SMU Office of General Education

Common Curriculum Foundation Proposal
Quantitative Reasoning

To propose a course for a Common Curriculum Foundation component, complete this form, attach relevant documents, and submit to the online proposal system.

*A **complete syllabus in pdf format** (including detailed descriptions of assigned readings, assignments, and a weekly schedule) should be included in the submission, along with an **assessment assignment** used to assess student learning. Assignment details should include a prompt for essays or essay questions, or a block of questions for objective exams.*

Courses requesting Foundation components must be broad, introductory, and at the 1000 level. Courses at the Foundation level may not carry other curricular components.

Course Prefix and Number: _____ **Course Title:** _____

Proposal Date: _____ **Proposed by:** _____

Department Chair Authorization: *By signing this form, the Chair of the Department offering the course certifies that the course has been approved by the department and the college or school, and that the course is offered regularly.*

Name of Dept. Chair: _____

Signature of Dept. Chair: _____

Mission of General Education:

The essence of Southern Methodist University's educational philosophy is that intellectual and professional excellence rises from the solid foundation of a liberal arts education. Most importantly, general education should provide an intellectual foundation consisting of the broad outlines of human knowledge, providing a context for discipline specific study, and a framework for a future of lifelong learning. In light of these considerations, an ideal general education course is one which builds a broad, context-rich framework in its content area. To the extent possible, it should transcend departmental boundaries, connecting to ideas in related fields, and relevant social and ethical questions.

Common Curriculum Goals:

- The Common Curriculum will prepare students to be informed, ethical, and engaged citizens.
- The Common Curriculum will prepare students to think critically across domains.
- The Common Curriculum will prepare students to communicate clearly in writing and speaking.
- The Common Curriculum will provide students with the scientific, mathematical, and technological competence to navigate a changing world.
- The Common Curriculum will prepare students to understand, work, and live with people from different races, nationalities, religions, backgrounds, and experiences.

Please review the Mission of General Education and Common Curriculum Goals above. Please provide an explanation of how the proposed course supports this mission and these goals.

<u>Student Learning Outcome:</u> Students will demonstrate an ability to interpret mathematical models in the form of formulas, graphs, and/or tables and draw inferences from them.

Please describe how the proposed course meets the Student Learning Outcome.

<u>Supporting Skill #1:</u> Students will interpret and translate between multiple different representations of information, such as visual, numeric, symbolic, and/or verbal representations.

Please describe how the proposed course showcases the supporting skill above.

<u>Supporting Skill #2:</u> Students will use equations and/or principles to solve for an unknown quantity.

Please describe how the proposed course showcases the supporting skill above.

<u>Supporting Skill #3:</u> Students will evaluate whether an argument or conclusion is valid and/or reasonable.

Please describe how the proposed course showcases the supporting skill above.

<u>Supporting Skill #4:</u> Students will articulate an argument for an issue that uses quantitative data in a meaningful way.

Please describe how the proposed course showcases the supporting skill above.

<u>Course Content Criteria #1:</u> Courses in this category have, as a primary focus, the manipulation or analysis of numerical data.

Please provide an explanation of how the proposed course satisfies the course content criteria.

<u>Course Content Criteria #2:</u> Courses in this category require students to read, interpret, and use mathematical formulas on a regular basis.

Please provide an explanation of how the proposed course satisfies the course content criteria.

<u>Course Content Criteria #3:</u> Courses in this category require students to identify, select, and recognize numerical data appropriate to solving specific problems.

Please provide an explanation of how the proposed course satisfies the course content criteria.

<u>Course Content Criteria #4:</u> Courses in this category require students to draw inferences and/or conclusions from visual, numerical, symbolic, and verbal representations of information.

Please provide an explanation of how the proposed course satisfies the course content criteria.

Course Content Criteria #5: Courses in this category utilize data visualization in order to display mathematical functions or relationships in data.

Please provide an explanation of how the proposed course satisfies the course content criteria.

Course Content Criteria #6: Courses in this category include an assessment assignment that requires students to demonstrate each of the skills in the Quantitative Reasoning Assessment Rubric.

Please provide an explanation of how the proposed course satisfies the course content criteria.

I certify that all information provided is accurate and that the proposed course was vetted and approved by all relevant departmental and college/school committees. If my course is approved, I hereby agree to abide by all requirements for the Common Curriculum, including using Canvas to assess the course, and providing an updated syllabus each semester to the SMU syllabus library. I further agree to notify the Office of General Education if any substantive changes are made to the course. I agree to participate in the course portfolio process for this course every three years.

Name: _____ **Date:** _____

Proposer Signature: _____