

## Course Proposal Guide

You can use this course proposal guide to prepare the information you need to create a new course proposal or to add a designation or a 3+2 option to an existing proposal. The information required (with the exception of the information related to designations) is highlighted.

If you are applying for a designation (either for a new course or for an existing course), you will need to complete the questions related to designations. Note that, depending on the designation, these questions differ slightly.

This year, we are moving to a new course proposal system. This system connects with our online catalog and MyGustavus and will provide a more seamless flow of information among the system. Because the process is new, the Provost's Office will be hosting course proposal workshops during the year.

### General

Archived ?

YES NO

Subject code required ?

Course Number required ?

Please work with your department chair or program director to identify an appropriate course number.

Course Short Title required ?

0 characters (31 allowed)

Course Long Title ?

0 characters (40 allowed)

Department(s)

Department Percent Ownership

Course Description required ?

Course Number Level required ?

Academic Level

General Education Designation ?

Arts (CHAL) (ARTSC) × Global Affairs & Cultures (GLAFC) × Challenge Seminar (CHALS) × Human Behavior & Soc Inst (HBSI) ×  
 Humanities (HUMN) × Natural Science (NTSCI) × Quantitative Reasoning (QUANT) × REL Studies & PHI (RSAP) ×  
 US Identities/Differences (USIDG) × Writing & Info Literacy (WRITL) × Writing in Disciplines (WRITD) ×

Credit Category required ?

Credit Measure ?

Effective Start Date ?

Status

Active

Status Date

CIP Code ?

Approval Date

Approving Agency ?

Approval Person

Locations ?

## FTS and Challenge Seminar

Please affirm that you have read and that your course will align with the FTS Seminar description, including the inclusion of a Peer MALT in your FTS course. The description reads "First-year Gustavus Adolphus College students enroll in a fall semester course designated FTS-100: First-Term Seminar (FTS). These small, discussion-based courses support students' transition to college by practicing skills and habits of mind central to the liberal arts while considering enduring and contemporary questions or challenges. Each FTS, with the help of a Peer Mentor, Academic Leader, and Teacher (Peer MALT), also increases students' understanding of the academic program and campus resources that support their academic journey. Consequently, the FTS professor serves as the academic advisor until students declare a major or are admitted into a certification program (e.g., Education, Nursing). All FTS courses carry the Writing in the First Year (WRIT) designation."

required

YES NO

Please affirm that you have read and that your course will meet the FTS academic skills criteria. The criteria are, "FTS courses will: 1. Provide frequent opportunities to identify and analyze the purpose, audience, context, and meaning of a variety of texts; 2. Provide frequent opportunities to identify arguments, assess evidence used to support arguments, and practice generating and supporting arguments; 3. Provide frequent opportunities to use informal writing and discussion to engage unfamiliar concepts, explore ideas, practice techniques for communicating effectively, and reflect on learning; 4. Guide students through at least two short, formal argumentative writing assignments for specific audiences that utilize a process-based approach that provides opportunities for students to plan, draft, revise, and edit their work with instructor and peer feedback."

required

YES NO

Provide an example of an assessable course assignment or activity through which you could assess FTS Academic Skills SLO #1, "Students will consider purpose, audience, and context when writing." Please make certain that you clearly state what students will produce or do (e.g. a paper, a project, a discussion, an answer to a test question etc.). A description of the activity or assignment is satisfactory; you do not need a full prompt.

required

Provide an example of an assessable course assignment or activity through which you could assess FTS Academic Skills SLO #2, "Students will make and support claims effectively in writing." Please make certain that you clearly state what students will produce or do (e.g. a paper, a project, a discussion, an answer to a test question etc.). A description of the activity or assignment is satisfactory; you do not need a full prompt.

required

Please affirm that you have read the FTS advising criteria and will appropriately supplement the FTS advising curriculum so that your course meets the criteria (you will not be asked to describe assessments because you have already agreed to use the advising curriculum taught by a Peer MALT). The criteria are, "FTS courses will: 1. Introduce students to the process of academic planning, searching for classes, using the College's systems for registration and advising, and reading progress reports. 2. Introduce students to campus resources and out-of-classroom learning opportunities with the goal of engaging in a community of lifelong learners. 3. Encourage students to advocate for themselves, take ownership for their learning, become responsible and accountable as independent learners, and ultimately become their own best advisors."

required

YES NO

Please affirm that you have read and that your proposed course conforms to the Challenge Seminar description. The description reads, "The Challenge Seminar, normally taken in the second or third year of study, bookends the First Term Seminar by providing students an opportunity to collaboratively examine and propose responses to enduring and contemporary questions or challenges from an interdisciplinary perspective. Students will also have an opportunity to engage in reflection about how the college's mission and their education as a whole has influenced their personal values, plans for life after college, and the role they see for themselves in the world. Like the First Term Seminar, these courses will: explore how values relate to a complex challenge and engage students in critical thinking, writing, speaking, and reflection."

required

YES NO

Please affirm that you have read and that your course meets the Challenge Seminar criteria. The criteria area, "Challenge Seminar courses will: 1. Involve students in exploring a particular challenge or a pressing ethical question engaging sources from multiple disciplines and perspectives; 2. Devote significant time to working together to propose solutions to a problem or create something with an audience in mind; 3. Practice communicating for multiple audiences; 4. Students will practice revising and rethinking their ideas, writing, and/or arguments based on feedback from others; 5. Provide students with opportunities to reflect on how the college's mission and their education as a whole has influenced their personal values, plans for life after college, and the role they see for themselves in the world."

required

YES NO

Please identify the "particular challenge or pressing ethical question" you will engage in this course. required

Provide an example of an assessable course assignment or activity through which you could assess Challenge Seminar SLO #1, "Students will collaboratively

Provide an example of an assessable course assignment or activity through which you could assess FTS Academic Skills SLO #1, "Students will consider purpose, audience, and context when writing." Please make certain that you clearly state what students will produce or do (e.g. a paper, a project, a discussion, an answer to a test question etc.). A description of the activity or assignment is satisfactory; you do not need a full prompt. required

Provide an example of an assessable course assignment or activity through which you could assess FTS Academic Skills SLO #2, "Students will make and support claims effectively in writing." Please make certain that you clearly state what students will produce or do (e.g. a paper, a project, a discussion, an answer to a test question etc.). A description of the activity or assignment is satisfactory; you do not need a full prompt. required

Please affirm that you have read the FTS advising criteria and will appropriately supplement the FTS advising curriculum so that your course meets the criteria (you will not be asked to describe assessments because you have already agreed to use the advising curriculum taught by a Peer MALT). The criteria are, "FTS courses will: 1. Introduce students to the process of academic planning, searching for classes, using the College's systems for registration and advising, and reading progress reports. 2. Introduce students to campus resources and out-of-classroom learning opportunities with the goal of engaging in a community of lifelong learners. 3. Encourage students to advocate for themselves, take ownership for their learning, become responsible and accountable as independent learners, and ultimately become their own best advisors." required

YES NO

Please affirm that you have read and that your proposed course conforms to the Challenge Seminar description. The description reads, "The Challenge Seminar, normally taken in the second or third year of study, bookends the First Term Seminar by providing students an opportunity to collaboratively examine and propose responses to enduring and contemporary questions or challenges from an interdisciplinary perspective. Students will also have an opportunity to engage in reflection about how the college's mission and their education as a whole has influenced their personal values, plans for life after college, and the role they see for themselves in the world. Like the First Term Seminar, these courses will: explore how values relate to a complex challenge and engage students in critical thinking, writing, speaking, and reflection." required

YES NO

Please affirm that you have read and that your course meets the Challenge Seminar criteria. The criteria area, "Challenge Seminar courses will: 1. Involve students in exploring a particular challenge or a pressing ethical question engaging sources from multiple disciplines and perspectives; 2. Devote significant time to working together to propose solutions to a problem or create something with an audience in mind; 3. Practice communicating for multiple audiences; 4. Students will practice revising and rethinking their ideas, writing, and/or arguments based on feedback from others; 5. Provide students with opportunities to reflect on how the college's mission and their education as a whole has influenced their personal values, plans for life after college, and the role they see for themselves in the world." required

YES NO

Please identify the "particular challenge or pressing ethical question" you will engage in this course. required

Provide an example of an assessable course assignment or activity through which you could assess Challenge Seminar SLO #1, "Students will collaboratively analyze and respond to a significant enduring question or contemporary challenge, incorporating perspectives from multiple disciplines." Please make certain that you clearly state what students will produce or do (e.g. a paper, a project, a discussion, an answer to a test question etc.). A description of the activity or assignment is satisfactory; you do not need a full prompt. required

Provide an example of an assessable course assignment or activity through which you could assess Challenge Seminar SLO #2, "Students will examine how issues of cultural difference, both globally and locally, intersect with this challenge." Please make certain that you clearly state what students will produce or do (e.g. a paper, a project, a discussion, an answer to a test question etc.). A description of the activity or assignment is satisfactory; you do not need a full prompt. required

Provide an example of an assessable course assignment or activity through which you could assess Challenge Seminar SLO #3, "Students will use multiple types of communication (e.g., multiple genres; visual and written communication; oral and written communication etc.) to craft arguments that make and support claims successfully for multiple audiences and contexts." Please make certain that you clearly state what students will produce or do (e.g. a paper, a project, a discussion, an answer to a test question etc.). A description of the activity or assignment is satisfactory; you do not need a full prompt. required

Provide an example of an assessable course assignment or activity through which you could assess Challenge Seminar SLO #4, "Students will reflect on how the college's mission and their education as a whole has influenced their personal values, plans for life after college, and the role they see for themselves in the world." Please make certain that you clearly state what students will produce or do (e.g. a paper, a project, a discussion, an answer to a test question etc.). A description of the activity or assignment is satisfactory; you do not need a full prompt. required

## Non-Default Designations

The handbook description of the Arts area reads: "Artistic disciplines engage in creative and critical processes through which human culture and experience is represented, reinforced, and/or critiqued. The arts expand our capacity for imaginative, interpretive and empathetic engagement in society, and develop the innovative thinking essential for addressing the challenges of our time. In Arts courses, students will participate in intellectual, embodied and practical experiences that open new paths to understanding and interpreting themselves and the world. Students may take a single four credit course to satisfy this requirement or accumulate credits equal to four credits through participation in musical ensembles and lessons." In NO MORE than a paragraph, please explain a) why you consider this course to be in an arts discipline and b) how the content and methods of your course will enable students to engage or participate in the discipline as described in the handbook description. Please imagine you are writing for a student audience. required

Please affirm that you have read and that your course will meet the Arts area criteria. The criteria area, "Arts courses will: 1. Promote an understanding of the interaction among the arts, culture, society, artist, and audience.; 2. Provide opportunity for students to engage in, and develop an understanding of, the creative process; 3. Help students develop analytical, interpretive, or evaluative skills appropriate to the study, performance, and/or creation of at least one of the visual and performing arts; 4. Introduce students to how to read in the dominant genre(s) of the discipline; 5. Give students opportunities to use their own language to describe and analyze key concepts or course materials, and write to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning." required

YES NO

Arts SLO #1 is "Arts students will identify the tools or methods used in an artistic discipline to analyze enduring and contemporary questions or challenges." What tools or method used in an artistic discipline will students use in this class to analyze enduring and contemporary questions or challenges? required

Arts SLO #2 is "Arts students will describe appropriate tactics and strategies to comprehend or decode texts or artifacts in the dominant genre of the discipline." What tactics and strategies to comprehend or decode texts/artifacts in a dominant genre of this discipline will students learn in this class? required

The handbook description of the Humanities area reads: "The humanities examine the question of what it means to be human through the study of literary expression, history, language, and rhetoric. They equip us to understand and evaluate human thought, culture, and history and the ways in which human beings construct meaning from experience. In Humanities courses, students will reflect on what makes a purposeful life through studying literature, history, culture, and rhetoric." In NO MORE than a paragraph, please explain a) why you consider this course to be in a humanities discipline and b) how the content and methods of your course will enable students to engage or participate in the discipline as described in the handbook. Please imagine you are writing for a student audience. required

Please affirm that you have read and that your course will meet the criteria for Humanities area courses. The criteria area, "Humanities courses will: 1. Provide students with a framework for understanding and appreciating diverse modes of human experience and expression in their historical, intellectual, and/or cultural contexts; 2. Prepare students to critically analyze how humans construct meaning from human experience in particular historical, intellectual, and/or cultural contexts; 3. Provide students with models for investigating broader questions about the ways in which human beings construct meaning and values in human experience; 4. Introduce students to how to read in the dominant genre(s) of the discipline; 5. Give students opportunities to use their own language to describe and analyze key concepts or course materials, and write to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning." required

YES NO

Please affirm that you have read and that your course will meet the criteria for Humanities area courses. The criteria area, "Humanities courses will: 1. Provide students with a framework for understanding and appreciating diverse modes of human experience and expression in their historical, intellectual, and/or cultural contexts; 2. Prepare students to critically analyze how humans construct meaning from human experience in particular historical, intellectual, and/or cultural contexts; 3. Provide students with models for investigating broader questions about the ways in which human beings construct meaning and values in human experience; 4. Introduce students to how to read in the dominant genre(s) of the discipline; 5. Give students opportunities to use their own language to describe and analyze key concepts or course materials, and write to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning."

required

YES NO

Humanities SLO #1 is "Humanities students will identify the tools or methods used in a humanities discipline to analyze enduring and contemporary questions or challenges." What tools or method used in a humanities discipline will students use in this class to analyze enduring and contemporary questions or challenges?

required

Empty text input box for Humanities SLO #1 response.

Humanities SLO #2 is "Humanities students will describe appropriate tactics and strategies to comprehend or decode texts or artifacts in the dominant genre of the discipline." What tactics and strategies to comprehend or decode texts/artifacts in a dominant genre of this discipline will students learn in this class?

required

Empty text input box for Humanities SLO #2 response.

The handbook description of Human Behavior and Social Institutions area reads: "The social sciences rely on empirical data (quantitative and qualitative) to generate and answer questions, such as: Why do humans behave and think as they do? How do social institutions form and function? How do humans and institutions interact? Courses in Human Behavior and Social Institutions explore how social scientists develop theories that contribute to an understanding of individual and group behavior in various contexts. In Human Behavior and Social Institutions courses, students will learn about and critique both human behavior and social institutions and the methods for studying them.." In NO MORE than a paragraph, please explain a) why you consider this course to be in a Human Behavior and Social Institutions discipline and b) how the content and methods of your course will enable students to engage or participate in the discipline as described in the handbook description. Please imagine you are writing for a student audience.

required

Empty text input box for Human Behavior and Social Institutions handbook response.

Please affirm that you have read and that your course will meet the criteria for Human Behavior and Social Institutions area courses. The criteria are, "Human Behavior and Social Institutions courses will: 1. Introduce theories and principles that emerge from empirical research to explain human behavior and social institutions; 2. Introduce qualitative and quantitative methods of collecting, evaluating, and presenting information pertaining to human behavior and social institutions; 3. Address the context and stages of development for a particular social and behavioral science or interdisciplinary social scientific field of study with attention to the social and ethical issues that have arisen within that development; 4. Introduce students to how to read in the dominant genre(s) of the discipline; 5. Give students opportunities to use their own language to describe and analyze key concepts or course materials, and write to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.

required

YES NO

Human Behaviors and Social Institutions SLO #1 is "Human Behavior and Social Institutions students will identify the tools or methods used in a social science discipline to analyze enduring and contemporary questions or challenges." What tools or method used in a social science discipline will students use in this class to analyze enduring and contemporary questions or challenges?

required

Empty text input box for Human Behaviors and Social Institutions SLO #1 response.

Human Behavior and Social Institutions SLO #2 is: "Human Behavior and Social Institutions students will describe appropriate tactics and strategies to comprehend or decode texts or artifacts in the dominant genre of the discipline." What tactics and strategies to comprehend or decode texts/artifacts in a dominant genre of this discipline will students learn in this class?

required

Empty text input box for Human Behavior and Social Institutions SLO #2 response.

The handbook description of Natural Sciences area reads: "Science is the concerted human effort to pursue better explanations about the natural world based on systematic evaluation of physical evidence. This process of discovery allows us to link isolated facts into a coherent and comprehensive web of knowledge. In Natural Science courses, students will examine scientific questions with a variety of methods and tools, including hands-on work in a laboratory setting and the communication of findings." In NO MORE than a paragraph, please explain a) why you consider this course to be in a Natural Science discipline and b) how the content and methods of your course will enable students to engage or participate in the discipline as described in the handbook description. Please imagine you are writing for a student audience.

required

Empty text input box for Natural Sciences handbook response.

[Empty text box]

Please affirm that you have read and that your course will meet the criteria for Natural Science courses. The criteria are: "Natural Science courses will: 1. Introduce students to the scientific method; 2. Provide opportunities for students to participate in discovery through laboratory or field experiences; 3. Include examples of historical, philosophical, or societal development of the discipline and the application of science to enduring and contemporary questions; 4. Introduce students to how to read in the dominant genre(s) of the discipline; 5. Give students opportunities to use their own language to describe and analyze key concepts or course materials, and write to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning." required

YES NO

Natural Science SLO #1 is: "Natural Science students will identify the tools or methods used in a natural science discipline to analyze enduring and contemporary questions or challenges." What tools or method used in a natural science discipline will students use in this class to analyze enduring and contemporary questions or challenges? required

[Empty text box]

Natural Science SLO #2 is: "Natural Science students will describe appropriate tactics and strategies to comprehend or decode texts or artifacts in the dominant genre of the discipline." What tactics and strategies to comprehend or decode texts/artifacts in a dominant genre of this discipline will students learn in this class? required

[Empty text box]

The handbook description of Religious Studies and Philosophy area reads: "In religion, philosophy, and ethics, people ask questions such as how should we live? On what grounds? What enables us to live that way? These disciplines consider the grounds of beliefs and practices and how beliefs, texts, practices, and ethics relate to each other and to their cultural contexts. In Religious Studies and Philosophical Thought courses, students will gain knowledge and skills necessary to critically analyze beliefs, and practices and to navigate a world of competing theological, philosophical, and ethical commitments." In NO MORE than a paragraph, please explain a) why you consider this course to be in a Religious Studies and Philosophy discipline and b) how the content and methods of your course will enable students to engage or participate in the discipline as described in the handbook description. Please imagine you are writing for a student audience. required

[Empty text box]

Please affirm that you have read and that your course will meet the criteria for a Religious Studies and Philosophy course. The criteria are, "Religious Studies and Philosophy courses will: 1. Develop awareness of differing religious, philosophical, or ethical traditions by comparing the beliefs, texts, or practices of least two religious, philosophical, or ethical traditions and/or exploring the relationship between at least two religious, philosophical, or ethical traditions; 2. Encourage students to understand traditions, beliefs, texts, and practices as appropriate objects of academic study by critically analyzing and evaluating religious, philosophical, and/or ethical claims; 3. Enable students to understand the culturally and historically embedded nature of beliefs, practices, texts, and traditions, specifically by addressing how they have affected or been affected by social and cultural contexts, historical or contemporary; 4. Introduce students to how to read in the dominant genre(s) of the discipline; 5. Give students opportunities to use their own language to describe and analyze key concepts or course materials, and write to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning." required

YES NO

Religious Studies and Philosophy SLO #1 is: "Religious Studies and Philosophy students will identify the tools or methods used in religion, philosophy, or ethics to analyze enduring and contemporary questions or challenges." What tools or method used in a religious studies, philosophy, or ethics will students use in this class to analyze enduring and contemporary questions or challenges? required

[Empty text box]

Religious Studies and Philosophy SLO #2 is: "Religious Studies and Philosophy students will describe appropriate tactics and strategies to comprehend or decode texts or artifacts in the dominant genre of the discipline." What tactics and strategies to comprehend or decode texts/artifacts in a dominant genre of this discipline will students learn in this class? required

[Empty text box]

The description for Global Affairs and Cultures courses in the Faculty Handbook is: "Global affairs and cultures courses focus on topic(s) of global reach in relation to human populations. These courses examine those topics in the context of social, economic, cultural, political, or ecological environments, considering global interactions and interconnections (manifested locally, nationally, regionally, or across the entire planet). In order to prioritize diverse voices, GLAFC must include, as much as possible, primary and secondary sources originating from the cultures included in the course." In no more than a paragraph, please explain how your course fits this description. Please imagine a student audience. required

[Empty text box]

Please affirm that you have read and that your course will meet the criteria for a Global Affairs and Cultures course. The criteria are, "Global Affairs and Cultures courses will: 1. Focus on topics of global reach, past and/or contemporary; 2. Place the topic(s) in a global context and in relation to human populations. "Global" here is not a geographical marker but signifies interconnections across familiar social, economic, cultural, political or ecological boundaries; 3. Introduce different forms of information, including, as much as possible, primary and secondary sources from the cultures included in the course, and analyze the arguments that such information supports.

required

YES NO

Provide an example of an assessable course assignment or activity through which you could assess GLAFC SLO #1, "Students will describe how a topic of global reach affects human populations." Please make certain that you clearly state what students will produce or do (e.g. a paper, a project, a discussion, an answer to a test question etc.). A description of the activity or assignment is satisfactory; you do not need a full prompt.

required

Provide an example of an assessable course assignment or activity through which you could assess GLAFC SLO #2, "Students will compare multiple perspectives on the topic being studied." Please make certain that you clearly state what students will produce or do (e.g. a paper, a project, a discussion, an answer to a test question etc.). A description of the activity or assignment is satisfactory; you do not need a full prompt.

required

Provide an example of an assessable course assignment or activity through which you could assess GLAFC SLO #3, "Students will evaluate the arguments that different forms of information support." Please make certain that you clearly state what students will produce or do (e.g. a paper, a project, a discussion, an answer to a test question etc.). A description of the activity or assignment is satisfactory; you do not need a full prompt.

required

The description for U.S. Identities and Difference courses in the Faculty Handbook is: "U.S. Identities and Difference courses explore intersectional identity formation in the U.S. by studying one or more non-majority racial and/or ethnic groups alongside at least one other identity category. In these courses, students examine separate and intersectional identity constructions in context. U.S. Identities and Difference courses provide opportunities for students to reflect on the varied ways in which difference and identity impact policies, institutions, and/or communities in the U.S. and abroad." In no more than a paragraph, please explain how your course fits this description. Please imagine a student audience.

required

Please affirm that you have read and that your course will meet the criteria for a U.S. Identities and Difference course. The criteria are, "U.S. Identities and Difference courses will: 1. Explore the ways that race and/or ethnicity have shaped U.S. identities and impacted policies, institutions, or communities within particular contexts; 2. Examine the intersectionality between race and/or ethnicity and at least one other category of identity in order to highlight the structures of power in which they operate; 3. Introduce different forms of information, including, as much as possible, primary and secondary sources from the non-majority groups included in the course, and analyze the arguments that such information supports.

required

YES NO

Provide an example of an assessable course assignment or activity through which you could assess USIDG SLO #1, "Students will describe the experiences of one or more non-majority ethnic or racial groups in the U.S. with attention to how intersectionality with at least one other category of difference has shaped that experience." Please make certain that you clearly state what students will produce or do (e.g. a paper, a project, a discussion, an answer to a test question etc.). A description of the activity or assignment is satisfactory; you do not need a full prompt.

required

Provide an example of an assessable course assignment or activity through which you could assess USIDG SLO #2, "Students will analyze the vital connections among identity, privilege, and power in the United States at the personal and institutional levels." Please make certain that you clearly state what students will produce or do (e.g. a paper, a project, a discussion, an answer to a test question etc.). A description of the activity or assignment is satisfactory; you do not need a full prompt.

required

Provide an example of an assessable course assignment or activity through which you could assess USIDG SLO #3, "Students will evaluate the arguments that different forms of information support." Please make certain that you clearly state what students will produce or do (e.g. a paper, a project, a discussion, an

required



Provide an example of an assessable course assignment or activity through which you could assess USIDG SLO #2, "Students will analyze the vital connections among identity, privilege, and power in the United States at the personal and institutional levels." Please make certain that you clearly state what students will produce or do (e.g. a paper, a project, a discussion, an answer to a test question etc.). A description of the activity or assignment is satisfactory; you do not need a full prompt.

required

Provide an example of an assessable course assignment or activity through which you could assess USIDG SLO #3, "Students will evaluate the arguments that different forms of information support." Please make certain that you clearly state what students will produce or do (e.g. a paper, a project, a discussion, an answer to a test question etc.). A description of the activity or assignment is satisfactory; you do not need a full prompt.

required

The description for Quantitative and Analytical Reasoning courses in the Faculty Handbook is: "Quantitative and analytical reasoning courses focus on understanding and evaluating quantitative or logical (specifically referring to symbolic or predictive logic) assertions, as well as conducting and communicating quantitative or logical analysis. These courses prepare students to read, analyze, and critique mathematical, logical, statistical, and/or algorithmic analyses and increase their understanding of how such methods are properly used. QUANT courses prepare students to understand and apply mathematical, logical, statistical, and/or algorithmic methods in a discipline-specific context or in the context of the data literacy necessary for professional and/or civic life." In no more than a paragraph, please explain how your course fits this description. Please imagine a student audience.

required

Please affirm that you have read and that your course will meet the criteria for a Quantitative and Analytical Reasoning course. The criteria are, "QUANT courses will: 1. Engage students in practicing and refining their quantitative skills with feedback from the instructor; 2. Practice executing and using mathematical, logical, statistical, and/or algorithmic analysis to make decisions and/or solve problems, including through examination of assumptions, data quality, and methodology; 3. Provide multiple opportunities to critique quantitative or logical assertions made in a variety of sources (e.g., existing logical or mathematical proofs, peer-reviewed academic literature, assertions made in public media) using mathematical, logical, statistical, and/or algorithmic reasoning."

required

YES NO

Provide an example of an assessable course assignment or activity through which you could assess QUANT SLO #1, "Students will critique quantitative or logical assertions using mathematical, logical, statistical, and/or algorithmic reasoning." Please make certain that you clearly state what students will produce or do (e.g. a paper, a project, a discussion, an answer to a test question etc.). A description of the activity or assignment is satisfactory; you do not need a full prompt.

required

Provide an example of an assessable course assignment or activity through which you could assess QUANT SLO #2, "Students will use mathematical, logical, statistical, and/or algorithmic analysis to make decisions and/or solve problems, including through examination of assumptions and utilization of proper methods." Please make certain that you clearly state what students will produce or do (e.g. a paper, a project, a discussion, an answer to a test question etc.). A description of the activity or assignment is satisfactory; you do not need a full prompt.

required

Provide an example of an assessable course assignment or activity through which you could assess QUANT SLO #3, "Students will compare how different sources use mathematical, logical, statistical, and/or algorithmic reasoning." Please make certain that you clearly state what students will produce or do (e.g. a paper, a project, a discussion, an answer to a test question etc.). A description of the activity or assignment is satisfactory; you do not need a full prompt.

required

The description for WRITL courses in the Faculty Handbook is: "Writing and Information Literacy (WRIT-L) courses require students to investigate and evaluate different forms of information (print journalism, digital forms, visual media, etc.). Students then use such information to create arguments for general audiences. Students draft, revise, and edit multiple short pieces of writing with peer and instructor feedback." In no more than a paragraph, please explain how your course fits this description. Please imagine a student audience.

required

### 3+2

Please describe the active learning (i.e., not just watching, reading, etc.) that will occur during the "2" component and how it will be assessed. required

Please affirm that this course will be a 3+2 course consistently and that you have confirmed with the relevant department/programs that this scheduling and rationale will be consistent across all sections of the course. required

YES NO

### Flags - ALL OF THESE FLAGS ARE ETHOS EXTENSIONS

Registration Retake Policy

▼

Count Retakes for Credit

YES NO

Faculty Consent

YES NO

Allow Audit

YES NO

Allow Pass/No Pass Flag

YES NO

Only Pass/No Pass Flag

YES NO

Allow Waitlist Flag

YES NO

Waitlist Multi Sections

YES NO

### Course Offering Info

Grade Modes

Gac89+ x ▼

Yearly Cycle

▼

Session Cycle

▼

Maximum Enrollment ?

### Credits

Credit Hours

Credit Hours required

### Course Schedule