



COURSE IMPLEMENTATION DATE: September 2009
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: March 2013
(four years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

MATH 062	Upgrading and University Preparation	1.5
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Fundamental Math III		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION: This is the third of four basic mathematics courses. At this level, students will be introduced to ratios, proportion, and percent. Students will solve problems that determine a missing term. Student learning strategies include building confidence, working independently, and locating and correcting errors.

PREREQUISITES: Completion of MATH 051 or 053; or UUP Department permission (assessment may be required).
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):	SERVICE COURSE TO: <i>(department/program)</i>
(a) Replaces: <u>MATH 061</u>	_____
(b) Cross-listed with: _____	_____
(c) Cannot take: _____ for further credit.	_____

TOTAL HOURS PER TERM: <u>45</u>	TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS:	Length of course: _____
Lectures: _____ Hrs	Hours per day: _____
Seminar: _____ Hrs	
Laboratory: _____ Hrs	
Field experience: _____ Hrs	
Student directed learning: _____ Hrs	
Other (specify): Individual <u>45</u> Hrs and/or small group work	
	OTHER:
	Maximum enrolment: <u>24</u>
	Expected frequency of course offerings: <u>Every semester</u> <i>(every semester, annually, every other year, etc.)</i>

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Course designer(s): <u>Jean Atkinson, Leonne Beebe, Barbara Stirskey, Greg St. Hilaire, Trudy Archie</u>	
Department Head: <u>Sue Brigden</u>	Date approved: <u>February 2009</u>
Supporting area consultation (UPACA1)	Date of meeting: <u>February 6, 2009</u>
Curriculum Committee chair: <u>Greg St. Hilaire</u>	Date approved: <u>March 2009</u>
Dean/Associate VP: <u>Karen Evans</u>	Date approved: <u>March 2009</u>
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: <u>March 27, 2009</u>

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

1. define key words and symbols: ratio, rate, proportion, percent, commission, tax, discount, simple interest
2. recognize percent notation as a denominator of 100
3. determine if a proportion is true
4. solve a proportion for a missing term
5. write relationships between numbers, rates, or quantities as a ratio
6. write relationships between two numbers as a percent
6. convert a decimal to a percent
7. convert a percent to a decimal
8. convert a fraction to a percent
9. convert a percent to a fraction
10. find a percent of a number
11. find what percent one number is of another
12. find a number when a percent is given
13. apply ratio and proportion to solve problems involving real-life situations including percent increase and decrease

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Methods will vary with instructor, but may include mini lessons, individual assistance, group activities, assignments, demonstrations, group problem-solving, math labs, and computer-assisted learning.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- Examination(s) Portfolio assessment Interview(s)
- Other (specify):
- PLAR cannot be awarded for this course for the following reason(s): Not appropriate

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Hutchison, D, Berman, B, & Baratto, S. (2007) Prealgebra: An Integrated Equations Approach (2nd Edition).
McGraw-Hill Ryerson
Instructor-developed materials

SUPPLIES / MATERIALS:

Scientific Calculator

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Assignments	15%
Chapter tests	50%
Final Exam	35%

Weightings will vary with individual instructors, but assessment methods may include assignments, lab activities, quizzes, unit tests, midterm, and/or a final examination.

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:] Vocabulary Development

Ratio relationships
Percent calculations
Simple Interest
Converting among fractions, decimals, and percents