

<b>Fiscal Unit/Academic Org</b>	Mathematics - D0671
<b>Administering College/Academic Group</b>	Arts and Sciences
<b>Co-administering College/Academic Group</b>	
<b>Semester Conversion Designation</b>	New Program/Plan
<b>Proposed Program/Plan Name</b>	Integrated Major in Mathematics and English
<b>Type of Program/Plan</b>	Undergraduate bachelors degree program or major
<b>Program/Plan Code Abbreviation</b>	IMME
<b>Proposed Degree Title</b>	Bachelor of Science in English and Mathematics

**Credit Hour Explanation**

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				121	
Required credit hours offered by the unit	Minimum			27	
	Maximum			41	
Required credit hours offered outside of the unit	Minimum			58	
	Maximum			72	
Required prerequisite credit hours not included above	Minimum			22	
	Maximum			22	

**Program Learning Goals**

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

**Program Learning Goals**

- Students develop mathematical problem-solving skills in chosen track within the major.
- Students learn to communicate mathematical understanding effectively.
- Students learn to analyze texts of various kinds—e.g., film, literary, oral, digital.
- Students gain an understanding of the role of diversity in literature and culture.
- Students demonstrate high levels of proficiency in oral and written communication by developing the ability to write persuasively and elegantly using the skills of argumentation, rhetoric, and style in more than one context.
- Students successfully integrate the skills learned in Math and English.

**Assessment**

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

**Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes**

**Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No**

**DIRECT MEASURES (means of assessment that measure performance directly, are authentic and minimize mitigating or intervening factors)**

**Classroom assignments**

- Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams)

**Evaluation of a body of work produced by the student**

- Practicum, internship or research evaluation of student work
- Portfolio evaluation of student work
- Capstone course reports, papers, or presentations

**INDIRECT MEASURES (means of assessment that are related to direct measures but are steps removed from those measures)**

**Surveys and Interviews**

- Student survey
- Employer feedback or survey

**Additional types of indirect evidence**

- Job or post-baccalaureate education placement
- Grade review

**USE OF DATA (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)**

- Analyze and discuss trends with the unit's faculty
- Analyze and report to college/school
- Periodically confirm that current curriculum and courses are facilitating student attainment of program goals

**Program Specializations/Sub-Plans**

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

<b>Program Specialization/Sub-Plan Name</b>	Financial/Actuarial Track
<b>Program Specialization/Sub-Plan Goals</b>	<ul style="list-style-type: none"> <li>• Students demonstrate strong computational skills highlighting statistics and probability, enhanced by strong writing, social awareness, and critical thinking skills.</li> </ul>
<b>Program Specialization/Sub-Plan Name</b>	Math Education Track
<b>Program Specialization/Sub-Plan Goals</b>	<ul style="list-style-type: none"> <li>• Students demonstrate the skills present in strong educators with exemplary content knowledge as well as the ability to analyze, decipher, and explain math in diverse ways.</li> </ul>
<b>Program Specialization/Sub-Plan Name</b>	Applied Math Track
<b>Program Specialization/Sub-Plan Goals</b>	<ul style="list-style-type: none"> <li>• Students exercise the skills that comprise a strong foundation in mathematics and its application to industrial and physical sciences, exhibiting excellent complementary skills in writing, research, and analysis.</li> </ul>
<b>Program Specialization/Sub-Plan Name</b>	Theoretical Math Track
<b>Program Specialization/Sub-Plan Goals</b>	<ul style="list-style-type: none"> <li>• Students are able to personalize the IDEM with a focus on "pure" mathematics, exploring the basic concepts and structure beneath math topics ranging from geometry to analysis, and articulating these topics to highlight particular fields of interest.</li> </ul>

**Pre-Major**

Does this Program have a Pre-Major? No

## Attachments

- ASC IMME proposal.docx: December 2016 Cover letter from English and Math  
*(Letter from Program-offering Unit. Owner: Husen, William J)*
- IMME revision March 2017. dsl (1) 323\_1.docx: Revised(2) program proposal  
*(Program Proposal. Owner: Husen, William J)*
- ASC IMME proposal March 2017\_revised (2).docx: March 2017 Cover letter  
*(Letter from Program-offering Unit. Owner: Husen, William J)*

## Comments

- Revised Program Proposal attached - including curriculum maps and advising sheets. March 2017 cover letter addresses revision requests and associated changes. *(by Husen, William J on 03/24/2017 03:17 PM)*
- See 1-24-17 feedback email to B. Husen and C. Simmons. *(by Vankeerbergen, Bernadette Chantal on 01/24/2017 01:42 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Husen, William J	02/18/2016 03:54 PM	Submitted for Approval
Approved	Husen, William J	02/18/2016 03:54 PM	Unit Approval
Approved	Haddad, Deborah Moore	02/18/2016 05:10 PM	College Approval
Approved	Vankeerbergen, Bernadette Chantal	02/28/2016 06:22 PM	ASCCAO Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	03/07/2016 09:28 AM	ASC Approval
Submitted	Husen, William J	11/29/2016 09:55 AM	Submitted for Approval
Approved	Husen, William J	11/29/2016 09:56 AM	Unit Approval
Approved	Haddad, Deborah Moore	11/29/2016 11:41 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	12/01/2016 12:03 PM	ASCCAO Approval
Submitted	Husen, William J	12/01/2016 12:47 PM	Submitted for Approval
Approved	Husen, William J	12/01/2016 12:47 PM	Unit Approval
Approved	Haddad, Deborah Moore	12/01/2016 04:23 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/24/2017 01:42 PM	ASCCAO Approval
Submitted	Husen, William J	03/24/2017 03:17 PM	Submitted for Approval
Approved	Husen, William J	03/24/2017 03:18 PM	Unit Approval
Approved	Haddad, Deborah Moore	03/24/2017 04:00 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	03/24/2017 04:00 PM	ASCCAO Approval