

IV. Course Competencies, Learning Outcomes and Objectives

A. General Education Competencies and Course Outcomes

1. Listed here are the course outcomes/objectives assessed in this course which play an *integral* part in contributing to the student's general education along with the general education competency it supports.

*[INCLUDED IN THIS SECTION WOULD BE ANY OF THE EIGHT GENERAL EDUCATION COMPETENCIES DEPARTMENTAL FACULTY CONSIDER TO BE A **PRIMARY** FOCUS IN THE COURSE. EACH COMPETENCY WOULD THEN BE FOLLOWED BY A DESCRIPTION OR LISTING OF COURSE OUTCOMES/OBJECTIVES CLEARLY SUPPORTING THE INCLUSION OF THE COMPETENCY BY THE DEPARTMENT.]*

2. Listed here are the course outcomes/objectives assessed in this course which play a *supplemental* role in contributing to the student's general education along with the general education competency it supports.

*[INCLUDED IN THIS SECTION WOULD BE ANY OF THE EIGHT GENERAL EDUCATION COMPETENCIES DEPARTMENTAL FACULTY CONSIDER TO BE A **SECONDARY** FOCUS IN THE COURSE. EACH COMPETENCY WOULD THEN BE FOLLOWED BY A DESCRIPTION OR LISTING OF COURSE OUTCOMES/OBJECTIVES CLEARLY SUPPORTING THE INCLUSION OF THE COMPETENCY BY THE DEPARTMENT.]*

****When considering the inclusion of an integral or supplemental competency in this section, faculty should bear in mind the underlying assumption that if a competency is listed as integral (primary), then it is expected the professors will dedicate time and emphasis towards supporting student achievement of the outcome. If the competency is receiving curricular emphasis, it follows that in EVERY section of the course, EVERY faculty member teaching the course is assessing the competency EVERY time the course is taught. Through faculty collaboration and discussion within disciplines and programs, as well as ongoing training related to the competencies and the adopted assessment tools, faculty will utilize an assignment that aligns with the General Education competency identified as integral in the course and therefore could be measured using one of the rubrics established for that competency by the Learning Assessment Committee. However, it is not a requirement that all faculty use the same assessment instrument unless agreed upon by the department or program.**

B. In accordance with Florida Statute 1007.25 concerning the state's general education core course requirements, this course meets the general education competencies for *mathematics*.

- *Students will determine appropriate mathematical and computational models and methods in problem solving, and demonstrate an understanding of mathematical concepts.*
- *Students will apply appropriate mathematical and computational models and methods in problem solving.*

*[THIS SECTION WOULD ONLY BE INCLUDED IN THE COURSE OUTLINES OF THOSE COURSES THAT ARE INCLUDED IN THE FSW CATALOG AS GENERAL EDUCATION CORE COURSES. IF THIS IS NOT A CORE COURSE, THEN OUTLINE LETTER **C** WOULD BECOME **B**.]*

C. Other Course Objectives/Standards

*[THIS SECTION IS RESERVED FOR THE OPTIONAL INCLUSION OF COURSE OBJECTIVES AND/OR STANDARDS BEYOND THE GENERAL EDUCATION COMPETENCIES THAT MAY BE COURSE OR PROGRAM SPECIFIC. IF THERE ARE NO ADDITIONAL COURSE OBJECTIVES OR STANDARDS, THEN A STATEMENT SHOULD BE INCLUDED STATING THUS (I.E., **THERE ARE NO ADDITIONAL COURSE OBJECTIVES OR STANDARDS ASSESSED IN THIS COURSE.**)*