**Appendix E**

**GT PATHWAYS: SOCIAL & BEHAVIORAL SCIENCES GT-SS COURSES**

GT-SS1: ECONOMIC OR POLITICAL SYSTEMS (pages 2-3)

GT-SS2: GEOGRAPHY (pages 4-5)

GT-SS3: HUMAN BEHAVIOR, CULTURE, OR SOCIAL FRAMEWORKS (pages 6-7)

**State-level Goal:** Collectively, the general education requirements in Social & Behavioral Sciences are designed to help students acquire a broad foundation in social science knowledge and the ability to apply this understanding to contemporary problems and issues. Specifically, the Social & Behavioral Sciences requirement helps students:

* Apply Social & Behavioral Science tools, approaches, and skills to complex social and global issues.
* Analyze how individuals, groups, communities, or cultures relate or interact with each other and/or the natural world.

The content criteria and competencies for the subgroups of Social and Behavioral Science courses which must be included in syllabi are listed below.

**Note:** Additional Requirements for Designating a Social & Behavioral Science Course as GT Pathways: A course in the Social & Behavioral Sciences must show evidence of significant high impact educational practices such as writing, collaborative learning, immersive learning, community/civic engagement, or research. Assigned writing, for instance, need not be limited to polished paper writing but might include low-stakes write-to- learn or write-to-engage for purposes of enhanced learning. Research suggests that students learn and retain more when they write about what they are learning. Additionally, students can learn a great deal about content through revision processes associated with writing that focus on responding to a peer or instructor’s advice and revising to demonstrate their growing understanding of a subject.

**Below are the REQUIRED Syllabus Statement Language for direct inclusion in each type of GT-SS course syllabus (GT-SS1, GT-SS2 or GT-SS3). This includes Content Criteria and Competencies.**

**REQUIRED Syllabus Statement Language for direct inclusion in all GT-SS1 course syllabi is below this line. This includes Content Criteria and Competencies.**

**GT-SS1** This [*prefix & number*] course satisfies the Guaranteed Transfer (GT) Pathways Requirements for Social & Behavioral Sciences in Economic or Political Systems.

The Colorado Commission on Higher Education has approved [*prefix & number*] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS1 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>.

This designation verifies the following Content Criteria and Competencies are met in this course.

**GT-SS1 Social & Behavioral ScienceS COURSE – ECONOMIC OR POLITICAL SYSTEMS Content Criteria:**:

This GT Pathways Social & Behavioral Science GT-SS1 course is designed to provide content knowledge in Economic or Political Systems.

*Students should be able to:*

a. Demonstrate knowledge of economic or political systems.

b. Use the social sciences to analyze and interpret issues.

c. Explain diverse perspectives and groups.

**GT-SS1 Competencies and Student Learning Outcomes (SLOs)**:

***Critical Thinking*****Competency** *(SLOs* 1, 2, & 5)

*Students should be able to:*

1. **Explain an Issue**: Use information to describe a problem or issue and/or articulate a question related to the topic.

2. **Utilize Context**:

a. Evaluate the relevance of context when presenting a position.

b. Identify assumptions.

c. Analyze one’s own and others’ assumptions.

5. **Understand Implications and Make Conclusions**:

a. Establish a conclusion that is tied to the range of information presented.

b. Reflect on implications and consequences of stated conclusion.

***Civic Engagement*****Competency** *(SLO2 Civic Knowledge)*.

*Students should be able to:*

1. **Connect Disciplinary Knowledge to Civic Engagement** through one’s own participation in civic life, politics, and/or government

***GT-SS1 Additional Criteria:*** This course in the Social & Behavioral Sciences includes significant high impact educational practices such as writing, collaborative learning, immersive learning, community/civic engagement, or research.

**REQUIRED Syllabus Statement Language for direct inclusion in all GT-SS2 course syllabi is below this line. This includes Content Criteria and Competencies.**

**GT-SS2** This [*prefix & number*] course satisfies the Guaranteed Transfer (GT) Pathways Requirements for Social & Behavioral Sciences in Geography.

The Colorado Commission on Higher Education has approved [*prefix & number*] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS2 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>.

This designation verifies the following Content Criteria and Competencies are met in this course.

**GT-SS2 SOCIAL & BEHAVIORAL SCIENCES COURSE - GEOGRAPHY CONTENT CRITERIA:**

*Students should be able to:*

a. Demonstrate understanding of how multiple factors and processes contribute to the nature of landscapes, identities, and regions.

b. Apply social science tools and perspectives to analyze and interpret issues.

**GT-SS2 Competencies and Student Learning Outcomes (SLOs)**:

***Diversity & Global Learning* Competency** *(*SLOs 1, 2 & 3)

Competency in diversity and global learning refers to a student’s ability to critically analyze and engage complex, interdependent structures and constructs (such as natural, physical, social, cultural, economic, or political) and their implications for individuals, groups, communities, or cultures. This competency will introduce students to various concepts toward building their awareness of diversity and the importance of inclusivity. Through diversity and global learning, students should seek to understand how their actions affect both local and global communities.

*Students should be able to:*

1. **Build Self-Awareness**: Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
2. **Examine Perspectives**: Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
3. **Address Diversity:** Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

***Critical Thinking*****Competency** *(SLOs* 1, 2, & 5)

Competency in critical thinking addresses a student’s ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.

*Students should be able to:*

1. **Explain an Issue**: Use information to describe a problem or issue and/or articulate a question related to the topic.

2. **Utilize Context**:

a. Evaluate the relevance of context when presenting a position.

b. Identify assumptions.

c. Analyze one’s own and others’ assumptions.

5. **Understand Implications and Make Conclusions**:

a. Establish a conclusion that is tied to the range of information presented.

b. Reflect on implications and consequences of stated conclusion.

***GT-SS2 Additional Criteria:*** This course in the Social & Behavioral Sciences includes significant high impact educational practices such as writing, collaborative learning, immersive learning, community/civic engagement, or research.

**REQUIRED Syllabus Statement Language for direct inclusion in all GT-SS3 course syllabi is below this line. This includes Content Criteria and Competencies.**

**GT-SS3** This [*prefix & number*] course satisfies the Guaranteed Transfer (GT) Pathways Requirements for Social & Behavioral Sciences in Human Behavior, Cultural, or Social Frameworks.

The Colorado Commission on Higher Education has approved [*prefix & number*] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS3 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>.

This designation verifies the following Content Criteria and Competencies are met in this course.

**GT-SS3 SOCIAL & BEHAVIORAL SCIENCES COURSE - HUMAN BEHAVIOR, CULTURE, OR SOCIAL FRAMEWORKS CONTENT CRITERIA:**

*Students should be able to:*

1. Develop knowledge of human behavior, including learning, cognition, and human development or cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures.
2. Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.
3. Understand diverse perspectives and groups.

**GT-SS3 Competencies and Student Learning Outcomes**:

***Diversity & Global Learning* Competency** *(*SLOs 1, 2 & 3)

Competency in diversity and global learning refers to a student’s ability to critically analyze and engage complex, interdependent structures and constructs (such as natural, physical, social, cultural, economic, or political) and their implications for individuals, groups, communities, or cultures. This competency will introduce students to various concepts toward building their awareness of diversity and the importance of inclusivity. Through diversity and global learning, students should seek to understand how their actions affect both local and global communities.

*Students should be able to:*

1. **Build Self-Awareness**: Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
2. **Examine Perspectives**: Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
3. **Address Diversity:** Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

***Critical Thinking*****Competency** *(SLOs* 1, 2, & 5)

Competency in critical thinking addresses a student’s ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.

*Students should be able to:*

1. **Explain an Issue**: Use information to describe a problem or issue and/or articulate a question related to the topic.

2. **Utilize Context**:

a. Evaluate the relevance of context when presenting a position.

b. Identify assumptions.

c. Analyze one’s own and others’ assumptions.

5. **Understand Implications and Make Conclusions**:

a. Establish a conclusion that is tied to the range of information presented.

b. Reflect on implications and consequences of stated conclusion.

***GT-SS3 Additional Criteria:*** This course in the Social & Behavioral Sciences includes significant high impact educational practices such as writing, collaborative learning, immersive learning, community/civic engagement, or research.