Criteria for Quantitative Literacy and Quantitative Intensive Courses

Quantitative Literacy

Students may satisfy the Quantitative Literacy requirement by completing Mathematics 1030, Quantitative Literacy (3 credits), Mathematics 1040, Statistics (3 credits), Statistics 1045 (5 credits) or Mathematics 1050 (3 or 4 credits), College Algebra. All of the courses in the mathematics General Education curriculum require high school Mathematics 1, 2, and preferably 3 as prerequisites. Students also may satisfy the requirement by completing at least one institutionally approved mathematics course which fits with their intended major (a course at the level of college algebra or which requires college algebra as a prerequisite). USHE institutions may determine if an ACT, SAT or placement examination score is sufficiently high enough to waive the Quantitative Literacy requirements. (Regents’ Policy 470.3.20).

Quantitative Intensive

Courses used to satisfy University Studies Quantitative Intensive [QI] requirements should build on material from MATH 1030 (Quantitative Reasoning), STAT 1040 (Introduction to Statistics), STAT 1045 (Introduction to Statistics) MATH 1050 or other approved courses. QI courses must have a substantial quantitative component, which, in some form, furthers the quantitative literacy goals of University Studies, improving their fluency in the use of quantitative methods.

They should expect students to demonstrate ability to use:

1. Mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.

2. Quantitative information symbolically, visually numerically and/or verbally.

3. Arithmetical, and/or algebraic and/or geometric, and/or statistical methods to solve problems.

4. Estimates to check answers to quantitative problems in order to determine reasonableness, identify alternatives, and select optimal results.

And

5. QI courses should address the limits of mathematical and statistical methods.