

## Summary for Category C2 Proposals

Do you agree to provide the General Education Program and Assessment Committee with the appropriate student work products for assessment? The criteria for each SLO assessment are available on the [General Education Assessment Rubrics](#) website.

\_\_\_\_\_ Yes \_\_\_\_\_ No

### Rationale

Describe the course and how the course fits the category description and achieves the learning outcomes throughout the semester. The category description contains two distinct ideas in two sentences that the course must address.

a. **Category Description:**

*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.*

b. **SLOs:**

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.

*\* Please indicate which objectives on the primary syllabus align with these objectives if the course does not have these specified SLOs above.*

### Guidelines

*Category C2 courses have specific guidelines associated with them. This section asks the proposal to address specific elements in those guidelines. Please address the following questions directly related to the [Category C2 Guidelines](#) on the General Education website.*

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 technologies 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?

## **Assessment**

What will be submitted for GEPAC'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. The required SLOs for this category are the following: **SLO 2 and SLO 3.***

## **NOTE:**

Submit a Proposed Course Calendar/Sample First Day Hand-out following this sheet. Highlight the points at which students will engage with the specified creative works noted above. The General Education Program and Assessment Committee requires evidence of consistent and meaningful engagement with creative works throughout the semester, aligned with Category A4 Speaking and the SLOs included in the proposal.