
TO: UCC Membership
FROM: Todd Eisworth, Chair, UCC General Education Committee
DATE: December 9, 2021
SUBJECT: Quantitative Courses in BRICKS

This memo outlines a policy-based solution for problems arising out of the inclusion of quantitative courses in Arches. It proposes a BRICKS-compatible version of the Tiers policy that any mathematics course of sufficiently high level can be used to satisfy the Tier 1 Quantitative requirement.

Background

The quantitative reasoning learning outcomes for BRICKS are primarily met by courses approved for the category of Foundations: Quantitative Reasoning (FQR). However, courses addressing these same outcomes may also appear in the Arches: Constructed World (ACSW) category. Because courses cannot fulfill Arch and Foundation requirements simultaneously, a student who brings in credit for a quantitative ACSW course must satisfy FQR in some other fashion. This leads to unintended consequences for students who may transfer in such credit. This can be remedied through the following:

(Draft) Policy on ACSW Quantitative Courses

Quantitative courses that are approved in the category of Arches: Constructed World shall also be approved for the category Foundations: Quantitative Reasoning. The same course cannot be used to satisfy both requirements.

This is a BRICKS-compatible translation of the Tiers policy that any mathematics course of sufficiently high level can be used to satisfy the Tier 1 Quantitative requirement. NOTE: This policy specifically rules out a student using the same course to meet both FQR and ACSW. What it does is allow, e.g., students who bring in credit for MATH 2500 to be able to apply that to FQR, rather than having to take a second quantitative course.

Implementation

Implementation involves a small change in how the courses are tagged in DARS, completely behind-the-scenes.

- [DARS – Bob DeLong] ACSW quantitative courses would be tagged as both ACSW and FQR. DARS will apply the course where it is needed, and will not allow a course to apply in both categories. More work will be required when we fully implement thematic arches, but that is down the road.
- [Peoplesoft – Bob Bulow] ACSW quantitative courses will NOT be coded as FQR in Peoplesoft. This means that the course will appear as only ACSW in the catalog, course offerings, and graduation plans.

Implications

- [Transfer and Articulation – Jess Holliday and Jennifer Johnson] Transfer credit for MATH 2301 or MATH 2500 no longer has unintended consequences for students, and we would no longer require the current *ad hoc* solution of using math placement as a workaround. So for example, a student bringing in transfer credit for 2500 without an FQR course credit can use 2500 to satisfy FQR instead of needing a 2nd quantitative course.

- [Advisors – Jenny Klein] This simplifies some things for advisors, resulting in the following guidance:

If a student takes at least one BRICKS-approved quantitative course, then FQR will be satisfied. If a student takes more than one quantitative course they can satisfy both FQR and ACSW as long as at least one of the quantitative courses is approved for Arches.

- [Programs] This change adds a great deal of flexibility with minimal (if any) cost.
 - Quantitative courses in ACSW become a choice for students who may wish to take only a single quantitative course related to an area of interest, as the course will then satisfy FQR instead. Such students would then satisfy ACSW through an Arts or Humanities course.
 - High-demand quantitative courses in ACSW can serve students without needing to be overly concerned about BRICKS implications, as the course will count where the student needs it. Thus, a student needing a statistics course could take MATH 2500 without having to worry about whether this might require them to take another mathematics course.
 - This removes an obstacle for moving a course like PSY 2110 to ACSW. That class has a large audience of students for whom it is the only required quantitative course, but there are programs that would benefit from having the course be in ACSW and for whom the FQR could be satisfied in other ways. This would allow the course to serve both audiences.