*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 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 explain present-day racial inequalities or other avenues of racial oppression by applyinghistorical, socio-cultural, institutional, structural and/or all of the aforementioned (i.e., systemic) ways of thinking.  SLO 2: Students will apply historical, socio-cultural, institutional, structural and/or all of the aforementioned (i.e., systemic) ways of thinking to discipline-specific real cases about race, power, and justice.  *The Theorizing, Race Power and Justice category is in Part 1 of the Liberal Education Program. This section was renamed Language, Reasoning Skills, and Theorizing Power. A Liberal Education course that meets the criteria for this section of the Liberal Education Program may NOT also be used to fulfill a requirement for Knowledge Domains or Key Topics.* | | | | |
|  | 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? | |  | | |
| Course pre-requisites | |  | | |
| 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**  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 present-day racial inequalities or other avenues of racial oppression by applyinghistorical, socio-cultural, institutional, structural and/or all of the aforementioned (i.e., systemic) ways of thinking.  [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 apply historical, socio-cultural, institutional, structural and/or all of the aforementioned (i.e., systemic) ways of thinking to discipline-specific real cases about race, power, and justice. [Please note that the category rubric requires the assessment measure to be a case that the students have not previously analyzed during class so that they do not regurgitate example given in class; to see how they use their analyzing skills they learned during class to apply to a new case.]  [response required] | | | | |