GT Pathways & LAC Learning Outcomes

Use this document as reference when GT Pathways and LAC status is being sought. This document lists the GT Pathways competencies, content criteria, and student learning outcomes, as well as any UNC-specific LAC student learning outcomes for certain areas. Note that competencies are general statements of knowledge, skills, and behaviors while outcomes are specific statements about skills students can demonstrate in a measurable way. The content criteria represent the makeup of the course itself (i.e. what the course must include in terms of content).

Liberal Arts Curriculum and gtP codes	GTP & LAC STUDENT LEARNING OUTCOMES
Written Communication	**NOTE**: All three Written Communication designations (GT-CO1, GT-CO2, and GT-CO3) share the same competency and SLOs, but <u>each have their own unique required content criteria.</u>

o **GT-CO1: Introductory Writing Course**
o **GT-CO2: Intermediate Writing Course**
o **GT-CO3: Advanced Writing Course**
 	
Competency: GT-CO1, GT-CO2, and GT-CO3 <u>all</u> require the following competency and SLOs:
• Written Communication: 1a, 2a, 3a, 4a-b, 5a
 	
Content Criteria: Each designation (GT-CO1, GT-CO2, GT-CO3) has its own Written Communication content criteria. Choose the set that corresponds to the appropriate designation.
 	
LAC attributes:
• Introductory Writing (LAW1)
• Intermediate Writing (LAW2)
• Advanced Writing (LAW3)
	LAC Written Communication Learning Outcomes + GTP Competency & SLOs
	
	Written Communication:
	Competency in written communication is a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.
	
	Student Learning Outcomes
	Students should be able to:
	1. Employ Rhetorical Knowledge
	   a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
	2. Develop Content
	   a. Create and develop ideas within the context of the situation and the assigned task(s).
	3. 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.
	4. 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.
	5. Control Syntax and Mechanics
	   a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.
	
	Content Criteria for Introductory Writing (GT-CO1):
	1. Develop Rhetorical Knowledge
	   a. Focus on rhetorical situation, audience, and purpose.
	   b. Read, annotate, and analyze texts in at least one genre of academic discourse.
	   c. Use voice, tone, format, and structure appropriately.
	   d. Write and read texts written in at least one genre for an academic discourse community.
	   e. Learn reflective strategies.
	2. Develop Experience in Writing
	   a. Learn recursive strategies for generating ideas, revising, editing, and proofreading.
	   b. Learn to critique one's own work and the work of others.
	3. Develop Critical and Creative Thinking

     a. Identify context.

     b. Present a position.

     c. Establish a conclusion indicated by the context that expresses a personal interpretation.

4. Use Sources and Evidence
   a. Select appropriate evidence.
   b. Consider the relevance of evidence.

5. Develop Application of Composing Conventions
   a. Apply genre conventions, including structure, paragraphing, tone, mechanics, syntax, and style.
   b. Use appropriate vocabulary, format, and documentation.

Content Criteria for Intermediate Writing (GT-CO2):

1. Deepen Rhetorical Knowledge
   a. Focus on rhetorical situation, audience, and purpose.
   b. Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing.
   c. Write and read texts written in several genres, for specified discourse communities. These communities may include professional or disciplinary discourse communities.
   d. Practice reflective strategies.

2. Deepen Experience in Writing
   a. Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.
   b. Critique one's own and other's work.

3. Deepen Critical and Critical Thinking
   a. Evaluate the relevance of context.
   b. Synthesize other points of view within one's own position.
   c. Reflect on the implications and consequences of the stated conclusion.

4. Use Sources and Evidence
   a. Select and evaluate appropriate sources and evidence.
   b. Evaluate the relevance of sources to the research question.

5. Deepen Application of Composing Conventions
   a. Apply genre conventions including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.
   b. Use specialized vocabulary, format, and documentation appropriately.

Content Criteria for Advanced Writing (GT-CO3):

1. Extend Rhetorical Knowledge
   a. Use texts from rhetoric, discourse studies, communication, or related disciplines to extend understanding of rhetorical concepts to the discipline that is the focus of the course.
   b. Develop sophisticated strategies for critical analysis of disciplinary or specialized discourse.
   c. Learn more sophisticated ways to communicate knowledge to appropriate audiences.
   d. Apply reflective strategies to the synthesis, communication, and creation of knowledge.

2. Extend Experience in Writing
   a. Hone recursive strategies for generating ideas, revising, editing, and proofreading for disciplinary or specialized discourse.

	b. Critique one's own and other's work, including the work of professional writers and/or scholars.

	3. Extend Critical and Creative Thinking
	   a. Reflect on the implications and consequences of context.
	   b. Incorporate alternate, divergent or contradictory perspectives or ideas within one's own position.
	   c. Extend and complicate the consequences of the stated conclusion.
	4. Use Sources and Evidence
	   a. Select, evaluate, and synthesize appropriate sources and evidence.
	   b. Use discipline-appropriate criteria to evaluate sources and evidence.
	5. Extend Application and Composing Conventions
	   a. Select and adapt genre conventions including structure, paragraphing, tone, mechanics, syntax, and style for disciplinary or specialized discourse.
	   b. Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing projects.

Mathematics

o **GT-MA1: Mathematics**
 	
Competencies: GT-MA1 requires the following competencies and SLOs:
  • Quantitative Literacy: 1a, 2a, 3a-c, 4a-c, 5a (and 6a for Statistics courses)
 	
Content Criteria:
Mathematics
 	
LAC attribute:
 Mathematics (LAX1)
	LAC Mathematics Learning Outcomes + GTP Competency & SLOs
	
	Quantitative Literacy:
	Competency in quantitative literacy represents a student's ability to use quantifiable information and mathematical analysis to make connections and draw conclusions. Students with strong quantitative literacy skills understand and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc.).
	
	Student Learning Outcomes (SLOs)
	Students should be able to:
	1. Interpret Information
	   a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
	2. Represent Information
	   a. Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
	3. 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.
	4. 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.
	5. Communicate Using Mathematical Forms
	   a. Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may also include oral communication).

	6. Address Assumptions (*required of Statistics courses only*)
	   a. Describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course.
	
	Content Criteria for Mathematics (GT-MA1):
	This course should provide students with the opportunity to:
	  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.

U.S. Multicultural Studies & International Studies	**NOTE**: Courses seeking either the U.S. Multicultural Studies [MS] or International Studies [IS] designation <u>must</u> also belong to one of *the Arts & Humanities, History, and Social & Behavioral Sciences* categories. **MS and IS are UNC LAC designations; they are <u>not</u> part of the state-mandated GT Pathways curriculum.**
o U.S. Multicultural Studies **LAC attribute:** U.S. Multicultural Studies (LAMS) *No GTP requirements for this designation*	**LAC U.S. Multicultural Studies SLOs** • Demonstrate a basic understanding of the life experiences and perspectives of individuals and groups with various racial, ethnic, gender, sexuality, class, disability and national identities within the United States. • Demonstrate a basic understanding of the interrelationship of various identities within the United States. • Demonstrate knowledge about the historic origins of ethnic pluralism in the United States. • Critical and Analytical Thinking: Demonstrate the ability to effectively apply reading, writing, critical thinking, and analytical skills to address significant issues related to multiculturalism in the United States.
o International Studies **LAC attribute:** International Studies (LAIS) *No GTP requirements for this designation*	**LAC International Studies SLOs** • Demonstrate a basic understanding of global issues and/or the cultures of other nations, which may include the use of non-English languages. • Demonstrate the ability to adapt and apply multiple worldviews and experiences in addressing global problems. • Demonstrate an understanding of different theoretical, cultural and intellectual perspectives within a global context. • Critical and Analytical Thinking: Demonstrate the ability to effectively apply reading, writing, critical thinking, and analytical skills to address significant issues in the natural and human world in a global context.
Arts and Humanities	

Global SLOs in Arts & Humanities (LAC) **Note:** These outcomes are not required by the State. They are global Arts & Humanities SLOs unique to the UNC Liberal Arts Curriculum. Please include these UNC-specific outcomes on any courses seeking Arts & Humanities LAC designation.	**LAC Arts & Humanities Global SLOs** *Once students have completed the Arts & Humanities Curriculum*, they should be able to 1) Describe at least one of the central differences between the ways in which at least two different cultures and/or historical periods have viewed the world in terms of their art, literature, philosophy, or language itself. 2) Demonstrate a solid basic understanding of at least one way in which art, literature, philosophy, or language itself has contributed substantially to shaping their own experience and/or the experiences of their fellow human beings. 3) Explain at least one salient difference between the artistic, literary, or philosophical approach or approaches to the world that they've studied in this area of the Curriculum and the approaches to the world characteristic of the study of history and/or of the natural and social sciences.

o **GT-AH1: Arts and Expression**
 	
Competencies: GT-AH1 requires the following competencies and SLOs:
• Creative Thinking: 4a
• Critical Thinking: 2a-c, 5a-b
• Written Communication: 2a, 4a-b
 	
Content Criteria: Arts & Expression
 	
LAC attribute:
 Arts & Expression (LAA1)
	LAC Arts & Expression Learning Outcomes + GTP Competencies & SLOs
	
	Creative Thinking:
	Competency in creative thinking represents both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.
	
	Student Learning Outcomes (SLOs)
	Students should be able to:
	4. 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:
	Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.
	
	Student Learning Outcomes (SLOs)
	Students should be able to:
	2. Utilize Context
	    a. Evaluate the relevance of context when presenting a position.
	    b. Identify assumptions.
	    c. Analyze one's own and others' 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.
	
	Written Communication:
	Competency in written communication is a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.
	
	Student Learning Outcomes (SLOs)
	Students should be able to:
	2. Develop Content

	a. Create and develop ideas within the context of the situation and the assigned task(s).
	4. 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.
	
	Content Criteria for Arts & Expression (GT-AH1):
	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.

o **GT-AH2: Literature and Humanities**
 	
Competencies: GT-AH2 requires the following competencies and SLOs:
• Critical Thinking: 2a-c, 5a-b
• Written Communication: 2a, 4a-b
 	
Content Criteria: Literature and Humanities
 	
LAC attribute:
Literature & Humanities (LAA2)
	LAC Literature & Humanities Learning Outcomes + GTP Competencies & SLOs
	
	Critical Thinking:
	Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.
	
	Student Learning Outcomes (SLOs)
	Students should be able to:
	2. Utilize Context
	    a. Evaluate the relevance of context when presenting a position.
	    b. Identify assumptions.
	    c. Analyze one's own and others' 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.
	
	Written Communication:
	Competency in written communication is a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.
	
	Student Learning Outcomes (SLOs)
	Students should be able to:
	2. Develop Content
	    a. Create and develop ideas within the context of the situation and the assigned task(s).
	4. 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.
	
	Content Criteria for Literature and Humanities (GT-AH2):

	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

o **GT-AH3: Ways of Thinking**
 	
Competency: GT-AH3 requires the following competency and SLOs:
• Critical Thinking: 1a, 2a-c, 5a-b
 	
Content Criteria: Ways of Thinking
 	
LAC attribute:
Ways of Thinking (LAA3)
	LAC Ways of Thinking Learning Outcomes + GTP Competency & SLOs
	
	Critical Thinking:
	Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.
	
	Student Learning Outcomes (SLOs)
	Students should be able to:
	1. Explain an Issue
	   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 others' 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.
	
	Content Criteria for Ways of Thinking (GT-AH3):
	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 position on those questions

o **GT-AH4: World Languages**
 	
Competency: GT-AH4 requires the following competency and SLOs:
• Oral/Presentational Communication: 2a, 3a-b, 4a
 	
Content Criteria: World Languages
 	
LAC attribute:
World Languages (LAA4)
	LAC World Languages Learning Outcomes + GTP Competency & SLOs
	
	Oral/Presentation Communication:
	Competency in oral communication represents a student's ability to deliver a well-prepared and purposeful presentation grounded in credible information and organized effectively.
	
	Student Learning Outcomes (SLOs)
	Students should be able to:
	2. Develop a Central Message
	   a. Develop a central message using the content and supporting materials.
	3. Address Language
	   a. Employ language that enhances the presentation.
	   b. Incorporate language that is appropriate to the audience.
	4. 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.
	
	Content Criteria for World Languages (GT-AH4):
	Develop an ability to communicate in, and understand, a 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 skills in American Sign Language.

History

o **GT-HI1: History**
 	
Competencies: GT-HI1 requires the following competencies and SLOs:
• Critical Thinking: 3a-c, 4a, 5a-b
• Information Literacy: 3a-b, 4a, 5a
 	
Content Criteria: History
 	
LAC attribute:
 History (LAH1)
 	
Additionally, the LAC History area carries its own SLOs. (Note: These outcomes are not GtP. They are UNC-specific SLOs for courses that wish to be included in the LAC History area and must be included in addition to the GtP information.)
	LAC History Learning Outcomes + GTP Competencies & SLOs
	
	Critical Thinking:
	Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.
	
	Student Learning Outcomes (SLOs)
	Students should be able to:
	3. Formulate an Argument
	    a. Ask a question relevant to the discipline.
	    b. Synthesize perspectives that answer it.
	    c. Take a specific position.
	4. Incorporate Evidence
	    a. Interpret/evaluate sources to develop an analysis or synthesis.
	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.
	
	Information Literacy:
	Information literacy refers to the set of skills needed to find, retrieve, analyze, and use information. Competency in information literacy represents a student's ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use that information for the task or problem at hand.
	
	Student Learning Outcomes (SLOs)
	Students should be able to:
	3. 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 criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view, when evaluating information source.
	4. Use Information Effectively to Accomplish a Specific Purpose
	    a. Synthesize information from sources to fully achieve a specific purpose.
	5. 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.

	LAC History SLOs • Demonstrate a basic understanding of historical continuity and change. • Recognize that historical narratives are constructed by historians and change over time. • Recognize the difference between primary and secondary sources and begin to think critically and analytically about the past. • Compose an outside paper, driven by historical arguments, and supported by historical evidence. **Content Criteria for History (GT-HI1)**: A GT Pathways History course: • Introduces students to the method of historical inquiry, which involves asking an important historical question, investigating and analyzing historical sources, and drawing conclusions. • Employs historical thinking and concepts, which include context, change over time, continuity, multiple causation, and human agency. • Investigates multiple historical primary sources and secondary accounts. • Analyzes multiple perspectives to create written narratives, interpretations, or syntheses.
Social & Behavioral Sciences	

o **GT-SS1: Economic or Political Systems**
 	
Competencies: GT-SS1 requires the following competencies and SLOs:
• Civic Engagement: 2a
• Critical Thinking: 1a, 2a-c, 5a-b
 	
Content Criteria: Economic or Political Systems
 	
LAC attribute:
Economic or Political Systems (LAB1)
 	
Additionally, the LAC Economic or Political Systems area carries its own SLOs. (Note: These outcomes are not GtP. They are UNC-specific SLOs for courses that wish to be included in the LAC Economic or Political Systems area and must be included in addition to the GtP
	LAC Economic or Political Systems Learning Outcomes + GTP Competencies & SLOs
	
	Civic Engagement:
	Competency in civic engagement refers to actions wherein students participate in activities of personal and public concern that are both meaningful to the student and socially beneficial to the community. Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.)
	
	Student Learning Outcomes (SLOs)
	Students should be able to:
	2. Civic Knowledge
	    a. Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government.
	
	Critical Thinking:
	Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.
	
	Student Learning Outcomes (SLOs)
	Students should be able to:
	1. Explain an Issue
	    a. Use information to describe a problem or issue and/or articulate a question related to the topic.
	2. Utilize Context

information.)	a. Evaluate the relevance of context when presenting a position.
	b. Identify assumptions.
	c. Analyze one's own and others' 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.
	
	LAC Economic or Political Systems SLOs
	• Address Diversity: Use economic theories to explain diverse perspectives.
	• Critical Thinking: Demonstrate the ability to ask research questions, judge the quality of research sources, and/or use information to explain an issue or argument.
	
	Content Criteria for Economic or Political Systems (GT-SS1):
	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.

o **GT-SS2: Geography**
 	
Competencies: GT-SS2 requires the following competencies and SLOs:
• Critical Thinking: 1a, 2a-c, 5a-b
• Diversity & Global Learning: 1a, 2a, 3a
 	
Content Criteria: Geography
 	
LAC attribute:
Geography (LAB2)
 	
Additionally, the LAC Geography area carries its own SLOs. (Note: these outcomes are not GtP. They are UNC-specific SLOs for courses that wish to be included in the LAC Geography area and must be included in addition to the GtP information.)
	LAC Geography Learning Outcomes + GTP Competencies & SLOs
	
	Critical Thinking:
	Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.
	
	Student Learning Outcomes (SLOs)
	Students should be able to:
	1. Explain an Issue
	    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 others' 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.
	
	Diversity & Global Learning:
	Competency in diversity and global learning refers to a student's ability to critically analyze and engage complex, interdependent structures and constructs (such as natural, physical, social, cultural, economic, or political) and their implications for individuals, groups, communities, or cultures. This competency will introduce students to various concepts toward building their awareness of diversity and the importance of inclusivity. Through diversity and global learning, students should seek to understand how their actions affect both local and global communities.
	
	Student Learning Outcomes (SLOs)
	Students should be able to:
	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 world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.
	
	LAC Geography SLOs
	• Critical Thinking: Demonstrate the ability to ask research questions, judge the quality of research sources, and/or use information to explain an issue or arguments.
	
	Content Criteria for Geography (GT-SS2):
	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.

o **GT-SS3: Human Behavior, Culture, or Social Frameworks**
 	
Competencies: GT-SS3 requires the following competencies and SLOs:
• Critical Thinking: 1a, 2a-c, 5a-b
• Diversity & Global Learning: 1a, 2a, 3a
 	
Content Criteria: Human Behavior, Culture, or Social Frameworks
 	
LAC attribute:
Human Behavior, Culture, or Social Frameworks (LAB3)
 	
Additionally, the LAC Human Behavior, Culture, or Social Frameworks area carries its own SLOs. (Note: These outcomes are not GtP. They are UNC-specific SLOs for courses that wish to be included in the LAC Human Behavior, Culture, or Social
	LAC Human Behavior, Culture, or Social Frameworks Learning Outcomes + GTP Competencies & SLOs
	
	Critical Thinking:
	Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.
	
	Student Learning Outcomes (SLOs)
	Students should be able to:
	1. Explain an Issue.
	    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 others' 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.
	
	Diversity & Global Learning:
	Competency in diversity and global learning refers to a student's ability to critically analyze and engage complex, interdependent structures and constructs (such as natural, physical, social, cultural, economic, or political) and their implications for individuals, groups, communities, or cultures. This competency will introduce students to various concepts toward building their awareness of diversity and the importance of inclusivity. Through diversity and global learning, students should seek to understand how their actions affect both local and global communities.
	
	Student Learning Outcomes (SLOs)

Frameworks area and must be included in addition to the GtP information.)	*Students should be able to:*
	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 world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.
	
	LAC Human Behavior, Culture, or Social Frameworks SLOs
	• Critical Thinking: Demonstrate the ability to ask research questions, judge the quality of research sources, and/or use information to explain an issue or arguments.
	
	Content Criteria for Human Behavior, Culture, or Social Frameworks (GT-SS3):
	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.

Natural & Physical Sciences

o **GT-SC1: Natural & Physical Sciences with Required Lab**
o **GT-SC2: Natural & Physical Sciences without Required Lab**
 	
Competencies: GT-SC1 and GT-SC2 require the following competencies and SLOs:
• Inquiry & Analysis: 4a, 5a-b, 6a
• Quantitative Literacy: 1a, 2a
 	
Content Criteria: Natural & Physical Sciences
 	
LAC attribute:
Natural & Physical Sciences (LAS1)
courses w/lab also carry the attribute (LASL)
	LAC Natural & Physical Sciences Learning Outcomes + GTP Competencies & SLOs
	
	Inquiry & Analysis:
	Inquiry is a systematic process of exploring issues/objects/works through the collection and analysis of evidence that results in informed conclusions/judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
	
	Student Learning Outcomes (SLOs)
	Students should be able to:
	4. Select or Develop a Design Process
	    a. Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.
	5. 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.
	6. Draw Conclusions
	    a. State a conclusion based on findings.
	
	Quantitative Literacy:
	Competency in quantitative literacy represents a student's ability to use quantifiable information and mathematical analysis to make connections and draw conclusions. Students with strong quantitative literacy skills understand and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those

Additionally, the LAC Natural & Physical Sciences area carries its own SLOs. (Note: These outcomes are not GtP. They are UNC-specific SLOs for courses that wish to be included in the LAC Natural & Physical Sciences area and must be included in addition to the GtP information.)	arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc.).
	
	Student Learning Outcomes (SLOs)
	Students should be able to:
	1. Interpret Information
	    a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
	2. Represent Information
	    a. Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
	
	LAC Natural & Physical Sciences SLOs
	1) Explain the fundamental concepts within the scientific field of study at the introductory level.
	2) Explain relevance of the science content to real world topics affecting humanity.
	3) Evaluate the quality of evidence in a scientific argument.
	
	Content Criteria for Natural & Physical Sciences (GT-SC1, GT-SC2):
	1. 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.
	
	2. The **laboratory 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 a 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.