Undergraduate Core Curriculum
University of San Diego
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Submitted for Faculty Approval by
The Core Logistics Task Force

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Voting will take place April 25 – April 29, 2016

The Final Core Document

This document, the *Undergraduate Core Curriculum,* represents the final step in USD's Core revision. Last spring, the *2015 Core Proposal* established the basic framework of the new Core. This year the faculty has worked on implementation of the framework, by establishing governance structures, writing learning outcomes, and approving courses for the new Core. This document records the progress that has been made, reports on several small changes that have emerged during implementation, and presents the final form of the new Core.

The faculty will be asked to vote to approve the proposed curriculum and governance structure as outlined in this document between April 25 and 29, 2016. In this case, "A majority vote is more than half of the votes cast by persons legally entitled to vote" (http://www.sandiego.edu/cas/documents/faculty-resources/roberts-rules-of-order.pdf) Each unit will determine the process for approving the core curriculum based on its procedures for voting.

The following pages include:
1) A summary of the new Core
2) Proposed changes that have emerged during implementation
3) The new learning outcomes for each area of the Core
4) A summary of Core Governance
5) A description of assessment processes

1) The New Core

Core Curriculum at USD

The Catholic intellectual tradition centers on the belief that serious sustained intellectual reflection is essential to our lives. In higher education, the Catholic intellectual tradition embodies and embraces the work of those who seek to push forward the boundaries of knowledge. First and foremost, the faculty must be committed to the rigorous pursuit of excellence in teaching, learning, and research.

Accomplishing intellectual rigor in a liberal arts curriculum includes, but is not limited to, exposing students to rich and relevant coursework and engaging discussions that stimulate intellectual inquiry. The faculty imposes high academic standards that sharpen critical thinking and analytical reasoning, and increase advanced competency skills in writing, oral communication, cognitive reasoning and technological literacy. Students will be well equipped to creatively envision, articulate and apply new solutions to the problems of today and prepared to address the unscripted issues of our future.

A rigorous and purposeful curriculum aims to challenge students to evaluate their existing assumptions by exposing them to new ideas. Courses necessarily must be intense and demanding, both in breadth and depth of coverage of topics. A rigorous

curriculum awakens and stimulates in the student a desire to explore, to experiment, to reason, and to transform not only themselves but also the world around them as they discern their own place in it.

Students will complete the following core curriculum requirements:

First-Year LLC	1 course in Fall, 1 in Spring; count toward other requirements
Competencies	
First-Year Writing	1 course (3 units)
Advanced Writing	1 flagged course
Mathematical Reasoning & Problem Solving	1 course (3 units)
Second Language	0-3 courses (0-9 units)
Oral Communication	1 flagged course
Quantitative Reasoning	1 flagged course
Critical Thinking and Information Literacy	embedded in Historical Inquiry
Foundations	
Theological and Religious Inquiry	2 courses (6 units)
Philosophical Inquiry	1 course (3 units)
Ethical Inquiry	1 course (3 units)
Diversity, Inclusion, and Social Justice	2 flagged courses
Explorations	
Scientific and Technological Inquiry	1 course including lab (3-4 units)
Historical Inquiry	1 course (3 units)
Social and Behavioral Inquiry	1 course (3 units)
Literary Inquiry	1 course (3 units)
Artistic Inquiry	1 course or equivalent (3 units)
Core Project	1 course (variable units); may count toward other Core requirements or other undergraduate requirements
TOTAL NUMBER OF UNITS	33 – 43 units
	5 Flags and Core Project are intended to be double counted, but may add units

2) Proposed Changes

In the 2015 proposal, the Core Logistics Task Force (CLTF) was charged with managing the details of core implementation. The committee provided logistical oversight throughout this process. As a result, the CLTF proposes the following changes:

- Oral Communication is a flag that can be added to any course that meets the learning outcomes.
- Quantitative Reasoning is a flag that can be added to any course that meets the learning outcomes.
- Artistic Inquiry requirements are modified to include the option for students to meet the requirement with courses that are less than 3 units. Students will still need a total of 3 units of credit, but they may do this in one or more courses.
- The petition for transfer of credit for current USD students will be approved by the Core Curriculum Committee area representative for core credit.
- The Core Curriculum Committee will only consider core approval for courses that have been approved by unit curriculum committees. After courses are approved by the CCC, a report with all approved courses is generated by the Chair of the CCC and distributed for ratification by the full faculty through the faculty assemblies.
- If a core curricular dispute is unresolved by the Core Curriculum Committee (CCC) and Core Advisory Committee (CAC), the dispute will be submitted to the Senate for review. The Senate Executive Committee will make a determination as to whether the Senate can address it or whether an *ad hoc* committee shall be appointed to address the matter. The composition of the committee will be three faculty members who are not members of the undergraduate degree-granting units who will review documentation regarding the complaint. In addition, there will one ex-officio member from an undergraduate academic unit not involved in the dispute to offer context regarding the undergraduate core.
- Oversight for the core curriculum as a program will align with the Living Learning Community program. The Dean of the College may appoint a Core Director as needed. If a Core Director is appointed, that person will serve as Chair of the Core Curriculum Committee.

3) New Learning Outcomes

The following summary report outlines the student learning outcomes for the inquiry areas and core competencies. Outcomes were written by undergraduate faculty selected to serve on sixteen area task forces (ATF) concentrating on distinct components of the curriculum. The selection process for faculty members followed the 2015 Core proposal guidelines. Area task force membership is available at:
http://www.sandiego.edu/curriculum/core-submission/task-force/

Specific assessment criteria are outlined in the full Area Task Force Reports available at:
http://www.sandiego.edu/curriculum/core-submission/

Each ATF report has been reviewed and ratified by the faculty in the College of Arts & Sciences, School of Business, and Shiley Marcos School of Engineering.

Included in this document are courses that have been approved by Area Task Forces. These courses are meant to serve as examples to demonstrate that classes from across the units will be approved as satisfying core requirements. Approval takes place at the course level and approval is not tied to a specific faculty member. Departments are required to ensure that once a course is approved with a core attribute, every section of that course meets the learning outcomes associated with that attribute. Course review will be an on-going process.

Integrative Learning (LLC and Core Project)

Integrative learning asks students and faculty to connect across disciplines, to synthesize disparate areas of knowledge, and to pose the "big questions." Core curriculum components connect and build on one another, the latest advances in research are integrated into the quest for understanding, and a continuous engagement with the complex problems of our world inform the questions we ask and the answers we seek. Integrative learning is an approach that creates an opportunity for students to make connections among ideas and experiences to synthesize knowledge. The definition of integration is multifaceted and includes courses and experiences that provide students with opportunities to make connections between disciplines, apply knowledge in a variety of contexts, make connections between curricular and co-curricular activities, and to synthesize Core competencies.

At the end of their coursework at USD, students should be able to do the following:

- Recognize broad connections between multiple disciplines, perspectives, and/or approaches to learning.
- Articulate how the integration of different disciplines, perspectives, and approaches to learning can enhance one's understanding of practical issues and problems.
- Synthesize knowledge and/or skills from multiple disciplines or perspectives.
- Transfer and apply knowledge and/or skills from multiple disciplines or perspectives.

The first two student learning outcomes (SLOs) can be demonstrated at all levels, but are particularly relevant to the experiences of students in the LLCs. Through the LLCs students will be introduced to the integrated nature of learning. We expect them to be able to: 1) recognize that people bring different perspectives to scholarly inquiry; 2) discuss how real-world problem solving is inherently integrated; and, 3) describe the value of multiple perspectives to scholarly inquiry and/or problem solving. Courses in the LLC program will satisfy a core requirement, unless a specific course is given an exception to this requirement.

It is desirable to have one faculty member participate in the year-long LLC program within a particular theme. This faculty member will teach two courses in the same core inquiry area, one in each semester. In exceptional cases, a department may request that the courses offered in the LLC program be taught by two different faculty members.

The third and fourth SLOs can also be demonstrated at all levels, but are particularly relevant to the experiences of more advanced students who are completing their Core Project.

For the third SLO, we expect students to draw meaningful connections between diverse perspectives in a way that enhances the overall body of knowledge presented. We want them to be able to demonstrate that the whole (an integrated body of knowledge) is greater than the sum of its parts. For the fourth SLO, students are expected to apply an integrated body of knowledge that they have developed by synthesizing diverse perspectives and/or skills to address a carefully formulated issue, problem, hypothesis, question, activity, or practice relevant to any mode of inquiry, executed in a form appropriate to any particular academic discipline.

Integration Approved Courses: COMM 130: Introduction to Media Studies; COMM 101: Introduction to Human Communication; POLS 100: Power and Justice; POLS 120: American Politics; POLS 170: Introduction to International Relations; LANG 1XX: The Italian American Experience; LANG 1XX: Food: National Cultures, Global Contexts;

Advanced Integration Approved Courses: ECON 490: Senior Seminar

Competencies

The Core Curriculum offers students opportunities to develop key areas of learning identified as necessary components of any core curriculum. At USD, the Core Curriculum addresses the following competencies: written communication, mathematical reasoning and problem solving, second language, oral communication, critical thinking, information literacy, and quantitative reasoning.

Written Communication

The following learning outcomes guide the 3-unit First-Year Writing course (FYW) and a flagged Advanced Writing course (AW). FYW must be taken in the first year, and should prepare students for writing in subsequent Core and major courses. FYW should stretch beyond a single discipline, so that students will study multiple discourses and gain practice in multiple kinds of writing. AW builds on FYW, providing further instruction in the same four basic outcome areas. Most AW students will work more specifically within an academic discipline, equipping them to succeed in their majors. Writing courses should be writing intensive and writing instructive, focusing on teaching writing as a process. This includes pre-writing, multiple drafts, revision, and editing.

First-Year Writing Student Learning Outcomes
Contexts and Purposes
    Students will:
- Write in ways appropriate to the audiences and occasions of each assignment
- Write effectively in multiple discourses by distinguishing and responding to rhetorical contexts

Content
    Students will:
- Use relevant and persuasive content based on mastery of assigned subjects and genres
- Write within the conventions of the academic discipline, and with content appropriate to multiple types of discourse

Sources and Evidence
    Students will:
- Use credible sources to develop ideas and arguments that are effective within assigned disciplines and discourses
- Cite sources accurately according to topic and style

Mechanics
    Students will:
- Make effective use of process writing, including pre-writing, revision, and editing
- Write clearly and fluently, with few errors in syntax and grammar

FYW Approved Courses: First Year Writing courses will be reviewed next year once the writing program is established.

Advanced Writing Student Learning Outcomes
Contexts and Purposes
    Students will:
- Write with the mastery of a student advanced in an area of study by distinguishing and responding to audiences, occasions, and discursive contexts

Content
    Students will:
- Use relevant and persuasive content based on mastery of the subjects and conventions appropriate to the area of study

Sources and Evidence
    Students will:
- Use credible sources to develop ideas and arguments that are effective within the area of study
- Cite sources accurately according to the style of the area of study

Mechanics
    Students will:
- Make effective use of process writing, including pre-writing, revision, and editing
- Write clearly and fluently in formats relevant to the area of study, with few errors in syntax and grammar

Advanced Writing Approved Courses: ACCT 401: Advanced Accounting ARTH 331: Art in Public Spaces; ARTH 334: Art of the Twentieth and Twenty First Centuries; ECON 490: Senior Seminar; ENGL 304: Advanced Composition; MGMT 306: Women in Management; MGMT 311: Business Leadership; MKTG 305: Global Marketing; MKTG 490: Marketing Strategy; SOCI 344: Social Deviance; SOCI 471: Inequality and Social Change

Mathematical Reasoning and Problem Solving

The definition of mathematical reasoning includes creating, following and assessing chains of mathematical arguments; explaining, interpreting, and correctly applying definitions, theorems, and results; having familiarity with the idea of mathematical proof (including the ability to understand and explain simple proofs, to understand and derive mathematical formulas, and to recognize the difference between proofs and informal arguments). This type of reasoning is crucial when creating and stating problems to be solved, building mathematical models, solving problems, understanding the results and solutions of others, and correctly using our current (and ever-increasing) body of knowledge in mathematics and other fields. This type of reasoning should not be confused with nor limited to the ability to use methods to compute and manipulate quantities.

The language of mathematics is used to model real-world processes. Mathematical models enable us to describe and study the behavior of these processes, which can allow us to discover and describe phenomena and properties of these processes that were not easily noticeable without the use of the model. The language of mathematics is independent of any field and it is often the bridge that allows experts in different fields to communicate and work together and expand our current body of knowledge.

This competency involves mathematical reasoning and problem solving which can be taught at different levels, but all courses that will satisfy this competency will be classes at the college level, not remedial courses. The emphasis is on a type of rigorous reasoning rather than computational skills. Courses that satisfy this core requirement will help students develop this type of reasoning. These courses will provide multiple opportunities for students to solve problems requiring these reasoning skills and to receive feedback on their solutions.

Student Learning Outcomes
- Mathematical problem solving. Apply mathematical methods to solve problems including problems with applications to other disciplines.
- Mathematical reasoning, argumentation, and proof. Demonstrate mathematical reasoning by being able to
    - create chains of mathematical arguments, including using definitions and theorems appropriately, and
    - assess chains of mathematical arguments.

- Mathematical explanation. Clearly communicate mathematical reasoning and solutions to problems by using correct mathematical notation, terminology and symbolism.

Mathematical Reasoning & Problem Solving Approved Courses: MATH 150: Calculus 1

Second Language

Students will demonstrate a minimum of third-semester competency in another language in addition to English. Students are encouraged to fulfill this requirement during their first two years at USD. This can be done by successfully completing the third-semester course (201); by taking a course beyond this level in any of the nine languages offered in the Department of Languages, Cultures and Literatures; or through alternate credit.

Student Learning Outcomes
Students will be able to:
- Produce language interactively both orally and in writing in different social situations.
- Present information to an audience of listeners using basic vocabulary and grammatical structures.
- Write short texts about familiar topics using the vocabulary, grammatical structures, and social conventions.
- Understand and recognize the main idea in conversations and oral messages in accordance with the cultural settings in which they take place.
- Understand the main idea in a variety of written texts.

Approved Courses: ARAB 201: Third Semester Arabic; CHIN 201: Third Semester Chinese; ITAL 201: Third Semester Italian; GERM 201: Third Semester German; FREN 201: Third Semester French; SPAN 201: Third Semester Spanish

Oral Communication

The oral communication competency is understood as a prepared, purposeful, presentation for an audience designed to increase knowledge, to foster understanding, and/or to promote change in the listeners' attitudes, values, beliefs, or behaviors. Learning outcomes attend to the central message, content, and delivery of student presentations. Students should be introduced to oral communication skills early in the semester and be encouraged to develop learning outcomes throughout the course of the semester.

Student Learning Outcomes
Students will be able to:
- Deliver a central message that is compelling and appropriate to the audience (*Central Message*)

- Construct presentations with clear and consistent organizational patterns (*Organization*)
- Demonstrate techniques of verbal and nonverbal delivery that evoke confidence from the speaker, make the presentation compelling, and fully engage the audience (*Delivery*)

Oral Communication Approved Courses: COMM 101: Introduction to Human Communication: ECON 490: Senior Seminar; SOCI 412: Community, Consensus, and Commitment

Critical Thinking and Information Literacy

Critical thinking is defined as the students' ability to explain an issue/problem, construct a thesis, gather support for a claim, consider assumptions, and reach conclusions. In order to achieve critical thinking, a student must also be information literate. Information literacy provides students with the necessary skills to gather and analyze various sources of information, including access the needed information through well-designed search strategies, evaluate the credibility of the information, use the information to accomplish a specific purpose, and use information ethically and legally. In the core, CTIL has been formally and fully embedded in Historical Inquiry. See the Historical Inquiry area to read student learning outcomes that align with the definition and outcomes for CTIL.

Quantitative Reasoning

Quantitative Reasoning (QR) is the ability to use relevant quantitative information in the evaluation, construction, and communication of arguments in public, professional, and personal life, and to consider the power and limitations of such quantitative evidence. QR courses develop students' ability to communicate, draw insights and facilitate decision making with quantitative information; in other words, think quantitatively. A critical component of QR is the ability to identify quantitative relationships in a range of contexts. As such, the mathematic tools should be taught in a disciplinary or interdisciplinary context to demonstrate their relevance and application. Ultimately, QR stays in the intersection of critical thinking and math skills in a real-world context of learning.

Student Learning Outcomes:

- Identification: Recognize and select quantitative information that is relevant to the argument (e.g., extract necessary data from larger datasets that may also contain non-relevant information).
- Calculation and Organization: Perform any necessary calculations (e.g., converting units, standardizing rates, applying formulas, solving equations), and put data into comparable forms (e.g. graphs, diagrams, tables, words).

- Interpretation: Interpret and explain data in mathematical forms, such as analyzing trends in graphs and making reasonable predictions about what the data suggest about future events.
- Evaluate Assumptions and Recognize Limitations: Make and evaluate important assumptions in estimating, modeling, and analysis of quantitative data as well as recognizing their limitations.
- Justification: Communicate carefully qualified conclusions and express quantitative evidence to support arguments.

Quantitative Reasoning Approved Courses: ECON 216: Statistics for Business and Economics; EOSC 104: Natural Disasters; EOSC 114: Introduction to Earth Systems; SOCI 201: Quantitative Methods

Foundations

Theological and Religious Inquiry

Theological and Religious Inquiry learning outcomes demonstrate respect for each of three distinct modes of critical engagement with religion: biblical studies, Christian theology, and religious studies. Historically, Catholic universities have required their students to engage in extensive study of the Hebrew Bible (Old Testament), Christian Scriptures (New Testament), and Christian theology, which is why many of these universities had three required courses in the study of religion. Especially since *Nostra Aetate*, Catholic universities have additionally invested considerable resources in the teaching of non-Christian traditions; at USD, this has resulted in the hiring of tenure-track scholars who are experts in non-Christian traditions, now including Buddhism, Daoism, Hinduism, Islam, and Judaism. The study of non-Christian traditions, both to clarify Christianity and because of the inherent value of such study, is now well established as a desideratum of Catholic higher education generally and at USD specifically. Students are provided the latitude to pursue college-level study of religion utilizing the methods of biblical studies, Christian theology, religious studies, or some combination thereof. In this way, USD produces students who have a sophisticated understanding of Christianity and who can critically reflect upon the nature of religion.

Student Learning Outcomes
Students will demonstrate:
1. a critical understanding of Christian traditions, including Catholic Christianity at a basic college level, OR an understanding of the diversity of religious traditions with attention to Catholic Christianity at an introductory level;
2. a critical understanding of theory and method in biblical studies, Christian theology, or religious studies; and

3. in-depth knowledge of at least one religious tradition, foundational sacred text, or important historical or contemporary issue in the study of theology or religion .

Typically students will satisfy LO1 and LO2 at the lower-division level in a single course. Students can satisfy LO3 only through upper-division courses.

Theological and Religious Inquiry Approved Courses: THRS 114: Introduction to Catholic Theology; THRS 231: Christian Changemakers; THRS 331: Sexual Ethics in the Catholic Tradition; THRS 332: HIV/AIDS and Christian Ethics

Philosophical Inquiry

Philosophical inquiry is the analysis, clarification and critique of a range of issues, including not only the traditional 'big questions' but also the foundational questions of all academic disciplines in the interests of developing argumentative and analytical skills essential for careful and clear reasoning, efficient communication, and the critical assessment of knowledge claims. Philosophy, in an important sense, has no content of its own. It is the activity that reflects critically on all other activities. The study of philosophy develops the skills and intellectual muscle for engaging with any subject matter. It therefore facilitates work in all other academic disciplines and so is an essential component of the core curriculum.

Student Learning Outcomes:

Skills: Analysis and Argument
To develop and promote argumentative and analytical skills essential for careful and clear reasoning, efficient communication, and the preservation of high standards for knowledge claims.

- Analysis: Identify and define issues and problems of concern, analyzing them critically and systematically by asking relevant questions, examining different sides of an issue and evaluating arguments and, where appropriate, using the language and techniques of formal logic to articulate and assess argumentation.
- Argumentation: Construct clear, rigorous arguments for well-delineated theses.

Knowledge: Fields, Problems & History of Philosophy
Philosophy courses will be directed to the achievement of one or more of the following learning outcomes:

- Central Problems of Philosophy: Demonstrate awareness of the central areas of philosophical inquiry, including logic, metaphysics, philosophy of mind, epistemology, or ethics and of the major questions explored in these fields.

- History of Philosophy: Demonstrate knowledge of the views of selected major figures, movements, and important theories in central areas of ancient, medieval, modern or contemporary philosophy.
- Philosophy and Other Disciplines: Integrate the study of philosophic problems and problem-solving techniques with work in other academic disciplines.

Philosophical Inquiry Approved Courses: PHIL 110: Introduction to Philosophy; PHIL 111: Philosophy of Human Nature; PHIL 415: Philosophy of Natural Science

Ethical Inquiry

The study of ethics emphasizes the development of ethical reflection, judgment, moral responsibility, and action. Of traditional and particular significance in the intellectual and personal development of students studying at a university grounded in the Catholic intellectual tradition, it evokes broad inquiry regarding the foundations of morality, ethical principles, and the application of these principles through reasoned reflection and critical engagement with real human and social concerns and problems. Ethical inquiry is an essential component of the core curriculum and of a well-rounded education for the twenty-first century. But not all Ethics courses look the same. Despite the fact that all Student Learning Outcomes (SLO)s must be satisfied by an Ethics class, it is expected that courses will vary in terms of emphasis. For example, certain courses may emphasize more general issues relating to ethical inquiry, such as Foundational Knowledge and Ethical Reasoning. In such courses, other SLOs such as Perspectival Reflection and Ethical Self Reflection would serve as illustrations or applications of the more fundamental SLOs of Foundational Knowledge and Ethical Reasoning.

The SLOs capture the minimal expectations for core classes, but some schools and/or departments might add additional expectations for ethics courses within their curriculum structure. Notwithstanding the fact that Ethics classes may vary in terms of emphasis, it is required that all Ethics classes focus on ethical reasoning and argument. Only by containing such a component can students reasonably be expected to develop and retain an ability to adequately conduct ethical inquiry.

Student Learning Outcomes

- Foundational Knowledge: Describe and analyze key ethical concepts (e.g., justice, happiness, the good, moral value, virtue, dignity, rights, equality, etc.)
- Ethical Reasoning: Reason ethically by drawing on major ethical theories and traditions (e.g., virtue ethics, feminist ethics, Catholic social thought, deontological ethics, consequentialist theories, etc.) or the values grounding those traditions (e.g., autonomy, utility, etc.) to normatively assess individual, professional, and institutional decisions
- Perspectival Reflection: Analyze a contemporary ethical issue from multiple perspectives, including identifying potential biases on the basis of social location (e.g., historical, cultural, gender, racial, economic, religious, ability, etc.).

- Clarity of Argument: Develop, articulate, and defend a well-reasoned judgment on a particular ethical issue, demonstrating nuance and ambiguity, as well as clarity and precision, in their thinking and writing about moral problems, concepts, and ideals.
- Ethical Self-Reflection: Reflect on and evaluate their own ethical decisions, actions, and practices, as well as on their obligations as morally responsible agents.

Ethical Inquiry Approved Courses: ACCT 302: Ethics for Accountants; ETLW 302: Business and Society; PHIL 333: Legal Ethics; PHIL 332: Business Ethics; PHIL 342: Engineering Ethics

Diversity, Inclusion and Social Justice

Critical examination of inclusion and social justice fosters an informed appreciation of different experiences and perspectives, recognition of privilege and power, and engagement across a range of intellectual and cultural traditions. Courses in the Diversity, Inclusion, and Social Justice foundation area emphasize students gaining substantial knowledge of self and diverse others, and honing skills to articulate complexities of how people are categorized and valued differently, and how that leads to wide disparities in life experiences and outcomes. *Diversity* refers to difference, understood as an historically and socially constructed set of value assumptions about what/who matters that figures essentially in power dynamics from the local to the global. Some differences have been made to matter more than others. *Inclusion* is the institutional process(es) of incorporating diversity. *Social Justice* entails identifying and contesting the process(es) in which power and privilege utilize diversity for inequitable outcomes along intersecting lines—race, class, gender, sexual orientation, religion, ability, and more—that inhibit democratic empowerment, civil and human rights, and Catholic social teachings.

Student Learning Outcomes

Knowledge:
- Critical self –reflection: Critically reflect on and describe how you and others have experienced privilege and oppression.
- Explain diversity, inclusion, and social justice: Analyze how social constructions are produced historically and reproduced in contemporary contexts and various forms of cultural representation – literature, film, among others. Describe struggles of marginalized peoples and their allies against forces such as racism, sexism, classism, or heterosexism to attain equitable outcomes.

Skills:
- Analyze the complexities of diversity, inclusion, and social justice: Critically examine the intersections of categories such as race,

ethnicity, class, gender and sexuality in local and/or global contexts of unequal power relationships and social justice.

DISJ Approved Courses (pending minor revisions): ETHN 100: Introduction to Ethnic Studies; ETHN 220: Introduction to African American Studies; ETHN 327: Race and Globalization; HIST 125: Race and Ethnicity in the American Experience; LANG 1XX: The Italian American Experience; LANG 1XX: Food: National Cultures, Global Contexts; SOCI 210: Social Justice

Explorations

Scientific and Technological Inquiry

The impact of science and technology on our daily lives is enormous and ever growing. It calls for a citizenry that is knowledgeable about the ways scientific and technological knowledge is advanced. In order to meet that goal we envision that all students taking a course to fulfill the Scientific & Technological Inquiry core requirement will have an experience similar to the following. The primary focus of the course will be laboratory/design/field experiences where students will use the guided inquiry process or other suitable approach to 1) ask scientific questions and collect and analyze data to test hypotheses and answer questions, or 2) apply the engineering design process to develop a solution to satisfy a set of user requirements.

The overall structure of courses, and length of lab/design/field experiences can vary from course to course, but lab/design/field work must make up at least 40% of the course contact hours. It is envisioned that lecture (which may itself use guided inquiry methods) will serve the lab/design/field experience by introducing students to the foundational concepts of the field, with a goal of developing a deeper knowledge of these concepts. Students will apply their understanding to evaluate scientific claims and technological solutions. Such knowledge enables students to critically evaluate information about the world and understand the role of science and technology in modern society. Courses that meet the USD Core Scientific and Technological Inquiry requirement will achieve the following learning outcomes in addition to any department or course specific learning outcomes.

Student Learning Outcomes
Students will be able to:
- Design and conduct an experimental and/or observational investigation to generate scientific knowledge or a technological solution to a problem.
- Analyze data using methods appropriate to the natural sciences and/or engineering in order to make valid and reliable interpretations.
- Explain the basic scientific concepts and theories relevant to the area of study.
- Identify and use appropriate and sufficient scientific evidence to evaluate claims and explanations about the natural and designed world.

Science and Technological Inquiry Approved Courses: The ATF is currently reviewing course proposals and working to set the requirements for all future proposals in this area. There are six courses under review and it is anticipated they will be approved pending minor revisions, these include: BIOL 240: Bioenergetics & Systems; BIOL 242: Genomes & Evolution; CHEM 151/151L: General Chemistry & Lab; EOSC 104: Natural Disasters; EOSC 110: Introduction to Earth Systems; EOSC 123: Organisms and Ecosystems

Historical Inquiry

Courses within the historical inquiry area seek to engage students' minds and imaginations by teaching them to find a primary source, ask a question inspired by that primary source, learn more about that primary source by reading secondary sources and then present a clear, coherent, fluid analysis that answers the question raised by the primary source. When using historical evidence, students will weigh competing scholarly interpretations and express their opinions both verbally and in writing. When students pose and answer a question, they participate in an historical debate about why people in the past behaved as they did. In the end, students will develop a more critical eye to seek, find, and evaluate the evidence to understand world in which they live.

Student Learning Outcomes

Area Goal:
Students must identify and formulate significant historical questions, analyze a range of primary sources, weigh competing scholarly interpretations, and effectively communicate their findings.

Students will be able to:
- Identify and formulate significant historical questions.
- Access information effectively, and use information ethically and legally.
- Analyze a range of primary sources (texts, photographs, visual art, audio recordings, films), articulate historical context, and use these sources as evidence to support an argument.
- Find secondary sources to weigh against competing scholarly interpretations and learn to employ various interpretive strategies.

These Learning Outcomes align with the Critical Thinking and Information Literacy (CTIL) Outcomes. Thus, CTIL is formally embedded in Historical Inquiry, and courses that satisfy Historical Inquiry will also satisfy CTIL. Faculty who submit their courses for approval in Historical Inquiry should also read the CTIL report as their courses will also be approved for CTIL and used in CTIL assessments.

Historical Inquiry/CTIL Approved Courses: HIST 116: War and Peace in the Modern World; HIST 110: Modern Latin America; HIST 140: Modern European History Since 1750

Social and Behavioral Inquiry

The social and behavioral sciences examine the human condition from various perspectives, including the study of individuals, communities, and institutions around the world and over time. The methods, theories, and empirical findings of the social and behavioral sciences are essential to public discourse and constitute a basis for self-reflection, critical evaluation, public and social policy decisions, and social and cultural changes. Students will learn to take an informed stance that will allow them to weigh and apply ideas and claims from the discipline to issues outside the classroom. The critical component of the requirement is that students learn skills of inquiry that enable them to analyze social and behavioral issues. The traditional social sciences are a group of fields that ask questions about human behavior but do not have one dominant mode of inquiry. Because the disciplines allow for methodological pluralism, the learning outcomes have been designed to be as inclusive as possible.

There are two overall course goals elaborated in four student learning outcomes.

Area Goals:
    Goal 1 Inquiry: Students will use a disciplinary toolkit of theories and methods to analyze claims and develop informed judgments.
    Goal 2 Application: Students will apply the tools of social and behavioral inquiry in evaluating real-world issues.

Student Learning Outcomes
Students will be able to:
- Articulate and compare social scientific theories/concepts as appropriate to the course/discipline.
- Evaluate the quality, objectivity, and credibility of evidence using theories, methods, or ways of thinking that define inquiry in a social science discipline.
- State a conclusion that is a logical extrapolation from the inquiry process.
- Apply the discipline-specific inquiry process to analyze a new set of events/fact patterns representing real-world problems or issues.

Social and Behavioral Inquiry Approved Courses: COMM 101: Introduction to Human Communication; COMM 130 Introduction to Media Studies; ECON 101: Principles of Microeconomics; ECON 102: Principles of Macroeconomics; POLS 120: Introduction to American Politics; POLS 100: Power and Justice; POLS 170: Introduction to International Relations

Literary Inquiry

Literary inquiry seeks to understand the past and present by revealing the ways in which texts (understood as visual and literary products) and the language (codes) that texts contain render the infinite facets of human experience across historical periods, geographical boundaries, and diverse political and social contexts. Students will wrestle

with the ethical complexities of the literary field itself and of the texts they study. This activity requires students to broaden their perspectives and leave their familiar comfort zones in order to critique unexamined assumptions—their own, those of their peers, and those they encounter in their readings and their lives.

Literary inquiry thus provides a unique vehicle not only for interpretation of texts, but also for intentional critical thinking, which demands the synthesis, analysis, reflection upon, and evaluation of information, ideas, choices, and actions represented within texts. In the process, students also engage with language, multisensory input, and discourse at a highly critical level as they analyze and evaluate the ways in which literary and visual codes are used to create and convey meaning. Through literary inquiry students encounter and master the modes of thinking and expression, and develop the interpretive habits of mind, that will incline them throughout their lives to analyze and appreciate the social, ethical, and aesthetic qualities of texts and language reflective of a wide and inclusive range of human experience.

Student Learning Outcomes:
Students will:
- Develop and demonstrate understanding of language and discourse and of methods of analysis and interpretation of textual works including fiction, nonfiction, poetry, and/or drama in filmic or literary representations.
- Perform close reading; identify the formal and aesthetic attributes of a text; and analyze the ways that written language and (in film) multi-sensory codes create meaning and various effects on readers and audiences.
- Analyze literary and/or filmic interpretations, theories, and arguments; identify and probe unexamined assumptions; demonstrate understanding of diverse theoretical movements and traditions, their fundamental characteristics, their development over time, and their long-term influences.
- Contextualize literary and/or filmic movements, works, and genres with regard to their diverse cultural, historical, geographical, ethical, philosophical, social, political, economic, religious, and/or spiritual situations, impacts, and claims.
- Demonstrate deep engagement with textual analysis techniques by means of oral contributions in class and writings that contain ethical insight and critical interpretation.

Literary Inquiry Approved Courses: ENGL 226: Financial Fiction; ENGL 236: Studies in European Literature; ITAL 410: Studies in Medieval and Renaissance Italy

Artistic Inquiry

Artistic inquiry reveals the ways that artistic practices at once reflect and shape the society in which they are produced. Through the study of the history, theory and/or practice of one or more of the arts, students come to understand the distinct vocabularies of form and structure that produce meaning. Students deploy critical skills to delve into works of art, architecture, music, and/or theatre within their historical contexts and experiential dimensions, questioning received knowledge and presuppositions. This

domain of study elucidates the ways in which the arts operate as modes of reflection and of action—alert to the past while re-envisioning the future—from the local to the global. Courses that satisfy the Artistic Inquiry Area will examine an art form (visual, material, musical, or performative) from a disciplinary perspective that emphasizes history, theory, or practice. The richness of artistic disciplines is difficult to encapsulate in a simplified set of outcomes, and course content is highly variable between historical, theoretical, or practice-based courses. For this reason, although courses in the Artistic Inquiry Core Area are expected to integrate all three Student Learning Outcomes in some measure, each course may align itself primarily with one (or two) SLO(s) and designate the remainder as secondary for purposes of evaluation and assessment. Course work should reflect these primary and secondary outcome designations.

Student Learning Outcomes:

- Creative, Performative, or Receptive Practice: Engage in the creative, performative or receptive practices of an artistic discipline.
- Engagement with Theoretical Principles: Recognize and describe the relationships between the component parts of an artistic medium using discipline specific vocabulary and analytic systems.
- Historic and Cultural Contextualization: Situate and contextualize artistic practices within historic and cultural frames using methods of inquiry specific to the discipline.

Artistic Inquiry Approved Courses: ARCH 101: Introduction to Architecture Studio; ARTH 101: Introduction to the History of Art; ARTV 105: Introduction to Sculpture; THEA 111: Theatre & Society; MUSC 109: Introduction to Studio Arts; MUSC 140: Music in World Cultures

4) Core Governance

The core governance structure was outlined in the *2015 Core Proposal* and has been closely followed throughout the 2015-2016 pre-implementation stage. The Core Logistics Task Force has been attentive to the details of the governance structure and has ensured faculty involvement in curricular decision-making.

The following committees have been constituted and will remain as a part of the core curriculum program structure. The Area Task Forces will be disbanded at the end of the 2016-2017 academic year to form the Core Curriculum Committee.

The ***Core Advisory Committee*** (CAC) is a three-person committee with one member each from the units that have an undergraduate degree program: of the College of Arts and Sciences (College), the School of Business (SB), and the Shiley Marcos School of Engineering (SMSE), respectively. Each member will be the chair of the curriculum

committee of that unit or a member designated by the Dean of that unit. The representative from the College will chair the Core Advisory Committee.

The *Area Task Forces* (ATF) have two primary charges: 1) determining the student learning outcomes (SLOs) for their respective areas in the revised Core Curriculum and 2) evaluating currently approved Core courses that are submitted for review in the revised Core as well as new proposals during the pre-implementation period. There are 16 task forces, and each will have 3-5 members. The members are expected to demonstrate area expertise. All participants on the task forces will be compensated with a stipend. The 16 committees will be disbanded at the end of the 2016-2017 academic year to form the Core Curriculum Committee.

The *Core Curriculum Committee* (CCC) will consist of 16-21 voting members. There will be one member from each Area Task Force to be selected by that ATF. The CCC must have representation from all three units—the College, SB, and SMSE—and there must be at least five voting members from SB and SMSE combined. In the event this membership requirement is not met, the unit(s) will appoint one or more representatives in order to reach the minimum. The functions of the CCC during the pre-implementation stage will be addressing appeals during the review of course proposals and overseeing the transition from the current to the new Core. The Core Advisory Committee will be non-voting *ex-officio* members of the CCC, and the representative from the College will chair the CCC, unless a Core director is appointed who will serve as chair. Associated Students will be invited to appoint a student representative on the CCC as a non-voting member. The CCC will be constituted before Fall 2017.

When the CCC assumes the responsibility for reviewing course proposals, continuity and consistency will be maintained in the review process given that Area Representatives will already have experience from their previous work on the ATFs. The CCC will meet as needed to ensure timely approval of core classes. Specific deadlines will be established for the submission of course proposals. In order to conduct business, the CCC must have a quorum present, which is constituted by a majority of voting members. All motions require a majority vote of the members present for approval.

There is a general expectation that area representatives will serve 2-3 years on the CCC. Overall membership turnover should be staggered as much as possible to avoid having too many new members in a given year and to strengthen continuity and collective experience on the committee. (Ideally, all members would serve three years with rotation staggered such that not more than 5-7 new members started each year.)

Replacement of Area Representatives: When an Area Representative's term ends on the CCC, he or she will be replaced by the following procedure. In those areas whose SLOs closely correspond to the disciplinary identity of a given department, based on the curriculum and the aggregate research and scholarship carried out by its faculty, that department—or those departments when there are more than one for a given Core area— select the new Area Representative in consultation with the CAC. For those Core areas that do not have any specific departments named, the Dean(s) of the unit(s) will appoint

the new Area Representatives in consultation with the departments and/or programs within the unit(s) that are relevant to that particular area of the Core.

Senate Core Curriculum Committee (SCCC)

If a core curricular dispute is unresolved by the Core Curriculum Committee (CCC) and Core Advisory Committee (CAC), the dispute will be submitted to the Senate for review. The Senate Executive Committee will make a determination as to whether the Senate can address it or whether an *ad hoc* committee shall be appointed to address the matter. If an *ad hoc* committee is constituted, then the committee will be composed of three faculty members who are not members of the undergraduate degree-granting units. In addition, the CAC will recommend one *ex-officio* member from an undergraduate unit not involved in the dispute to offer context regarding the undergraduate core. This committee will review the documentation regarding the complaint. Once an *ad hoc* committee is established, if further disputes are submitted within the academic year and if the Senate Executive Committee believes they cannot be resolved by the Senate, the same voting members of the committee shall review those disputes; a new ex-officio may be recommended based on the nature of the dispute. At the end of an academic year, the ad hoc committee will cease to exist if its work is done. If, however, an *ad hoc* committee has not finished its work at the end of an academic year, it will remain in existence until the work is complete or it is disbanded by the Senate Executive Committee.

The *ad hoc* committee will provide a summary of the dispute to the Senate, a recommendation for resolution, and a rationale for the recommendation; the *ad hoc* committee will be given a deadline by Senate chair by which it will report to the Senate. The Senate will then render a decision.
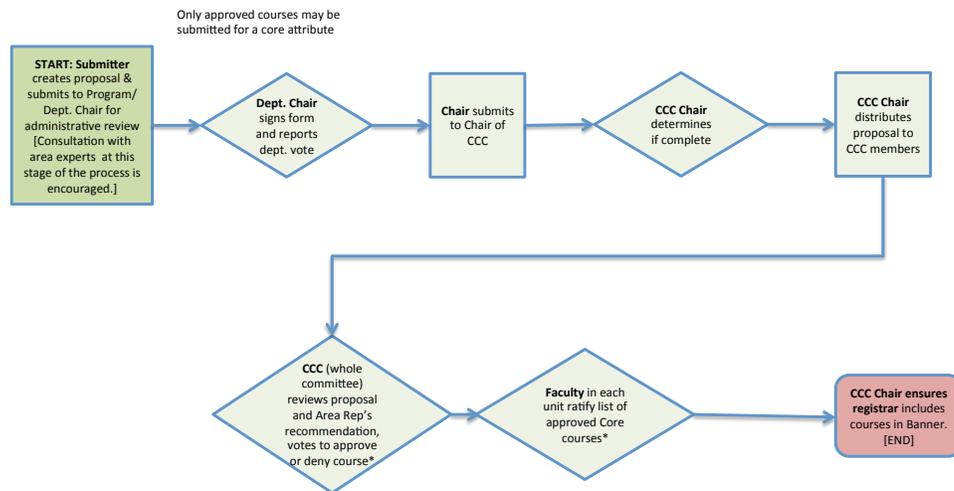
Procedure and guidelines for evaluation of course proposals:

All courses submitted for core attributes must be approved undergraduate courses. The members of the CCC have the responsibility of evaluating the course proposal based on the following criteria: the alignment between the course SLOs and the SLOs of that Core area; the course content; and the assessment mechanisms. The course syllabus must clearly reveal how the SLOs will be realized through the readings, activities, assignments, and other course components. The Area Representative of the Core area to which the proposal applies is expected to seek robust consultation from other experts in that area as needed prior to the meeting, and his or her recommendation during the deliberations should be given strong weight. The CCC then collectively decides whether to approve or deny a course proposal.

The chair of the CCC informs the submitter of the CCC's decision. If the proposal has been denied, the chair provides details on the strengths and weaknesses of the proposal. (The chair of the CCC ensures that all reports are posted on the password-protected website of the Core, which is accessible by all USD faculty). If a course proposal is denied, it may be revised and resubmitted.

The chair of the CCC provides a report to the faculty in each of the units with a list of all courses reviewed and their approval status. When all three units have accepted the report, those decisions are considered ratified. The CCC chair ensures that a list of all approved and ratified courses is submitted to the Registrar.

Process for Course Approval

Only approved courses may be submitted for a core attribute

START: Submitter creates proposal & submits to Program/ Dept. Chair for administrative review [Consultation with area experts at this stage of the process is encouraged.]

Dept. Chair signs form and reports dept. vote

Chair submits to Chair of CCC

CCC Chair determines if complete

CCC Chair distributes proposal to CCC members

CCC (whole committee) reviews proposal and Area Rep's recommendation, votes to approve or deny course*

Faculty in each unit ratify list of approved Core courses*

CCC Chair ensures registrar includes courses in Banner. [END]

Appeals and conflict resolution

There are several different levels from which an appeal may be made:
1. If a course proposal is denied twice by the CCC, the submitter may appeal the CCC decision to the Senate, whose decision is final.
2. If a department, program, or other group of faculty members does not agree with the decision(s) made by the CCC, they may appeal to the CAC. The CAC will work with this group and the CCC in order to resolve the conflict. If a resolution is not reached, then the group may appeal the decision(s) to the Senate.
3. In the event one or more units fail to accept a CCC report, the CAC works with the CCC and the unit curriculum committees in order to resolve the conflict and achieve ratification. If this is not achieved, the issue is referred to the Senate.

General Rules for Core Governance

These General Rules apply to the Core Structure as a whole. They address a number of governance details, which are better determined as part of this Proposal rather than later in the implementation process. The Core Revision Conference Committee has approved these rules by vote.

1. Double counting of Core courses
    a. No courses may be double counted for two different areas of inquiry (Theological and Religious Inquiry, Philosophical Inquiry, Ethical Inquiry, Artistic Inquiry, Scientific and Technological Inquiry, Social and Behavioral Inquiry, Historical Inquiry, and Literary Inquiry). In the case of a course that is approved for two different areas of inquiry—for example, a course that meets the learning outcomes for both Artistic Inquiry and Historical Inquiry—the course could be used by a student to fulfill either of those two areas but not both.
    b. Flagged DISJ, Competencies, and Integration courses can be double counted with other areas of the Core including an area of inquiry, provided the course is approved for both areas. For example, a DISJ course could potentially fulfill a Literary Inquiry requirement within Explorations, or a Writing course could potentially fulfill an Ethical Inquiry course within Foundations.)
    c. A course may be approved for two or more flags from the Competencies and DISJ. For example, a course could potentially count for both Writing and DISJ.
    d. All Core courses may double count for a major or minor requirements, as appropriate.

2. Core approval process for special courses
    a. Honors courses must be submitted for review through the same procedure as any other USD course following approval by the departments/units.
    b. Transfer courses and all courses from unaffiliated and affiliated study-abroad programs (including Madrid and any other USD centers or programs abroad) must first be reviewed by the department or program to which they would be transferred. If the chair or program director determines that a given transfer or study-abroad course is an equivalent of an approved Core course within her or his department or program, based on the review of the course syllabus, then it will be approved as such. Otherwise, it must be submitted to the CCC for approval as a Core course.
    c. USD faculty-led study abroad courses must go through the same procedure for Core approval as any regular USD course.

3. Core course numbering and frequency of Core course offering
    a. Each course submitted for Core approval that is intended to be a "catalog Core course" and offered more than once in the future must have a distinct course number. This means that a course may not be submitted for approval with the intention of having some sections with a Core attribute and others without.

5) Assessment of the Core Curriculum

Assessment of the core curriculum will occur in two ways: 1) through the process of program review, and linked to this process, 2) through the cyclical assessment of specific core learning outcomes.

In program review, the core curriculum is considered an academic program and will be evaluated following the University's Academic Program Review guidelines. Briefly, this means that the core will undergo a self-study, internal and external reviews, and the development of a long-range plan through the identification of existing and needed resources. Assessment data and programmatic information can facilitate evidence-based decisions regarding resource allocation and program development. Faculty, students and staff who participate in the core will be involved in this level of periodic program evaluation.

Core outcomes assessment is a continuous process with an established cycle that specifies areas of core outcomes that will be assessed each year. The plan for assessing core outcomes follows the same approach to core assessment recommended by our accrediting agency, WASC Senior College and University Commission (WSCUC), and implemented at many universities, including Santa Clara and Loyola Marymount. The purpose of assessing student learning of core outcomes is to determine how students are achieving the core outcomes outlined by faculty in the Area Task Force reports. Analysis of outcome assessments will reveal specific levels of achievement along with recommendations for any needed improvements; these will be reported to the Core Curriculum Committee each year to determine what future steps should be taken. Assessment data will also be reported to WASC Senior College and University Commission (WSCUC).

To evaluate student outcome achievement, teams of faculty will be recruited from specified areas of the core and incentivized to assess the identified subsets of core outcomes. Faculty teams will be instructed on the process of developing assessment criteria (rubrics, etc.) from the ATF reports to be applied in the evaluation of student work. All student work is coded so that at no time will faculty assessors be able to identify the students whose work is under evaluation, the classes from which the students come, or the faculty who teach the classes. Assessment data will only be used to report on student achievement of learning outcomes as outlined in the Area Task Force reports and will be presented as aggregate data (not by course, faculty, or individual student).

The cycle for assessing core outcomes will be publicly posted so that all faculty who teach courses in which core outcomes are embedded will be notified in advance when those outcomes are to be assessed. Individual faculty members will be asked to identify and make available for selection and coding student work from assignments or exams that include the assessment criteria as outlined by the Area Task Force reports. Assignments can vary but must meet the ATF criteria so that students are assured the opportunity to demonstrate their outcome achievement levels. Assessment of core outcomes will not infringe on program autonomy or impact curricular decisions related to

major or minor requirements. Further, core assessment data cannot be used to evaluate individual faculty or individual student performance.