*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 Global Perspectives category focus on developing an awareness of contemporary global topics and transnational connections. Global topics entail interrelationships among cultures, societies, nations, and other social units worldwide, and they include transnational processes such as migration, urbanization, trade, diplomacy, and information flow. Courses can come from a variety of disciplines, including interdisciplinary approaches. Courses will examine global topics facing at least one country other than the United States, with an emphasis on shifts in cultural, economic, political, and social relationships. Students will have the opportunity to consider matters such as the rights and responsibilities of global citizenship and to develop greater cross-cultural competence.SLO 1: Students explain and interpret histories, conditions, developments, trends and interconnections relevant to global issues.SLO 2: Students compare and contrast their own cultures, histories and perspectives with those of other international cultures.SLO 3: Students evaluate how their own culture and histories affect their perspective on international cultures and global issues.SLO 4: Students evaluate how they impact and are impacted by global circumstances. |
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|  | Name (print) | Signature | Date |
| Department Head/Designee |  |  |  |
| Dean/Designee |  |  |  |
| EVCAA/Designee |  |  |  |
|  |  |  |  |
| Course Effective Term |  |
| 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) |  |
| 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 critically examine the rights and responsibilities of the globally competent citizen.[response required] |
| Describe how the course will examine at least one non-U.S. country, culture, or region. [response required] |
| Describe how the course will provide students with opportunities to develop cross-cultural competence. [response required] |
| Describe how the course will help students understand current global developments and anticipate how they might be impacted by current and future trends in international politics, economics, and/or social and cultural norms. [response required] |
| Describe how the course will help students consider how they will participate in global change.[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 explain and interpret histories, conditions, developments, trends and interconnections relevant to global issues. [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 compare and contrast their own cultures, histories and perspectives with those of other international cultures. [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 evaluate how their own culture and histories affect their perspective on international cultures and global issues. [response required] |
| SLO 4: Describe a graded course component(s) or portion(s) thereof that could be used for the LEP course assessment report completed for SLO 4: Students will evaluate how they impact and are impacted by global circumstances. [response required] |