

Glassboro State College Senate Curriculum Committee

Approval Form

Proposal Title: Assoc. Comp. Program - French II - 1701 350

Sponsor(s) Jean-Pierre Gauthier Dept.: Math Ext. 6095

Marie Perreault

- Check one: Course Specialization Concentration Minor Achievement Certificate
 Certification Program Major Program Minor Change Deletion
(please name deletion or credit/title/catalog change)

Undergraduate Graduate 3 Credit Hours

<p>Step 1 (Department)</p> <p><input checked="" type="checkbox"/> Approved <u>12/10/92</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p><u>Marie Perreault</u> Dept. CC Chairperson</p> <p><input checked="" type="checkbox"/> Reviewed <u>1/19/93</u> Date</p> <p><u>J. Perreault</u> Dept. Chairperson</p>	<p>Step 2 (Receipt)</p> <p><input type="checkbox"/> SCC# <u>92-93-97</u></p> <p>Proposal Received _____ Date</p> <p>_____ SCC Chairperson</p>	<p>Step 3 (School CC)</p> <p>Reviewed _____</p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p>Comments:</p> <p><u>J. Caldwell</u> School Curr. Comm. Chairperson</p>
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Step 4 (Academic Dean) **Comments:**

Recommend
 Not Recommend
 Conditionally Recommend (see comments)

Reviewed _____
Date

Signature, Dean of School

Step 5 (SCC)

Open Hearing 2/26/93 Approved by Senate Curriculum Committee 2/26/93
Date Date

Returned to sponsor(s) for the following reasons:

Step 6 (Senate)

Presented to Senate 3/5/93
Date

Approved Not Approved

Notification to Executive Vice-President/Provost 3/5/93
Date

Mary A. Sedona
Signature, SCC Chairperson

Step 7 (Executive V.P./Provost)

Received _____

Date

If no, reasons are as follows:

Approved Yes No

Student credit hours _____

Faculty load hours _____

Equalized credit hours _____

Official copy and approval sheet filed MAR. 29 1996
Date

Signature, Executive Vice-President/Provost

Registrar

Approved course description received 12 Mar 93
Date

Hegis Taxonomy and Course Number assigned New Cat Descript

B2 Kelsey
Signature, Registrar

12 Mar. 93
Date

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)

MINOR CURRICULAR CHANGE

1. Details

a. Change Requested: 1701.350 Geometry I

Old Catalog Description: This course includes incidence, distance function, betweenness, plane and space separation properties, triangle congruence, absolute geometry and the Saccheri quadrilateral, and the parallel postulate.

New Catalog Description: This survey geometry course uses both synthetic and algebraic approaches to study finite geometries, transformational geometry, advanced concepts in Euclidean geometry, and non-Euclidean geometries.

b. Sponsor(s): Janet Caldwell, Mathematics

2. Rationale

a. Statement of "need": The new catalog description more accurately reflects changing emphases in geometry and the content of current textbooks in the field. It also matches more closely what is actually taught in the course.

b. Curricular effect: None.

3. Results of Consultation

a. Parties consulted: Jody Blohm, Secondary Education

b. Evidence attached.

TO: Janet Caldwell

FROM: Jody Blohm



DATE: Nov. 6th, 1992

RE: Mathematics Course Changes

Arithmetic Structures

As the mathematics educational specialist for the School of Education and Related Professional Studies, I highly recommend the inception of this course as indicated and strongly suggest that all preservice elementary school teachers be required to take this course in place of a general education course. Recommendations from NCTM and AMA include a more intensive preparation for teaching mathematics on the elementary level where the foundation for mathematics is established. This course would not only increase their knowledge of mathematical theory and improve their analytical skills but would also address the global perspective of mathematics through the use of representations, modeling, technology, and manipulatives in conjunction with the way students learn.

Geometry I, Geometry II, and Modern Geometry

The course descriptions illustrate evidence of addressing the NCTM recommendations and are clearly independent of one another in content. Clear expectations are provided for students considering enrolling in any one of the courses.

Problems in mathematics Education I & II

Description changes reflect a distinction between the two courses and establishes a continuity between the courses in terms of course requirements.