

**STARK STATE COLLEGE
REQUEST TO CREATE A NEW COURSE
FORM: CC 500**

Required attachments for this request

- Proposed Master Syllabus
- Form CC 1200 or CC2000 or CC2100, depending on the nature of the submission, should be submitted at the same time as the CC500

Double click on check box(es) to pull up Check Box Form Field Options

COURSE TITLE: Co-requisite for Statistics			
COURSE NUMBER: MTH024			
CREDITS: 2	CONTACT: 2	LECTURE: 2	LAB/CLINICAL or PRACTICUM: 0
PREREQUISITES	Undergraduate level MTH 091 and MTH092 Minimum Grade of B or ACT Math between 19 and 21 or Compass Algebra between 39 and 51 or Accuplacer Algebra between 40 and 54		
COREQUISITES	MTH 124 Statistics		
(Face to Face) <input checked="" type="checkbox"/> Web 2 <input type="checkbox"/> Web 3 <input type="checkbox"/> Web 4 <input type="checkbox"/>			
CATALOG DESCRIPTION: This course provides remediation for students who are co-enrolled in Statistics. It is designed to enhance student success, providing a mathematical foundation and practice in topics of an introductory level statistics course, along with intensive individualized instruction. Students will receive targeted support using a “just in time” model that will boost their understanding and learning of Statistics.			
RATIONALE FOR ADDING COURSE: This course provides students with the fundamentals of statistics in order to prepare them for college level statistics. This course will decrease the amount of time a student will require to complete their developmental sequence by at least one half semester. Further, this class should increase the success rate of students enrolled in Statistics.			
DOES THIS COURSE REPLACE AN EXISTING COURSE: <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
WHAT COURSE DOES IT REPLACE: N/A			
COURSE NUMBER:			
CREDITS:	CONTACT:	LECTURE:	LAB/CLINICAL:
WHAT SEMESTER SHOULD THIS COURSE APPEAR ON THE PLAN OF STUDY: First <input checked="" type="checkbox"/> Second <input checked="" type="checkbox"/> Third <input type="checkbox"/> Fourth <input type="checkbox"/>			
Technical Course <input type="checkbox"/> Technical Elective <input type="checkbox"/> Gen Ed <input type="checkbox"/>			
IS THIS COURSE PART OF AN ARTICULATION AGREEMENT: <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
HAVE ALL PROGRAMS/DEPARTMENTS AFFECTED BY THIS CHANGE BEEN NOTIFIED? <input checked="" type="checkbox"/> Yes Department Chair(s) signatures: <input type="checkbox"/> NA (no other programs associated with this course) <input type="checkbox"/> No If no, explain why:			

WILL YOU BE SUBMITTING THIS COURSE FOR OBR APPROVAL (TAG, CT2, Transfer Module, etc.)?

No

Yes Requires the signature of the OTM/TAG Course Coordinator below.

Consult these links for learning outcome requirements:

- TAG: <https://www.ohiohighered.org/transfer/tag/coursedescriptions>
- CTAG: <https://www.ohiohighered.org/transfer/ct2/ctags>
- OTM (English, Math, Art & Humanities, Social & Behavioral Sciences, Natural and Physical Sciences): <https://www.ohiohighered.org/transfer/transfermodule/learningoutcomes>
- OTM Guidelines for all other areas: <https://www.ohiohighered.org/transfer/transfermodule>

OTM/TAG COURSE COORDINATOR:

DATE:

*******For Official Use Only*******

DEPARTMENT CHAIR

DATE:

DIVISION DEAN

DATE:

CURRICULUM COMMITTEE CHAIR

DATE:

PROVOST

DATE:

Approved Effective Term: _____

(Semester/Year)

VICE PRESIDENT, BUSINESS AND FINANCE

DATE:

TRANSMITTED TO REGISTRAR

Initials:

Date:

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Please provide additional supportive information by answering all of the questions below.

1. Explain how this course will impact the learner, the degree, and the other programs.

Discrete Mathematics is a primary component of the mathematics of modern computer science. The learners will attain knowledge on the fundamental algorithms used by computer programmers. The course will also improve the mathematical reasoning of the learners as well as introduce them to proof techniques, a vital part of upper level mathematics courses.

2. For each of the Course Objectives listed on the attached Master Syllabus, summarize the evaluation methods the department intends to use to assess the achievement of these objectives. See Appendix A for suggested methods of assessment.

- Pre- and post-testing
- Exams and quizzes
- Problem solving on the board
- Written assignments including homework and ANGEL web discussions
- Critical thinking exercises
- Group or individual projects

3. What are the budgetary implications:

a. **Equipment:** Yes No

Itemized list of equipment including cost:

b. **Space:** 10 rooms per year

c. **Ancillary services:**

d. **Class size:** 27 students

e. **Potential student enrollment:**

(Estimated number of students over the next five (5) years)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Enrollment	250	250	250	250	250

4. Faculty workload impact on the department/technology. None

5. Impact on current and future space needs. None

6. Support documentation (Advisory Committee minutes, accreditation, research document surveys/literature review/etc., validation report, focus group documents, tracking studies, DACUM, employment reports, other).

Appendix A: Suggested Evaluation Methods

The suggested methods found below may be used to evaluate the General Learning Outcomes (GLOs):

- Attendance and participation
- Pre- and post-testing
- Exams and quizzes
- Clinical evaluations and procedure description
- Practicum/Internship evaluations
- Cooperating teacher/site supervisor evaluation
- Problem solving on board
- Written assignments including homework, essays, research papers, and ANGEL web discussions
- Oral presentations
- Classroom bulletin board, discussion forums, or blogs
- Case studies
- Critical thinking exercises
- Group or individual projects
- Service learning projects
- Article analysis
- Lab exercises/journals/practical tests
- Reading, interpreting, developing, revising, and presenting technical documents and calculations including computer programs
- Capstone experience
- Portfolio assessments
- Juried review and associated performance evaluation
- Active participation in peer review
- Other