

MTH 105Z Math in Society

The following provides a summary of the 2022 Recommendation Report for the CCN Math Subcommittee. Transfer Council recommends that due to changes in course information under [OAR 715-025-0065 through 0115](#), colleges and universities should ensure students' academic progress is not disrupted. Courses completed before CCN changes should count toward graduation, even if requirements shift. Holding students harmless means honoring their efforts, supporting them through transitions, and keeping learning—not compliance—the central focus. CCN course information should be adopted as written. For more detailed information on what can be added to the course description and course learning outcomes, see the [CCN Revised Framework](#) and for more general information, see CCN Reports & Memos on the [Educator Resources—Common Course Numbering](#) webpage.

Approved CCN Course Information

Date Approved:

November 4, 2022

Catalog Dates:

Required to begin appearing in the 2023-24 catalog.

Review Timeline:

- First Annual Review: Winter 2025
- First Triennial Review: Winter 2027

Course Number and Prefix:

MTH or MATH 105Z

Course Title:

Math in Society

Course Credits:

4

Course Description:

An exploration of present-day applications of mathematics focused on developing numeracy. Major topics include quantitative reasoning and problem-solving strategies, probability and statistics, and financial mathematics; these topics are to be weighted approximately equally. This course emphasizes mathematical literacy and communication, relevant everyday applications, and the appropriate use of current technology.

Course Learning Outcomes:

At the end of this course, students will be able to:

1. Employ mathematical reasoning skills when reading complex problems requiring quantitative or symbolic analysis and demonstrate versatility in the consideration and selection of solution strategies.
2. Demonstrate proficiency in the use of mathematical symbols, techniques, and computation that contribute to the exploration of applications of mathematics.
3. Use appropriate mathematical structures and processes to make decisions and solve problems in the contexts of logical reasoning, probability, data, statistics, and financial mathematics.
4. Use appropriate representations and language to effectively communicate and interpret quantitative results and mathematical processes orally and in writing.
5. Demonstrate mathematical habits of mind by determining the reasonableness and implications of mathematical methods, solutions, and approximations in context.

Review Cycle:

This Subcommittee recommends the following schedule, structure, and goals for the reflection, maintenance, and enhancement of the recommendations made in this report:

1. Annual CCN Math Subcommittee Check-ins beginning in Winter 2025 to gather qualitative and/or quantitative data on faculty and student experiences, make requests for institutional and statewide data, discuss challenges, and raise concerns to review the transfer effectiveness of the CCN Math courses. The scope of annual check-ins will focus on the statewide and collaborative nature of this work to facilitate inclusive and equitable conversations and identify potential issues that may require future modifications of the CCN recommendations or framework.
2. Triennial CCN Math Subcommittee Workshops beginning in Winter 2027 with the purpose of analyzing qualitative and quantitative data, drafting and approving modifications to the CCN Math Recommendations, and problem-solving implementation issues to strive to improve the effectiveness, inclusiveness, equity, and implementation of the recommendations and framework.
3. Efforts and results in engaging statewide entities in supporting and facilitating the work of the CCN Math Subcommittee. Statewide and regional conferences, gatherings, and workgroups, such as the Oregon Mathematical Association of Two Years Colleges (ORMATYC) and Oregon Math Chairs (OMC), are opportunities for data collection, collaboration, and networking critical to the success of the mandates in SB 233. Additionally, the development and maintenance of a statewide working-state repository for sharing inter-institutional information on math pathways, course outlines and updates, math placement practices, prerequisites, curriculum, and other information needed for successful statewide collaborative efforts.
4. Efforts and results in maintaining the continuity of the membership of the CCN Math Subcommittee and in improving equitable representation. The significant impacts of the work produced by this subcommittee necessitate efforts to actively engage all OR CCs and OPUs in this work.