1	College Readiness Enrichment Program (Strongly Recommended)	REA 0017 (Accelerated – 8 weeks)	ENC 1101 (Accelerated – 8 weeks)	ENC 1102
2	College Readiness Enrichment Program (Strongly Recommended)	REA0017 (Modular – 16 weeks)		ENC 1101
1	College Readiness Enrichment Program (Strongly Recommended)	REA 0017 (Accelerated – 8 weeks)	ENC 1101 (Accelerated – 8 weeks)	ENC 1102
2	College Readiness Enrichment Program (Strongly Recommended)	REA 0056 (Modular – 4 weeks)	ENC 1101 (Accelerated – 12 weeks)	ENC 1102

APPENDIX D (continued)

General Placement Recommendations for Developmental Education Advisement

Table 5. Developmental Writing Education Pathways for Students in all Meta-Majors

Option #	Pre-enrollment	Semester 1		Semester 2
1	College Readiness Enrichment Program (Strongly Recommended)	ENC 0015 (Accelerated – 8 weeks)	ENC 0025 (Accelerated – 8 weeks)	ENC 1101
1	College Readiness Enrichment Program (Strongly Recommended)	ENC 0025 (Accelerated – 8 weeks)	ENC 1101 (Accelerated – 8 weeks)	ENC 1102
2	College Readiness Enrichment Program (Strongly Recommended)	ENC0025 (Modular – 16 weeks)		ENC 1101
1	College Readiness Enrichment Program (Strongly Recommended)	ENC 0025 (Accelerated – 8 weeks)	ENC 1101 (Accelerated – 8 weeks)	ENC 1102
2	College Readiness Enrichment Program (Strongly Recommended)	ENC 0056 (Modular – 4 weeks)	ENC 1101 (Accelerated – 12 weeks)	EN C1102

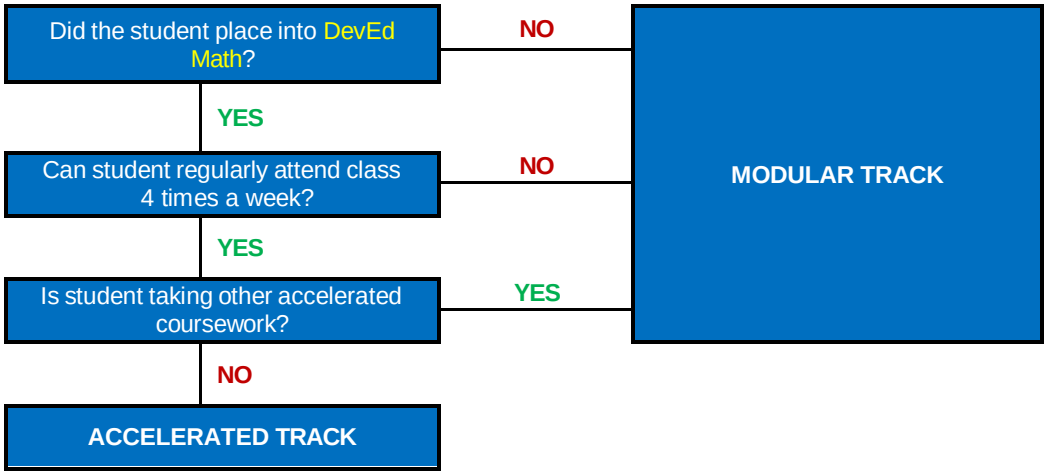
Table 6. Developmental Writing & Reading Education Pathways for Students in all Meta-Majors.
(Students must place into the highest levels of REA **AND** ENC Developmental Education courses to take this course)

Option #	Pre-Enrollment	Semester 1	Semester 2
1	College Readiness Enrichment Program (Strongly Recommended)	ENC 0027 14 Week course (Accelerated)	ENC 1101
2	College Readiness Enrichment Program (Strongly Recommended)	ENC 0027 (Alone or concurrently with ENC 1101) 14 Week course (Accelerated) ENC 1101 16 week course taken concurrently	ENC 1102

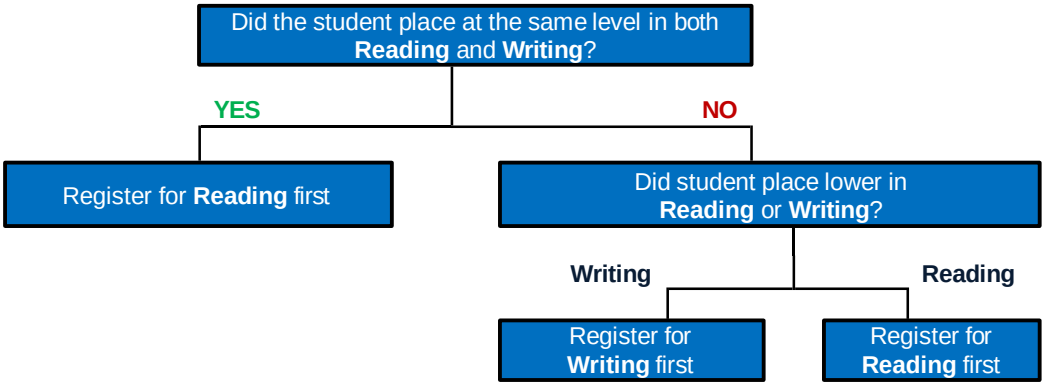
APPENDIX D (continued)

General Placement Recommendations for Developmental Education Advisement

Should a student take a MODULAR or ACCELERATED Math course?



Should a student take Reading or Writing first?
(For students needing remediation in Reading and Writing)



APPENDIX D (continued)

MATHEMATICS PATHWAYS
STARTING FALL 2024

To facilitate seamless transfer of credits, reduce excess credit hours, and ensure students take the courses needed for their future careers, section 1007.23(3), Florida Statutes requires the statewide articulation agreement to establish three mathematics pathways for students by aligning mathematics courses to programs, meta-majors, and careers.

1. ALGEBRA THROUGH CALCULUS PATHWAY | Gateway Course(s): MAC 1105

- Students in the Algebra through Calculus pathway must be advised to enroll in coursework that includes the following student learning outcomes.
- Demonstrate the knowledge of various algebraic relationships and their application.
- Employ computational techniques to mathematical problem solving.
- Execute appropriate mathematical modeling techniques for solving application problems and interpret results of solutions.
- Develop graphical models using algebraic and problem-solving techniques.
- Articulate a working knowledge of various functions and their application, as appropriate.

2. STATISTICAL REASONING | Gateway Course(s): MGF 1131 and STA2023

- Students in the Statistical Reasoning pathway must be advised to enroll in coursework that includes the following student learning outcomes.
- Analyze data using graphical and numerical methods to study patterns and departures from patterns, using appropriate technology as needed.
- Critically evaluate a data-collection plan to answer a given research question.
- Use probability concepts and simulation.
- Use statistical models to draw conclusions from data.
- Perform correlation and regression analyses.
- Apply statistical reasoning and data analysis to real-world or major-specific examples.

3. MATHEMATICAL THINKING IN CONTEXT | Gateway Course(s): MGF 1130 and MGF 1131

- Students in the Mathematical Thinking in Context pathway must be advised to enroll in coursework that includes the following student learning outcomes.
- Determine efficient means of solving a problem through investigation of multiple mathematical models.
- Apply logic in contextual situations to formulate and determine the validity of logical statements using a variety of methods.
- Apply mathematical concepts visually and contextually to represent, interpret and reason about geometric figures.
- Apply mathematical models to civically contextual situations (e.g., stocks, finance, voting, population dynamics, etc.).
- Recognize the characteristics of numbers and utilize numbers along with their operations appropriately in context.
- Organize, visualize and model data in a meaningful way.
- Analyze and interpret representations of data to draw reasonable conclusions.
- Engage in ways of thinking that may involve sample size, counting strategies, chance, ratios and proportions.

APPENDIX D (continued)

PATHWAY RECOMMENDATIONS

ALGEBRA PATHWAY: This pathway is recommended for majors that require college algebra. The first course in this pathway is MAC1105. The second course is dependent upon the major.

It could be STA2023, MAC2233, MAC1147, etc.…

STATISTICSPATHWAY: This path way is recommended for majors that require statistics without college algebra. We recommend MGF1131as the first course in this Pathway, followed by STA2023.

MATHEMATICAL THINKING (NON-ALGEBRA) PATHWAY: This pathway is recommended for majors that do not require college algebra or statistics. The first course that we recommend in this path way is MGF1130 (Mathematical Thinking), followed by MGF1131 (Mathematics in Context).

Note: Starting Fall 2024, MGF1107 and MGF1106 will no longer be offered. Students' placement in first math course under the pathway may vary based on alternative placement criteria.

Alternative Placement Criteria for Exempt & Non-Exempt

PATHWAYS

ALGEBRA THROUGH CALCULUS	STATISTICAL REASONING	MATHEMATICAL THINKING
MAC 1105 (3 credits) and MAC 1105L (1 credit) College Algebra and College Algebra Lab or MAC 1106 (5 credits) (through placement)	MGF 1131 (3 credits) Mathematics in Context	MGF1130 (3 credits) Mathematical Thinking
MAC 1147 (5 credits) Pre-Calculus Algebra and Trigonometry MAC 1140 (3 credits) & MAC 1114 (3 credits) Pre-Calculus Algebra & Trigonometry	STA 2023 (3 credits) Statistical Methods	MGF 1131 (3 credits) Mathematics in Context
MAC 2311 (5 credits) Calculus and Analytic Geometry 1	MAC 2233 (3 credits) Business Calculus Pre-requisite: MAC 1105	MAD 2104 (3 credits) Discrete Math Pre-requisite: MAC 1140 or MAC1106
MAC 2312 (4 credits) Calculus & Analytical Geometry II	MAC 2103 (3 credits) Elementary Linear Algebra Pre-requisite: MAC 2311	MAP 2302 (3 credits) Intro to Differential Equations Pre-requisite: MAC 2312
MAC 2313 (4 credits) Calculus & Analytical Geometry		

Course Placement Guide for Mathematics ACCUPLACER NG

ACCUPLACER NG - QAS		ACCUPLACER NG - AAF	
Scores	***Placement***	***Scores***	
200-260	MAT0028, MAT0057	**250-269**	MAC1114, MAC1140, or MAC2233
261-300	MAT1033, MGF1130, MAC1105, MGF1131, or STA2023	**270-279**	MAC1147
		280-300	MAC2311
		276-300	Refer to ACCUPLACER AAF

APPENDIX D (continued)

Test Score Quick Guide

Reading Placement Criteria						
Course Placement	**ACT**	**SAT**	**Digital SAT**	**PERT**	**CLT**	**ACCUPLACER-NG**
What's it called in MDConnect?	**REA**	**VRA**	**RWA**	**REO, REBR, RELP, REP**	**SUM (VREAS + GW)**	**REA**
DevEd REA	Not used	Not used	Not used	50 – 105	2 – 37	200 – 255
ENC1101	19 or higher	24 or higher	490 or higher	106 – 150	38 – 80	256 – 300

Writing Placement Criteria						
Course Placement	**ACT**	**SAT**	**Digital SAT**	**PERT**	**CLT**	**ACCUPLACER-NG**
What's it called in MDConnect?	**ENA**	**SWA**	**RWA**	**WRO, WRBR, WRLP, WRP**	**SUM (VREAS + GW)**	**WR**
DevEd ENC	Not used	Not used	Not used	50 – 102	2 – 37	200 – 252
ENC1101	17 or higher	25 or higher	490 or higher	103 – 150	38 – 80	253 – 300

Math Placement Criteria						
Course Placement	**ACT**	**SAT**	**Digital SAT**	**PERT**	**CLT**	**ACCUPLACER-NG**
What's it called in MDConnect?	**MAA**	**CPA**	**MAA**	**MAO, MABR, MALP, MAP**	**QR**	**QAS**
DevEd MAT	Not used	Not used	Not used	50 – 113 or 96 – 113	Not used	200 – 260
MAT1033+ MGF1130* MGF1131*	19 – 20	24 – 26	480 – 520	114 – 122	16 – 18	261 – 300
MAC1105 MAC1106 STA2023	21 – 26	26.5 - 30	530 – 610	123 – 150	19 – 25	
Refer to Mathematics Department	27 - 30	31 - 40	620 - 800	135 – 150 **refer to ACCUPLACER NG AAF****	26 - 40	276 – 300 **refer to AAF**** **AAF** AAF=250-269 (MAC1114, MAC1140, MAC2233) AAF=270-279 (MAC1147) AAF=280-300 (MAC2311)

+Students with a QAS score of 261 who take MAC1105 should also take MAC 1105L.
***Courses designated for Mathematical Thinking (Non-Algebra) Pathway students.**
****AAF via ACCUPLACER-NG**
Note: Refer to the Placement Criteria Manual for additional guidance.