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**Kyle L Swanson\*** ([kswanson@uwm.edu](mailto:kswanson@uwm.edu)), Department of Mathematical Sciences, University of Wisconsin-Milwaukee, PO Box 413, Milwaukee, WI 53201. *Mathematics across the high school-college transition: An administrative view of collaboration and transformational change.*

Introduction of standards-based curriculum such as the Common Core raises the important question of ‘What math do we teach (and why)?’ at the college developmental level. However, the history of math education reform suggests that changing curricular structure in relation to desired learning outcomes is a necessary but not sufficient solution to improving student success in pre-college mathematics. Rather, math practice standards such as those explicit in the common core invite the questions ‘How do we teach?’ and ‘How do we know students have learned the math?’ which are directed more at the culture of teaching mathematics. This presentation will describe a transformational change in the developmental mathematics program at a large urban research university that has occurred in response to asking these questions, and how this change has impacted the collaboration dynamic with area secondary schools regarding mathematics content at the 11th and 12th grade levels. (Received February 11, 2014)