



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat 4.0 and 5.0
Curriculum Proposal

07226
 REVISION

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):		Proposal # <u>239</u>
College: <u>Science, Engineering and Technology</u>	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:
Department: <u>Mathematics and Statistics</u>	<input type="checkbox"/> Graduate	Academic Year <u>06-07</u>
Program: _____	CIP # _____	(For Office Use Only)
Type of Change: <u>COURSE PROPOSALS</u>		Course Designator and Number
Proposed: <u>Change in Course—Other</u>		Number of Credits
Title Current: <u>Concepts of Probability and Statistics</u>		Stat 354 3
Title Proposed: _____		_____
24-Char. Abbrev: _____		(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Pre: Math 122 with C or better or consent.

Rationale or Justification for change:

Prerequisite change to clarify the intent of the prerequisite.

*****For General Education or Cultural Diversity Courses Only*****

<p align="center">General Education Course:</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">GE Category #</th> <th>GE Category Name (Maximum of 3 Categories)</th> </tr> </thead> <tbody> <tr><td align="center">N/A</td><td>_____</td></tr> <tr><td align="center">N/A</td><td>_____</td></tr> <tr><td align="center">N/A</td><td>_____</td></tr> </tbody> </table> <p><small>? For Writing Intensive Courses, attach a description of the kind and quantity of writing. ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.</small></p> <p>Attach paper copies of the following:</p> <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes associated with each GE competency or CD designation. List of strategies to be used to assess students' achievement of each GE competency or CD designation. 	GE Category #	GE Category Name (Maximum of 3 Categories)	N/A	_____	N/A	_____	N/A	_____	<p align="center">Cultural Diversity Course:</p> <p align="center"><small>(Please check one.)</small></p> <p><input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)</p> <p><input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)</p>
GE Category #	GE Category Name (Maximum of 3 Categories)								
N/A	_____								
N/A	_____								
N/A	_____								

*****For New Courses*****

(Check all that apply): <input type="checkbox"/> Course is an elective. <input type="checkbox"/> Course is required for program <input type="checkbox"/> Pre- or Co-requisites: <input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) _____	Instructional Type: <u>Lecture</u> Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N _____	Course will be offered: <input type="checkbox"/> Fall Semester <input type="checkbox"/> Spring Semester <input type="checkbox"/> Summer Session
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		
Attach paper copies of the following:		
<ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes. A list of resources required to offer and support this course. A description of how teaching this course will affect department staffing. If 400/500 level course, an explanation of added expectations of graduate students. 		



Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Larry M. Pearson 10/18/06
 Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Karen C. Chou 11/2/06
 Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

John J. [Signature] 11/4/06
 Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

AC [Signature] 3/1/07
 UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

 Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

 Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

David J. [Signature] 3/12/07
 Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

[Signature] 3/13/07
 Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

Mathematics and Statistics Department
Meeting Minutes
October 16, 2006

Present: Boyd, Guy, Haskins, Hermann, Kapplinger, Kim, B. Lee, N. Lee, Martensen, Pearson, Rahman, Regas, Sanjel, Singer, Waters, Wiest, Zuiker.

Minutes of the September 15, 2006 meeting were approved by consensus.

Mark Zuiker presented the proposal for the Broad Major in Statistics. (See attached)

Zuiker moved that Stat 492 Capstone Experience be approved and sent to the college curriculum committee. It was seconded by Wiest, a vote was taken and it was approved.

Zuiker moved that the Broad Statistics Major be accepted and sent to the college curriculum committee. Waters seconded the motion.
Motion passed.

Bill Lee moved and that the prerequisites for Stat 154 and Math 130 be changed to

Must achieve a score of 18 or better on the MNSCU Math readiness Test, or have achieved an ACT Math subscore of 19 or higher, or successful completion of Math 098

Boyd seconded the motion.
Motion passed.

Boyd moved that the catalog description on Math 181 delete the words "to the fields of business and economics" Namyong Lee seconded the motion. A vote was taken and the motion passed.

The curriculum committee was given the charge to review all prerequisites in the catalog. The committee was also charged with developing a calculus course that will meet the needs of students seeking middle school licensure.

Zuiker moved that the department support CS option to take Math 181 for their new major. Wiest seconded the motion. A vote was taken and the motion passed.

Rahman presented a proposal for two MAX Scholar Seminars. (See attached)
Namyong Lee moved that the MAX Courses be accepted.
Zuiker seconded the motion.
Motion passed.

Zuiker reported on the status of Chaska High School students' concurrent enrollment in Math 112. After the first year requirements to enroll in the course will be the same as on campus, There will be 3 sight visits, tests will be monitored for content and students will take the same final as students on campus.

Rahman reminded the faculty that the department does not have a representative to the search committee for the new dean and asked for volunteers.

Stat 354 – Prerequisite Change

Old Catalog Description

STAT 354 (3) Concepts of Probability & Statistics

This is a calculus-based course covering introductory level topics of probability and statistics. It is designed to meet the needs of both the practitioner and the person who plans further in-depth study. Topics include probability, random variables and probability distributions, joint probability distributions, statistical inference (both estimation and hypothesis testing), analysis of variance, regression, and correlation. Same as MATH 354.

Pre: MATH 122 F, S

New Catalog Description

STAT 354 (3) Concepts of Probability & Statistics

This is a calculus-based course covering introductory level topics of probability and statistics. It is designed to meet the needs of both the practitioner and the person who plans further in-depth study. Topics include probability, random variables and probability distributions, joint probability distributions, statistical inference (both estimation and hypothesis testing), analysis of variance, regression, and correlation. Same as MATH 354.

Pre: Math 122 with C or better or consent. F, S