

Statement from Chair-Elect Candidate Sharmistha Self

I joined Missouri State University in 2006 and am an associate professor of economics (awaiting Board action on my promotion to full professor). I accept this nomination with a grateful heart and a commitment to work hard. I promise to do my best at being an effective representative of the MSU faculty.

I believe the Senate's original purpose and enduring interest is overseeing the University's academic program. Because of the strong link between the academic program and various faculty activities, the Senate has traditionally been the place where recommendations are developed for updating the Faculty Handbook and other operating procedures at MSU, including active involvement in how university resources are allocated.

In terms of my involvement with faculty senate, I have served on FCC and am currently serving on CGEIP. I have also chaired FCC in the past. In addition, I have served as a senator for two years. In the process I have developed a true appreciation of the process of shared governance. I believe strongly in shared governance, and that open communication is the best way to promote shared governance.

I believe the role of the Senate chair is to represent the faculty in various ways: to be the eyes and ears of the faculty in meetings, to discuss faculty concerns with administrators, to work with other Senators (and committees) to recommend policy changes to the administration and Board, and to represent the MSU faculty in its dealings with other groups, both on and off the MSU campus.

If elected to be the chair of faculty senate, I would provide an open forum at senate meetings where faculty can present issues to the faculty body. I would also invite administrators and Board members to attend and make occasional presentations at Senate meetings. My primary goal as Chair will be to promote the University's academic program and the fair treatment its faculty.

Statement from Secretary of the Faculty Candidate Ruth Barnes

I am honored to be a nominee for Secretary of the Faculty Senate. I am an Associate Professor of Dance, completing my ninth year at Missouri State University. I specialize in modern/contemporary dance technique, and also teach dance improvisation and composition, 20th and 21st century dance history, and Applied Kinesiology for the Dancer. I am especially interested in new forms of and venues for dance, including mixed media and web applications.

Before accepting the committee's nomination, I spoke with several senior faculty members with many years of experience in the Senate, including former Executive Committee members. This reflects my collaborative decision-making and leadership style.

I strongly believe in the value and importance of shared governance in the university setting. As a Board Member of the American College Dance Association, I attend national meetings at which I have learned a great deal about shared governance and academic freedom. I have also learned a great deal about shared governance through my position as Coordinator of the BFA Dance program, which, as some may remember, was identified as a low completer program by the Missouri Board of Higher Education; my department and college successfully ensured that this smaller program continue – largely thanks to our insistence on respecting the process of shared governance. I have served on several Senate committees, and have always enjoyed working with faculty members from other departments; again, I have learned a lot from those experiences.

I believe the Faculty Senate's Secretary's role is to facilitate effective faculty involvement in the process of shared governance and to develop and maintain healthy working relationships with administrators, staff and students. The Secretary also should facilitate communication among all of these groups and, of course, among the members of the faculty. I look forward to working with the Senate in this capacity.

Faculty Senate Rules Committee
Response to Charge One
February 25, 2014

FACULTY SENATE CHARGE ONE

Examine whether there is a need to change the Bylaws concerning the undergraduate student membership on College Councils and develop new wording for Article II Section 4 of the bylaws if such a change is deemed necessary.

Rationale: The Bylaws currently require the selection of a student representative to the College Council by the Student Government Association (SGA) each year. The student representative must be an undergraduate majoring in that college.

- Current practice indicates that student representatives have not served or been appointed to serve on any of the College Councils for many years.
- In informal discussions between SGA leadership and the FSEC the SGA has indicated that they might want to participate in College Council deliberations.
- Might there be another capacity that students may participate in College Councils without the formal student representative capacity and still allow a student perspective.

RULES PROCESS FOR CHARGE ONE

The current wording of the Faculty Senate bylaws indicate that student representation on the college councils is the purview of SGA; however, the Rules Committee's investigations discovered that student representation was inconsistent and in only one instance was a student representative chosen by SGA as mandated by our current bylaws. Rules then returned two opinions back to FSEC. Those were as follows:

- 1) FSEC direct SGA to modify their Bylaws to align with the Faculty Senate Bylaws regarding selection of student representatives for college councils.
- 2) FSEC direct Rules to propose changes to Faculty Senate Bylaws to mandate a selection process of student representatives for college councils that originates in the college councils. These changes could be presented to the Faculty Senate the March 2014 meeting, making voting possible at the April 2014 Faculty Senate meeting.

FSEC responded to Rules and indicated that the Rules committee should follow option the second option. This resulted in a **revised charge**:

FSEC directed Rules to propose changes to Faculty Senate Bylaws to mandate a selection process of student representatives for college councils that originates in the college councils. These changes could be presented to the Faculty Senate the March 2014 meeting, making voting possible at the April 2014 Faculty Senate meeting.

The process followed in resolving the revised charge was to mandate student representation on the various college councils rather than leaving student representation on the college councils to the Student Government Association (SGA). For consistency sake, wording was utilized from the Bylaws regarding other Senate committees to follow a similar nomination and election processes (like those Faculty Concerns and CGEIP, with the most significant difference being that neither of these bodies have student representation). The only other student representative in a standing Senate committee serves on the Committee on Honorary Degrees.

PROPOSED BYLAWS CHANGES FOR CHARGE ONE

Original Language From ART II, SEC 4

SEC 4 Membership of Councils

- A A discipline-based undergraduate college council shall consist of one member from each academic department of the college, and one student representative, majoring in a discipline in that college.* The academic dean of the college shall be an *ex officio* member of the council without vote.

* For purposes of this section only, any student working toward a Bachelor of Science in Education degree may be considered a major in Education.

- B Each college council member shall serve for a term of two years and may be reelected for one immediately succeeding term but shall not then be eligible for reelection until after the lapse of an intervening year. Department heads are not eligible for election except in the case where a department head is the only member of an academic department.

SEC 5 Election of Members to Councils

- A On the same date as the election of departmental representatives to the Faculty Senate, the ranked faculty in each academic department within each discipline-based undergraduate college shall elect, by and from the ranked faculty in that academic department, a college council representative. The academic department head will prepare a ballot of all eligible ranked faculty within the academic department and conduct the election. Voting shall be by secret ballot and each voting faculty member shall vote for one member within the academic department. The academic department head shall, in writing, notify the academic dean of the college and the Secretary of the Faculty of the outcome of the election.
- B An undergraduate student representative shall be selected by the student government association to be a member of each discipline-based undergraduate college council for a one-year term. A graduate student representative shall be selected by the graduate student council to be a member of the graduate council for a one-year term.

[Note: There is no C in the current Bylaws]

- D Vacancy

[Text removed to shorten this report.]

- E Newly-elected council members shall take office at the first session following their elections.

Proposed Changes
(additions bold, omissions stricken)

SEC 4 Membership of Councils

A A discipline-based undergraduate college council shall consist of one member from each academic department of the college, and one student representative, majoring in a discipline in that college.* The academic dean of the college **and the student representative** shall be ~~an~~ *ex officio* members of the council without vote.

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B An undergraduate student representative shall be selected ~~by the student government association~~ **by the faculty of each college** to be a member of each discipline-based undergraduate college council for a one-year term. A graduate student representative shall be selected by the graduate student council to be a member of the graduate council for a one-year term.

C **At the beginning of the spring semester, the faculty in each academic department within each undergraduate college shall elect, from the undergraduate majors within each academic department, two nominees for the student representative of each College Council. Nominees must have completed a minimum of 75 credit hours and be in good academic standing. The academic department head will prepare a ballot of all eligible students within each academic department and conduct the election. Voting shall be by secret ballot, and each voting faculty member shall vote for up to two students. The academic department head shall contact the selected students to determine their willingness to serve. Should a student refuse, then the student receiving the next highest number of votes will be contacted. This process shall continue until two students accept the nomination. The academic department head shall, in writing, notify the academic dean of the college and the chair of the college council of the outcome of the election.**

D At the first organizational meeting of each year’s new college council, the voting members shall elect one student from the nominees submitted by the departments to serve on the college council. The outgoing chair of each college council will prepare a ballot of all nominees as elected by the departments. Voting shall be by secret ballot, and each voting council member shall vote for one student representative. The student receiving the most votes shall be elected to serve as a member of the college council for a one-year term. The new chair of the college council will then notify the student of their election. Should the student refuse to serve, then the student receiving the next highest number of votes will be contacted. This process shall continue until a student has accepted the position. Upon acceptance, the college council chair shall, in writing, notify the Secretary of the Faculty and the chair of the SGA of the outcome of the election.

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Final Language

SEC 4 Membership of Councils

A A discipline-based undergraduate college council shall consist of one member from each academic department of the college, and one student representative, majoring in a discipline in that college.* Both the academic dean of the college and the student representative shall be *ex officio* members of the council without vote.

* For purposes of this section only, any student working toward a Bachelor of Science in Education degree may be considered a major in Education.

B Each college council member shall serve for a term of two years and may be reelected for one immediately succeeding term but shall not then be eligible for reelection until after the lapse of an intervening year. Department heads are not eligible for election except in the case where a department head is the only member of an academic department.

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Due to formatting and size, the FCC Attachment 4 is a separate link to the document.

DEC 03 2013

Missouri State University
CURRICULAR PROPOSAL
NEW COURSE (or new REGULAR SECTION of an existing variable content course)

Department Mathematics

Date 08/26/13

Check one: New COURSE New REGULAR (i.e. permanent) SECTION of an existing variable content course. If a new regular section of an existing variable topics course, to what existing course is it to be attached? _____

PROPOSED CATALOG DESCRIPTION

Description: : Students in this course explore the impact of major historical events, the mores of various societies, and basic human nature on the development of mathematical knowledge. Parallels will be drawn to events in today's world to determine how each individual can foster the global advancement of knowledge. The level of mathematical and historical knowledge expected of incoming students does not exceed the level of traditional high school courses.

PURPOSE OF COURSE

Students can take this course to meet the Focus on Cultural Competency portion of the Public Affairs requirement for General Education. This course is intended to meet Goal 13 and Goal 14 of the MSU General Education Learning Goals:

- General Goal (13): Students will be able to recognize and consider multiple perspectives and cultures.
- General Goal (14): Students will be able to articulate their value systems, understand the ethical implication of their actions based on those values, and develop skills consistent with having a positive impact on individuals, groups, or communities.

RELATIONSHIP TO OTHER DEPARTMENTS

This course could promote collaboration between the mathematics department and others, such as history and geography. Since it is a new course for the Public Affairs goal, it should have no negative impact on any currently offered course.

DEPARTMENT: Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty. Attach New Course Resource Information form (FS 300a/05) and forward three typed, originally signed forms to one of the following (please check all that apply and send to first council/committee marked). If the course needs to go through more than one council/committee forward one additional form for each additional council/committee marked.

- College Council (All new course proposals numbered 100-599 must go through College Council first. After approval, College Council will forward appropriate number of copies to the next committee/ council or directly to the Faculty Senate if no further committee approval is needed.)
- Professional Education Committee (Considers all new courses affecting BS and MS in Education and Educational Specialist degrees)
- Committee on General Education and Intercollegiate Programs (Considers all general education and multi-college new course proposals)
- Graduate Council (Considers all 600-, 700-, and 800-level new courses)

* If the course needs to go through more than one council/committee, forward one additional form for each additional council/committee marked.

Signature [Handwritten Signature]
Department Head

Date 8/26/13
FS New Course - 9/10/2010

(Routing on Reverse Side)

ROUTING

1. COLLEGE COUNCIL (ART VI, SEC 3B)

APPROVED

After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.

DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____
Signature [Signature] Date 10/8/2013
Chairperson

2. DEAN OF THE COLLEGE (ART VI, SEC 5)

REVIEWED

Return to College Council Chair within ten days of receipt for disposition.

Comment(s) OK
Signature [Signature] Date 10/8/13
Dean of the College

3. PROFESSIONAL EDUCATION COMMITTEE (ART III, SEC 9)

APPROVED

Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____
Signature _____ Date _____
Chairperson

4. COMMITTEE ON GENERAL EDUCATION AND INTERCOLLEGIATE PROGRAMS (ART IV, SEC 2)

APPROVED

Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____
Signature [Signature] Date 11-13-13
Chairperson

GRADUATE COUNCIL (ART V, SEC 3, OR ART VI, SEC 3B)

APPROVED

Forward two signed copies of final action to the Secretary of the Faculty for disposition.

DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____
Signature _____ Date _____
Chairperson

FACULTY SENATE (ART VI, SEC 9)

APPROVED

DISAPPROVED

Comment(s) _____
Signature _____ Date _____
Chairperson

PROVOST (ART I, SEC 6; ART VI, SEC 9)

RECOMMENDED TO PRESIDENT

NOT RECOMMENDED TO PRESIDENT

Comment(s) _____
Signature _____ Date _____
Provost

PRESIDENT

APPROVED

DISAPPROVED

Comment(s) _____
Signature _____ Date _____
President

NEW COURSE RESOURCE INFORMATION

Date 11/29/12

Department Mathematics

Course Number and Title MTH 121: Multicultural Views of History and Mathematics

Maximum Enrollment Limit 44

Anticipated Average Enrollment 60-100 students each spring semester

Faculty Load Assignment 3 Equated Hours

Is another course being deleted? If so, give course number and title.

No course is being deleted.

What will this course require in the way of:

Additional library holdings? Several titles may be requested to increase the holdings in history of mathematics for the layman.

Additional computer resources? None anticipated. Access to web-conferencing tool like Adobe Connect may be requested.

Additional or remodeled facilities? None.

Additional equipment or supplies? None.

Additional travel funds? None.

Additional faculty--general vs specialized? None.

Other additional expenses? None.

3 If additional faculty are not required, how will faculty be made available to teach this course?

This course will be offered in the spring semester, when the numbers are lower in gen ed courses.

List names of current faculty qualified to teach this course: All Mathematics Department faculty -- ranked and instructors

4 What is the anticipated source of students for this course? (If from within the department, will students be taking this course in addition to or in place of other courses? If from outside the department, which courses in other departments would most likely be affected?)

This would be one option for students to meet the Gen Ed requirement for Public Affairs.

5 Other comments:

MTH 121: Multicultural Views of History and Mathematics

Proposed Syllabus

Mrs. Patti Blanton

Office: Cheek 55M (northeast corner of the mezzanine)

Office Hours: as below or by appointment

Office Phone: 417-836-5317

E-mail: pblanton@missouristate.edu

MWF	
M	
TR	

Type of Course: General Education – Breadth of Knowledge: Public Affairs Focus on Cultural Competence

Prerequisite: None

Description: Students in this course explore the impact of major historical events, the mores of various societies, and basic human nature on the development of mathematical knowledge. Parallels will be drawn to events in today's world to determine how each individual can foster the global advancement of knowledge. The level of mathematical and historical knowledge expected of incoming students does not exceed the level of traditional high school courses.

Philosophy: In *The Story of Mathematics*, Richard Mankiewicz claims that "the evolution of science, philosophy and mathematics, all related, is far more important to the history of humanity than a parade of rulers and a procession of wars." Many people today have no comprehension of what this evolutionary process has entailed. To help our students experience mathematics, and human knowledge in general, as an ongoing endeavor of humankind, this course is designed to explore the evolution of mathematical knowledge within the context of the culture and ethics of the times. Mathematical history can show us how this development has been affected by geography, wars, religion, society's views on equity, and the perseverance of the human spirit and how our ethics and values of today can inhibit or encourage continued development of human knowledge. In our quest to reach this understanding, students will be guided and encouraged to seek out information from reliable sources and topical experts.

Purpose of the Course: Students can take this course to meet the Focus on Cultural Competency portion of the Public Affairs requirement for General Education. This course is intended to meet Goal 13 and Goal 14 of the MSU General Education Learning Goals:

- General Goal (13): Students will be able to recognize and consider multiple perspectives and cultures.
- General Goal (14): Students will be able to articulate their value systems, understand the ethical implication of their actions based on those values, and develop skills consistent with having a positive impact on individuals, groups, or communities.

Required Textbook: Mankiewicz, R., (2000). The Story of Mathematics, Princeton University Press.

Additional Course Materials: Along with the required textbook, the instructor and students will use written and on-line sources to explore particular topics in more depth and to enhance the cultural experience with visual and auditory experiences.

Learning Objectives and Assessment: This course meets the General Education Learning Goals as indicated below. These goals will be assessed through quizzes, exams, presentations and research papers. Data will be collected by instructors following departmental guidelines developed by the curriculum team for this course.

MSU Learning Goal	MTH 121 Learning Objectives
Cultural Competence (Goal 13) #2: Understand, critically examine, and articulate key similarities and differences between their own cultural practices and perspectives and those of other cultures, past and present.	Students will explore various events in the history of mathematics, focusing on the culture of the times and how we can learn from those situations to support the advancement of knowledge in our times.
Cultural Competence (Goal 13) #3: Identify the importance and best practices of developing skills for working/interacting with others.	Students will explore the competitive side of academic research as well as the occasional collaborations: Newton versus Leibniz; Tartaglia versus Cardano; Kepler and Brahe partnership; and, Einstein looks to the mathematicians of the day for assistance and finds what he needs within the new field of Non-Euclidean Geometry. Students will then consider how they can best support the advancement of human knowledge through their own actions and how society can best collectively support such advancement.

<p>Cultural Competence (Goal 13) #4: Analyze the role that different languages, cultures, institutions, and beliefs have in shaping individual and collective behavior.</p>	<p>Students will re-create Eratosthenes' approximation of the measure of the Earth in about 230 BCE and trace the development of knowledge related to our place in the universe. Attention will be given to the impact of religion on this topic and how humankind arrived at the point where the common person believed the earth to be flat. Then, students apply this to today's world – how do our current beliefs, cultures and institutions shape the development of human knowledge?</p>
<p>Ethical Leadership (Goal 14) #1: Engage in self-evaluation of their personal values and the degree to which their ethical values and behaviors are congruent.</p>	<p>As students have the opportunity to see the impact of cultural mores and human actions on the development of mathematics over its history, they will be asked to evaluate their own ethical values and anticipate the effect their values would have on the development of human knowledge.</p>
<p>Ethical Leadership (Goal 14) #3: Identify areas of difficulty in responding to situations demanding ethical inquiry.</p>	<p>Cultural bias, gender bias, and religious intolerance have all had a part in the history of mathematics. Students will explore the impact of these throughout history and the level to which they appear to still be affecting the development of human knowledge today. How can we respond to these same situations today?</p>
<p>Ethical Leadership (Goal 14) #4: Analyze complex ethical dilemmas facing the world.</p>	<p>Students will explore the adage: "knowledge is power" and determine its accuracy and relevance in today's world. Emphasis will be made on how students can help their world to best support the advancement of human knowledge.</p>

Pedagogical and Topical Aspects of the Course: This course should be presented in a variety of contexts. It can be a blended course with students accessing factual information outside of class, then discussing and analyzing contexts within class. Virtual tours can be made to explore locations and artifacts. Guest experts from various departments across campus can present on specific topics.

Topics can include:

1. contributions of major figures, such as: ancient Greek mathematicians, Archimedes, Gauss, and Newton
2. contents of important ancient texts such as the Rhind Papyrus or the Archimedes Codex
3. the fragility of an axiomatic system – or why we have to prove everything
4. development of the Hindu-Arabic numeral system
5. mathematics related to wars
6. the impact of religion on the development of mathematical knowledge
7. mathematics developed to measure the earth and stars
8. the effects of gender bias throughout the development of mathematical knowledge
9. the effect of laws against homosexuality on the life of a mathematician who saved lives, and possibly countries in World War II
10. famous theorems and problems throughout history, such as: Eratosthenes' approximation of the circumference of the earth, Euclid's Fifth Postulate, the Pythagorean Theorem, Fermat's Last Theorem.

Attendance: Due to the nature of this course, attendance to each class is critical. Students should make every effort to be in attendance at each session. In the event that you must miss class, you should contact the instructor for any items that were distributed during class. You should also contact a classmate to get any missed notes. In the event that the absence occurred on the day of an exam or a presentation that you are making, see below.

Homework and Quizzes: Homework may be given during any lesson. Unless stated otherwise, it will be due at the ***beginning of the class period*** immediately following assignment. A student will be granted two late assignments throughout the entire course, but you must request a date be extended by e-mailing the instructor.

Daily quizzes will be given at the discretion of the instructor. There is no make-up available for any of these quizzes.

Exams and Presentations: There will be a midterm and a final exam, both of which are cumulative in nature. **ATTENDANCE IS MANDATORY ON THE DAY OF AN EXAM OR PRESENTATION!! PLAN BACK-UP TRANSPORTATION/CHILDCARE/ALARMS!!!!** If a make-up exam option is granted, that exam may be more rigorous than the original exam.

Requirements to qualify to take a make-up exam or make a late presentation:

1. The instructor must be notified of the absence by e-mail or by office phone **PRIOR TO THE START OF THE EXAM!** The notification must be made as early as possible in the event of a schedule conflict that cannot be resolved. If notification prior to the exam was not possible, proper notification verifying that impossibility must be provided.
2. Documentation of absence **MUST** be provided! That documentation may include a doctor's notification indicating that the student was too ill to attend class that day; a note from a coach or faculty sponsor indicating a required school activity on that day; or a police report showing date and time of an occurrence that precludes attendance to class.
3. The **STUDENT** must initiate a request for a make-up exam or a time for a late presentation and either of these must be completed within one week of the missed in-class activity. Situations requiring extended time must be discussed with the instructor.

Grading: The course grade will be maintained in Blackboard and it is the student's right and responsibility to verify the accuracy of the entries. The grade is weighted according to the following scale:

Category	Percent of Course Grade
Homework and Quizzes	15%
Presentation/Project	20%
Research Paper	15%
Midterm Exam	20%
Comprehensive Final	30%
Total	100%

The course grade will be round to the nearest whole number and following grading scheme will be used:

Excellent	A	93 to 100%
	A-	90 to 92%
Good	B+	87 to 89%
	B	83 to 86%
	B-	80 to 82%
Average	C+	77 to 79%
	C	73 to 76%
	C-	70 to 72%
Inadequate	D+	67 to 69%
	D	60 to 66%
Unacceptable	F	Below 60%

Dates for Dropping: _____ is the deadline to drop or withdraw from a full semester class. **The action of dropping the class is the responsibility of the student!!** If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will continue all financial obligations.

Academic Integrity: Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's *Student Academic Integrity Policies and Procedures*, available at www.missouristate.edu/policy/academicintegritystudents.htm. You are also responsible for understanding and following any additional academic integrity policies specific to this class (as outlined below). Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy. If you are accused of violating this policy and are in the appeals process, you should continue participating in the class.

A current university student ID or valid photo driver's license will be required for the first exam. For purposes of test security, any student leaving the room during an exam will not be allowed to re-enter or to continue with the exam. On the day of the exam, if a student wears a hat, that hat must not have a bill that projects in front of the student's face. During any quiz or test, **if a cell phone or a graphing calculator with CAS capability is present, when not specifically stated as allowed, the student will receive a zero on that assessment.**

Nondiscrimination Policy: Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Equity and Diversity, Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at www.missouristate.edu/equity/.

Disability Accommodation Policy: To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Plaster Student Union, Suite 405, (417) 836-4192 or (417) 836-6792 (TTY), www.missouristate.edu/disability. Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, (417) 836-4787, <http://psychology.missouristate.edu/lhc>.

Electronic Communication Devices: In respect of the learning environment, all pagers, cell phones and other electronic communication devices (not for assistance of a disabled student) must be turned off during class. ***Entertainment media and all electronic communication devices are not allowed during instruction or testing times.*** No video or audio recording of the lectures or conferences can be made without the prior knowledge of the instructor. In the case that a recording is needed, that record is solely for the use of that student and is not to be shared in any electronic media.

Emergency Response Information: Students who require assistance during an emergency evacuation must discuss their needs with their professors and Disability Services. If you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

For additional information, students should contact the Office of Disability Services at 836-4192 (PSU 405), or Larry Combs, Interim Assistant Director of Public Safety and Transportation at 836-6576. For further information on Missouri State University's Emergency Response Plan, please refer to the following website: <http://www.missouristate.edu/safetran/erp.htm>.

Application Form for Proposed Courses Revised General Education Program Curriculum

Approvals and Statements:

Department Head:	<u>Bray, William O</u>
Approval Status:	Approved
Statement:	This course is designed to give students an appreciation for the impact mathematics has had in history and the development of society and further, the impact historical and cultural events have had on the development of mathematics. Its design concept is centered well on General Goals 13 and 14.
Date:	2013-03-01 08:54:10.0
Dean:	<u>Jahnke, Tamera S</u>
Approval Status:	Approved
Statement:	
Date:	2013-03-01 17:04:18.0
CGEIP Chair:	<u>Smith, Joshua J</u>
Approval Status:	Approved
Date:	2013-03-23 11:23:39.0

Course Information:

Submitting User:	<u>Bray, William O</u>
Submitting Date:	2013-03-01 08:53:03.0
Department Code:	MTH
Course Number:	121
Course Title:	Multicultural Views of History and Mathematics
Credit Hours:	3
Prerequisites:	none

How the course aligns with the GLG's:

In "The Story of Mathematics", Richard Mankiewicz claims that "the evolution of science, philosophy and mathematics, all related, is far more important to the history of humanity than a parade of rulers and a procession of wars." Many people today have no comprehension of what this evolutionary process has entailed. To help our students experience mathematics, and human knowledge in general, as an ongoing endeavor of humankind, this course is designed to explore the evolution of mathematical knowledge within the context of the culture and ethics of the times aligning with Goal 13. Mathematical history can show us how this development has been affected by geography, wars, religion, society's views on equity, and the perseverance of the human spirit and how our ethics and values of today can inhibit

or encourage continued development of human knowledge (Goal 14). In our quest to reach this understanding, students will be guided and encouraged to seek out information from reliable sources and topical experts.

Syllabus Attachment:

MTH 121 Syllabus and Policy Statement1362149583483.docx

Curricular Area, General Learning Goals, and Specific Learning Outcomes:

Course Area: Breadth of Knowledge
 Course Type: Public Affairs - Cultural Competence

General Goal (14): Students will be able to articulate their value systems, understand the ethical implications of their actions based on those values, and develop skills consistent with having a positive impact on individuals, groups, or communities.

- **SLO14.2 - Understand the foundations for ethical thought and action.** Tool(s) used to assess this specific learning outcome:

- Presentation
- Project
- Quiz
- Research paper
- Specific item on an exam

Assessment data instructors will track and report:

- Number of items correct
- Other: Content and structure for presentations, etc.

- **SLO14.4 - Analyze complex ethical dilemmas facing the world.** Tool(s) used to assess this specific learning outcome:

- Presentation
- Project
- Quiz
- Research paper
- Specific item on an exam

Assessment data instructors will track and report:

- Number of items correct
- Other: Content and structure for presentations, etc.

- **SLO14.5 - Understand and evaluate the causes of societal problems and potential solutions.** Tool(s) used to assess this specific learning outcome:

- Presentation
- Project
- Quiz

- Research paper
- Specific item on an exam

Assessment data instructors will track and report:

- Number of items correct
- Other: Content and structure for presentations, etc.

General Goal (13): Students will be able to recognize and consider multiple perspectives and cultures.

- SLO13.2 - Understand, critically examine, and articulate key similarities and differences between their own cultural practices and perspectives and those of other cultures, past and present. Tool(s) used to assess this specific learning outcome:

- Presentation
- Project
- Quiz
- Research paper
- Specific item on an exam

Assessment data instructors will track and report:

- Number of items correct
- Other: Content and structure for presentations, etc.

- SLO13.4 - Analyze the role that different languages, cultures, institutions, and beliefs have in shaping individual and collective behavior. Tool(s) used to assess this specific learning outcome:

- Presentation
- Project
- Quiz
- Research paper
- Specific item on an exam

Assessment data instructors will track and report:

- Number of items correct
- Other: Content and structure for presentations, etc.

Enrollment:

	Fall	Spring	Summer	Intersessions
Number of Sections:	0	1	1	0
Enrollment Per Section:	0	40	25	0

Total Annual Enrollment: 65

Other Considerations:

Modalities

- Traditional
- Blended

High Impact Education Experiences

Instruction:

Instructor type(s): Full time faculty

Instructor Qualifying Criteria: Minimum of a Master's degree in mathematics or mathematics education.

Instructional methods that support student success: Class discussions, discussion boards, study groups

Assessment:

Primary individual(s) that will review and analyze the assessment data across sections:

- Course coordinator

How results will be shared with those that teach the course:

- Electronic discussion board
- Other: Share Point Site

When results will be shared with those that teach the course:

- Each year

Coordinator: Blanton, Patti Ann

Completed GEA Training: Yes

Comments

Smith, Joshua J CGEIP Chair 2013-03-23 11:23:39.0 MTH 121 resubmission is a new course to the General Education Cultural Competence area of the revised general education. The revised application as well as the syllabus show clear alignment of the general education goals (GG13 and 14) as well as the Specific Learning Outcomes (SLO) selected for the course. There is a clear integration of the course goals with the general education SLOs within the syllabus. The assessment tools can be identified in the syllabus and appear able to be assessed through the course. NOTE: New Course Proposal form needs catalog description changes and approval by CNAS college council before this course can be forwarded to faculty senate for approval.

Hamwi, CGEIP 2013-03- Now that the issue with lack of SLOs has been

**Georg
Alex
Qiu,
Xiaomin**

CGEIP 2013-03-18
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corrected, I recommend approval.

This course is not currently in the MSU General Education Curriculum. The provided syllabus states the detailed content of General Education Goals (GG 13 and 14), and associated SLOs. A clear connection between SLOs and course learning goals can be found in the syllabus. The assessment tools that have been selected within the application can be identified in the proposed syllabus. This course application has a plan of collecting, analyzing, and sharing the assessment results. A course coordinator has been identified, and completed GEA training. I recommend approval.