GENERAL EDUCATION COURSE PROPOSAL

WEBER STATE UNIVERSITY

**QUANTITATIVE LITERACY**

Area: **QUANTITATIVE LITERACY (QL)**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Catalog Abbreviation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Catalog Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Credit Hours: \_\_\_\_\_

Substantive: \_\_\_\_\_\_

New: \_\_\_\_\_\_

Revised: \_\_\_\_\_\_

Renewal \_\_\_\_\_

Course description as you want it to appear in the catalog:

**QUANTITATIVE LITERACY (QL) GENERAL EDUCATION MISSION STATEMENT**

*It is the mission of Weber State University to produce graduates that can reason quantitatively within the context of their majors and career goals. This includes understanding information and reasoning that is numerical, geometric, algebraic, graphical, and statistical -- and at the level of sophistication of college algebra (e.g. MATH 1050).*

**QUANTITATIVE LITERACY LEARNING OUTCOMES**

A student completing a Quantitative Literacy general education course should be able to demonstrate a reasonable understanding of the following core objectives.

*Provide a justification of how the proposed course prepares students to successfully demonstrate competency in* ***EACH*** *of the core objectives. Cite specific lecture topics, written assignments, and/or lab projects and explain how they address each of the core competencies. Refer to your attached syllabus as needed.*

*Objective 1:* Interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them.

Justification:

*Objective 2:* Represent mathematical information symbolically, visually, numerically, and verbally.

Justification:

*Objective 3:* Use arithmetical, algebraic, geometric, and statistical methods to solve problems.

Justification:

*Objective 4:* Estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results.

Justification:

*Objective 5:* Recognize that mathematical and statistical methods have limits.

Justification:

**COMPLETE THE FOLLOWING**

1. Has this proposal been discussed with and approved by the department?

2. List those general education courses in other departments with similar subject matter and explain how this course differs.

3. If the proposed new general education course affects course requirements or enrollments in other departments, list the departments and programs involved and attach comments from each.

4. Attach a syllabus of the course. Include the number of contact hours per week and the format of these hours (e.g., lecture, lab, field trip, etc.).

**New Courses Only:**

5. Discuss how you will assess student learning outcomes associated with this course

**Current General Education Courses and Existing Courses Seeking General Education Status:**

6. Discuss how you have assessed the applicable or identified student learning outcomes associated with this course.

7. How has this assessment information been used to improve student learning?

GENERAL EDUCATION COURSE APPROVAL PAGE

**Approval Sequence:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair/Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean of College/Date

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University Curriculum Committee/Date

Passed by Faculty Senate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date