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Departmental partnerships and programmatic changes in support of future high school teachers.

At a university with a large population of mathematics majors on a secondary teach track, we developed specialized courses for these students by forming partnerships between mathematics educators and mathematicians. By co-developing and co-teaching initial iterations of the courses, we have embraced and amplified the idea that all department members have a role in preparing mathematics teachers. So far, courses in Abstract Algebra and Mathematical Modeling have been developed through this process. We will discuss the motivation for and design of our courses, student feedback, programmatic changes and constraints, and ongoing plans. (Received August 14, 2020)