**Liberal Education Goal Area 4** **Mathematical Thinking & 4**

**Quantitative Reasoning**

1. New Course  Existing Course

2. Will this course be flagged as a diversity course?  No

Already Designated as Diversity  Diversity Proposal Accompanying This Form

3. Will this course also satisfy another Liberal Education Goal Area?  No  Yes

If “Yes” specify which goal area.

4. EXISTING COURSES ONLY: Course catalog description, including credits and semesters to be offered:

5. Indicate the clientele for whom this course is designed. Is the course for Liberal Education only, or

does it fulfill Liberal Education and other program needs for this or another department? Obtain

signatures from any affected departments.

6. Indicate any changes that must be made in offerings or resources in your department or other

departments by offering this course.

7. For new courses or courses not yet approved for Liberal Education, indicate any other SCSU departments

or units offering instruction that relates to the content of the proposed course.

8. Courses designated as Liberal Education are included in the assessment plan for the Goal Area(s)

for which they are approved. Courses for which assessment is not included in the annual LEP assessment report for two years will be removed from the Liberal Education Program.

The Requesting Unit understands and recognizes the above conditions.

9. Provide a concise explanation of how the following goal is a “significant focus” of the proposed course.

**Goal Area 4: Mathematical Thinking & Quantitative Reasoning**

Apply mathematics to analyze numerical relationships, solve problems, explain processes and interpret results.

10. In order for a course to be designated as fulfilling Goal Area 4, it must address at least 4 of the 4 student learning outcomes (SLOs) below. Check the SLOs below that are focused on in the proposed Liberal Education course.

1. Demonstrate knowledge of the basic theories and methods of mathematics.

2. Use quantitative methods to test hypotheses or to construct quantitative solutions to problems.

3. Apply mathematical skills and knowledge in other academic disciplines.

4. Communicate quantitative ideas, both orally and in writing.

11. Discuss how each Student Learning Outcome checked above is achieved in this course. (Note: Although

descriptions of typical assignments or types of assignments may be part of this discussion, it is not

appropriate to submit copies of actual assignments.)

SLO #      Activity

SLO #      Activity

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SLO #      Activity

12. If this is a NEW course, refer to the content outline in the New Course zone. If it is an existing course, complete a content outline in the format below. The course outline must adequately describe the content and include a percentage of time to be allocated to each topic. Curriculum Committees may request additional information. Topics larger than 20% need to be broken down further. Be sure to indicate in your course outline where the Student Learning Outcomes checked above are being met.

%      Content #1

%      Content #2

%      Content #3

%      Content #4

%      Content #5

%      Content #6

%      Content #7

%      Content #8

%      Content #9

%      Content #10