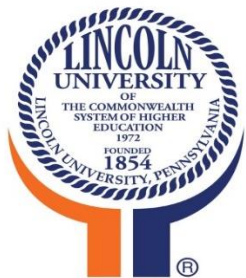


Princeton Articulation Agreement Moving to Astrophysics



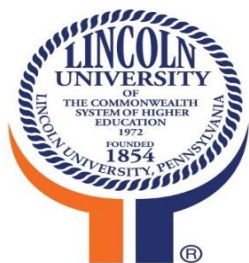
Since Dr. Gabai's visit in October, the department has been discussing the possibility of an articulation agreement with the Department of Mathematics at Princeton University. Unfortunately, progress on reaching such an agreement has been stymied by a mismatch of focus between our departments. Our program and faculty here at Lincoln lean heavily toward Applied Math, with substantially less strength in Pure Math. On the other hand, the Department of Mathematics at Princeton University leans heavily towards Pure Math, with much less focus on Applied Math.

In light of this mismatch, Dr. Gabai has recommended that we pursue an articulation agreement with a more application-oriented department at Princeton, instead of their Mathematics department. We have therefore reached out to the Department of Astrophysical Sciences. With our strength in Applied Math, we will be better able to craft a custom curriculum to support an articulation agreement that offers students a path to graduate education in Astrophysics than a similar program in Pure Math. We look forward to continuing discussion of this proposal with Princeton's Department of Astrophysical Sciences.

In addition to our department's efforts, the administrations of Lincoln University and Princeton University have also been discussing opportunities to expand the relationship between our universities. These discussions are part of Lincoln University's ongoing commitment to building strategic relationships, a key piece in our new strategic plan. Additional information about the administration meeting can be found in the [March 28, 2019](#) article on the university website.

The department would like to thank Dr. Gabai and the rest of the Department of Mathematics at Princeton University for working with us in the pursuit of a mutually beneficial articulation agreement between Lincoln University and Princeton University. Even though such an arrangement with Princeton's Department of Mathematics was not attainable, the experience helped us develop and articulate our goals and has pointed us in what we hope will be a fruitful new direction.

Continuing Discussions on Partnership with University of Michigan ISR



Our department has continued earlier discussions of a potential partnership in graduate studies with the Michigan Program in Survey Methodology (MPSM). These discussions first began in September of last year, when Dr. Conrad, director of the MPSM, visited our department to present the many opportunities available to our students at the University of Michigan's Institute for Social Research, including the MPSM program. Since then, the department has been working hard to develop an articulation agreement that would provide our students with a path to a graduate degree through MPSM.



Dr. Conrad and others at MPSM have expressed interest in forming an eventual formal partnership with our department. The proposed next step is to foster an informal relationship between our two programs, which can eventually lead to a formal articulation agreement. To this end, MPSM is interested in recruiting a Lincoln Mathematics student for a summer internship in their program. This will allow both our department and MPSM to see whether our programs are a good fit for one another. Each department is also interested in hosting reciprocal visits from a faculty member of the other group. These visits will allow both groups to learn more about active research projects in the other program, with the goal of identifying possible research collaborations.

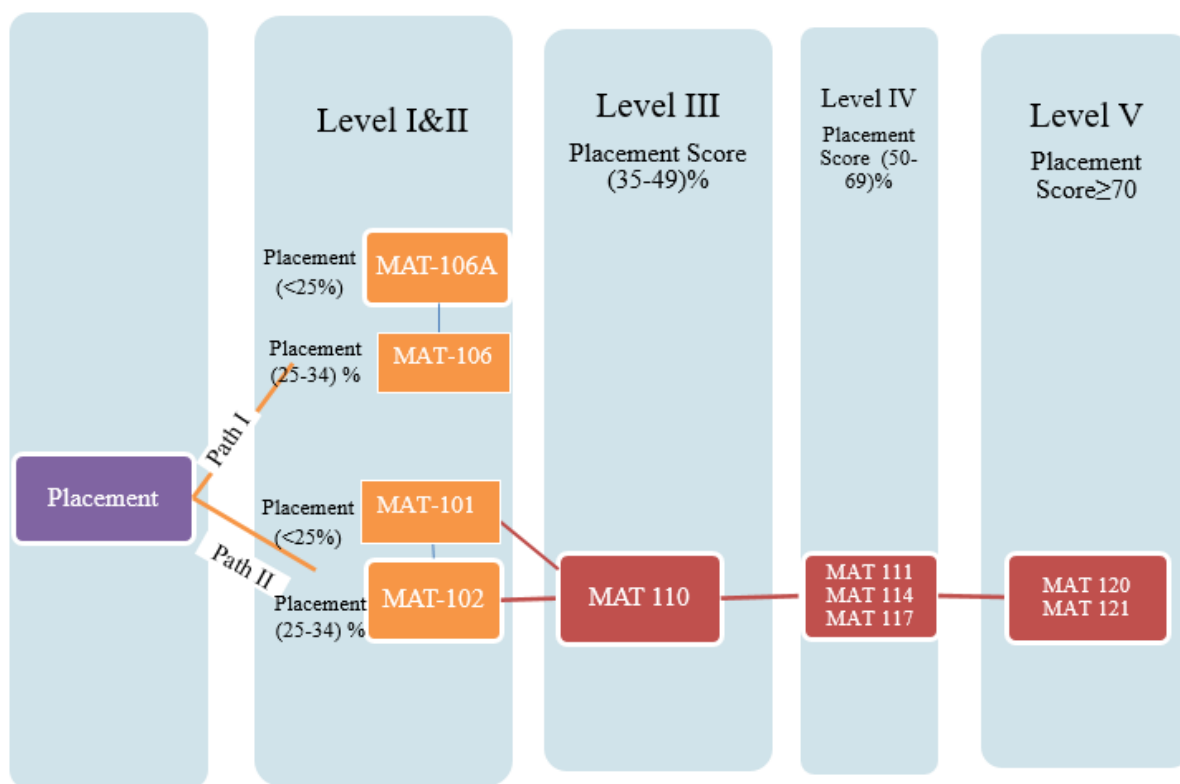
The department would like to thank Dr. Conrad and the rest of the MPSM for their continued efforts in fostering this relationship. We hope that these efforts will provide exciting research collaboration opportunities for our faculty as well as internship and graduate education opportunities for our students.

Faculty Approve Curriculum Change: Removal of MAT-098

On [Date], department faculty voted to approve a proposed curriculum change. The proposal replaces the remedial MAT-098 course with two college-level MAT courses, MAT-101 and MAT-106A. These courses would be offered to students who score less than 25% on their math placement exams. In the previous curriculum, these students would be placed into MAT-098, a remedial course that grants no college credits. With the proposed change, students will cover both the MAT-098 level material and the MAT-102/106 level material in a single semester.

The proposed MAT-106A course is not entirely new. It was previously run as a pilot course, MAT-106E. The success of this pilot course played an important role in providing our department with the confidence to move forward with this proposal. With these changes, the department will no longer offer the remedial MAT-098 course. It has been removed from both the Liberal Arts and STEM major tracks.

The new course structure is visualized in the diagram below. By removing the remedial MAT-098, which granted no college credits, we expect the change to reduce the burdens facing our lowest-placing. This will accelerate their academic advancement, improving student success through increased retention and graduation rates.



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