

University Curriculum Committee
Called Meeting
May 2, 2012

The University Curriculum Committee met for a called meeting on Wednesday, May 2 at 2:00 p.m. in the Dean's Conference Room.

Members present

Dr. Curtis Armstrong	Dr. Homer Kemp
Dr. Pat Bagley	Mr. Ted LaBar
Dr. Rita Barnes	Dr. Marketta Laurila
Dr. Jeff Boles	Dr. Roy Loutzenheiser
Dr. Brad Cook	Dr. Allan Mills
Ms. Edith Duvier	Dr. P.K. Rajan
Dr. Kurt Eisen	Dr. James Raymondo
Dr. Susan Elkins	Dr. Jeff Roberts
Dr. Ahmed Elsayw	Ms. Beth Rogers
Ms. Julie Galloway	Dr. Paul Semmes
Dr. Susan Gore	Dr. Matt Smith
Dr. Mike Harrison	Dr. Barry Stein
Dr. Bobby Hodum	Dr. Mark Stephens
Dr. Sharon Huo	Dr. Doug Talbert
Dr. Steve Isbell	Ms. Janet Whiteaker
Dr. James Jordan-Wagner	Ms. Jerri Winningham

Members absent:

Dr. Melinda Anderson	LTC Bret Martin
Dr. Pedro Arce	Dr. Francis Otuonye
Dr. J.P. Barfield	Dr. Joseph Rencis
Mr. Ward Doubet	Mr. Will Burns
Dr. Dan Fesler	Mr. Jacob Hoot
Dr. Billye Foster	Ms. Kristen Jones
Dr. Sherry Gaines	Ms. Emily McDonald
Dr. Darrell Hoy	Ms. Mary Wade
Dr. David Huddleston	Mr. Samuel Wright

Official Representatives:

Dr. Doug Bates for Ms. Nipp-Kientz
Dr. John Shriner for Dr. Robinson

Guests:

Ms. Denise Burgess	Dr. Judy Sullivan
Mr. Alexis Pope	Dr. Lisa Zagumny

SUMMARY OF PROCEEDINGS

1. Approval of agenda

2. Approval of course addition from the Department of Mathematics
3. Approval of course redesign from the Department of English and Communications

PROCEEDINGS

1. Approval of Agenda

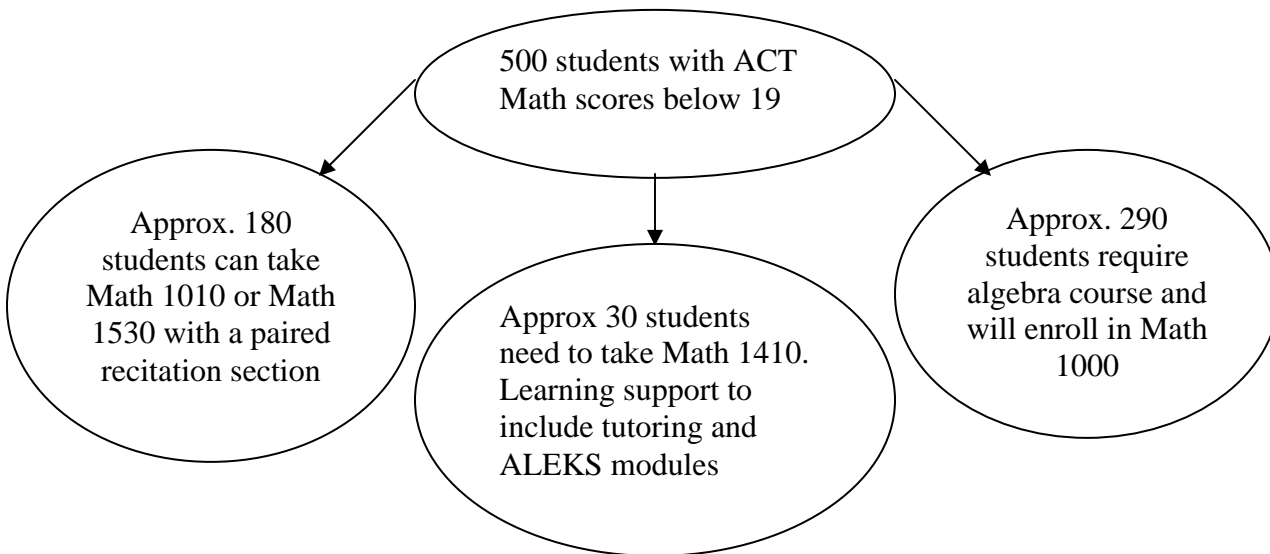
Motion. Dr. Bagley moved to approve the agenda as submitted. The motion was seconded by Dr. Barnes and carried.

2. Approval of Course Addition from the Department of Mathematics

Learning Support Mathematics at TTU in the 2012-13 Academic Year

Incoming students without valid ACT scores (or equivalent) and all degree-seeking transfer students with no transferable college-level mathematics will be assessed by the COMPASS test. Those earning a score above the learning support threshold will be allowed to enroll in the freshmen-level mathematics course appropriate for their major (Math 1010, Math 1130, Math 1410, Math 1530, Math 1710/20/30).

In the fall of 2012 there were approximately 500 students who did not have ACT Math scores or COMPASS scores exempting them from learning support. Approximately 300 of these students were enrolled in majors that require algebra---either Math 1130-College Algebra or Math 1710-Precalculus I. The majority of the remaining students are in curricula that accept Math 1010-Intro to Concepts of Math or Math 1530-Elem. Probability and Statistics. Approximately 20 students were elementary education majors who would need to take Math 1410. The plan described below is based on the assumption that approximately 500 students with ACT Math scores below 19 will enroll in fall 2012 and that 200 will be destined for Math 1010 or Math 1530 and 300 will be require an algebra class.



1. The approximately 200 TTU students with ACT Math scores below 19 who intend to major in a program accepting Math 1010 or Math 1530 will be advised to enroll in special sections of Math 1010 or Math 1530. The courses will be 3 credit hours and will meet 4 hours per week. These special sections will be taught by Learning Support faculty. Three such sections of Math 1010 and three such sections of Math 1530 will be offered in Fall 2012.

2. The approximately 30 TTU students with ACT Math scores below 19 whose major requires Math 1410 will be advised to enroll in a traditional section of the course. They will complete an ALEKS assessment. Any background work will be completed outside of class and the students will be offered tutoring.

3. The approximately 300 TTU students with ACT Math scores below 19 who are undecided or whose major requires an algebra class will be advised to enroll in an Emporium algebra class (Math 1000) utilizing ALEKS software. The ALEKS diagnostic test will be given the first day of class and will serve as the secondary diagnostic test required by the A-100 guidelines.

ALEKS is a web-based artificially intelligent learning system that was originally developed by a team of software engineers, cognitive scientists and mathematicians at UC Irvine. Through adaptive questioning, ALEKS assesses a student's current knowledge state and plots a path to mastery of the course material. The software then provides the student with instruction on the exact topics that he is most ready to learn next.

In fall 2012, six MWF sections of 50 students each would be offered to meet the needs of the 300 TTU students needing to take an algebra class. The "classes" will meet in the CH 313 C and CH 313 D labs. Each "instructor" will have a class roll of 50 students. The instructor will be responsible for monitoring the progress of each of his students and contacting the ones who do not attend "class." The emporium in the Clement computer lab suite will be staffed by Learning Support staff from 10 AM to 4 PM each MWF and from 8-11 AM each TR. It is desirable to have the lab open on TR afternoons so additional staffing (student mentors) should also be hired to augment staffing.

The initial Emporium algebra course will be Math 1000-Transitional Algebra. This course is a self-paced review of algebra skills that are necessary for success in a subsequent Math 1130 or Math 1710 course. It will not count as a general education mathematics class, but can count as elective credit.

MATH 1000 Transitional Algebra

Lec. 0. Rec. 3. Cr. 3.

Exponents and roots; polynomials, rational, radical, and absolute value expressions; factoring; linear equations and inequalities; quadratic equations; graphing; functions

Placement recommendation: This course is recommended for students with an ACT Mathematics score less than 19 or a COMPASS score of less than 38. Students who perform poorly on the first two tests in Math 1130-College Algebra may also be good candidates for the course.

Emporium versions of Math 1130 and Math 1710 will be created so that students completing the requirements of Math 1000 prior to the end of a semester can continue working in the ALEKS software toward mastery of mathematical topics covered in Math 1130 and Math 1710. A student who passes Math 1000 and continues to work toward Math 1130 (or Math 1710) credit would register for Math 1130 (Math 1710) in the following semester.

Motion. Dr. Kemp moved to approve the course addition effective Fall 2012. The motion was seconded by Dr. Talbert and carried.

3. Approval of Course Redesign from the Department of English & Communications

Learning Support Writing Redesign

Implementation Date: Fall Semester 2012

Redesign Model:

Students with ACT English subscores lower than 18 will enroll in any section of ENGL 1010: Writing I [Lec. 3; Cr. 3]. Before the semester begins [or no later than the end of the first week of classes], these students will take a diagnostic writing test to identify particular areas of need. To address their individual learning needs, these students will be required to participate in a variety of learning assistance activities, including

- a. computer-based modules that sharpen writing skills
- b. topical workshops designed to address patterns of problems and errors
- c. tutoring sessions that provide students with individual, live feedback on their writing

Diagnostic test results will determine the number and nature of workshops and computer-based modules required of each student. In addition, each student with an ACT English subscore lower than 18 is required to meet weekly for an individual tutoring session in either the Writing Center in the Library Commons or the Learning Support Writing Center. Students whose diagnostic assessments place them out of Learning Support or those who complete Learning Support requirements will be allowed to continue receiving assistance at their discretion but will not be required to participate.

ENGL 1010 instructors will be notified to what extent their students engage in these supplemental learning assistance activities since this information should play a quantifiable role in the course grade for ENGL 1010. In addition to documentation of Learning Support requirements based upon results of the diagnostic assessment, careful records will be kept documenting

- a. attendance in workshops
- b. completion of computer-based content modules
- c. meetings with tutors
- d. number of students having no requirements based upon diagnostic assessment
- e. number of students completing requirements early
- f. course grades of students participating in Learning Support
- g. course grades of students in ENGL 1020 next semester

Learning Support writing faculty will work with English Department composition faculty to make a determination for each student regarding whether or not the student has met the Learning Support requirements.

Proposed Materials, Interventions, and Staff:

1. **Diagnostic Assessment** of students whose ACT English subscores are less than 18
Prentice-Hall English Diagnostic Test or similar instrument
http://www.prenhall.com/diagnostic_test/index.html
2. **Dead-Hour Workshops** [11-11:50 TR]
 - a. Parts of Speech Review
 - b. Sentence Boundaries [Run-on Sentences, Comma Splices, Fragments]; Correction Symbols

- c. Voice, Audience, Levels of Usage
- d. FANBOYS: Joining independent clauses with coordinating conjunctions; Commas; Semicolons
- e. Verbs
- f. Agreement; Plurals of Nouns; Plurals vs Possessives
- g. Pronouns
- h. Documentation Styles
- i. Modifiers: Adjectives, Adverbs, Dangling Modifiers
- j. Vocabulary; Similar Words
- k. Other topics as needed and as time permits

3. Tutoring Lab

Sample schedule:

Hours: 9-4 Monday, Tuesday, Wednesday
 9-6 Thursday [Tutoring, Software, Workshops]
 9-12 Friday

4. Computer Software

Examples:

Cengage Learning's *Write Experience*

Cengage/Wadsworth's *Aplia for Writing*

Cengage Learning's *Writer's Resource*

Pearson's *MyWritingLab*

http://grammar.ccc.commnet.edu/GRAMMAR/quiz_list.htm

<http://owl.english.purdue.edu/exercises/>

or similar product, to be determined

Staffing:

Workshops

Janet Whiteaker, Coordinator, Learning Support Program

English Department Volunteers

SEED English Students in agreement with Dr. Julie Baker of C&I [under supervision of Janet Whiteaker]

Learning Support Tutoring

Ann Lewald, Learning Support Writing Instructor

CRLA Certified Writing Tutors from the Learning Support Learning Center

SEED English Students in agreement with Dr. Julie Baker of C&I [under supervision of Ann Lewald]

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Anthony D. Baker

Professor of English, Director of Composition Tennessee Tech University

Janet F. Whiteaker

Coordinator, Learning Support Program, College of Education, Tennessee Tech University

***Note: Recordkeeping could be more easily accomplished if we had a card scanner for student IDs. Also, with the volume of data required by the TBR for the redesign, the assistance of Institutional Research would be greatly appreciated.***

04.17.2012

**Motion.** Ms. Whiteaker moved to approve the course redesign effective Fall 2012. The motion was seconded by Dr. Kemp and carried.

The meeting adjourned at 2:35.