Jim Gleason* (jgleason@as.ua.edu), Department of Mathematics, Box 870350, The University of Alabama, Tuscaloosa, AL 35487-0350. Evaluating Mathematics Courses for Elementary Teachers: Mathematical Knowledge and Dispositions for Teaching.

Many colleges and universities are going through a process of evaluating their mathematics content courses for pre-service teachers due to external influences such as the No Child Left Behind legislation, the publication of The Mathematical Education of Teachers by the CBMS, funding of M.S.P.’s by federal and state agencies, and increased pressure of external accreditation agencies. This session will focus on a quantitative evaluation of the students’ mathematical knowledge for teaching and mathematical dispositions for teaching of one large southern university’s three-course sequence designed specifically for elementary teachers and based upon recommendations of The Mathematical Education of Teachers. We will report on both the findings of the evaluation and the applicability of some of the common assessment tools for such a project. (Received July 12, 2007)