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Gregory D. Foley* (foleyg@ohio.edu), Ohio University, 117 McCracken Hall, Athens, OH 45701-2979. *Dual Credit for Quantitative Reasoning Courses: What Are the Challenges?*

In the United States, courses in Quantitative Reasoning have been gaining traction at the postsecondary level over the past two decades. When well conceived and executed, such courses simultaneously can develop mathematical proficiency, statistical reasoning, and quantitative literacy. They can strengthen student understanding of algebra, geometry, functions, and trigonometry while building student understanding of statistics, probability, and modeling. The broad range of content in Quantitative Reasoning makes more sense for many college and university students than the narrow range provided by College Algebra, which has preparation for calculus as a key goal. Many U.S. colleges now offer college credit to a student who completes a College Algebra course while still enrolled in high school. This is encouraging high schools to offer such courses instead of Quantitative Reasoning courses, which may better serve their students. Should colleges offer college credit to a student who completes Quantitative Reasoning? This talk explores the issue of dual credit, its consequences, and the obstacles it places on innovative courses in Quantitative Reasoning. (Received September 26, 2012)