QUESTIONNAIRE FOR MAA MEMBERS
ON ACCREDITATION AND CERTIFICATION IN MATHEMATICS *

Name (optional):

Institution (optional):

Total: undergraduate enrollment at your institution:

Highest degree offered by your department:

For each of the classifications listed below please insert "Yes", "No", or a
question mark in the front box to indicate whether you agree, disagree, or
are unsure that the proposed activity would be worthwhile. In the larger
box please insert the numbers of the listed reasons that you consider to
be most important to you in reaching your decision. Please add your own
reasons if you consider those listed to be inadequate. It is assumed that
accreditation or certification, if undertaken, would be under the auspices
of the Association or some other national mathematical body.

	Accreditation of mathematics departments for preparation of students for:	Certification (by national examination) of individuals as adequately prepared for:
Graduate work in mathematics		
Teaching in secondary school		
Teaching in a two year college		
Teaching in a four year college		
Ph.D. degree		
Other (explain)		

Please add (on the back of this page) any comments you may have that are
not adequately covered above. Return the completed questionnaire to your
Section Chairman. Thank you for your assistance.

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*For explanations of some of the terms used and a discussion of some of
the issues involved, see the article "The Question of Accreditation and
Certification" in the September, 1970 issue of The American Mathematical
Monthly.

Possible favorable points

1. Accreditation (certification) would help to assure adequate preparation for the given activity.

2. Accreditation (certification) would assist departments in improving their programs by giving them guidance on curricular matters.

3. Accreditation (certification) would assist departments in improving their programs by giving them "ammunition" to use with their administrations.

4. Accreditation (certification) would assist administrators in evaluating applicants for teaching positions. (admission to graduate work).

5. Accreditation (certification) would assist potential staff members in evaluating departments they might join.

6. Accreditation (certification) would give guidance and assistance to State Departments of Education in certifying teachers.

7. Accreditation (certification) would put pressure on weak departments to improve their programs.

8. Accreditation (certification) for two-year (four-year) college teaching would provide a useful criterion other than the Ph.D. as qualification for such positions.

9. Accreditation (certification) would help assure adequately prepared staff in growing institutions.

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Possible unfavorable points

14. Accreditation (certification) would cost much more in time and money than would be justified by its effect.

15. Accreditation (certification) is impractical because of the difficulty of designing adequate evaluation criteria (an adequate examination).

16. Accreditation (certification) would tend to rigidify the curriculum and to discourage curricular experimentation.

17. Certification would tend to engender courses taught towards the examination rather than towards understanding.

18. Accreditation for preparation for graduate work would tend to cause a department to neglect or ignore the many other roles a college mathematics department should play.

19. Accreditation (certification) for secondary school (two-year college) teaching would tend to interfere with state certification procedures.

20. Accreditation would tend to further weaken weak departments since new staff might be unwilling to join an unaccredited department.

21. Accreditation for preparation of teachers would tend to interfere with the current process of accreditation for teacher education.

22. Certification by national examination would encourage a rather meaningless competition between departments in regard to their graduates' examination scores.

23. Accreditation (certification) for two-year college teacher would probably emphasize "college-transfer mathematics" and tend to ignore the other functions of a two-year college mathematics teacher.

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