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| For Academic Affairs and Research Use Only | |
| Proposal Number | SM06 |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| --- |
| **[ ]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| Hong Zhou 3/4/2022 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Amanda Lambertus 3/4/2022 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (if applicable)** |
| John Hershberger 3/16/2022  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Director of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Lynn Boyd 3/17/2022 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Amanda Lambertus, [alambertus@astate.edu](mailto:alambertus@astate.edu), 870-972-3090

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Fall 2022

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** | **UC**  **UC** | **MATH**  **MATH** |
| **Number\*** | **0173**  **022V** |  |
| **Title**  (include a short title that’s 30 characters or fewer) | **Developmental Math I**  **Developmental Math II** |  |
| **Description\*\*** |  |  |

***\**** Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*.

\*\*Forty words or fewer (excepting prerequisites and other restrictions) as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. NO Are there any prerequisites?
   1. If yes, which ones?
   2. Why or why not?
2. NO Is this course restricted to a specific major?
   1. If yes, which major?
3. **Proposed course frequency [Modification requested? No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Fall, Spring, Summer

1. **Proposed course type [Modification requested? No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Enter text...

1. **Proposed grade type [Modification requested? No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Enter text...

1. **NO** Is this course dual-listed (undergraduate/graduate)?
2. **NO** Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. **NO** Is this course in support of a new program?

a. If yes, what program?

Enter text...

1. **NO** Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Enter text...

1. **Proposed special features** **[Modification requested? No]**

(e.g. labs, exhibits, site visitations, etc.)

Enter text...

1. **Department staffing and classroom/lab resources**

Enter text...

1. Will this require additional faculty, supplies, etc.?

Enter text...

1. **Yes / No** Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Starting Summer I, the administration and delivery of developmental math instruction is moving from University College to the Math Department (CSM) as approved by the Provost, department and both deans involved. The requested bulletin update will occur for the upcoming year.

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Enter text...

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

Enter text...

c. Student population served.

Enter text...

d. Rationale for the level of the course (lower, upper, or graduate).

Enter text...

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. NO Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Enter text...

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| --- | --- |
| **Program-Level Outcome 1 (from question #19)** | Type outcome here. What do you want students to think, know, or do when they have completed the course? |
| Assessment Measure | Please include direct and indirect assessment measure for outcome. |
| Assessment  Timetable | What semesters, and how often, is the outcome assessed? |
| Who is responsible for assessing and reporting on the results? | Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans? |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Type outcome here. What do you want students to think, know, or do when they have completed the course? |
| Which learning activities are responsible for this outcome? | List learning activities. |
| Assessment Measure | What will be your assessment measure for this outcome? |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

Paste bulletin pages here...

**Remove from Page 93**

MATH EMPORIUM Instructors: May, Nichols, Tran, Wharton The Math Emporium houses developmental math courses. Students whose ACT score or other equivalent placement test score in mathematics is below a 19 are required to take the modular based UC 0173 Developmental Math I and UC 022V Developmental Math II in their first academic year. Students are permitted to work ahead to complete the required modules for both UC 0173 and UC 022V in one semester. Students scoring 17-18 on the ACT Math or an equivalent score on a placement exam are permitted to enroll in MATH 0013 Intermediate and MATH 1023 College Algebra as co-requisite courses in their first academic year.

**Remove from Page 619**

UC 0173. Developmental Mathematics I Prepares students for college level mathematics courses using individualized computer-based curriculum. The grade in this course will not be used to compute semester and cumulative grade point averages. The course does not count toward any degree. Fall, Spring, Summer. UC

UC 022V. Developmental Mathematics II Prepares students for college level mathematics courses using individualized computer-based curriculum. Continuation of UC 0173. The grade in this course will not be used to compute semester and cumulative grade point averages. The course does not count toward any degree. Fall, Spring, Summer.

**ADD to Page 539**

Mathematics (MATH)

MATH 0173. Developmental Mathematics I Prepares students for college level mathematics courses using individualized computer-based curriculum. The grade in this course will not be used to compute semester and cumulative grade point averages. The course does not count toward any degree. Fall, Spring, Summer.

MATH 022V. Developmental Mathematics II Prepares students for college level mathematics courses using individualized computer-based curriculum. Continuation of UC 0173. The grade in this course will not be used to compute semester and cumulative grade point averages. The course does not count toward any degree. Fall, Spring, Summer.

**MATH 0013 Intermediate Algebra**: Credit not applicable toward a degree. Exponents, radicals, polynomials, rational expressions, linear equations, functions, graphs, factoring, introduction to quadratic equations, and related topics. A grade of C or better must be made in this course before enrolling in MATH 1023, or MATH 1054. Prerequisite, High School Algebra I and Math ACT of 17 or 18, or a C or better in MATH 0003. The grade in this course will not be used to compute semester and cumulative grade point averages. The course does not count toward any degree. Fall, Spring, Summer.

**MATH 1023. College Algebra** Equations and inequalities, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, and miscellaneous topics. No credit given if taken following MATH 1054. Prerequisite, High School Algebra II and score of 21 or above on ACT Math or 560 or above on SAT Mathematics or 47 or above on COMPASS Algebra or a grade of C or better in MATH 0013 or completion of 9 modules in MATH 0173 and MATH 022V. Fall, Spring, Summer. (ACTS#: MATH 1103)

**MATH 1033. Plane Trigonometry**  Right triangles and similar triangles, trigonometric ratios, degrees, and radians, trigonometric functions, circular functions, trigonometric identities, inverse trigonometric functions, trigonometric equations, Law of Sines, Law of Cosines, vectors, polar coordinates, and complex numbers. No credit given if taken following MATH 1054. Prerequisite, High School Algebra II and score of 21 or above on Math ACT or 560 or above on Math SAT, or a grade of C or better in MATH 0013 or completion of 9 modules in MATH 0173 or MATH 022V or Corequisite, MATH 1023. Fall, Spring, Summer. (ACTS#: MATH 1203)

**MATH 1043. Quantitative Reasoning** Quantitative reasoning as the approach to understanding relationships using mathematical and algebraic methodologies. Contemporary topics will be used to identify, analyze, generalize, and communicate quantitative relationships. Prerequisite, High School Algebra II and score of 19 or above on ACT Math or 500 or above on SAT Mathematics or 36 or above on COMPASS Algebra or 42 or above on ASSET Algebra or a grade of C or better in MATH 0013 or completion of 12 modules in MATH 0173 and MATH 022V. Fall, Spring, Summer. (ACTS#: MATH 1003)