



**Minnesota State University, Mankato** HOLD and CLEAR buttons only compatible with Acrobat 4 and 5  
**Curriculum Proposal**

07247  
REVISED

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):	
College: <input type="text" value="Science, Engineering and Technology"/>	<input checked="" type="checkbox"/> Undergraduate	Proposal #	<input type="text" value="259"/>
Department: <input type="text" value="Mathematics and Statistics"/>	<input type="checkbox"/> Graduate	Effective Date of Change:	
Program: <input type="text"/>	CIP # <input type="text"/>	Academic Year	<input type="text" value="06-07"/>
		(For Office Use Only)	
Type of Change	<input type="text" value="COURSE PROPOSALS"/>	Course Designator	Number of Credits
Proposed:	<input type="text" value="Change in Course—Other"/>	Math 485	3
Title Current:	<input type="text" value="Teaching Secondary School Mathematics"/>		
Title Proposed:	<input type="text"/>		
24-Char. Abbrev:	<input type="text"/>	(if applicable)	

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

Pre: Math 290 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\*\*\***

<b>General Education Course:</b>		<b>Cultural Diversity Course:</b>
GE Category #	GE Category Name (Maximum of 3 Categories)	(Please check one.)
<input type="text" value="N/A"/>	<input type="text"/>	<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.)
<input type="text" value="N/A"/>	<input type="text"/>	<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.)
<input type="text" value="N/A"/>	<input type="text"/>	
<p>7 For Writing Intensive Courses, attach a description of the kind and quantity of writing.</p> <p>7 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.</p>		
Attach paper copies of the following:		
a. Syllabus or course outline.		
b. Course's student learning outcomes associated with each GE competency or CD designation.		
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.		

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

(Check all that apply):	Instructional Type: <input type="text" value="Lecture"/>	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program	<input type="text"/>	<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:	<input type="text"/>	<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) <input type="text"/>		
<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:		
a. Syllabus or course outline.		
b. Course's student learning outcomes.		
c. A list of resources required to offer and support this course.		
d. A description of how teaching this course will affect department staffing.		
e. If 400/500 level course, an explanation of added expectations of graduate students.		



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\*\*\*Signature Page\*\*\*

<b>Department</b>		
<input checked="" type="checkbox"/> Recommended (Category/ies _____)	<u>Garym Pearson</u>	<u>10/18/06</u>
<input type="checkbox"/> Not Recommended (Category/ies _____)	Department Chair	Date
Comments:		
<b>College Curriculum Committee</b>		
<input checked="" type="checkbox"/> Recommended (Category/ies _____)	<u>Kam C. Chow</u>	<u>11/2/06</u>
<input type="checkbox"/> Not Recommended (Category/ies _____)	Committee Chair	Date
Comments:		
<b>College Dean</b>		
<input checked="" type="checkbox"/> Recommended (Category/ies _____)	<u>[Signature]</u>	<u>11/04/06</u>
<input type="checkbox"/> Not Recommended (Category/ies _____)	Dean	Date
Comments:		
<b>General Education Subcommittee</b>		
<input type="checkbox"/> Recommended (Category/ies _____)	_____	_____
<input type="checkbox"/> Not Recommended (Category/ies _____)	General Education Subcommittee Chair	Date
Comments:		
<b>Undergraduate Curriculum and Academic Policy Committee</b>		
<input checked="" type="checkbox"/> Recommended (Category/ies _____)	<u>AC-A</u>	<u>3/1/07</u>
<input type="checkbox"/> Not Recommended (Category/ies _____)	UCAP Faculty Chair	Date
Comments:		
<b>Faculty Association Graduate Committee</b>		
<input type="checkbox"/> Recommended	_____	_____
<input type="checkbox"/> Not Recommended	Faculty Association Graduate Chair	Date
Comments:		
<b>Graduate Dean</b>		
<input type="checkbox"/> Recommended	_____	_____
<input type="checkbox"/> Not Recommended	Graduate Dean	Date
Comments:		
<b>Academic Affairs Council</b>		
<input checked="" type="checkbox"/> Recommended (Category/ies _____)	<u>[Signature]</u>	<u>3/12/07</u>
<input type="checkbox"/> Not Recommended (Category/ies _____)	Assistant Vice President	Date
Comments:		
<b>Senior Vice President and Vice President for Academic Affairs</b>		
<input checked="" type="checkbox"/> Approved (Category/ies _____)	<u>[Signature]</u>	<u>3/13/07</u>
<input type="checkbox"/> Not Approved (Category/ies _____)	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.

## Math 485 – Prerequisite Change

### Old Catalog Description

MATH 485 (3) Teaching Secondary School Mathematics

Learning theories, teaching strategies, assessments and planning, teaching and reflecting on secondary (grades 9-12) school mathematics. Field experiences in grades 9-12 mathematics classroom required.

Pre: MATH 290 F

### New Catalog Description

MATH 485 (3) Teaching Secondary School Mathematics

Learning theories, teaching strategies, assessments and planning, teaching and reflecting on secondary (grades 9-12) school mathematics. Field experiences in grades 9-12 mathematics classroom required.

Pre: *Math 290 with C or better or consent.* F