

# FAST FACTS

All Ohio public colleges and universities will offer pathways in mathematics that help students succeed, increase the percentage of students completing degree programs and promote the effective transfer of credits for students moving from one institution to another.

## FACT: Intermediate Algebra is NOT a “college-level” course

- As in important first step in the state’s larger mathematics education reform initiative, the Ohio Board of Regents, in collaboration with the University System of Ohio (USO) Mathematics Chairs/Leads Network, the Ohio Articulation and Transfer Oversight Board and Advisory Council, and institutional faculty and administrators, is implementing several changes to the guidelines for the Ohio Transfer Module (OTM) Mathematics, Statistics, and Logic.

- Key to these changes is the state’s new definition of a “college-level” mathematics course, which is:

*“A credit-bearing, college-level course in Mathematics must use the standards required for high school graduation by the State of Ohio as a basis and must do at least one of the following: (1) broaden, (2) deepen or (3) extend the student’s learning.”*

- Advanced by the Mathematics Chairs/Leads Network, this definition makes it clear that Intermediate Algebra is NOT considered a college-level course and, therefore, cannot be used to fulfill programs’ general education requirements, including the requirements for two-year campuses’ applied degrees.
- Given this change, institutions should examine their degree program requirements and, when Intermediate Algebra is found to be a credit-bearing course, replace it with a college-level course.
- Rigorous, college-level mathematics courses can take multiple forms (e.g., quantitative reasoning, modeling and elementary statistics), depending on the student’s academic and career goals. In addition, embedded remediation/tutoring (including co-requisite models that allow students to close gaps in knowledge in a “just-in-time” manner, while taking credit-bearing courses) is a viable pedagogical approach.
- The Chancellor is asking that the removal of Intermediate Algebra as a credit-bearing course and its replacement with a college-level mathematics, statistics or logic course appropriate to a student’s career path be implemented not later than fall of 2017.\*
- The subcommittees of the Ohio Mathematics Initiative will assist institutions in meeting the 2017 deadline as they continue to provide guidance on the development of alternative mathematics courses and pathways.

\*The Regents’ memo referring to the removal of Intermediate Algebra as a credit-bearing course can be found at: <https://ohiohighered.org/mathematics-initiative-documents>.

## Guidelines offer greater flexibility

- Recent changes to the OTM Mathematics, Statistics, and Logic guidelines allow USO institutions to:
  - a) determine appropriate pre-requisites and other innovative strategies to prepare students for college-level mathematics courses,
  - b) assess their current and future course inventories and then submit additional courses, including those not eligible in the past, for acceptance into the OTM,
  - c) develop pathway courses that could provide seamless transition from secondary to postsecondary courses without any gap in between, and
  - d) help students graduate with a certificate or degree by providing knowledge and skills needed for their future endeavors – with guaranteed credit transfer to other USO institutions.
- For applied associate degree programs, mathematics courses used to fulfill degree programs’ general education requirements do not need to be OTM courses, but they must be credit-bearing, college-level courses (as opposed to developmental or remedial courses.)
- To maximize credit transferability, institutions are expected to use approved OTM courses and follow applicable Transfer Assurance Guides (TAGs) when developing general education requirements and courses. Yet, with the new guidelines, USO campuses can more readily develop and offer entry-level math courses, or redesign existing courses, to serve the needs of students in the social sciences, business and finance, allied health and other clusters of academic programs.