# CURRICULUM PROPOSAL COVER SHEET University-Wide Undergraduate Curriculum Committee

Number Lo-62	UWUCC Use Only Number
Action W Date 1-19-89	Action
I. TITLE/AUTHOR OF CHANGE COURSE/PROGRAM TITLE DEPARTMENT CONTACT PERSON	14 417 STATISTICAL Applications
II. THIS COURSE IS BEING PR  Course Approval Only	OPOSED FOR:
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COURSE NUMBER:

New - MA 417

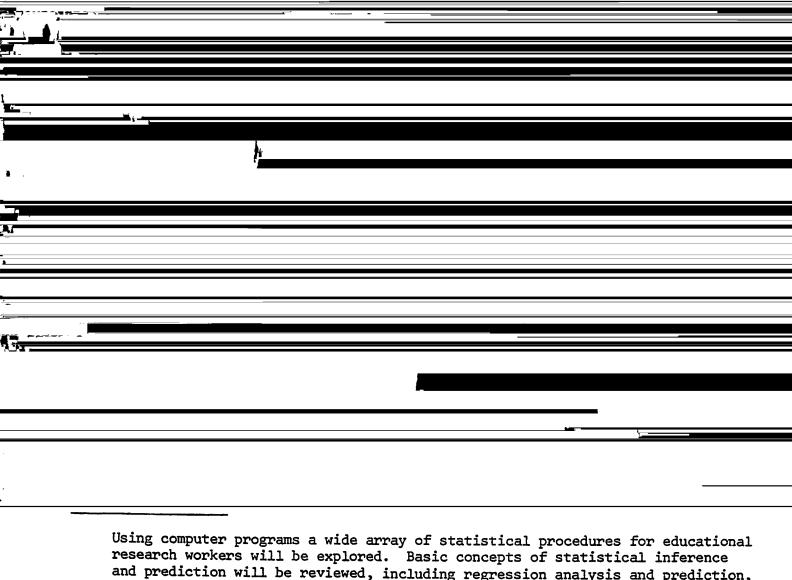
Old - MA 462

COURSE TITLE:

Statistical Applications

CREDITS:

3 Semester hours



and prediction will be reviewed, including regression analysis and prediction, hypothesis testing, analysis of variance and covariance, and partial and multiple correlation. Emphasis is on use of computer and interpretation of Computer print-outs slong with understanding to about the death

- V. Test analysis
  - A. Item analysis
  - B. Reliability
- VI. Non-parametric tests
  - A. Chi-sonano
  - B. Contingency coefficient
  - C. Man Whitney U-test
  - D. Kendall coefficient of concordance
  - E. Friedman two-way analysis of variance
- VII. Use of canned computer programs

All of the above statistical procedures are available at the IUP

## LIBERAL STUDIES COURSE APPROVAL FORM

Crite the L	t. The form is intended to assist you in developing your course to meet the university's ria for Liberal Studies, and to arrange your proposal in a standard order for consideration by SC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; hone, 357-5715.
cours	net use this form for technical, professional, or pre-professional courses or for remedial es, none of which is eligible for Liberal Studies. Do not use this form for sections of the sesis course or for writing-intensive sections; different forms will be available for those.
PAI	RT I. BASIC INFORMATION
	or which category(ies) are you proposing the course? Check all hat apply.
	LEARNING SKILLS
	First English Composition Course  Second English Composition Course  Mathematics
	KNOWLEDGE AREAS
	Humanities: History
	x # 11

	Liberal Studies Form 2
	PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE
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	All Liberal Studies courses must contribute to at least one of these goals; most will
	meet more than one. As you check them off, please indicate whether you consider
	them to be primary or secondary goals of the course. [For example, a history course
	might assume "historical consciousness" and "acquiring a body of knowledge" as its
	primary goals, but it might also enhance inquiry skills or literacy or library skills.]
	Keep in mind that no single course is expected to shoulder all by itself the
	resonneihility for meeting these goals our week in managed and an hand in the
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# PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL\_STIDIES? Diones attach anemore to these exections A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the Marihility which contributes to impainative committed toaching allow

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of repsonsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

### Liberal Studies Form - 4

	E.	The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.	
		1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make	
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		2. Define and analyze problems, frame questions, evaluate available solutions, and make choices     3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.	
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### PART III (MA 417)

	A. There will be a common syllabi of topics that should be covered by each instructor teaching this course. Such common syllabi should include but not be limited to topics which introduce the student to deductive
	reasoning, develop in the student problem solving skills, and enable the
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	also to have the ability to use and interpret numerical data.
	B. Whenever appropriate, information will be introduced into the
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principles of mathematics for proper interpretation. Skills mastered in this course can last one a life time.

# CHECK LIST -- MATHEMATICS (Learning Skills Area)

Mathematics Criteria which the Course must meet:

	Introduce students to deductive reasoning
	Develop in the student problem solving techniques appropriate for the course.
	Enable the student to understand the underlying principles of formulas.
	Fighle the student to use and interpret numerical information
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	X-2:
	Courses appropriate to the Mathematics Learning Skills Area must be either:  A. Mathematics courses that develop significant mathematical skills required by a major discipline.  B. Mathematics courses designed for Liberal Studies.  Additional criteria which courses in Category B must meet:  Develop the student's confidence in handling numerical problems and data.
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	student.
	Include elements on the history or appreciation of mathematics.
	Introduce the hand-held calculator or the computer as a tool.