**General Education Nomination: QRMS Requirement**

Course Content Evaluation Form

Department/Program and Course Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is designed to assess whether the subject matter of the course satisfies the General Education Quantitative Reasoning and Mathematical Skills (QRMS) requirement. Please answer all of the questions below, providing as much information as you can to help the evaluating committee to review the course fairly and accurately.

***Information on this form will be cross-checked for consistency with the provided syllabus, so please refer directly to the syllabus where appropriate***. Note that the expectation is that the syllabus will contain explicit descriptions of course activities, materials, and assignments that link directly to the Gen Ed requirements. It is also expected that the same Gen Ed requirement(s) will be satisfied by the course regardless of the instructor or term.

If this is a cross-listed course, please coordinate with the other department/program and submit only one form.

The content of all courses accepted for General Education QRMS credit must adhere to the General Education QRMS Requirement, which is as follows:

*Students must pass a minimum of 3 credits in courses approved to satisfy the QRMS requirement.*

*This requirement has two principal objectives. The first is to provide students with the analytical tools used in general education courses and in their major areas of study. The second is to help students acquire the reasoning skills necessary to assess adequately the data which will confront them in their daily lives. Students completing this requirement should be able to: construct a logical argument based on the rules of inference; analyze, present, and interpret numerical data; estimate orders of magnitude as well as obtain exact results when appropriate; and apply mathematical methods to solve problems in their university work and in their daily lives.*

In order to help the evaluation committee assess the fit between the curriculum of the nominated course and the QRMS requirement described above, please describe which of the following QRMS skills your course teaches to students. For each skill that is taught, please describe in detail how this is accomplished, ***referring explicitly to the syllabus***. ***The expectation is that the main focus of the course is teaching QRMS skills, not simply requiring that QRMS skills be used.***

1. How to construct a logical argument based on rules of inference (e.g., how to use symbolic representations of argument forms to analyze reasoning; how to solve problems by working stepwise, for instance, within a formal or axiomatic system; etc.).

2. How to analyze, present, and interpret numerical data (e.g., how to represent mathematical information symbolically, visually, numerically, and verbally; how to interpret and draw inferences from such constructs as formulas, graphs, tables, and schematics; etc.).

3. How to estimate orders of magnitude as well as obtain exact results when appropriate (e.g., how to estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results).

4. How to apply mathematical methods to solve problems in students' university work and in their daily lives (i.e., how to use arithmetical, algebraic, geometric and statistical methods to solve problems, and how to recognize that mathematical and statistical methods have limits).