**Cultural Understanding and Engagement (CUE)**

**Course Proposal**

**Course Background**

One of Seattle Pacific University’s signature commitments is to prepare students for a rapidly changing and increasingly culturally complex world. To help meet this commitment, the SPU faculty have approved the institution of a Cultural Understanding and Engagement (CUE) requirement for all students. **All students will be required to complete at least one CUE course.**

**Guiding Principles**

* Courses with the CUE designation may count toward major requirements and other exploratory curriculum requirements (WK and WE designations).
* CUE courses must be at least 3 credits.
* CUE courses are intended to address diversity in a deep and sustained way so that students will be immersed in the critical and complex issues of particular aspects of our diverse world.
* CUE courses are intended for a community of learners, thus practicum, independent study and internship courses will not be approved for CUE credit.
* CUE courses are intended to complement three required courses that also incorporate aspects of cultural engagement in the general education curriculum: *UFDN 1000 The Christian Faith*, *WRI 1000 Academic Inquiry and Writing,* and *UCOR 2000 Emergence of the Modern Global System*. Although these Common Curriculum courses do not carry a CUE label themselves, they provide multiple ways for students to engage with issues related to racial, cultural, ethnic, and gender diversity, and reconciliation.

**Learning Outcomes**

The learning outcomes for the CUE requirement are aimed at helping students develop cognitive skills (related to cultural self-awareness and knowledge of cultural worldview frameworks), behavioral skills (related to empathy and communication) and affective attitudes (related to asking complex questions, curiosity and openness) with respect to intercultural knowledge and competence.

**Courses with the CUE designation are required to be three or more credits and to substantively address at least one of the following broad learning areas**:

1. Understanding patterns and histories of inequity
	* Courses fulfilling this objective will introduce students to systemic and/or historical forces that create racial, ethnic, social and/or gender inequality.
	* Cognitive skill: knowledge of cultural worldview frameworks
2. Understanding culture/s, dynamics of cultural and racial, ethnic and gender differences interpersonally and in society
	* Courses fulfilling this objective will focus on one or more of the following:
		1. self-understanding of their racial/ethnic/gender identity not only as an individual, but also within the larger cultural context or
		2. examining diverse cultures (open to discipline-specific sources and methods) giving particular attention to racial/ethnic/gender-specific cultural expressions or other specific challenges, histories, or methods or
		3. demonstrating the ways in which diverse racial or ethnic groups are/were marginalized by perception of their use of language or restrictions on their language.
	* Cognitive skill: cultural self-awareness and knowledge of cultural worldview frameworks
	* Affective skill: asks complex questions about other cultures
3. Preparing students for vocations with cultivation of diverse workplaces, conflict resolution, peacemaking, and community development.
	* Courses fulfilling this objective will focus on one or more of the following:
		1. introduced to ways of navigating diverse workplaces with cultural and linguistic competency,
		2. trained in skills of conflict resolution, and/or learn ways to identify effective methods of cultivating diverse environments,
		3. trained in community needs and development strategies, or
		4. learn strategies to advocate for the poor, dispossessed, or marginalized.
	* Behavioral skills: communication, empathy, interpretation of intercultural experiences
4. Articulating reconciliation as participation in God's reconciling work in the world
	* Courses fulfilling this objective will have students examine how the process of identifying patterns of inequality, developing a self-understanding of one’s cultural history and present, developing skills of peacemaking and/or justice all contribute to God’s reconciling work with and in the world.
	* Cognitive knowledge, behavioral skills, affective attitudes: Integrates self-reflection and an understanding of cultural diversity as God’s work in the world with a sense of vocation and mission

**Cultural Understanding and Engagement (CUE)**

**Course Application**

**Course Subject Code and Number:** Click here to enter text.

**Course Title:** Click here to enter text.

**Number of Credits (CUE Courses must be 3 or more credits):** Click here to enter text.

**Is this a new course or an existing course?** Click here to enter text.

**Catalog Course Description:** Click here to enter text.

**How often is this course offered?** Click here to enter text.

**Please address the following, being as specific as possible. The General Education Office may request further details before giving a recommendation to the Curriculum Committee**

List all course learning outcomes. At least one of the outcomes must be directly related to the four CUE broad learning areas. Click here to enter text.

Provide an answer to this question: What do I want my students to know and/or be able to do as a result of taking this course in order to live, grow, and function in an increasingly diverse, global, and complex world? Click here to enter text.

Describe how the CUE content will be integrated in the course throughout the quarter. How will students specifically engage with CUE content during this course? Click here to enter text.

Describe the course activities (required readings, assignments, exams etc.) that will support this integration and permit achievement of CUE course outcome(s) by students. Please be specific. Click here to enter text.

Describe how you will assess student achievement of the CUE student learning outcomes. Click here to enter text.