

Math Across the Community College Curriculum (MAC3): A Successful Path to Quantitative Literacy

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Abstract

In recent years, mathematical and quantitative arguments have become prominent in the media as well as in politics, business, and science conversations. This has led to multiple calls for mathematics to be more accessible and meaningful to a wider range of the population (AMATYC, 2006; Cerrito, 1996; Cheney, 1989; Cohen, 1982; College Board, 1983; CUPM, 1982; CUPM, 1998; Madison and Steen, 2003; Moses, 2002; NCTM, 1989; NRC 1989; Paulos, 1988; Steen, 2001; Steen 2004a). These calls for action have included broadening students' exposure to the breadth and applicability of mathematics in multiple interdisciplinary settings. As detailed by Madison and Steen (2008), this movement became known as the Quantitative Literacy (QL) movement.