

1096-B1-310

Rodney E McNair* (rmcnair@desu.edu), Department of Mathematical Sciences, Delaware State University, Dover, DE 19901. *The Need to Assess Quantitative Literacy in the Major.*

Current efforts to assess QL at the general education level may send the wrong message and confuse the role of QL in the major. Quantitative Literacy (QL) lives and breathes in discussions about measuring, predicting, and managing change. Everything changes. Understanding change is a central component of every discipline and so QL is a central part of every discipline. QL is as much a part of chemistry, biology and psychology as are chemicals, cells, and emotions. QL has a direct relationship to what it is that students are (or are not) learning to do in their major. I argue that as QL increases so too does understanding of the content in the major. Mathematics is developed as we attempt to understand change and as we attempt to make QL arguments more precise. Thus QL has a significant role in the development of mathematics. QL is not only a general education skill that needs to be applied in the discipline. QL is a central component of the discipline and so should be taught and assessed as such. A discipline centered approach is needed to fully assess QL. (Received August 27, 2013)