

Meeting Minutes: Committee on Mathematical Subjects

Minutes of the Academic Committee on Mathematical Subjects February 2000

The Academic Advisory Committee on Mathematical Subjects (ACMS) met on February 24 and February 25, 2000 at Valdosta State University. Beginning on Thursday afternoon, representatives were initially welcomed to the institution and proceeded into an information sharing and discussion period led by ACMS chair, Jack Morrell.

The topic of teacher preparation for secondary mathematics teachers was discussed and issues were raised concerning the mathematics courses needed. It was decided that the ACMS would send some recommendations related to the preparation of secondary mathematics teachers. (See Business Session portion of this document)

The various linear algebra courses taught at different levels were discussed with no consensus reached on the content or the level at which it should be taught.

Common numbering in the calculus sequence was mentioned, and the consensus was to stand by the earlier recommendation made by the ACMS. In addition, the survey results on the content of calculus I and calculus II were distributed again which showed no changes in the content of the courses at the different institutions.

The results of the precalculus survey on whether it was a three or four hour class were handed out. A short discussion followed on the topics that should be included. The consensus was that each institution was different with a different mission, and if a student transferred from an institution with precalculus on his/her transcript, then the receiving institution would assume that the student had been prepared for calculus.

A short discussion was held relative to eCore and teaching mathematics at a distance.

A handout showing the results of the survey on which mathematics courses had laboratory components was handed out as information.

A handout showing the results of the survey on retention rates in non-science Area A mathematics courses was handed out as information.

A handout showing the results of the survey on placement exams used in entry level mathematics courses was handed out as information.

Business Session

Chair Jack Morrell convened the business meeting at 9:00 a.m. on Friday, February 25, 2000.

1999-2000 Representatives present

Institution	Name
Georgia State University	Jean Bevis
University of Georgia	Kevin Clancey
Georgia Southern University	Donald W. Fausett
Valdosta State University	Tom Carnevale
Albany State University	Sammie Pringle
Armstrong Atlantic University	Ed Wheeler
Augusta State University	Fred Maynard
Clayton College & State University	Catherine C. Aust
Columbus State University	Richard Gibson
Georgia College & State University	Hugh A. Sanders*
North Georgia College & State University	Ed Green
Savannah State University	Suversha Gupta
Southern Polytechnic State University	Kathleen Hall
State University of West Georgia	Chatty R. Pittman
Abraham Baldwin Agricultural College	Melanie A. Robertson*
Atlanta Metropolitan College	John Morrell
Coastal Georgia Community College	Robert Balman
Dalton State College	Wayne Bosche
Darton College	Barbara McLendon
Floyd College	Margaret Davis
Gainesville College	Danny Lau
Georgia Perimeter College	Sue Henderson
Gordon College	Allen G. Fuller
Middle Georgia College	Roberta N. Yauck
South Georgia College	Cindi Musgrove*
Waycross College	James Helms
Georgia Board of Regents	Kathleen Burk

Those with asterisks were not the official representatives of the college. Len Chastkofsky (University of Georgia),

Ashok Kumar (Valdosta State University), Shunaym Ghunaym (Albany State University), and Joel Fowler (Southern Polytechnic State University) were also in attendance.

The Chair recognized the liaison from the Board of Regents, Dr. Kathleen Burk. Dr. Burk discussed eCore giving general information about the home institutions, students and transferring, the development of courses, instructors, and need for other courses.

In response to questions from the group, Dr. Burk remarked that the general student outcomes from the system were used in the development of the courses and that there would be an eCore oversight committee. Dr. Burk also explained that Georgia GLOBE is the marketing agent for eCore. She also discussed the role of the home institutions and shared that SACS accreditation for eCore would affect the home institutions. No learning support classes were included in the first round of courses.

Dr. Burk then discussed system wide tests available for placement, COMPASS and CPE. She explained the system minimum for the COMPASS mathematics portion and how the COMPASS test is structured. Dr. Burk encouraged good articulation between learning support and regular mathematics classes because of the guidelines governing attempts in learning support classes. She also commented on a new version of COMPASS exam that would allow calculators.

Concern was voiced to Dr. Burk about teachers in middle school teaching in non-certified areas and lack of mathematics courses for middle school teachers while the number has increased for elementary school certification.

The question was asked about changes in transferability and/or the 120 hour rule to which the response was no. Dr. Burk shared that students should be treated equally whether native or transfer.

The minutes were approved with the change to reflect that Dr. Burk's comments were her opinion and not the position of the Board of Regents.

Composition of the Executive Committee 2000-2001

James Helms	Waycross College	(Chair)
Ed Wheeler	Armstrong Atlantic State University	(Chair-elect)
John Morrell	Atlanta Metropolitan College	(Past-chair)
Jean Bevis	Georgia State University	
Donald Fausett	Georgia Southern University	

Achievement and Placement Tests

The results of the survey were entered into the record. They were accepted with no discussion.

Assessment of Major

A report was submitted and accepted with no discussion.

Course and Textbook Information

The group is still planning to put the course textbook information on the web.

Transfer of Credit

The results of the survey on calculus I and II and the retention rates in non-science Area A courses were submitted. Transfer seems to be working okay under the semester system. Calculus is okay with some tweaking needed while differences still exist in the linear algebra courses. Concern was expressed about the retention rates reflected in the survey. The recommendation was made that the ACMS become involved in COMPASS testing and that the ACMS and learning support apply for a grant to hold a joint conference in the fall of 2000.

Distance Learning

A short discussion was held about on-line courses.

Faculty Development

A commendation was expressed to Ashok for getting the conference arranged.

National Mathematics Awareness

Suggestions about what could be done were welcomed by the subcommittee. It was noted that there is no longer a mathematics awareness week. It has been changed to a whole month.

Other topics included a report on conferences, grants for advisory committees, and questions about area D-II from the Council on General Education.

The following recommendations were made and approved:

Recommendation 1

The Academic Committee on Mathematical Subjects recommends that, for students majoring in (secondary) mathematics education, pre-calculus will be the required mathematics course in Area A (Essential Skills). Thus, we recommend that (secondary) mathematics education move from the list of majors that may require precalculus in Area A to the list of majors that must require precalculus in Area A.

Recommendation 2

The Academic Committee on Mathematical Subjects recommends that the Area F for secondary mathematics majors require completion of calculus (Student must complete course work including, but not restricted to, a study of limits, differentiation, integration, sequences, series, multiple integrals and partial derivatives). We further recommend that those institutions at which the professional education courses require more than 6 semester hours require secondary mathematics majors to take Calculus I in Area D.II.

A motion was made and approved to have the 2000-2001 meeting at Georgia Perimeter College to coincide with

the annual mathematics conference held there.

A motion was made and approved to send to the Chair of the eCore oversight committee the names of Kathleen Hall, John Morrell, and Barbara McLendon as nominees to serve on that committee.

A motion was made and approved that the ACMS cooperate with Learning Support to obtain a grant for a joint meeting for fall 2000.

A motion was made and approved to make the following changes to the subcommittees of the ACMS:

1. Assessment of Major remains the same.
2. Remove item 3 from the charges to Computer Science Liaison and place it in the charges to Course and Textbook.
3. Remove items 1, 3, and 4 from the charges to the Curriculum and Transfer of Credit. Insert, at the beginning of item 5 of the charges to the Curriculum and Transfer of Credit, the phrase "Review, as needed."
4. Faculty Development remains the same.
5. Create a Mathematics Awareness subcommittee to replace the National Mathematics Awareness Week subcommittee with the charge to "identify, compile, and make available material to institutions that would facilitate and promote public awareness of mathematics."
6. Remove the Nominations subcommittee.
7. Placement/Developmental Studies Liaison had the phrase "acting as liaison with Regent's testing program" added. The end of the sentence was taken out starting with the word "and."
8. Remove all ad hoc committees.
9. Create a Distance Learning subcommittee whose charges are to be
 - a. Monitor trends and problems concerning distance learning
 - b. Act as a liaison with the eCore oversight committee
10. Add to the charges of the Executive subcommittee the following items:
 - a. Submit nominations for the Chair-elect and remaining members of the executive committee to make sure there is adequate representation.
 - b. Select the site of the next meeting of the ACMS

Academic Committee on Mathematical Subjects

Standing charges for Subcommittees as Modified Assessment of the Major

1. Respond to all directives from the University System Task Force on Assessing Outcomes in the Major which concern the development of a model for assessing at least one Baccalaureate program within the purview of the Academic Committee on Mathematical Subjects (ACMS).
2. Collect and disseminate information on assessment programs at member institutions.
3. Continue to evaluate and modify our assessment model over time.

Computer Science Liaison

1. Serve as a liaison between the Academic Committee on Computer Science and Systems Analysis and the Academic Committee on Mathematical Subjects (ACCSSA). Identify and address any mutual concerns, problems, or potential areas of common interest of both ACCSSA and ACMS.
2. Serve as a clearinghouse for information concerning computer activities related to mathematics curricular and/or mathematics education.

Course and Textbook Information

1. Provide a mechanism for the sharing of information about mathematics courses, textbooks in use, and calculators being used in specific mathematics courses.
2. Investigate the possibility of expanding the program to include private colleges in Georgia.
3. Update the course and textbook summary.
4. Collect and disseminate information on the use of software/hardware in mathematics courses.

Curriculum and Transfer of Credit

1. Monitor trends and problems concerning curriculum and transfer of credit.
2. Review, as needed, the curriculum at all undergraduate levels to ensure that program offerings are current and that students are receiving adequate educational experiences at the appropriate level.

Faculty Development

1. Arrange faculty development programs in conjunction with the annual ACMS meetings and ensure that all University System mathematics faculty are informed of these programs.
2. Serve as a clearinghouse for information concerning faculty interest in regional workshops and/or short courses.

Mathematics Awareness

1. Identify, compile, and make available material to institutions that would facilitate and promote public awareness of mathematics.

(I added the "Learning Support" and "Compass" words. A recommendation will be made at the meeting addressing these editorial changes)

Placement and Developmental Studies (Learning Support) Liaison

1. Serve as liaison with the Academic Committee on Developmental Studies (ACDS). As many of the subcommittee as possible should attend the annual Developmental Studies workshop and the subcommittee should communicate annually with the mathematics subcommittee of ACDS to discuss any areas of mutual concern.

2. Monitor changes in mathematics placement policies and procedures and provide an annual report of SAT, ACT, and CPE (Compass) scores used for exemption from Developmental (Learning Support) courses.
3. Act as a Liaison with the Regent's testing program.

Distance Learning

1. Monitor trends and problems concerning distance learning.
2. Act as a Liaison with the eCore oversight committee.

The meeting was adjourned with members reminded of the Valdosta Mathematics Conference.

Respectfully submitted,
Jim Helms

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