

1125-O5-2634      **McKenzie Lamb\*** (lambm@ripon.edu). *Quantitative Literacy for Non-Math Faculty: Challenges and Solutions*. Preliminary report.

Ripon College, a small, liberal arts school in Wisconsin, is currently designing and implementing a new curriculum, called "Catalyst". The core of this curriculum consists of five courses, each emphasizing a set of broadly useful, transferable skills. The goal is that any faculty member on campus should be able to teach any of these five courses. In Spring 2016, I led a committee tasked with designing a quantitative literacy course that could be taught by any faculty member. We will discuss the challenges, pitfalls, and rewards of designing such a course. The focus will be on coming to a consensus on the meaning of the term "quantitative literacy" and on helping non-math faculty to teach basic quantitative skills. (Received September 20, 2016)