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J Michael Pearson* (pearson@maa.org), MAA, Washington, DC 20036. *Context and Evidence: Aligning Goals and Practice in the Undergraduate Mathematics Program.*

The last 40 years have seen tremendous growth in undergraduate enrollment, coupled with a change in the profile of the student population. Students come to us with more varied backgrounds, and more varied goals, than ever before. At the same time, and to a large extent driven by technology, mathematical tools play key roles in more disciplines and careers than ever before. But the specific quantitative tools vary widely, and the standard undergraduate curriculum does not adequately prepare most students to appreciate, much less use, quantitative tools outside of the mathematics classroom.

The MAA is in a unique position to bring diverse perspectives together to develop recommendations for both current practice and future work to improve the undergraduate program. I'll share some highlights of the current work of CUPM on a new Curriculum Guide, and some new initiatives that I think can help improve both the content and delivery of undergraduate mathematics. (Received September 08, 2013)