

## GT Pathways & LAC Learning Outcomes Mathematics

Note that competencies are general statements of knowledge, skills, and behaviors while outcomes are specific statements about skills students can demonstrate in a measurable way. The content criteria represent the makeup of the course itself (i.e. what the course must include in terms of content).

The left column summarizes information about the category and its requirements. This data is for reference purposes and is not included on the syllabus.

The right column contains the competencies, outcomes/content criteria that are required in the syllabus.

Mathematics	
<p>o GTMA1: Mathematics</p> <p>CompetenciesGTMA1 requires the following competencies and SLOs:</p> <p><del>x</del><a href="#">Quantitative Literacy</a>1a, 2a, 3ac, 4ac, 5a (and 6a for Statistics courses)</p> <p>Content Criteria: <a href="#">Mathematics</a></p> <p>LAC attribute: Mathematics(LAX1)</p>	<p>LACMathematicsLearning Outcomes &amp; GTP Competency &amp; SLOs</p> <p>Quantitative Literacy</p> <p>Competency in quantitative literacy represents a student’s ability to use quantifiable information and mathematical analysis to make connections and draw conclusions. Students with strong quantitative literacy skills understand and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc.).</p> <p>Student Learning Outcomes (SLOs)</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1.</li> </ol>

- x Estimating solutions and recognizing unreasonable results
  - x Considering a variety of approaches to a given problem and selecting one that is appropriate
  - x Interpreting solutions correctly
- b) Generate and interpret symbolic, graphical, numerical, and verbal (written or oral) representations of mathematical ideas
- c) Communicate mathematical ideas in writing