



**MEMORANDUM**  
(As revised by the Joint Referral Committee)

**To:** Donna E. Shalala, President

**From:** Mary Coombs *MC*  
Chair, Faculty Senate

**Date:** November 21, 2003

**Subject:** Faculty Senate Legislation #2003-10(B) – Revision of the General Education Requirement regarding Mathematics

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The Faculty Senate, at its November 19, 2003 meeting, voted unanimously to approve a proposal regarding revisions to the Mathematics section of the General Education Requirements, submitted by David Wilson, Chair of the General Education Requirement Working Group that you appointed. After you declined to sign the legislation as presented to you, a Joint Referral Committee was constituted under section A10.8 of the Faculty Manual consisting of the Chair of the Senate, the Executive Vice President and Provost, two academic deans appointed by the Executive Vice President and Provost (Deans Pfister and Sugrue), and the two Senate Vice-Chairs.

The enclosed proposal reflects the agreement of the Joint Referral Committee noting the proposed revisions in underline (addition) and ~~striketrough~~ (deletion) format. A clean copy incorporating the revisions is included for your reference as well.

This legislation is now forwarded to you for your action.

MC/kl

cc: Luis Glaser, Executive Vice President and Provost  
✓ David Wilson, Chair of Committee revising the General Education Requirements

CAPSULE: Faculty Senate Legislation #2003-10(B) – Revision of the General Education Requirement regarding Mathematics

(As revised by the Joint Referral Committee)

**PRESIDENT’S RESPONSE**

APPROVED:  DATE: 9/13/04  
(President’s Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: Provost

EFFECTIVE DATE OF LEGISLATION: \_\_\_\_\_  
(if other than June 1 next following)

NOT APPROVED AND REFERRED TO: \_\_\_\_\_

REMARKS (IF NOT APPROVED): \_\_\_\_\_

## **Math Requirement Proposal from Gen Ed Working Group 12/10/02**

### **I. Bulletin Language**

#### **A. Areas of Proficiency...**

##### **2. Mathematics**

Students fulfill this requirement by qualifying for and satisfactorily completing one of the following mathematics courses: MTH103,105,108,109 or any higher course from the Department of Mathematics, or an approved statistics, computer science, or other mathematical course that has MTH 101 as a prerequisite. Placement in mathematics courses and validation of transfer credit in mathematics will be by tests administered by the Department of Mathematics. Satisfaction of MTH 101 is based on appropriate scores (as set by the Department of Mathematics) in the CEEB Achievement, AP, IB, or Math SAT test, completion of MTH 101 or an algebra course at least at that level, or a placement test administered by the Department of Mathematics. Exemption from the General Education mathematics requirement also is based on transfer of appropriate course credit, and/or by examination scores, as specified by the Department of Mathematics. Students must complete the math requirement during the first 60 credit hours, except for transfer students who must complete the requirement by the end of their first semester in residence, to avoid being placed on academic probation.

[end Bulletin language]

### **II. Notes on Implementation**

1. MTH 99, 101, and 103 courses shall have a maximum of 30 students enrolled.
2. The MTH 103 and other similar courses will begin to be tailored to students in particular areas. Math faculty will meet with area faculty (appointed by chairs of those area departments) to develop more specific course material, resulting in these new courses such as "Math for Music" and "Math for Humanities." These classes, while primarily the responsibility of instructors from the Dept. of Mathematics, will involve some participation of faculty from other disciplines.
3. We recommend that a dialogue begin on the appropriate course content for MTH 101. We suggest that the dialogue involve Mathematics faculty and faculty from other academic areas. The goal will be to improve the content of MTH 101, making it more exciting for our students, while assuring that our students graduate with good algebra skills. The emphasis in the course should continue to be the development of mathematical and statistical problem solving skills and understanding, rather than blind symbolic manipulations and the memorizing of formulas.
4. Placement tests in Mathematics should be developed and required of all entering students for placement in their first Math course or for exemption from the mathematics requirement, unless a student is already exempt due to AP score, or etc. This will require the cooperation of individuals responsible for the orientation sessions, and will require the organization of math sections to allow for the last minute placement of entering students.

5. A committee appointed by the Faculty Senate, ~~in upon appropriate consultation with the Department of Mathematics~~, will be responsible for approving all courses outside of Mathematics that may be used to satisfy the Math requirement.<sup>1</sup>
6. We anticipate a new course will be developed for the performance and music education students in the School of Music who currently are exempted from the requirement for a math course beyond 101. This new course will be a special, 4-credit course that will include the material from MTH 101.
7. Completion of the current requirements in the School of Business Administration (MAS 105 and 110 and two statistics courses) will satisfy the General Education Requirements for Mathematics.

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<sup>1</sup> The Committee will, except under unusual circumstances, approve any course already in existence which the relevant deans and/or chairs state is (a) an algebra course at least at the level of MTH 101, or (b) a statistics, computer science, or other mathematical course that has MTH 101 as a prerequisite.

(clean version)

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