GT Pathways Social & Behavioral Sciences –

Economic or Political Systems (GT-SS1)

**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-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>.

**The following required Social & Behavioral Sciences GT Pathways (GT-SS1) 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 knowledge of economic **or** political systems.
2. Use the social sciences to analyze and interpret issues.
3. Explain 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]](#footnote-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]](#footnote-2)

**The following Student Learning Outcomes (SLOs) for the required GT-SS1 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:**

***Civic Engagement***

Civic Knowledge

1. Connect disciplinary knowledge to civic engagement through one’s own participation in civic life, politics, and/or government.

***Critical Thinking***

Explain an Issue

1. Use information to describe a problem or issue and/or articulate a question related to the topic.

Utilize Context

1. Evaluate the relevance of context when presenting a position.
2. Identify assumptions.
3. Analyze one’s own and others’ assumptions.

Understand Implications and Make Conclusions

1. Establish a conclusion that is tied to the range of information presented.
2. Reflect on implications and consequences of stated conclusion.

**The** [**CDHE GT Pathways Course Submittal Form & Institutional Verification**](http://highered.colorado.gov/Academics/Transfers/gtPathways/Submittal%20Form/Submittal_Form_GTP_Curriculum_FINAL_S&BS_GT_SS1.docx) ***(5 pages)* must be completed *(except Provost’s signature on page 5, 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.**

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. [↑](#footnote-ref-1)
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.

   ***(Instructions continued next page)*** [↑](#footnote-ref-2)