*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 liberal education credit in Oral Communication will have as their primary focus the development of the knowledge and skill sets necessary for effective oral communication. While this requirement can be satisfied by courses offered by the Department of Communication, we also encourage other departments and programs, ideally with the assistance of professionals trained in communication pedagogy, to propose oral communication courses tailored to the needs of their students.  SLO 1: Students formulate organized, clear and informative messages. SLO 2: Students formulate effective messages appropriate to audience, medium and contexts. SLO 3: Students apply effective verbal and nonverbal concepts of communication in message delivery. | | | | |
|  | 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) | |  | | |
| **Category Criteria**  Courses accepted into the category must clearly demonstrate how they meet the category's criteria for either the Communication or the Oral Languages sub-categories. In the descriptions you provide for the selected sub-category, please include specific examples to help illustrate how the course will substantially address the criteria.   *100 word minimum for each item response*. | | | | |
| **Communication course only** | | | | |
| Describe how the course will examine the processes necessary to develop and arrange message content.  [response required for Communication course] | | | | |
| Describe how the course will emphasize the need to craft and adapt messages to particular audiences and situations.  [response required for Communication course] | | | | |
| Describe how the course will present the fundaments of appropriate language and effective style.  [response required for Communication course] | | | | |
| Describe how the course will analyze ways in which delivery is enhanced or inhibited by both verbal and non-verbal forms of communication.  [response required for Communication course] | | | | |
| Describe how the course will emphasize practical exercise and individual presentation that require students to understand and apply the above skills sets in verbal and non-verbal communication.  [response required for Communication course] | | | | |
| **Language course only** | | | | |
| Describe how the course will develop students’ receptive and active skills of listening, reading, writing and speaking (or, in the case of ASL courses, signing rather than speaking)  [response required for Language course] | | | | |
| Describe how the course will develop students grammatical, textual, illocutionary, socio-linguistic and cultural competence.  [response required for Language course] | | | | |
| **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: (1) Describe how students will “formulate organized, clear and informative messages” and  (2) how you will determine whether they have achieved proficiency as described in the category rubric level.  [response required for Communication and Language] | | | | |
| SLO 2: (1) Describe how students will “formulate effective messages appropriate to audience, medium and contexts” and (2) how you will determine whether they have achieved proficiency as described in the category rubric level.  [response required for Communication and Language] | | | | |
| SLO 3: (1) Describe how students will “apply effective verbal and non-verbal concepts of communication in message delivery” and (2) how you will determine whether they have achieved proficiency as described in the category rubric level.  [response required for Communication and Language] | | | | |