

Listed below are common math scenarios Counselors encounter, particularly during registration. The responses to these scenarios are from Mark Greenhalgh, Dean of Math and CS. Counselors should review all responses, which will allow **additional multiple measures**, and more flexibility when recommending math placement:

1. A student is currently in math 20 (any time during a semester). They come to counseling because they feel it is too easy; it is something they took in HS. A review of their HS transcript reveals a higher level of math completed. CAN THE COUNSELOR CLEAR THE STUDENT FOR A HIGHER LEVEL OF MATH WHICH MEANS BYPASSING THE SEQUENCE (i.e. Math 100/141/142 or higher? This is assuming one of the HS math classes is geometry. IS A C GRADE OR BETTER ACCEPTABLE TO USE FOR THE HS COURSES?

Per Mark, students can be cleared for a more appropriate course for which they have met the prerequisites. They should be advised to continue on in that class, now knowing that with additional information they could potentially bypass the next math class in the sequence and be cleared for the appropriate math level. IT IS EXPECTED THAT THE STUDENTS' DOCUMENTS (I.E. HS TRANSCRIPTS) SHOWS MATH GRADES OF C OR BETTER.
2. A student WAS enrolled in a remedial math class at FC, but EITHER withdrew from the class (W is on/will be on FC transcript) OR obtained a D/F in the course. They come to counseling and explain they withdrew, or didn't complete successfully (D/F) because it was "too easy". A review of the HS transcript reveals a much higher level of math completed. CAN THE COUNSELOR CLEAR THE STUDENT FOR A HIGHER LEVEL OF MATH DESPITE THE W, D OR F GRADE IN LOWER LEVEL COURSE? IS A C GRADE OR BETTER ACCEPTABLE TO USE FOR THE HS COURSE?

Per Mark, this depends. In his words, if it appears from the conversation that the student dropped/failed because it was so easy they made no effort, then perhaps yes. Counselors should review HS math preparation to validate that case, and Mark strongly recommends instructor involvement. Students should be expected to obtain something in writing from their instructor. Counselors should use this information in determining whether the student should be placed at a higher level math class. If the student stays in the class and feels they should be bumped up a level, the math department does have an internal pop up system in place, and Mark relies on instructor input. Clearly this situation is a little gray, but I believe the important point is that if there is compelling evidence to indicate the student should be in a higher level math, they do **not** have to stay in the sequence (20, 40, etc.) as previously dictated. Counselors should use professional judgment, along with the recommendations above.
3. A student comes to counseling with foreign documents from their country, stating they want to take math at FC. The documents do not CLEARLY indicate the highest level of math completed. THE STUDENT IS REQUIRED TO TAKE OUR FC MATH ASSESSMENT TEST. The student tests into college level math, but not the level of math they were planning to take. After having a discussion with the student, CAN THE COUNSELOR CLEAR THE STUDENT FOR ANY COLLEGE LEVEL MATH AT FC, INCLUDING MATH 150A, if that is the desired course of the student, and the

conversation reveals (per student) that college/high levels of math were completed in their country?

Per Mark, currently he will not meet with any foreign student who has not taken the placement test. If counselors meet with students that have foreign transcripts, and would like us to use them in placing them into a math class, they MUST take our placement test first before working with a counselor. If the student is hoping to be cleared for a HIGH LEVEL MATH CLASS (i.e. Math 150A), AND their test results place them at college level, but NOT calculus, counselors should have a conversation with the student, and afterward have the authority to place them into Math 150A if they feel it is appropriate. IF the student's placement test level is low (15,20,40) and the student is insistent in their ability to succeed in calculus, counselors should be very cautious, and know that this is a situation that might be best served by having them meet with Mark. I WOULD NOT CLEAR STUDENTS ANYWHERE ELSE IN THE CALCULUS SEQUENCE BEYOND MATH 150A. I would STRONGLY recommend those students meet with Mark as well.

4. Greg Menchaca recently emailed the **HIGH SCHOOL/COLLEGE MATHEMATICS INITIATIVES (dated February, 2013)**. Can you confirm that Initiative #1, using HS Algebra II and the CST, AND Initiative #4, FJUSD Advanced Algebra and Trig are still being used to place students? The initiatives state the student must bring their documentation to the Dean of Math; however counselors need to know if this process is still valid in case these students end up in the Counseling Center.

Attached are HIGH SCHOOL/COLLEGE MATHEMATICS INITIATIVES put in place in 2013. Per Mark, we should continue to honor any of these that come our way. He believes that some of these tests are being phased out with Common Core. Note that this document does say ***Students should take transcripts to the Office of the Dean of Mathematics.***

This list of scenarios is not meant to cover all of the numerous questions that may occur as we work with students in placing them in the appropriate math level. As always, Counselors are expected to use their professional judgment when working with students on recommended placement. The agreement to allow students to BYPASS one or more courses in the math sequence should allow for greater flexibility for multiple measures, and to DECREASE the number of students sent to BOTH the Dean of Math and the Dean of Counseling.