

Curricular Items

College of Arts and Humanities

Department of Behavioral Sciences

1. Make the minors in Addictions, Aging, Child Welfare, Corrections, Social Services, Disability Studies, and Recreation Services available for Rehabilitation Science majors only.

College of Natural and Health Sciences

Department of Mathematics

1. Add MATH 0900: Beginning and Intermediate Algebra Lab, to the course descriptions;
2. Add the Co-requisite: MATH 0900: beginning and Intermediate Algebra Lab, to MATH 0903: Beginning and Intermediate Algebra;
3. Add the Co-requisite: MATH 0803: Foundations of College Mathematics, for students who do not have a minimum math ACT score of 19 or a minimum SAT math equivalent score, or a minimum score of 251 on the Arithmetic Test of the NextGen Accuplacer Test, to MATH 1003: College Mathematics; and
4. Add the Co-requisite: MATH 0903: Beginning and Intermediate Algebra, for students with a math ACT score in the range of 17-20 or SAT math equivalent score range, or a score in the range of 237-262 on the Quantitative Reasoning/Algebra Test of the NextGen Accuplacer Test.
5. General Education Committee - Passport Initiative

Tammy Weaver

From: David Ward
Sent: Monday, February 27, 2017 11:03 AM
To: Tammy Weaver
Subject: Re: Minors

Curriculum Committee,

I want to clarify that our intent for the new RS minors was that they be for RS majors only. The way that they are written is going to create substantial roadblocks for RS majors to enroll in classes and graduate; we simply do not have the ability to offer enough courses for the number non-RS minor students those catalog additions are likely to generate.

I apologize for any inconvenience.

Sincerely

David Ward

David Ward, Ph.D.
Department Head and Professor of Psychology
Department of Behavioral Sciences
Arkansas Tech University
Russellville, AR 72801
(479) 968-0305

From: Tammy Weaver
Sent: Monday, February 27, 2017 8:55:12 AM
To: David Ward
Cc: Jeffrey Woods; Karen Riddell
Subject: Minors

Dr. Ward

The Curriculum Committee will meet again on Wednesday, March 1, at 3 p.m. Can you provide me a memo stating the intent of the new minors was for the RS major only? We can get this through CC and Faculty Senate before the catalog goes live.

Thanks.

Tammy

Tammy Weaver, Registrar
Arkansas Tech University
Office of the Registrar
Brown Building, Suite 307
105 West O Street
Russellville, AR 72801-2222

SUMMARY OF PROPOSALS

Course	Name	ACT	Course Change Proposal
MATH 1003/0803 Coreq course	College Math & Foundations of Math	Below 19	MATH 1003 Proposal
MATH 1003	College Math	19 or above	
MATH 0900	Beg\Intermediate Algebra Lab		Course Addition Proposal
MATH 0903/0900 Coreq course	Beg\Intermediate Algebra with Lab	Below 17	MATH 0903 Proposal
MATH 1113/0903	College Alg & Intermediate Alg Coreq	17-20	MATH 1113 Proposal
MATH 1113	College Algebra	21 or above	

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee
FROM (Initiating Department):	MATH
DATE SUBMITTED:	2/24/17

Title	Signature	Date
Department Head		
Dean	<i>J. W. Ratan</i>	2017 Feb 24
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) MATH	Course Number: (e.g., 1003) 0900	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Beginning\ Intermediate Algebra Lab		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) 		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? 2		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input checked="" type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? Yes No How Much? Select Fee Type

If selected other list fee type:

Elective Major Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
 - 1. Arkansas Course Transfer System (ACTS) course number, if applicable
 - 2. Cross-listing
 - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 - 4. Prerequisites
 - 5. Co-requisites
 - 6. Description
 - 7. Notes (e.g., information not in description such as course may be repeated for credit)
 - 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
 - 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
Room with tables and some computers.

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

MATH 0900: Beginning\Intermediate Algebra Lab

Instructor:

Office Hours:

Contact Info:

Purpose: The purpose of this course is to prepare for college level mathematics those students whose mathematics background is inadequate. This is a laboratory course designed to foster success in Intermediate Algebra and to provide additional active learning opportunities and assistance for application of the basic skills and concepts in Intermediate Algebra. The lab will take the major content areas from the Intermediate class and reinforce the learning in those areas through extra practice and different perspectives.

Corequisite: Enrolled concurrently in Math 0903

Required Student Materials: No additional materials beyond the required materials for Math 0903.

- **MyLabsPlus Access** – MyLabsPlus (<http://atu.mylabsplus.com>) is the online platform which can be accessed from anywhere via the internet. It contains the e-text, homework, study plans, videos, and additional help.
- **Pencil and paper** – A notebook or binder is suggested for this course. Paper and pencil are required daily. You will need to take notes and work out problems in class. Students are expected to keep these notes and Homework organized by module.
- **Calculator** – The TI-30XS MultiView is the only calculator allowed in this course. All other calculators, including the TI-30xs Pro, are not allowed. When testing, students will be provided with a classroom calculator.

Grading: The Lab will compose a portion of the student's grade in their Intermediate Algebra class as determined by individual professor. Generally the lab will compose approximately 10% of the students overall grade in Intermediate Algebra.

Classwork: There will not be any exams given in this Lab. Instead points will come from the student's completion of assignments given during the designated lab time. These will be turned in to the Instructor to compose all the points in this lab.

Attendance: Attendance is required for this course. Students should always contact their instructor when they are absent, but excused absences will only be given for official University events if the proper documentation from the University sponsor is provided on time. All absences will harm student's Math 0903 grade as well as their understanding in the course. Students who miss more than 4 classes may be dropped from the course with an FE. A student that is dropped or drops this course will also be dropped from the Math 0903 course as well. **Students will only be counted as attending when they arrive to class on time and work for the entirety of the time. Being late or leaving early will result in an absence.**

In Class Activities: Students will be required to complete activities in class on most days. Zeroes will be recorded for missed classes. Make-up activities are not allowed. A missed class activity will be recorded as a zero.

Course Objectives:

- 1) Reinforce the Content Covered in Intermediate Algebra.
- 2) Encourage Critical Thinking Skills to Solve Problems.
- 3) Work with Other Students to Solve Problems and Interpret Results.

Classroom Policies:

- **Check your Email often!** Email is the official mode of communication between instructors and students.
- **Use class time wisely.** Arrive to class on time, be prepared, put your phone away, use classroom technology only for class work, etc. Instructors may dismiss students misusing class time or disrupting the learning environment.
- **Cheating.** Cheating and academic dishonesty (including having a cell phone out during a test, misuse of resources, unauthentic work submissions, etc) is not tolerated. Depending on the situation, students may receive a zero on all work

involved, be removed from a course, expelled from the University, or have charges filed against them. A test score will be changed to zero if students do not submit correct and appropriate work. Instructors reserve the right to make a student rework an assignment or re-test if there are concerns.

- **Further information about instances and consequences of Academic Misconduct and Academic Dishonesty are available in the Student and Faculty Handbooks.**

Resources for help -

- The Math Help Room is located in Doc Bryan 153. This lab offers **free** tutoring to ATU students. No appointment is necessary and there are computers available to work on homework Homework.
- The MyLabsPlus software has built-in features that can assist students to understand the assigned topics with a book, videos, "Help me solve this" button, and an "Ask my instructor" button.
- The instructor is always available during class or during office hours for any questions concerning the material.
- For any access trouble,
 1. Run the Browser Check.
 2. Clear the browser's cookies.
 3. Use a different browser.
 4. Ensure the appropriate website is being used (atu.mylabsplus.com).
 5. Contact Pearson's Technical Support at 1-888-883-1299.

Other Services

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience with them. The Title IX Coordinator will then be available to assist you in understanding all of your options and connecting you with all possible resources on and off campus. For more information, please visit:

<http://www.atu.edu/titleix/index.php>.

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit: <http://www.atu.edu/disabilities/index.php>.

Arkansas Tech University

Course Addition

Assessment Form

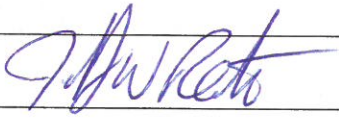
Our Mission
Tech is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? It will provide an extra two hours of help for intermediate algebra students so that their success rates will increase. This is part of the universities strategic plan.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. Provide up to three student learning outcomes students will achieve after completing this course? 1) Reinforce the content covered in MATH 0903 Beginning\Intermediate Algebra; 2) Encourage critical thinking skills to solve problems; 3) Work with other students to solve problems and interpret results.
d. What assessment tool or measure will you use to assess student learning? Grades
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Since this lab course is a support lab for the MATH 0903 course, then producing successful grades in MATH 0903 should provide evidence of their learning.
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. In accordance with the university's strategic plan, the success rate in MATH 0903 needs improvement. A survey of the remedial math courses was given in spring 2017 concerning why remedial students don't use the tutoring math help lab. The results indicated that because it was not required, they didn't have to go. Thus, in response to this survey, we are adding a 2 hour no credit math help lab and making it a corequisite requirement for this course so that it will be mandatory. Therefore, students will be required to get the extra help needed to improve their success in MATH 0903. Mandatory math labs are a common intervention among similar universities to improve success rates in remedial mathematics courses.
g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The current trend in

trying to improve success rates in remedial math is to require extra contact hours for help and review of material. Corequisite courses and math labs are current educational curriculum enhancements widely used to address requiring extra contact hours.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Mathematics
DATE SUBMITTED:	2/23/17

Title	Signature	Date
Department Head		
Dean		2017 Feb 24
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MATH	0903
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="text"/>	
Official Catalog Title: Beginning and Intermediate Algebra	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Course Description	<input checked="" type="checkbox"/> Co-requisite
<input type="checkbox"/> Other	<input type="text"/>
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description	

New Course Number: (e.g., 1003)

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

New Co-requisite (list all, as you want them to appear in the catalog):

Corequisite: MATH 0900

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Addition

Assessment Form

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Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? It will provide an extra two hours of help for intermediate algebra students so that their success rates will increase.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. Provide up to three student learning outcomes students will achieve after completing this course?
d. What assessment tool or measure will you use to assess student learning? Grades
e. What will students demonstrate, represent, or produce to provide evidence of their learning?
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. . In accordance with the university's strategic plan, the success rate in MATH 0903 needs improvement. A survey of the remedial math courses was given in spring 2017 concerning why remedial students don't use the tutoring math help lab. The results indicated that because it was not required, they didn't have to go. Thus, in response to this survey, we are adding a 2 hour no credit math help lab and making it a corequisite requirement for this course so that it will be mandatory. Therefore, students will be required to get the extra help needed to improve their success in MATH 0903. Mandatory math labs are a common intervention among similar universities to improve success rates in remedial mathematics courses.
g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Mathematics
DATE SUBMITTED:	2/23/17

Title	Signature	Date
Department Head		
Dean		2017 Feb 24
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MATH	1003
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="text"/>	
Official Catalog Title: College Mathematics	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Course Description	<input checked="" type="checkbox"/> Co-requisite
<input type="checkbox"/> Other	<input type="text"/>
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description	

New Course Number: (e.g., 1003)

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

New Prerequisite (list all, as you want them to appear in the catalog):

New Co-requisite (list all, as you want them to appear in the catalog):

Corequisite: MATH 0803 for students who do not have a minimum math ACT score of 19 or a minimum SAT math equivalent score, or a minimum score of 251 on the Arithmetic Test of the NextGen Accuplacer Test.

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

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Provide an answer for each question. Your answers are to be typed single spaced.

MATH 1003

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- b. Provide an example or examples of student learning assessment evidence which supports the course change. In accordance with the university's strategic plan, the success rate in MATH 1003 needs improvement. Since college credit is given for students who succeed in MATH 1003, it is a current recommended practice for universities to provide what is called corequisite courses. These courses allow students to get the extra remediation they need while getting college course credit. The ADHE in Arkansas Code Annotated § 6-61-110 mentions accurate placement and corequisite courses. Also, Bruce Vandal, the senior vice president of Complete College America, recommends and provides ample data, assessment, and successful results of math corequisite courses implemented in universities across America. His assessments of corequisite math courses can be found at [https://static.ark.org/eeuploads/adhe/AR_Corequisite_presentation_\(Bruce\).pdf](https://static.ark.org/eeuploads/adhe/AR_Corequisite_presentation_(Bruce).pdf). We also observed and analyzed University of Central Arkansas' implementation of corequisite courses and they reported an 85.7% success rate in 0803/1003 corequisite courses which is much higher than the success rate in the stand alone course. Furthermore, this semester we gave a survey to the students in our remedial math courses to determine why they don't use the math help tutoring lab and the results of this survey indicated that we need to require the students to get extra help they need to succeed in MATH 1003.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Mathematics
DATE SUBMITTED:	2/23/17

Title	Signature	Date
Department Head		
Dean		
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MATH	1113
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="text"/>	
Official Catalog Title: College Algebra	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	<input type="text"/>
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description	

New Course Number: (e.g., 1003)

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

New Prerequisite (list all, as you want them to appear in the catalog):

Prerequisites: Math ACT minimum score of 17 or minimum SAT math equivalent score or a minimum score of 237 on the Quantitative Reasoning/Algebra Test of the NextGen Accuplacer Test, or a minimum grade of C in MATH 0903.

New Co-requisite (list all, as you want them to appear in the catalog):

Corequisite: MATH 0903 for students with a math ACT score in the range 17-20 or SAT math equivalent score range, or a score in the range of 237-262 on the Quantitative Reasoning/Algebra Test of the NextGen Accuplacer Test.

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

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Provide an answer for each question. Your answers are to be typed single spaced.

MATH 1113

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- b. Provide an example or examples of student learning assessment evidence which supports the course change. In accordance with the university's strategic plan, the success rate in MATH 1113 needs improvement. Since college credit is given for students who succeed in MATH 1113, it is a current recommended practice for universities to provide what is called corequisite courses. These courses allow students to get the extra remediation they need while getting college course credit. The ADHE in Arkansas Code Annotated § 6-61-110 mentions accurate placement and corequisite courses. Also, Bruce Vandal, the senior vice president of Complete College America, recommends and provides ample data, assessment, and successful results of math corequisite courses implemented in universities across America. His assessments of corequisite math courses can be found at [https://static.ark.org/eeuploads/adhe/AR_Corequisite_presentation_\(Bruce\).pdf](https://static.ark.org/eeuploads/adhe/AR_Corequisite_presentation_(Bruce).pdf). We also observed and analyzed University of Central Arkansas' implementation of corequisite courses and they reported an 83.1% success rate in 0903/1113 corequisite courses which is much higher than the success rate in the stand alone course. Furthermore, this semester we gave a survey to the students in our remedial math courses to determine why they don't use the math help tutoring lab and the results of this survey indicated that we need to require the students to get extra help they need to succeed in MATH 1113.

**Arkansas Tech University
PROPOSAL FOR NEW PROGRAM**

TO:	Curriculum Committee
FROM (Initiating Department):	<input type="text" value="General Education Committee"/>
DATE SUBMITTED:	<input type="text"/>

Program Title:	Proposed Date:
<input type="text" value="Interstate Passport Initiative"/>	<input type="text" value="Fall 2017"/>

Program Summary

The General Education Committee recommends Arkansas Tech University (ATU) become a member institution of the Interstate Passport Initiative.

The following information is taken from the Interstate Passport website, The Passport Faculty Handbook, and other resources accessible through the Western Interstate Commission of Higher Education.

Interstate Passport is a program that facilitates block transfer of lower-division general education based on learning outcomes and proficiency criteria. It includes learning outcomes for nine knowledge and skill areas developed by faculty at institutions in multiple states, as well as an academic progress tracking system for Passport transfer students designed by registrars and institutional researchers. The goal of the Passport is to eliminate transfer students' unnecessary repetition of learning previously achieved. For more information on Passport, visit: <http://www.wiche.edu/passport/about/overview>

The Passport's development was funded by the Carnegie Corporation of New York, the Bill & Melinda Gates Foundation, Lumina Foundation, and a First in the World grant from the U.S. Department of Education.

The Passport framework consists of nine knowledge and skill areas. The framework is based on the Essential Learning Outcomes developed by the Association of American Colleges and Universities as part of its Liberal Education and America's Promise (LEAP) initiative, and on research conducted by the Western Interstate Commission for Higher Education.

Knowledge/Skill Areas

Foundational Skills

1. Oral Communication
2. Written Communication
3. Quantitative Literacy

Knowledge of Concepts

4. Natural Sciences
5. Human Cultures
6. Creative Expression
7. Human Society and the Individual

Crosscutting Skills

8. Critical Thinking
9. Teamwork and Value Systems

Initial Course Evaluation Process

Over the Fall 2016 term, members of the General Education committee worked with faculty to evaluate ATU general education course offerings for alignment with Passport learning outcomes. Based on this extensive evaluation process, the General Education committee developed an initial Passport block for ATU (see attached). The Passport block outlines which courses in the ATU general education curriculum meet, as is or with adjustments, Passport learning outcomes in each of the nine knowledge/skill areas. All general education courses were reviewed using the nine knowledge/skill areas. To be included in a knowledge/skill area, the course must, as is or modifications:

- address the learning outcomes for knowledge/skill area
- include proficiency criteria to assess learning outcomes
 - proficiency criteria are determined by instructor
- data are regularly collected to assess learning outcomes

Through the evaluation process, it was determined that ATU's general education goals and objectives were congruent with the Interstate Passport knowledge/skill areas and learning outcomes.

Implementation Process

The General Education Committee recommends the following steps to align ATU general education with the Interstate Passport Initiative:

1. Form ad hoc subcommittees for each knowledge/skill area, each chaired by a member of the General Education Committee, to finalize the ATU Passport block. The subcommittees will consist of faculty who teach general education courses within the specific knowledge/skill area. The goals of each subcommittee will be to ensure that courses within a knowledge/skill area: a) address each learning outcome and b) include detailed assessment procedures to assess each learning outcome.
2. Review of assessment procedures by office of Assessment and Institutional Effectiveness.
3. Submit application for Passport membership.

Faculty Role in Passport

Faculty have a prominent role in developing the ATU Passport block. The Passport learning outcomes, which are based on the AAC&U Essential Learning Outcomes, are standard across institutions (wording of outcomes may vary). Individual faculty determine the appropriate proficiency criteria used to assess the learning outcomes. The following outlines the role of faculty at a Passport institution.

1. Teaching faculty are the experts on what students should know and be able to do (learning outcomes) and on ways that students can demonstrate this (proficiency) at the lower-division general education level.
2. Interstate faculty teams negotiated and agreed upon consensus Passport Learning Outcomes (PLOs). Institutions are not required to use the same language in their learning outcomes as that in the PLOs or to adopt them as their own. Rather, faculty at institutions participating in Passport determine that their school's learning outcomes are congruent with - not in conflict with- the PLOs.
3. Faculty at each Passport institution determines the institution's Passport Block (consisting of a list of courses and/or learning opportunities) that provides the ways its students can achieve the PLOs. The Passport Blocks vary by institution; they are not identical. Faculty can update their Passport Block as they make changes to their curriculum without triggering a review as long as they ensure that the PLOs are still addressed.
4. Each faculty member will have his/her own ways for students to demonstrate proficiency with the PLOs. The Passport's Proficiency Criteria (PC) are a reference, providing examples of ways faculty ask their students to demonstrate proficiency of a "C" or better with one or more PLOs.

General Education Assessment Procedure:

1. General Education Committee reviews current course/outcome alignments and determines plan for measures and criterion for success for each outcome statement.
 - a. Resource: Alignment review of courses to General Education Outcomes Statements.
 - b. Resource: Common rubrics selected to measure learning for each outcome. (Investigate adopting/adapting VALUE rubrics from AAC&U.)
2. Engage faculty teaching General Education courses in reviewing rubrics, achievement benchmarks, and selecting representative assignments (proficiency criteria) for each outcome.
 - a. Resource: General Education faculty finalize agreement on use of rubric and achievement levels to guide assignment design.
 - b. Resource: General Education faculty training by outcome on use of rubrics.
 - c. Resource: Representative assignments (proficiency criteria) from each course selected and agreed upon per learning outcome.
3. Faculty apply rubrics to designated assignments and collect course level data on student outcome.
 - a. Resource: Overall data on General Education outcome per course.

- b. Resource: Random sample of student assignments aligned to outcome for General Education Committee blind review.
4. General Education Committee uses chosen rubrics to measure student achievement on selected outcomes.
 - a. Resource: Approximately 8 outcome statements reviewed per semester. All courses aligned to particular outcome will submit assignments pre-selected for that outcome and a random sample will be reviewed by General Education committee.
 - b. Resource: General Education Outcomes Assessment Reports will be generated.
5. Results of General Education Assessment Reviews will be disseminated to institution and General Education Committee will make recommendations on refinements/improvements to curriculum or assessment practice to improve student learning.
 - a. Resource: Meet with faculty of assessed outcome for in-depth review and recommendations.
6. Recommendations reviewed and improvements made to curriculum and/or assessments. Process begins again.

In order to create actionable data to assess the health of the General Education program at ATU, a review of current courses mapped to individual general education outcomes should take place. Concurrently, the General Education committee should determine an appropriate method of measuring student achievement for each outcome (VALUE rubrics are often a good starting place), and the level of achievement that will determine student success at both the course level and the General Education program level.

In order to do this, it is recommended that (1) individual outcome subcommittees review the course alignment. Select an appropriate measure of the outcome (VALUE rubric) and level of student success. Once this is complete, each subcommittee (2) should meet with faculty whose classes are addressing that outcome to determine how it is being measured (selected assignments) and measured within the course (not course grade).

Benefits to Students:

- Seamless transfer to ATU from participating Passport institutions
- Reduced loss of earned credit hours for transfer students
- Certification of General Education completion
- Understanding of strengths and weakness in relation to identified student learning outcomes
- Benchmark for student performance

Benefits to Institution:

- Marketability to transfer students
- Increased retention of transfer students
- Development of a General Education Certificate
- General education alignment with Association of American Colleges and Universities
- Enhanced assessment procedures and greater specificity of student learning attainment
 - Learning outcome based assessment
 - Well-defined assessment procedures
- HLC, ADHE compliance
- Increased faculty input into general education curriculum
- Well-defined criteria for general education course addition

Tammy Weaver

From: David Ward
Sent: Monday, February 27, 2017 11:03 AM
To: Tammy Weaver
Subject: Re: Minors

Curriculum Committee,

I want to clarify that our intent for the new RS minors was that they be for RS majors only. The way that they are written is going to create substantial roadblocks for RS majors to enroll in classes and graduate; we simply do not have the ability to offer enough courses for the number non-RS minor students those catalog additions are likely to generate.

I apologize for any inconvenience.

Sincerely

David Ward

David Ward, Ph.D.
Department Head and Professor of Psychology
Department of Behavioral Sciences
Arkansas Tech University
Russellville, AR 72801
(479) 968-0305

From: Tammy Weaver
Sent: Monday, February 27, 2017 8:55:12 AM
To: David Ward
Cc: Jeffrey Woods; Karen Riddell
Subject: Minors

Dr. Ward

The Curriculum Committee will meet again on Wednesday, March 1, at 3 p.m. Can you provide me a memo stating the intent of the new minors was for the RS major only? We can get this through CC and Faculty Senate before the catalog goes live.

Thanks.

Tammy

Tammy Weaver, Registrar
Arkansas Tech University
Office of the Registrar
Brown Building, Suite 307
105 West O Street
Russellville, AR 72801-2222

SUMMARY OF PROPOSALS

Course	Name	ACT	Course Change Proposal
MATH 1003/0803 Coreq course	College Math & Foundations of Math	Below 19	MATH 1003 Proposal
MATH 1003	College Math	19 or above	
MATH 0900	Beg\Intermediate Algebra Lab		Course Addition Proposal
MATH 0903/0900 Coreq course	Beg\Intermediate Algebra with Lab	Below 17	MATH 0903 Proposal
MATH 1113/0903	College Alg & Intermediate Alg Coreq	17-20	MATH 1113 Proposal
MATH 1113	College Algebra	21 or above	

Arkansas Tech University REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee
FROM (Initiating Department):	MATH
DATE SUBMITTED:	2/24/17

Title	Signature	Date
Department Head		
Dean	<i>J. W. Ratan</i>	2017 Feb 24
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) MATH	Course Number: (e.g., 1003) 0900	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Beginning\ Intermediate Algebra Lab		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) 		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? 2		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input checked="" type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? Yes No How Much? Select Fee Type

If selected other list fee type:

Elective Major Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
 - 1. Arkansas Course Transfer System (ACTS) course number, if applicable
 - 2. Cross-listing
 - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 - 4. Prerequisites
 - 5. Co-requisites
 - 6. Description
 - 7. Notes (e.g., information not in description such as course may be repeated for credit)
 - 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
 - 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
Room with tables and some computers.

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

MATH 0900: Beginning\Intermediate Algebra Lab**Instructor:****Office Hours:****Contact Info:**

Purpose: The purpose of this course is to prepare for college level mathematics those students whose mathematics background is inadequate. This is a laboratory course designed to foster success in Intermediate Algebra and to provide additional active learning opportunities and assistance for application of the basic skills and concepts in Intermediate Algebra. The lab will take the major content areas from the Intermediate class and reinforce the learning in those areas through extra practice and different perspectives.

Corequisite: Enrolled concurrently in Math 0903

Required Student Materials: No additional materials beyond the required materials for Math 0903.

- **MyLabsPlus Access** – MyLabsPlus (<http://atu.mylabsplus.com>) is the online platform which can be accessed from anywhere via the internet. It contains the e-text, homework, study plans, videos, and additional help.
- **Pencil and paper** – A notebook or binder is suggested for this course. Paper and pencil are required daily. You will need to take notes and work out problems in class. Students are expected to keep these notes and Homework organized by module.
- **Calculator** – The TI-30XS MultiView is the only calculator allowed in this course. All other calculators, including the TI-30xs Pro, are not allowed. When testing, students will be provided with a classroom calculator.

Grading: The Lab will compose a portion of the student's grade in their Intermediate Algebra class as determined by individual professor. Generally the lab will compose approximately 10% of the students overall grade in Intermediate Algebra.

Classwork: There will not be any exams given in this Lab. Instead points will come from the student's completion of assignments given during the designated lab time. These will be turned in to the Instructor to compose all the points in this lab.

Attendance: Attendance is required for this course. Students should always contact their instructor when they are absent, but excused absences will only be given for official University events if the proper documentation from the University sponsor is provided on time. All absences will harm student's Math 0903 grade as well as their understanding in the course. Students who miss more than 4 classes may be dropped from the course with an FE. A student that is dropped or drops this course will also be dropped from the Math 0903 course as well. **Students will only be counted as attending when they arrive to class on time and work for the entirety of the time. Being late or leaving early will result in an absence.**

In Class Activities: Students will be required to complete activities in class on most days. Zeroes will be recorded for missed classes. Make-up activities are not allowed. A missed class activity will be recorded as a zero.

Course Objectives:

- 1) Reinforce the Content Covered in Intermediate Algebra.
- 2) Encourage Critical Thinking Skills to Solve Problems.
- 3) Work with Other Students to Solve Problems and Interpret Results.

Classroom Policies:

- **Check your Email often!** Email is the official mode of communication between instructors and students.
- **Use class time wisely.** Arrive to class on time, be prepared, put your phone away, use classroom technology only for class work, etc. Instructors may dismiss students misusing class time or disrupting the learning environment.
- **Cheating.** Cheating and academic dishonesty (including having a cell phone out during a test, misuse of resources, unauthentic work submissions, etc) is not tolerated. Depending on the situation, students may receive a zero on all work

involved, be removed from a course, expelled from the University, or have charges filed against them. A test score will be changed to zero if students do not submit correct and appropriate work. Instructors reserve the right to make a student rework an assignment or re-test if there are concerns.

- **Further information about instances and consequences of Academic Misconduct and Academic Dishonesty are available in the Student and Faculty Handbooks.**

Resources for help -

- The Math Help Room is located in Doc Bryan 153. This lab offers **free** tutoring to ATU students. No appointment is necessary and there are computers available to work on homework Homework.
- The MyLabsPlus software has built-in features that can assist students to understand the assigned topics with a book, videos, "Help me solve this" button, and an "Ask my instructor" button.
- The instructor is always available during class or during office hours for any questions concerning the material.
- For any access trouble,
 1. Run the Browser Check.
 2. Clear the browser's cookies.
 3. Use a different browser.
 4. Ensure the appropriate website is being used (atu.mylabsplus.com).
 5. Contact Pearson's Technical Support at 1-888-883-1299.

Other Services

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience with them. The Title IX Coordinator will then be available to assist you in understanding all of your options and connecting you with all possible resources on and off campus. For more information, please visit:

<http://www.atu.edu/titleix/index.php>.

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit: <http://www.atu.edu/disabilities/index.php>.

Arkansas Tech University

Course Addition

Assessment Form

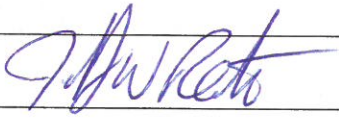
Our Mission
Tech is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? It will provide an extra two hours of help for intermediate algebra students so that their success rates will increase. This is part of the universities strategic plan.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. Provide up to three student learning outcomes students will achieve after completing this course? 1) Reinforce the content covered in MATH 0903 Beginning\Intermediate Algebra; 2) Encourage critical thinking skills to solve problems; 3) Work with other students to solve problems and interpret results.
d. What assessment tool or measure will you use to assess student learning? Grades
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Since this lab course is a support lab for the MATH 0903 course, then producing successful grades in MATH 0903 should provide evidence of their learning.
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. In accordance with the university's strategic plan, the success rate in MATH 0903 needs improvement. A survey of the remedial math courses was given in spring 2017 concerning why remedial students don't use the tutoring math help lab. The results indicated that because it was not required, they didn't have to go. Thus, in response to this survey, we are adding a 2 hour no credit math help lab and making it a corequisite requirement for this course so that it will be mandatory. Therefore, students will be required to get the extra help needed to improve their success in MATH 0903. Mandatory math labs are a common intervention among similar universities to improve success rates in remedial mathematics courses.
g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The current trend in

trying to improve success rates in remedial math is to require extra contact hours for help and review of material. Corequisite courses and math labs are current educational curriculum enhancements widely used to address requiring extra contact hours.

**Arkansas Tech University
REQUEST FOR COURSE CHANGE**

TO:	Select Appropriate Committee
FROM (Initiating Department):	Mathematics
DATE SUBMITTED:	2/23/17

Title	Signature	Date
Department Head		
Dean		2017 Feb 24
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MATH	0903
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="text"/>	
Official Catalog Title: Beginning and Intermediate Algebra	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Course Description	<input checked="" type="checkbox"/> Co-requisite
<input type="checkbox"/> Other	<input type="text"/>
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description	

New Course Number: (e.g., 1003)

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

New Co-requisite (list all, as you want them to appear in the catalog):

Corequisite: MATH 0900

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Addition

Assessment Form

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Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does this course fit with the university mission? It will provide an extra two hours of help for intermediate algebra students so that their success rates will increase.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. Provide up to three student learning outcomes students will achieve after completing this course?
- d. What assessment tool or measure will you use to assess student learning? Grades
- e. What will students demonstrate, represent, or produce to provide evidence of their learning?
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. . In accordance with the university's strategic plan, the success rate in MATH 0903 needs improvement. A survey of the remedial math courses was given in spring 2017 concerning why remedial students don't use the tutoring math help lab. The results indicated that because it was not required, they didn't have to go. Thus, in response to this survey, we are adding a 2 hour no credit math help lab and making it a corequisite requirement for this course so that it will be mandatory. Therefore, students will be required to get the extra help needed to improve their success in MATH 0903. Mandatory math labs are a common intervention among similar universities to improve success rates in remedial mathematics courses.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Mathematics
DATE SUBMITTED:	2/23/17

Title	Signature	Date
Department Head		
Dean		2017 Feb 24
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MATH	1003
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No <input style="width: 600px; height: 20px;" type="text"/>	
Official Catalog Title: College Mathematics	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	<input style="width: 600px; height: 20px;" type="text"/>
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description	

New Course Number: (e.g., 1003)

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

New Prerequisite (list all, as you want them to appear in the catalog):

New Co-requisite (list all, as you want them to appear in the catalog):

Corequisite: MATH 0803 for students who do not have a minimum math ACT score of 19 or a minimum SAT math equivalent score, or a minimum score of 251 on the Arithmetic Test of the NextGen Accuplacer Test.

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

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Provide an answer for each question. Your answers are to be typed single spaced.

MATH 1003

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- b. Provide an example or examples of student learning assessment evidence which supports the course change. In accordance with the university's strategic plan, the success rate in MATH 1003 needs improvement. Since college credit is given for students who succeed in MATH 1003, it is a current recommended practice for universities to provide what is called corequisite courses. These courses allow students to get the extra remediation they need while getting college course credit. The ADHE in Arkansas Code Annotated § 6-61-110 mentions accurate placement and corequisite courses. Also, Bruce Vandal, the senior vice president of Complete College America, recommends and provides ample data, assessment, and successful results of math corequisite courses implemented in universities across America. His assessments of corequisite math courses can be found at [https://static.ark.org/eeuploads/adhe/AR_Corequisite_presentation_\(Bruce\).pdf](https://static.ark.org/eeuploads/adhe/AR_Corequisite_presentation_(Bruce).pdf). We also observed and analyzed University of Central Arkansas' implementation of corequisite courses and they reported an 85.7% success rate in 0803/1003 corequisite courses which is much higher than the success rate in the stand alone course. Furthermore, this semester we gave a survey to the students in our remedial math courses to determine why they don't use the math help tutoring lab and the results of this survey indicated that we need to require the students to get extra help they need to succeed in MATH 1003.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Mathematics
DATE SUBMITTED:	2/23/17

Title	Signature	Date
Department Head		
Dean	<i>Jeff W. Rater</i>	2017 Feb 25
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MATH	1113
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No	
Official Catalog Title: College Algebra	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	<input type="checkbox"/> Course Description
<input checked="" type="checkbox"/> Co-requisite	
<p>NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.</p>	

New Course Number: (e.g., 1003)

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

New Prerequisite (list all, as you want them to appear in the catalog):

Prerequisites: Math ACT minimum score of 17 or minimum SAT math equivalent score or a minimum score of 237 on the Quantitative Reasoning/Algebra Test of the NextGen Accuplacer Test, or a minimum grade of C in MATH 0903.

New Co-requisite (list all, as you want them to appear in the catalog):

Corequisite: MATH 0903 for students with a math ACT score in the range 17-20 or SAT math equivalent score range, or a score in the range of 237-262 on the Quantitative Reasoning/Algebra Test of the NextGen Accuplacer Test.

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

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Provide an answer for each question. Your answers are to be typed single spaced.

MATH 1113

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- b. Provide an example or examples of student learning assessment evidence which supports the course change. In accordance with the university's strategic plan, the success rate in MATH 1113 needs improvement. Since college credit is given for students who succeed in MATH 1113, it is a current recommended practice for universities to provide what is called corequisite courses. These courses allow students to get the extra remediation they need while getting college course credit. The ADHE in Arkansas Code Annotated § 6-61-110 mentions accurate placement and corequisite courses. Also, Bruce Vandal, the senior vice president of Complete College America, recommends and provides ample data, assessment, and successful results of math corequisite courses implemented in universities across America. His assessments of corequisite math courses can be found at [https://static.ark.org/eeuploads/adhe/AR_Corequisite_presentation_\(Bruce\).pdf](https://static.ark.org/eeuploads/adhe/AR_Corequisite_presentation_(Bruce).pdf). We also observed and analyzed University of Central Arkansas' implementation of corequisite courses and they reported an 83.1% success rate in 0903/1113 corequisite courses which is much higher than the success rate in the stand alone course. Furthermore, this semester we gave a survey to the students in our remedial math courses to determine why they don't use the math help tutoring lab and the results of this survey indicated that we need to require the students to get extra help they need to succeed in MATH 1113.

**Arkansas Tech University
PROPOSAL FOR NEW PROGRAM**

TO:	Curriculum Committee
FROM (Initiating Department):	<input type="text" value="General Education Committee"/>
DATE SUBMITTED:	<input type="text"/>

Program Title:	Proposed Date:
<input type="text" value="Interstate Passport Initiative"/>	<input type="text" value="Fall 2017"/>

Program Summary

The General Education Committee recommends Arkansas Tech University (ATU) become a member institution of the Interstate Passport Initiative.

The following information is taken from the Interstate Passport website, The Passport Faculty Handbook, and other resources accessible through the Western Interstate Commission of Higher Education.

Interstate Passport is a program that facilitates block transfer of lower-division general education based on learning outcomes and proficiency criteria. It includes learning outcomes for nine knowledge and skill areas developed by faculty at institutions in multiple states, as well as an academic progress tracking system for Passport transfer students designed by registrars and institutional researchers. The goal of the Passport is to eliminate transfer students' unnecessary repetition of learning previously achieved. For more information on Passport, visit: <http://www.wiche.edu/passport/about/overview>

The Passport's development was funded by the Carnegie Corporation of New York, the Bill & Melinda Gates Foundation, Lumina Foundation, and a First in the World grant from the U.S. Department of Education.

The Passport framework consists of nine knowledge and skill areas. The framework is based on the Essential Learning Outcomes developed by the Association of American Colleges and Universities as part of its Liberal Education and America's Promise (LEAP) initiative, and on research conducted by the Western Interstate Commission for Higher Education.

Knowledge/Skill Areas

Foundational Skills

1. Oral Communication
2. Written Communication
3. Quantitative Literacy

Knowledge of Concepts

4. Natural Sciences
5. Human Cultures
6. Creative Expression
7. Human Society and the Individual

Crosscutting Skills

8. Critical Thinking
9. Teamwork and Value Systems

Initial Course Evaluation Process

Over the Fall 2016 term, members of the General Education committee worked with faculty to evaluate ATU general education course offerings for alignment with Passport learning outcomes. Based on this extensive evaluation process, the General Education committee developed an initial Passport block for ATU (see attached). The Passport block outlines which courses in the ATU general education curriculum meet, as is or with adjustments, Passport learning outcomes in each of the nine knowledge/skill areas. All general education courses were reviewed using the nine knowledge/skill areas. To be included in a knowledge/skill area, the course must, as is or modifications:

- address the learning outcomes for knowledge/skill area
- include proficiency criteria to assess learning outcomes
 - proficiency criteria are determined by instructor
- data are regularly collected to assess learning outcomes

Through the evaluation process, it was determined that ATU's general education goals and objectives were congruent with the Interstate Passport knowledge/skill areas and learning outcomes.

Implementation Process

The General Education Committee recommends the following steps to align ATU general education with the Interstate Passport Initiative:

1. Form ad hoc subcommittees for each knowledge/skill area, each chaired by a member of the General Education Committee, to finalize the ATU Passport block. The subcommittees will consist of faculty who teach general education courses within the specific knowledge/skill area. The goals of each subcommittee will be to ensure that courses within a knowledge/skill area: a) address each learning outcome and b) include detailed assessment procedures to assess each learning outcome.
2. Review of assessment procedures by office of Assessment and Institutional Effectiveness.
3. Submit application for Passport membership.

Faculty Role in Passport

Faculty have a prominent role in developing the ATU Passport block. The Passport learning outcomes, which are based on the AAC&U Essential Learning Outcomes, are standard across institutions (wording of outcomes may vary). Individual faculty determine the appropriate proficiency criteria used to assess the learning outcomes. The following outlines the role of faculty at a Passport institution.

1. Teaching faculty are the experts on what students should know and be able to do (learning outcomes) and on ways that students can demonstrate this (proficiency) at the lower-division general education level.
2. Interstate faculty teams negotiated and agreed upon consensus Passport Learning Outcomes (PLOs). Institutions are not required to use the same language in their learning outcomes as that in the PLOs or to adopt them as their own. Rather, faculty at institutions participating in Passport determine that their school's learning outcomes are congruent with - not in conflict with- the PLOs.
3. Faculty at each Passport institution determines the institution's Passport Block (consisting of a list of courses and/or learning opportunities) that provides the ways its students can achieve the PLOs. The Passport Blocks vary by institution; they are not identical. Faculty can update their Passport Block as they make changes to their curriculum without triggering a review as long as they ensure that the PLOs are still addressed.
4. Each faculty member will have his/her own ways for students to demonstrate proficiency with the PLOs. The Passport's Proficiency Criteria (PC) are a reference, providing examples of ways faculty ask their students to demonstrate proficiency of a "C" or better with one or more PLOs.

General Education Assessment Procedure:

1. General Education Committee reviews current course/outcome alignments and determines plan for measures and criterion for success for each outcome statement.
 - a. Resource: Alignment review of courses to General Education Outcomes Statements.
 - b. Resource: Common rubrics selected to measure learning for each outcome. (Investigate adopting/adapting VALUE rubrics from AAC&U.)
2. Engage faculty teaching General Education courses in reviewing rubrics, achievement benchmarks, and selecting representative assignments (proficiency criteria) for each outcome.
 - a. Resource: General Education faculty finalize agreement on use of rubric and achievement levels to guide assignment design.
 - b. Resource: General Education faculty training by outcome on use of rubrics.
 - c. Resource: Representative assignments (proficiency criteria) from each course selected and agreed upon per learning outcome.
3. Faculty apply rubrics to designated assignments and collect course level data on student outcome.
 - a. Resource: Overall data on General Education outcome per course.

- b. Resource: Random sample of student assignments aligned to outcome for General Education Committee blind review.
4. General Education Committee uses chosen rubrics to measure student achievement on selected outcomes.
 - a. Resource: Approximately 8 outcome statements reviewed per semester. All courses aligned to particular outcome will submit assignments pre-selected for that outcome and a random sample will be reviewed by General Education committee.
 - b. Resource: General Education Outcomes Assessment Reports will be generated.
5. Results of General Education Assessment Reviews will be disseminated to institution and General Education Committee will make recommendations on refinements/improvements to curriculum or assessment practice to improve student learning.
 - a. Resource: Meet with faculty of assessed outcome for in-depth review and recommendations.
6. Recommendations reviewed and improvements made to curriculum and/or assessments. Process begins again.

In order to create actionable data to assess the health of the General Education program at ATU, a review of current courses mapped to individual general education outcomes should take place. Concurrently, the General Education committee should determine an appropriate method of measuring student achievement for each outcome (VALUE rubrics are often a good starting place), and the level of achievement that will determine student success at both the course level and the General Education program level.

In order to do this, it is recommended that (1) individual outcome subcommittees review the course alignment. Select an appropriate measure of the outcome (VALUE rubric) and level of student success. Once this is complete, each subcommittee (2) should meet with faculty whose classes are addressing that outcome to determine how it is being measured (selected assignments) and measured within the course (not course grade).

Benefits to Students:

- Seamless transfer to ATU from participating Passport institutions
- Reduced loss of earned credit hours for transfer students
- Certification of General Education completion
- Understanding of strengths and weakness in relation to identified student learning outcomes
- Benchmark for student performance

Benefits to Institution:

- Marketability to transfer students
- Increased retention of transfer students
- Development of a General Education Certificate
- General education alignment with Association of American Colleges and Universities
- Enhanced assessment procedures and greater specificity of student learning attainment
 - Learning outcome based assessment
 - Well-defined assessment procedures
- HLC, ADHE compliance
- Increased faculty input into general education curriculum
- Well-defined criteria for general education course addition

ATU PROPOSED Passport Block (Final block to be determined during implementation phase)

3 hrs		6 hrs		3 hrs		8 hrs		Knowledge Concepts (23 hrs)			Crosscutting Skills		
COMMUNICATION	WRITTEN COMMUNICATION	QUANTITATIVE LITERACY	NATURAL SCIENCES	HUMAN CULTURES	CREATIVE EXPRESSION	HUMAN SOCIETY	CRITICAL THINKING	TEAMWORK					
COMM 2003 or COMM 2173	ENGL 1013 and ENGL 1023 or ENGL 1043 and ENGL 1053	MATH 1003 or MATH 1113 or ^ MATH	BIOL 1004 BIOL 1014 BIOL 1114 CHEM 1113 CHEM 2124 GEOL 1004 GEOL 1114 PHSC 1004 PHSC 1013/1 PHSC 1053 PHSC 1074 PHYS 1114 PHYS 2014 PHYS 2114	HIST 1903 or HIST 2003 or HIST 2013 or POLS 2003 and TH 2273 PHIL 2003 PHIL 2013 ANTH 1213 ENGL 2173 ENGL 2183 ENGL 2003 ENGL 2013 ENGL 2023 ANTH 2003 AGBU 2063 AGBU 2073 COMM 2003 ECON 2003 ECON 2013 ECON 2103 GEOG 2013	ART 2123 MUS 2003 COMM 2003 TH 2273 ENGL 2173 ENGL 2183 ENGL 2003 ENGL 2013 ENGL 2023 AGBU 2063 AGBU 2073 COMM 2003 ECON 2003 ECON 2013 ECON 2103 GEOG 2013 AGBU 2063 AGBU 2073 COMM 2003 AMST 2003 COMM 2173 ENGL 1013 ENGL 1023 ENGL 2003 ENGL 2013 ENGL 2023 ENGL 2173 ENGL 2183 ECON 2103 AGBU 2063 AGBU 2073 PSY 2003 SOC 1003	COMM 1003 PSY 2003 SOC 1003 ANTH 1213 ANTH 2003 HIST 1503 HIST 1503 HIST 1543 HIST 1513 HIST 1543 POLS 2003 GEOG 2013 HIST 1903 HIST 2003 HIST 2013 AMST 2003 COMM 2173 ENGL 1013 ENGL 1023 ENGL 2003 ENGL 2013 ENGL 2023 ENGL 2173 ENGL 2183 ECON 2103 AGBU 2063 AGBU 2073 PSY 2003 SOC 1003	COMM 1003 COMM 2003 COMM 2173 AGBU 2063 AGBU 2073						
Passport Ready													
Oral Comm - intro speech course	Written Comm - intro writing course	Quantitative Lit - intro mathematics	Natural Sciences - astronomy, biology, chemistry, physics, etc	Human Cultures - hist, anth, archeology, poli sci, geog, ethnic studies, gender studies, language, etc	Creative Expression - music, visual arts, theater, film, media, literature, architecture, etc	Human Society and Individual - sociology, geography, history, criminology, psychology, economics, etc	Critical Thinking & Teamwork - come from any knowledge and skill area						