

ACADEMIC SENATE PROPOSAL TRACKING SHEET

(Document To Be Originated By Academic Senate Secretary On Canary Color Paper)

All proposals **MUST** have their originating college faculty body (Ex. Nursing, Technical Sciences, Arts & Sciences, Education) approval and must be signed by the submitter and the college chair/dean before being submitted to the academic senate secretary.

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the Academic Senate Secretary.
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): Teacher Education (if applicable), General Education (if applicable), or Curriculum.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is forwarded to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator when a proposal is disapproved and the proposal is returned to the originator.
4. The Academic Senate considers the proposal and approves or disapproves. If approved, the proposal is forwarded to the Full Faculty for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. The Full Faculty considers academic senate approved proposals. If faculty approve, the proposal will then be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor.
7. The Chancellor approves or disapproves the proposal.
Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page --
<http://www.msun.edu/admin/provost/asproposals.htm>
Documentation and forms for the curriculum process is also available on the web page:
<http://www.msun.edu/admin/provost/asforms.htm>

***** (If a proposal is disapproved at any level, it is returned through the Academic Senate secretary to the Chair/Dean of the submitting college who then notifies the originator.)

Proposal # 03-04	Title: MATH 093 Developmental Mathematics
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(proposal explanation, submitter and college chair/dean signatures on attached program/degree or course revision form)

Received by ACAD Senate Forwarded to Teacher Ed Council	Date 12/12/03 DA	Approved _____ Disapproved _____	
Forwarded to Gen Ed Committee	12/12/03	Approved <input checked="" type="checkbox"/> _____ Disapproved _____	Signature _____ Date _____ Signature <i>[Signature]</i> Date _____
Returned to ACAD Senate Forwarded to Curriculum Committee	_____ _____	Approved <input checked="" type="checkbox"/> _____ Disapproved _____	Signature _____ Date _____ Signature <i>T. Welch</i> Date 2/10/04
Returned to ACAD Senate for Vote	2/11/04	Approved <input checked="" type="checkbox"/> _____ Disapproved _____	Signature _____ Date _____ Signature <i>[Signature]</i> Date 2/17/04
Sent to Provost's office for Full Faculty vote Voted on at Full Faculty meeting	2/18/04 2/24/04	Approved <input checked="" type="checkbox"/> _____ Disapproved _____	Signature _____ Date _____ Signature <i>[Signature]</i> Date _____
Forwarded to Provost for Approval/Disapproval	2/25/04	Approved <input checked="" type="checkbox"/> _____ Disapproved _____	Signature _____ Date _____ Signature <i>[Signature]</i> Date 3-1-04
Forwarded to Chancellor for Approval/Disapproval	3/2/04	Approved <input checked="" type="checkbox"/> _____ Disapproved _____	Signature _____ Date _____ Signature <i>[Signature]</i> Date 3/3/04

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X FOR INFORMATION ONLY _____.

College Arts & Science Program Area MATH Date 12/05/03

Submitter SWITER Chair/Dean Will Ruen Date 12/9/03
Signature 12-9-03 Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

The intent of this course is to initiate a shift in the offering of the developmental mathematics courses at MSUN. The shift is to a lab-oriented setting with the student entering at his/her placement level and progressing through the course needed for entrance to the general-education-core mathematics. The course will be structured with multiple-lab times and open lab-times (both requiring mandatory attendance) for students to walk through the course with the guidance of an instructor and tutors, one-on-one with the student. Such a setting requires smaller class size allowing more attention to student success. Currently, students enrolled in Math 094 and Math 095 would benefit from the lab format. The intent is that the course be taken on a pass/fail/in-progress basis, students exiting with proficiency.

[Content area sequence: arithmetic → beginning algebra → intermediate algebra

Students meeting proficiency in the necessary prerequisite for the general-education mathematics course would receive a P. Those students moving from one content area to the following content area would receive an IP and may repeat the course to meet proficiency. Those students that do not move from one content area to following content area would receive a F.]

Please provide the following information:

College: Arts and Sciences
Program Area: Math
Date: December 05, 2003
Course Prefix & No.: MATH 093
Course Title: Developmental Mathematics
Credits: 3

Required by: Students who would otherwise place into arithmetic, Math 094 Developmental Mathematics I (Beginning Algebra), or Math 095 Developmental Mathematics II (Intermediate Algebra).

Selective in: None

Elective in: None

General Education: No

Lecture: None

Lecture/Lab: None

Contact hours lecture: None

Contact hours lab: Nine hours per week – [three formal classroom-lab hours per week, with an additional six hours per week scheduled in the classroom-lab)

Current Catalog Description (include all prerequisites):

This course is designed for the minimally prepared student in mathematics. The course will cover basic arithmetic concepts including the four fundamental operations and properties of the various subsets of the real numbers. The students will also work with the concept of variable through evaluation of algebraic expressions and arithmetic-oriented word problems. Placement is by ACT mathematics score or university-placement examination.

PLEASE NOTE: Students who successfully complete this course will not receive credits toward graduation; the grade earned in the class is not included in the student's grade point average. Three (3) credits are included in determining fees and financial aid eligibility, however. For a more complete description of a class with an 0XX number, students should refer to page 176 of this catalog under the "course numbering system".

Proposed or New Catalog Description (include all prerequisites):

This course is designed for the student not ready for general-education-core mathematics. The course will cover concepts and topics from basic arithmetic through intermediate algebra in a mathematics-lab setting. The course will be guided by a computer-based, interactive curriculum in the areas of arithmetic, beginning algebra, and intermediate algebra. The spirit of the course is to allow the student to enter at any level within (guidance given to placement as per the university-placement procedure) these areas and proceed to proficiency for entrance to the general-education-core mathematics course required in his/her major. Placement is by ACT mathematics score or university-placement examination.

PLEASE NOTE: Students who successfully complete this course will not receive credits toward graduation; the grade earned in the class is not included in the student's grade point average. Three (3) credits are included in determining fees and financial aid eligibility, however. For a more complete description of a class with a 0XY number, students should refer to page ??? of this catalog under the "course numbering system".

Course Outcome Objectives:

The objective of this course is that the student reach proficiency in the necessary mathematical skills he/she needs for entrance into the general-education-core mathematics courses.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

- a computer-lab classroom
- a library of textbooks covering the areas of arithmetic, beginning and intermediate algebra, and accompanying ancillaries
- particular to the arithmetic content, the availability of manipulatives – base-ten blocks, two-color counters, fraction bars, etcetera