

## Minutes of the Academic Advisory Committee on Mathematical Subjects (ACMS)

March 5-6, 2020  
Clayton State University  
Morrow, Georgia, 30260

<b>Institution</b>	<b>Representative</b>
Abraham Baldwin Agricultural College	Melanie Partlow
Albany State University	Seyed Roosta
Atlanta Metropolitan State College	Gyuheui Choi - Present
Augusta University	Bruce Landman
BOR University System Office Liaison	Jonathan Hull - Present
Clayton State University	Catherine Matos - Present
College of Coastal Georgia	Tanya Cofer - Present
Columbus State University	Ben Kamau
Dalton State College	Rich Hambrock - Present
East Georgia College	Da'Mon Andrews
Fort Valley State University	Dawit Aberra - Present Marion Patcharin
Georgia College & State University	Robert Blumenthal
Georgia Gwinnett College	Jeff Hildebrand
Georgia Highlands College	Jayme Wheeler - Present
Georgia Institute of Technology	Guillermo Goldsztein
Georgia Southern University	Sharon Taylor James Brawner
Georgia Southwestern State University	Kailash Ghimire
Georgia State University	Michael Stewart - Present
Gordon State College	John George

Kennesaw State University	Sherry Ni	-Present
	Sean Ellermeyer	- Present
Middle Georgia State University	Mary Wolfe	
Perimeter College at Georgia State University	Donna Brouillette	- Present
Savannah State University	Mulatu Lemma	
South Georgia State College	Lisa Howell	- Present
University of Georgia	Bill Graham	- Present
University of North Georgia	Dianna Spence	- Present
University of West Georgia	Rui Xu	
Valdosta State University	Shaun Ault	-Present

## Day 1: Thursday, 3/5

1. Meeting called to order at 1:15 PM.
2. Attendees were welcomed by the Chair, Dr. Tanya Cofer and an overview of the agenda was provided. USG representative Jonathan Hull was in attendance.
3. Jonathan Hull gave a general overview of the proposed General Education Core and motivations for the redesign. He answered multiple questions from the committee members.
  - Timeline: Implementation by Fall 2022
  - Concern: Fitting in Calc 1-3, Linear Algebra, etc lower division requirement for math or engineering students within the Math Area + Field of Study courses.
4. Tanya gave an overview of the workgroup tasks and process, starting with the public perception of higher ed as no longer necessary or relevant, and expensive.
  - IHE need to respond more quickly, graduates should be 'workforce ready'.
  - Need to make the purpose of Core coursework clear and modernize
  - Design Principles:
    - i. need to articulate why should take a particular course
    - ii. 21<sup>st</sup> century skills,
5. Workgroups began designing and navigating a path towards redesign alignment
  - Group 1: Mathematics in "Core Elements" (MATH 1001/1101/1111/1401)
  - Group 2: Data/Digital Fluency in "Core Elements"
  - Group 3: Written Communication in the Field in "Field of Study"
  - **Tasks:**
    - i. What are the challenges and tasks within the workgroup area?

- ii. What ways can the ACMS help make the purpose of the redesign clear in its work?

6. Adjourn for the day.

## Day 2: Friday, 3/6

1. 8:30 AM Minutes for ACMS 2019 meeting unanimously approved with corrections.
2. Tentatively Georgia State GPC volunteered to host the 2021 meeting. 2020-21 Chair-Catherine Matos (Clayton State)
3. The working groups shared out their work:
  - a. **Group 1:** Discussed a redesign of Math 1001, to take time away from review topics, put embedded in applications. Moved Finance as a uniform requirement, left rest to allow institutions to create their own thematic journey. Added Math and Allied Health as an option, to allow it to fit more across the core. Move Logic from Required to Optional elements. Could be blocked to align with student programs of study. Reordered topics to list Uniform Requirements first, then Optional, then Review topics.
    - **Motion:** Michael Stewart moved to approve the changes, motion seconded and unanimously approved.
  - b. **Group 2:** Group agreed that Math 1401 was a good fit for the Data/Digital Fluency area. Had discussion about Math 1101, which focuses on modeling. There is room to infuse more data into the course, making it more data based. Proposed redesign to make it more complementary to Math 1401. Discussion of how to differentiate content between 1101 and 1401.
4. Jonathan Hull shared information on the two CoReq Academies, the southern one at Albany State March 13, the northern on April 3. Corequisite courses are at full scale, and the pass rates in the gateway maths went up a little bit as compared with the pilots. There is a shift in student enrollments from Math 1111 to Math 1001/1101. South CoReq will focus on differentiating instruction. Wisconsin is providing a free MOOC for students to take prior to starting college math. Mindset Summit: meeting April 10<sup>th</sup>. Asked for teams that are involved in first year courses (Engl, Math, FYE). K-12 people have looked at 4<sup>th</sup> year math courses. We will be asked to assess if these are appropriate courses for 4<sup>th</sup> year students heading to college. It was asked if there was an existing set of definitions for what defines college-readiness for mathematics.
5. Jonathan Hull shared about the General Education Design Principles. April 14<sup>th</sup> is the BOR meeting at Columbus State, will vote on GenEd proposal at May meeting. Most specifics (descriptors, objectives) will be in the Handbook, not in the BOR Policy. Changes in Handbook go through Provosts. Some of the Handbook will be ready to go when the Policy is in place, some won't. Information Literacy, for example, will have

objectives that will need to be incorporated into learning outcomes for courses. Learning Outcomes should not be many, and objectives cannot be many in any particular course. Critical Thinking, Global Perspectives, and Information Literacy are the 3 cross-cutting competencies. The system as a collective will define area objectives. Each course in the Core should satisfy some objectives from two of the competency areas. The Chair suggested having a place to collectively share the work done at institutions, for example showing how an objective for Information Literacy outcomes is written in a course.

6. After discussion in small groups, the committee created proposed objectives for the Critical Thinking Principle. The committee made a preliminary draft for objectives for the Information Literacy Principle.
7. ACMS 2020 Adjourned 11:50 AM