"Putting the Pieces Together"
Follow-up Series on
General Education "Foundation Requirements"

✓ Tuesday, April 28th, 12:00pm-1:00pm
Speaker: Marvin Diogenes, English

✓ Wednesday, April 29th, 12:00pm-1:00pm
Speaker: Patricia Brooks, Foreign Language

✓ Thursday, April 30th, 12:30pm-1:30pm
Speaker: Donna Krawczyk, Math

Student Union Room 285
All Advisors Welcome!

Bring your lunch and join our discussions.

Putting the Pieces Together
A four-part series on the curricular changes effective Fall 1998

Putting the Pieces together is designed to educate academic advisors on the curricular changes effective Fall 1998. If you provide college advising services to students, you should plan to attend as many of the sessions as your schedule permits. We hope that you will plan to attend all four!

Session I: General Education Structure and College Presentations
February 17 8:30 - 12:00 Arizona Senior Ballroom

The Big Picture This opening session, with introductory remarks from Provost Paul Sypherd and Vice President Mike Gottfredson, provides an overview of the new general education structure and numbering system. Following, each college will present information specific to their programs (i.e. exceptions to the general education program, minors offered/accepted, and other pertinent curricular changes). This session will set the stage for those that follow.

Session II: Policies and Procedures Updates
February 18 9:00 - 11:30 Arizona Senior Ballroom

An Update (you won't want to miss) A panel of experts from the Office of Admissions, Registrar, Transfer Center, Honors Center, Undergraduate Education, and Articulation will present updated information and answer questions on policies and procedures. Areas to be covered include minors, GRO, transfer students, substitutions, high school deficiencies, double-dipping, change of college/ major, admission requirements, AP/ CLEP, and more.

Session III: New General Education Courses
February 24 8:00 - 12:00 Arizona Senior Ballroom

The Content This is the session to learn about content of the new general education courses. The session will kick-off with a brief review of the guidelines and submission/approval process for new courses, instructional support for faculty/students, and an explanation of Tier I and II subject areas. A poster session will follow where advisors can visit with faculty teaching the new courses and obtain specific course syllabi.
Session IV: Technology Tools  
February 26 9:00 - 12:00 Arizona Senior Ballroom

Get on the Bridge to 2000! 'User friendly' will take on a new meaning during this concluding session. Experts in technology will discuss APRRs, SAPRs, Desert Lynx, Student Link, On-line catalogue, SIS, and the General Education Helpline.

Handouts will be available at each session. Please help us to plan by registering by the priority deadline, February 6. (Note: A summary of all sessions will also be made available at the following Office of Undergraduate Education web site: http://w3.arizona.edu/~uge)

Registration Form

_________________________________________________________
Name (please print)

_________________________________________________________
Department and Campus Address

_________________________________________________________
E-mail and/ or Office Telephone

Please check the sessions you will attend.

_______ Session I: General Education Structure and College Presentations, February 17, 8:30 - 12:00 Arizona Senior Ballroom

_______ Session II: Policies and Procedures Update, February 18, 9:00 - 11:30 Arizona Senior Ballroom

_______ Session III: New General Education Courses, February 24, 8:00 - 12:00 Arizona Senior Ballroom

_______ Session IV: Technology Tools, February 26, 9:00 - 12:00 Arizona Senior Ballroom

Note: Return this registration page and to the address below. You will NOT receive a confirmation of your registration. Please copy this form for your records, if necessary.

Return to:
Kathy Gonzalez-Landis
Office of Undergraduate Education
CCIT 337
CAMPUS

Questions? Contact Julie Miranda: jmiranda@bpa.arizona.edu

Putting the Pieces Together is co-sponsored by the Office of Undergraduate Education and the University Professional Advising Council (UPAC)

✓ Tuesday, April 28th, 12:00pm-1:00pm  
Speaker: Marvin Diogenes, English

Putting the Pieces Together - Follow Up Session 4/28/1998:

Q: What are the writing pre-requisites for students to be admitted to The University of Arizona?
A: The university requires four full years of English in high school.

Q: How can students eliminate deficiencies in English if they have not completed four full years of courses?
A: By enrolling in and completing the UA writing course they have tested into, new students will eliminate the deficiency in English.

Q: How will incoming students without prior college-level composition courses be placed into a composition course?
A: Through the first-year placement essay offered during orientation, as well as through SAT verbal or ACT English scores.
Q: How will transfer students be evaluated?  
A: All in-state English 101 and 102 courses are automatically equivalent to UA's ENGL 101 and 102 courses if completed with a grade of C or better. Out-of-state transfers must have their course work evaluated by the composition program. Composition program representatives will be available during orientation or can be reached in Modern Languages, room 380.

Q: Where can advisors and students inquire about the First-Year Placement Exam?  
A: Contact the Composition Board in Modern Languages, room 378.

Q: Will ENGL 100 be eliminated soon?  
A: No, there are no plans to eliminate ENGL 100 at this time. ENGL 100 is aimed towards providing students as much experience with reading and writing at the college level as possible. According to the results of their first-year placement essays, students will be placed in certain proficiency categories which determine what course sequence they will be required to complete. The placement in ENGL 100 provides students with an opportunity to gather more writing experience.

Q: How many students test into ENGL 100?  
A: About 20% of the incoming students test into ENGL 100.

Q: What is the most significant difficulty students who test into ENGL 100 have?  
A: It seems that the single most difficulty is a lack of experience in reading and writing. Thus the placement in ENGL 100 will provide these students with an additional experience to help them build their skills.

Q: Where can faculty find answers about writing courses (about developing a course or about how to integrate writing into their courses)?  
A: Contact the composition program in Modern Languages, room 380, or the Composition Board in Modern Languages, room 378.

Q: Where can students and advisors inquire about first-year composition courses and requirements?  
A: Contact the composition program in Modern Languages, room 380.

Q: Who is going to teach foundation English courses? Faculty? GTAs?  
A: Faculty as well as graduate teaching associates and lecturers teach in the first-year composition courses. GTAs go through ten days of training and orientation before classes begin and continue their training course throughout the year.

Q: How will foundational first-year composition courses connect to the writing students will do in their other courses?  
A: Foundation courses generally include components which have all students learn to read materials from a variety of different fields: natural sciences, social sciences, humanities, etc. ("Writing across the Curriculum") This should help students comprehend written materials encountered in other courses, especially those courses that are part of the general education program.

Q: How will writing be integrated into other GenEd courses?  
A: Faculty designing and teaching general education courses will integrate various writing tasks into their syllabi. Writing will likely be assigned throughout the semester; professors may divide the writing into smaller, more manageable assignments that integrate writing with work on course content; students will likely receive feedback during the writing process; and students will be able and encouraged to satisfy their writing requirements in multiple ways, possibly including electronic media (web-pages, e-mails, etc.).

Q: What should writing in other GenEd courses focus on?  
A: The writing component should be comprehensive, emphasizing, among other features, how to revise written work, how to implement peer advice, and how to use writing to explore the course content.

Q: What other resources can be utilized to broaden writing instruction in GenEd courses?  
A: Students should have to master tasks which include the use of the library, including cd-rom searches, etc. The library is offering web-based tutorials to help learning how to use respective tools.

Q: Where can faculty turn for help and advice for the integration of writing into their GenEd courses?  
A: Contact the composition program in Modern Languages, room 380, or the University Composition Board in Modern Languages, room 378 (see also contacts at the bottom of this page).

Q: Where can faculty and GTAs turn for help and advise in writing instruction?  
A: Contact the composition program in Modern Languages, room 380, or the University Composition Board in Modern Languages, room 378 (see also contacts at the bottom of this page).

Q: Will any kind of instruction be provided to faculty and GTAs?  
A: The University Teaching Center will hold summer training in writing integration and writing instruction for faculty teaching
general education courses. These courses will include a strong focus on the utilization of technology, contact Beth Harrison in the University Teaching Center for further information.

Q: Where can students turn to receive advice and help regarding their writing?
A: The Writing Center at 1031 N. Mountain is open to all students. The Composition Board is also planning to place writing center consultants in Old Main at hours that are appropriate for students. For further information contact Marvin Diogenes in Modern Languages, room #376 (see also contacts at the bottom of this page).

Q: Will the changes in writing instruction be accompanied by changes in the upper division writing proficiency exam?
A: The upper division writing proficiency exam is a mid-career assessment and should be taken by students when they have earned between 40 and 75 total units. One possible revision of the exam may connect it more directly to Tier I general education courses, locating the exam more clearly at the transition between lower and upper division study.

Q: Where can students find answers regarding their UDWPEs?
A: Contact the Composition Board in Modern Languages, room 378 (see also contacts at the bottom of this page).

Q: How many students do not pass the UDWPE?
A: About 20% of students receive a rating of unsatisfactory on the UDWPE.

Q: Do students who receive an unsatisfactory in their UDWPE have to take additional English courses?
A: Many departments require students who receive an unsatisfactory to enroll in and complete English 397 -- writing workshop. All writing courses are designed to provide students with an opportunity to increase their writing experience and, thus, their writing skills. Some departments require students to take ENGL 507 (business writing) or ENGL 508 (technical writing). None of these courses is remedial; they are very valuable writing courses.

Q: What should a student do who has taken and passed any one of these courses prior to receiving an unsatisfactory rating on the UDWPE?
A: Discuss the situation with the departmental advisor.

Q: The UDWPE does not catch all students' attention; can something be done about this?
A: A revised mid-career writing assessment may draw from the writing experiences students collect during their Foundation and GenEd courses. That way, the exam will be an extension of what students are already familiar with.

Q: How would transfer students be able to succeed in this?
A: A study guide will be made available to anybody who did not take the courses at the UA to prepare for the exam.

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Contacts:

Composition Program, 621-3553; Tom Miller, Director, tpm@u.arizona.edu
Composition Board, 621-5423; Marvin Diogenes, Director, diogenes@u.arizona.edu
Writing Center, 621-3182.
This text was compiled by Uwe Hilgert, Instructional Program Coordinator in Veterinary Science and Microbiology.
We thank Marvin Diogenes for his presentation and for his help in proofreading this web-page.

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✓ Wednesday, April 29th, 12:00pm-1:00pm
Speaker: Patricia Brooks, Foreign Language

**Putting the Pieces Together - Follow Up Session 4/30/1998:**

Q: What are the Foreign Language pre-requisites for students to be admitted to The University of Arizona?
A: Students have to show a certain proficiency in a foreign language. The level of proficiency depends on the students major/college.

Q: How can students find out which proficiency level is required for their major/college?
A: The requirements for each major are listed in the respective APRR.

Q: How will student's proficiency in a foreign language be determined?
A: All incoming Freshman will be subject to a Foreign Language Placement Test. The tests in French, German and Spanish will be given during the afternoon of the first day of Freshman Orientation, administered in three computer labs. Students who have had
formal instruction in another foreign language, and who wish to use that language to complete the proficiency exit requirement at the UA, must contact the appropriate language dept. to arrange for a placement test.

The director of orientation, Kay Urquidez (kasandra@u.arizona.edu; phone: 621-3756), has a current list (for Summer 1998) of the department contacts for these languages, a list which also specifies when the placement exams can be scheduled. Many departments do not make these exams available during the summer, only in late August.

During Transfer Orientation, the computerized placement exams (German, Spanish, French) are given from 12:00n to 1:00pm on the single day of orientation.

Q: Do transfer students who have taken foreign languages elsewhere have to take the placement exam, too? Will there be any conditions under which the courses they took count for proficiency?
A: Yes, all incoming students have to take a foreign language placement exam, freshman as well as transfer students. While the units for respective course work taken at a community college or a four-year college elsewhere might transfer, the determination whether students have to take additional courses will depend solely on the outcome of the placement exam.

Q: Can students take the exam again?
A: No, the Foreign Language Placement Exam can only be taken once. No retake! (Possible exception: if students with a learning disability which was documented before they took the exam erroneously participated in a regular version of the exam.)

Q: How will students and their advisors know their scores?
A: Monitors will be present at the testing locations. Upon completion of the test the monitors will record the test results on yellow Language Placement Exam Forms which the students have to bring to their advisors.

Q: What if a student does not have the yellow form or it was not completed?
A: Please send them to Modern Languages, room# 512, to receive a new report. Also, the forms should not bear any corrections; monitors are advised to complete a new form if an error would occur. Students which produce a yellow form which shows corrections need to get a new, completed form at Modern Languages, room #512 (see also contacts at the bottom of this page).

Q: Will the results of the Language Placement Exams be documented elsewhere?
A: The results will be documented in the student's SAPR (this might take half a semester or so ...). Also, the spread sheets with the students' scores and placement will be housed in Modern Languages 512 (they also have immediate access to the data base). Also, at around 8:00am on Day Two, the copies of the spread sheets are taken to the language departments. Also at 8:00am, the spreadsheet is on hand at the Language Placement Exam Results information table, set up in the Senior Ballroom.

Q: How can students eliminate deficiencies in foreign languages?
A: The level of deficiency will depend on the student's major/college. In order to eliminate a deficiency a student must either reach the required level at the placement exam or through passing respective courses at The University of Arizona.

Q: Do students have to enroll at the course level determined in the placement exam?
A: No, students are free to choose classes at a higher level than their placement exams indicate. However, they can not take courses which are below the level of their placement scores.

Q: How does the university accommodate students with learning disabilities?
A: Students with learning disabilities should consult with CEDRR prior to taking the exam.

Q: Where will students find help in questions regarding the Foreign Language Placement Exams?
A: There will be a help desk during orientation. This desk is identified as the Language Placement Test Results desk, which will be available 8:00am-9:30am in the Senior Ballroom on Day Two of Orientation. Further questions can be answered in the language departments. Language departments have been made aware of the orientation schedules, and should be ready to accommodate students and parents who arrive with questions.

Q: How will colleges with decentralized (on-line) registration processes deal with these questions?
A: There will be phone lines with direct access to help during orientation.

Q: Which courses should students enroll in which grew up in a Spanish speaking environment but have received their education in English?
A: Regular Spanish courses as well as the computerized Spanish placement test now used here at UA are inappropriate for these
students who are identified as "native speakers" or "heritage learners". As explained in the binder students receive during orientation, heritage speakers would have to enroll in SPAN 203 and/or 253.

Q: If a student reaches proficiency by taking a course which is above the level they tested into will they still have to acquire "seat-time" according to their degree requirement?
A: No, students only have to reach a certain proficiency level. In other words, a student who took and passed only SPAN 202 has acquired a fourth semester proficiency level.

Q: Where can advisors and students inquire about the Foreign Language Placement Exam?
A: During orientation: 621-1620 or 621-1044 (the front desk of the College of Humanities, 345 Modern Languages Building, will be able to field very general questions about the exams, during orientation).

During other times: By contacting Pat Brooks, Humanities, at 626-4319 (pbrooks@u.arizona.edu).

Contacts:

Director of orientation: Kay Urquidez (kasandra@u.arizona.edu; phone: 621-3756); Pat Brooks, Humanities, pbrooks@u.arizona.edu; phone: 626-4319;
For help with questions regarding the Placement Exams contact 621-1620 or 621-1044.
This text was compiled by Uwe Hilgert, Instructional Programs Coordinator in Veterinary Science and Microbiology.
We thank Pat Brooks for her presentation and for her help in proofreading this web-page.

Thursday, April 30th, 12:30pm-1:30pm
Speaker: Donna Krawczyk, Math

Putting the Pieces Together - Follow Up Session 4/30/1998:

Q: What are the mathematics pre-requisites for students to be admitted to The University of Arizona?
A: The math prerequisites for incoming Freshman are four years (four units) of mathematics in high school. The UA admits students without mathematics deficiency if they have acquired a certain level of proficiency in college algebra.

Q: How will student's proficiency in mathematics be determined?
A: In general, all incoming Freshman will be subject to a Math Readiness Test (MRT). The MRT will be administered during the afternoon of the first day of Freshman Orientation.

Q: What is the nature of the MRT?
A: The placement exam consists of one of two versions of a multiple choice test. Test A covers intermediate algebra skills, test B covers college algebra and trigonometry and tests the students ability to enter a calculus course at the UA. Wrong answers are not penalized; calculators are allowed (except TI-92's), but are not mandatory.

Q: How do students know which test they should take?
A: Arizona high schools have received information about the MRT in the past. The hope was to distribute the info within each school. However, it appears that the first time that the student is aware that there are two tests is through the orientation confirmation letter. For this summer the students were given an e-mail address and a phone number to call if they wanted specifics. As a note, this info was not available prior to orientation in past years. Hopefully soon we will have more details on a web page. If the students do not contact us, they receive two pages of info about the MRT in their student notebooks during orientation.

Q: Do transfer students who have taken and passed algebra or higher mathematics elsewhere have to take the MRT, too? Will there be any conditions under which the courses they took count for proficiency?
A: All incoming students, regardless of what mathematics courses they have taken before or whether they bring AP credits, have to take the MRT, freshman as well as transfer students. While the units for respective course work taken at a community college or a four-year college elsewhere might transfer, the determination whether students have to take additional courses will depend solely on the outcome of the placement exam.

Q: What should students do who have taken and passed college algebra or a higher level math course and, due to "having a bad day", place into MATH 092 or 116?
A: Each situation will be evaluated independently by a math advisor. Transfer credits are definitely considered. In some sense then, the MRT placement is advisory rather than mandatory. Taking the test is mandatory however. The MRT is a very accurate indicator of success in UA math courses. In addition, transfer students have a wide variety of back-grounds. E.g.: while two students may have taken the same course, one may have done so 10 years ago and would need a refreshment.
Q: Can students take the exam again?
A: Yes, the MRT can be retaken three month after the initial attempt. Exceptions are usually made for students testing during the month of June. Contact the mathematics department or the Testing Office in Old Main (621-7589) for the earliest date to retest. Test results are normally valid for one year.

Q: How will students and their advisors know their scores?
A: Students receive their placement scores on the second day of orientation 8:00-9:30 in the Senior Ballroom (for freshmen sessions) and at the test site (for transfer sessions). Math advisors are always present to help students interpret their placement, determine appropriate courses, and discuss options.

Q: Will the results of the mathematics placement exam be documented elsewhere?
A: A code is available on screens 8 and 14. The actual number of questions answered correctly is not available on these screens.

Q: How can students eliminate deficiencies in mathematics?
A: This depends on the level of a student's math deficiency. In the worst case scenario they will have to take MATH 092 ("Pima Math") and MATH 122 (Pima's equivalent to the former UA course MATH 116) before they could enroll in MATH 121 at The University of Arizona. Pima's MATH 092 as well as MATH 122 are offered here (UA) on campus; students can get schedules when they pick up their MRT scores. Registration forms will be available at CCIT.

Q: Will the credits for MATH 092 and MATH 116 be transferable?
A: Course work in MATH 092 and MATH 116 will definitely be of benefit for the students who tested into these courses. However, neither MATH 92 nor 116 are taught at the UA, respective course work at Pima or elsewhere will therefore not transfer. However, for out-of-state transfer students and for returning students under older catalogs, credits for MATH 116 or equivalent courses will still transfer.

Q: How can students GRO MATH 116 or MATH 117?
A: MATH 116 and MATH 117 are no longer being offered and cannot be taken as GRO any more.

Q: Do students have to enroll at the course level determined in the MRT?
A: Students do have to choose a math course equal to or lower than the level determined in the MRT. However, the advisors in the Mathematics Department strongly encourage students to choose a course following the MRT results.

Q: Can students enroll in a lower level math course after they have taken a higher level math course?
A: After having taken a higher level course students need the permission of a math advisor to go back and take a lower level course. Exception: MATH 119 and MATH 122 are excellent courses that can be taken anytime in a student's sequence.

Q: Can students who fail MATH 124 or 125A, subsequently take MATH 123 or its Pima equivalent?
A: Unless students have to complete 124/125A for their major they can take MATH 123 instead. However, a better course might be precalculus (MATH 120). Some students mistakenly think that it is the calculus material that they need to review (that's why I think they try 123). Instead, a student might need a stronger background in college algebra and trigonometry topics. In fact, after failing MATH 124 or 125A a student could even take math 121 and 118 to get an even stronger background.

Q: How should students go about choosing a course if several courses are listed on the student's placement result sheet?
A: The numbering of the various different math courses does not follow a stringent sequence. Therefore, students should contact a math advisor in order to understand the difference between the courses listed in their MRT score sheet. However, since math advisors are not necessary up-to-date as far as the math requirements for a student's program is concerned it is absolutely important that students double check their choice of math courses with an advisor in their major.

Q: How can students find out which mathematics courses are required for their major/college?
A: The requirements for each major are listed in the major's APPR.

Q: How does the university accommodate students with learning disabilities?
A: Students with learning disabilities should consult with CEDRR prior to taking the exam.

Q: Where will students find help in questions regarding the mathematics placement exam?
A: There will be a help desk during orientation, math advisors will be present in the computer center during registration, and they can contact the math department.

Q: How will colleges with decentralized (on-line) registration processes deal with these questions?
A: There will be phone lines with direct access to help during orientation.

Q: Can students take mathematics courses which are above their placement level?
A: Basically, students have to follow the sequence of courses which is outlined by their placement results and prerequisites for each
mathematics course. However, during Freshman orientations mathematics advisors will be available to help students which have tested between levels to evaluate their proficiency in light of high school credits, GPA’s, etc. During transfer orientations mathematics advisors will be available to evaluate students test results and transfer credits in order to help them enroll at an appropriate level. Note: students should still double check with their major advisors that they take applicable math courses.

Q: What can students do if the course they would need to take is filled?
A: The later the summer the more flexibility students need to bring; particularly if they are shooting for the real popular sections (e.g. 10:00 a.m., Tuesday and Thursday). However, the Mathematics Department constantly monitors the enrollment in its courses. In general, courses which have filled up will open more seats on the night of the first day of each orientation. Also, seats are always becoming available again after the payment deadline (August 13) and during the first week of classes.

Q: How can students who have tested into MATH 124 or MATH 125A and have enrolled in one of these courses avoid a disaster if they find out that they were not well enough prepared?
A: The Mathematics Department has created MATH 120S, a 2-unit calculus mini course, which starts September 23. Students which, after their first test in MATH 124 or MATH 125A, realize that they should not have taken the course can switch to finish MATH 120S during the rest of the semester and to retake calculus during the next semester. However, before a student decides to switch he/she should discuss this with a math advisor.

Q: Which track should students choose to prepare themselves for different calculus courses?
A: Students who plan to take MATH 123 have to pass MATH 121 or test accordingly. Students who wish to take MATH 124 have to either place on the respective level or pass MATH 121 and 118 or pass MATH 120 prior to enrolling in MATH 124. MATH 125A is only available for students which receive a sufficient score on the MRT.

Q: Will there be a new calculus course for BPA students?
A: MATH 128 has been created to pilot a new, 2-semester math sequence for BPA majors, integrating MATH 119 and MATH 123. This course is based on problem-solving and requires students to have basic computer proficiency.

Q: Will there be changes to MATH 123?
A: One or two sections of MATH 123 will be computer-based (call 621-6892 for more information). Other than that MATH 123 will remain the same for now. It is envisioned that in the future BPA students, currently the majority of students in MATH 123, will switch over to MATH 128. This will allow MATH 123 to be taught more focused on the needs of its other students (mainly PSYC, PHARM, MEDTEC, VSC, MICR majors).

Q: Are there any sections of MATH 124 and 125A which are taught towards the needs of specific majors?
A: MATH 124, section 12 will target the needs of engineering majors, section 21, will target the needs of engineering and "hard science" majors. MATH 125A, section 6 will target engineering and "hard science" majors. Seats for these three course sections will not appear on screen 153. Students can add the courses through math advisors at CCT.

Q: When are students eligible to register for MATH 124 Honors or 125A Honors?
A: Students must place into MATH 125A on MRT B to be eligible for MATH 124 Honors. In order to be eligible for MATH 125A Honors students must place appropriately on MRT B and see a math advisor to register.

Q: What calculus courses are recommended for mathematically truly gifted students?
A: MATH 250A and 250B is a two-semester sequence for AP students who need calculus and differential equations. This course is student-driven in that the students are expected to take an active part in their learning. Students who did not receive/submit their AP credits may still pre-register. Students who receive 4's and 5's on the AB version are eligible to take MATH 125A Honor's; students who receive 4's and 5's on the BC version are eligible to take MATH 223 Honors. Registration is through a math advisor.

Contact:
Donna Krawczyk, advisor in the Department of Mathematics; e-mail: krawczyk@math.arizona.edu; phone: 621-3762.
This text was compiled by Uwe Hilgert, Instructional Programs Coordinator in Veterinary Science and Microbiology.
We thank Pat Brooks for her presentation and for her help in proofreading this web-page.