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Davis & Elkins College™

CURRICULUM COMMITTEE OF THE FACULTY ASSEMBLY GENERAL EDUCATION COURSE PROPOSAL /RATIONALE

QUANTITATIVE REASONING LEARNING OUTCOME

Please electronically submit your proposal two weeks in advance of upcoming Faculty Assembly meetings in order to ensure it is brought to a vote.

NEW PROPOSALS: *(Should be clear and include all wording as it is to appear in the catalog. This includes new courses, majors etc. Proposals for new courses should include course title, credit hours, course level, and any staffing needs.)*

To: _____, Chair Curriculum Committee

From:

Proposal: *Short paragraph explaining proposal*

Rationale for Proposal

In order for a course to meet the general education, quantitative reasoning learning outcome, the course must:

1. Carry the same prerequisite requirement as any 100-level MATH courses (i.e. placement exam score, or FND 112A or higher).

Please place here the catalog copy (existing or proposed) indicating the course prerequisite.

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2. Incorporate an extensive emphasis on quantitative reasoning by examining data and solving problems *numerically* (i.e. via charts or tables), *algebraically* (with formulas or equations), and *graphically*.

State clearly how these three problem-solving approaches will be incorporated into course instruction and activities.

3. Devote class time to instruction and work on quantitative reasoning.

State clearly how this objective will be met.

4. Ensure that more than fifty percent of assignments (i.e. tests, quizzes, homework, projects, etc.) must have a quantitative reasoning component.

State clearly how this objective will be met.

5. Provide the following documentation:
 - a. Listing of all assignments, including quizzes and exams, indicating the percentage of each devoted to quantitative reasoning.
 - b. Representative sample from each quantitative reasoning assignment category. For example, if you use quizzes, homework and exams, provide one quiz, one homework sample, and one exam. The sample exam should not be the first exam. Assignment samples should demonstrate incorporation of the three problem-solving approaches listed in item 2.
 - c. Course syllabus.