

Minutes
of the
Academic Advisory Committee on Mathematical Subjects (ACMS)
Meeting of February 24 – 25, 2011

Attendees:

Institution	Representative
Abraham Baldwin Agricultural College	Geoff Clement
Armstrong Atlantic State University	Lorrie Hoffman
Atlanta Metropolitan College	John Morrell
Augusta State University	Sam Robinson
Bainbridge College	Mary Glenn Grimes
Clayton State University	Nathan Borchelt
Darton College	Brad Young for Tanya O'Keefe
Fort Valley State University	James Glover
Gainesville State College	Kathy Hunt
Georgia College & State University	Robert A. Blumenthal
Georgia Highlands College	Brent Griffin
Georgia Institute of Technology	Michael Loss
Georgia Perimeter College	Robby Williams
Georgia State University	Valerie Miller
Gordon College	Allen Fuller
Kennesaw State University	Lynn Stallings
Macon State College	Mary Wolfe
Middle Georgia College	Catherine M. Davis
Savannah State University	G Tessema for Mulatu Lemma
South Georgia College	Derek Westwood
Southern Polytechnic State University	Joel Fowler
University of Georgia	Malcolm Adams
Valdosta State University	Ashok Kumar

The meeting convened at 1:30 p.m. on February 24, 2011 at Macon State College, Joel Fowler presiding.

1. A discussion of the Learning Outcomes requested of ACMS for Area F in Mathematics took place.

Current guidelines are:

Area F for majors in Mathematics consist of 18 hours of lower-level (1000- and 2000-level) courses related to the program of study and/or prerequisite to higher level courses required in the major:

Calculus: Student must complete course work including, but not restricted to, a study of limits, differentiation, integration, sequences, series, multiple integrals and partial derivatives 6-12 hours

Guided Electives: Each institution should specify a list of courses from which the electives are to be chosen 6-12 hours

http://www.usg.edu/academic_programs/areaf/Mathematical_Subjects.pdf

A number of possible outcomes were discussed. Discussions revolved around questions such as whether the current guidelines needed to be a part of the outcomes, what phraseology would allow for foreign languages,

whether the phrase “demonstrate mathematical reasoning beyond the introductory level” would ensure the level of competence required for successful transfer, etc.

2. A discussion of the process that would be used for consideration of new degree proposals ensued. Some questions concerning the exact role of the advisory committee remained unclear due to the absence of the Board of Regents’ liaison but consensus appeared to be that the committee’s role was advisory in nature and that formal approval was not necessary for a proposal to move forward in the process. A request was made to provide a topics list of items that ACMS members could use to facilitate such a review. Some discussion of the method by which members could exchange ideas, how public such an exchange should be, the use of webforms, threaded discussions, whether items such as proposed enrollments would be/ should be considered in a review and at what level, etc. took place. General agreement appeared that the process would have the BoR send such programs to the Chair. The Chair would send the information to the ACMS membership with a topics list. The committee would then engage in a discussion with replies that would be assimilated by the Executive Committee. The Executive committee would create a unified report/response which would be sent to the membership for approval before being submitted to the board of Regents.
3. A discussion of the process for approval of new courses was next in the order of business. Here approval, not just advice would be sought for each course. Primarily Areas A, D, and F would be involved, and potentially Area B. it was generally felt that getting a quorum of votes from the committee at large might be cumbersome. Consensus appeared that a course would be sent to the Chair who would forward to the Curriculum and Transfer of Credit subcommittee who would vote (with comments). This vote would move back to the Executive Committee and then submitted to the System Office. Again, Learning Outcomes and Core rules would be provided as necessary.
4. In a brief discussion concerning the ACMS charge to itself to review and revise the subcommittee structure and charges, the underwhelming lack of response was taken as tacit approval of the current status. On suggestion was to possibly move some members from a combined subcommittee to the Curriculum committee due to the new duties it would assume (see #2 above).
5. In another brief discussion, members indicated varying prerequisites for Math 1001 at member institutions. These ranged from exiting Learning Support Math to exiting Learning Support entirely. A mention was made of creating Learning Support courses designed specifically for Math 1001. It was remarked that a larger number of institutions appeared to be offering the course but that it needed marketing.
6. In a request for information about prerequisites for faculty to teach the Elementary Statistics course, no institution indicated that they had any. This segued into a brief dialogue concerning the possibility of offering Statistics in Area A. One drawback was the fact that this could be the only quantitative course for a student and would have to be sufficient for all other courses that had an Area A prerequisite. It was generally agreed that without a common course outline there would be no assurance of the mathematical content of this course. “Plug and Chug” was one deprecating aphorism used to describe a course that might have this title but without any redeeming mathematical content.
7. The meeting broke into subcommittee meetings. These were followed by dinner and a presentation of alternate modes of delivery of mathematics offered by Lila Roberts from Clayton College and State University, former member and Chair of ACMS.
8. The meeting adjourned for the evening.

Friday, February 25, 2011

The business portion of the meeting convened at 8:30 a.m.
Old Business

9. The minutes of February 2010 were approved

10. It was formally agreed to leave the subcommittee structure and charges as they currently stood.
11. Subcommittee reports
12. Assessment of the Major: James Glover shared documents indicating documents that indicate what assessment procedures have been utilized by Fort Valley.
13. Computer Science Liaison: Sam Robinson discussed difficulties with staffing and accreditation for institutions where computer science is housed with mathematics. There was a brief discussion of computer science in mathematics majors and mathematics in computer science majors. Approximately half of the institutions require CS 1301 for mathematics and some others allow it as an elective. Later courses should not assume a specific language in CS 1301 due to lack of uniformity within the system.
14. Distance Learning: Mary Wolfe indicated that distance learning was viewed as primary, hybrid, and supporting modes of delivery of course material. Teacher Prep is online. The E-core orientation and YouTube content were discussed. Also mentioned was the fact that Vista, as such, will shortly be no longer supported. Possible alternatives were mentioned.
15. Faculty Development and Mathematical Awareness: Lorrie Hoffman reported on the possibility of reworking the specific charges that the committee would address. Faculty development on pedagogy and means of delivery were brought up.
16. Placement/Learning Support Liaison: Geoff Clement provided a handout providing USG policies in table format. Some institutions are looking at Accuplacer for placement and courses for exiting Learning Support.
17. Course and Textbook Information: Brent Griffin indicated that he is compiling the booklist. Those who have not yet responded to his email were encouraged to do so. He will later update the calculus inventory.
18. Curriculum and Transfer of Credit: Jack Morrell reported that the subcommittee, following a suggestion from the previous day, had added two members. UGA will investigate any potential problems involving the four credit hours assigned to their elementary statistics course. Georgia College indicated that their combined Math 1113 and Calculus I endeavor was in the process of being phased out. Suggestions for the processes of vetting new degrees and core courses would be reported out as new business.

New Business

19. The Executive Committee for the 2011-2012 AY was moved and approved: Jack Morrell (Chair), Joel Fowler (Past Chair), Sam Robinson (Chair-elect), Lisa Howell, and Michael Loss.
20. ACMS approved the location for the 2011-2012 AY annual meeting as Gainesville State College, date TBA.
21. ACMS approved the following procedure for vetting new programs.
 - The BoR would send such programs to the Chair.
 - The Chair would send the information to the ACMS membership with a topics list.
 - The committee would then engage in a discussion with replies that would be assimilated by the Executive Committee.
 - The Executive committee would create a unified report/response which would be sent to the membership for approval before being submitted to the board of Regents.
22. ACMS approved the following procedure for approving new courses to be added in the core:
 - The BoR would send a course to the Chair.
 - The Chair would forward the course to the Curriculum and Transfer of Credit subcommittee.
 - The subcommittee would vote (with comments).
 - This vote would be reported to the Executive Committee and then submitted to the System Office. Again, Learning Outcomes and Core rules would be provided as necessary.

23. ACMS approved the Area F Learning Outcomes for mathematics:
 - a) Students will demonstrate the ability to model and solve problems using knowledge and techniques of multivariate Calculus.
 - b) Students will demonstrate sufficient knowledge in mathematics or related fields for entry into upper division courses in mathematics.
24. A number of websites at the BoR were shown concerning General Education and the core from the Academic Affairs Handbook and the Policy Manual and others for general information concerning academic programs and academic planning. The list would be provided to the ACMS membership.
25. The meeting adjourned at 11:20 a.m.