



GT PATHWAYS CONTENT CRITERIA: SOCIAL & BEHAVIORAL SCIENCES

- [GT-SS1](#): ECONOMIC OR POLITICAL SYSTEMS
- [GT-SS2](#): GEOGRAPHY
- [GT-SS3](#): HUMAN BEHAVIOR, CULTURE, OR SOCIAL FRAMEWORKS

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:

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

Content Criteria for Designating a Social & Behavioral Science Course as GT Pathways:

The content of a GT Pathways Social & Behavioral Science course shall be designed to provide content knowledge in one of the following areas:

GT-SS1 (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-SS2 (Geography)

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-SS3 (Human Behavior, Culture, or Social Frameworks)

Students should be able to:

- 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.



Required Competencies and Student Learning Outcomes (SLOs) for Designating a Social & Behavioral Science Course as GT Pathways:

All **GT-SS1** courses shall include:

- GT Pathways competency in *Critical Thinking*, including SLOs 1, 2, & 5.
- GT Pathways competency in *Civic Engagement*, including SLO 2.

All **GT-SS2 & GT-SS3** courses shall include:

- GT Pathways competency in *Diversity & Global Learning*, including SLOs 1, 2 & 3.
- GT Pathways competency in *Critical Thinking*, including SLOs 1, 2 & 5.

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

Maximum Number of Credits in Social & Behavioral Sciences That Are Guaranteed to Transfer:

At least 3 credit hours will be guaranteed to transfer in the GT Pathways curriculum. An additional 3 credits from any course in categories SS1, SS2 or SS3 can be guaranteed to transfer ***IF*** the student is requesting no more than 6 credits of guaranteed transfer courses in the Arts & Humanities content area of the GT Pathways curriculum (a maximum of 15 credits is guaranteed to transfer from the combined content areas of Arts & Humanities, History, and Social & Behavioral Sciences).

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.