Quantitative Reasoning Course Proposal

Top of Form

**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.

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**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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**General Curriculum Information**

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

1. A Way of Thinking, OR
2. CSD: Identity (CI) or CSD: Systems (CS), OR
3. Learning Foundations, Learning Explorations, or Learning Integrations, OR
4. Theological Explorations (THEO 1) or Theological Integrations (THEO 2).

Thematic Encounters or Thematic Focus\* designations must be attached to a course with a Way of Thinking designation.

Any course carrying one of the above designations may also have one engagement^, except for Theological Explorations (THEO 1), CSD: Identity, Learning Foundations, Learning Explorations, and Learning Integrations, which cannot carry engagements:

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

* Any course may satisfy the Quantitative Reasoning skill requirement
* Any course (except courses that fulfill Theological Explorations, Theological Integrations, Learning Foundations, or any course with a THEO course number) may also satisfy the Benedictine Raven.

\*Thematic Focus courses will be renumbered based on theme and course level to be consistent across the curriculum. They will still carry the Department prefix.

The renumbering will be as follows:

277/377 - Justice Theme  
278/378 - Movement Theme  
279/379 - Truth Theme

Each course under the Theme will have a different letter, for example:

HIST 276A  
HIST 276B, etc.

^Semester-length study abroad courses may carry both GLO and EXP.

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 course title for the class schedule (30 characters or less including parenthesis & designation)

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

Please note:

A.  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.

B.  The committee includes faculty from a variety of disciplines. Please remember to briefly explain disciplinary terms, contexts, and/or texts to allow all the members of the committee to best understand how your responses address the question.

C.  As you are answering these questions, please keep in mind that students will need to produce work to assess their fulfillment of the related learning outcomes if applicable**.**

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.

(Optional) Additional information (is there anything else that you would like the GECC to know about this course or application?):

Bottom of Form