**Liberal Education Goal Area 7** **Racial & Ethnic Diversity in the U.S.** **7**

1. New Course [ ]  Existing Course [ ]

2. Will this course also satisfy another Liberal Education Goal Area? [ ]  No [ ]  Yes

 If “Yes” specify which goal area.

3. EXISTING COURSES ONLY: Course catalog description, including credits and semesters to be offered:

4. Indicate the clientele for whom this course is designed. Is the course for Liberal Education only, or

 does it fulfill Liberal Education and other program needs for this or another department? Obtain

 signatures from any affected departments.

5. Indicate any changes that must be made in offerings or resources in your department or other

 departments by offering this course.

6. For new courses or courses not yet approved for Liberal Education, indicate any other SCSU departments

 or units offering instruction that relates to the content of the proposed course.

7. Courses designated as Liberal Education are included in the assessment plan for the Goal Area(s)

 for which they are approved. Courses for which assessment is not included in the annual LE assessment report for two years will be removed from the Liberal Education Program.

[ ]  The Requesting Unit understands and recognizes the above conditions.

8. Provide a concise explanation of how the following goal is a “significant focus” of the proposed course.

**Goal Area 7: Racial & Ethnic Diversity in the U.S.**

 **Goal:**To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

9. In order for a course to be designated as fulfilling Goal Area 7, 51% of the content must address the student

learning outcomes (SLOs) below. Check the SLOs below that are focused on in the proposed liberal education course.

[ ]  1. Understand the development of and the changing meanings of group identities in the United States, history and culture.

[ ]  2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.

[ ]  3. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.

[ ]  4. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

[ ]  5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

10. Discuss how each Student Learning Outcome checked above is achieved in this course. (Note: Although

 descriptions of typical assignments or types of assignments may be part of this discussion, it is not

 appropriate to submit copies of actual assignments.)

SLO #      Activity

SLO #      Activity

SLO #      Activity

SLO #      Activity

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11. If this is a NEW course, refer to the content outline in the New Course zone. If it is an existing course, complete a content outline in the format below. The course outline must adequately describe the content and include a percentage of time to be allocated to each topic. Curriculum Committees may request additional information. Topics larger than 20% need to be broken down further. Be sure to indicate in your course outline where the Student Learning Outcomes checked above are being met.

%      Content #1

%      Content #2

%      Content #3

%      Content #4

%      Content #5

%      Content #6

%      Content #7

%      Content #8

%      Content #9

%      Content #10