The math pathways movement calls for all students to engage in mathematical experiences that will best serve their professional, personal, and civic lives. In cases where a program of study does not call for extensive algebraic skills, a well-designed quantitative reasoning or statistics gateway course should be the recommended option for the mathematics requirement.

Come explore data describing QR course offerings around the country, which reveal that access to QR courses varies greatly and disproportionately affects low-income students and students of color. We will explore the social justice implications of this inequitable access, and the trends in the content of quantitative reasoning courses. Recommendations and sample learning outcomes are provided for those looking to begin conversations about quantitative reasoning courses in their own region or state. (Received September 17, 2019)