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

The Colorado Commission on Higher Education has approved [course] 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 <https://highered.colorado.gov/guaranteed-transfer-gt-pathways-general-education-curriculum-0>.

**Content Criteria**

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.

**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.

**Competencies and Student Learning Outcomes**

## [*Diversity & Global Learning*](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/competency.html)*:*

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

[***Critical Thinking***](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/competency.html)***:***

1. **Explain an Issue**
2. Use information to describe a problem or issue and/or articulate a question related to the topic.
3. **Utilize Context**
4. Evaluate the relevance of context when presenting a position.
5. Identify assumptions.
6. Analyze one’s own and others’ assumptions.
7. **Understand Implications and Make Conclusions**
8. Establish a conclusion that is tied to the range of information presented.
9. Reflect on implications and consequences of stated conclusion.