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In Fall 2017 the course, “Personally Relevant Mathematics,” was offered at Florida State University for the first time. The course was designed to fulfill a Liberal Studies quantitative and logical thinking course requirement and in its first offering, included 40 students (representing some 20 different majors). During the course, students were asked to investigate a mathematical idea that is of interest to them (e.g., “personally relevant”) as a culminating Inquiry Project, while investigating other mathematical concepts and topics during class sessions. To model how to engage in inquiry – particularly in the pursuit of a problem, question, or topic for which an answer or solution is not readily obvious – we used the aspects of the “What-If-Not” strategy (Brown & Walter, 2005) in whole-class and small group sessions while working on mathematical explorations that addressed a broad range of mathematical topics. In this talk we present several examples of tasks used as class explorations, describe the various assignments designed to support students in their pursuit of their Inquiry Project, and share examples of students’ Inquiry Projects, as well as their perceptions about the course experience in particular and their view of mathematics in general. (Received September 26, 2017)