

**Great Basin College Faculty Senate
Academic Standards Committee**

Committee Meeting Report – 3 April 2015

11:00 am – 11:45 am, Elko HTC 137; IAV: Winnemucca GBC 108; Pahrump PVC 120

Present: Scott A. Gavorsky (Chair); Mike Elbert; Dale Griffith (via e-mail); Jan King;
Scott Nielsen; Diane Wrightman [quorum]
Absent for Cause (excused): Doug Hogan; Danny Gonzales
Guest: Lynne Owens (MATH 126E course developer)

The meeting was held at the request of the GBC Executive Committee to review issues related to “bridge” courses (sometimes referred to as “streamlined” or “mainstreamed” courses) which blend developmental and gateway (100-level) content.

A proposed new math “bridge” course, MATH 126E, has been approved by the Curriculum and Articulation Committee (meeting of 9 March 2015). Under the proposal, the course would be 5-credit hours, with 3 credit hours counted towards degree requirements and 2 credit hours counted towards electives to represent the developmental (MATH 096) content. Admission to the course would be contingent on a minimum scores of 80 for elementary algebra and 30-54 on college level mathematics on the Accuplacer test (scores of 86 and greater than 63 are required for direct enrollment in a MATH 126 course). See the attached Course Articulation Form for more details.

The following issues were raised at Executive Committee on 13 March 2015:

- Does the 2 credit hours of “developmental” credit counted as electives create an unequal situation with students who take MATH 126E may count developmental course material as credit but other students may not?
- Are potential issues created with financial aid programs which may not pay for developmental courses?
- What complications for advising might be raised regarding the new course? In particular, how would advisers be informed about this change?

The Academic Standards Committee discussed the following issues in relation to these concerns:

- 1) The MATH 126E course differs from current alternative models such as the 8-week MATH 096/8-week MATH 126 sequence by integrating the developmental work directly with the MATH 126 course content requirements. This process mirrors current best practices discussed in education literature.
- 2) For similar reasons, an alternative approach of co-enrollment (similar to science lab courses, where students would enroll in both MATH 096 and MATH 126 at the same time) was rejected for splitting the material, which is what the proposed MATH 126E course seeks to avoid.
- 3) A similar model of a “bridge” course already exists within the GBC system: ENG 100. Although not currently in the catalog, the ENG 100 course has been used previously with a similar model to what is proposed for MATH 126E and had not raised any issues. ENG

100 has also demonstrated that the proposed MATH 126E can be placed in the current PeopleSoft system. See attached document for more details.

- 4) Since GBC is permitted to use financial aid funds for developmental courses (unlike other NSHE institutions such as UNR), the MATH 126E should raise no financial aid issues.
- 5) One potential complication exists for G.I. Bill / Veterans' Administration financial aid, which will not cover online developmental courses. Since MATH 126E is capable of and is intended to be delivered in both online and live versions, this issue should not impact the approval of the MATH 126E course.
- 6) A line item can be added to the "How to Select a Mathematics Course" grid (page 20 of the *GBC General Catalog 2014-2015*) for reference to advisors of the course and its requirements.

ACTION ITEM (Advice Only): The Committee advises that the MATH 126E course be accepted as approved by Curriculum and Articulation on 9 March 2015, with the following notes:

- The "How to Select a Math Course" chart (page 20 of the *GBC General Catalog 2014-2015*) should have a line added to reflect the requirements for the MATH 126E course for advising purposes.
- The 3 credit degree/2 credit elective split appears at this time to represent the best way to deal with "bridge" courses. However, the Committee may review the model in light of new policies or issues in the future.
- A copy of this report will be forwarded to Curriculum and Articulation, who will present the MATH 126E course to Faculty Senate for approval.

The Committee will schedule future meetings as needed to address new business.

Scott A. Gavorsky, Ph.D.
Chair, Academic Standards Committee

Attachments:

- 1) Course Articulation Form for MATH 126E.
- 2) E-Mail from Delores Whittaker, 1 April 2015, explaining the ENG 100 course.



Course Articulation Form

Submitter Name:	Lynne Owens	Phone:	775-753-2152
Form Purpose:	Add a course		
Course:	MATH 126E	Hours:	5 lecture / 0 lab
Departments Notified:	Math		
Credits:	5	Grading Basis:	A-F
Repeatable:	0 additional time[s]		
Transferable:	Transferable for an NSHE baccalaureate degree		
Title:	Precalculus I Expanded		
Catalog Description:	<p>A third course in algebra, intended for those who are majoring in a science field, business-related field, or mathematics; as part of a mathematics endorsement for elementary education; or for students who are going on to calculus. This course stresses functions, including their graphs and applications, polynomial functions, radicals, rational functions, exponential and logarithmic functions. This course also contains a review of topics from Intermediate Algebra, including, but not limited to polynomials and factoring, rational expressions, rational exponents, and radical expressions. This is the first half of a two-semester sequence. MATH 126 and MATH 127 together, or MATH 128 and STAT 152 together satisfy the mathematics requirement for an Associate of Science degree. This course satisfies the College Algebra requirement for programs that require College Algebra and Statistics. It is recommended that students have completed prerequisites within two years of enrolling in this course. This is a 5-credit bridge course. Only three of the credits are applicable to the math general education requirement; the other two credits will be classified as electives.</p>		
Prerequisites:	<p>Must have completed Math 95 with a grade of B or better, earned an SAT score of 480 - 495, an ACT score of 20 - 21, or Accuplacer score of 80 on elementary algebra and 30 - 54 on college-level mathematics.</p>		
Corequisites:			
Program Integration:	Not a program requirement.		
Comments:			

Approval Signatures and Dates

Lynne R. Owens	3/9/15
Lynne Owens	Date
Department Chair	Date
PeopleSoft/Catalog Administrator	Date
Faculty Senate Committee Chair	Date
Articulation Officer	Date
Vice President For Academic Affairs	Date



Gavorsky, Scott <scott.gavorsky@gbcnv.edu>

Fwd: MATH 126E

1 message

King, Janice <janice.king@gbcnv.edu>

Fri, Apr 3, 2015 at 12:19 PM

To: Scott Gavorsky <scott.gavorsky@gbcnv.edu>

Here is Delores' explanation of how ENG 100 is handled on the degree audits and we can do the same thing with MATH 126E.

Thank you,
Jan

Janice L. King, M.A.
Director of Admissions & Registrar
Great Basin College
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FAX: 775-753-2311

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----- Forwarded message -----

From: **Whittaker, Delores** <delores.whittaker@gbcnv.edu>
Date: Wed, Apr 1, 2015 at 9:40 AM
Subject: Re: MATH 126E
To: "King, Janice" <janice.king@gbcnv.edu>

ENG 100 is currently a hidden line on most degree audits. The specific requirement line requires 8 credits to satisfy. If only one course is required (ENG 101, 107) the requirement uses all 5 credits to satisfy.

- All 5 units of ENG 100 are used to satisfy the requirement. English requires 8 credits when using ENG 100 and ENG 102. This keeps the course from splitting and dropping 2 credits to use elsewhere.

6		AS	1486	ENG 101, 102
6		AS	1487	ENG 107, 108
8		AS	1488	ENG 100, 102 (H)

- All 5 credits count toward total degree units.
- All units are allowed as part of 60 unit minimum on GENSTU-AGS, ARTS-AA, and SCIENCE-AS.
- I cannot disallow 2 credits of this course from the total degree units. It is all or nothing according to how it is in the system.

Keep in mind that ENG 100 is set up as equivalent to ENG 101.

On Tue, Mar 31, 2015 at 10:55 PM, King, Janice <janice.king@gbcnv.edu> wrote:

Question re/ the handling of ENG 100: Either of the two ways you showed me it was handled on audits (breaking it up or using it all for ENG 101), all 5 credits applied to the degree, right?

thanks,
j

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