### **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 no 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 Appr	opriate Committee	
FROM (Initiating Departm	ent): MATH		
DATE SUBMITTED:	2/24/17		
Title	Sign	ature	Date
Department Head			
Dean		7 Hw. Rotu	1014 Feb24
Teacher Education Counci	(if applicable)	1 applications	2019 FEDLY
Graduate Council (if applic	able)		
Registrar			
Vice President for Academ	ic Affairs		
Course Subject: (e.g., ACCT,	ENGL) Course Number	: (e.g., 1003)	Effective Term:
MATH	0900	(4.8.)	○ Spring  Summer I
Official Catalog Title: (If offic	ial title exceeds 30 charac	cters, indicate Banner Ti	
Beginning\Intermediate A			
Banner Title: (limited to 30 cha	aracters, including spaces, c	apitalize all letters — this	will display on the transcript)
Will this course be cross-liste	d with another existing c	ourse? If so, list course	subject and number.
○ Yes ⓒ No			
Will this course be cross-liste	O O	not in the undergradua	te or graduate catalog?
If so, list course subject and r			
Is this course repeatable for	additional earned hours?	Yes No How	many total hours? 2
Grading: © Standard Lette	er C P/F	C Other	
Mode of Instruction (check a	ppropriate box):		
O1 Lecture	© 02 Lecture/Laboratory	C 03 Laboratory or	nlv
© 05 Practice Teaching	O6 Internship/Practicum	O 7 Apprentices h	ip/Externship
C 08 Independent Study	○ 09 Readings	C 10 Special Topic	es
C 12 Individual Lessons	13 Applied Instruction	C 16 Studio Course	2
C 17 Dissertation	C 18 Activity Course	C 19 Seminar	€ 98 Other

Does this course require a fee?	C Yes	● No	How Much?	Select Fee Type
If selected other list fee type:				
☐ Elective	□ Мај	or		Minor
(If major or minor course, you m program.)	ust com	plete the	Request for Pro	gram Change form to add course to
If course is required by major/m	inor, hov	v frequer	itly will course b	e offered?
For the proposed course, attach entered as they should appear i a. Course subject b. Course number c. Catalog course title d. Catalog description 1. Arkansas Course Transfer S 2. Cross-listing 3. Offered (e.g., Fall only, Spr 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., information no 8. Contact Hours if different t 9. Fees (e.g., \$36 art fee) e. Section for Name of instructor	System (A ing only. It in desc han lecti	ACTS) cou Do not e ription su ure (e.g.,	enter if offer cou uch as course ma Lecture three ho	erse fall and spring)  By be repeated for credit)  Bours, laboratory three hours)
f. Text required for course g. Bibliography (supplemental re h. Justification/rationale for the i. Course objectives	ading lis		Tuest information	retelephone, emaily
j. Description of how course me	show ho listed in grading plagiarisr	w the cou undergra policy wit n, etc.	rse meets one c duate catalog) h specific equiva	courses included in the general or more of the objectives contained in alents for A, B, C)
equip	ment, et	c.?		tenance costs, library resources, special
Will this course require a special or Room with tables and some comp	lassroon uters.	n (compu	ter lab, smart cla	assroom, or laboratory)?
Attach the Course Addition Assess Effectiveness web page at http://v	ment Fo	orm. The u.edu/ass	form is located o	on the Assessment & Institutional
f this course will affect other depondent of the form is located in the form of th	ated on	the Curri	culum forms wel	t Form for each affected department page at
	***			

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 (<a href="http://atu.mylabsplus.com">http://atu.mylabsplus.com</a>) 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.

<u>Grading:</u> 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.

<u>Classwork</u>: 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.

<u>In Class Activities</u>: 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 <u>dismiss</u> 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: <a href="http://www.atu.edu/disabilities/index.php">http://www.atu.edu/disabilities/index.php</a>.

### **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

Office of Assessment and Institutional Effectiveness (2016)

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

то:	Select Appr	opriate Committee	
FROM (Initiating Department):	Mathema	tics	
DATE SUBMITTED:	2/23/17		
	•		NAME OF TAXABLE PARTY.
Title		Signature	Date
Department Head			
Dean		Allwhete	2017 Fab 2 9
Teacher Education Council (if appl	icable)		
Graduate Council (if applicable)			
Registrar			
Vice President for Academic Affair	S		
Course Subjects (s. a. ACCT ENGL)			
Course Subject: (e.g., ACCT, ENGL)  MATH		Course Number: (e.g.,	1003)
of a Constitution of the C		0903	
Is this course cross-listed with another Yes • No	ther existing co	ourse? If so, list course su	oject and number.
			No southern the section of the secti
Official Catalog Title:			
Beginning and Intermediate Alge	bra	POTENTIAL TO THE PROPERTY AND ADMINISTRATION OF THE PROPERTY O	
			Harmonia (Angles Company) (Angles Company) (Angles Company)
Request to change: (check appropr	riate box):		
Course Number	Title	□ c	ourse Description
☐ Cross-Listing	☐ Prerequisite	<b>▽</b> Cc	p-requisite
☐ Grading	☐ Fee		
Other			
NOTES: These changes will become	effective in th	e Summer I Term of the r	new catalog year.
If this course is cross-listed	, a prerequisite	c/co-requisite, or included	in the course description

New Course Number: (e.g., 1003)  New Official Catalog Title: (If official Catalog Titl	al title exceeds 30 characters, indi	cate Banner Title below)
Banner Title: (limited to 30 characte	rs, including spaces, capitalize all lette	ers - this will display on the transcript)
		All March Colonia and Security
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 numb	er
New Co-requisite (list all, as you w Corequisite: MATH 0900	ant them to appear in the catalog)	):
☐ Elective	☐ Major	Minor
(If major or minor course, you mus program.)	t complete the Request for Progra	am Change form to add course to
Attach the Course Addition Assessi	ment Form. The form is located or	n the Assessment & Institutional
Effectiveness web page at http://w	/ww.atu.edu/assessment/	
If this course will affect other depa department must be attached. The http://www.atu.edu/registrar/curr	e form is located on the Curriculun	Form for each affected n forms web page at

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### **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 App	propriate Committee		4
FROM (Initiating Department):	Mathem	natics		
DATE SUBMITTED:	2/23/17			
Title		Signature		Date
Department Head				
Dean		Thulat	tu.	Z17Feb24
Teacher Education Council (if applied	cable)	7 1110000		- 0/1
Graduate Council (if applicable)				
Registrar				
Vice President for Academic Affairs	3			
Course Subject: (e.g., ACCT, ENGL)		Course Number:	(e.g., 1003)	
MATH		1003		
Is this course cross-listed with anot	her existing c	course? If so, list cou	rse subject and nur	nber.
☐ Yes	**			
Official Catalog Title:				
College Mathematics				
Poguart to about 1/sh - l				
Request to change: (check appropri	ate box):			
Course Number	Title		Course Descript	ion
Cross-Listing	Prerequisite	е	▼ Co-requisite	
☐ Grading	Fee			
Other				
NOTES: These changes will become	effective in tl	he Summer I Term o	f the new catalog y	ear.
If this course is cross-listed,	a prerequisit	te/co-requisite, or in	cluded in the cours	e description

New Course Number: (e.g., 1003	3)	
	MARINE CO.	
New Official Catalog Title: (If offi	cial title exceeds 30 characters i	indicate Banner Title helow
	ovar title execute 50 characters, i	Title below)
Banner Title: (limited to 30 charact	ters including spaces capitalize all l	etters - this will display on the transcript)
	icis, melaung spaces, capitalize all i	etters - triis will display on the transcript)
Now Course Description		
New Course Description:		
New Cross List:		
☐ Adding Cross-Listing	☐ Changing Cross-Listing	☐ Deleting Cross-Listing
	onanging or our circuits	Deleting Cross-Listing
If adding or changing cross-listing		
New Prerequisite (list all, as you	want them to appear in the catal	log):
New Co-requisite (list all, as you	want them to annear in the catal	og):
Corequisite: MATH 0803 for stud	ents who do not have a minimur	n math ACT score of 19 or a
minimum SAT math equivalent so		
NextGen Accuplacer Test.		
☐ Elective	☐ Major	☐ Minor
(If major or minor course, you mu	ust complete the Request for Pro	gram Change form to add course to
program.)		
Attack the Control of		
		on the Assessment & Institutional
Effectiveness web page at <a href="http://">http://</a>	www.atu.edu/assessment/	
If this course will affect other dep	artments a Denartmental Sunno	ort Form for each affected
department must be attached. The	ne form is located on the Curricu	lum forms web page at
http://www.atu.edu/registrar/cur	rriculum forms.php.	habe at

### **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. 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 that 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 App	propriate Committee	2	
FROM (Initiating Department):	Mathem	natics		
DATE SUBMITTED:	2/23/17			
Title		Signature		Date
Department Head				
Dean				
Teacher Education Council (if appli	icable)			
Graduate Council (if applicable)				
Registrar				
Vice President for Academic Affairs	s			
Course Subjects (e.g. ACCT ENGL)			1000)	
Course Subject: (e.g., ACCT, ENGL)  MATH		Course Number:	(e.g., 1003)	
Is this course cross-listed with anot	ther existing o	course? If so, list cou	rse subject and nu	mber.
○ Yes  No				_
Official Control Title				
Official Catalog Title:  College Algebra		Particular de la constantina della constantina d		
1				
Request to change: (check appropr	iate box):		101111111111111111111111111111111111111	<del></del>
Course Number	☐ Title		Course Descript	tion
Cross-Listing	✓ Prerequisit	e	∇ Co-requisite	
Grading	□ Fee			
Other				THE STATE OF THE S
NOTES: These changes will become	effective in t	he Summer I Term o	f the new catalog y	ear.
If this course is cross-listed	, a prerequisi	te/co-requisite, or in	cluded in the cours	se description

New Course Number: (e.g., 1003)		
New Official Catalog Title: (If officia	I title exceeds 30 characters,	indicate Banner Title below)
Banner Title: (limited to 30 characters	, including spaces, capitalize all I	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, in	ndicate course subject and nu	ımher
New Prerequisite (list all, as you wa		
	di sama	
		math equivalent score or a minimum
score of 237 on the Quantitative Re minimum grade of C in MATH 0903		lextGen Accuplacer Test, or a
New Co-requisite (list all, as you wa		log):
Corequisite: MATH 0903 for studen	ts with a math ACT score in th	ne range 17-20 or SAT math
equivalent score range, or a score in		Quantitative Reasoning/Algebra
Test of the NextGen Accuplacer Tes		
☐ Elective	☐ Major	Minor
	complete the Request for Pro	ogram Change form to add course to
program.)		
Attach the Course Addition Assessm	nent Form. The form is locate	d on the Assessment & Institutional
Effectiveness web page at http://ww	ww.atu.edu/assessment/	
If this course will affect other depart	tments a Denartmental Sunn	ort Form for each affected
department must be attached. The		
http://www.atu.edu/registrar/currid		

### **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 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. 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 that 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:	Curriculu	m Committee	
FROM (Initiating Department):	General	Education Committee	
DATE SUBMITTED:			
Program Title:		Proposed Date:	
Interstate Passport Initiative	(40) + 11 (4 (4 (4 (4 (4 (4 (4 (4 (4 (4 (4 (4 (4	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 <u>Western Interstate Commission of Higher Education</u>.

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: <a href="http://www.wiche.edu/passport/about/overview">http://www.wiche.edu/passport/about/overview</a>

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
  - o 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.
- 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 <u>PROPOSED</u> Passport Block (Final block to be determined during implementation phase)

3-6hrs         3-6hrs           HUMAN         CREATIVE         HUMAN         GF           CULTURES         EXPRESSION         SOCIETY         TH           HIST 1903 or         ART 2123         COMM 1003         CON           HIST 2003 or         MUS 2003         PSY 2003         PHIL           HIST 2013 or         COMM 2003         SOC 1003         PHIL           POLS 2003         TH 2273         ANTH 1213         HIST           and         ENGL 2173         ANTH 2003         HIST           PHIL 2003         ENGL 2013         HIST 1543         POLS           ANTH 1213         ENGL 2013         HIST 1543         ANS           HIST 1503         ENGL 2013         ECON 2013         HIST 1543           HIST 1503         ECON 2013         ENGL ENGL           GEOG 2013         ECON 2013         ENGL ENGL           GEOG 2013         ECON 2103         ENGL ENGL           HIST 1543         ECON 2103         ENGL ENGL           GEOG 2013         ECON 2103         ENGL ENGL           GEOG 2013         ENGL ENGL         ENGL ENGL           HIST 1543         ECON 2103         ENGL ENGL           HIST 1543         ECON 2003         <		Foundational Skills (12 hrs)	irs)		Knowledge C	Knowledge Concepts (23 hrs)	ত	Crosscut	Crosscutting Skills
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### **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 no 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 Appr	Select Appropriate Committee				
FROM (Initiating Departm	nent): MATH	МАТН				
DATE SUBMITTED:	2/24/17	2/24/17				
Title	Sign	ature	Date			
Department Head						
Dean		7 Hw. Rotu	1014 Feb24			
Teacher Education Counci	(if applicable)	1 applications	2019 FEDLY			
Graduate Council (if applic	able)					
Registrar						
Vice President for Academ	ic Affairs					
Course Subject: (e.g., ACCT,	ENGL) Course Number	: (e.g. 1003)	Effective Term:			
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Beginning\Intermediate A						
Banner Title: (limited to 30 cha	aracters, including spaces, c	apitalize all letters — this	will display on the transcript)			
Will this course be cross-liste	ed with another existing c	ourse? If so, list course	subject and number.			
7-1	id with a course currently					
Will this course be cross-liste	O O	not in the undergradua	ite or graduate catalog?			
If so, list course subject and r	idiliber.					
Is this course repeatable for	additional earned hours:	Yes • No How	many total hours? 2			
Grading: © Standard Lette		○ Other				
Mode of Instruction (check a	ppropriate box):		WT			
C 01 Lecture	© 02 Lecture/Laboratory	C 03 Laboratory or	nlv			
© 05 Practice Teaching	C 06 Internship/Practicum	O7 Apprentices h	ip/Externship			
C 08 Independent Study	C 09 Readings	C 10 Special Topic	es			
C 12 Individual Lessons	13 Applied Instruction	C 16 Studio Course				
C 17 Dissertation	C 18 Activity Course	C 19 Seminar	€ 98 Other			

Does this course require a fee?	C Yes	● No	How Much?	Select Fee Type
If selected other list fee type:				
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If course is required by major/m	inor, hov	v frequer	ntly will course b	e offered?
For the proposed course, attach entered as they should appear i a. Course subject b. Course number c. Catalog course title d. Catalog description 1. Arkansas Course Transfer S 2. Cross-listing 3. Offered (e.g., Fall only, Spr 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., information no 8. Contact Hours if different t 9. Fees (e.g., \$36 art fee) e. Section for Name of instructor	System (A ing only. It in desc han lect	ACTS) cou Do not e ription su ure (e.g.,	enter if offer cou uch as course ma Lecture three ho	arse fall and spring)  By be repeated for credit)  Bours, laboratory three hours)
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<ul> <li>i. Course objectives</li> <li>j. Description of how course me education component should: General Education Objectives</li> <li>k. Assessment methods (include</li> <li>l. Policy on absences, cheating, pm. Course content (outline of mathematical)</li> </ul>	show ho listed in grading olagiarisr	w the cou undergra policy wit n, etc.	urse meets one o duate catalog) th specific equiva	courses included in the general or more of the objectives contained in alents for A, B, C)
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Will this course require a special c Room with tables and some comp	lassroor outers.	n (compu	ter lab, smart cla	assroom, or laboratory)?
Attach the Course Addition Assess Effectiveness web page at http://v	ment Fo	orm. The	form is located o	on the Assessment & Institutional
f this course will affect other depondent of the form is located in the form of th	ated on	the Curri	culum forms wel	t Form for each affected department page at
-	#			

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 (<a href="http://atu.mylabsplus.com">http://atu.mylabsplus.com</a>) 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.

<u>Grading:</u> 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.

<u>Classwork</u>: 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.

<u>In Class Activities</u>: 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 <u>dismiss</u> 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: <a href="http://www.atu.edu/disabilities/index.php">http://www.atu.edu/disabilities/index.php</a>.

### **Arkansas Tech University**

### **Course Addition**

### **Assessment Form**

### Our Mission

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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. 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

Office of Assessment and Institutional Effectiveness (2016)

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

то:	Select Appropriate Committee					
FROM (Initiating Department):	Mathematics					
DATE SUBMITTED:	2/23/17					
	•		NAME OF TAXABLE PARTY.			
Title		Signature	Date			
Department Head						
Dean		Allwhete	2017 Fab 2 9			
Teacher Education Council (if appl	icable)					
Graduate Council (if applicable)						
Registrar						
Vice President for Academic Affair	S					
Course Subjects (s. a. ACCT ENGL)						
Course Subject: (e.g., ACCT, ENGL)  MATH		Course Number: (e.g.,	1003)			
of a Constitution of the C		0903				
Is this course cross-listed with another Yes • No	ther existing co	ourse? If so, list course su	oject and number.			
			No southern the section of the secti			
Official Catalog Title:						
Beginning and Intermediate Algebra						
			Harmon Market (1996) (A) (A) (A) (A) (A) (A) (A) (A) (A) (A			
Request to change: (check appropr	riate box):					
Course Number	Title	□ c	ourse Description			
☐ Cross-Listing	☐ Prerequisite	<b>▽</b> Cc	p-requisite			
☐ Grading	☐ Fee					
Other						
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)						
		All March Colonia and Security				
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 w Corequisite: MATH 0900	ant them to appear in the catalog)	):				
☐ Elective	☐ Major	Minor				
(If major or minor course, you mus program.)	t complete the Request for Progra	am Change form to add course to				
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional						
Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a>						
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 <a href="http://www.atu.edu/registrar/curriculum">http://www.atu.edu/registrar/curriculum</a> 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 App	propriate Committee		4
FROM (Initiating Department):	Mathem	natics		
DATE SUBMITTED:	2/23/17			
Title		Signature		Date
Department Head				
Dean		Thulat	tu.	Z17Feb24
Teacher Education Council (if applied	cable)	7 1110000		- 0/1
Graduate Council (if applicable)				
Registrar				
Vice President for Academic Affairs	5			
Course Subject: (e.g., ACCT, ENGL)		Course Number:	(e.g., 1003)	
MATH		1003		
Is this course cross-listed with anot	her existing c	course? If so, list cou	rse subject and nur	nber.
☐ Yes				
Official Catalog Title:				
College Mathematics				
Poguart to about 1/sharland				
Request to change: (check appropri	ate box):			
Course Number	Title		Course Descript	ion
☐ Cross-Listing	Prerequisite	е	▼ Co-requisite	
☐ Grading	Fee			
Other				
NOTES: These changes will become	effective in the	he Summer I Term o	f the new catalog y	ear.
If this course is cross-listed,	a prerequisit	te/co-requisite, or in	cluded in the cours	e description

New Course Number: (e.g., 100	3)	
New Official Catalog Title: (If of	ficial title exceeds 30 characters,	indicate Banner Title helow
	The state of the s	malcate banner Title below)
Banner Title: (limited to 30 charac	cters including spaces capitalize all	letters - this will display on the transcript)
	state, medang spaces, capitalize all	this will display on the transcript)
New Course Description:		
New Course Description:		
New Cross List:		
☐ Adding Cross-Listing	Changing Cross-Listing	☐ Deleting Cross-Listing
	ng, indicate course subject and nu	
New Prerequisite (list all, as you	want them to appear in the cata	log):
New Co-requisite (list all, as you	want them to appear in the cata	log):
Corequisite: MATH 0803 for stud	dents who do not have a minimur	n math ACT score of 19 or a
minimum SAT math equivalent s	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 m	oust complete the Request for Pro	gram Change form to add course to
program.)		
Attach the Course Addition Asse	ssment Form. The form is legated	d on the Assessment & Institutional
Effectiveness web page at <a href="http://">http://</a>		on the Assessment & Institutional
Effectiveness web page at http://	/www.atu.edu/assessment/	
If this course will affect other de	partments, a Departmental Suppo	ort Form for each affected
department must be attached. T	The form is located on the Curricu	lum forms web page at
http://www.atu.edu/registrar/cu	arriculum 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. 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 that 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 App	ropriate Committee		
FROM (Initiating Department):	Mathema	atics		
DATE SUBMITTED:	2/23/17	21		
Title		Signature		Date
Department Head			,	Date
Dean		Gelf J.	Patri	2017Feb2
Teacher Education Council (if appl	icable)			20.11000
Graduate Council (if applicable)				
Registrar				
Vice President for Academic Affair	s			
Course Subject: (e.g., ACCT, ENGL)	- 10 - 10 - 10 - 10 - 10 - 10 - 10 - 10	Course Number:	(e.g., 1003)	
MATH		1113		
Is this course cross-listed with another Yes • No	ther existing co	ourse? If so, list cours	e subject and numl	oer.
Official Catalog Title:				
College Algebra		A CONTRACTOR OF THE PROPERTY O		
Request to change: (check appropr	iate box):			
Course Number	☐ Title		☐ Course Descript	ion
Cross-Listing	✓ Prerequisite	e		
☐ Grading	Fee			*
Other				
NOTES: These changes will become  If this course is cross-listed  of other courses, a Course  courses.	, a prerequisite	e/co-requisite, or incl	uded in the course	description

New Course Number: (e.g., 1003)		
New Official Catalog Title: (If officia	I title exceeds 30 characters,	indicate Banner Title below)
Banner Title: (limited to 30 characters	, including spaces, capitalize all I	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, in	ndicate course subject and nu	ımher
New Prerequisite (list all, as you wa		
	di sama	
		math equivalent score or a minimum
score of 237 on the Quantitative Re minimum grade of C in MATH 0903		lextGen Accuplacer Test, or a
New Co-requisite (list all, as you wa		log):
Corequisite: MATH 0903 for studen	ts with a math ACT score in th	ne range 17-20 or SAT math
equivalent score range, or a score in		Quantitative Reasoning/Algebra
Test of the NextGen Accuplacer Tes		
☐ Elective	☐ Major	Minor
	complete the Request for Pro	ogram Change form to add course to
program.)		
Attach the Course Addition Assessm	nent Form. The form is locate	d on the Assessment & Institutional
Effectiveness web page at http://ww	ww.atu.edu/assessment/	
If this course will affect other depart	tments a Denartmental Sunn	art Form for each affected
department must be attached. The		
http://www.atu.edu/registrar/currid		

### **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 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. 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 that 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:	Curriculu	m Committee	3.3.4.4.00
FROM (Initiating Department):	General	Education Committee	
DATE SUBMITTED:		The same of the sa	
Program Title:		Proposed Date:	
Interstate Passport Initiative		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 <u>Western Interstate Commission of Higher Education</u>.

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: <a href="http://www.wiche.edu/passport/about/overview">http://www.wiche.edu/passport/about/overview</a>

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
  - o 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.
- 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 <u>PROPOSED</u> Passport Block (Final block to be determined during implementation phase)

3-6 hrs         3-6 hrs           HUMAN         CREATIVE         HUMAN         GF           CULTURES         EXPRESSION         SOCIETY         TH           HIST 1903 or         ART 2123         COMM 1003         COM           HIST 2003 or         MUS 2003         PSY 2003         PHII           HIST 2013 or         COMM 2003         SOC 1003         PHII           POLS 2003         TH 2273         ANTH 1213         HIST 1503         HIST 15	Shirs   Shirs   Shirs   3-6hrs   3-6hrs   3-6hrs   3-6hrs     WATHALL   NATURAL   HUMAN   CREATIVE HUMAN		Foundational Skills (12 hrs)	ırs)		Knowledge C	Knowledge Concepts (23 hrs)	ड	Crosscut	Crosscutting Skills
HUMAN CREATIVE HUMAN CRITICAL  CULTURES EXPRESSION SOCIETY THINKING HIST 1903 or MUS 2003 PSY 2003 PHIL 2003 COMM 1003 COMM 1003 COMM 2003 POLS 2003 TH 2273 ANTH 1213 HIST 1503 ANTH 2003 ENGL 2173 ANTH 2003 HIST 1513 ANTH 2003 ENGL 2103 HIST 1503 HIST 1503 ANTH 1213 ENGL 2003 HIST 1513 HIST 2003 ANTH 1213 ENGL 2003 HIST 1503 HIST 2003 ANTH 1213 ENGL 2003 HIST 1503 HIST 2003 ANTH 1213 ENGL 2003 HIST 1503 HIST 1503 HIST 1503 HIST 1503 ANTH 2003 ENGL 2003 ECON 2003 HIST 2003 ECON 2003 HIST 2003 HIST 1503 HIST 1503 ENGL 2003 HIST 1513 ECON 2003 HIST 2003 ENGL 2003 HIST 1513 ECON 2003 HIST 2003 ENGL 2003	HUMAN CREATIVE HUMAN CRITICAL  CULTURES EXPRESSION SOCIETY THINKING HIST 1903 or ART 2123 COMM 1003 COMM 1003 ( HIST 2003 or MUS 2003 PSY 2003 PHIL 2003 ( HIST 2013 or COMM 2003 SOC 1003 PHIL 2003 ( POLS 2003 TH 2273 ANTH 1213 HIST 1503 ANTH 2203 ENGL 2173 ANTH 2203 HIST 1513 HIST 2003 ANTH 2203 ENGL 2013 HIST 1513 HIST 2003 ANTH 2003 HIST 1503 HIST 1503 HIST 1503 HIST 1503 HIST 1503 ANTH 2003 ENGL 2013 GEOG 2013 GEOR 2003 HIST 1503 ENGL 2003 HIST 1503 GEOG 2013	3 hrs	6 hrs	3 hrs	8 hrs	3 - 6 hrs	6 hrs			
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