**LAC History (LAH1) Syllabus Template**

*Below is a syllabus template for a course seeking LAC/GT-HI1 status. Everything highlighted in yellow needs to be customized. Everything in* ***bold*** *must remain verbatim in order to meet the LAC/GTP compliance and evaluative criteria. The template is meant to streamline the labor process for faculty creating syllabi for courses seeking inclusion in the Curriculum. The formatting may be altered to suit the desire of the instructor/originating unit.*

*To facilitate successful LAC review, your major assignments/assessment must show clear alignment to the LAC/GTP competencies, SLOs, and content criteria. You may use the table provided in the template below to map activities, assessments, etc. to the required competencies, SLOs, and content criteria.* *Use the “Course Mapping” column (right side) to list and/or provide narrative explanation of the activities, assignments, etc. that correspond to the competencies, SLOs, and content criteria in the left column.*

Questions about the template or syllabus requirements? Please contact [LAC@unco.edu](mailto:LAC@unco.edu).

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[Course Prefix, Number, and Name] Syllabus

[Semester Offered]

[#] credit hours

Instructor Name: [insert your information here]

Instructor Contact Information: [insert your information here]

Instructor Student Drop-In Hours: [insert your information here]

Course Catalog Description: [insert your information here]

Course Description: [insert your information here]

Important Dates: [insert your information here]

**Liberal Arts Curriculum & GT Pathways**

**This course is a part of the Liberal Arts Curriculum at UNC and fulfills [#] credit hours of the History category.  The Colorado Commission on Higher Education has approved [Course prefix, number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-HI1 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**](http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html)

**UNC’s LAC outcomes in History are aligned with the State of Colorado’s GT Pathways student learning outcomes, competencies, and content criteria for HI1. This includes CDHE competencies and student learning outcomes in Critical Thinking and Information Literacy.**

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| **LAC History Learning Outcomes + GTP Competencies & SLOs** | **Course Mapping** |
| **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**   1. **Ask a question relevant to the discipline.** 2. **Synthesize perspectives that answer it.** 3. **Take a specific position.**   **4. Incorporate Evidence**   1. **Interpret/evaluate sources to develop an analysis or synthesis.**   **5. 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.** | **[insert your information here]** |
| **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**   1. **Utilize a variety of information sources appropriate to the scope and discipline of the research question.** 2. **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**   1. **Synthesize information from sources to fully achieve a specific purpose.**   **5. Use Information Ethically and Legally**   1. **Demonstrate a full understanding of the ethical and legal restrictions on the use of information from a variety of sources through correct citation practices.** | **[insert your information here]** |

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| **Content Criteria for History (GT-HI1)** | **Course Mapping** |
| **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.** | **[insert your information here]** |

Required Text/Course Materials: [insert your information here]

Course Policies: [insert your information here]

Course Grading Scale/Assignments: [insert your information here]

Course Calendar/Schedule: [insert your information here]