

APPROVAL FORM

Rev: 5/82

Proposal Title: Name, Credit Revision (DE-MATH)

Sponsor(s): Dr. Damico Dept.: Math/Comp Sci
Ivan Masat D.E. Office

Check one: Course Specialization Concentration Achievement Certificate

credit/title change Minor Change Major Program
(please name: deletion or credit/title/catalog change)

Certification Program Undergraduate Graduate 1.5/3 Credit Hours

Step 1 (Department)

Approved 3/14/83
date
 Not Approved
Seth Bergman
Dept. CC Chairperson
 Reviewed 3-8-83
date
J.S. Masat
Chairperson, Dept.

Step 2 (Receipt)

SCC# 82-83-24
Proposal Received 3/14/83
date
Shirley G. O'Day
Chairperson, SCC

Step 3 (Division CC)

Reviewed 3/2/83
date
 Approved
 Not Approved
Comments:
Mal Meyer
Chairperson, Div. Cur.Comm.

Step 4 (Academic Dean)

Reviewed 5/4/83
date
Comments:
Mal Meyer
Signature, Dean of Division

Step 5 (SCC)

Open Hearing Date: 5/13/83 Approved by Senate Curriculum Committee 5/20/83 (date)

Returned to sponsor(s) for the following reasons:
Put into ad. hoc committee - need syllabi for Algebra A and B.
Need statement deleting Elementary Algebra
Done

Step 6 (Faculty Senate)

Presented to Faculty Senate (date): 7/14/83 Approved
 Not Approved
Notification to Vice-President Academic Affairs (date): 7/17/83
Shirley G. O'Day
Signature: SCC Chairperson



State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

DEVELOPMENTAL EDUCATION
609-445-7023

7 March 1983

TO: Faculty Senate Curriculum Committee

FROM: S. Claude Damico, Director, Developmental Education ¹⁰²
Fran Masat, Chairperson, Math/Computer Science

RE: Name, Credit Revision

The Developmental Education Program and the Math/Computer Science are requesting approval for a minor curriculum change as described on page 7, item C 1, 2, 3 of the Guidelines for Curriculum Proposals.

1. Details

- a. ① Change requested from Improving Personal Computation Skills to Computation A.
- ② Change requested from Developing Personal Computation Skills to Computation B.
- ③ Change requested from Elementary Algebra to Algebra A and Algebra B.
- ④ ~~DELETE ELEMENTARY ALGEBRA~~
- b. Sponsors: Developmental Education Program -
S. Claude Damico

Math/Computer Science - Fran Masat

2. Rationale

The Developmental Education staff (Peg McFadden, Director of the Learning Skills Center and Mariann Pokalo, Math Area Supervisor) have reviewed the students' needs within the math component of the program. Information has been compiled through discussion with course instructors, inquiry with students, analysis of success/failure rate, and some research. It seems both necessary and feasible to act upon a change in delivery of service for the Math area of Developmental Education.

During the past semester, 825 students were identified for math remediation as a result of New Jersey College Basic Skills Placement Test Scores. Of this group, 181 required

Name, Credit Revision (contd)

the 3.0 credit course in Computation Skills while 236 needed the 1.5 credit course. Of the students requiring Elementary Algebra, 58% were in a range of 65-75, giving indication of a minor deficiency, while 43% gave evidence of needing intensive remediation. Although the present delivery of service design recognizes the differing groups in Computation Skills, it fails to address the varying abilities in Algebra. This recommendation has been designed to focus upon a delivery of service that is efficient, practical, and economical for the anticipated students within the math component of Developmental Education. The economy becomes evident when one considers that 12 classes of Algebra students will need to enroll in a 1.5 credit course through the present design (18 credit hours). The same students would have required 36 credit hours (12 three-credit courses) under the previous design. This represents a savings of approximately 6 three-credit classes. The total number of 1.5 credit courses needed (44/Fall, 23/Spring) represents a considerable decrease from that which was previously needed.

Computation and Algebra will be delivered through four 1.5 credit courses.

The courses will be identified as:

- Computation Skills A (1.5 credits)
- Computation Skills B (1.5 credits)
- Algebra A (1.5 credits)
- Algebra B (1.5 credits)

The courses will be scheduled such that a student may progress from one module to another each quarter. The quarter-semester format is the recommended addition to the present design and, as such, will enable students to enroll in the specific area/areas in which their deficiencies lie, and to exit from those courses as they are remediated.

The courses will meet twice weekly for 8 weeks of the semester.

Students identified for Computation A will be those achieving a standard score of 60 and below on Computation.

Students identified for Computation B will be those with a score of 61-70, as well as those who had progressed from Computation A.

Students identified for Algebra A will be those with a score of 64 and below on Algebra. They may or may not have needed to complete Computation A and/or B as a prerequisite.

Students identified for Algebra B will be those with an Algebra score of 65-75, as well as those progressing from Algebra A.

3. Results

The following design for the Developmental Education Math Program is a result of a meeting with S. Claude Damico, Fran Masat, Peg McFadden, and Mariann Pokalo.

The suggested design for the 1983-84 Math Program identifies several groups of students. They range from those who need a minimal amount of remediation in Computation and/or Algebra, to those requiring extensive work in each area.

The needs of each group will be met through a progression of 1.5 credit remedial courses. Students will proceed through the series, enrolling for modules within which their deficiencies lie.

Placement in the courses is based on the Math scores obtained on the NJCBSPT.

Computation A - Standard score of 60 and below.

Computation B - Standard score 61-70 + those progressing from Computation A.

Algebra A - Standard score 64 and below.

Algebra B - Standard score 65-74 + those progressing from Algebra A.

Course work will be mutually exclusive but progressive in nature.

Computation A will focus on whole numbers, fractions and decimals.

Computation B will review the above skills and proceed to percent and application problems.

Algebra A will include signed numbers, first-degree equations, and factoring.

Algebra B will teach fractions, and equations in two variables, and radical expressions.

A student's NJCBSPT score may indicate remediation in all or any combination of the above courses. Enrollment should be sequential and continuous until proficiency is attained.

All courses will meet twice weekly for 8 weeks of the semester. Class size will be 25/class for computation and 30/class for Algebra.

Name, Credit Revision (contd)

Projected numbers for 1983-84 (based on figures from 1982-1983)*

Computation A

1st Q - 198 students 825/class (8 classes)
2nd Q }
3rd Q } Students repeating (1 class)
4th Q }

Computation B

1st Q - 223 students 825/class (9 classes)
2nd Q - 198 students (8 classes)
3rd Q students repeating (1 class)
4th Q

Algebra A

1st Q - 62 students @ 30/class (2 classes)
2nd Q - 161 students (5 classes)
3rd Q - 161 students (5 classes)
4th Q - students repeating (1 class)

Algebra B

1st Q - 296 students @ 30/class (10 classes)
2nd Q - 62 students (2 classes)
3rd Q - 260 students (9 classes)
4th Q - 161 students (5 classes)

*The classes should be scheduled so that the number is balanced between quarters.



State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

DEVELOPMENTAL EDUCATION
609-445-7023

19 May 1983

M E M O R A N D U M

TO: Curriculum Committee

FROM: S. Claude Damico, Director, Developmental Education *SCD*
Fran Masat, Department Chairperson, Math/Computer Science

RE: Deletion of Elementary Algebra

With the proposed revision of the Developmental Education Math course design, it will be necessary to delete Elementary Algebra from the Developmental Education Math curriculum.

SCD: rhh

GLASSBORO STATE COLLEGE
Glassboro, New Jersey

SYLLABUS: 1701096 - ALGEBRA A

I. INTRODUCTORY STATEMENT

This 1.5 credit course is for students whose score on the New Jersey College Basic Skills Placement Test indicates that they need to develop basic algebra skills.

II. GENERAL OBJECTIVES

- A. The student will recognize his/her own deficiencies in the area of algebra.
- B. The student will apply basic algebraic properties to signed numbers.
- C. The student will learn to solve first-degree equations and to apply such concepts in word problems.
- D. The student will learn the use of exponents.
- E. The student will learn algebraic properties of polynomials.
- F. The student will learn to factor polynomials.
- G. The student will develop confidence in their ability to use algebraic skills.

III. COURSE CONTENT

- A. Diagnostic Testing
 - 1. Confirms class placement
 - 2. Provides a profile of strengths/deficiencies
- B. Signed Numbers/Algebraic Properties
 - 1. Order of operations
 - 2. Additional Subtraction
 - 3. Multiplication/Division
 - 4. Simplification
- C. First-Degree Equations
 - 1. Solving equations
 - 2. Solving applied problems
- D. Exponents
 - 1. Positive/Negative
 - 2. Simplification
- E. Polynomials
 - 1. Single/Several Variables

2. Addition/Subtraction
3. Multiplication/Division

F. Factoring Polynomials

1. Monomial/binomial/ trinomial
2. Solving equations/applied problems

IV EVALUATION

The students will be evaluated by the instructor on the basis of assignments, class participation, chapter tests, and a test administered by Developmental Education.

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY

SYLLABUS: 1701097 - ALGEBRA B

I. INTRODUCTORY STATEMENT

This 1.5 credit course is for students whose score on the New Jersey College Basic Skills Placement Test indicates that they need to refine basic algebra skills. It also includes students who have completed Algebra A.

II. GENERAL OBJECTIVES

- A. The student will recognize his/her own deficiencies in the area of algebra.
- B. The student will accurately apply algebraic skills involving signed numbers, first-degree equations, exponents, polynomials, and factoring.
- C. The student will learn to graph linear and non-linear equations.
- D. The student will learn to solve systems of equations and apply them to word problems.
- E. The student will learn to solve inequalities.
- F. The student will learn to perform arithmetic operations using algebraic and complex fractions, and solve application problems.
- G. The student will learn to manipulate radical expressions.

III. COURSE CONTENT

- A. Diagnostic Testing
 - 1. Confirms class placement
 - 2. Provides a profile of strengths/deficiencies
- B. Graphing
 - 1. Linear equations
 - 2. Non-linear equations
- C. Systems of equations
 - 1. Solve by graphing
 - 2. Solve by substitution
 - 3. Solve by addition
 - 4. Solving applied problems
- D. Inequalities
 - 1. Solve by addition/multiplication
 - 2. Solve by graphing
 - 3. Solving applied problems.

E. Algebraic Fractions

1. Simplification
2. Performing arithmetic operations
3. Working with complex fractions
4. Solving fractional equations
5. Solving applied problems

F. Radical Expressions

1. Arithmetic operations
2. Simplification
3. Solving radical equations

IV EVALUATION

The students will be evaluated by the instructor on the basis of assignments, class participation, chapter tests, and the Algebra Section of the New Jersey College Basic Skills Placement Test.



State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

DEVELOPMENTAL EDUCATION
609-445-7023

19 May 1983

M E M O R A N D U M

TO: Curriculum Committee

FROM: S. Claude Damico, Director, Developmental Education *SCD*
Fran Masat, Department Chairperson, Math/Computer Science

RE: Statement Supporting the Use of A and B in Developmental
Education Math Courses

The proposed name change and use of A and B to identify basic skill math units has been arrived at after much planning and research.

To use I and II would lead to confusion with non-remedial courses, i.e. Algebra II, which connotes a second level course.

The use of REMEDIAL will be opposed beginning at the State level. It is the intention of the Developmental Education Directors at the State colleges to maintain a non-labeling of students involved in remediation. No other State college uses this term REMEDIAL.

After much thought the only other possible title which would be acceptable is Developmental Algebra A and B. This appears unnecessary.

SCD: rhh

GLASSBORO STATE COLLEGE
Glassboro, New Jersey

SYLLABUS: 1701098 - COMPUTATION A

I. INTRODUCTORY STATEMENT

This 1.5 credit course is for students whose score on the New Jersey College Basic Skills Placement Test indicates that they need to develop basic computation skills.

II. GENERAL OBJECTIVES

- A. The student will recognize his/her own skill deficiencies in the area of math computation.
- B. The student will learn to add, subtract, multiply, and divide whole numbers.
- C. The student will learn to perform arithmetic operations using fractions.
- D. The student will learn to perform arithmetic operations using decimals.
- E. The student will learn to use whole number, fraction, and decimal skills in application problems.
- F. The student will develop confidence in their ability to perform computation skills.

III. COURSE CONTENT

- A. Diagnostic Testing
 - 1. Confirms class placement
 - 2. Provides a profile of strengths/deficiencies
- B. Arithmetic of whole numbers
 - 1. Addition
 - 2. Subtraction
 - 3. Multiplication
 - 4. Division
 - 5. Factors
 - 6. Exponents
 - 7. Word Problems

Syllabus: 1701098 Computation A (contd)

C. Fractions

1. Renaming
2. Multiplication
3. Division
4. Addition/Subtraction
5. Word Problems

D. Decimals

1. Addition/Subtraction
2. Multiplication/Division
3. Decimal Fractions
4. Word Problems

IV. EVALUATION

The students will be evaluated by the instructor on the basis of assignments, class participation, chapter tests, and a test administered by Developmental Education.

GLASSBORO STATE COLLEGE
Glassboro, New Jersey

SYLLABUS: 1701099 - COMPUTATION B

I. INTRODUCTORY STATEMENT

This 1.5 credit course is for students whose score on the New Jersey College Basic Skills Placement Test indicates that they need to refine basic computation skills. It also includes students who have completed Computation A.

II. GENERAL OBJECTIVES

- A. The student will recognize his/her own skill deficiencies in Math computation.
- B. The student will accurately apply arithmetic skills involving whole number, fractions, and decimals.
- C. The student will learn the concepts and processes involved with percent.
- D. The student will learn to use percent in application problems.
- E. The student will learn to calculate and apply ratio and proportion.
- F. The student will develop confidence in their ability to perform computation skills.

III. COURSE CONTENT

- A. Diagnostic Testing
 - 1. Confirms class placement
 - 2. Provides a profile of strengths/deficiencies
- B. Percents
 - 1. Numbers and percent
 - 2. Percent Problems
 - 3. Percent Application
- C. Ratio and Proportion
 - 1. Calculation of ratio
 - 2. Ratio/Proportion Application

IV. EVALUATION

The students will be evaluated by the instructor on the basis of assignments, class participation, chapter tests, and the Computation section of the New Jersey College Basic Skills Placement Test.



State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

DEVELOPMENTAL EDUCATION
609-445-7023

30 June 1983

TO: Dr. Jack Collins
Assistant to Vice President
for Academic Affairs

FROM: S. Claude Damico, Director
Developmental Education *SCD*

RE: Statement on the Use of the S Grade

It has been brought to my attention that there has been discussion regarding the use of the S grade. Though a great deal of research, planning, and communication with departments transpired prior to the determination to use the S grade, it appears now that some action must be taken on my part to either resolve the matter or continue arguing for its use. I choose the former course of action so that we can get on with other matters. I would like the record to show, however, that I yield to the use of the P and/or NC grades for all sections and sub-sections of the basic skills courses, with the clear understanding that there still exists a need for a grade which will indicate WORK in PROGRESS for the sub-sections.

This action on my part will cause an added burden for the Learning Skills Center Staff, who must work with grades and placement. The use of P for a sub-set will require a notation as that P has a different interpretation from a P given as a final grade. Often the notations in connection with grades cause problems. I would like discussion on this matter with all parties who should be involved to begin as early as possible. There is definitely a need for another grade in the basic skill grading design. What that letter notation will be remains to be decided.

I will be in contact with you on this matter.

cc: Brenda Bolay
Shirley O'Day
Fran Masat
Peg McFadden
Tom Wriggins

SCD: rhh



State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

DEVELOPMENTAL EDUCATION
609-445-7023

7 March 1983

TO: Faculty Senate Curriculum Committee

FROM: S. Claude Damico, Director, Developmental Education
Fran Masat, Chairperson, Math/Computer Science

RE: Name, Credit Revision

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1. Details

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Change requested from Developing Personal Computation Skills to Computation B.

Change requested from Elementary Algebra to Algebra A and Algebra B.

b. Sponsors: Developmental Education Program -
S. Claude Damico

Math/Computer Science - Fran Masat

2. Rationale

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3. Results

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Computation A - Standard score of 60 and below.

Computation B - Standard score 61-70 + those progressing from Computation A.

Algebra A - Standard score 64 and below.

Algebra B - Standard score 65-74 + those progressing from Algebra A.

Course work will be mutually exclusive but progressive in nature.

Computation A will focus on whole numbers, fractions and decimals.

Computation B will review the above skills and proceed to percent and application problems.

Algebra A will include signed numbers, first-degree equations, and factoring.

Algebra B will teach fractions, and equations in two variables, and radical expressions.

A student's NJCBSPT score may indicate remediation in all or any combination of the above courses. Enrollment should be sequential and continuous until proficiency is attained.

All courses will meet twice weekly for 8 weeks of the semester. Class size will be 25/class for computation and 30/class for Algebra.

Name, Credit Revision (contd)

Projected numbers for 1983-84 (based on figures from 1982-1983)*

Computation A

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2nd Q }
3rd Q } Students repeating (1 class)
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Computation B

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2nd Q - 198 students (8 classes)
3rd Q } students repeating (1 class)
4th Q }

Algebra A

1st Q - 62 students @ 30/class (2 classes)
2nd Q - 161 students (5 classes)
3rd Q - 161 students (5 classes)
4th Q - students repeating (1 class)

Algebra B

1st Q - 296 students @ 30/class (10 classes)
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State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

DEVELOPMENTAL EDUCATION
609-445-7023

19 May 1983

M E M O R A N D U M

TO: Curriculum Committee

FROM: S. Claude Damico, Director, Developmental Education *ACB*
Fran Masac, Department Chairperson, Math/Computer Science

RE: Deletion of Elementary Algebra

With the proposed revision of the Developmental Education Math course design, it will be necessary to delete Elementary Algebra from the Developmental Education Math curriculum.

SCD: rhh

GLASSBORO STATE COLLEGE
Glassboro, New Jersey

SYLLABUS: 1701096 - ALGEBRA A

I. INTRODUCTORY STATEMENT

This 1.5 credit course is for students whose score on the New Jersey College Basic Skills Placement Test indicates that they need to develop basic algebra skills.

II. GENERAL OBJECTIVES

- A. The student will recognize his/her own deficiencies in the area of algebra.
 - B. The student will apply basic algebraic properties to signed numbers.
 - C. The student will learn to solve first-degree equations and to apply such concepts in word problems.
 - D. The student will learn the use of exponents.
 - E. The student will learn algebraic properties of polynomials.
- The student will learn to factor polynomials.

The student will develop confidence in their ability to use algebraic skills.

III. COURSE CONTENT

- A. Diagnostic Testing
 - 1. Confirms class placement
 - 2. Provides a profile of strengths/deficiencies
- B. Signed Numbers/Algebraic Properties
 - 1. Order of operations
 - 2. Additional Subtraction
 - 3. Multiplication/Division
 - 4. Simplification
- C. First-Degree Equations
 - 1. Solving equations
 - 2. Solving applied problems
- D. Exponents
 - 1. Positive/Negative
 - 2. Simplification
- E. Polynomials
 - 1. Single/Several Variables

2. Addition/Subtraction
3. Multiplication/Division

F. Factoring Polynomials

1. Monomial/binomial/ trinomial
2. Solving equations/applied problems

IV EVALUATION

The students will be evaluated by the instructor on the basis of assignments, class participation, chapter tests, and a test administered by Developmental Education.

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY

LABUS: 1701697 - ALGEBRA B

I. INTRODUCTORY STATEMENT

This 1.5 credit course is for students whose score on the New Jersey College Basic Skills Placement Test indicates that they need to refine basic algebra skills. It also includes students who have completed Algebra A.

II. GENERAL OBJECTIVES

- A. The student will recognize his/her own deficiencies in the area of algebra.
- B. The student will accurately apply algebraic skills involving signed numbers, first-degree equations, exponents, polynomials, and factoring.
- C. The student will learn to graph linear and non-linear equations.
- D. The student will learn to solve systems of equations and apply them to word problems.
- E. The student will learn to solve inequalities.

The student will learn to perform arithmetic operations using algebraic and complex fractions, and solve application problems.

- G. The student will learn to manipulate radical expressions.

III. COURSE CONTENT

- A. Diagnostic Testing
 - 1. Confirms class placement
 - 2. Provides a profile of strengths/deficiencies
- B. Graphing
 - 1. Linear equations
 - 2. Non-linear equations
- C. Systems of equations
 - 1. Solve by graphing
 - 2. Solve by substitution
 - 3. Solve by addition
 - 4. Solving applied problems
- D. Inequalities
 - 1. Solve by algebraic manipulation
 - 2. Solve by graphing
 - 3. Solving applied problems.

E. Algebraic Fractions

1. Simplification
2. Performing arithmetic operations
3. Working with complex fractions
4. Solving fractional equations
5. Solving applied problems

F. Radical Expressions

1. Arithmetic operations
2. Simplification
3. Solving radical equations

IV EVALUATION

The students will be evaluated by the instructor on the basis of assignments, class participation, chapter tests, and the Algebra Section of the New Jersey College Basic Skills Placement Test.



State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 07033

DEVELOPMENTAL EDUCATION
6794-10-001

19 May 1983

M E M O R A N D U M

TO: Curriculum Committee

FROM: S. Claude Damico, Director, Developmental Education *SCD*
Fran Marat, Department Chairperson, Math/Computer Science

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Education Math Courses

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After much thought the only other possible title which would be acceptable is Developmental Algebra A and B. This appears unnecessary.

SCD:emh

GLASSBORO STATE COLLEGE
Glassboro, New Jersey

SYLLABUS: 1701098 - COMPUTATION A

I. INTRODUCTORY STATEMENT

This 1.5 credit course is for students whose score on the New Jersey College Basic Skills Placement Test indicates that they need to develop basic computation skills.

II. GENERAL OBJECTIVES

- A. The student will recognize his/her own skill deficiencies in the area of math computation.
- B. The student will learn to add, subtract, multiply, and divide whole numbers.
- C. The student will learn to perform arithmetic operations using fractions.
- D. The student will learn to perform arithmetic operations using decimals.
- E. The student will learn to use whole number, fraction, and decimal skills in application problems.
- F. The student will develop confidence in their ability to perform computation skills.

III. COURSE CONTENT

- A. Diagnostic Testing
 - 1. Confirms class placement
 - 2. Provides a profile of strengths/deficiencies
- B. Arithmetic of whole numbers
 - 1. Addition
 - 2. Subtraction
 - 3. Multiplication
 - 4. Division
 - 5. Factors
 - 6. Exponents
 - 7. Word Problems

C. Fractions

1. Renaming
2. Multiplication
3. Division
4. Addition/Subtraction
5. Word Problems

D. Decimals

1. Addition/Subtraction
2. Multiplication/Division
3. Decimal Fractions
4. Word Problems

IV. EVALUATION

The students will be evaluated by the instructor on the basis of assignments, class participation, chapter tests, and a test administered by Developmental Education.

GLASSBORO STATE COLLEGE
Glassboro, New Jersey

SYLLABUS: 1701099 - COMPUTATION B

I. INTRODUCTORY STATEMENT

This 1.5 credit course is for students whose score on the New Jersey College Basic Skills Placement Test indicates that they need to refine basic computation skills. It also includes students who have completed Computation A.

II. GENERAL OBJECTIVES

- A. The student will recognize his/her own skill deficiencies in Math computation.
 - B. The student will accurately apply arithmetic skills involving whole number, fractions, and decimals.
 - C. The student will learn the concepts and processes involved with percent.
 - D. The student will learn to use percent in application problems.
 - E. The student will learn to calculate and apply ratio and proportion.
- The student will develop confidence in their ability to perform computation skills.

III. COURSE CONTENT

- A. Diagnostic Testing
 - 1. Confirms class placement
 - 2. Provides a profile of strengths/deficiencies
- B. Percents
 - 1. Numbers and percent
 - 2. Percent Problems
 - 3. Percent Application
- C. Ratio and Proportion
 - 1. Calculation of ratio
 - 2. Ratio/Proportion Application

IV. EVALUATION

The students will be evaluated by the instructor on the basis of assignments, class participation, chapter tests, and the Computation section of the New Jersey College Basic Skills Placement Test.



State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08026

DEVELOPMENTAL EDUCATION
603-445-7023

30 June 1983

TO: Dr. Jack Collins
Assistant to Vice President
for Academic Affairs

FROM: S. Claude Damico, Director
Developmental Education *SCD*

RE: Statement on the Use of the S Grade

It has been brought to my attention that there has been discussion regarding the use of the S grade. Though a great deal of research, planning, and communication with departments transpired prior to the determination to use the S grade, it appears now that some action must be taken on my part to either resolve the matter or continue arguing for its use. I choose the former course of action so that we can get on with other matters. I would like the record to show, however, that I yield to the use of the P and/or NC grades for all sections and sub-sections of the basic skills courses, with the clear understanding that there still exists a need for a grade which will indicate WORK in PROGRESS for the sub-sections.

This action on my part will cause an added burden for the Learning Skills Center Staff, who must work with grades and placement. The use of P for a sub-set will require a notation as that P has a different interpretation from a P given as a final grade. Often the notations in connection with grades cause problems. I would like discussion on this matter with all parties who should be involved to begin as early as possible. There is definitely a need for another grade in the basic skill grading design. What that letter notation will be remains to be decided.

I will be in contact with you on this matter.

cc: Brenda Bolay
Shirley O'Day
Fran Masat
Peg McFadden
Tom Wriggins

KCD:rhh



OFFICE OF THE VICE-PRESIDENT
FOR ACADEMIC AFFAIRS

JUL 19 1983

State of New Jersey

GLASSBORO STATE COLLEGE

Faculty Senate
445-5244

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

18 July, 1983

M E M O R A N D U M

TO: Dr. Herman James, Vice President for Academic Affairs
FROM: Shirley A. O'Day, Chairperson - Senate Curriculum
Committee

The credit and title changes were approved by the Senate Curriculum Committee and recommended to you for implementation:

82-83-24 Developmental Math Changes
Computational Skills A 1.5 credits
Computational Skills B 1.5 credits
Algebra A 1.5 credits
Algebra B 1.5 credits

NOTE: DELETE ELEMENTARY ALGEBRA

SAO/eo