Critical Capacities and Skills – (CCS 4) – Quantitative Literacy

Description:

"Students demonstrate the ability to think open-mindedly within alternative systems of thought, recognizing and assessing their assumptions, implications, and practical consequences."

Intended Learning Outcomes:

Quantitative Literacy
Students will demonstrate:

1. the ability to analyze and interpret quantitative information.
2. the capacity to critically analyze the limitations and bias of quantitative information.

Course Guidelines:

1. The courses will require students to complete and assignment that requires them to critically analyze quantitative information and identify any limitations and bias of that information.

Application for Inclusion in the General Education Curriculum

Area: CCS4 Quantitative Literacy

Course: Contact Person

Proposing Department:

Attach to this form the following:

1. Core syllabus **common to all sections of the proposed course.**

2. Narrative that explain how the proposed course addresses the description, learning outcomes, and course guidelines.

3. Description of a specific student work product/assignment common to all sections of the proposed course that can be evaluated to determine a student's mastery of the learning outcomes.

   Area specific details:

   CCS 4 requires students to demonstrate the ability to think open-mindedly within alternative systems of thought, recognizing and assessing their assumptions, implications, and practical consequences.

Quantitative Literacy Skill	Advanced (4)	Sufficient (3)	Basic (2)	Insufficient (1)
Interpretation	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. *For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.*	Provides accurate explanations of information presented in mathematical forms. *For instance, accurately explains the trend data shown in a graph.*	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. *For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.*	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. *For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.*
Application/ Analysis	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.

General Education Approval Tracking Form

As of 26 January 2014

Course Subject and Number: _____ Number of Credits: _____

Course Title: _____

Check only one of the topic areas below. If a course is going to meet more than one topic area below please use a separate form for each topic area.

Required Core
- __ ENGL 110
- __ ENGL 120
- __ COMM 110
- __ MATH _____
- __ INT 110/310

Critical Capacities (CCS) Skills
- __ CCS1 Problem Solving
- __ CCS2 Information Literacy
- __ CCS3 Critical Reading
- __ CCS4 Quantitative Literacy
- __ CCS5 Oral/Written Communications
- __ CCS6 Collaboration

Foundational Content
- __ FC1 Arts & Humanities
- __ FC2 Lab Science
- __ FC3 Social Science
- __ FC3 History

Personal and Social Responsibility (PSR)
- __ PSR1 Relationships and Value Systems
- __ PSR2 Responding to Community Needs
- __ PSR3 Individual Well-Being

Interconnecting Perspectives (IP)
- __ IP1 Knowledge
- __ IP2 Experience

Form Submitter: _____

_____
General Education Chair Signature and Date

_____
Faculty Senate Secretary Signature and Date

_____
Vice President of Academic Affairs Signature and Date