

Minutes for Curriculum Committee meeting, Thursday, April 12, 2007

Members present: Carlos Almada, Madhu Bhandary, Hongying Dai, Baiqiao Deng, Cindy Henning, Tim Howard, Eugen Ionascu, Ron Linton, Brian Muse, Renjin Tu

Members absent: Kitty Fouche

Meeting Minutes:

1. "Go" or "No Go" decision on Master's program (Madhu)

A. *Madhu submitted the following stats regarding surveys of students and high school mathematics teachers:*

a. Out of roughly 300 surveys sent out to teachers of high school mathematics in the local area, 18 completed questionnaires were returned, and here is a summary of the responses:

i. Track preferences:

Applied Math – 10

Environmental Stat – 1

Applied Stat – 1

Some combination of the above – 6

ii. Preference for degree completion in two years – important/very important – 8

b. Out of an unknown number of questionnaires distributed to students enrolled in mathematics courses, 20 completed questionnaires were returned, and here is a summary of the responses:

i. Track preferences:

a. Applied Math – 13

b. Environmental Stat – 3

c. Applied Stat – 4

ii. Preference for degree completion in two years – important/very important – 18

c. No corporate surveys were returned.

B. *The following points were made during extended discussion:*

a. There are at least two benefits that we gain from offering a masters degree:

i. Graduate faculty will have a reduced teaching load, and this may make it easier to attract new faculty; we may be able to get more research done.

ii. We have an opportunity to improve the professional background and education of current and future high school teachers; in the long run, this will bring stronger high school graduates into our undergraduate major.

b. There are some concerns:

i. Will applicants from our service area have background and abilities sufficient to be successful?

ii. Will we be able to offer real, honest-to-goodness graduate level courses?

iii. Will we have a sufficient number of applicants to carry the program?

iv. Will we have sufficient enrollments in summer sections?

v. Sufficient courses must be offered so that students who desire to do so can graduate in two years.

(Does this mean that we must offer the first year, 3 courses in the fall, 3 in the spring, and 2 in the summer, and then from the second year on, 6 courses in the fall, 6 courses in the spring, and 4 in the summer?????)

vi. There doesn't appear to be any interest from local industry in hiring graduates of this program.

c. There are ways around these potential problems:

i. We should require all entering grad students to enroll in a "foundations" course that guarantees a common level of competence; all other courses could be designed assuming that background. (This

- should help guarantee sufficient background and allow courses to be taught at a true graduate level.)*
- ii. *We should offer a program that, while demanding a respectable level of performance and competence from students, also satisfies the needs of our service area. (We should keep in mind that we are not trying to duplicate what GaTech, GaState, GaSouthern, or UGA are doing.)*
 - iii. *We should design the curriculum so that students enrolled in the masters program in education could be successful in selecting some of our graduate courses as electives. (This will help enrollment in the first few years, particularly in the summer, until enrollment grows.)*

Carlos, Cindy, and Madhu were drafted to construct a “first draft” of a collection of courses that might form our first track of an applied masters program.

2. Revision of scheduling for Abstract Algebra and related issues (Tim)

The Committee approved the following motion: “Effective Spring, 2008, MATH5111 will be offered in the Spring semesters, and MATH5112 will be offered in the Fall semesters.”

A substantial amount of discussion related to the prerequisites of MATH5135, College Geometry, and whether the prerequisites should be changed to one of the following:

- a. *MATH2125 Intro to Discrete Mathematics, or*
- b. *MATH1131 Calculus 1, or*
- c. *MATH2125 Intro to Discrete Mathematics and MATH1131 Calculus 1*

There was no decision on this issue. This question and related ones will be discussed at the next committee meeting.

3. Do we meet during the summer?

After much deep and philosophical discussion, by a majority vote, the Committee has decided to meet “at most two times during the summer.”

Outstanding items for future meetings:

1. Applied stat minor (Renjin)
2. SAS course (Daisy)
3. Biostatistics course (Madhu)
4. Add College Geometry, Math 5135, as a prerequisite for History of Math, Math 5185 (Eugen)
5. Change MATH 5121 prerequisite to MATH 3108 with a grade of C or better or MATH 3175 with a grade of B or better (Brian)
6. Credit by examination in mathematics courses (Tim)
7. Number Theory – grade of C or better (Ron)
8. Math Praxis II Results (2005-2006) (Ron)
9. Program assessment items: MFAT results, and feedback from Exit Surveys (Ron)
10. MATH 1113 – course content (Ron)