**LAC U.S. Multicultural Studies (LAMS) Syllabus Template**

*Below is a syllabus template for a course seeking LAC status. Everything highlighted in yellow needs to be customized. Everything in* ***bold*** *must remain verbatim in order to meet the LAC 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.*

*Any* ***U.S. Multicultural Studies*** *course must also be part of either* ***Arts & Humanities, History,*** *or* ***Social & Behavioral Sciences****.**Please use the learning outcomes and syllabus template document for the other respective category. The* ***U.S. Multicultural Studies*** *competency, SLOs, and mapping chart may be pasted into the syllabus template of the additional category.*

*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.

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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 [insert category] and U.S. Multicultural Studies category. The Colorado Commission on Higher Education has approved [Course prefix, number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-[@@#] 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**

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| **LAC U.S. Multicultural Studies Competency & SLOs**  | **Course Mapping** |
| **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.** *(Choose at least four of the seven SLOs for inclusion and delete any unused SLOs. Please preserve the original numbers, e.g., if 1, 3, 5, and 6 are used, do not renumber as 1, 2, 3, and 4.)***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 experiences of at least one cultural group in terms of the greater “American Experience.”**
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.)**
4. **Explain theories and histories of marginalization, discrimination, and/or structural inequality, their effects on contemporary events, and their implications for the future.**
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.**
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.**
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.**
 | **[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]