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Rick Gillman* (rick.gillman@valpo.edu), 1900 Chapel Drive, Valparaiso University,
Valparaiso, IN 46383. *Defining and Implementing Quantitative Literacy Programs.*

Over the past ten years, significant energy has been expended to expand our understanding and teaching of quantitative literacy. This presentation reports on the current state of affairs as represented by a sampling of programs on campuses across the country. In particular, it is a brief summary of the contents of the forth coming MAA Notes Volume on Current Practices in Quantitative Literacy. In this summary, we will see that while the delivery format of quantitative literacy varies significantly across the country, there is a broad consensus on the mathematical content and on appropriate pedagogical approaches. There are, however, significant un-answered issues that the community needs to address. These include the difficulty of making significant progress with students in a single course, the necessary use of "real" data, the appropriateness of many traditional mathematics courses to achieving QL, and the successful engagement of faculty from other disciplines, particularly in the humanities. (Received June 17, 2005)