*October 2022*

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| * The college deadline to submit the completed Liberal Education Course Proposal form to Academic Affairs is February 1, 2023. Please consult your college and department for internal deadlines. Note: If the course is new, the department must also submit the separate New Course Proposal through the college's curriculum review and approval process for submission to Academic Affairs (details, dates, form: <https://evcaa.d.umn.edu/curriculum-management/course-proposal-processes>). * Form approvals may be submitted through email as an attachment. Signatures may be provided on the form or with approval documented within the email message. * Departments and colleges may involve curriculum committees as advisory in their review procedures. The campus Liberal Education Subcommittee reviews all Liberal Education course proposals for Academic Affairs.   **Category Description**  Courses approved for the Cultural Diversity in the United States category focus on creating awareness of diverse cultural values and increasing a commitment to knowledge and competence across various cultures, a with an emphasis on those represented in the United States. Courses can come from a variety of disciplines, including interdisciplinary approaches. These courses provide students with an opportunity to broaden their knowledge of the cultural complex social fabric of the United States and to enhance their abilities to interact with the diverse groups that make up our nation.  SLO 1: Students will interpret cultural practices, traditions, and/or values within or across diverse groups in  the U.S.  SLO 2: Students will explain how social, political, and/or economic issues shape or have been shaped by cultural groups.  SLO 3: Students will describe how meanings and practices within one’s own cultural context influence the awareness of self and others. | | | | |
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|  | Name (print) | | Signature | Date |
| Department Head/Representative |  | |  |  |
| Dean *(or college designee)* |  | |  |  |
| Academic Affairs |  | |  |  |
|  |  | |  |  |
| Effective Term | | Fall 2023 | | |
| Faculty Contact | |  | | |
| Course Designator | |  | | |
| [Catalog Number](http://www.dumn.edu/vcaa/Coursenumbering.html) | |  | | |
| Course Title | |  | | |
| Number of credits | |  | | |
| Course Description  *(Must match approved course or course proposal description)* | |  | | |
| Has this course been approved by Academic Affairs? | |  | | |
| How often will the course be offered? (every year, every other year) | |  | | |
| What other Liberal Education categories (if any) is this course proposed for or has it been approved for? | |  | | |
| **Category Criteria**  This section asks how the course will address all of the criteria for this category. Please use examples to help illustrate that the course will substantially address the following criteria.  *100 word minimum for each item response.* | | | | |
| Describe how the course will provide a critical framework for understanding the creation and impacts of social demographic categories—including race, class, gender identity/expression, ethnicity, age, disability, sexual orientation, and/or religious affiliation—in the United States so that students can examine issues of human and cultural diversity and social justice.  [response required] | | | | |
| Describe how the course will examine the social, cultural, and political contributions of diverse groups in the United States.  [response required] | | | | |
| Describe how the course will advance students’ understanding of how different cultures historically have shaped, and been shaped by, social, political, and economic realities in the United States, with an emphasis on past and present aspects of social justice.  [response required] | | | | |
| Describe how the course will provide students with opportunities to develop cross-cultural competence.  [response required] | | | | |
| **Course Assessment**  This section asks how the course will assess students’ proficiency in each student learning outcome (SLO) associated with this category. A full response to each question will include two parts as identified below and described in the Liberal Education Assessment Course Proposal Guide: <https://z.umn.edu/libedproposalassessguide>.   1. A clear statement of which course assessment(s) (or portion of an assessment) will provide a clear measure of the SLO, and why that assessment is a good fit for that SLO. 2. A brief description of what students must do/achieve on the assessment to have reached the level of proficiency for the SLO described on the rubric for this category. Level 1 is typically used as the proficiency for lower-division courses; Level 3 is common for upper-division courses: <https://assessment.d.umn.edu/liberal-education-assessment/category-rubrics>.   Note: For new courses faculty are encouraged to use the Liberal Education category SLOs as the course learning outcomes on the course proposal. | | | | |
| SLO 1: Describe (1) how students will "interpret cultural practices, traditions, and/or values within or across diverse groups in the U.S." and (2) how you will determine whether they have achieved proficiency as described in the category rubric.  [response required] | | | | |
| SLO 2: Describe (1) how students will "explain how social, political, and/or economic issues shape or have been shaped by cultural groups" and (2) how you will determine whether they have achieved proficiency as described in the category rubric.  [response required] | | | | |
| SLO 3: Describe (1) how students will "describe how meanings and practices within one’s own cultural context influence the awareness of self and others" and (2) how you will determine whether they have achieved proficiency as described in the category rubric.  [response required] | | | | |