# Racial Issues Status for Liberal Education Course RIS

**If this course already exists, search for it and upload this supplemental document to the course change form. Make sure the course outline and Student Learning Outcomes are complete.**

1. New Course [ ]  Existing Course [ ]

2. Has this course already been approved as a Liberal Education course? (All Racial Issues courses must be approved Liberal Education courses.)

 Yes: [ ]  No: [ ]

a. If the answer is “yes”, in which goal area(s) is the course approved?

 b. If the answer is "no", then be sure to prepare all the necessary curriculum forms for the course and submit them along with this form. 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. Has this course already been approved as a Diversity course? Yes: [ ]  No: [ ]

 (If no, file a Diversity Status for Liberal Education course form.)

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

**Racial Issues:**

Examine patterns of racial and ethnic inequality in the United States; the heritage, culture, and contributions of racially subordinated groups; and how race and ethnic relations are embedded in the institutions that structure our lives.

7. How does this course satisfy Criteria a, b, c, and d listed below? (Please address each criterion separately. Course syllabi and other pertinent materials may be attached.)

 a: Understanding: A course must examine the concept and meaning of race, ethnicity, and oppression.

 b: Education: A course must explore the heritage, culture, and contributions of racial minorities, the impact of racial classification, and the patterns of racial oppression, racial domination, and hate crimes in the United States.

 c: Awareness: A course must explore experiences of racial minorities and how members of racial minorities maintain a sense of identity in the presence of persistent and systematic racial oppression and hate crimes.

 d: Student Growth: A course must provide a significant arena for dialogue and/or self-reflection on understanding, education, and awareness.

8. In order for a course to be designated as fulfilling Racial Issues designation, it must address at least 5 of the 6 student learning outcomes (SLOs) below. Check the SLOs below that are focused on in the proposed general education course.

[ ]  1. Demonstrate awareness and understanding of historical and current race relations in the United States.

[ ]  2. Explain the concept of “race.”

[ ]  3. Analyze current events and conditions at the local, statewide, and national levels using course theories and concepts.

[ ]  4. Identify forms of institutional discrimination in areas such as education, media, housing, employment, economics, politics, and the legal system.

[ ]  5. Describe the basic history of discrimination against and contributions of African Americans, Asian Americans, American Indians, Latinos, and recent immigrants of color.

[ ]  6. Engage in dialog and self-reflection concerning racism, racial oppression, and white privilege.

9. 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

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10. 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