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| Date: |  |

**Quantitative Literacy Ability (Q) Course Proposal Form**

Undergraduate Curriculum Committee

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| Department Chair: |  |
| Email address: |  |
| Phone number: |  |
| Prefix, course #, course title: |  |

**A.** All Q Ability designated courses must one or more of the following learning outcomes. (See General Education Requirements of current Undergraduate University Catalog):

1. Students will be able to construct arguments that involve mathematical and statistical ideas.
2. Students will be able to critique the content and validity of mathematical arguments.

Please underline which of the above outcomes this course will meet and explain **how** it will it do so.

See Appendix #1 for examples.

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| **B.** What is the desired implementation date? (e.g. “Fall 20XX”) |  |

**C.** At least **1/3 of the course grade** must be based on assignments and/or assessments related to the items listed above. Assignments and assessments related to the Quantitative Literacy Ability might be combined with assignments and assessments related to other Abilities. Explain how at least **1/3** of your course grade is based on assessments incorporating Quantitative Literacy.

**D.** All General Education Abilities courses must include at least one of the Critical Thinking sub-skills of identification, analysis and evaluation in its course content and/or assignments. Please explain how your course includes one or more of these critical thinking sub-skills.

**E.** Students may not take Q courses until they have passed or tested out of MTH 090 or the equivalent.

**F.** Please identify **the assessment tools** used to evaluate students’ ability to meet the learning outcomes identified above (exam/assignment/essay/etc).

**G.** Will this course fulfill other general education requirements? If so, please list them below.

(Up to three Abilities requirements (Quantitative Literacy, Reading and Writing); a single Breadth of Academic Experience category; the Global/Cultural Perspectives requirement; and/or the Personal Health & Wellness requirement)

**H.** All instructors of Q designated courses are required to participate in the Quantitative Literacy Assessment as part of Heidelberg’s HLC Accreditation.

**I.** All proposals must be submitted by the Department Chair, along with a copy of the course syllabus.

**How to Submit:** email as a .doc or .docx, or share on Google Drive with ucc@heidelberg.edu

**Appendix 1: Definition of Terms Used in Quantitative Literacy Courses**

Learning Outcome #1 Examples

* The use of mathematical formulas that are important in a major.
* The computation and display of informative descriptive statistics and the use of appropriate statistical inference methods.
* Techniques used to recast verbal problems into mathematical forms that use formulas, equations, graphs, or geometric diagrams.
* Meaning, applications, and computational techniques using basic pre-calculus and/or calculus concepts.

Learning Outcome #2 Examples

* Interpreting graphs and charts.
* Concepts such as percents and probability and common abuses of such ideas.
* Critical thinking skills for reading and assessing arguments that use data and mathematical analysis as components.
* Mastery of basic mathematical skills that will enable students to learn more mathematics as necessary in the pursuit of their vocations.