*December 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 the Theorizing Race, Power and Justice category will focus on enabling students to understand systemic analyses of discipline-specific race issues, including historical, socio-cultural, institutional, structural, and/or all of the aforementioned (i.e., systemic) analyses or ways of thinking. These courses provide students with an opportunity to understand and engage in discourse regarding issues of race and the ways race is related to inequalities, oppression, power, and social and economic justice in the United States. Courses can come from any discipline and can focus on discipline-specific problems related to race, power, and justice.    SLO 1:  Students will describe how historical, socio-cultural, institutional, structural and/or all of the aforementioned (i.e., systemic) ways of thinking can be used to explain present-day racial inequalities or other avenues of racial oppression.  SLO 2: Students will demonstrate knowledge of how the above ways of thinking apply to discipline-specific real cases.  *The Theorizing, Race Power and Justice category falls under Language and Reasoning Skills. A Liberal Education course that meets the criteria for Language and Reasoning Skills may NOT also be used to fulfill a requirement for Knowledge Domains or Key Topics.* | | | | |
|  | Name (print) | | Signature | Date |
| Department Head/Representative |  | |  |  |
| Dean *(or college designee)* |  | |  |  |
| Academic Affairs |  | |  |  |
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| Effective Term | | If form submitted to Academic Affairs by February 1: Fall 2023 or later  If form submitted to Academic Affairs by April 1: Spring 2024 or later | | |
| 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**  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 make race and racial oppression the dominant focus of the course, integral to its content and objectives (whether the course focuses entirely on racial justice or on the structural inequalities facing other marginalized groups).  [response required] | | | | |
| Describe how the course will focus primarily on enabling students to understand systemic analyses of discipline-specific race issues, including historical, socio-cultural, institutional, structural, and/or all of the aforementioned (i.e., systemic) analyses or ways of thinking.  --A historical approach examines how past action shapes racial inequalities and oppression and our thinking about those.  --A socio-cultural approach examines our social environment (e.g., images, messages, artifacts, practices, celebrations, and media), as well as the reflected values, beliefs, attitudes, priorities, and commitments that shape our judgments about them.  –An institutional approach analyzes the policies and practices of institutions that maintain racial inequalities and oppression.  –A structural approach examines the material realities that support racial inequality and oppression without individual malicious intent.  –A systemic approach that integrates all four of these lenses is welcome, but courses need only focus on one or more to be accepted.  While race will be the dominant focus, courses in this category can include intersectional analysis or analysis of other political and social domains of oppression and inequality that extend systematic analysis.  [response required] | | | | |
| **Course Assessment**  **[This section of the form was revised December 14, 2022]**  This section asks how the student learning outcomes (SLOs) associated with this category will be assessed in the course. A full response to each question will include a detailed description of what students will do to demonstrate their learning of the SLOs. These descriptions are intended to explain the graded course components (or portions of them) that will be used for the LEP category’s course assessment report faculty complete as part of the campus’s LEP assessment practices. Please provide details that will allow the committee to understand why the measures are a good fit for the category’s SLOs. This may include, and is not limited to, descriptions of graded components that would be included on the class syllabus or on canvas and draft questions students would respond to within assessment measures.  *100 word minimum for each item response.*  *Note: For new courses faculty are encouraged to use the two Liberal Education category SLOs as two of the course learning outcomes on the new course proposal form.* | | | | |
| SLO 1: Provide a detailed description of student work (a graded course component or portion of one) that will be used to assess the SLO “Students will describe how historical, socio-cultural, institutional, structural and/or all of the aforementioned (i.e., systemic) ways of thinking can be used to explain present-day racial inequalities or other avenues of racial oppression.” Include ample detail to allow the committee to understand why the measure is a good fit to assess the SLO.  [response required] | | | | |
| SLO 2: Provide a detailed description of student work (a graded course component or portion of one) that will be used to assess the SLO “Students will demonstrate knowledge of how the above ways of thinking apply to discipline-specific real cases.” Include ample detail to allow the committee to understand why the measure is a good fit to assess the SLO.  [response required] | | | | |