*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**  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/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 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**  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 apply humanistic methods of inquiry and interpretation to the product/processes of human thought and culture.  [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 analyze products/processes of human thought and culture.  [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 explain how the products/processes of human thought and culture relate to cultural, social, or historical contexts.  [response required] | | | | |