**LAC International Studies (LAIS) 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* ***International 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* ***International 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](mailto:LAC@unco.edu).

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[Course 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 International 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 International Studies Competency & SLOs** | **Course Mapping** |
| **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.**  *(Choose at least three of the six 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 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.** | **[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]