

## Notes 4/15/16 Math

Looked at the Quantitative Reasoning rubric in light of the assignment.

Discussed how the rubric could be weighted differently depending on the needs of the school and the class. Could also modify assignments to fit needs.

As a group we feel good about the rubric and feel that it is usable.

Discussed creating some signature assignments that could be adapted as needed.

Noted that we use low stakes writing in our classes to focus on writing to learn.

Now it is time for us to be ambassadors.

Questions arose about the math pathways and rewriting College Algebra, Stats, and Math for the Liberal Arts.

Different models are used at different schools. We need to provide opportunity and variety.

Note that changes are coming with the degrees with designation. Schools asked to look at learning outcomes to determine proper math classes.

There will be a meeting of GE council May6 when the math pathways task force will ask for approval.

3 paths:

1. Calculus (STEM)
2. Stats
3. Quantitative thinking

There are potential problems with pathways. Getting stats classes out of other departments. Those classes need to be application not just a re-teaching of the 100 level class.

Problem Solving:

All learning outcomes listed are fine except number 4

Need to add a part b to demonstrate the iterative process of problem solving.

- b) Gauge success of chosen strategy and revise as needed

Revision to part a as well for number 4

- a) Implement chosen approach(es)