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| **Course title:**  Quantitative Reasoning | **Recommended Course Number:** |
| **Recommended Credit Hours: 3** | **Recommended Course Prerequisites and/or Co-requisites:** |
| **Next Course in Sequence:** |

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| **Purpose of Course:**  Provide a foundation in problem solving, critical thinking, and mathematics skills related to workforce and real-world applications. |
| **Intended Audience:**  Non-STEM majors: liberal arts, general studies, business (career dependent), soft trades (culinary, agriculture, outdoor rec, medical coding, graphic design, etc…) |
| **Course Description:** |
| **Course Major Units:**   * Financial literacy * Basic math review * Proportional reasoning- ratios, proportions, percentage, … * Sets and logic? * Measurements (metrics, area, volume…) * Statistics? * Exponential applications * Problem solving |
| **Learning Outcomes:**   * Students will be able to:   + Financial Literacy     - Define simple interest and related terminology     - Calculate and analyze the applications of interest |
| **Comments:**  Specific scores (for placement)?  Development QR/Stats as prerequisite?  Life instead of real world  Soft? Insulting  Fair division  What are you trying to say when you use the word soft?  Don’t go too far in exponential apps  Dimensional analysis  Is this too specific? (learning outcome)  Restate so it doesn’t look like you are measuring two things  Compound and/or simple?  Income tax included? |