**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](mailto:LAC@unco.edu).

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[Course Prefix, Number, and Name] Syllabus

[Semester Offered]

[#] credit hours

Instructor Name: [insert your information here]

Instructor Contact Information: [insert your information here]

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

Course Catalog Description: [insert your information here]

Course Description: [insert your information here]

Important Dates: [insert your information here]

**Liberal Arts Curriculum & GT Pathways**

**This course is a part of the Liberal Arts Curriculum at UNC and fulfills [#] credit hours of the 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://highered.colorado.gov/academics/transfers/gtpathways/curriculum.htm**](http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.htm)**l**

**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.**

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| **LAC Human Behavior, Culture, or Social Frameworks Learning Outcomes + GTP Competencies & SLOs** | **Course Mapping** |
| **Critical Thinking:**  **Competency in critical thinking addresses a student’s ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.**  **Student Learning Outcomes (SLOs)**  ***Students should be able to:***  **1. Explain an Issue.**   1. **Use information to describe a problem or issue and/or articulate a question related to the topic.**   **2. Utilize Context**   1. **Evaluate the relevance of context when presenting a position.** 2. **Identify assumptions.** 3. **Analyze one’s own and others’ assumptions.**   **5. Understand Implications and Make Conclusions**   1. **Establish a conclusion that is tied to the range of information presented.** 2. **Reflect on implications and consequences of stated conclusion.** | **[insert your information here]** |
| **Diversity & Global Learning:**  **Competency in diversity and global learning refers to a student’s ability to critically analyze and engage complex, interdependent structures and constructs (such as natural, physical, social, cultural, economic, or political) and their implications for individuals, groups, communities, or cultures. This competency will introduce students to various concepts toward building their awareness of diversity and the importance of inclusivity. Through diversity and global learning, students should seek to understand how their actions affect both local and global communities.**  **Student Learning Outcomes (SLOs)**  ***Students should be able to:***  **1. Build Self-Awareness**   1. **Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.**   **2. Examine Perspectives**   1. **Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.**   **3. Address Diversity**   1. **Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.** | **[insert your information here]** |

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| **Content Criteria for Human Behavior, Culture, or Social Frameworks (GT-SS3)** | **Course Mapping** |
| **Students should be able to:**   1. **Develop knowledge of human behavior, including learning, cognition, and human development or cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures.** 2. **Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.** 3. **Understand 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]