

**NEW COURSE
GENERAL EDUCATION**

Proposal for a New Course, General Education

Department Mathematics and Computer Science **Date** October 26, 2007

Original Submission Resubmission

Date of Original Submission: 10/27/2007 Date of Implementation: Fall 2008

Retroactive? (If yes, please specify) No.

I. New Proposed Course Information

Discipline Prefix MATH Course Number 114

Course Title Mathematics for the Consumer Credit Hours 3

Prerequisite Course none

Speaking Intensive no Writing Intensive no

If Cross-Listed:

Secondary Prefix _____ Course Number _____

Course Description. **Mathematics 114.** *Mathematics for the Consumer.* An introductory course designed to acquaint the student with the application of mathematics in the life of the consumer. Special attention will be given to the algebraic derivation of formulas, the reduction of real life situations to mathematical models, and the mathematics employed in banking, budgeting, credit, taxes, insurance, installment buying, annuities, stocks, bonds, and mortgages. 3 credits.

General Education Goal(s) for which course is designed: Goal 5

Please attach a proposed syllabus in SACS format. The syllabus, or an attachment, should indicate in some detail how the course will satisfy each of the nine (9) required General Education Course Criteria (page 17).

II. Required for a Major, Minor, Concentration (please specify): Elective.

III. Rationale for Course: Please note: This course is already in the mathematics catalog. However, it is not classified as a general education course. This course will discuss common financial notions with which almost all students will have to grapple. The topics in this course rely on technology to compute some results but also rely on the student to interpret the data and assess its validity.

Although quantitative reasoning is not a skill that is or should be limited exclusively to mathematics courses, MATH 114 will aid in the development of quantitative reasoning skills in several ways. Students will be asked to use formulas and graphs to interpret both elementary

statistics results and results from financial mathematics. Students will be asked to represent their answers using both formulas and a written summary to express their understanding of the mathematical concepts. Problems will require the use of arithmetic and statistics to achieve a solution, and the idea of checking an answer for accuracy and reasonableness will be reinforced. Please see the attached General Education matrix for more detail.

IV. Resource Assessment

- A. How frequently do you anticipate offering this course? Fall and spring semesters, and summer session if interest permits.
- B. Describe anticipated staffing for the course, including any changes in existing faculty assignments: We will offer fewer sections of other (Math 121, Math 131, or Math 171) general education courses.
- C. Estimate the cost of required new equipment: None.
- D. Estimated cost of and description of additional library resources: None.
- E. Will this course require additional computer use, hardware or software? If so, please describe and estimate cost: No.

V. Approvals

	Date Rec'd	Signature	Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____	_____
2. Department Chair	_____	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:				
Department _____		Date Notified _____		
Department _____		Date Notified _____		
Department _____		Date Notified _____		
3. College Dean	_____	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____	_____
5. General Education Committee	_____	_____	_____	_____
6. Educational Policy Committee	_____	_____	_____	_____
7. Faculty Senate Chair	_____	_____	_____	_____
8. Date received by Registrar	_____			

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.