

1116-T1-1351 **Hannah Lea Callender*** (callende@up.edu), University of Portland, 5000 N Willamette Blvd, MSC 60, Portland, OR 97203, and **Carrie Eaton** (ceaton@unity.edu). *Biocalculus: Changing Minds One Derivative at a Time.*

As the necessity for quantitative literacy among life science majors becomes increasingly more apparent, many institutions have created various types of biocalculus courses in effort to better meet the quantitative needs of these students. The motivation behind this decision often stems from the observation that these students are not exposed to the need for mathematics in their field of study and also do not see the relevance of mathematics in the traditional calculus classroom. With the wealth of literature connecting motivation to achievement and retention, the creation of a biocalculus course seems a natural choice for improving student attitudes and perception of mathematics while at the same time providing a rigorous atmosphere for increasing mathematical content knowledge. However, little research has been conducted on the advantages and successes of such biocalculus courses. Here we will share results from two different first semester biocalculus courses developed at different institutions, with promising trends in both student performance and attitudinal changes towards mathematics over the course of the semester. We will also provide assessment suggestions for faculty who are interested in assessing the effectiveness of their courses. (Received September 21, 2015)