*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**  Social Sciences are those branches of knowledge that investigate how cultural, social, and structural factors influence human social behavior. Liberal Education courses in these fields introduce students to the major theoretical perspectives in the given field, such that students understand the meaning and application of key concepts, learn how to both test and build theory, and articulate policy implications of theory. Students are introduced to standard methodological approaches utilized by social scientists so that they learn how to formulate hypotheses, collect data, interpret and analyze data, and draw conclusions.  SLO 1: Students will demonstrate knowledge of concepts and principles that comprise the foundational knowledge of the discipline.  SLO 2: Students will apply concepts and principles to issues in the discipline. | | | | |
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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 focus on content appropriate to any of the many branches of social science.  [response required] | | | | |
| Describe how the course will demonstrate some of the methods by which social scientists formulate hypotheses, gather and interpret data, reach conclusions, and have conclusions professionally validated. .  [response required] | | | | |
| Describe how the course will acknowledge and, where appropriate, demonstrate the relevance of other disciplines, especially those within the domain of the social sciences, to the material under study.  [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 demonstrate knowledge of concepts and principles that comprise the foundational knowledge of the discipline.  [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 concepts and principles to issues in the discipline.  [response required] | | | | |