**Summary of Request**

Do you agree to provide the General Education Assessment committee appropriate student work product for assessment? Criteria for each SLO assessment is available on the GEAC website. \_\_\_\_\_\_ yes \_\_\_\_\_\_no

1. **Rationale** 
   1. **Category Description:** Briefly describe the course and explain in a short paragraph why it fits in the C2 category based on the category description below:

“Courses in this category model with mathematics, construct viable arguments, use appropriate tools strategically, and attain conceptual understanding. Courses explore technology in ways to understand these concepts.”

* 1. **SLOs:** Explain in a short paragraph how the course will satisfy the SLOs for the C2 category. Also note which objectives on the master syllabus align with these SLOs. The SLOs for category C2 are:

2. Apply quantitative reasoning to solve problems and increase knowledge.

3. Apply skills in critical analysis and reasoning for the interpretation of data.

1. **Guidelines. This category has specific guidelines associated with it. This section asks the proposal to address specific elements in those guidelines**

(<https://www.kutztown.edu/academics/general-education/course-approval-process-information-for-faculty/category-c2-quantitative-guidelines.html>)**.**

* 1. It is assumed that at least 50% of the class will be devoted to achieving the guidelines for Category C2. How this is distributed throughout a semester should be evident in the sample first-day handout that is required in the proposal. Please note what percentage of this class is devoted to quantitative reasoning here.
  2. What sort of quantitative data will be used in this course? How will the course introduce students to the critical evaluation of calculated solutions or quantitative analyses (assessing validity, reliability, or certainty)? What quantitative methods (arithmetical, algebraic, geometric, logical, statistical, etc.) will be used to solve problems in this course?
  3. What tools or technology are used to construct quantitative arguments?
  4. How do the assignments, exercises, or projects have students apply quantitative analysis and reasoning to the interpretation of data?

1. **Assessment.** What will be submitted for GEAC’s assessment of each SLO? Clearly explain the link between the assignment and the SLO. The same assignment can be used for both SLOs but the link to each SLO must be explained. Remember that the material used for assessment may be graded or ungraded work.

SLO 2. Apply quantitative reasoning to solve problems and increase knowledge.

SLO 3. Apply skills in critical analysis and reasoning for the interpretation of data.

Submit a Proposed Course Calendar/Sample First Day Hand-out following this sheet. Highlight when in the course students engage with quantitative reasoning. The General Education Committee expects evidence of meaningful engagement with quantitative reasoning, consistent with the description of Category C2 and the SLOs, occurring throughout the semester to be included in the proposal.