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 **QD: Quantitative and Data Literacy
Catamount Core Approval Supplemental Information Form**

Purpose and Intent: To provide supplemental information relevant to the review of proposed courses for designation as QD and inclusion in UVM’s Catamount Core curriculum. *Note: Courses cannot have both an MA and QD designation.*

The Submission Process and Approval Criteria, as well as the Rubric that the Catamount Core Curriculum Committee will use to review this proposal, can be found on the following pages of this document.

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| With a well-developed syllabus, this form should take approximately 15-20 minutes to complete. |

To assist students in understanding how courses in each Catamount Core category contribute to UVM’s general education program, please include the following language in a prominent location in your syllabus (e.g. after the course description):

**QD: Quantitative and Data Literacy**

Since data analysis drives research in academic disciplines and decision-making in applied contexts, it is critical that students have experience manipulating and drawing conclusions from data sets. QD-designated courses demonstrate and apply quantitative approaches within a disciplinary context, ensuring that students are able to extract meaning from data-rich information and to apply appropriate analytical tools in assessing that meaning.

**Course Information**

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| --- | --- |
| **Course Number:** |  |
| **Course Title:** |  |
| **Name of Faculty Member:** |  |
| **Email Address:** |  |

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| **Please indicate if this course presently meets any of the current General Education requirements listed here (check all that apply):** | \_\_\_\_D1 \_\_\_\_D2 \_\_\_\_FWIL \_\_\_\_QR \_\_\_\_SU |

[v. 2.0, 01/2023]

**Submission Process:**

The overall purpose of the submission process for all Catamount Core requirements is to maintain the integrity of the general education curriculum at UVM and to ensure that approved courses maintain alignment with the learning outcomes for the corresponding Catamount Core category. A copy of the evaluation rubric used by the review committee is provided at the very end of this form. The review process can result in one of three outcomes:

1. Approval (the course will be assigned the requested Catamount Core designation for a 5 year-period)
2. Revisions requested (the review committee may ask for changes to be made to the course or for additional information prior to approval)
3. Rejection (the course as currently constructed and/or presented in the submission materials does not meet the approval criteria designation)

The committee needs both a syllabus, and detailed information about how a course addresses the QD outcomes in order to complete its review. Information about how the outcomes are addressed can be provided via either a brief narrative *or* detailed information in the outcomes chart below. You may choose to include both a narrative and the outcomes chart if that is helpful in providing the committee with necessary information:

1. A sample course syllabus *that includes a list of key readings and assignments* as well as the required description of the QD category provided above, as well as listing the specific QD outcomes;

PLUS, either a brief narrative or the completed outcomes chart, or both. Please provide specific examples of course activities and readings in your narrative or learning outcomes rubric, so that it is clear to the review committee how your course meets the course approval criteria:

1. A brief narrative (approximately one single-spaced page) that addresses the following:
	1. Briefly describe how the course meets the approval criterion below.
	2. If not including the outcomes chart below, briefly summarize relevant topics/and learning activities and how and where students’ achievement of the outcomes will be assessed (e.g. research paper; creative work; exam question; presentation).
	3. Any other contextual information that can assist the committee in its review.
2. The student learning outcomes chart provided below, indicating for each student learning outcome: activities and topics that will support their learning in this area; and the means by which student achievement of each outcome will be assessed (e.g. research paper; creative work; exam question; presentation). Information can be provided in bullet form, but should include substantive information on both topics/activities and assessment.

**QD: Quantitative and Data Literacy Course Approval Criteria:**

To qualify to fulfill the Quantitative and Data Literacy requirement, a course must be at least 3 credits and:

1. Have a significant focus on data evaluation, analysis, manipulation, and presentation, with an emphasis on promoting critical thinking through the application of quantitative data analysis.

In addition, the course must include all three of the outcomes below and assess these outcomes in at least one assignment.

**Student Learning Outcomes**

At the completion of any course receiving the QD designation, students should be able to:

* Present data in a variety of ways, including analytical, graphical, and tabular.
* Interpret data, solve problems, and draw conclusions from data presented in a variety of ways, including analytical, graphical, and tabular, and communicate the thought processes involved.
* Evaluate data-rich information and determine whether the resulting conclusions make logical sense or support a given argument within the context provided.

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| **QD Student Learning Outcomes (must meet all 3)** | **Activities/Topics** | **Assessment** |
| Present data in a variety of ways, including analytical, graphical, and tabular.  |  |  |
| Interpret data, solve problems, and draw conclusions from data presented in a variety of ways, including analytical, graphical, and tabular, and communicate the thought processes involved. |  |  |
| Evaluate data-rich information and determine whether the resulting conclusions make logical sense or support a given argument within the context provided. |  |  |