*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**  The Humanities are those branches of knowledge concerned with human thought and culture. In Humanities courses, students learn to describe, analyze, interpret, and otherwise critically examine the products and processes of human culture, including material artifacts, activities, and systems of meaning and value (such as particular philosophical, linguistic, and intellectual traditions or innovations). Humanities courses typically situate the objects of study historically and within the context of a particular culture or cultures. Humanities courses introduce students to the theories and methods of inquiry relevant to a particular field or fields of humanistic study, and they make students aware of the controversies within that discipline. Humanities courses therefore encourage students to examine objects of humanistic study closely, analytically, and critically to deepen their appreciation for the diversity and complexity of human culture.  SLO 1: Students will apply humanistic methods of inquiry and interpretation to the product/processes of human thought and culture.  SLO 2: Students will analyze products/processes of human thought and culture.  SLO 3: Students will explain how the products/processes of human thought and culture relate to cultural, social, or historical contexts. | | | | |
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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 familiarize students with established mode(s) of inquiry in the relevant subfield(s) of humanistic study, including current questions and/or controversies in the field.  [response required] | | | | |
| Describe how the course will involve students in the active, critical examination of the products and/or processes of human culture.  [response required] | | | | |
| Describe how the course will situate the objects of study historically and in relation to the culture(s) that produced them.  [response required] | | | | |
| Describe how the course will point out connections to other fields and disciplines.  [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 "apply humanistic methods of inquiry and interpretation to the product/processes of human thought and culture" 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 "analyze products/processes of human thought and culture" 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 "explain how the products/processes of human thought and culture relate to cultural, social, or historical contexts" and (2) how you will determine whether they have achieved proficiency as described in the category rubric.  [response required] | | | | |