

Numeracy Initiative Funding Criteria

1. The proposed project is situated in a significant course in a Department's curriculum.

For example, the course might be an entry requirement into the program, fit into a larger structure of targeted instruction in the program, and/or prepare upper-year students for their post-undergraduate careers.

2. The goals of the proposed project are aligned with learning outcomes for the course and/or for the program(s) to which many of the course's students belong.
3. The proposed project addresses at least one of the following targeted areas of quantitative literacy as stated in the NDI Call for Proposals:
 - reasoning about size, numbers, and quantities; generating, gathering, analyzing, and understanding data;
 - communicating quantitative information in oral and written form;
 - experimenting with numbers (e.g., simulations);
 - understanding patterns of change (linear, proportional, exponential, periodic, and so on);
 - logical reasoning and identifying logical flaws in arguments; and
 - probabilistic reasoning and interpreting information obtained by statistical tools.
4. The proposed interventions are clearly described, as is their relationship to existing course assignments or activities, and the way that they fit into the course's structure.
5. The proposed interventions are appropriate to achieving the proposal's goals and are likely to have a positive impact on student's abilities.
6. The proposed interventions are realistic given the budget, time, and competencies of TAs and faculty.
7. The proposed interventions require a reasonable investment in TA hours.
8. The proposal gives details with regard to what sort of additional training would be required for TAs in order to best equip them to carry out the proposal.
9. The proposal indicates how the project can be supported by other resources on campus, including but not limited to the RGASC.
10. The Department Chair has provided support.