**LAC Mathematics (LAX1) Syllabus Template**

*Below is a syllabus template for a course seeking LAC/GT-MA1 status. Everything highlighted in yellow needs to be customized. Everything in* ***bold*** *must remain verbatim in order to meet the LAC/GTP compliance and evaluative criteria. The template is meant to streamline the labor process for faculty creating syllabi for courses seeking inclusion in the Curriculum. The formatting may be altered to suit the desire of the instructor/originating unit.*

*To facilitate successful LAC review, your major assignments/assessment must show clear alignment to the LAC/GTP competencies, SLOs, and content criteria. You may use the table provided in the template below to map activities, assessments, etc. to the required competencies, SLOs, and content criteria.* *Use the “Course Mapping” column (right side) to list and/or provide narrative explanation of the activities, assignments, etc. that correspond to the competencies, SLOs, and content criteria in the left column.*

Questions about the template or syllabus requirements? Please contact [LAC@unco.edu](mailto:LAC@unco.edu).

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[Course Prefix, Number, and Name] Syllabus

[Semester Offered]

[#] credit hours

Instructor Name: [insert your information here]

Instructor Contact Information: [insert your information here]

Instructor Student Drop-In Hours: [insert your information here]

Course Catalog Description: [insert your information here]

Course Description: [insert your information here]

Important Dates: [insert your information here]

**Liberal Arts Curriculum & GT Pathways**

**This course is a part of the Liberal Arts Curriculum at UNC and fulfills [#] credit hours of the Mathematics category.  The Colorado Commission on Higher Education has approved [Course prefix, number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-MA1 category. For transferring students, successful completion with a minimum C‒ grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to** [**http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html**](http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html)

**UNC’s LAC outcomes in Mathematics are aligned with the State of Colorado’s GT Pathways student learning outcomes, competencies, and content criteria for MA1. This includes CDHE competency and student learning outcomes in Quantitative Literacy.**

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| **LAC Mathematics Learning Outcomes + GTP Competency & SLOs** | **Course Mapping** |
| **Quantitative Literacy:**  **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.).**  **Student Learning Outcomes (SLOs)**  ***Students should be able to:***   1. **Interpret Information** 2. **Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).** 3. **Represent Information** 4. **Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).** 5. **Perform Calculations** 6. **Solve problems or equations at the appropriate course level.** 7. **Use appropriate mathematical notation.** 8. **Solve a variety of different problem types that involve a multi-step solution and address the validity of the results.** 9. **Apply and Analyze Information** 10. **Make use of graphical objects (such as graphs of equations in two or three variables, histograms, scatterplots of bivariate data, geometrical figures, etc.) to supplement a solution to a typical problem at the appropriate level.** 11. **Formulate, organize, and articulate solutions to theoretical and application problems at the appropriate course level.** 12. **Make judgments based on mathematical analysis appropriate to the course level.** 13. **Communicate Using Mathematical Forms** 14. **Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may also include oral communication).** 15. **Address Assumptions** (*required of Statistics courses only*) 16. **Describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course.** | **[insert your information here]** |

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| **Content Criteria for Mathematics (GT-MA1)** | **Course Mapping** |
| **This course should provide students with the opportunity to:**   1. **Demonstrate good problem-solving habits, including:**    * **Estimating solutions and recognizing unreasonable results.**    * **Considering a variety of approaches to a given problem and selecting one that is appropriate.**    * **Interpreting solutions correctly.** 2. **Generate and interpret symbolic, graphical, numerical, and verbal (written or oral) representations of mathematical ideas.** 3. **Communicate mathematical ideas in written and/or oral form using appropriate mathematical language, notation, and style.** 4. **Apply mathematical concepts, procedures, and techniques appropriate to the course.** 5. **Recognize and apply patterns or mathematical structure.** 6. **Utilize and integrate appropriate technology.** | **[insert your information here]** |

Required Text/Course Materials: [insert your information here]

Course Policies: [insert your information here]

Course Grading Scale/Assignments: [insert your information here]

Course Calendar/Schedule: [insert your information here]