Pikes Peak State College (PPSC) Educational Procedure

EP 120 C – Master Course Template for GT Pathways

Originated:

Unknown

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January 2025
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References:

CCCS Board Policies & System Procedures: SP9-30a Associate Degrees, SP 9-30b Bachelor Degrees, and SP 9-30c -Certificates
Common Course Numbering System
Content Criteria & General Education Competencies
Guaranteed Transfer (GT) Pathways General Education Curriculum

Approved By:

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I. Purpose:

Creating syllabi that serve as roadmaps to student success.

II. Scope:

This template serves as guidance for master course syllabi at Pikes Peak State College (PPSC).
Data is stored on the Community College Common Course Numbering System (CCNS).

III. Procedure:

This procedure applies to all PPSC faculty and instructors.

Course Name and Number [without section number] Purpose of Document:

This document contains important information for transfer. It may be helpful for you to retain a copy for your records, along with the class specific syllabus. This document will be especially helpful if you ever transfer out of state.

Pikes Peak State College (PPSC) and the Colorado Department of Higher Education (CDHE) have determined that graduates should have a broad range of learning skills as well as discipline related skills (detailed below).

GT Transferability Statement:

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.

Content Criteria & General Education Competencies:

[Insert appropriate material here]

Course Description:

[Insert Common Course Numbering System (CCNS) info here]

Credit Hours & Contact Hours

Course Learning Outcomes:

[Insert Common Course Numbering System (CCNS) info here]

Topical Outline

[Insert Common Course Numbering System (CCNS) info here]

Other Articulation Agreements

[If applicable, insert here. If N/A delete]

Content Criteria & General Education Competencies

Arts & Humanities Courses

GT-AH1 (Arts & Expression)

Content Criteria

Respond analytically and critically to works of artistic expression, by addressing all of the following:
   a. Describe the basic elements and their effects on meaning in a work of art.
   b. Relate the effects of geography, economics, politics, religion, philosophy, and science on the values of a culture and the stylistic features of its arts.
   c. Determine how a work reflects or rejects the major values or concerns of a historical era or culture.
   d. Interpret themes or major concepts.

General Education Competencies

Creative Thinking

Embrace Contradictions

   a. Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work.

Critical Thinking

Utilize Context

   a. Evaluate the relevance of context when presenting a position.
   b. Identify assumptions.
   c. Analyze one's own and other's assumptions.

Understand Implications and Make Connections
   a. Establish a conclusion that is tied to the range of information presented.
   b. Reflect on implications and consequences of stated conclusion.

Written Communication

Develop Content

   a. Create and develop ideas within the context of the situation and the assigned task(s).
Use Sources and Evidence
   a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
   b. Follow an appropriate documentation system.

GT-AH2 (Literature & Humanities)

Content Criteria

Respond analytically and critically to literary or media works, by addressing all of the following:
a. Specific era(s)
b. Specific culture(s)
c. Themes or major concepts
d. Attitudes and values

General Education Competencies

Critical Thinking

Utilize Context

a. Evaluate the relevance of context when presenting a position.
b. Identify assumptions.
c. Analyze one's own and other's assumptions.

Understand Implications and Make Connections
a. Establish a conclusion that is tied to the range of information presented.
b. Reflect on implications and consequences of stated conclusion.

Written Communication

Develop Content

a. Create and develop ideas within the context of the situation and the assigned task(s).

Use Sources and Evidence

a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
b. Follow an appropriate documentation system.

GT-AH3 (Ways of Thinking)

Content Criteria

Respond analytically and critically to ways of thinking, by addressing one or more of the following:
a. Logic
b. Ethics
c. The different questions dealt with by leading philosophers and/or theologians and their positions on those questions

General Education Competencies

Critical Thinking

Explain an Issue

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

Utilize Context
a. Evaluate the relevance of context when presenting a position.
b. Identify assumptions.
c. Analyze one's own and other's assumptions.

Understand Implications and Make Connections
a. Establish a conclusion that is tied to the range of information presented.
b. Reflect on implications and consequences of stated conclusion.

GT-AH4 (World Languages)

Content Criteria

Develop an ability to communicate in, and understand, language other than spoken and written English. Students should be able to:
a. Acquire intermediate skills in speaking, aural comprehension, reading, and writing in a language other than English, or
b. Acquire intermediate skills in American Sign Language.

General Education Competencies

Oral/Presentational Communication

Develop a Central Message
a. Develop a central message using the content and supporting materials.
Address Language
a. Employ language that enhances the presentation.
b. Incorporate language that is appropriate to the audience.
Execute Delivery
a. Demonstrate performance skills (posture, gesture, eye contact, and vocal expressiveness) to share content with/present content to a particular audience for a specific occasion and purpose.

History Courses

GT-HI1 (History)

Content Criteria

a. Introduces students to the method of historical inquiry, which involves asking an important historical question, investigating and analyzing historical sources, and drawing conclusions.
b. Employs historical thinking and concepts, which include context, change over time, continuity, multiple causation, and human agency.
c. Investigates multiple historical primary sources and secondary accounts.

d. Analyzes multiple perspectives to create written narratives, interpretations, or syntheses.

General Education Competencies

Critical Thinking

Formulate an Argument
   a. Ask a question relevant to the discipline.
   b. Synthesize perspectives that answer it.
   c. Take a specific position.
Incorporate Evidence
   a. Interpret/evaluate sources to develop an analysis or synthesis.
Understand Implications and Make Connections
   a. Establish a conclusion that is tied to the range of information presented.
   b. Reflect on implications and consequences of stated conclusion.

Information Literacy

Evaluate Information Critically

   a. Utilize a variety of information sources appropriate to the scope and discipline of the research question.
   b. Consider the importance of multiple Content Criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view, when evaluating information source.
Use Information Effectively to Accomplish a Specific Purpose

   a. Synthesize information from sources to fully achieve a specific purpose.
Use Information Ethically and Legally

   a. Demonstrate a full understanding of the ethical and legal restrictions on the use of information from a variety of sources through correct citation practices.

Mathematics Courses

GT-MA1 (Mathematics)

Content Criteria

   a. Demonstrate good problem-solving habits, including:
      - Estimating solutions and recognizing unreasonable results.
      - Considering a variety of approaches to a given problem, and selecting one that is appropriate.
      - Interpreting solutions correctly.
   b. Generate and interpret symbolic, graphical, numerical, and verbal (written or oral) representations of mathematical ideas.
   c. Communicate mathematical ideas in written and/or oral form using appropriate mathematical language, notation, and style.
   d. Apply mathematical concepts, procedures, and techniques appropriate to the course.

e. Recognize and apply patterns or mathematical structure.
f. Utilize and integrate appropriate technology.

General Education Competencies

Quantitative Literature

Interpret Information

a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).

Represent Information

a. Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

Perform Calculations

a. Solve problems or equations at the appropriate course level.
b. Use appropriate mathematical notation.
c. Solve a variety of different problem types that involve a multi-step solution and address the validity of the results.

Apply and Analyze Information

a. Make use of graphical objects (such as graphs of equations in two or three variables, histograms, scatterplots of bivariate data, geometrical figures, etc.) to supplement a solution to a typical problem at the appropriate level.
b. Formulate, organize, and articulate solutions to theoretical and application problems at the appropriate course level.
c. Make judgments based on mathematical analysis appropriate to the course level.

Communicate Using Mathematical Forms

a. Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may also include oral communication).

Address Assumptions [for statistics course only]

a. Describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course.

***Problem Solving might be a future General Education Competency*

Natural & Physical Sciences

GT-SC1 & GT-SC2 (Course with & without Required Laboratory)

Content Criteria

The lecture content of a GT Pathways science course (GT-SC1 or GT-SC2): Students should be able to:

a. Develop foundational knowledge in specific field(s) of science.
b. Develop an understanding of the nature and process of science.
c. Demonstrate the ability to use scientific methodologies.

    d. Examine quantitative approaches to study natural phenomena.

The laboratory (either a combined lecture and laboratory, or a separate laboratory tied to a science lecture course) content of a GT Pathways science course (GT-SC1): Students should be able to:

    a. Perform hands-on activities with demonstration and simulation components playing secondary role.
    b. Engage in inquiry-based activities.
    c. Demonstrate the ability to use the scientific method.
    d. Obtain and interpret data, and communicate the results of inquiry.
    e. Demonstrate proper technique and safe practices.

General Education Competencies

Inquiry & Analysis

Select or Develop a Design Process

    a. Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.

Analyze and Interpret Evidence

    a. Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus.
    b. Utilize multiple representations to interpret the data.

Draw Conclusions

    a. State a conclusion based on findings.

Quantitative Literacy

Interpret Information

    a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).

Represent Information

    b. Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

Social & Behavioral Sciences

GT-SS1 (Economics or Political Systems)

Content Criteria

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.

General Education Competencies

Civic Engagement

Civic Knowledge

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

Critical Thinking

Explain an Issue

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

Utilize Context

    a. Evaluate the relevance of context when presenting a position.
    b. Identify assumptions.
    c. Analyze one's own and other's assumptions.

Understand Implications and Make Connections

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

GT-SS2 (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.

General Education Competencies

Critical Thinking

Explain an Issue

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

Utilize Context

    a. Evaluate the relevance of context when presenting a position.
    b. Identify assumptions.
    c. Analyze one's own and other's assumptions.

Understand Implications and Make Connections

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

Diversity & Global Learning

Build Self-Awareness
    a. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

Examine Perspectives
    a. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Address Diversity
    a. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

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

Content Criteria

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.

General Education Competencies

Critical Thinking

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

Utilize Context
    a. Evaluate the relevance of context when presenting a position.
    b. Identify assumptions.
    c. Analyze one's own and other's assumptions.

Understand Implications and Make Connections
    a. Establish a conclusion that is tied to the range of information presented.
    b. Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning

Build Self-Awareness
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Examine Perspectives
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Address Diversity

    a. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Written Communication

GT-CO1 (Introductory Wring Course)

Content Criteria

1. Develop Rhetorical Knowledge
2. Develop Experience in Writing
3. Develop Critical and Creative Thinking
4. Use Sources and Evidence
5. Develop Application of Composing Conversations

General Education Competencies

Written Communication

Employ Rhetorical Knowledge

    a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.

Develop Context

    a. Create and develop ideas within the context of the situation and the assigned task(s).

Apply Genre and Disciplinary Conventions

    a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.

Use Sources and Evidence

    a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

    b. Follow an appropriate documentation system.

Control Syntax and Mechanics

    a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

GT-CO2 (Intermediate Wring Course)

Content Criteria

1. Deepen Rhetorical Knowledge
2. Deepen Experience in Writing
3. Deepen Critical and Creative Thinking
4. Use Sources and Evidence
5. Deepen Application of Composing Conversations

General Education Competencies

Written Communication

Employ Rhetorical Knowledge

    a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.

Develop Context

    a. Create and develop ideas within the context of the situation and the assigned task(s).

Apply Genre and Disciplinary Conventions

    a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.

Use Sources and Evidence

    a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

    b. Follow an appropriate documentation system.

Control Syntax and Mechanics

    a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

GT-CO3 (Advanced Wring Course)

Content Criteria

1. Extend Rhetorical Knowledge
2. Extend Experience in Writing
3. Extend Critical and Creative Thinking
4. Use Sources and Evidence
5. Extend Application of Composing Conversations

General Education Competencies

Written Communication

Employ Rhetorical Knowledge

    a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.

Develop Context

    a. Create and develop ideas within the context of the situation and the assigned task(s).

Apply Genre and Disciplinary Conventions

    a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.

Use Sources and Evidence

    a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

    b. Follow an appropriate documentation system.

Control Syntax and Mechanics

    a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

EP 120 C Master Course Syllabus Template for GT Pathways 2.18.2025

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