

UNIVERSITY OF
NORTHERN COLORADO

LAC Assessment Plan

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The Liberal Arts Curriculum

The Liberal Arts Curriculum (LAC) provides all undergraduate students with grounding in the liberal arts that is infused with critical and creative inquiry. It also satisfies the six general education areas all public higher education institutions in the state of Colorado are required to include in their undergraduate degree programs. Completing the LAC enables students to develop content knowledge in Written Communication, Mathematics, Arts & Humanities, History, Social & Behavioral Sciences, and Natural & Physical Sciences. In keeping with UNC's commitment to the values of inclusion, equity, and diversity, all UNC students are required to choose at least one course with a *U.S. Multicultural Studies [MS]* designation, and at least one course with an *International Studies [IS]* designation. Courses with these designations can be found within the general education category of Arts & Humanities, History, and Social and Behavioral Sciences. The LAC also supports development of the following competencies for all students: Civic Engagement, Creative Thinking, Critical Thinking, Diversity & Global Learning, Information Literacy, Inquiry & Analysis, International Learning, Multicultural Learning, Oral/Presentational Communication, Problem Solving (currently under state development), Quantitative Literacy, and Written Communication.

Mission

The mission of the program is to give students a foundation in the liberal arts enabling them to become responsible, well-educated citizens capable of contributing effectively to a rapidly changing, technologically advanced, global society. The program's curriculum is designed to introduce students to undergraduate studies; to foster their competencies in reading, writing, critical thinking, mathematics, and the use of technology; to improve their awareness of the multicultural character of contemporary society; and to give them a sense of connection among the various academic disciplines. Students who complete the program will be prepared to think for themselves, to marshal relevant information, to reason about complex issues, to reflect upon questions of principle, to express themselves effectively, to recognize the importance of the past, to appreciate cultures and values different from their own, to make choices with a sense of their ethical implications, to work towards a better future, and to function with skill and knowledge in an ever-changing world.

Requirements

Students are required to complete at least 31 hours distributed among the following areas:

Written Communication — 6 credits

Mathematics — 3 credits

Arts & Humanities, History, Social & Behavioral Sciences, U.S. Multicultural Studies, and International Studies — 15 credits

Natural & Physical Sciences — 7 credits

U.S. Multicultural Studies and International Studies Requirement:

At least one course (3 credits) must carry a *U.S. Multicultural Studies [MS]* designation, and at least one course (3 credits) must carry an *International Studies [IS]* designation.

To complete the Liberal Arts Curriculum within the minimum of 31 credit hours required by the state general education program, students should select at least one Arts &

Humanities, History, and Social & Behavioral Sciences course that carries an IS designation, and at least one course that carries an MS designation (6 credits total).

Guaranteed Transferability

Courses bearing the GT Pathways (gtP) designation have been approved by the Colorado Commission on Higher Education (CCHE) for inclusion in the Colorado Guaranteed Transfer Program. These courses will automatically transfer to any Colorado public institution and continue to count toward general education or other graduation requirements for any liberal arts or science associate or bachelor's degree program, if you receive a grade of "C-" or better. All UNC LAC courses have gtP designation. Statewide articulation agreements prescribe courses that will transfer in general education and within specific degrees. The list of statewide articulation agreements is located on this link: [Statewide Articulation Agreements](#).

Liberal Arts Curriculum Course Indicators

LAA1	Arts & Humanities: Arts & Expression	LAIS	International Studies
LAA2	Arts & Humanities: Literature & Humanities	LAMS	U.S. Multicultural Studies
LAA3	Arts & Humanities: Ways of Thinking	LAS1	Natural & Physical Sciences
LAA4	Arts & Humanities: World Languages	LASL	Natural & Physical Sciences Lab
LAB1	Social & Behavior Sciences: Economic or Political Systems	LAW1	Introductory Written Communication
LAB2	Social & Behavior Sciences: Geography	LAW2	Intermediate Written Communication
LAB3	Social & Behavior Sciences: Human Behavior, Culture or Social Frameworks	LAW3	Advanced Written Communication
LAH1	History	LAX1	Mathematics

LAC Program Competencies

The LAC is grounded in student achievement of the following curriculum competencies:

1. Civic Engagement
2. Creative Thinking
3. Critical Thinking
4. Diversity & Global Learning
5. Information Literacy
6. Inquiry & Analysis
7. International Learning

8. Multicultural Learning
9. Oral/Presentational Communication
10. Problem Solving (currently under state development)
11. Quantitative Literacy
12. Written Communication

C1. 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.)

Civic Engagement Competency Course Designation

Courses designed to promote student achievement of this GT Pathways competency are designated GT-SS1: Economic or Political Systems. [UNC-LAB1]

Student Learning Outcomes (SLOs)

Students should be able to:

1. Diversity of Communities and Cultures
 - a. Discuss how their own attitudes and beliefs compare to those of other cultures and communities.
2. Civic Knowledge (required for GT-SS1)
 - a. **Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government.**
3. Civic Values and Commitment
 - a. Create a personal value system that aligns with civic actions and addresses the responsibilities of an active citizen in society.
 - b. Examine the role of established systems and structures that reproduce patterns of support and/or patterns of inequity over time.
4. Civic Communication
 - a. Express, listen, and adapt ideas and/or messages based on others' perspectives.
5. Civic Reflection through Civic Action
 - a. Reflect on one's participation in and contribution to civic activity.
6. Civic Context/Structures (suggested for service learning/enrichment programs/study abroad)
 - a. Demonstrate the ability to work across and within community contexts and/or structures to achieve a civic aim.

C.2 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.

Creative Thinking Competency Course Designation

Courses designed to promote student achievement of this competency are designated GT-AH1: Arts & Expression. [UNC- LAA1]

Student Learning Outcomes (SLOs)

Students should be able to:

1. Demonstrate Originality and Ingenuity
 - a. Form an exemplar that meets specifications as indicated by the context.
2. Take Risks
 - a. Go beyond the original parameters of an assignment by introducing new materials, tackling controversial topics, and/or advocating ideas or solutions within the context of the discipline.
3. Solve Problems
 - a. Articulate the rationale for selecting a given solution to the problem.
 - b. Recognize consequences of their suggested solution to the problem.
4. **Embrace Contradictions (required for GT-AH1)**
 - a. **Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work.**
5. Think Innovatively
 - a. Create an innovative or unique idea, question, format, or product that pushes existing boundaries.
6. Connect, Synthesize, and Transform Ideas
 - a. Connect/synthesize ideas or solutions into a coherent whole work.

C.3 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.

Critical Thinking Competency Course Designations

Courses designed to promote student achievement of this competency are designated GT-AH 1: Arts & Expression; GT-AH2: Literature & Humanities; GT-AH3: Ways of Thinking; GT-HI1: History; GT-SS1: Economic or Political Systems; GT-SS2: Geography; and GT-SS3: Human Behavior, Culture, or Social Frameworks. [UNC LAA1, LAA2, LAA3, LAH1, LAB1, LAB2, LAB3]

Student Learning Outcomes (SLOs)

Students should be able to:

- 1. Explain an Issue (required for GT-AH3, GT-SS1, GT-SS2 & GT-SS3)**
 - a. Use information to describe a problem or issue and/or articulate a question related to the topic.**
- 2. Utilize Context (required for GT- AH1, GT-AH2, GT-AH3, GT-SS1, GT-SS2 & GT-SS3)**
 - a. Evaluate the relevance of context when presenting a position.**
 - b. Identify assumptions.**
 - c. Analyze one's own and others' assumptions.**
- 3. Formulate an Argument (required for GT-HI1)**
 - a. Ask a question relevant to the discipline.**
 - b. Synthesize perspectives that answer it.**
 - c. Take a specific position.**
- 4. Incorporate Evidence (required for GT-HI1)**
 - a. Interpret/evaluate sources to develop an analysis or synthesis.**
- 5. Understand Implications and Make Conclusions (required for GT-AH1, GT-AH2, GT-AH3, GT-HI1, GT-SS1, GT-SS2 & GT-SS3)**
 - a. Establish a conclusion that is tied to the range of information presented.**
 - b. Reflect on implications and consequences of stated conclusion.**

C.4 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.

Diversity & Global Learning Competency Course Designations

Courses designed to promote student achievement of this competency are designated GT-SS2: Geography and GT-SS3: Human Behavior, Culture or Social Frameworks. [UNC LAA2, LAA3]

Student Learning Outcomes (SLOs)

Students should be able to:

- 1. Build Self-Awareness (required for GT-SS2 & GT-SS3)**
 - a. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.**
- 2. Examine Perspectives (required for GT-SS2 & GT-SS3)**
 - a. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.**
- 3. Address Diversity (required for GT-SS2 & GT-SS3)**
 - a. Make connections between the worldviews, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.**

4. Share Personal and Social Responsibility
 - a. Address ethical, social, and environmental challenges within local or global systems.
 - b. Identify a range of actions or solutions informed by one's sense of personal and civic responsibility.
5. Understand Global Systems
 - a. Examine the historical and contemporary roles, interconnections, and differential aspects of human organizations.
 - b. Explore impacts and actions on global systems within the human and the natural worlds.
6. Apply Knowledge to Contemporary Global Contexts (suggested for service learning/enrichment programs/study abroad)
 - a. Incorporate multiple disciplinary perspectives (such as cultural, historical, and scientific) when identifying solutions to contemporary global challenges.

C.5 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.

Information Literacy Competency Course Designation

Courses designed to promote student achievement of this competency are designated GT-HI1: History. [LAH1]

Student Learning Outcomes (SLOs)

Students should be able to:

1. Determine the Extent of Information Needed
 - a. Define the scope of the research question/thesis/main idea.
 - b. Select sources that directly relate to the key concepts or answer the research question(s).
2. Access the Needed Information
 - a. Access information using effective, well-designed search strategies.
 - b. Access needed information by using appropriate and relevant sources.
- 3. Evaluate Information Critically (required for GT-HI1)**
 - 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 (required for GT-HI1)**
 - a. Synthesize information from sources to fully achieve a specific purpose.**
- 5. Use Information Ethically and Legally (required for GT-HI1)**

- 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.**

C.6 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.

Inquiry & Analysis Competency Course Designation

Courses designed to promote student achievement of this competency are designated GT-SC 1 & 2: Natural & Physical Sciences. [UNC LASL LAS1]

Student Learning Outcomes (SLOs)

Students should be able to:

1. Identify a Topic
 - a. Identify a discipline-related topic that is focused and manageable to explore and evaluate.
2. Incorporate Information and Existing Research
 - a. Incorporate information from relevant sources directly relating to the topic.
3. Integrate Various Points of View
 - a. Integrate information that represents various points of view and/or approaches.
4. **Select or Develop a Design Process (required for GT-SC1 & GT-SC2)**
 - a. **Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.**
5. **Analyze and Interpret Evidence (required for GT-SC1 & GT-SC2)**
 - 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 (required for GT-SC1 & GT-SC2)**
 - a. **State a conclusion based on findings.**

C.7 International Learning

International Studies (IS) competency refers to students' ability to analyze complex, interdependent global systems (natural, physical, social, cultural, economic, technological and/or political, etc.) in order to identify sources of and strategies for addressing conflict, cooperation, inequity, and/or competition in a global context.

International Studies Course Designation

Courses designated IS introduce students to variations in a range of human constructions including perspectives, ethics, cultures, discipline-based application of knowledge, and intellectual traditions. By building an awareness of the interconnectedness of global systems, courses with the IS designation reveal to students the impact of countries, regions, or non-state

actors on global systems individual identities, communities, and the potential for planetary sustainability. At least **three of the six** SLOs are required for courses with the IS designation.

Student Learning Outcomes (SLOs)

Students should be able to:

1. Discuss global political, economic, cultural, social, ecological, and/or technological challenges from a perspective other than their own national and/or cultural context.
2. Apply discipline-based approaches to analyze complex, interdependent global systems, and legacies (for example, natural, physical, social, cultural, economic, and/or political) and their implications for people's lives and/or the earth's sustainability.
3. Identify sources of and strategies to address conflict, cooperation, inequity, and/or competition in a global context.
4. Discuss discipline-based theoretical, cultural and/or intellectual perspectives within a global context.
5. Apply multiple disciplinary perspectives (for example, cultural, historical, scientific, etc.) to examine the impact of countries, regions, or non-state actors on global systems (man-made and/or natural).
6. Assess one's own sense of identity, community, ethics, perspective, and/or impact in the context of a world composed of interdependent yet often inequitable systems.

C.8 Multicultural Learning

U.S. Multicultural Studies competency refers to students' ability to recognize the perspectives of individuals and groups with a range of identities (including but not limited to race, gender, economic class, sexual orientation, physical ability, religion, language, age, and/or national identity) in terms of the greater "American Experience."

Multicultural Studies Course Designation

Courses designated MS introduce students to concepts, theories, and histories of marginalization and inequity and systemic impacts on individuals, groups, and events. By building an awareness of the possibilities and challenges of diversity and inclusivity, courses with the MS designation reveal to students their historically rooted roles in communities and their potential as agents of change. At least **four of the seven** SLOs are required for courses with the MS designation.

Student Learning Outcomes (SLOs)

Students should be able to:

1. Discuss the diversity of experiences and perspectives of individuals and groups with a wide range of identities (including but not limited to race, gender, economic class, sexual orientation, physical ability, religion, language, age, and/or national identity) and their contributions to educational, social, legal, religious, political, and/or cultural institutions and society.
2. Explain the social, political, historical, cultural, and/or economic impact of at least one cultural group in terms of the greater "American Experience."

3. Recognize key concepts and terms related to diversity, equity, and/or inclusion (for example, bias, implicit bias, cultural appropriation, equity, privilege, inclusion, intersectionality, structural inequality, institutional racism, systemic racism, etc.)
4. Address theories and histories of marginalization, discrimination, and/or structural inequality, their effects on contemporary events, and their implications for the future.
5. Analyze systems and structures (historical, organizational, political, global) of power that create and/or perpetuate oppression, privilege, or marginalization and how these systems present barriers to equity and inclusion.
6. Recognize strategies for disrupting and dismantling systems that perpetuate oppression, privilege, and/or marginalization in order to promote equity and increase access and opportunity for traditionally excluded communities.
7. Reflect on one's role in systems of oppression, privilege, and/or power and the various ways one's role can contribute to ensuring equity, inclusion, and justice.

C.9 Oral/Presentational 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.

Oral/Presentational Communication Competency Course Designation

Courses designed to promote student achievement of this competency are designated GT-AH4: World Languages. [UNC LAA4]

Student Learning Outcomes (SLOs)

Students should be able to:

1. Illustrate Organization
 - a. Implement an organizational pattern that results in a cohesive presentation (specific introduction and conclusion, sequenced material within the body, and transitions).
2. Develop a Central Message (required of GT-AH4)
 - a. Develop a central message using the content and supporting materials.
3. Address Language (required for GT-AH4)
 - a. Employ language that enhances the presentation. b. Incorporate language that is appropriate to the audience.
4. Execute Delivery (required for GT-AH4)
 - 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.
5. Integrate Content and Supporting Material
 - a. Incorporate a variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations) from authorities.

- b. Make reference to and connect information through analysis that supports the presentation while establishing the presenter's credibility/authority on the topic.
- c. Ability to manage visual aids with appropriate technology.

C.10 Problem Solving

Competency in problem solving represents a student's ability to design, evaluate, and implement a strategy to answer a question or achieve a goal. This competency is for future adoption, per CCHE June 2016.

Problem Solving Competency Course Designation

Courses designed to promote student achievement of this competency are designated GT-MA1: Mathematics.

Student Learning Outcomes (SLOs)

Students should be able to:

1. Define a Problem
 - a. Construct a detailed and comprehensive problem statement or goal.
 - b. Identify relevant contextual factors.
2. Propose a Strategy
 - a. Identify reasonable approaches to solving the problem within the given context.
3. Evaluate Potential Strategies
 - a. Provide an evaluation of the potential strategy(ies) which may include:
 - i. the history of the problem,
 - ii. the logic behind the potential strategy(ies),
 - iii. the feasibility of the proposed strategy(ies), and
 - iv. the potential impacts of the proposed strategy(ies).
 - b. Choose a feasible strategy.
4. Apply a Strategy
 - a. Implement chosen approach(es).
 - b. Gauge success of the chosen strategy(ies) and revise as needed.
5. Evaluate Results
 - a. Discuss and review results relative to the context of the problem.
 - b. Make recommendations for further work (where applicable).

C.11 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.).

Quantitative Literacy Competency Course Designations

Courses designed to promote student achievement of this competency are designated GT-MA1: Mathematics and GT-SC1 & 2: Natural & Physical Sciences. [UNC LAX1, LASL, LAS1]

Student Learning Outcomes (SLOs)

Students should be able to:

- 1. Interpret Information (required for GT-MA1, GT-SC1 & GT-SC2)**
 - a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- 2. Represent Information (required for GT-MA1, GT-SC1 & GT-SC2)**
 - a. Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- 3. Perform Calculations (required for GT-MA1)**
 - 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 (required for GT-MA1)**
 - 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 (required for GT-MA1)**
 - 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.

C.12 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.

Written Communication Competency Course Designations

Courses designed to promote student achievement of this competency are designated GT-CO1, 2, & 3: Written Communication; GT-AH1: Arts & Expression; GT-AH 2: Literature & Humanities. [UNC LAW1, LAW2, LAW3]

Student Learning Outcomes (SLOs)

Students should be able to:

- 1. Employ Rhetorical Knowledge (required for GT-CO1, GT-CO2 & GT-CO3)**

- a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
2. Develop Content (required for GT-CO1, GT-CO2, GT-CO3, GT-AH1 & GT-AH2)
 - a. Create and develop ideas within the context of the situation and the assigned task(s).
3. Apply Genre and Disciplinary Conventions (required for GT-CO1, GT-CO2 & GT-CO3)
 - 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 (required for GT-CO1, GT-CO2, GT-CO3, GT-AH1 & GT-AH2)
 - 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 (required for GT-CO1, GT-CO2, GT-CO3)
 - a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

Assessment Methods

The LAC reviews courses in accordance with the LAC By-Laws Article VI. The assessment of the Liberal Arts Curriculum includes both direct and indirect measures as defined in *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education* by Palomba and Banta, 1999.

Indirect Syllabus Review

In addition to Indirect and Direct Assessment, the LAC performs Indirect Syllabus Review of the syllabi used in teaching LAC courses.

- In accordance with LAC By-Laws Article VI.B.1 CCCs review & report to the council.

To be approved into the Liberal Arts Curriculum at UNC, a course as well as the syllabus submitted for course approval, the **Course Approval Syllabus**, must meet certain requirements. The syllabus requirement is for three interrelated reasons: 1) requirements and state of Colorado back-end responsibility for gtP pathways courses, 2) teaching transparency and allowing students not only clear access to what is expected but also how the work in course is designed to facilitate meeting those expectations, 3) familiarity and providing students a sense of consistency across the general education experience. To clarify back-end responsibility, once a course is approved into the state's gtP listing, **any** teaching syllabus can be pulled at **any** time for an audit to see if the course meets state requirements. The Council's Indirect Assessment Process (ISR) process mimics this external auditing process with council voting if the syllabus meets requirements.

While the syllabus used by any individual faculty member at UNC to teach a course in the LAC must include the required LAC syllabus elements, the construction of that syllabus is determined

by the individual faculty member in conjunction with the policies and procedures of the academic unit offering the course. The Council's ISR process is a review of the syllabi used by faculty in actually teaching an LAC course, the **Teaching Syllabus**, MUST contain the required LAC syllabus elements. These elements are the following:

- (1) the required CDHE gtPathways statement,
- (2) the content and competency criteria for your LAC/gtP category copied *verbatim*
- (3) student learning outcomes connected to those criteria, and
- (4) evidence of clear alignment between major assignments and activities and the SLOs/content and competency criteria (course mapping.)

Courses that also carry an IS or MS designation must also include:

- (5) the relevant competency statement and student learning outcomes for that designation along with the three-column in-syllabus assessment/alignment chart.

Indirect syllabus review is an ongoing process in which a syllabus used in teaching each course in the Liberal Arts Curriculum is reviewed once every five years, in a repeating cycle.

- The Liberal Arts Council distributed the existing courses in the curriculum across a four-year period with a plan to review any newly added courses in the 5th year.
- Beginning in AY 21-22, for all courses undergoing review, one teaching syllabi for one section of the course is “pulled” at random from the syllabi repository of the respective UNC college.
- Academic units receive an indirect syllabus review memo each Academic Year notifying them of what courses will be reviewed in the upcoming AY and providing a report on the courses that were reviewed in the current AY.
- Any teaching syllabus pulled for ISR will be a syllabus used in teaching the course in either the fall or the spring semester of the review Academic Year.
- If the course is not taught in that AY, no syllabus will be pulled for review. By gtP rule, a course must be taught every two years and so when a course is not taught, that course will be reviewed the following AY when it MUST be taught. Courses not taught at least once every two years will be removed from the Curriculum.

The ISR process uses a three round review policy with an Initial Review, a Rereview and a Final Review. If at any time a course fulfills all LAC syllabus requirements, the course returns to the cycle and will be reviewed again in five years. If a course does not fulfill all the requirements in initial review, it moves to rereview, and similarly with rereview to final review. If a course does not fulfill requirements all three times, the course will be removed from the LAC until the academic unit submits a revised course for (Re) Approval into the Liberal Arts Curriculum. If a course is not taught during an AY, the course is not reviewed during that AY and remains in the current round of review for review the following AY.

Indirect Assessment

“Indirect methods such as questionnaires and interviews ask students to reflect on their learning rather than to demonstrate it [...] They yield details about instructional or curricular strengths

that direct measures alone cannot provide” (Palomba and Banta, 1999, p. 23). The LAC assessment plan involves three indirect assessment measures:

- Review of student responses on a short survey. Appendix A
 - The survey contains: 3-5 questions about student learning experiences associated with the gtP/LAC competency requirements for the course category, one open-ended question.
 - The 3-5 competency-oriented questions are taken from the National Survey of Student Engagement (NESSI) whenever relevant and applicable to allow benchmarking of survey data.
 - The same format for the survey is used from the unique to UNC IS and MS designations. However, these questions are not linked to the NESSI and have been written by UNC faculty.
 - Working with UNC’s Office of Institutional Research Effectives, the student survey is distributed at the same time as program course evaluations to all students taking LAC courses.
- OIRE will also collect student data including student year classification, major, and number of Curriculum courses taken.
 - This data allows the Council to parse the data in ways that are informative for assessing the curriculum.
 - This data allows OIRE to generate a list of students for the Council to invite to participate in focus groups about their experiences with the Curriculum.
- Review of themes and patterns from focus groups with students who volunteer to discuss specific courses as well as their overall learning experience in the Curriculum.
- Review of instructor feedback gained through follow-up in the AY following direct assessment of student learning in their courses.

Direct Assessment

“Direct measures of learning require students to display their knowledge and skills as they respond to the instrument itself. Direct assessment techniques include both objective tests [...] and performance measures” (Palomba and Banta, 1999, p. 23). The LAC assessment plan employs two measures of direct assessment:

- course-embedded assessments applying the LAC approved GT Pathway rubrics
- data reports on DFW rates in LAC courses.

Course-embedded Assessment

Course-embedded assessment (CEA) involves “materials generated in the classroom; in addition to providing a basis for grading students, these materials allow faculty to evaluate their approaches to instruction and course design” (Palomba and Banta, 1999, p. 25). CEA is often referred to as “authentic” assessment because it draws on assessment of student performance from within the classroom environment. There are many advantages to course-embedded assessment:

- reduced time and labor on data collection / artifact collection
- authentically connected to the classroom environment
- requires no additional work from students

- relies on faculty/instructors to provide data on student performance
- positions faculty as the highest quality, most reliable source of information regarding the status of competency achievement
- involves adjuncts in the LAC assessment process

Direct Assessment Timeline

Pilot Year (2022-2023)

- The Director of Assessment joined the LAC Council as an ex-officio member.
- The LAC Council approved a six-year cycle of assessment organized by gtP/LAC category wherein the required competencies will be assessed (see below).
- The Council reviewed and approved existing state gtP competency rubrics to be used for direct assessment of the extant CEAs aligned to gtP/LAC competencies.
- The council reviewed and approved the UNC faculty constructed rubrics to be used for direct assessment of the IS and MS competencies.
- In coordination with the Office of Assessment, BIDE, and OIRE, the LAC Council approved the requirement to use Canvas for the collection of data from student work in assessed LAC courses.
- The Council identified two academic areas to pilot the use of the rubrics in Canvas to directly assess LAC competencies: History & Mathematics.
- Summative assessments aligned to the required competency SLOs in Critical Thinking and Quantitative Reasoning (respectively) were assessed by instructors in spring 2023. One course assessed student learning associated with the International Studies (IS) SLOs.

Pilot Year Follow-Up (2023-2024)

- Working with Instructional Development and Design (IDD) training videos on using Canvas were recorded and uploaded to a redesigned LAC Outcomes and Assessment webpage. (Summer 2023)
- To make data available, Power BI reporting dashboards were constructed.
- Assessment data was provided to the piloting academic units.
- LAC Chair and Director of assessment held a focus group with members of the history department on their experiences with the direct assessment process.
- The Council approved that the full council would not have access to dashboard data but rather tasked the Director of Assessment with presenting a report on the data.
- The Chair of the History Department and a Council member representing Math met with the Council at the first meeting in 2024 to review data and talk through a set of follow-up questions.
- The Council approved the general follow-up process.
- The Council approved seeking an LAC Faculty Assessment Representative (FAR) to bridge the Council and academic units implementing the direct assessment process in the following AY. An LAC FAR was identified for Written Communication.

Implementation Years (2023- 2029)

- Full implementation of direct assessment via CEA in LAC courses. LAC courses delivered with CEA in place.
- Units delivering LAC courses are assessed on a six-year cycle:

- 2023–2024: Natural, Physical, & Health Sciences
- 2024–2025: Written Communication
- 2025–2026: Mathematics
- 2026–2027: Arts & Humanities
- 2027–2028: Social & Behavioral Sciences
- 2028–2029: History
- A Direct Assessment Memo is sent to the academic units in early spring the AY prior to AY in which the unit will conduct direct assessment.
- The LAC Faculty Assessment Representative FAR(S) in conjunction with the LAC chair, relevant CCC chair, and the Director of Assessment provides guiding materials and offers meetings/training sessions with Academic Units in this spring semester. Appendix O
- Faculty/academic units implement assessment via course embedded assessment of their own design aligned with the LAC approved rubrics.
- Student artifacts are stored on Canvas with potential alternate storage if requested and explained to Council prior to undertaking direct assessment.
- Instructors/academic units score student work using the aligned GTP rubrics, and the scores are recorded on Canvas.
- Assessment data is compiled in a reporting dashboard.
- Assessment data is shared by the Director of Assessment with the Academic Unit Lead.
- The LAC Chair and Director of Assessment follow-up with academic units about their experience with the direct assessment process in the AY following direct assessment.
 - A set of guiding questions is utilized in this meeting. Appendix P
- The Council reviews aggregate data reports presented by the Director of Assessment.
- When time allows, the Academic Unit Leads meet with the Council in the AY following the direct assessment to discuss the assessment data and what the LAC can do to be further supportive of the process.
- Academic Units prepare a Direct Assessment follow-up summary report, if possible, by the end of the spring semester in the AY following direct assessment.
 - The report follows guidelines provided by the Council. Appendix Q

LAC Assessment Follow-Up

- The council incorporates following data in assessing the curriculum.
 - On a yearly basis the Director of Assessment provides a report of the aggregate data by competency to the Council.
 - On a yearly basis the assessment sub-committee reviews the reports from all academic units, reviews the current target of 75% of students meeting expectations, and prepares a summary report for the council.
- Based on the reports provided by units, the LAC chair and Director of Assessment work with the Center for Teaching and Learning (CETL) and Instructional Development and Design (IDD) to develop support and facilitate campus collaboration on LAC assessment.
- As deemed relevant, a working group constituted of a range of campus community members, may be convened to sample and assess student LAC work to validate our overall assessment scores. This could also include rater reliability studies, goal calibration, assignment design feedback, and review of the rubrics and Canvas functions.
- Significant changes to the assessment plan require a vote of the full council.

APPENDIX A: Indirect Assessment Student Survey Questions

Collect Student Data: Major, # of Semesters at UNCO, # of LAC courses taken, Class Status
Collect data on students meeting LAC requirements to be invited to participate in a focus group.

LAC Category LAW 1, 2, and 3 Courses

Q1 How much has your experience in this class contributed to your ability to write effectively for a specific audience and purpose?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q2 How much has your experience in this class contributed to your ability to write and express ideas across a variety of genres and styles?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q3 How much has your experience in this class contributed to your ability to use feedback from others to improve and develop your writing?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q4 What observations would you like to share concerning the contributions of this course to your confidence and communication skills?

LAC Category LAA 1 Courses

Q1 How much has your experience in this class contributed to your ability to combine ideas from different perspectives or sources of information when completing assignments?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q2 How much has your experience in this class contributed to your ability to think critically and analytically?

- ☐ Very much
- ☐ Quite a bit

- ☐ Some
- ☐ Very little

Q3 How much has your experience in this class contributed to your ability to articulate ideas from different perspectives or sources of information when completing assignments?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q4 How much has your experience in this class contributed to your ability to examine diverse perspectives (political, racial/ethnic, gender, etc.) in course discussions or assignments?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q5 How much has your experience in this class contributed to your ability to write clearly and effectively?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q6 What remarks would you like to include about your learning of the skills and knowledge in this course?

LAC Category LAA2 Courses

Q1 How much has your experience in this class contributed to your ability to write and express ideas across a variety of genres and styles?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q2 How much has your experience in this class contributed to your ability to use the feedback you receive to create multiple drafts of your writing?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q3 How much has your experience in this class contributed to your ability to think critically and analytically?

- ☐ Very much
- ☐ Quite a bit

- ☐ Some
- ☐ Very little

Q4 How much has your experience in this class contributed to your ability to articulate ideas from different perspectives or sources of information when completing assignments?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q5 How much has your experience in this class contributed to your ability to examine diverse perspectives (political, racial/ethnic, gender, etc.) in course discussions or assignments?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q6 How much has your experience at this class contributed to your ability to examine the strengths and weaknesses of your own views on a topic or issue?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q7 What aspects of the course helped you learn these skills and knowledge?

LAC Category LAA3 Courses

Q1 How much has your experience in this class contributed to your ability to think critically and analytically?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q2 How much has your experience in this class contributed to your ability to articulate ideas from different perspectives or sources of information when completing assignments?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q3 How much has your experience in this class contributed to your ability to examine diverse perspectives (political, racial/ethnic, gender, etc.) in course discussions or assignments?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q4 How much has your experience in this class contributed to your ability to connect ideas from your courses to your prior experiences and knowledge?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q5 What remarks would you like to include about your learning of the skills and knowledge in this course?

LAC Category LAA 4 Courses

Q1 How much has your experience in this class contributed to your ability to speak clearly and effectively?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q2 How much has your experience in this class contributed to your ability to give a presentation?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q3 What observations would you like to share concerning the contributions of this course to your confidence and communication skills?

LAC Category LAH1 Courses

Q1 How much has your experience in this class contributed to your ability to think critically and analytically?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q2 How much has your experience in this class contributed to your ability to examine diverse perspectives (political, racial/ethnic, gender, etc.) in course discussions or assignments?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q3 How much has your experience at this class contributed to your ability to examine the strengths and weaknesses of your own views on a topic or issue?

- ☐ Very much

- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q4 How much has your experience in this class contributed to your ability to evaluate a point of view, decision, or information source?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q5 What aspects of the course helped you learn these skills and knowledge?

LAC Category LAB1 Courses

Q1 How much has your experience in this class contributed to your ability to be an informed and active citizen?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q2 How much has your experience in this class contributed to your ability to connect your learning to societal problems or issues?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q3 How much has your experience in this class contributed to your ability to think critically and analytically?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q4 How much has your experience in this class contributed to your ability to examine the strengths and weaknesses of your own views on a topic or issue?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q5 What observations would you like to share concerning the contributions of this course to your knowledge and skills?

LAC Category LAB 2 & 3 Courses

Q1 How much has your experience in this class contributed to your ability to include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q2 How much has your experience in this class contributed to your ability to interact with or understand people with backgrounds other than your own (e.g. different races or ethnicities, economic backgrounds, religious beliefs, political views, sexual orientation, and/or people from other countries)?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q3 How much has your experience in this class contributed to your ability to think critically and analytically?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q4 How much has your experience in this class contributed to your ability to examine the strengths and weaknesses of your own views on a topic or issue?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q5 What observations would you like to share concerning the contributions of this course to your knowledge and skills?

LAC Category LAS1/LASL Courses

Q1 How much has your experience in this class contributed to your ability to analyze an idea, experience, or line of reasoning in depth by examining its parts?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q2 How much has your experience in this class contributed to your ability to evaluate a point of view, decision, or information source?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q3 How much has your experience in this class contributed to your ability to form a new idea or understanding from various pieces of information?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q4 How much has your experience in this class contributed to your ability to analyze complex real-world problems and weighing approaches that could lead to solutions?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q5 How much has your experience in this class contributed to your ability to reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q6 How much has your experience in this class contributed to your ability to use numerical information to examine a real-world problem or issue?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q7 How much has your experience in this class contributed to your ability to evaluate what others have concluded from numerical information?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q8 What aspects of the course helped you learn the skills and knowledge listed in the student learning outcomes?

LAC Category LAX Courses

Q1 How much has your experience in this class contributed to your ability to reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some

- ☐ Very little

Q2 How much has your experience in this class contributed to your ability to use numerical information to examine a real-world problem or issue?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q3 How much has your experience in this class contributed to your ability to evaluate what others have concluded from numerical information?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q4 What aspects of the course helped you learn the skills and knowledge listed in the student learning outcomes?

LAC IS Designation Courses

Q1 How much has your experience in this class contributed to your ability to analyze and critically assess world events through perspectives other than your own?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q2 How much has your experience in this class contributed to your ability to identify differences in ways of thinking and/or sources of conflict and apply techniques that allow you to work constructively with others?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q3 How much has your experience in this class contributed to your ability to interpret human activity as taking place within a global context of differing, interconnected, and often inequitable systems?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q4 How much has your experience in this class contributed to your ability to engage strategically and innovatively in a complex world where there is the possibility of mutual destruction as well as mutual sustainability?

- ☐ Very much

- ☐ Quite a bit
 - ☐ Some
 - ☐ Very little
-

Q5 What do you wish to share about your learning experience in this international studies course?

LAC MS Designation Courses

Q1 How much has your experience in this class contributed to your ability to analyze and critically assess the qualities of the American culture and the contributions of individual persons and groups of people to American culture?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q2 How much has your experience in this class contributed to your ability to recognize the historically rooted systemic impacts of power and resistance in American culture on your own life and the lives of others in the US?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q3 How much has your experience in this class contributed to your ability to consider the possibilities and challenges of engaging with and working alongside persons or groups from different cultural backgrounds?

- ☐ Very much
- ☐ Quite a bit
- ☐ Some
- ☐ Very little

Q4 How much has your experience in this class contributed to your ability to appreciate the perspectives of others and reflect on your own potential as an agent of change?

- ☐ Very much
 - ☐ Quite a bit
 - ☐ Some
 - ☐ Very little
-

Q5 What do you wish to share about your learning experience in this multicultural studies course?

APPENDIX B: Syllabus template for LAC/GtP CO1

LAC Introductory Writing (LAW1) Syllabus Template

*Below is a syllabus template for a course seeking LAC/GT-CO1 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.

[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 Written Communication category. The Colorado Commission on Higher Education has approved [Course prefix, number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-CO1 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>

The Liberal Arts Curriculum Written Communication category is designed to help students develop the ability to use the English language effectively, read and listen critically, and write with thoughtfulness, clarity, coherence, and persuasiveness.

UNC's LAC outcomes in Written Communication: Introductory Writing are aligned with the State of Colorado's GT Pathways student learning outcomes, competencies, and content criteria for CO1. This includes CDHE competency and student learning outcomes in Written Communication.

LAC Written Communication Learning Outcomes + GTP Competency & SLOs	Course Mapping
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<p>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.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. Employ Rhetorical Knowledge <ol style="list-style-type: none"> a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation. 2. Develop Content <ol style="list-style-type: none"> a. Create and develop ideas within the context of the situation and the assigned task(s). 3. Apply Genre and Disciplinary Conventions <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task. 	<p>[insert your information here]</p>
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Content Criteria for Introductory Writing (GT-CO1)	Course Mapping
<ol style="list-style-type: none"> 1. Develop Rhetorical Knowledge <ol style="list-style-type: none"> 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 	<p>[insert your information here]</p>

<ul style="list-style-type: none"> a. Learn recursive strategies for generating ideas, revising, editing, and proofreading. b. Learn to critique one's own work and the work of others. <p>3. Develop Critical and Creative Thinking</p> <ul style="list-style-type: none"> a. Identify context. b. Present a position. c. Establish a conclusion indicated by the context that expresses a personal interpretation. <p>4. Use Sources and Evidence</p> <ul style="list-style-type: none"> a. Select appropriate evidence. b. Consider the relevance of evidence. <p>5. Develop Application of Composing Conventions</p> <ul style="list-style-type: none"> a. Apply genre conventions, including structure, paragraphing, tone, mechanics, syntax, and style. b. Use appropriate vocabulary, format, and documentation. 	
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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]

University Syllabi Statements:

APPENDIX C: Syllabus template for LAC/GtP CO2

LAC Intermediate Writing (LAW2) Syllabus Template

*Below is a syllabus template for a course seeking LAC/GT-CO2 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.

[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 Written Communication category. The Colorado Commission on Higher Education has approved [Course prefix, number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-CO2 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://higherred.colorado.gov/academics/transfers/gtpathways/curriculum.html>

The Liberal Arts Curriculum Written Communication category is designed to help students develop the ability to use the English language effectively, read and listen critically, and write with thoughtfulness, clarity, coherence, and persuasiveness.

UNC’s LAC outcomes in Written Communication: Intermediate Writing are aligned with the State of Colorado’s GT Pathways student learning outcomes, competencies, and content criteria for CO2. This includes CDHE competency and student learning outcomes in Written Communication.

LAC Written Communication Learning Outcomes + GTP Competency & SLOs	Course Mapping
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<p>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.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. Employ Rhetorical Knowledge <ol style="list-style-type: none"> b. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation. 2. Develop Content <ol style="list-style-type: none"> b. Create and develop ideas within the context of the situation and the assigned task(s). 3. Apply Genre and Disciplinary Conventions <ol style="list-style-type: none"> b. 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 <ol style="list-style-type: none"> c. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim. d. Follow an appropriate documentation system. 5. Control Syntax and Mechanics <ol style="list-style-type: none"> b. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task. 	<p>[insert your information here]</p>
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Content Criteria for Intermediate Writing (GT-CO2)	Course Mapping
<ol style="list-style-type: none"> 1. Deepen Rhetorical Knowledge <ol style="list-style-type: none"> 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. 	<p>[insert your information here]</p>

<p>2. Deepen Experience in Writing</p> <ul style="list-style-type: none"> 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. <p>3. Deepen Critical and Creative Thinking</p> <ul style="list-style-type: none"> 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. <p>4. Use Sources and Evidence</p> <ul style="list-style-type: none"> a. Select and evaluate appropriate sources and evidence. b. Evaluate the relevance of sources to the research question. <p>5. Deepen Application of Composing Conventions</p> <ul style="list-style-type: none"> 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. 	
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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]

University Syllabi Statements:

APPENDIX D: Syllabus template for LAC/GtP CO3

LAC Advanced Writing (LAW3) Syllabus Template

*Below is a syllabus template for a course seeking LAC/GT-CO3 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.

[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 Written Communication category. The Colorado Commission on Higher Education has approved [Course prefix, number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-CO3 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://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html>

The Liberal Arts Curriculum Written Communication category is designed to help students develop the ability to use the English language effectively, read and listen critically, and write with thoughtfulness, clarity, coherence, and persuasiveness.

UNC’s LAC outcomes in Written Communication: Advanced Writing are aligned with the State of Colorado’s GT Pathways student learning outcomes, competencies, and content criteria for CO3. This includes CDHE competency and student learning outcomes in Written Communication.

LAC Written Communication Learning Outcomes + GTP Competency & SLOs	Course Mapping
<p>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.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. Employ Rhetorical Knowledge <ul style="list-style-type: none"> c. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation. 2. Develop Content <ul style="list-style-type: none"> c. Create and develop ideas within the context of the situation and the assigned task(s). 3. Apply Genre and Disciplinary Conventions <ul style="list-style-type: none"> c. 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 <ul style="list-style-type: none"> e. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim. f. Follow an appropriate documentation system. 5. Control Syntax and Mechanics <ul style="list-style-type: none"> c. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task. 	<p>[insert your information here]</p>

Content Criteria for Advanced Writing (GT-CO3)	Course Mapping
<ol style="list-style-type: none"> 1. Extend Rhetorical Knowledge <ol style="list-style-type: none"> 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. 	<p>[insert your information here]</p>

<ul style="list-style-type: none"> c. Learn more sophisticated ways to communicate knowledge to appropriate audiences. d. Apply reflective strategies to the synthesis, communication, and creation of knowledge. <p>2. Extend Experience in Writing</p> <ul style="list-style-type: none"> 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. <p>3. Extend Critical and Creative Thinking</p> <ul style="list-style-type: none"> 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. <p>4. Use Sources and Evidence</p> <ul style="list-style-type: none"> a. Select, evaluate, and synthesize appropriate sources and evidence. b. Use discipline-appropriate criteria to evaluate sources and evidence. <p>5. Extend Application and Composing Conventions</p> <ul style="list-style-type: none"> 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. 	
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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]

University Syllabi Statements:

APPENDIX E: Syllabus Template for LAC/GtP MA-1

LAC Mathematics (LAX1) Syllabus Template

*Below is a syllabus template for a course seeking LAC/GT-MA1 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.

[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 Mathematics category. The Colorado Commission on Higher Education has approved [Course prefix, number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-MA1 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://higherred.colorado.gov/academics/transfers/gtpathways/curriculum.html>

UNC's LAC outcomes in Mathematics are aligned with the State of Colorado's GT Pathways student learning outcomes, competencies, and content criteria for MA1. This includes CDHE competency and student learning outcomes in Quantitative Literacy.

LAC Mathematics Learning Outcomes + GTP Competency & SLOs	Course Mapping
<p>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.).</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. Interpret Information <ol style="list-style-type: none"> a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words). 2. Represent Information <ol style="list-style-type: none"> a. Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words). 3. Perform Calculations <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 	<p>[insert your information here]</p>

<p>analysis appropriate to the course level.</p> <p>5. Communicate Using Mathematical Forms</p> <p>a. Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may also include oral communication).</p> <p>6. Address Assumptions (<i>required of Statistics courses only</i>)</p> <p>a. Describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course.</p>	
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Content Criteria for Mathematics (GT-MA1)	Course Mapping
<p>This course should provide students with the opportunity to:</p> <p>a) Demonstrate good problem-solving habits, including:</p> <ul style="list-style-type: none"> Estimating solutions and recognizing unreasonable results. Considering a variety of approaches to a given problem and selecting one that is appropriate. Interpreting solutions correctly. <p>b) Generate and interpret symbolic, graphical, numerical, and verbal (written or oral) representations of mathematical ideas.</p> <p>c) Communicate mathematical ideas in written and/or oral form using appropriate mathematical language, notation, and style.</p> <p>d) Apply mathematical concepts, procedures, and techniques appropriate to the course.</p> <p>e) Recognize and apply patterns or mathematical structure.</p> <p>f) Utilize and integrate appropriate technology.</p>	<p>[insert your information here]</p>

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]

University Syllabi Statements:

APPENDIX F: Syllabus Template for LAC/GtP AH-1 LAC Arts & Expression (LAA1) Syllabus Template

*Below is a syllabus template for a course seeking LAC/GT-AH1 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.

[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 Arts & Humanities: Arts & Expression category. The Colorado Commission on Higher Education has approved [Course prefix, number] for inclusion in the Guaranteed Transfer (GT) Pathways

program in the GT-AH1 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://higherred.colorado.gov/academics/transfers/gtpathways/curriculum.html>

UNC’s LAC outcomes in Arts & Humanities: Arts & Expression are aligned with the State of Colorado’s GT Pathways student learning outcomes, competencies, and content criteria for AH1. This includes CDHE competencies and student learning outcomes in Creative Thinking, Critical Thinking, and Written Communication.

LAC Arts & Expression Learning Outcomes + GTP Competencies & SLOs	Course Mapping
<p>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.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>4. Embrace Contradictions</p> <ul style="list-style-type: none"> a. Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work. 	<p>[insert your information here]</p>
<p>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.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>2. Utilize Context</p> <ul style="list-style-type: none"> a. Evaluate the relevance of context when presenting a position. b. Identify assumptions. c. Analyze one’s own and others’ assumptions. <p>5. Understand Implications and Make Conclusions</p> <ul style="list-style-type: none"> a. Establish a conclusion that is tied to the range of information presented. b. Reflect on implications and consequences of stated conclusion. 	<p>[insert your information here]</p>

<p>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.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>2. Develop Content</p> <ul style="list-style-type: none"> a. Create and develop ideas within the context of the situation and the assigned task(s). <p>4. Use Sources and Evidence</p> <ul style="list-style-type: none"> a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim. b. Follow an appropriate documentation system. 	<p>[insert your information here]</p>

Content Criteria for Arts and Expression (GT-AH1)	Course Mapping
<p>Respond analytically and critically to works of artistic expression, by addressing all of the following:</p> <ul style="list-style-type: none"> 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. 	<p>[insert your information here]</p>

- | | |
|---|--|
| <p>c. Determine how a work reflects or rejects the major values or concerns of a historical era or culture.</p> <p>d. Interpret themes or major concepts.</p> | |
|---|--|

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]

University Syllabi Statements:

APPENDIX G: Syllabus Template for LAC/GtP AH-2

LAC Literature & Humanities (LAA2) Syllabus Template

*Below is a syllabus template for a course seeking LAC/GT-AH2 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.

[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 Arts & Humanities: Literature & Humanities category. The Colorado Commission on Higher Education has approved [Course prefix, number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-AH2 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>

UNC's LAC outcomes in Arts & Humanities: Literature & Humanities are aligned with the State of Colorado's GT Pathways student learning outcomes, competencies, and content criteria for AH2. This includes CDHE competencies and student learning outcomes in Critical Thinking and Written Communication.

LAC Literature & Humanities Learning Outcomes + GTP Competencies & SLOs	Course Mapping
<p>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.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>2. Utilize Context</p> <ul style="list-style-type: none">a. Evaluate the relevance of context when presenting a position.b. Identify assumptions.c. Analyze one's own and others' assumptions. <p>5. Understand Implications and Make Conclusions</p> <ul style="list-style-type: none">a. Establish a conclusion that is tied to the range of information presented.b. Reflect on implications and consequences of stated conclusion.	[insert your information here]

<p>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.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>2. Develop Content</p> <ul style="list-style-type: none"> a. Create and develop ideas within the context of the situation and the assigned task(s). <p>4. Use Sources and Evidence</p> <ul style="list-style-type: none"> a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim. b. Follow an appropriate documentation system. 	<p>[insert your information here]</p>

Content Criteria for Literature and Humanities (GT-AH2)	Course Mapping
<p>Respond analytically and critically to literary or media works, by addressing all of the following:</p> <ul style="list-style-type: none"> a. Specific era(s) b. Specific culture(s) c. Themes or major concepts 	<p>[insert your information here]</p>

d. Attitudes and values	
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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]

University Syllabi Statements:

APPENDIX H: Syllabus Template for LAC/GtP AH-3

LAC Ways of Thinking (LAA3) Syllabus Template

*Below is a syllabus template for a course seeking LAC/GT-AH3 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.

[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 Arts & Humanities: Ways of Thinking category. The Colorado Commission on Higher Education has approved [Course prefix, number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-AH3 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://higherred.colorado.gov/academics/transfers/gtpathways/curriculum.html>

UNC's LAC outcomes in Arts & Humanities: Ways of Thinking are aligned with the State of Colorado's GT Pathways student learning outcomes, competencies, and content criteria for AH3. This includes CDHE competency and student learning outcomes in Critical Thinking.

LAC Ways of Thinking Learning Outcomes + GTP Competency & SLOs	Course Mapping
<p>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.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <ol style="list-style-type: none">1. Explain an Issue<ol style="list-style-type: none">a. Use information to describe a problem or issue and/or articulate a question related to the topic.2. Utilize Context<ol style="list-style-type: none">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<ol style="list-style-type: none">a. Establish a conclusion that is tied to the range of information presented.b. Reflect on implications and consequences of stated conclusion.	[insert your information here.]

Content Criteria for Ways of Thinking (GT-AH3)	Course Mapping
Respond analytically and critically to ways of thinking, by addressing one or more of the following: <ul style="list-style-type: none"> a. Logic b. Ethics c. The different questions dealt with by leading philosophers and/or theologians and their position on those questions 	[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]

University Syllabi Statements:

APPENDIX I: Syllabus Template for LAC/GtP AH-4 LAC World Language (LAA4) Syllabus Template

*Below is a syllabus template for a course seeking LAC/GT-AH4 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.

[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 Arts & Humanities: World Languages category. The Colorado Commission on Higher Education has approved [Course prefix, number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-AH4 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://higherred.colorado.gov/academics/transfers/gtpathways/curriculum.html>

UNC's LAC outcomes in Arts & Humanities: World Languages are aligned with the State of Colorado's GT Pathways student learning outcomes, competencies, and content criteria for AH4. This includes CDHE competency and student learning outcomes in Oral/Presentational Communication.

LAC World Languages Learning Outcomes + GTP Competency & SLOs	Course Mapping
<p>Oral/Presentational 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.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>2. Develop a Central Message</p> <ul style="list-style-type: none">a. Develop a central message using the content and supporting materials. <p>3. Address Language</p> <ul style="list-style-type: none">a. Employ language that enhances the presentation.b. Incorporate language that is appropriate to the audience.	[insert your information here]

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.	
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Content Criteria for World Languages (GT-AH4)	Course Mapping
Develop an ability to communicate in, and understand, a language other than spoken and written English. Students should be able to: 1. Demonstrate measurable proficiency at the appropriate level informed by current ACTFL (American Council for the Teaching of Foreign Languages) Proficiency Guidelines for specific languages in speaking, aural comprehension, reading, and writing in a language other than English, or in signing and visual comprehension in American Sign Language. 2. Demonstrate cultural competency through communication in the target language, utilizing knowledge and understanding of cultural norms, values, and practices.	[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]

University Syllabi Statements:

APPENDIX J: SYLLABUS TEMPLATE FOR LAC/GTP HI-1

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.

[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>

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.

LAC History Learning Outcomes + GTP Competencies & SLOs	Course Mapping
<p>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.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>3. Formulate an Argument</p> <ul style="list-style-type: none"> a. Ask a question relevant to the discipline. b. Synthesize perspectives that answer it. c. Take a specific position. <p>4. Incorporate Evidence</p> <ul style="list-style-type: none"> a. Interpret/evaluate sources to develop an analysis or synthesis. <p>5. Understand Implications and Make Conclusions</p> <ul style="list-style-type: none"> a. Establish a conclusion that is tied to the range of information presented. b. Reflect on implications and consequences of stated conclusion. 	<p>[insert your information here]</p>
<p>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.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>3. Evaluate Information Critically</p> <ul style="list-style-type: none"> 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. <p>4. Use Information Effectively to Accomplish a Specific Purpose</p>	<p>[insert your information here]</p>

<p>a. Synthesize information from sources to fully achieve a specific purpose.</p> <p>5. Use Information Ethically and Legally</p> <p>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.</p>	
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Content Criteria for History (GT-HI1)	Course Mapping
<p>A GT Pathways History course:</p> <ul style="list-style-type: none"> • 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. 	<p>[insert your information here]</p>

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]

University Syllabi Statements:

APPENDIX K: SYLLABUS TEMPLATE FOR LAC/GTP SS-1

LAC Economics or Political Systems (LAB1) Syllabus Template

*Below is a syllabus template for a course seeking LAC/GT-SS1 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.

[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 Social & Behavioral Sciences: Economic or Political Systems category. The Colorado Commission on Higher Education has approved [Course prefix, number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS1 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://higherred.colorado.gov/academics/transfers/gtpathways/curriculum.html>

UNC’s LAC outcomes in Social & Behavioral Sciences: Economic or Political Systems are aligned with the State of Colorado’s GT Pathways student learning outcomes, competencies, and content criteria for SS1. This includes CDHE competencies and student learning outcomes in Civic Engagement and Critical Thinking.

LAC Economic or Political Systems Learning Outcomes + GTP Competencies & SLOs	Course Mapping
<p>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.)</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>2. Civic Knowledge</p> <ul style="list-style-type: none"> a. Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government. 	<p>[insert your information here]</p>
<p>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.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>1. Explain an Issue</p> <ul style="list-style-type: none"> a. Use information to describe a problem or issue and/or articulate a question related to the topic. <p>2. Utilize Context</p> <ul style="list-style-type: none"> a. Evaluate the relevance of context when presenting a position. b. Identify assumptions. c. Analyze one's own and others' assumptions. <p>5. Understand Implications and Make Conclusions</p> <ul style="list-style-type: none"> a. Establish a conclusion that is tied to the range of information presented. 	<p>[insert your information here]</p>

b. Reflect on implications and consequences of stated conclusion.	
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Content Criteria for Economic or Political Systems (GT-SS1)	Course Mapping
Students should be able to: <ul style="list-style-type: none"> a. Demonstrate knowledge of economic or political systems. b. Use the social sciences to analyze and interpret issues. c. Explain diverse perspectives and groups. 	[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]

University Syllabi Statements:

APPENDIX L: SYLLABUS TEMPLATE FOR LAC/GTP SS-2

LAC Geography (LAB2) Syllabus Template

*Below is a syllabus template for a course seeking LAC/GT-SS2 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.

[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 Social & Behavioral Sciences: Geography category. The Colorado Commission on Higher Education has approved [Course prefix, number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS2 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>

UNC's LAC outcomes in Social & Behavioral Sciences: Geography are aligned with the State of Colorado's GT Pathways student learning outcomes, competencies, and content criteria for SS2. This includes CDHE competencies and student learning outcomes in Critical Thinking and Diversity & Global Learning.

LAC Geography Learning Outcomes + GTP Competencies & SLOs	Course Mapping
<p>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.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i> 1. Explain an Issue</p>	[insert your information here]

<ul style="list-style-type: none"> b. Use information to describe a problem or issue and/or articulate a question related to the topic. <p>2. Utilize Context</p> <ul style="list-style-type: none"> d. Evaluate the relevance of context when presenting a position. e. Identify assumptions. f. Analyze one's own and others' assumptions. <p>5. Understand Implications and Make Conclusions</p> <ul style="list-style-type: none"> c. Establish a conclusion that is tied to the range of information presented. d. Reflect on implications and consequences of stated conclusion. 	
<p>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.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>1. Build Self-Awareness</p> <ul style="list-style-type: none"> a. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures. <p>2. Examine Perspectives</p> <ul style="list-style-type: none"> a. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems. <p>3. Address Diversity</p> <ul style="list-style-type: none"> a. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts. 	<p>[insert your information here]</p>

Content Criteria for Geography (GT-SS2)	Course Mapping
Students should be able to: <ol style="list-style-type: none"> Demonstrate understanding of how multiple factors and processes contribute to the nature of landscapes, identities, and regions. Apply social science tools and perspectives to analyze and interpret issues. 	[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]

University Syllabi Statements:

APPENDIX M: SYLLABUS TEMPLATE FOR LAC/GTP SS-3

LAC Human Behavior, Culture, or Social Frameworks (LAB3) Syllabus Template

*Below is a syllabus template for a course seeking LAC/GT-SS3 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.

[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 Social & Behavioral Sciences: Human Behavior, Culture, or Social Frameworks category. The Colorado Commission on Higher Education has approved [Course prefix, number] 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 <http://higherred.colorado.gov/academics/transfers/gtpathways/curriculum.html>

UNC's LAC outcomes in Social & Behavioral Sciences: Human Behavior, Culture, or Social Frameworks are aligned with the State of Colorado's GT Pathways student learning outcomes, competencies, and content criteria for SS3. This includes CDHE competencies and student learning outcomes in Critical Thinking and Diversity & Global Learning.

LAC Human Behavior, Culture, or Social Frameworks Learning Outcomes + GTP Competencies & SLOs	Course Mapping
<p>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.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <ol style="list-style-type: none">1. Explain an Issue.<ol style="list-style-type: none">a. Use information to describe a problem or issue and/or articulate a question related to the topic.2. Utilize Context<ol style="list-style-type: none">a. Evaluate the relevance of context when presenting a position.	[insert your information here]

<ul style="list-style-type: none"> b. Identify assumptions. c. Analyze one's own and others' assumptions. <p>5. Understand Implications and Make Conclusions</p> <ul style="list-style-type: none"> a. Establish a conclusion that is tied to the range of information presented. b. Reflect on implications and consequences of stated conclusion. 	
<p>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.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. Build Self-Awareness <ul style="list-style-type: none"> a. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures. 2. Examine Perspectives <ul style="list-style-type: none"> a. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems. 3. Address Diversity <ul style="list-style-type: none"> a. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts. 	<p>[insert your information here]</p>

Content Criteria for Human Behavior, Culture, or Social Frameworks (GT-SS3)	Course Mapping
<p>Students should be able to:</p> <ul style="list-style-type: none"> a. Develop knowledge of human behavior, including learning, cognition, and human development or cultural or social frameworks/theories that explore and 	<p>[insert your information here]</p>

<p>compare issues and characteristics of individuals, groups, communities, or cultures.</p> <p>b. Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.</p> <p>c. Understand diverse perspectives and groups.</p>	
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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]

University Syllabi Statements:

APPENDIX N: SYLLABUS TEMPLATE FOR LAC/GTP LAS1/LASL LAC Natural & Physical Sciences (LAS1, LASL) Syllabus Template

*Below is a syllabus template for a course seeking LAC/GT-SC1 or GT-SC2 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.

[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 Natural & Physical Sciences category. The Colorado Commission on Higher Education has approved [Course prefix, number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SC[#] 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://higherred.colorado.gov/academics/transfers/gtpathways/curriculum.html>

UNC's LAC outcomes in Natural & Physical Sciences are aligned with the State of Colorado's GT Pathways student learning outcomes, competencies, and content criteria for SC[#]. This includes CDHE competencies and student learning outcomes in Inquiry & Analysis and Quantitative Literacy.

LAC Natural & Physical Sciences Learning Outcomes + GTP Competencies & SLOs	Course Mapping
<p>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.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>4. Select or Develop a Design Process</p> <p> a. Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.</p> <p>5. Analyze and Interpret Evidence</p>	[insert your information here]

<ul style="list-style-type: none"> a. Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus. b. Utilize multiple representations to interpret the data. <p>6. Draw Conclusions</p> <ul style="list-style-type: none"> a. State a conclusion based on findings. 	
<p>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.).</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>1. Interpret Information</p> <ul style="list-style-type: none"> a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words). <p>2. Represent Information</p> <ul style="list-style-type: none"> a. Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words). 	[insert your information here]

Content Criteria for Natural & Physical Sciences (GT-SC[#])	Course Mapping
<p>1. The lecture content of a GT Pathways science course (GT-SC1 or GT-SC2): Students should be able to:</p> <ul style="list-style-type: none"> 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. <p><i>(If the course does not have a lab, do not include #2 below.)</i></p>	[insert your information here]

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.

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]

University Syllabi Statements:

APPENDIX O: IS In-Syllabus Assessment/Alignment Chart

International Studies Competency:

As part of a Liberal Arts Curriculum, the International Studies (IS) competency refers to students' ability to analyze complex, interdependent global systems (natural, physical, social, cultural, economic, technological and/or political, etc.) in order to identify sources of and strategies for addressing conflict, cooperation, inequity, and/or competition in a global context. Courses designated IS introduce students to variations in a range of human constructions including perspectives, ethics, cultures, discipline-based application of knowledge, and intellectual traditions. By building an awareness of the interconnectedness of global systems, courses with the IS designation reveal to students the impact of countries, regions, or non-state actors on global systems individual identities, communities, and the potential for planetary sustainability.

IS SLO #	RESPRESENTATIVE RELEVANT TEXTS/READINGS	RESPRESENTATIVE ASSESSMENT/S
SLO 1. Discuss global political, economic, cultural, social, ecological, and/or technological challenges from a perspective other than their own national and/or cultural context.		
SLO 2. Apply discipline-based approaches to analyze complex, interdependent global systems and legacies (for example, natural, physical, social, cultural, economic, and/or political) and their implications for people's lives and/or the earth's sustainability.		
SLO 3. Identify sources of and strategies to address conflict, cooperation, inequity, and/or competition in a global context.		
SLO 4. Discuss discipline-based		

theoretical, cultural and/or intellectual perspectives within a global context.		
SLO 5. Apply multiple disciplinary perspectives (for example, cultural, historical, scientific, etc.) to examine the impact of countries, regions, or non-state actors on global systems (man-made and/or natural).		
SLO 6. Assess one's own sense of identity, community, ethics, perspective, and/or impact in the context of a world composed of interdependent yet often inequitable systems.		

APPENDIX P: MS In-Syllabus Assessment/Alignment Chart

U.S. Multicultural Studies Competency:

As part of a Liberal Arts Curriculum, the U.S. Multicultural Studies (MS) competency refers to students' ability to recognize the perspectives of individuals and groups with a range of identities (including but not limited to race, gender, economic class, sexual orientation, physical ability, religion, language, age, and/or national identity) in terms of the greater "American Experience." Courses designated MS introduce students to concepts, theories, and histories of marginalization and inequity and systemic impacts on individuals, groups, and events. By building an awareness of the possibilities and challenges of diversity and inclusivity, courses with the MS designation reveal to students their historically rooted roles in communities and their potential as agents of change.

MS SLO #	RESPRESENTATIVE RELEVANT TEXTS/READINGS	RESPRESENTATIVE ASSESSMENT/S
SLO 1. Discuss the diversity of experiences and perspectives of individuals and groups with a wide range of identities (including but not limited to race, gender, economic class, sexual orientation, physical ability, religion, language, age, and/or national identity) and their contributions to educational, social, legal, religious, political, and/or cultural institutions and society.		
SLO 2. Explain the social, political, historical, cultural, and/or economic experiences of at least one cultural group in terms of the greater "American Experience."		
SLO 3. Recognize and explain key concepts and terms related to diversity, equity, and/or inclusion (for example, bias, implicit bias, cultural appropriation, equity, privilege, inclusion, intersectionality, structural inequality, institutional racism, systemic racism, etc.)		

SLO 4. Explain theories and histories of marginalization, discrimination, and/or structural inequality, their effects on contemporary events, and their implications for the future.		
SLO 5. Identify and analyze systems and structures (historical, organizational, political, global) of power that create and/or perpetuate oppression, privilege, or marginalization, and describe how these systems present barriers to equity and inclusion.		
SLO 6. Identify, analyze, and apply strategies for disrupting and dismantling systems that perpetuate oppression, privilege, and/or marginalization in order to promote equity and increase access and opportunity for traditionally excluded communities.		
SLO 7. Assess one's own role in systems of oppression, privilege, and/or power and identify the various ways in which they have used or may use their roles to ensure equity, inclusion, and justice.		

APPENDIX Q: LAC FAR Direct Assessment Guidance

Faculty Assessment Representative (FAR)

Suggestions for Communication with Units Preparing to Complete Direct Assessment

Acquiring outcomes in instructor Canvas shells for assessment:

- Instructors will need to navigate to the “Outcomes” section in their Canvas shell. Once there, they will “Find” the outcomes to be assessed in the LAC course.
- Then, navigate to the “University of Northern Colorado” directory (one of these is empty and can be ignored). Once there, they will select the “GTP” outcomes sub-directory.
- Outcomes can then be added into the course shell by clicking the “Add” button next to each outcome to import that outcome into their course shell.
- Once the outcomes have been added into the course shell, instructors can tag specific assignments with the LAC outcomes to be assessed in those assignments—see below.

Choosing or constructing assignments that align with the SLOs:

- Units should already have an idea of outcomes alignments from syllabus mapping.
- Instructors will need to decide whether one assignment will be used to assess all required LAC SLOs or will split up the required outcomes across multiple assignments.
 - If anyone in the unit has participated in the Academic Effectiveness LAC quality improvement project, they have worked on assignment design for assessment and may be a resource for the unit.
- If possible, units should discuss what the rubric “means” in terms of their discipline as well as when student work demonstrates the discrete performance levels on the rubric.
 - This way, units may “norm” the rubric so everyone in unit is interpreting/using it in a similar way.

Tagging required LAC outcomes to an assignment in Canvas:

- Assignments to be assessed using a rubric can “tag” one or more outcomes to be assessed by adding a rubric with the “+Rubric” button. A placeholder criterion is automatically created, but this can be modified or deleted, as necessary.
- In the rubric, use the “Find Outcome” link to view the outcomes in the Canvas shell. Instructors can then select the outcome(s) to be assessed in the assignment. Once selected, the outcome will be added as a criterion in the rubric along with its performance level descriptors.
 - **Note: if instructors do not desire the outcome point values to be included in the total points for the graded assignment, unselect the box labeled, “Use this criterion for scoring,” before adding the outcome to the rubric.**
- The above process can be repeated for each outcome to be assessed in the assignment.
- Instructors may merge a grading rubric and the assessment outcomes into one rubric by first importing a grading rubric by using the link, “Find a Rubric” after clicking the “+Rubric” button. Once the grading rubric is imported, the assessed outcomes can be

added by editing the grading rubric and using the steps above to add outcomes to the rubric.

Having students upload submission/artifact to assignment on Canvas:

- Some units might anticipate issues asking students to submit their work products into Canvas for assessment either due to the nature of the work or the desire not to share the assessed outcomes with students.
- If a unit expects issues with students submitting their work into Canvas, what are the issues a unit cites concerning asking students to upload their work into the LMS?
- Instructors may create a “dummy” assignment to be used for assessment so students don’t see the assessment rubric; otherwise, the assessed outcomes will be visible to students. More information concerning how to create “dummy” assignments or course shells is available upon request.
- It is important that the LAC be able to connect assessment results with individual student work, so student work products must be saved, though alternatives to Canvas may be possible, upon request.

Entering assessment performance level score in Canvas:

- Once an assignment has been tagged with the outcomes to be assessed in the Canvas shell, instructors will need to use Speed Grader to select the performance level of each assessed outcome demonstrated in the student assignment submission.
- If instructors do not use Speed Grader or only provide comments and/or a summary score for submitted student work, assessment results for the required outcomes will not be recorded in the Canvas system.

Locating additional support:

- Videos demonstrating the process are available on the [LAC outcomes and assessment webpage](#).
- The Office of Assessment can provide assistance with these processes and meet with units upon request.
- The Office of Instructional Design and Development (ID&D) can assist instructors to develop course shells and online instructional content.
- The Center for Engaged Teaching and Learning (CETL) can assist instructors with pedagogical questions and to develop active learning strategies.

APPENDIX S: DA Follow-Up Meeting Guiding Questions

General Questions History LAC Pilot Direct Assessment Experience

Using Canvas—we've learned a fair amount more about Canvas since the pilot

- What was your experience with using Canvas to collect student artifacts and record assessment data?
- Was anything especially challenging?
- Using the rubrics, attaching them to assignments?
- What suggestions do you have for future faculty who need to use Canvas for direct assessment?

Training

- What training did you find useful for doing LAC direct assessment?
- What training would you like to see provided to faculty to facilitate this process?

Assignments

- Did you use assignments you already had?
- Did you build new assignments?
- What was your experience fitting assignments to the required SLOs to be assessed?
- Did you talk with each other about what assignments to use?
- Did any faculty use a shared assignment? Was there any discussion around doing this?

Results

- What is your initial interpretation of the results?
- What do you see as meaningful in the results?
- What could be provided to you that you feel would assist you in interpreting the data?

Follow-Up – on current schedule, next direct assessment AY 28-29

- Does anyone already have a plan on what the data makes them want to do with their courses, as a department?
- Based on the results, what project as a department would be worth your time?
- What could be provided that could be helpful in working off the results to improve student learning?

APPENDIX T: Guidelines for Academic Unit DA Follow-Up Report

UNC LAC Direct Assessment Follow-Up Process

The Liberal Arts Council appreciates the best efforts of all units to collect direct assessment data on student learning in your course(s) in the liberal arts curriculum. It is the LAC's objective not only to collect data that allows us to assess student learning across UNCO's general education program, but we also seek to facilitate a course embedded direct assessment process that is practical and provides useful data for each academic unit. An important component of this LAC process is feedback from each unit who has undertaken direct assessment. Once you have completed direct assessment, there are three parts in the LAC's direct assessment follow-up process:

- 1) A meeting of members of the unit who were involved in the direct assessment, typically via Teams, but in person by request, with the Chair of the LAC and the Director of Assessment. Prior to this meeting, units will be provided with their assessment data by the Director of Assessment. Following this meeting, a written summary of the meeting will be provided by the LAC Chair.
- 2) When time allows in the spring semester agenda, the Council will invite representatives of each unit to meet with the full council to discuss your unit's experience with the process.
- 3) A written report of 1—3 pages to be submitted to the LAC, as soon as is reasonable for the unit, and no later than three semesters after the completion of the required assessment.

There are two different sets of requirements for this report:

Report Requirements for Units with Missing Data

If your unit had **Missing Data** during the AY in which you unit was required to complete direct assessment, it is **MANDATORY** that the following be included in your report.

Two-Year Reassessment Window: If the unit's data was not complete during this iteration of LAC assessment, it is required that the unit share a plan to collect a full set of data within the next two Academic Years. Ideally, the unit would complete this reassessment as soon as possible, preferably in the AY following your assigned assessment year. The unit may request an extension of this two-year window through submitting what you see as a reasonable plan to reassess student learning in your LAC courses prior to the next required cycle of LAC assessment (six years from you assigned assessment AY.) This extension request must include a rationale for why an extension is needed along with a detailed timeline.

Requirements for ALL UNITS who undertook direct assessment:

The LAC asks each academic unit that has undertaken direct assessment of their LAC courses to address the following in your report: 1) your experience with the process; 2) your initial thoughts about the data; 3) questions, suggestions and/or requests that they have for the Liberal Arts

Council; and 4) your plan of action, or how you will use the data to inform your on-going teaching of courses in UNCO's Liberal Arts Curriculum. The LAC provides these questions as suggestions to consider in writing this report.

Suggested Guiding Questions for Academic Unit LAC Direct Assessment Report

Assessment/Assignment Design:

1. Describe the unit's process for designing and implementing assessment in your LAC courses.
 - a. Did instructors teaching the LAC course(s) work individually, with each other, and/or did the unit, as a whole, decide which assignments would be used for the assessment of student learning related to the required LAC competencies?
 - b. Were existing assignments in the course used as is, were existing assignments revised, and/or were new assignments designed?
2. Does the unit have a signature assignment in each LAC course section that can be used to assess student learning on all the required LAC SLOs? Or was assessment completed using multiple assignments?

Integrating Required Rubrics with Assignments and Canvas:

3. The LAC required rubrics are written generally to apply across disciplines. Was there discussion in the unit of what student learning as described in the rubric looks like in your discipline and how to distinguish among the performance levels of the rubric?
4. What training and/or practice was used to familiarize course instructors with implementing rubrics for assessment in Canvas?
 - a. Is using rubrics for grading and/or assessment in Canvas a standard practice in the unit or was this a new process for course instructors?
 - b. Was any training outside the unit undertaken by all or some LAC course instructors?
 - i. If so, how was this helpful?
 - ii. If so, do you have any feedback on the training and what suggestions can you provide to increase the usefulness of UNCO trainings?
5. Was there discussion of assessment designs and/or assignment requirements and their connections with the outcome rubrics?
 - a. If no, is this something the unit might consider doing in the future?
 - b. If yes, what did instructors identify in this process as being helpful to them?
 - c. Do any questions or concerns remain regarding the assessments?
6. Did the program help instructors to norm the application of the rubric to students' work?
 - a. If no, is this something the unit might consider doing in the future?
 - b. If yes, what did instructors identify in this process as being helpful to them?
 - c. Do any questions or concerns remain regarding the application of the rubrics to student work?

Interpreting and Making Sense of How to Use the Data

7. What was most striking, and what did you learn from the data?

- a. Based on the results of the assessments, with which area(s) is the program most pleased? Is the program displeased with any aspect of the results?
 - b. Based on the aggregated results, are there any outcome(s) that merit focus in the program before the next LAC assessment?
 - c. Based on the frequency distribution of the outcome scores, what outcomes appear to be most difficult for students?
 - i. What concrete actions could be taken by the unit (i.e. a collective review of assignments, requirements, rubrics, and/or course content) to address these areas?
 - d. Based on the disaggregated results, were the scores of 0 and 1 concentrated in one or more outcomes, courses, and/or sections?
 - i. Can the unit identify any factors that might contribute to a concentration of low scores in these areas?
8. What does instructor experience add to the assessment of student learning in the course?
- a. Based on the instructor experiences in the unit, which outcomes pose the greatest challenge for students to demonstrate effectively? To what factors do instructors attribute these challenges?
 - b. Based on the experiences of instructors in the unit, what areas of student work were the most impressive or effective? What aspects of student work might merit increased focus or a different approach before the next iteration of the LAC assessment?

Overall Questions:

- 9. Did the unit experience any issues using Canvas for direct assessment of student learning? Are there student artifacts that cannot be housed in Canvas? Do you have thoughts/requests for the LAC to consider regarding options in addition to Canvas for housing student artifacts? For instance, SharePoint could be used if files are discreet and can be linked to an assessment score.
- 10. Did the requirement to use Canvas and its rubric function impact what assignments were used for the assessment? What were the benefits or limitations of the Canvas requirement? Do you have alternatives to using Canvas for assessment that you can suggest for the LAC to consider?
- 11. Are there any remaining questions or concerns that the program would like the LAC to address regarding any aspect of the LAC direct assessment work?

Next Steps:

- 12. Will the unit maintain its assignment design for ongoing direct assessment of student learning in LAC courses? What factors have contributed to the unit's decision to maintain or change its assignment design process?
 - a. Is the unit interested in additional support from the LAC or the Office of Assessment for assignment design to collect meaningful and useful data on student learning?

13. Will the unit maintain its process for working with the required LAC rubrics? What factors have contributed to the unit's decision to maintain or change its approach to using rubrics in Canvas?
 - a. Is the unit interested in additional support from the LAC or the Office of Assessment for working with rubrics in Canvas?
14. Based on the data, are there any areas of discussion around student learning that the unit feels would be productive?
 - a. Are there any resources or assistance the LAC or the Office of Assessment could provide the unit in support of these discussions?
15. Closing the Loop: What is the unit's plan of action to address student learning as assessed by the required LAC rubrics?
 - a. Where possible, explain how this plan of action is driven by the assessment data.
 - b. Is the unit interested in collecting LAC assessment data more frequently than the required 6-year cycle?
16. Are there any resources or assistance the LAC or the Office of Assessment could provide the unit to support of its work before the next iteration of assessment in this LAC category?