# Opening the Gateway:
## The High-Tech High-Touch Initiative

October 28,2013

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# Opening the Gateway Overview

Opening the Gateway is sponsored by
the U.S. Department of Education through
a Title V grant

P031S100115

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Opening the Gateway Overview:

# FIU Vision and Mission

Vision

Florida International University will be a leading urban public research university focused on student learning, innovation, and collaboration.

Mission

Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

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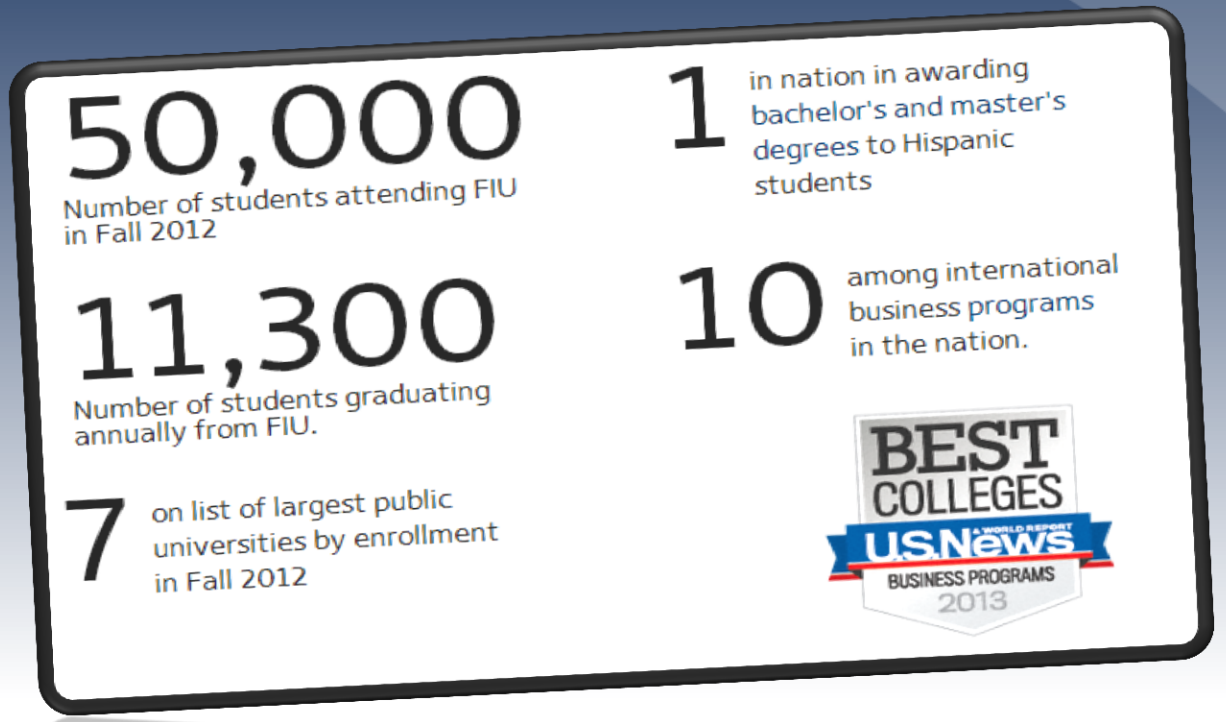
Opening the Gateway Overview:

# FIU Rankings & Facts

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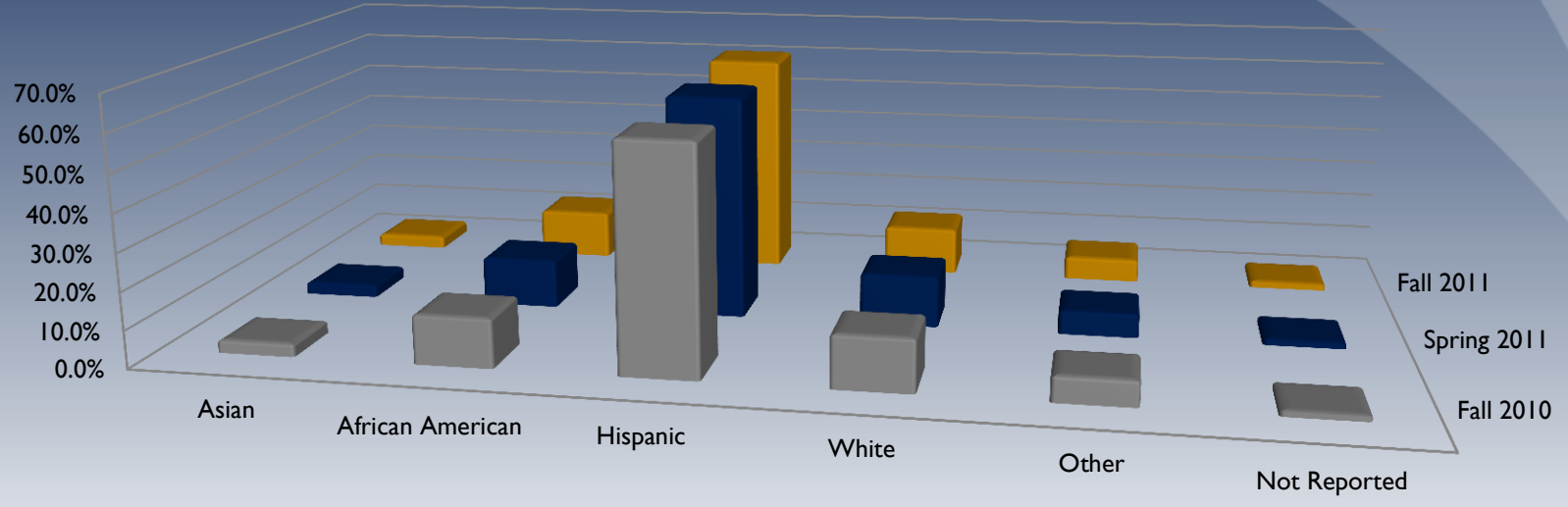
## Opening the Gateway Overview:

# Ethnicity of FIU Students




| | Asian | African American | Hispanic | White | Other | Not Reported |
|---|---|---|---|---|---|---|
| Fall 2010 | 3.5% | 13.2% | 60.4% | 14.1% | 6.9% | 1.6% |
| Spring 2011 | 3.5% | 13.2% | 60.7% | 14.0% | 6.5% | 1.8% |
| Fall 2011 | 3.5% | 13.3% | 61.3% | 13.1% | 6.5% | 1.9% |

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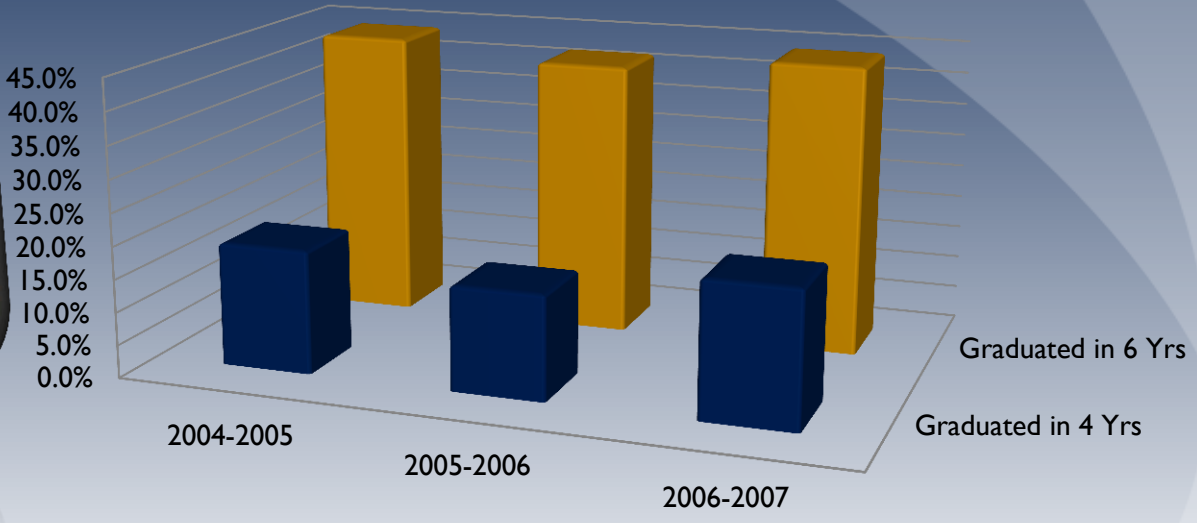
Opening the Gateway Overview:

# Institutional Completion Rate




| | 2004-2005 | 2005-2006 | 2006-2007 |
|---|---|---|---|
| Graduated in 4 Yrs | 18.9% | 16.0% | 20.7% |
| Graduated in 6 Yrs | 44.4% | 42.1% | 44.4% |

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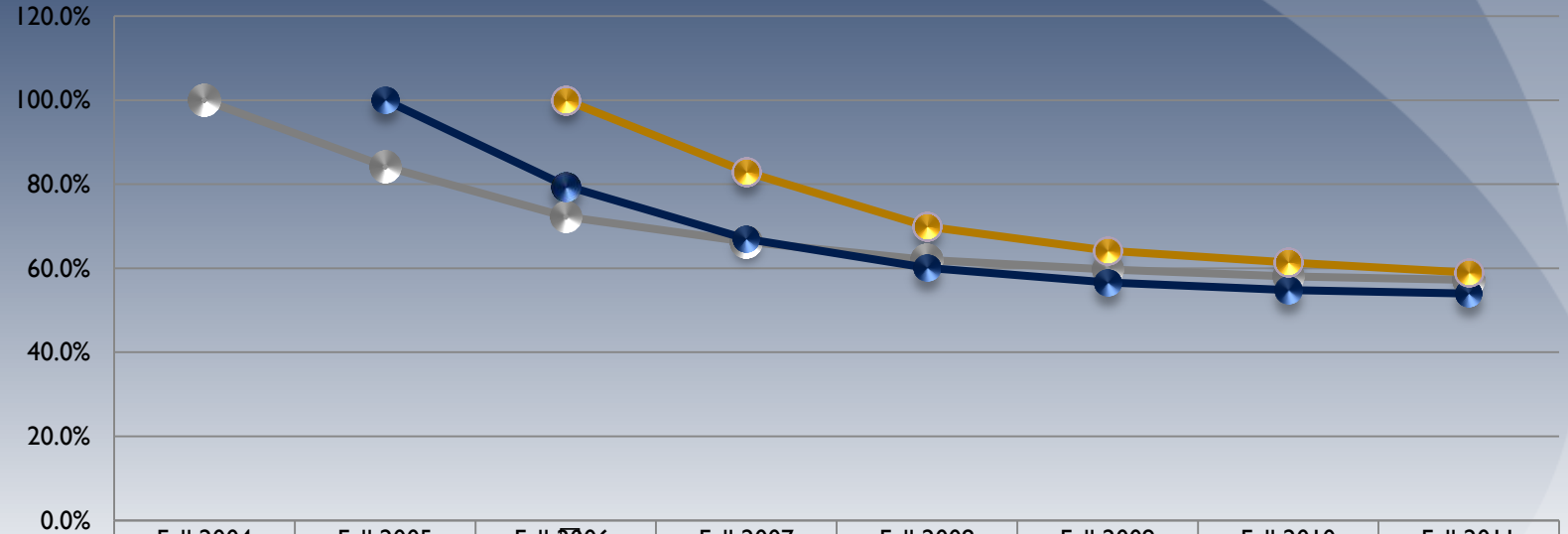
## Opening the Gateway Overview:

# Institutional Retention Rates




| | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
|---|---|---|---|---|---|---|---|---|
| 2004-2005 | 100.0% | 84.2% | 72.3% | 66.3% | 62.0% | 59.7% | 58.1% | 57.2% |
| 2005-2006 | | 100.0% | 79.6% | 67.0% | 60.1% | 56.6% | 54.8% | 54.0% |
| 2006-2007 | | | 100.0% | 82.9% | 69.9% | 64.2% | 61.4% | 59.0% |

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Opening the Gateway Overview:

# FIU Strengths & Challenges Analysis

| Area | Strengths | Challenges |
|---|---|---|
| Academic Program | Diverse Student Body<br>World Class Faculty Linkages with Outside Institutions & Agencies | Retention & Graduation Rates<br>Preparation: Reading, Writing, & Mathematics<br>Success in College Algebra<br>Academic Support Services<br>Faculty Culture Awareness |
| Institutional Management | Commitment to Diversity<br>Commitment to Action<br>Facilities Revitalization Plan | Streamlining Operations<br>Student Satisfaction |
| Financial | Financial Planning and Accounting System<br>Advancement<br>Sponsored Research | Recent Economic Downturn<br>Space for Academic Support Services |

*Source: FIU Title V Task Force, Proposal for Title V CFDA 84.031S*

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PROJECT Gateways

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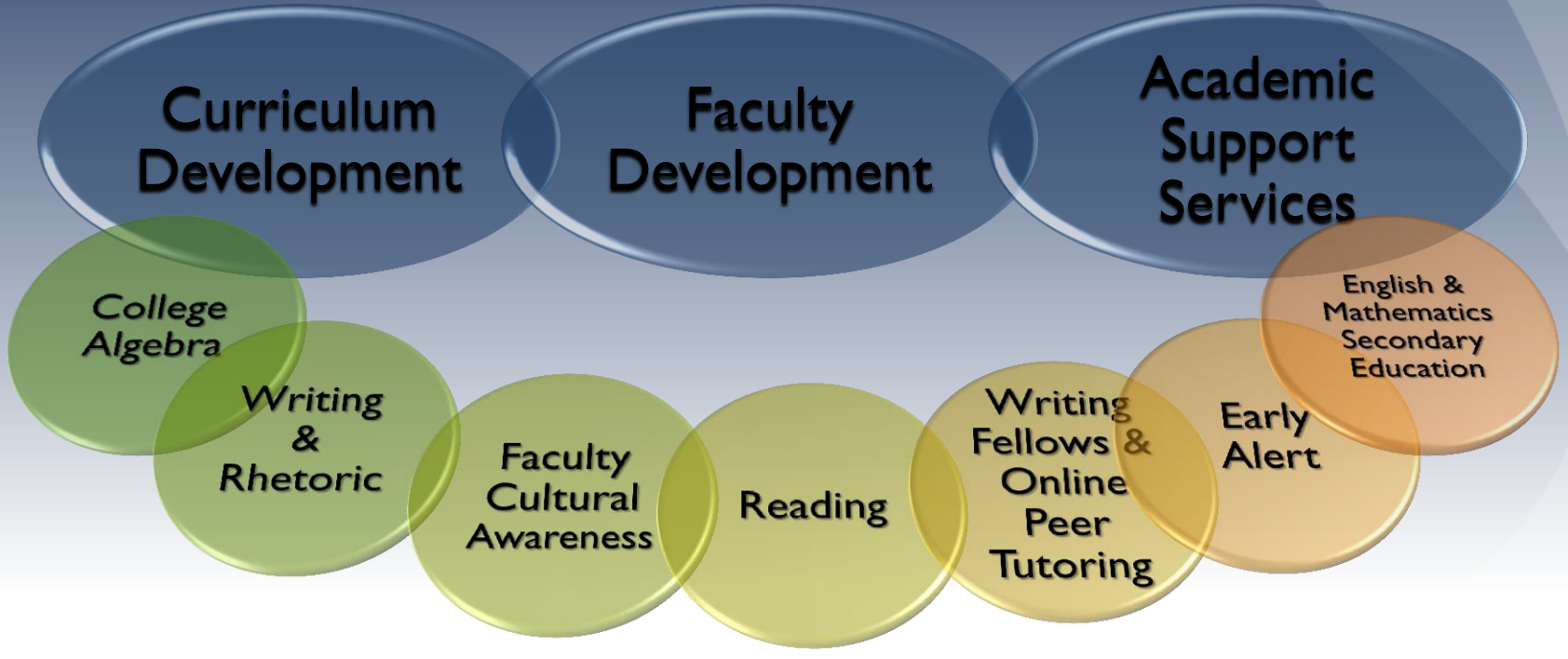
**Opening the Gateway Overview:**

# Project Gateways Activity Structure

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# Curriculum Development

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# Curriculum Development

Improving Success in College Algebra

Improving the Teaching of Composition to ESL and Gen 1.5 Students

Increase the Number of English and Mathematics Education Majors

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# Curriculum Development

## Increasing Achievement in College Algebra

### Objective

Implement *High-Tech High-Touch* Program

- Increase College Algebra pass rate to 70% over 5 years
- Increase retention and graduation rates
- Attract more students to become math teachers via the Learning Assistant Program

### Summary of the Project Components

High-Tech: Computer-assisted learning, State of the art lab with 204 computers, iClickers, Social media

High-Touch: 40 hours of faculty lab coverage, 35 Learning Assistants (LAs) provide 200 hours of lab help, 59 sections of Math Gym every week, Personal contact with faculty

Course Transformation: Faculty adoption of teaching as a science, provide best learning practices structure for students, purposeful teaching and continuous improvement

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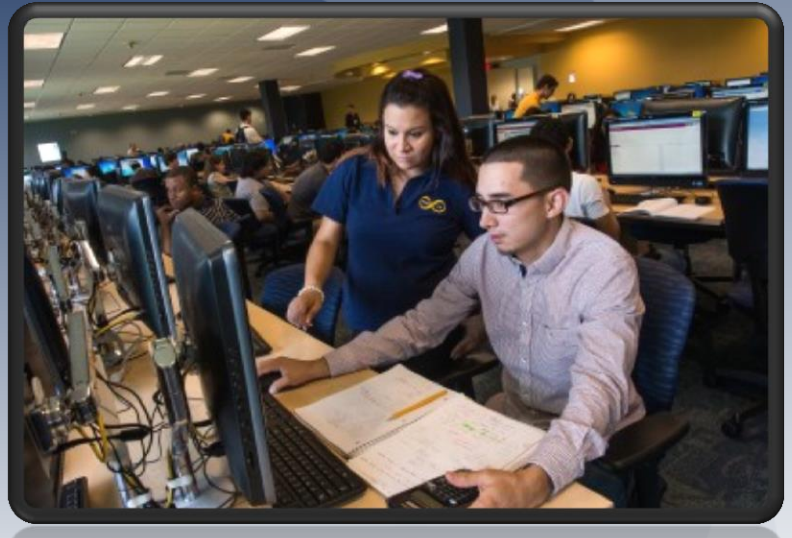
# Curriculum Development

## Increasing Achievement in College Algebra

### Course Transformation for College Algebra

- One or two 50-min lectures per week
- 3 hours in the dedicated Mastery Math Lab
- One-hour Math Gym
- Faculty and Learning Assistants (LAs) in the Lab
- Computer-based homework and associated quiz each week
  - 80% pass rate on homework required to take the quiz
  - Quiz can be taken twice
- Faculty & LA Training
  - Weekly meetings
  - Planning and pedagogy
  - Increased contact and communication with students



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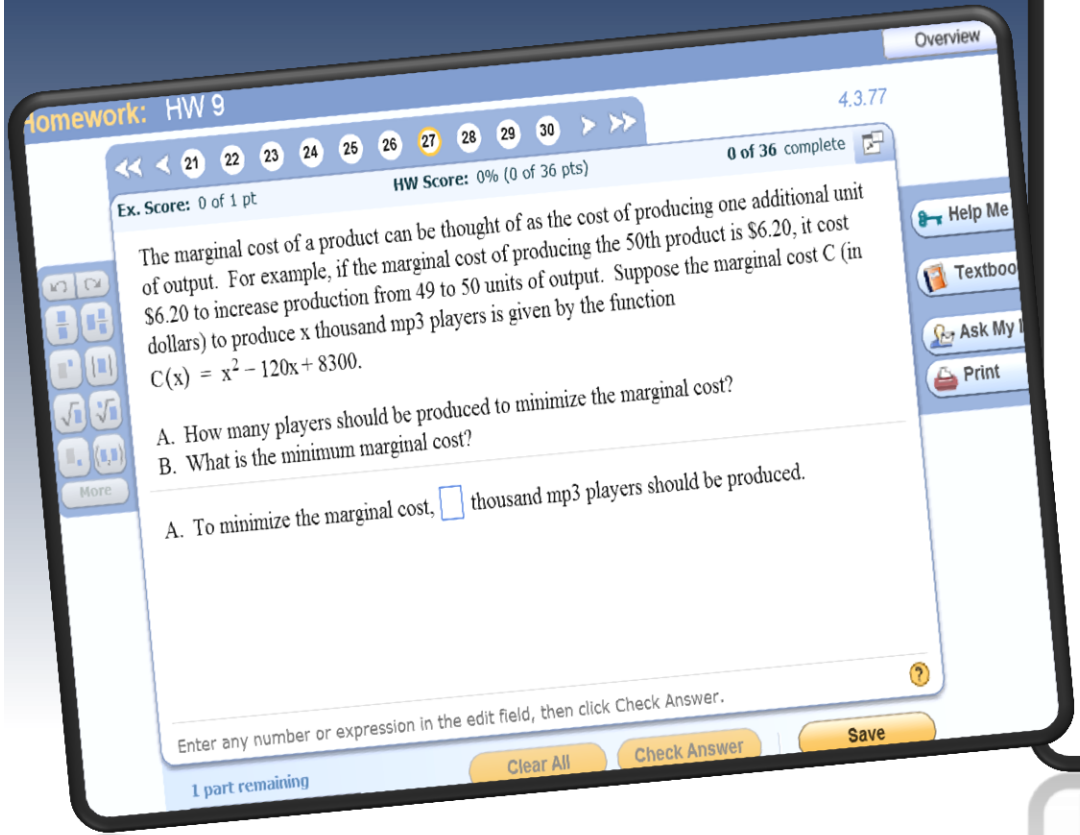
# Curriculum Development

## Mastery Math Lab & Math Gym




2) Describe step by step how you would find the domain of the following functions. Justify each step

a) $f(x) = \frac{x}{x^2-16}$

b) $g(x) = \sqrt{3x-12}$

| Evaluation: What do you expect your final answer to look like? | |
|---|---|
| f(x): | Why did you do it that way |
| | |
| | |
| | |
| | |
| g(x): | Why did you do it that way |
| | |
| | |
| | |
| | |
| Evaluation: Did your final answer match what you expected? If not, why? | |

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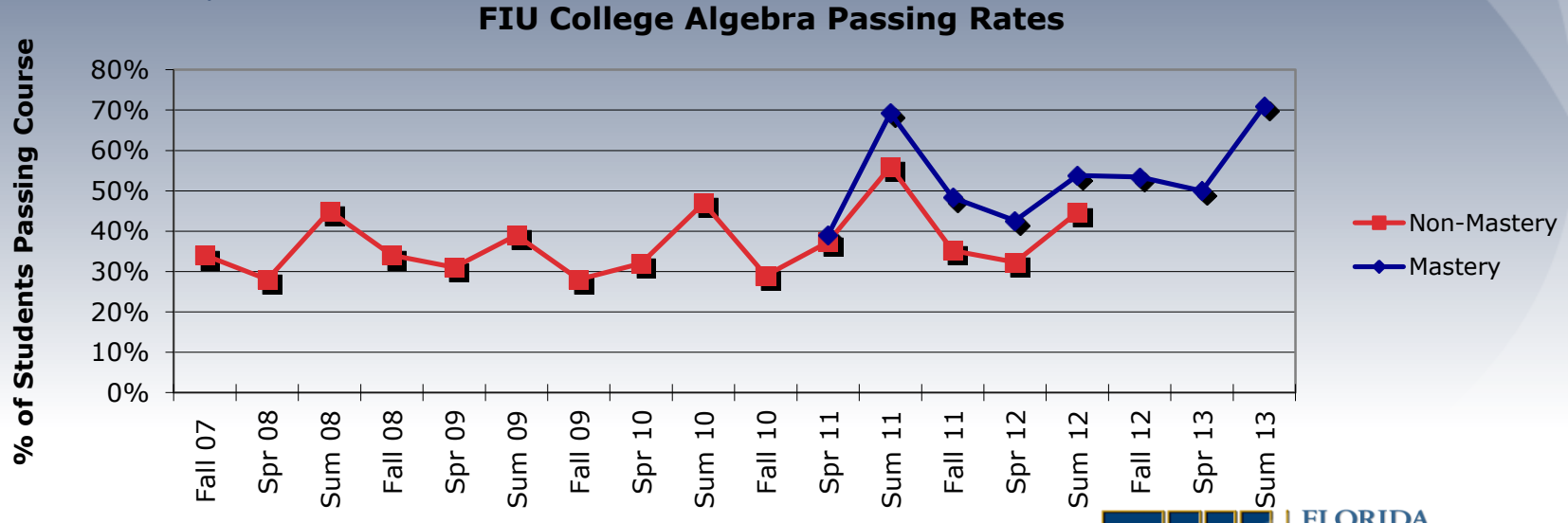
# Curriculum Development

## Increasing Achievement in College Algebra

**Goal:** Increase Student Pass Rate (C or better) by 8% Annually in College Algebra

- The baseline Fall 2010 passing rate for College Algebra was 33%
- Increase to 70% for the AY 2014-15
- AY 2012-2013 had 54% pass rate, project goal for Year 3 was 49%

**Outcome:**

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# Curriculum Development

Improving the Teaching of Composition to ESL and Gen 1.5 Students

## Objective

Adopt changes to the Writing and Rhetoric curriculum in order to address English As A Second Language (ESL) and Generation 1.5 students' writing needs.

## Summary of the Project Components

High-Tech: On-line resources (Moodle platform), locally built ESL tutorial

High-Touch: Professional development workshops for over 50 ENC 1101 and 1102 faculty

Course Transformation: Adopted Universal Design principle, modified course assignments and assessments, incorporated techniques based on the most current research on improving the writing skills of English Language Learners

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# Curriculum Development

Improving the Teaching of Composition to ESL and Gen 1.5 Students

## Course Transformation using Universal Design Principle

1. Use as guide when setting goals:
   - Course and assignment goals
   - Use goals to drive curriculum and assessment
   - Flexibility
   - Respect for students' strengths
2. Open up new options for students:
   - Tap into the rich linguistic resources
   - Invite use of other languages
   - Include texts by or about multicultural writers
3. Remove barriers for students:
   - Use multilingual models
   - Build in extra time for reading outside of class
   - Descriptive grammar approach

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# Curriculum Development

Improving the Teaching of Composition to ESL and Gen 1.5 Students

Course Transformation: Increased attention to scaffolding large writing projects and clarifying learning outcomes program wide for each major writing project.

**Examples** of altered practices in Writing Rhetoric Gateways sections:

- A broadened literacy narrative assignment
- Focus on research and argument topics related to language, culture and writing
- New multicultural writing/reading models
- Emphasis on rhetorical strategies for proofreading and editing rather than on the language of traditional grammar and correctness

**Outcomes**

- 92% of the instructors trained believe the training had changed, either somewhat or quite a bit, their understanding of ELL students

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# Curriculum Development

## Increase the Number of English and Mathematics Education Majors

Objective

Increase the number of majors in secondary education teacher preparation programs in English and Mathematics to meet critical teaching needs.

Summary of the Project Components

High-Tech: FIU Learn website, CAS Undergraduate Advising webpage, MyMajor.fiu.edu, Panther Audit, MyMajorMatch interest assessment

High-Touch: Dedicated secondary education professional advisor, recruitment specific to English and math, teacher roundtable, Learning Assistant meetings, principal's forum, orientation, major fairs & open houses

Program Transformation: Degrees in discipline, education courses based on PCK, prerequisites for the discipline degrees, full certification, 120 credit hours

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# Curriculum Development

Increase the Number of English and Mathematics Education Majors

**Program Transformation using discipline-specific, research-validated course redesign.**

Bachelor of Arts in Mathematics with Education Major redesign

- Embedded Learning Assistant (L.A.) Program
- 27 upper-division credits of coursework in Mathematics
- 28 upper-division credits of coursework in Education Core with Math or Science approach
  Math Education (LA) Seminar, Learning Math with Technology, Nature of Math and Science, Perspectives in Math and Science

Bachelor of Arts in English with Education Major redesign

- ESL Endorsed
- 30 upper-division credits of coursework in English
- 30 upper-division credits of coursework in language arts education
  Teaching Adolescent Literature, Multicultural Literature, Managing Secondary Language Arts Classroom, Modern English Grammar

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# Curriculum Development

## Increase the Number of English and Mathematics Education Majors

Goal: Increase the number of students recruited or converted into English Education and Math Education majors by 8% per year

**Number of Mathematics and English Education Majors by Semester**

| | Fall 2011 | Spring 2012 | Summer 2012 | Fall 2012 | Spring 2013 | Summer 2013 | Fall 2013 |
|---|---|---|---|---|---|---|---|
| English Ed | | | | 2 | 5 | 31 | 59 |
| Mathematics Ed | 1 | 1 | 5 | 6 | 7 | 17 | 33 |

**Estimated Number of Mathematics and English Education Graduates**

| | Spring 2013 | Spring 2014 | Spring 2015 |
|---|---|---|---|
| English Ed | | 6 | 14 |
| Mathematics Ed | 3 | 2 | 4 |

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# Faculty Development

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# Faculty Development

Improving the Teaching of Composition to ESL and Gen 1.5 Students

Training Faculty in Cultural Sensitivity

Improving Success in College Algebra

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# Faculty Development

Improving the Teaching of Composition to ESL and Gen 1.5 Students

## Objective

Implement a faculty development program in high-tech high-touch teaching in order to improve student writing in composition gateway courses.

## Summary of the Project Components

High-Tech: Instructors used on-line resources such as the Moodle platform and locally built ESL tutorial

High-Touch: The English Department has offered professional development workshops for over 50 faculty teaching ENC 1101 and 1102 since summer 2011

Course Transformation: This effort gives our ENC1101/1102 instructional staff access to techniques based on the most current research on improving the writing skills of English Language Learners.

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# Faculty Development

Improving the Teaching of Composition to ESL and Gen 1.5 Students

Gateways Faculty Support

- Online Gateways Course Material Collections: syllabi, sample activity sheets, additional readings
- Workshops for ENC 1101 and ENC 1102 instructors and TAs
  - Rhetorical Grammar I: Sentence Boundaries
  - Rhetorical Grammar II: Strategies for Clarity and Coherence
  - Writing task representations of multilingual students
  - Addressing errors in multilingual student writing
- Online Tutorials on Multicultural Teaching

Faculty Development Program

- Workshops offered: 18
- Moodle: number of training hours: ~240

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# Faculty Development

Improving the Teaching of Composition to ESL and Gen 1.5 Students

## Faculty Development Outcomes

- By Spring 2013, 23 of 26 (88%) ENC1101/02 instructors were trained in Gen 1.5/ESL teaching strategies

## Sections offered:

- In Fall 2012, 44 ENC1101/1102 sections (27%/163 sec.)
- In Spring 2013, 66 ENC1101/1102 sections (50%/133 sec.)

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# Faculty Development

Improving the Teaching of Composition to ESL and Gen 1.5 Students

## New Assessment Measures

- Comparison of course materials from faculty before and after completion of training.
- Analysis of instructor self-reflections during completion of online training modules
- Perception surveys of first-year composition teachers

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# Faculty Development

## Training Faculty in Cultural Sensitivity

### Objective

Train faculty concerning culturally-aware approaches to teaching Hispanic students and non-native English-speaking students.

### Summary of the Project Components

High-Touch: Workshops about culturally-aware approaches to teaching; small group discussions, one-to-one conferences, as needed

- The unique FIU student population and the concept of stereotype threat are undercurrents of all efforts

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# Faculty Development

## Training Faculty in Cultural Sensitivity

Phase 1: Determine FIU faculty's attitudes about and expectations for students, especially as pertains to their race/ethnicity.

Findings:

FIU students…

…have skewed **priority systems**.

…are not of high **quality**.

…**are not well prepared** for college.

…have **ESL issues**.

…have **financial constraints**.

…make inappropriate **career choices**.

} deficit model

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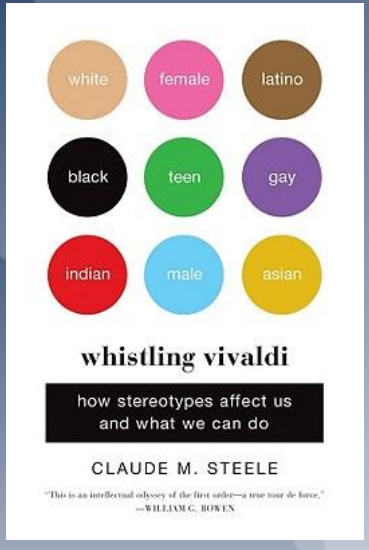
# Faculty Development

## Training Faculty in Cultural Sensitivity




Phase 2: Develop a two-pronged approach

1. Stand-alone workshops about inclusive pedagogy were developed.

2. Focus on stereotype threat.
   - Joshua Aronson delivered a talk “Stereotypes and the Nature and Nurture of Intelligence.”
   - Stereotype threat discussion in College Algebra Summer Institute.
   - Two *Whistling Vivaldi* faculty working groups.

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# Faculty Development

## Training Faculty in Cultural Sensitivity

**Goal:** Increase percentage of faculty who make changes in their curriculum or pedagogy by 10%

**Outcomes:**

More than 400 instructors have participated in sponsored events

- 27 workshops, 15 book groups sessions, and 3 presentations
- 90% to 97% of surveyed faculty who took part in book group sessions indicated that they made changes to their teaching as a result of the activity.

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# Faculty Development

Improving Success in College Algebra

## College Algebra Summer Institutes

- Full day institutes in Summer 2012 and Summer 2013
- Faculty professional development
- Topics included stereotype threat, motivating students, developing learning objectives, student-centered learning, and high-touch practices
- Developed/revised course and lab structure and policies

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# Academic Support Services

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# Academic Support Services

Improve Students' Reading Skills

Improve Student Performance Through Enhanced Tutoring Services

Use an Early Alert System with First-Semester Students

Increase the Number of English and Mathematics Education Majors

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# Academic Support Services

## Improve Students' Reading Skills

### Objective

Use Reading Plus to implement a program in the Humanities with Writing courses to enhance students' reading skills.

### Summary of the Project Components

High-Tech: Web-based program that improves reading comprehension and reading fluency while tracking the individual progress of students. Scaffolds reading through individualized assignments based on student performance.

High-Touch: As an expansion from the Reading Plus Program to content area reading, tutors apply the Reading Plus benchmarks to reading in the content area. (e.g., World Civilization and Introduction to Psychology)

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# Academic Support Services

## Improve Students' Reading Skills

### Reading Plus Incorporated into FIU Humanities Courses

Faculty provide successful students with extra credit:
In 12 weeks students are required to

- Meet with a reading tutor and take the Reading Placement Appraisal (RPA)
- Complete 40 sessions of Reading Plus
- 'Level Up' at least 3 times
- Meet with their assigned reading tutor at 3 designated times in the semester

Participating courses:

- World Civilizations
- Introduction to Psychology

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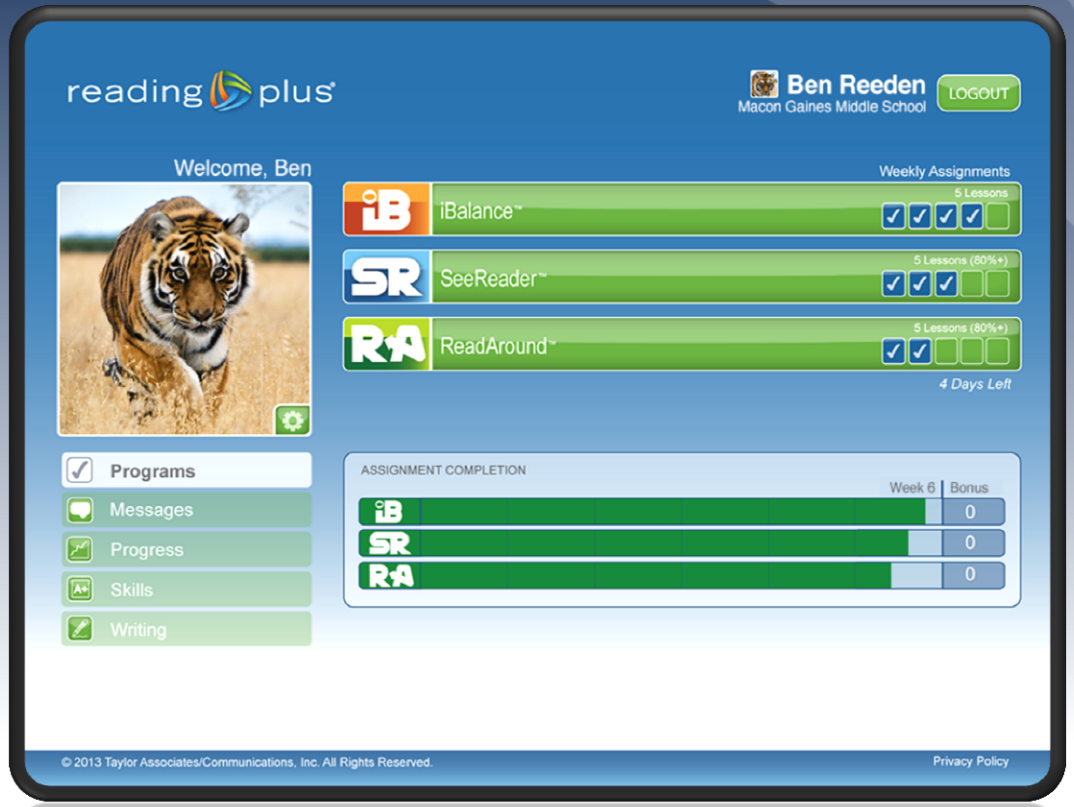
# Academic Support Services

## Improve Students' Reading Skills

Reading Plus Interface

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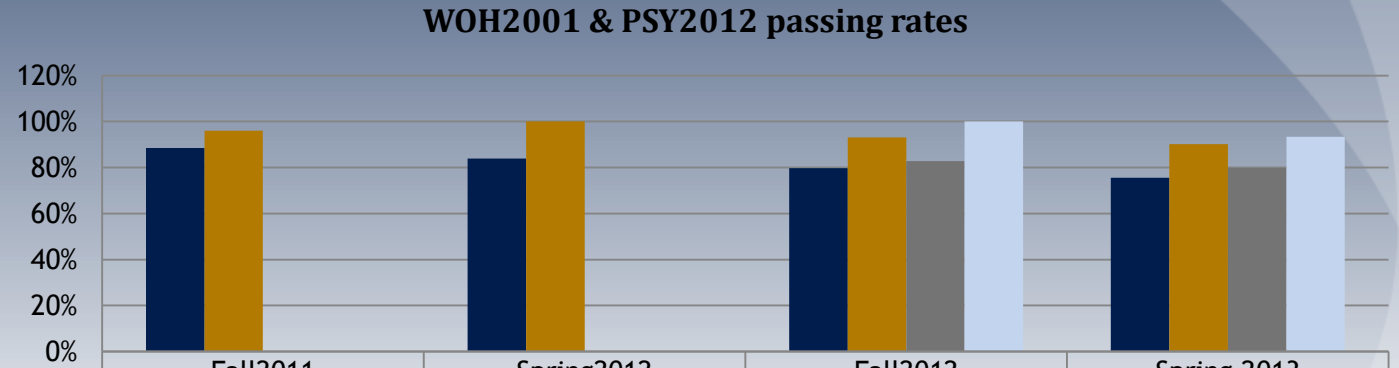
# Academic Support Services

## Improve Students' Reading Skills

Goal: Increase the number of participating students who pass Humanities with Writing with a C or better by 10%




| | Fall2011 | Spring2012 | Fall2012 | Spring 2013 |
|---|---|---|---|---|
| WOH2001-No Reading Plus | 89% | 84% | 80% | 76% |
| WOH2001-Reading Plus | 96% | 100% | 93% | 90% |
| PSY2012-No Reading Plus | | | 83% | 80% |
| PSY2012-Reading Plus | | | 100% | 93% |

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# Academic Support Services

## Improve Student Performance Through Enhanced Tutoring Services

### Objective

Enhance tutoring services with a more comprehensive academic support structure using online and face-to-face peer tutoring.

### Summary of the Project Components

**Online Math & Writing Tutoring**

High-Tech: Online Tutors facilitate extra practice time during “after hours” sessions through Adobe Connect. This approach maintains the relationship between students and tutors at the Center for Academic Success by attaching a “high-touch” component to a technology driven, “high-tech” resource.

**Fellows Program**

High-Touch: Working with a Writing Fellow exposes participating students to the benefits of feedback on their drafts and of planned, timed revision. It also reinforces help-seeking behavior and highlights the value of peer-to-peer learning in a multi-draft environment.

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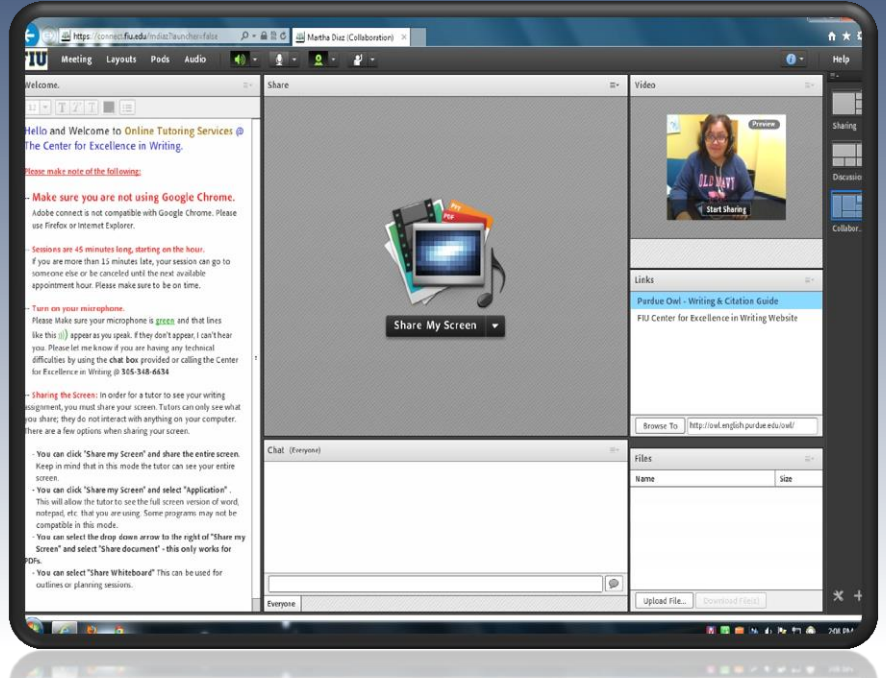
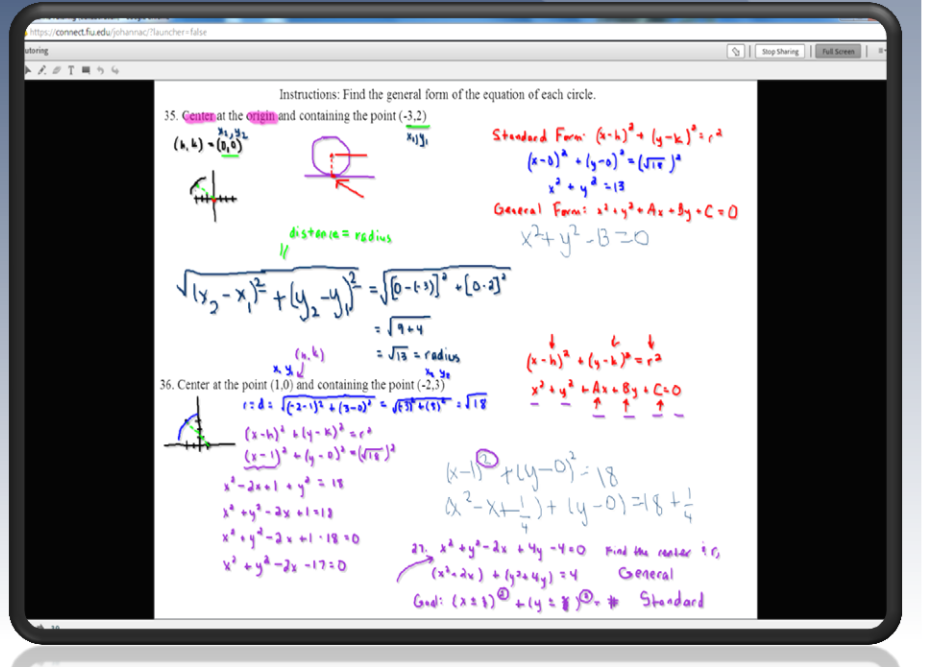
# Academic Support Services

## Improve Student Performance Through Enhanced Tutoring Services

### Writing – Adobe Connect




### Math – Bamboo Tablet/Adobe Connect

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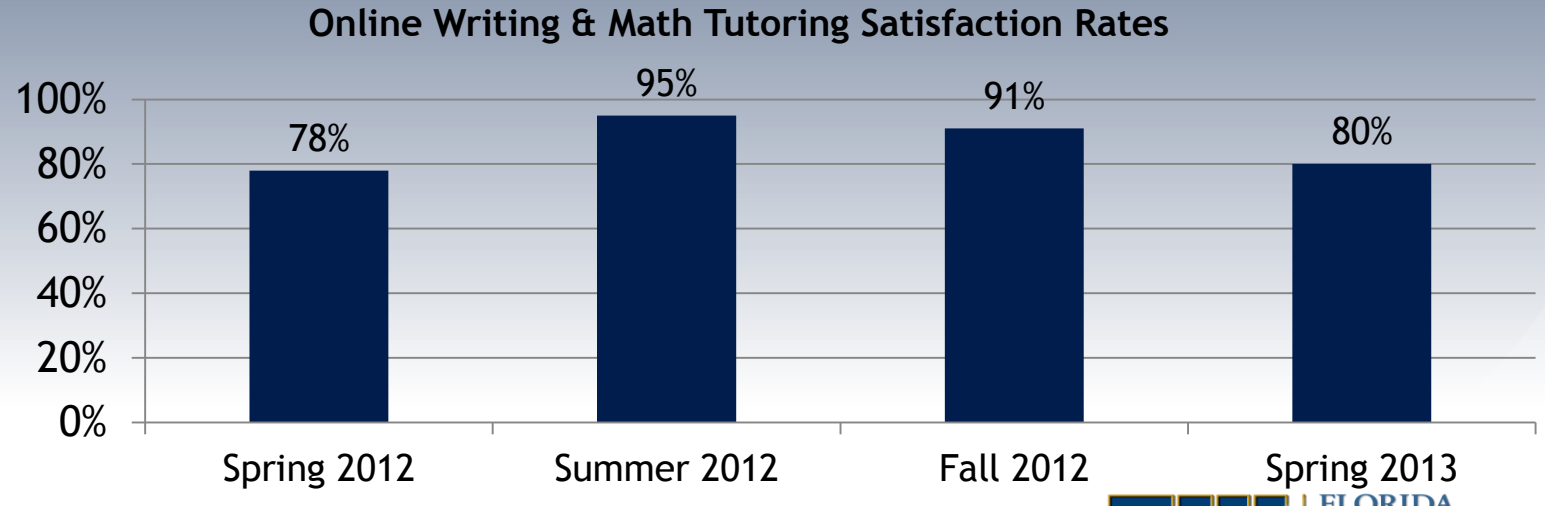
# Academic Support Services

Improve Student Performance Through Enhanced Tutoring Services

## Online Writing & Math Tutoring

**Goal:** Increase the percentage of satisfaction of students using the online tutoring services by 5% annually

**Outcomes:**

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# Fellows Program

## Improving Student Performance Through Enhanced Tutoring Services

**Goal:** Increase the number of students earning a C or better (pass rate) in Humanities w/ Writing courses with Writing Fellows by 3% annually

**Outcomes**

- 81% of students who participated in the student survey during Fall 2012 indicated that their overall interaction with a Writing Fellow was “helpful” or “very helpful.”
- 43 Fellows
- 60 Fellows have served over 1,100 students (4 semesters)
- 6 faculty members have engaged in the project
- Some responses from a faculty survey:
  - Student writing in general is superior to papers written by students without a writing fellow assigned to them
  - Instructors generally found themselves doing less reading and responding to papers of students that worked with a Fellow

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# Academic Support Services

Using an Early Alert System with First-Semester Students

## Objective

Establish an early alert advising system to monitor first-year students' progress in gateway courses and immediately designate appropriate resources and staff.

## Summary of the Project Components

High-Tech: Developed a computer-based early alert advising system that complements other Project Gateway Activities by alerting Undergraduate Education Advisors when first-year students are underperforming.

High-Touch: Undergraduate Education Advisors create a holistic relationship between students, faculty, and all members of academic support.

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# Academic Support Services

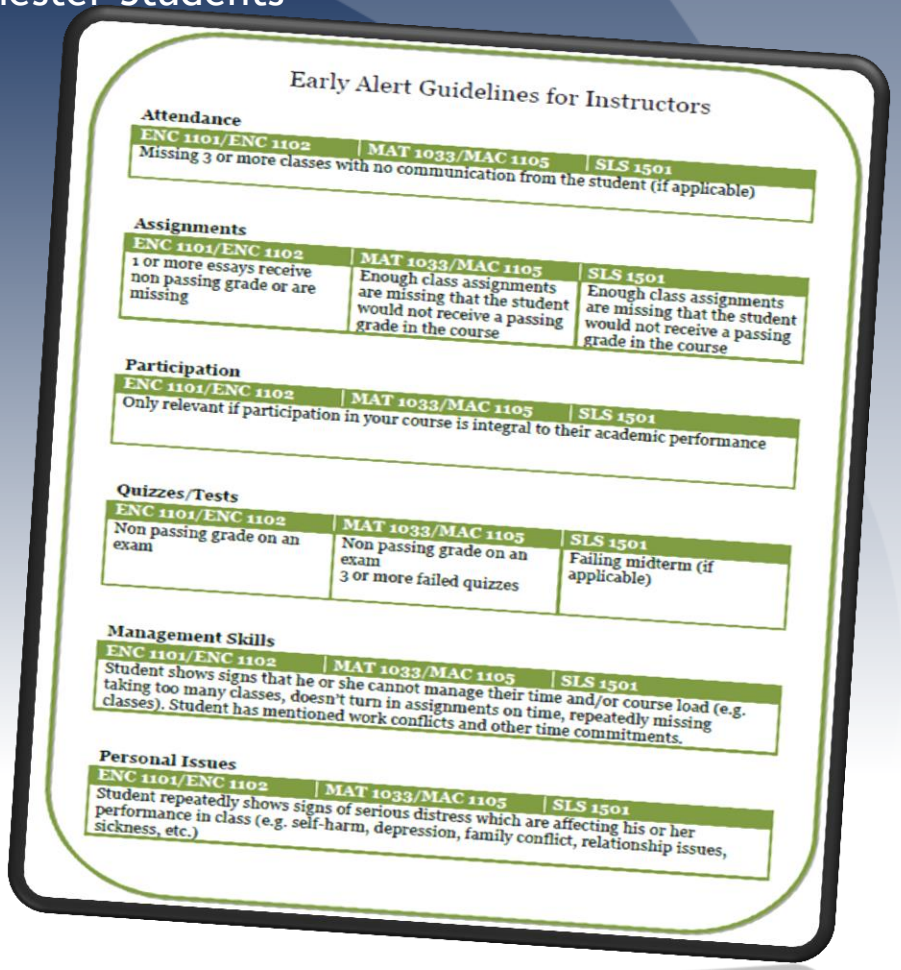
Using an Early Alert System with First-Semester Students

## Tools

Instructors identify students who are struggling and refer those students to the online Early Alert system.

## Categories for Alert

- Attendance
- Assignment Completion
- Class Participation (if required)
- Performance on Assessment
- Self-Management
- Personal Issues



Early Alert Guidelines for Instructors

**Attendance**

| ENC 1101/ENC 1102 | MAT 1033/MAC 1105 | SLS 1501 |
|---|---|---|
| Missing 3 or more classes with no communication from the student (if applicable) | | |

**Assignments**

| ENC 1101/ENC 1102 | MAT 1033/MAC 1105 | SLS 1501 |
|---|---|---|
| 1 or more essays receive non passing grade or are missing | Enough class assignments are missing that the student would not receive a passing grade in the course | Enough class assignments are missing that the student would not receive a passing grade in the course |

**Participation**

| ENC 1101/ENC 1102 | MAT 1033/MAC 1105 | SLS 1501 |
|---|---|---|
| Only relevant if participation in your course is integral to their academic performance | | |

**Quizzes/Tests**

| ENC 1101/ENC 1102 | MAT 1033/MAC 1105 | SLS 1501 |
|---|---|---|
| Non passing grade on an exam | Non passing grade on an exam<br>3 or more failed quizzes | Failing midterm (if applicable) |

**Management Skills**

| ENC 1101/ENC 1102 | MAT 1033/MAC 1105 | SLS 1501 |
|---|---|---|
| Student shows signs that he or she cannot manage their time and/or course load (e.g. taking too many classes, doesn't turn in assignments on time, repeatedly missing classes). Student has mentioned work conflicts and other time commitments. | | |

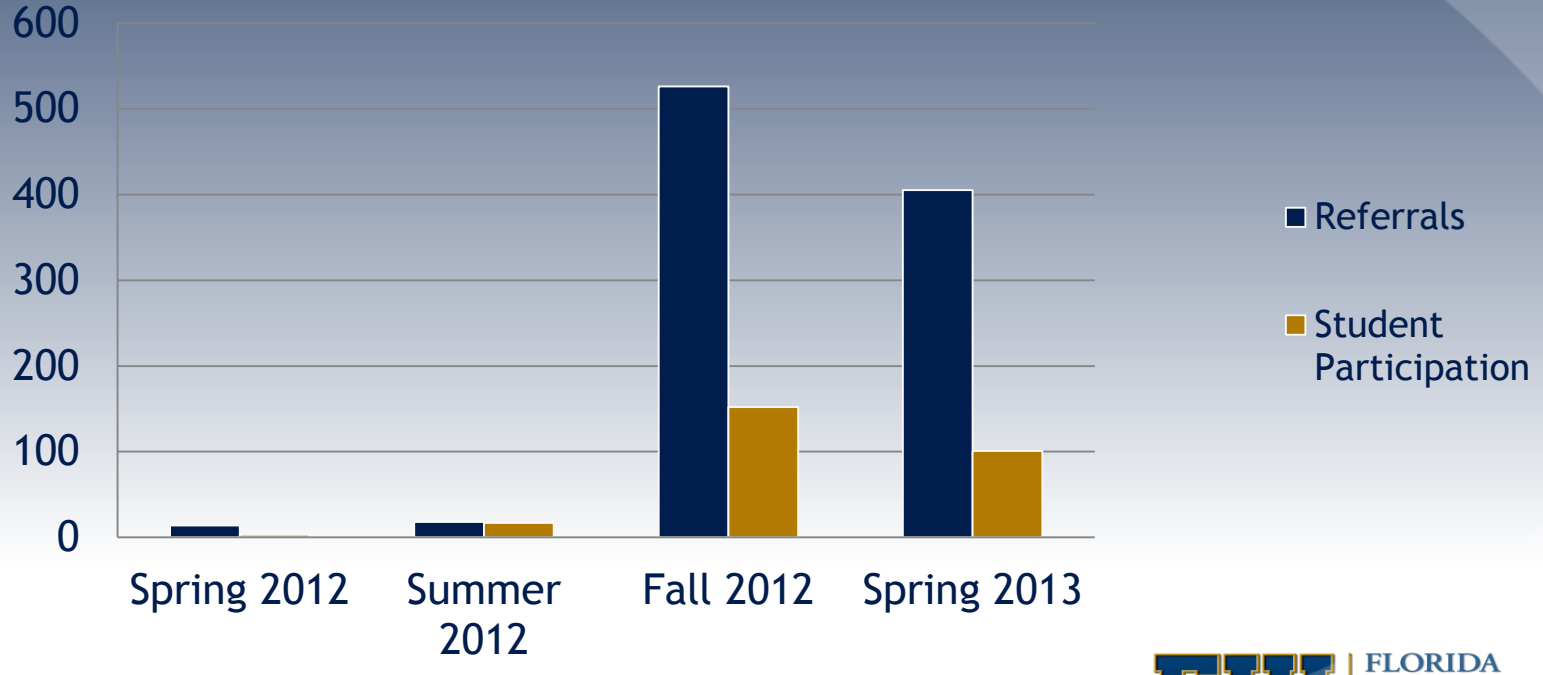
**Personal Issues**

| ENC 1101/ENC 1102 | MAT 1033/MAC 1105 | SLS 1501 |
|---|---|---|
| Student repeatedly shows signs of serious distress which are affecting his or her performance in class (e.g. self-harm, depression, family conflict, relationship issues, sickness, etc.) | | |

# Academic Support Services

## Using an Early Alert System with First-Semester Students

**Goal:** Increase by 3% in the performance and self-report measures of the Early Alert users. Increase the number of students participating in Early Alert.

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# Academic Support Services

## Increase Number of English and Mathematics Education Majors

Objective:
Increase the number of majors in secondary education teacher preparation programs in English and Mathematics to meet critical teaching needs.

Summary of the Project Components
High-Tech: FIU Learn and CAS Undergraduate Advising webpages, secondary education majors available on the online admissions application, student dashboard, Major Map, My Major Match
High-Touch: Teacher roundtable; Learning Assistant meetings; Principals' Forum for prospective teachers; dedicated advisor; orientation, major fairs & open houses

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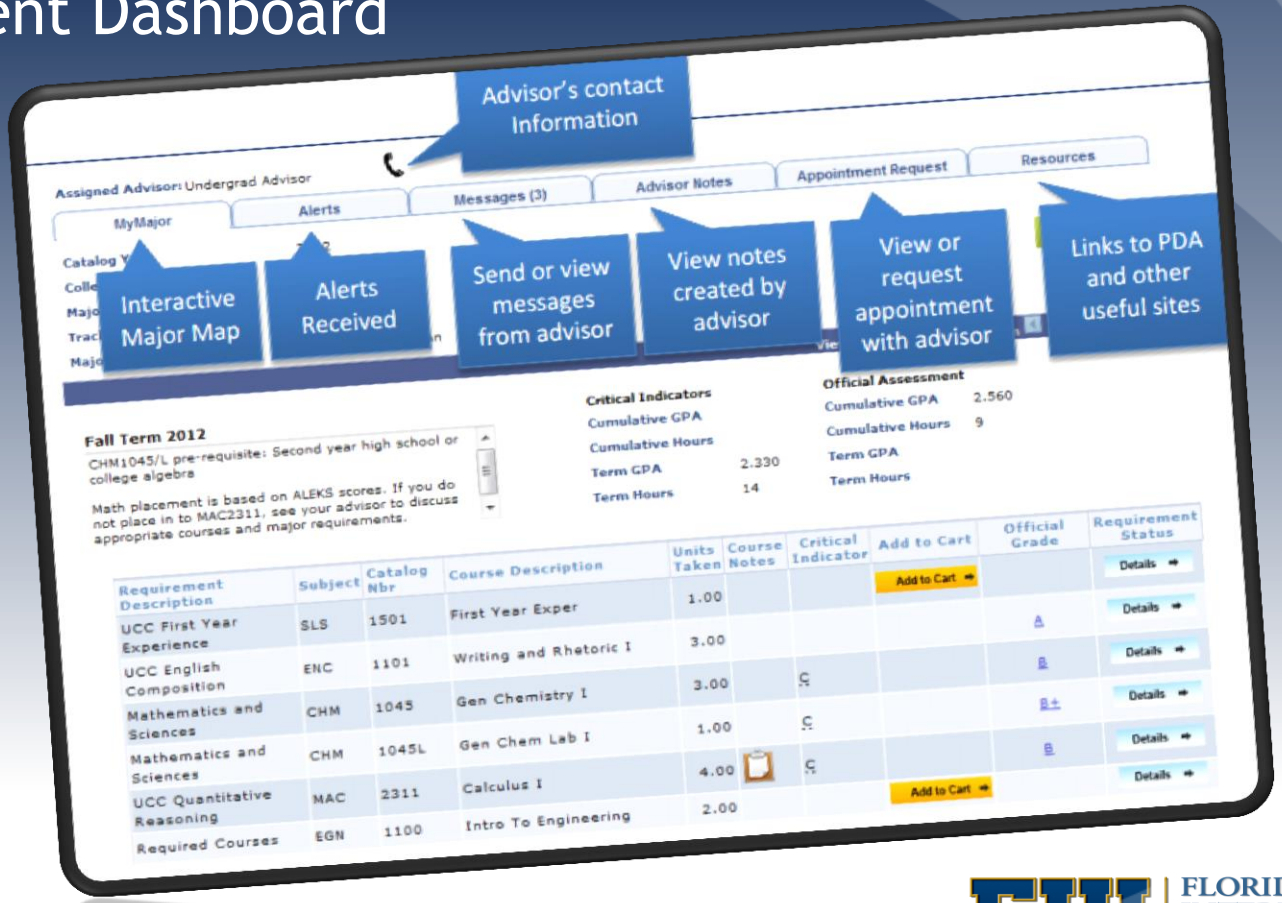
# Academic Support Services

## Student Dashboard

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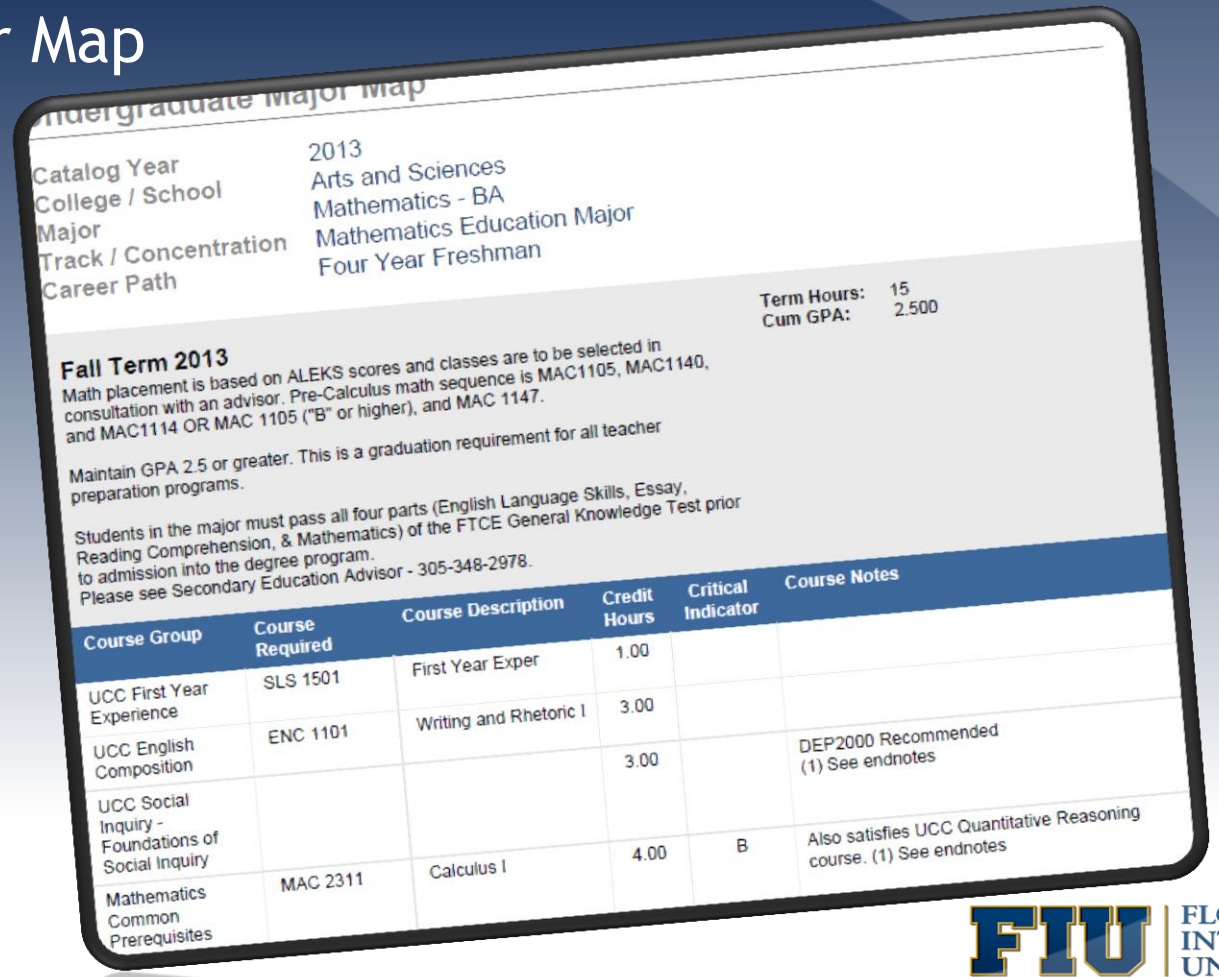
# Academic Support Services

## Major Map



Undergraduate Major Map

| | |
|---|---|
| Catalog Year | 2013 |
| College / School | Arts and Sciences |
| Major | Mathematics - BA |
| Track / Concentration | Mathematics Education Major |
| Career Path | Four Year Freshman |

**Fall Term 2013**

Term Hours: 15
Cum GPA: 2.500

Math placement is based on ALEKS scores and classes are to be selected in consultation with an advisor. Pre-Calculus math sequence is MAC1105, MAC1140, and MAC1114 OR MAC 1105 ("B" or higher), and MAC 1147.

Maintain GPA 2.5 or greater. This is a graduation requirement for all teacher preparation programs.

Students in the major must pass all four parts (English Language Skills, Essay, Reading Comprehension, & Mathematics) of the FTCE General Knowledge Test prior to admission into the degree program.
Please see Secondary Education Advisor - 305-348-2978.

| Course Group | Course Required | Course Description | Credit Hours | Critical Indicator | Course Notes |
|---|---|---|---|---|---|
| UCC First Year Experience | SLS 1501 | First Year Exper | 1.00 | | |
| UCC English Composition | ENC 1101 | Writing and Rhetoric I | 3.00 | | |
| UCC Social Inquiry - Foundations of Social Inquiry | | | 3.00 | | DEP2000 Recommended (1) See endnotes |
| Mathematics Common Prerequisites | MAC 2311 | Calculus I | 4.00 | B | Also satisfies UCC Quantitative Reasoning course. (1) See endnotes |

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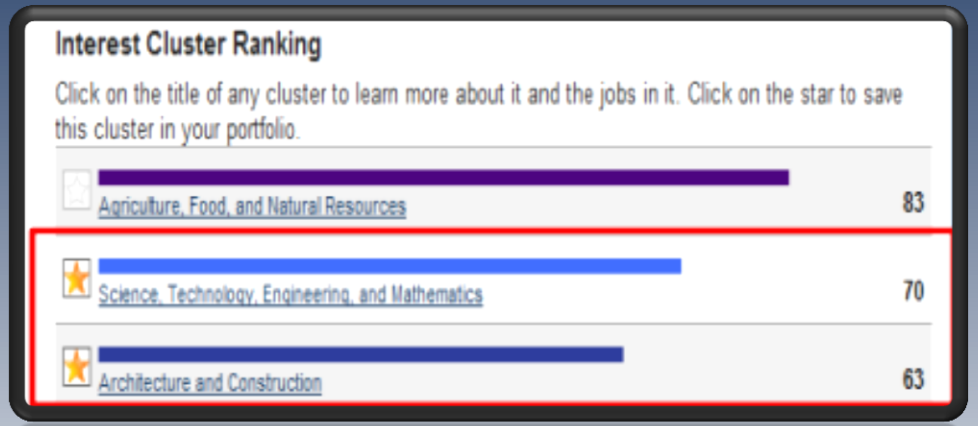
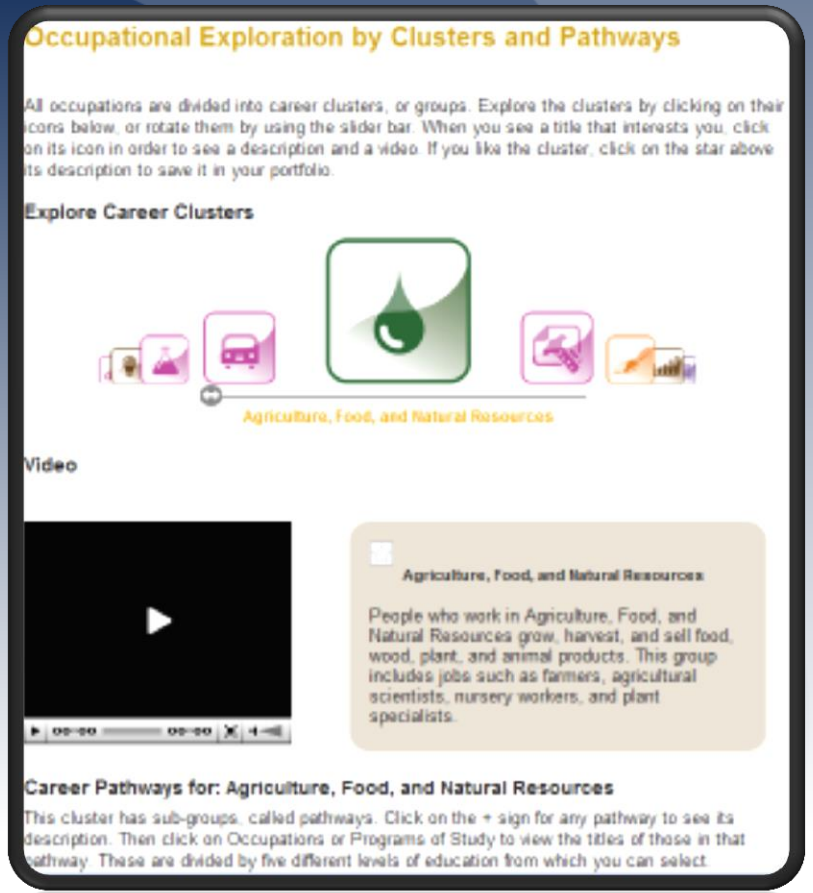
# Academic Support Services

## My Major Match

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# Academic Support Services

Increase Number of English and Mathematics Education Majors

**Outcomes:**

Degrees Awarded in Spring 2013:

3 BA in Mathematics with Mathematics Education Majors

Expected Degrees for Spring 2014:

6 BA in English with English Education Majors

2 BA in Mathematics with Mathematics Education Majors

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# Discussion

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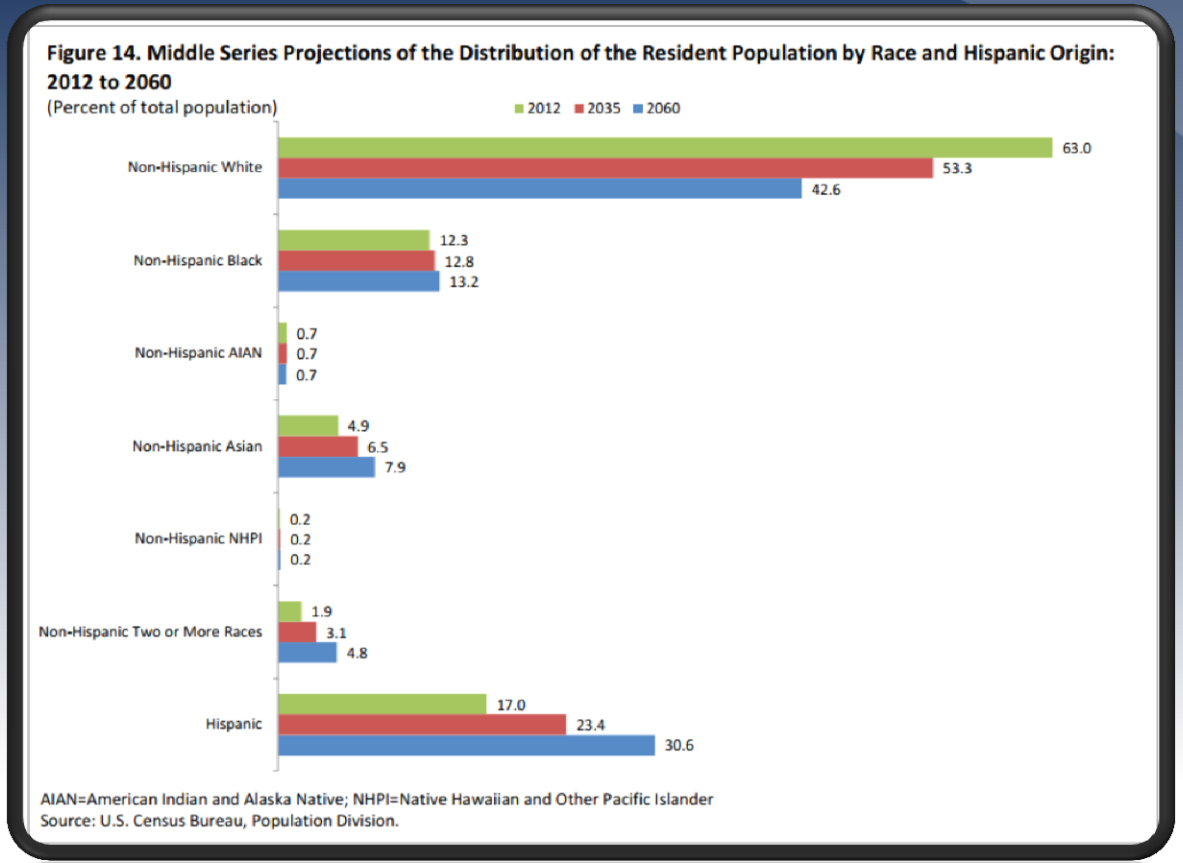
# 2012 National Population Projections

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# Questions

- How might you replicate some of the practices we described at your own institution—with or without additional funds?
- How well does your institution currently meet the needs of Hispanic students? **OR** How well prepared do you think your institution is to meet the needs of ever-increasing numbers of Hispanic students?
- What do you consider the greatest challenges in enhancing the retention of Hispanic students?
- Has your institution used other approaches to enhance the retention of Hispanic students that might be useful to us at FIU?

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# Questions & Answers

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# THANK YOU!

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