**Quantitative Reasoning**

The ability to make sense of numerical information is essential in our data-driven world. Due to our increasing reliance on data, poor quantitative reasoning skills can lead to serious consequences when numerical information is misunderstood or deliberately made misleading. Also due to the ubiquitous nature of data, this skill is one that is increasingly necessary for all adults.

Learning Outcomes

Quantitative Reasoning is the construction, communication, and evaluation of arguments involving numerical information. Quantitative Reasoning involves applying numerical information to real or authentic contexts. Specifically, students will:

1. Interpret previously existing graphs, tables, and/or schematics.
2. Draw conclusions from previously existing graphs, tables, and/or schematics.
3. Represent data visually, numerically, and/or verbally.
4. Analyze/estimate numerical information.
5. Determine reasonableness, identify alternatives, and/or select optimal results.
6. Draw conclusions, in context, based on analysis of numerical information.

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Application date:

In what term will the course first be taught:

**Basic Course Information**

Department:

Instructor:

Course Number:

Course title (as listed in the official catalog). If a topics course, please list the specific title this request applies to:

Abbreviated title for class schedule (30 characters or less including parenthesis & designation):

Number of credits:

If new course, grading type: (Drop down)

Prerequisites (if any):

MOST RECENT Official course description from the Academic Catalog. If this is a topics course, please list description for this specific topic:

Date Proposal Received: (Auto-filled)

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In the Integrations Curriculum a course can be designated as either:

1. A Way of Thinking, OR
2. CSD: Identity or CSD: Systems, OR
3. Writing Foundations, Writing Explorations, or Writing Integrations, OR
4. Theological Explorations (Theo 1) or Theological Integrations (Theo 2).

Any course carrying one of the above designations may also have one or two engagements, except for Theological Explorations (Theo 1) and Writing Foundations, which cannot carry engagements:

1. Artistic engagement (ARTE)
2. Benedictine engagement (BEN)
3. Experiential engagement (EXP)
4. Global engagement (GLO)

Any course, except Theological Explorations (Theo 1) and Writing Foundations, may also satisfy the Quantitative Reasoning skill requirement.

Way of Thinking courses may also be themed (Thematic Encounter 100/200/300 or Thematic Focus 200/300). Way of Thinking courses are the only courses that can be designated as a Thematic Encounter or a Thematic Focus.

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Please note: the committee understands that some courses may still be in development. Prompts that ask for examples of assignments seek information about the spirit of what students will do, and instructors are not bound to the specific details (e.g. writing prompts) provided.

What is the larger context to which numerical information will be applied?

1. Describe an activity(ies) or assignment(s) in which students will demonstrate they can interpret previously existing graphs, tables, and/or schematics.
2. Describe an activity(ies) or assignment(s) in which students will demonstrate they can draw conclusions from previously existing graphs, tables, and/or schematics.
3. Describe an activity(ies) or assignment(s) in which students will demonstrate they can represent data visually, numerically, and/or verbally.
4. Describe an activity(ies) or assignment(s) in which students will demonstrate they can analyze/estimate numerical information.
5. Describe an activity(ies) or assignment(s) in which students will demonstrate they can identify alternatives, determine the reasonableness of results, and/or select optimal results.
6. Describe an activity(ies) or assignment(s) in which students will demonstrate they can draw conclusions, in context, based on analysis of numerical information.