GT Pathways Mathematics (GT-MA1)

**The following statement must be copied and pasted verbatim into each instructor’s syllabus**

***(replace the text in red with your course subject code & number)*:**

The Colorado Commission on Higher Education has approved **XXXX ####** 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>.

**The following required Mathematics GT Pathways (GT-MA1) content criteria shall be either: 1) copied and pasted verbatim into each instructor’s syllabus, OR 2) mapped to the institution’s own content criteria in each instructor’s syllabus:**

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.

1. Generate and interpret symbolic, graphical, numerical, and verbal (written or oral) representations of mathematical ideas.
2. Communicate mathematical ideas in written and/or oral form using appropriate mathematical language, notation, and style.
3. Apply mathematical concepts, procedures, and techniques appropriate to the course.
4. Recognize and apply patterns or mathematical structure.
5. Utilize and integrate appropriate technology.

**The following Student Learning Outcomes (SLOs) for the required GT-MA1 competencies shall be either: 1) copied and pasted verbatim into each instructor’s syllabus, OR 2) mapped to the institution’s own competencies and SLOs in each instructor’s syllabus:**

***Quantitative Literacy***

Interpret Information

1. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).

Represent Information

* 1. Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

Perform Calculations

1. Solve problems or equations at the appropriate course level.
2. Use appropriate mathematical notation.
3. Solve a variety of different problem types that involve a multi-step solution and address the validity of the results.

Apply and Analyze Information

1. 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.
2. Formulate, organize, and articulate solutions to theoretical and application problems at the appropriate course level.
3. Make judgments based on mathematical analysis appropriate to the course level.

***(Instructions continued next page)***

Communicate Using Mathematical Forms

1. Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may also include oral communication).

Address Assumptions **(*required of Statistics courses only)***

1. Describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course.

**The** [**CDHE GT Pathways Course Submittal Form & Institutional Verification**](http://highered.colorado.gov/Academics/Transfers/gtPathways/Submittal%20Form/Submittal_Form_GTP_Curriculum_FINAL_MATH_GT_MA1.docx) ***(4 pages)* must be completed (except Provost’s signature on page 4, section V) for each GTP course. In Section IV, explain how your department will ensure that the required GTP information above is included on each instructor’s syllabus for every section of the course and how this is regularly communicated to teaching faculty.**