COURSE TITLE  Foundations for College Algebra

PREREQUISITE  Placement by examination


REQUIRED MATERIALS
- 18-week ALEKS 360 Access Code – may be purchased at the bookstore or online through ALEKS.com. The media-rich eTextbook is included with code. ALEKS (Assessment & Learning in Knowledge Spaces) is a computer-based learning system.
- TI-83/84 graphing calculator (More advanced models with computer algebra systems such as the TI-89 or TI-Nspire are not allowed.)
- Access to the internet & iCollege

RECOMMENDED MATERIALS
- Headphones for watching and listening to ALEKS animations and video explanations.
- 3-ring binder or spiral notebook for organizing notes.

CATALOG DESCRIPTION
This is the first course in a year-long pathway leading to MATH 0999 and MATH 1111 in the second semester. This course is designed to prepare STEM major students for Math 1111 College Algebra. Topics will include: real-number concepts, signed number arithmetic, selected geometry concepts, linear equations and inequalities in one variable, problem solving involving linear equations as models, operations on polynomials, factoring polynomials, solving rational equations, graphing linear equations in two variables, writing equations of lines, integer and rational exponents, systems of equations in two variables, and calculator usage.

The following methods are strongly discouraged:
- Cross-multiplication: Proportions should be solved like all other rational equations, by clearing denominators
- FOIL: Multiplication of polynomials should be taught as distribution, no matter how many terms

**Difference in the content of Math 0989 and Math 0098**

The following topics have been removed from the content of the 4-credit-hour Math 0098 when creating the 3-credit-hour Math 0989:
- Distance and midpoint formulas
- Associative, commutative, identity, and inverse properties (students are no longer expected to know the names of these properties, but are of course expected to use them correctly)
- Linear literal equations (that is, topics on solving for a variable in terms of other variables have been removed; manipulating equations of a line is still included)
- Imaginary numbers (all quadratic equations will have real solutions)
- Vertical angles
**SUPPLEMENTARY MATERIALS AND HELP**

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<thead>
<tr>
<th>For students:</th>
<th>For instructors:</th>
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<tbody>
<tr>
<td>• Free tutors at any GPC campus Learning and Tutoring Center</td>
<td>• Syllabus Template</td>
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<tr>
<td><a href="http://www.gpc.edu/~gpcltc">http://www.gpc.edu/~gpcltc</a></td>
<td>• Teaching Guide ALEKS Supplement</td>
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<td>• ALEKS Information for Students supplement</td>
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<td>• Final Exam Review in iCollege template and at</td>
<td>• Comprehensive Course Guide</td>
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<tr>
<td><a href="http://depts.gpc.edu/~gpcltc/math0098finalexamreview.pdf">http://depts.gpc.edu/~gpcltc/math0098finalexamreview.pdf</a> (Subject to change with consolidation)</td>
<td>• ALEKS customer support at (714) 619-7090 <a href="http://www.aleks.com/support">http://www.aleks.com/support</a></td>
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<tr>
<td>• ALEKS customer support at (714) 619-7090 <a href="http://www.aleks.com/support">http://www.aleks.com/support</a></td>
<td>• Foundations Campus Reps</td>
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<tr>
<td>• Calculators may be checked out from the GPC Library using a JAG Card (free)</td>
<td>• iCollege Template</td>
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<td>• ALEKS Instructor’s Manual</td>
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<td>• Project R.A.I.S.E. website <a href="http://depts.gpc.edu/~gpcraise/index.htm">http://depts.gpc.edu/~gpcraise/index.htm</a></td>
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**GENERAL COURSE PURPOSE**

To provide the student the necessary skills and techniques to be successful in college level mathematics as well as provide the student with skills to apply these concepts to real world problems. In this class students will learn about many basic mathematical concepts that are used in everyday life, such as fractional quantities, calculating the change of one quantity in relation to another, modeling, and proportions.

**GENERAL NOTES TO THE INSTRUCTOR**

This course is taught using a hands-on mastery-based approach. This new system for math classes has been shown to facilitate learning of math better than the traditional lecture methods. It also enables students to work through the curriculum only as prerequisites are mastered and finish at their individual pace. It requires active learning on behalf of the student and provides immediate feedback and prompt assistance at just the time that a student has a question. Instructors guide the learning process to encourage development of critical thinking skills.

ALEKS (Assessment and Learning in Knowledge Spaces) provides adaptive questioning to determine gaps in each student’s knowledge & directs him/her to topics he/she is most ready to learn. It encourages learning masterfully by discouraging “guess and check” tendencies and periodically assesses the student to ascertain whether topics learned are also retained. Students are allowed some directed choice of topic based on prerequisite skills and current objectives. Instructors can easily monitor student performance, and identify areas of coaching that would be of benefit to each student individually.

This course is taught in computer classrooms on all campuses throughout GPC using a standardized ALEKS course with topics defined in accordance with the Common Course Outline, including Intermediate Objectives (Modules) so that each student is moved through all course content.

If you are new to teaching with ALEKS, you will need to request an ALEKS account from Alice Pierce (alice.pierce@gpc.edu). All instructors need to copy the current semester iCollege template for Math 0987 (ask your Foundations Campus Rep for specific details; do NOT copy the previous semester’s course!). Before your first class, you will need to obtain an ALEKS Course Code and Financial Aid Code (through ALEKS): **do NOT put them on your syllabus; give them in class to avoid confusion.**

One of the best ways to learn and understand ALEKS is to use it in Student View.

Since the course is “Lab-Based,” students may assume that attendance is optional and arriving late/leaving early is not a disturbance to the classroom. It can quickly become extreme, and it is suggested that the instructor be very disciplined early on to encourage a good learning environment.
ALEKS 360 Packaging to GPC Students

ALEKS 360 means ALEKS access including a media-rich eBook. Both an 18-week ALEKS 360 standalone access and an 18-week ALEKS 360 bundled with a full-color, loose-leaf book are available through the GPC Bookstore. The 18-week ALEKS 360 standalone access is also available for purchase online through ALEKS. Emphasize to students that they must purchase their code either at the bookstore or through ALEKS. Attempts to get a deal on Amazon or other method has led several students to waste their money buying a code that will not work for their class.

STUDENT Best Practices in the Classroom/ Standard Operating Procedures for Students in Redesign

- **Arrive on-time and stay for the entire time** so as not to miss learning opportunities
- **Bring Math notebook, pencils, TI-83/84**
- **Do not use cell phones**, including to listen to music
- **Place personal belongings out of the way** (under chairs)
- **Work on ALEKS outside of class** to keep pace with the current objectives. If needed, use the “Explanation” button, making note of what you learn. Other tools, like videos and the eText, may also be used.
- **A minimum of one hour per calendar day of working in ALEKS is highly recommended.** Data analysis has shown that successful students spend over 100 hours per semester in ALEKS. (For Summer semester, two hours per calendar day.)
- **Be ready to ask questions in class** based on any exercises that prove especially difficult.

INSTRUCTOR Best Practices in the Classroom

- Positively engage each student each day, discussing math concepts, learning methods, giving positive feedback and providing encouragement for better student behavior.
- Remind students to work in ALEKS outside of class, encouraging students to come to class with questions for you each day.
- Encourage attendance by offering diverse learning activities in the classroom (see Mini-Lectures section below).
- Be an active tutor – don’t wait for them to come to you.
- Reiterate often the grading structure of the class and the pacing required to pass the course and upcoming in-class Knowledge Checks.
- In Dual-Teacher Classrooms, coordinate activities to provide a positive learning environment for all students.
- In classrooms with a Student Development Specialist or other Project RAISE staff, coordinate with them on activities and strategies to improve student retention. Project RAISE staff will help students identify strengths and weaknesses in their study skills, and periodically advise all students individually on how to take advantage of their stronger skills, to improve their weaker skills, and to make adjustments in their study habits in order to account for the unique attributes of studying mathematics as compared with studying subjects from other disciplines.

DAY 1 and 2 Best Practices

- Students sign SIS Roster.
- Introduce Mastery-based Redesign and ALEKS (Course Resources – ALEKS Video for Students).
- Demonstrate ALEKS 1st time use (ALEKS Student View – fast forward through Knowledge Check).
- Walk Students through creating an account in ALEKS (Instructor Resources – Student Registration Instructions).
- Put Course Code and Financial Aid Code on the board, and explain 2-week grace period.
- Have students start the Introduction and complete the Initial Knowledge Check in class.
- As the first few students finish their Initial Knowledge Check, explain on an individual basis the ALEKS pie, Learning Mode, and the “Explanation” button to get them started.
- Coordinate with the Student Development Specialist or other Project RAISE staff.
- **As time allows, or on Day 2:**
  - Assist in accessing iCollege and tour iCollege.
- Present Learning Support Advisement (Learning Support Resources).
- Review Syllabus and grading structure, attendance expectations.
- Go over Supplemental Resources.

- Students who are repeating the course and show up for the first time in your class after the first day of class will have to be given a Requested Comprehensive Knowledge Check.

**Enrolling Returning ALEKS Students in Their New Course**

Once a returning student has logged into ALEKS, a list of previous classes will appear.

- If the student still has remaining access from a previous 52-week ALEKS access code, “Switch to a new class” will be an option under “Actions”, and the student should select it. From there, the students can enter your course code.
- If a student does not have access remaining from a 52-week ALEKS access code and is ready to purchase a new code, the student should select the “Extend access to this class” option from the most recent class’ “Actions” button. Once the student purchases a new ALEKS access code and the old class becomes active again, the student should return to the Account Home page by clicking on the student’s name and selecting “Account Home” from the drop down list. Then follow the instructions above for students with remaining ALEKS access.
- If a student does not have access remaining from an 18-week or 52-week ALEKS access code and is not ready to purchase a new code, the student should select “Sign up for a new class” and follow the directions on the screen.

**Post-Third In-Class Assessment Advisement**

After the third in-class knowledge check, advise students that are failing that they can change to a non-STEM major and take MATH 0987 next semester.

**End-of-Semester Best Practice**

Use class meetings after the last In-Class Knowledge Check to go over the Final Exam Review.

**Teaching through Mini-Lectures (an Ongoing Best Practice)**

Each week of a 14-week semester, approximately two mini-lectures should be held (either face-to-face or online as appropriate for the class). Each mini-workshop is a small-group session in which an instructor teaches problem-solving technique(s) for a math topic on which students frequently experience difficulty learning, to be selected from whichever ALEKS Module is current at that time. In co-instructor teaching and learning environments, it is encouraged that each mini-workshop is taught by only one instructor, leaving the other free to assist students who are working independently, and that the mini-workshop teaching responsibility alternates among the co-instructors to equally distribute the work. It is emphasized that these mini-lectures begin very early in the semester, no later than the beginning of the 2nd week, and are a regular occurrence at nearly all class meetings thereafter. Students will then come to expect the mini-lectures as a regular component of each class meeting, encouraging participation in class as well as retention. Students are to self-select for participation in the mini-lectures, so instructors should notify their students of the upcoming schedule of topics. A list of suggested topics for the mini-lectures will be located in the iCollege template. An additional option to consider is to allow students to propose topics for mini-lectures, which if there is sufficient demand from the other students that a mini-workshop be held on a student-proposed topic, the faculty would prepare a mini-workshop to meet the demand. Below is a suggested list of mini-workshop titles to include in the course, in any order:

- Order of Operations
- Calculator Use
- Combining Like Terms (Plan to lecture on this before the first PASS deadline)
- Properties of Real Numbers
- Operations on Integers
- Solving Linear Equations and Inequalities (Plan to lecture on this before the second PASS deadline)
- Solving word problems with linear equations (including percentages)
Graphing lines and finding the Equation of a Line (Plan to lecture on this before the third PASS deadline)
Solving Systems of Equations
Exponent Rules
Factoring
Solving Quadratic Equations (Factorable)
Rational Equations
Simplifying Radicals and Fractional Exponents
Solving Quadratic Equations (Quadratic Formula)

**MONITORING in-Class Scheduled Comprehensive Knowledge Checks Best Practices**

- Have students sit in places where their screens are easily visible, not with their backs to the walls.
- Have the students put all their belongings under their chairs.
- Make sure that the only window or tab a student has open is the one being used for ALEKS.
- Make sure that all phones are silenced and put away.
- Walk around the room during knowledge checks to look for people trying to talk, use notes, use their phones, access other websites, or cheat in any other way.
- Periodically check ALEKS during the first half-hour of class to see if anyone is taking the knowledge check outside of class (by going to Reports, Assignments, and choosing the current knowledge check; all students taking it will have a bar in the far right column.) If this is the case, cancel the knowledge check. In order to cancel a knowledge check, click on the student’s name. Click on Assignments. Click on Cancel Current Assessment.
- Have students show you their pies once they finish so that you can check that they actually completed the entire knowledge check.
- Tell students to use the restrooms before they begin an in-class knowledge check, and do not allow them to leave the room during it.

**INSTRUCTOR’S ROLE IN THE CLASSROOM**

**Technology**
Class time should be a less structured setting in which the instructor acts more as a facilitator to students. Instructors are strongly encouraged to allow the ALEKS software to do what it does best – assessment of current knowledge, repetitive practice, review, and assessment of retained knowledge. Instructors should become familiar with, and be able to coach students in the use of the learning tools provided through ALEKS such as the electronic version of the text book, lecture videos, examples, glossary, hyperlinks, and reports.

**Remediation & Enrichment**
Instructors will help students with mathematical concepts one-on-one, just as the student needs the help. The instructor may use some class time to provide remediation in small groups on current topics or engage students in enrichment activities. Students should be encouraged to view mathematics as a unified system of concepts and not as a collection of isolated topics. The instructor’s understanding of this will be invaluable to the students in the class and will be needed to help students recognize patterns, and refer to those patterns in problem solving. Terminology and reasonableness of answers should be integrated into the material in as many ways as possible.

**Learning to Learn**
Some students will need an Instructor’s advice regarding best methods for learning and retaining course concepts. Students may need help learning how to organize a math notebook. Taking comprehensive notes allows a student to work from a state of knowledge rather than a state of guess and check, and gives the student a place to go to study before an ALEKS-generated Knowledge Check. Notes of successful students include writing out all steps when solving a mathematical problem to avoid careless errors. Also, students should take notes on concepts and procedures that they use when solving problems, paying close attention to each question that is asked, and any notes that ALEKS gives about how it expects to receive the answer. The
STUDY SKILLS chapter of the textbook has a plethora of good information for helping students in this regard.

Pacing/Using Reports
Helping students understand the importance of self-pacing in order to progress through all the course content in one semester is an important aid that the Instructor can provide. Students may need help with reading a Pie Chart, reading Bar Charts, and using the data they have generated to know how many hours of study they will need to complete the course in time, etc. Students may need to be reminded that they should plan to use class time to get help with any problems with which they are struggling and work on the easier topics outside of class. Several times during the semester (recommended around 4 weeks, 8 weeks, and 12 weeks), either the Instructor, Student Development Specialist, or other Project RAISE staff will advise all students individually on their progress and what actions they need to take to successfully complete the course under the pacing scenarios which are realistic for them at that time. (i.e., How many Learning Support attempts is the student likely to use before exiting Learning Support math?) If it is anticipated that more than one semester of study will be required in order to successfully exit Learning Support mathematics, advise students that the IP, F or WF earned in Semester 1 of the 2-semester pacing scenario may adversely impact financial aid and/or scholarships and they should discuss this with the Financial Aid office.

Troubleshooting / System-Down Procedures
Sometimes students lose access to ALEKS (end of 2-week grace period, internet or host problems, etc.). See the System-Down Procedures document in the iCollege template for the specific steps to take when technological problems are encountered. Here are some ideas for handling a class period when technological problems cannot be resolved:

- Create a worksheet through your instructor account
- Book work on the topic they worked on last
- Book work on Study Skills
- Final Exam Review handouts

ALEKS

ALEKS (Assessment & Learning in Knowledge Spaces) is a web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what each student knows and doesn’t know about basic mathematics and then provides instruction on the topics he/she is most ready to learn. ALEKS was originally developed in 1999 by a team of cognitive scientists and software engineers at the University of California-Irvine, with funding from the National Science Foundation.

ALEKS Pie Chart
The color-keyed pie chart represents all the course topics and will automatically update based on each student’s learning and assessment results throughout the course. Each slice of the pie chart represents a part of the curriculum and is filled in with color (from the center outward) to show the extent of current mastery in that area. Filling in the slices of the pie chart is accomplished by demonstrating mastery of the course curriculum.

ALEKS Learning Mode
Most of a student’s time in ALEKS will be spent in Learning Mode working practice problems. Clicking on “Continue My Path” takes the student to the next topic the software has determined they can be successful at. It will first show an explanation page, then when the student clicks “Start”, take them to Learning Mode. Students can choose a different topic to work on by pulling down the arrow at top left and choosing from the list. In most cases only a few problems per topic will be enough to grasp of the concept. ALEKS gives immediate feedback on answer correctness, as well as possibilities for mistakes made, in which case, ALEKS gives extra practice. ALEKS is constantly presenting new topics as well as reviewing old topics, giving a student practice retrieving what he/she has already learned.

Timing Out: ALEKS will automatically terminate a session after 30 minutes if there has been no activity. There is no warning message before the session is terminated. By simply logging back on, ALEKS will take
the student back to where he/she left off.

**Learning Sequence Log:** In the Time and Topic report, select a student’s name to see a graph that shows how much time that student worked in ALEKS each day in the selected range of dates, as well as how many topics the student attempted and the number of topics the student mastered. By clicking on the bar for a particular date, a learning sequence log, that indicates which topics the student worked on and how the student answered questions or if the student viewed an explanation, will appear. Clicking on one of the icons will expand it to show more information about the length of time spent on that problem; clicking the expanded icon will show the problem the student was working on and the correct or incorrect answer input.

**ALEKS Knowledge Checks**
Students begin the course by taking an **Initial Knowledge Check** to determine their current knowledge base, the results of which are shown in the pie chart. (The ALEKS course is set up to give all students, including those repeating the course, a Comprehensive Knowledge Check.) **Students may use calculators (up to and including the TI-84 or equivalent, but NO cell phones) on all Knowledge Checks and at all times throughout the course.** After the student works in the “Learning Mode” for a significant amount of time (10 hours or 20 topics), ALEKS will automatically generate a Progress or Login Time Knowledge Check, which is a chance to prove retention of recently learned topics or to use his/her notes to review for future in-class Scheduled Knowledge Checks. If the student makes mistakes or selects “I don’t know” on questions from topics which had been previously mastered, he/she may lose mastery credit for some topics in the pie (which would then have to be re-mastered). **Four (4) in-class comprehensive Knowledge Checks** have been scheduled into each course. These dates are listed in the syllabus template.

**Incomplete Scheduled Knowledge Checks:** If a student does not finish one of the four scheduled knowledge checks during class time, the student must click “I don’t know” on all the remaining questions, else the assessment should be cancelled by the instructor and a grade of zero assigned. Because of this, it is good to monitor students’ progress on the in-class knowledge checks and advise students about their pacing as necessary.

**Cancelling an ALEKS Knowledge Check:** Instructors should not cancel automatic ALEKS assessments. In-class scheduled knowledge checks can be cancelled for individual students by doing the following:

1. Select the student from the list in the top right.
2. Click on the Assignments tab.
3. Click “Cancel Current Assessment”.
4. Confirm – The student then sees a message that their knowledge check has been cancelled and receives an ALEKS email about it.

If you need to cancel an assessment that a student has already completed (for example, if they took the assessment outside of class and you suspect they cheated), then contact ALEKS Support at 714-619-7090 or [http://support.aleks.com/](http://support.aleks.com/) to have the student’s pie reset to its previous state.

**ALEKS Modules (Objectives)**
Topics are grouped by **Modules (Objectives).** Students can see and are free to work on topics from past Modules, provided that those topics are prerequisites to current-module topics, and those topics are ready-to-learn. If a student completes a module ahead of time, they then get “Open Pie”, giving them access to Ready to Learn topics in any module, past or future. A list of topics included in each module is available in the iCollege template.

**Financial Aid**
There may be serious Financial Aid problems if students do not pass this class on their first attempt. If they receive an IP, F, W, or WF, they will need to appeal to continue receiving financial aid. Students should be
strongly encouraged to discuss the implications with the Financial Aid Office; the instructor is not expected to be an expert in financial aid. To have a good chance to complete this class in two semesters, students should complete the majority of the material in the first semester.

Information on Performance Alert for Student Success (PASS)
Academic success is a top priority at GPC. Activities have been designed to alert both instructor and student in a timely manner if sufficient progress on certain core concepts is not being made. A performance alert for student success (PASS) will be sent to academically struggling students throughout the semester to inform students of their status in the course and to provide additional resources for assistance. The notification enables students to address any academic weakness that could affect their successful completion of the course. If a student receives a PASS, the student should meet with the instructor to discuss their performance in the course and to design an improvement plan. PASS messages will be sent via email and by SMS text messaging.

The Foundations Committee has selected these five PASS Core Concepts for the course. Not all core concepts will be used every semester. Refer to the iCollege template for the current semester’s information:
- Order of Operations
- Combining Like Terms
- Solving Linear Equations
- Writing Equations of Lines
- Identifying Solutions to Systems of Linear Equations

Refer to instructions sent each semester for exact dates and details on how to determine Core Concepts grades and use iCollege to enter those grades.

EVALUATION
The evaluation method will be consistent college-wide.

Course Evaluation
The final grade for the course will be calculated according to the following guidelines:

- **ALEKS SCHEDULED KNOWLEDGE CHECKS (40%)**: There will be four (4) in-class Scheduled Knowledge Checks used to determine this portion of the grade, all of which will be comprehensive ALEKS assessments. Of the four, the highest percentage of topics mastered on an in-class Scheduled Knowledge Check will be used in the calculation of this grade. Notes will not be allowed on the in-class Scheduled Assessments. Calculators (but not cell phones) may be used during all in-class Scheduled Assessments. If a student does not finish a scheduled assessment during class time, they must click “I don’t know” on all the remaining questions in the assessment, else their incomplete assessment will be cancelled and a grade of zero recorded. The dates for these four knowledge checks are listed in the Important Dates section. There are no make-ups for missed in-class Scheduled Knowledge Checks.

- **ALEKS WORKSHEETS (10%)**: Each student is to generate, print and complete an ALEKS review worksheet within the one week preceding each in-class Scheduled Knowledge Check, which must be turned in before associated in-class Scheduled Knowledge Check. Each worksheet will be graded for mathematical and notational correctness. In Fall and Spring: Any time after the 3rd in-class Scheduled Knowledge Check, up to a week before the 4th in-class Scheduled Knowledge Check, each student may optionally submit one additional ALEKS worksheet for grading. In Summer: Any time after the 2nd in-class Scheduled Knowledge Check, up to a week before the 4th in-class Scheduled Knowledge Check, each student may optionally submit one additional ALEKS worksheet for grading. Of the four required and one optional ALEKS worksheets, the highest four grades will be averaged. Late worksheets should not be accepted.
**MODULE COMPLETION (15%)**: The average of the 10 module completion percentages will be used to calculate the module completion grade. The completion percentage of each module will be recorded on the due date. Use the ALEKS gradebook to see module completion percentages.

**CLASS PARTICIPATION (5%)**: Students must actively participate in the class setting. Participation points (up to a total maximum of 100 points) will be awarded for being engaged in class. This requires physical attendance, but just being in class is not enough. Points may be deducted for late arrival, early departure, prolonged breaks, or using the computers for non-math related activities. Each class attended and participated in for the full time is worth 4 points (for twice a week classes) / 8 points (for once a week classes) / 2 points (for four times a week classes in Summer).

There are a total of 29 days of class (not including the final exam day) in a semester for classes that meet two or four times a week, so a student can miss 4 days of class and still earn 100% in this category. There are 14 days of class (not including the final exam day) in a semester for classes that meet once a week, so they can miss 1.5 days and still make 100%.

**FINAL EXAM (30%)**: All students are eligible to take the cumulative final exam during the time listed in the official final exam schedule, regardless of how many topics they have mastered. Students should bring their calculator, as cell phones WILL NOT be allowed to be used as calculators. Sharing a calculator during the exam is not permitted.

**COURSE COMPLETION PROCEDURES**

**Early Course Completion Procedures**
The following applies only to fall and spring semesters. Students cannot exit the course early in summer without prior department chair approval.

To complete the course early, a student must first satisfy these conditions, in either order:
- Complete 100% of the ALEKS pie
- Score 95% or more on an in-class comprehensive assessment

Then the student must:
- Take the Early Exit version of the Final Exam for that semester, on or before the early exit deadline.

If the student first completes the pie before having scored 95% on an in-class assessment, the instructor will schedule a comprehensive, in-class knowledge check for them (or wait for the next scheduled in-class knowledge check, if it is very near). If a student first scores 95% or more on a scheduled in-class knowledge check, they can then complete their pie afterwards. When both of the first two conditions have been satisfied, the student may take the Early Exit version of the Final Exam for that semester early. Taking the Early Exit version of the Final Exam early forfeits the right to take the Final Exam at the end of the semester. After completing the Final Exam, the student’s course average will be calculated as follows:
- ALEKS Scheduled Knowledge Check grade will be the highest in-class knowledge check score
- Future ALEKS worksheets (excluding the optional worksheet) will receive full points
- The ALEKS Pie grade will be 100%.
- The attendance portion of future face-to-face classes will be awarded in full.

The entire process must be completed by two weeks before the last day of class; otherwise the student must complete the remainder with the rest of the class. (The actual deadline date will be given each semester in the course syllabus.)


**PROJECT R.A.I.S.E.**

**About Project R.A.I.S.E.**
Project R.A.I.S.E.: Raising Achievement and Increasing Success in Education, focuses on increasing academic success, retention and graduation rates of Foundations students by redesigning Learning Support into a mastery module approach, providing academic coaching and mentoring, and comprehensively evaluating student success so as to continuously improve the Learning Support Mathematics courses and the academic coaching and mentoring strategies. Project R.A.I.S.E. is funded by a grant through the Department of Education Predominantly Black Institutions Formula Grant Program.

**Goals of Project R.A.I.S.E.**
The participant goal is to improve the higher education success rates of African American males. The project goal is to improve the success rates of all Learning Support students, thereby impacting vast numbers of students from disadvantaged backgrounds including all African American students. To help facilitate these goals, Project R.A.I.S.E has hired Student Development Specialists (SDS) for Clarkston, Decatur and Dunwoody campuses and Academic Laboratory Faculty Supervisors (ALFS) at Alpharetta and Newton campuses to provide academic workshops, mentoring and coaching.

**Enrolling Student Development Specialist (SDS) and Academic Laboratory Faculty Supervisor (ALFS)**
Before the beginning of the semester, enroll the campus’ SDS or ALF in your iCollege/D2L section by doing the following:

1. Click “Classlist” on the navigation bar
2. Select “Add Participants” and then “Add an existing user”
3. In the search box, type the SDS’s or ALFS’s user ID (If you are not sure what the user’s ID is, search for them by last name)
4. Click on “Search” and then click to check the box beside the correct person’s name
5. Select the role of Template Editor from the dropdown menu
6. Click on “Enroll Selected Users”

Throughout the semester, the SDS’s and ALFS’s will be holding academic workshops in the classroom for students. Talk with your campus’ SDS or ALFS about the best times to schedule these workshops.

**EFFECTIVE: Fall 2015**