*April 2023*

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| * The Liberal Education Subcommittee will accept Liberal Education course proposals from November 1 through February 1 to review courses for inclusion in the following year’s course catalog. Please consult your college and department for internal course review deadlines so that course proposals forms are in the Academic Affairs Office no later than February 1. Note: If the course is new, the department must also submit the separate New Course Proposal Form through the college’s curriculum review and approval process prior to submission to Academic Affairs (details, dates, form: <https://evcaa.d.umn.edu/curriculum-management/course-proposal-processes>). * All course proposal form approvals may be submitted through email or 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/Designee |  | |  |  |
| Dean/Designee |  | |  |  |
| EVCAA/Designee |  | |  |  |
|  |  | |  |  |
| Course Effective Term | |  | | |
| Faculty Contact | |  | | |
| Course Subject and Number | |  | | |
| Course Name | |  | | |
| 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) | |  | | |
| Course pre-requisites | |  | | |
| 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**  Because LEP course assessment is an LEP requirement, 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. For example, you might want to give an example of a potential exam question or essay prompt, etc.  If the same graded component is used to assess multiple SLOs, please be sure to identify the portion of the graded component or the evaluation tool (e.g., rubric or rating scale) used for each SLO in your description.  *Note: For new courses, faculty are encouraged to include the Liberal Education category SLOs as course learning outcomes on the course proposal.* | | | | |
| SLO 1: Describe a graded course component(s) or portion(s) thereof that could be used for the LEP course assessment report completed for SLO 1: Students will interpret cultural practices, traditions, and/or values within or across diverse groups in the U.S.  [response required] | | | | |
| SLO 2: Describe a graded course component(s) or portion(s) thereof that could be used for the LEP course assessment report completed for SLO 2: Students will explain how social, political, and/or economic issues shape or have been shaped by cultural groups.  [response required] | | | | |
| SLO 3: Describe a graded course component(s) or portion(s) thereof that could be used for the LEP course assessment report completed for SLO 3: Students will describe how meanings and practices within one’s own cultural context influence the awareness of self and others.  [response required] | | | | |