



COLORADO

Department of
Higher Education

Use this new form starting January 6, 2025

GT Pathways Curriculum

Course Submittal Form and Institutional Verification

Content Area: Social & Behavioral Sciences

Subcategory: **GT-SS3 - Human Behavior, Culture, or Social Frameworks**

Date: _____

Institution: _____

Section I: Social & Behavioral Sciences (S&BS) Content Criteria - **GT-SS3**

The following required [SS3 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:

- a. 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.
- b. Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.
- c. Understand diverse perspectives and groups.

***The following paragraph does not need to be included in the syllabus; however, instructors who teach the course should be aware of these state-approved "Additional Requirements" for this GT Pathways content category. These "Additional Requirements" should also serve as part of the evaluation criteria that institutions are using to affirm that courses in this content area meet the GT Pathways requirements. Curriculum committees should be provided with this text and directed to evaluate whether courses in this content category meet these requirements before they are approved by the institution.*

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.¹ 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.²

Section II: Competencies & Student Learning Outcomes for **GT-SS3**

The following Student Learning Outcomes (SLOs) for the required GT-SS3 competencies, *Diversity & Global Learning* and *Critical Thinking*, 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.

Diversity & Global Learning:

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

Critical Thinking:

1. **Explain an Issue**

¹ Gingerich, Karla, Julie Bugg, Sue Doe, Christopher A. Rowland, Tracy L. Richards, Sara Jane Tompkins, and Mark A. McDaniel. 2014. “Active Processing via Write-to-Learn Assignments: Learning and Retention in Introductory Psychology.” *Teaching of Psychology*, 41. 4 (October 2014). 303-308.

² Cavdar, Gamze and Sue Doe. 2012. “Learning through Writing: Teaching Critical Thinking Skills in Writing Assignments.” *PS: Political Science and Politics* 45.2. 1-9.



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- a. 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 other's 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.



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Section V: Institutional Verification

1. I verify that the courses listed above are part of our institution's general education core.
2. I verify that the courses listed above are offered at least once every two years (for CCCS, offered at a campus in the System).
3. I verify that course instructors are uniformly and consistently directed to include the required GT Pathways content criteria and competencies/Student Learning Outcomes, and that our institution will make a good faith effort to ensure faculty have the necessary resources to teach these content criteria and competencies.
4. I verify that instructors of these courses will be/have been directed to include the following statement in their course syllabi:

The Colorado Commission on Higher Education has approved [course prefix & number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the [GT-XXX] 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, please visit the [Colorado Department of Higher Education website](#).

Chief Academic Officer:

Printed Name

Signature

Date