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Susan L. Ganter* (ganters@ecu.edu) and **William E. Haver**. *Partner Disciplines and Implications for the Mathematics Curriculum: Moving Forward with the Curriculum Foundations Project.*

The recommendations from MAA’s Curriculum Foundations Project, first focusing on the needs of students majoring in “mathematics intensive” disciplines and subsequently on those from the social sciences and humanities, present an opportunity and a challenge to mathematics departments. Disciplinary representatives were unanimous about the need to develop in students a conceptual understanding of the basic mathematical tools while grounding the discussions in context—in spite of the vast differences between the disciplines represented. Their reports provide guidance on the fundamental skills required for each discipline and emphasize that the abilities most valued are problem solving skills, mathematical modeling, communication skills, and command of appropriate technology. The specific topics are not as important as 1) technical confidence; 2) the application of mathematics to a variety of contexts; and, 3) the ability to choose appropriate technical tools. Given this compelling information, the need to rethink and revise introductory mathematics courses (such as Quantitative Reasoning and College Algebra) is critical. This session will focus on next steps in this process, including current work in College Algebra and possible ideas for continuing projects. (Received September 25, 2012)