**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](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: 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://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html**](http://highered.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.**

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| **LAC Economic or Political Systems Learning Outcomes + GTP Competencies & SLOs** | **Course Mapping** |
| **Civic Engagement:**  **Competency in civic engagement refers to actions wherein students participate in activities of personal and public concern that are both meaningful to the student and socially beneficial to the community. Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.)**  **Student Learning Outcomes (SLOs)**  ***Students should be able to:***  **2. Civic Knowledge**   1. **Connect disciplinary knowledge to civic engagement through one’s own participation in civic life, politics, and/or government.** | **[insert your information here]** |
| **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]** |

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| **Content Criteria for Economic or Political Systems (GT-SS1)** | **Course Mapping** |
| **Students should be able to:**   1. **Demonstrate knowledge of economic or political systems.** 2. **Use the social sciences to analyze and interpret issues.** 3. **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]