

MEMORANDUM

TO: Undergraduate Curriculum Committee
FROM: Ron Kaufmann, Associate Dean
DATE: December 9, 2015
RE: Materials for Undergraduate Curriculum Committee Meeting 12/15/15
UC 107, 12:15-2:15 pm

Agenda

- 1) Announcements
- 2) New Business
 - a. Expedited Actions
 - i. ETHN 495 – Capstone Seminar (pp. 2-3)
 - b. Non-Expedited Actions
 - i. Chemistry and Biochemistry – Changes to major (p. 4)
 - ii. CHEM 296 – Introduction to Undergraduate Research (pp. 5-8)
 - iii. CHEM 396 – Research Methods (pp. 9-13)
 - iv. CHEM 498 – Research Internship (pp. 14-20)
 - v. Ethnic Studies – Changes to major (pp. 21-25)
 - vi. ETHN 333 – Indigenous Decolonization (pp. 26-31)
 - vii. ETHN 367 – Race and Globalization (pp. 32-39)
 - viii. Music – New Courses (p. 40)
 1. MUSC 305 – Brass Methods (pp. 41-45)
 2. MUSC 306 – Percussion Methods (pp. 46-50)
 3. MUSC 307 – Strings Methods (pp. 51-55)
 4. MUSC 308 – Woodwind Methods (pp. 56-60)
 - ix. Music – New Minor in Performing Arts Entrepreneurship (pp. 61-65)
 - x. THEA 205 – The Creative Mind (pp. 66-71)
- 3) Old and New Business
 - a. ATF Reports
 - i. ATF Report Submission Letter (p. 72)
 - ii. Literary Inquiry (pp. 73-75)
 - iii. Mathematical Reasoning and Problem Solving (pp. 76-79)
 - iv. Philosophical Inquiry (pp. 80-83)
 - v. Scientific and Technological Inquiry (pp. 84-86)
 - vi. Second Language (pp. 87-88)
 - vii. Social and Behavioral Inquiry (pp. 89-92)
 - viii. Theological and Religious Inquiry (p. 93)
- 4) Adjournment

Course Proposal (new or changes) Action Sheet

1. Today's Date _____November 16, 2015_____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes (Non-expedited action items require Department Report Form)
☒ No (Double click on box to add check mark)

What type of curricular Action is being requested?

- ☐ Catalog description change (editorial only)
☒ Change in course #
☒ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☐ Addition of new course
☐ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) _____Fall 2016_____

3. Basic Information

a. Title of Course (30 characters maximum; appears on transcripts and schedules)
Capstone Seminar

b. Catalog Title (60 characters maximum; appears only in Catalog)
Capstone Seminar

c. New Course Information

Department Code _ETHN_
Credit Hours __3__
Course Number _495_

Lecture Contact Hours _____
Lab Contact Hours _____
Other Contact Hours _____

d. Catalog Course Description (if new or changed)

e. Grading Mode(s) (check all that apply)

- ☐ Standard
☐ P/F Only
☐ Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- ☐ Same as course credit
- ☐ Same as weekly contact hours
- ☐ Percent of weekly contact hours (specify): _____
- ☐ Based on enrollment (specify): _____
- ☐ Team taught, full load
- ☐ No load
- ☐ Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

8. Department vote (# Yes/ # No/ # Abstentions) 5 / 0 / 0

Approvals (Curriculum Committee Use Only)

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Department Vote; Date _____ |
| <input type="checkbox"/> | Department Chair; Date _____ |
| <input type="checkbox"/> | Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> | Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> | Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> | Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> | Dean; Date _____ |



MEMORANDUM

TO: Dr. Ron Kaufmann
Chair, Undergraduate Curriculum Committee

FROM: Dr. Tammy J. Dwyer
Chair, Department of Chemistry and Biochemistry

DATE: December 1, 2015

RE: Changes in Chemistry and Biochemistry Curricula

At recent meetings of the Department of Chemistry and Biochemistry, the faculty voted to make changes to both Chemistry major and Biochemistry major curricula. Details and rationales can be found in the accompanying documents. Here is a summary:

- 1) Given the changes to the upper division laboratory courses approved by the Curriculum Committee in 2014-2015, the following courses will no longer be taught in the department and should, therefore, be deleted:
 - a. Chemistry 314 Biophysical Chemistry
 - b. Chemistry 421 Organic/Physical Experimental Chemistry
 - c. Chemistry 423 Inorganic/Physical Experimental Chemistry
 - d. Chemistry 425 Instrumental Analysis
- 2) We are changing the mechanism by which students satisfy the departmental research requirement. This will change the number of upper division units required for the Chemistry major and Biochemistry major from 32 to 30.5.
- 3) We are removing the "W" designation from Chemistry 396W, renaming it, and changing the format of the course, which will still be required for all majors. Satisfying the research requirement will entail 1) successfully completing Chemistry 396 (1.5 units) and 2) completing 100 hours of undergraduate research or internship (Chemistry 498, proposed course). The research mentor logs student research hours each semester via an online form we have; when a student has completed 100 hours (or Chem 498) and Chem 396, a memo is sent to the registrar stating they have met the requirement. This will be reflected/flagged in DARS similar to how the Passport Program is implemented in the School of Business.
- 4) We are creating a new course Chemistry 296 Introduction to Undergraduate Research.
- 5) We are creating a new course Chemistry 498 Research Internship.
- 6) We are modifying two existing upper division laboratory courses (Chemistry 335 Biochemistry Laboratory and Chemistry 422 Physical Methods) to include the "W" designation (these have been submitted to the Core Curriculum Committee).

Course Proposal (new or changes) Action Sheet

1. Today's Date *November 11, 2015*

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

☐ Yes

* ☒ No

What type of curricular Action is being requested?

☐ Bulletin description change (editorial only)

☐ Change in course #

☐ Change in course title (editorial only)

☐ Change in course pre-requisite(s)

☐ Deletion of course(s)

* ☒ Addition of new course

☐ Revision of existing course

☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) *Fall 2016*

3. Basic Information

a. Title of Course (30 characters maximum; appears on transcripts and schedules)

Intro to Undergrad Research

b. Bulletin Title (60 characters maximum; appears only in Bulletin)

Introduction to Undergraduate Research

c. New Course Information

Department Code *Chem*

Credit Hours *1-2*

Course Number *296*

Lecture Contact Hours _____

Lab Contact Hours _____

Other Contact Hours *4-8*

d. Bulletin Course Description (if new or changed)

Collaborative student-faculty research in the research laboratory of a faculty member in the Department of Chemistry and Biochemistry. The course is taught on a pass/fail basis only. Prerequisite: Approval by faculty research adviser and department chair.

e. Grading Mode(s) (check all that apply)

☐ Standard

* ☒ P/F

☐ Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input checked="" type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Writing (include W course proposal form) | |

6. Faculty Course Workload

- ☐ Same as course credit
☐ Same as weekly contact hours
☐ Percent of weekly contact hours (specify): _____
☐ Based on enrollment (specify): _____
☐ Team taught, full load
☒ **No load**
☐ Other (specify): _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (**NO**); If Y, with what course?

Prerequisites? (**NO**) if Y, list prerequisite courses

Is this course linked with another course (e.g., lecture and lab)? (**NO**) If Y, with what course?

_____; Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____; Has this course been approved as a D or W course already? (**NO**);

Is this course a topics or repeatable course for credit? (**YES**)

8. Department vote (# Yes, # No, # Abstentions) 10-0-0

Approvals (Curriculum Committee Use Only)

- | |
|--|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

Department Report Form (for CHEM296)

***adjust the space needed for each section on this word document as necessary**

1. Rationale

Concomitant with the change in how we implement the department's research requirement, faculty are interested in a mechanism to distinguish students who are completing a first research experience (who would sign up for Chem 296) from those who may earn credit and who have had prior research experiences (in this case they would sign up for Chem 496).

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments.

Offers flexibility for students and faculty to distinguish among various research experiences. In some cases, students enrolled in Chem 296 may require more individual attention from the research mentor, whereas a Chem 496 student may be able to work with a partner or more independently. No impact on other departments.

- b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes.

No.

- c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing)

No.

- d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change?

No.

- e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways?

No.

3. Syllabus - Attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

As an undergraduate research experience, there is no syllabus for the course. However, the student submits a research contract (attached here in the following pages) to the department chair (signed by the research mentor). In addition, the student will be required to submit a brief summary paper of their research experience.



**UNDERGRADUATE RESEARCH STUDENT-FACULTY CONTRACT
(CHEM 296/496/CHEM 496H)
DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY**

Student Name _____

Student ID# _____ Email: _____

Faculty Research Adviser _____

Please circle one: 296 – 1 unit 296 – 2 units 496 – 1 unit 496 – 2 units
 496H – 1 unit 496H – 2 units

Research Goals for the Semester

Research Expectations for the Semester

of hours to be spent on research/lab work per week (there is a minimum expectation of 4 hours/week per unit) _____

By signing this document, I agree to the statements made above. Additionally, I agree to abide by the safety rules of the faculty research lab and the Department of Chemistry and Biochemistry.

Student Signature _____

Faculty Signature _____

RETURN THE SIGNED FORM TO KRISTEN STOUT (SCST374).

**All of these courses are P/F*

***Once the form is signed and approved, the Department Chair will add you to the course at the beginning of the second week of class.*

Course Proposal (new or changes) Action Sheet

1. Today's Date *November 11, 2015*

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

☐ Yes

* ☒ No

What type of curricular Action is being requested?

☐ Bulletin description change (editorial only)

☐ Change in course #

☐ Change in course title (editorial only)

☐ Change in course pre-requisite(s)

☐ Deletion of course(s)

☐ Addition of new course

* ☒ Revision of existing course

☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) *Fall 2016*

3. Basic Information

a. Title of Course (30 characters maximum; appears on transcripts and schedules)

Research Methods

b. Bulletin Title (60 characters maximum; appears only in Bulletin)

Research Methods

c. New Course Information

Department Code *Chem*

Credit Hours *1.5*

Course Number *396*

Lecture Contact Hours *80 min*

Lab Contact Hours _____

Other Contact Hours _____

d. Bulletin Course Description (if new or changed)

Introduction to the principles, methods, and communication of chemical and biochemical research. Techniques for searching the chemical literature, research ethics integrity and professional development are included. One 80 minute lecture per week. Prerequisite: CHEM 152/152L and declared chemistry or biochemistry major. Every semester.

e. Grading Mode(s) (check all that apply)

* ☒ Standard

☐ P/F

☐ Audit

4. Course Format: method of delivery (check all that apply)

* Lecture

- ☐ Lab
☐ Lecture/Lab

* Seminar

- ☐ Recitation
☐ Internship

- ☐ Independent Study
☐ Performance
☐ Field Experience
☐ Practicum
☐ Research/Thesis/Dissertation
☐ Community Service Learning

5. Course Designation (check all that apply)

- ☐ Core (include Core proposal form)
☐ Honors
☐ Writing (include W course proposal form)

- ☐ Diversity (include D course proposal form)
☐ Other _____

6. Faculty Course Workload

* Same as course credit

- ☐ Same as weekly contact hours
☐ Percent of weekly contact hours (specify): _____
☐ Based on enrollment (specify): _____
☐ Team taught, full load
☐ No load
☐ Other (specify): _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? **N**

Prerequisites? (**YES**) if Y, list prerequisite courses *Chem 152/152L and declared chemistry or biochemistry major.*

Is this course linked with another course (e.g., lecture and lab)? (**NO**) If Y, with what course? _____; Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____; Has this course been approved as a D or W course already? (**YES**); *was formerly a W course, we are removing that*

Is this course a topics or repeatable course for credit? (**NO**)

8. Department vote (# Yes, # No, # Abstentions) 10-0-0

Approvals (Curriculum Committee Use Only)

- ☐ Department Vote; Date _____
☐ Department Chair; Date _____
☐ Core Curriculum Committee; Core Designation _____ Date _____
☐ Other Curriculum Committee; Name _____ Date _____
☐ Other Curriculum Committee; Name _____ Date _____ (if needed)
☐ Other Curriculum Committee; Name _____ Date _____ (if needed)
☐ Dean; Date _____

Department Report Form (for CHEM396)

***adjust the space needed for each section on this word document as necessary**

1. Rationale

We are changing the manner in which we implement our research requirement for chemistry and biochemistry majors. In the past, Chem 396W was the course that was linked to a student satisfying the research requirement and with a burgeoning number of majors and the requisite increase in workload for faculty members to take large number of students into research programs, we are changing the manner in which Chem 396 is taught and “coupled” with the requirement. We will redesign Chem 396 by removing the “W” designation (and adding the “W” designation to Chem 335 and Chem 422), and removing the “research lab” experimental portion of the requirement. The research requirement (still at 100 hours minimum) thus becomes a “flagged” experience for the student (as far as DARS is concerned). We still want students to be exposed to the important content of Chem 396W including literature searching, research ethics and integrity, and professional development, so these will be part of the new Chem 396.

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments.

Offers flexibility and manageability of faculty workloads for students to satisfy the research requirement. No impact on other departments.

- b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes.

This will reduce the number of upper division units in the chemistry major and biochemistry major by 1.5 units (each will require 30.5 UD units rather than 32).

- c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing)

We were teaching 4 sections of Chem 396W per year (2 per semester) with 1 faculty member per section. The new Chem 396 will be configured such that 1 faculty member will teach both sections in a semester for a 3 unit load (each section is 1.5 units). This will allow us to reassign 2 faculty members to other courses during the academic year.

- d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change?

No.

- e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways?

Described above. Chem 396 will be required just as Chem 396W was required.

- 3. Syllabus** - Attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

Attached in the following pages.

Chemistry 396: Research Methods

Course Description: Introduction to the principles, methods, and communication of chemical and biochemical research. Techniques for searching the chemical/biochemical literature, hypothesis development, experiment design, reading chemical/biochemical literature and understanding the creative research process, proposal development, research ethics and integrity, and professional development are included.

Required text: None. Readings will be posted to the course Blackboard site.

Prerequisites: Chem 152/152L and declared Chemistry or Biochemistry major.

General Info: This course, which is designed for chemistry and biochemistry majors involved in research, focuses on the skills required by successful researchers. In this course you will learn how to:

- Search, read and use the primary scientific literature.
- Understand application of the scientific method to research questions including hypothesis development and the design of experiments.
- Apply research methodology towards the collection, analysis, and interpretation of data.
- Recognize common ethical issues that impact scientific research.
- Approach your future successfully as a scientist.

Attendance Policy: Attendance is **MANDATORY** at all class sessions.

Academic Integrity Policy: All students are expected to know & abide by USD's Academic Integrity Policy. A summary can be found at <http://www.sandiego.edu/associatedstudents/branches/vice-president/academics/academic-resources.php>.

Grading:

Tentative grade cutoffs are as follows: A- >90% B- >80% C- >70% D- >60%. The distribution of course points are as follows:

Written Assignments	25%
Seminar Summaries	15%
Research Proposal	25%
Class Preparation/Participation	15%
Oral Presentation: Research Paper	20%

Written Assignments / Oral Presentations:

Each week of the semester there will be assignments involving information retrieval and analysis from chemical/biochemical databases, assignments on research ethics, and journal readings and reports. Due dates and details of these assignments will be announced in class and via the course Blackboard site.

Seminar Summaries: You are required to attend at least three (3) of the Chemistry & Biochemistry seminars during the semester and submit summaries. Talks are scheduled on Tuesdays or Thursdays during Torero hours (12:15 – 2:15). The schedule is not yet finalized. Be prepared to arrange your schedule to attend as these seminars are announced.

Research Proposal: You will write a formal proposal for original research in chemistry or biochemistry, subject to instructor's approval. You are expected to perform a complete search of the chemical/biochemical literature to write the background section of the proposal.

Tentative Topics List

1. Searching scientific literature (PubMed, SciFinder, Google Scholar).
2. Where do research ideas come from? Creativity in chemistry and biochemistry.
3. Reading the scientific literature: Communicating your ideas, hypothesis development, and experimental design.
4. What is a research proposal and how is it written?
5. Research ethics and integrity.
6. Peer review and how research gets published.
7. Professional development: finding the career path that's right for you.

Course Proposal (new or changes) Action Sheet

1. Today's Date *November 11, 2015*

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

☐ Yes

* ☒ No

What type of curricular Action is being requested?

☐ Bulletin description change (editorial only)

☐ Change in course #

☐ Change in course title (editorial only)

☐ Change in course pre-requisite(s)

☐ Deletion of course(s)

* ☒ Addition of new course

☐ Revision of existing course

☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) *Fall 2016*

3. Basic Information

a. Title of Course (30 characters maximum; appears on transcripts and schedules)

Research Internship

b. Bulletin Title (60 characters maximum; appears only in Bulletin)

Research Internship

c. New Course Information

Department Code *Chem*

Credit Hours *1-2*

Course Number *498*

Lecture Contact Hours _____

Lab Contact Hours _____

Other Contact Hours *4+*

d. Bulletin Course Description (if new or changed)

This course offers experience in the practical and experimental application of chemical or biochemical principles. Students will be involved in research projects conducted by agencies and institutions outside the University, such as chemical/biochemical, pharmaceutical and biotechnology industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval. A maximum of 2 upper-division units can be earned toward fulfillment of the requirements of the major. Prerequisite: CHEM 152/152L and declared chemistry or biochemistry major. Every semester.

e. Grading Mode(s) (check all that apply)

☐ Standard

* ☒ P/F

☐ Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input checked="" type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Writing (include W course proposal form) | |

6. Faculty Course Workload

- ☐ Same as course credit
☐ Same as weekly contact hours
☐ Percent of weekly contact hours (specify): _____
☐ Based on enrollment (specify): _____
☐ Team taught, full load
☒ **No load**
Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (**NO**); If Y, with what course?

Prerequisites? (**YES**) if Y, list prerequisite courses *Chem 152/152L*

Is this course linked with another course (e.g., lecture and lab)? (**NO**) If Y, with what course?
_____; Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____; Has this course been approved as a D or W course already? (**NO**);

Is this course a topics or repeatable course for credit? (**YES, a maximum of 2 units may count towards fulfilling requirements in the major**)

8. Department vote (# Yes, # No, # Abstentions) 10-0-0

Approvals (Curriculum Committee Use Only)

- | |
|--|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

Department Report Form (for CHEM498)

***adjust the space needed for each section on this word document as necessary**

1. Rationale

We are moving towards a more flexible and inclusive manner in which students may satisfy the department's research requirement and wish to allow students who have employment in the local industry to use that experience to count.

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments.

Offers flexibility for students to satisfy the department research requirement. Due to a growth in the number of chemistry and biochemistry majors, research active faculty members (all tenure-track/tenured) have been increasing the size of our research labs to accommodate our majors, which has significantly impacted faculty workloads without compensation. No impact on other departments.

- b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes.

No.

- c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing)

No.

- d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change?

No.

- e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways?

Slightly. In the past, students were required to sign up for Chemistry 396W (3 units) when doing research in the local industry to satisfy the research requirement. In future, students will sign up for Chem 498 (2 units) to satisfy the research requirement, a 1 unit decrease for students.

3. Syllabus - Attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

See enclosed draft syllabus.

Chemistry 498

Research Internship

Course Goal: Provides practical research experience in a working environment outside of University of San Diego and prepares students for careers in chemistry and biochemistry by working in a (bio)chemistry or (bio)chemistry-related field. Requires a final research report at the conclusion of the experience.

Prerequisites: Chem 152/152L, declared Chemistry or Biochemistry major, and Department approval (via the academic adviser).

Learning Objectives and Course Outcomes:

- To gain practical experience by working in a professional chemistry-related environment.
- To demonstrate an ability to work independently and utilize principles of chemistry to solve real-world research problems.
- To apply concepts learned in University of San Diego chemistry and biochemistry courses to the internship setting.
- To compose a clear, concise and accurate research report based on their work experience.

Course Requirements:

Hours. The student must complete at least 100 hours of work during the semester for 2 units of academic credit, and these work hours must be completed during the term (fall, spring, or summer) in which the student is registered for the internship course.

Prior to beginning the internship, the student is required to complete an *Internship Agreement* documenting the projects, tasks, and learning outcomes expected during the internship experience. The *Internship Agreement* must be circulated to the academic adviser and the internship supervisor for approval.

Supervisor Evaluation. The on-site internship supervisor will provide a written evaluation to the academic adviser at the conclusion of the semester and verify the hour requirement was met.

Academic Adviser Meetings. Students will meet briefly with their academic adviser at least every other week (or correspond via phone or e-mail) to discuss the internship.

Research Paper. The paper must be completed as a complete draft by the semester's withdrawal deadline and as a revised final paper by the last day of finals week. Guidelines/outline of research report are given below.

Course Grading. The course is graded P/F. Satisfactory completion of the requirements listed above is necessary for a grade of "P". The academic adviser will use the supervisor's evaluation and the student's research paper, and any additional comments or clarification supplied by the student, to assign a grade for the course.

FINAL REPORT OUTLINE

Instructions: The following information should be included in your final report. Utilize basic font such as Arial in a font size no larger than 11.

Title Page: Name, Semester/Year of Internship, Employer Name

Part One: Job Description and Objectives

a. Job Title

b. Job Description: Summarize your work experience, including:

- description of your specific responsibilities
- typical day
- the work environment (people, places, things)
- background of the organization for which you worked

c. Learning Objectives:

- List your objectives (you outlined these on your Learning Agreement at the beginning of your internship)
- Indicate whether you were able to meet your objectives, and if not, why?
- What proof do you have that your objectives were met? (criteria, measurement, levels of achievement)
- What new goals might you now set as a result of this experience?

d. Personal Growth:

- What insights have you gained? How were your expectations clarified or modified over the course of the semester?

Part Two:

- How has this internship affected your goals? (academic, personal and career goals)

Synthesis, Analysis of Experience

- Compare/contrast methods and procedures used at your site to standards in the field, or to those used in your classes, lab, or texts.
- Explain how certain tasks, procedures, and methods could be applied to the field in general, or to another setting.
- Identify what new skills you have gained from this experience, and explain how these skills can be used either in the classroom, or how they might be applied to another setting.
- Explain the relationship of your specific responsibilities to other work going on at your internship site and how it relates to your major and your career goals.

CHEM 498 Research Internship (Chemistry/Biochemistry)

Agreement *University of San Diego*

Student Information (To be completed by the Intern)

Today's Date: _____

Number of Credits: __ Credit(s)

Semester/Year Enrolled: _____

Intern Name (Print Clearly) _____ Email _____@sandiego.edu

Phone Number _____

Student ID # _____

Class/Graduation Year _____

Major _____

Minor Concentration _____

Faculty Liaison _____

Internship Site Information (To be completed by Internship Supervisor)

For Profit ☐

Not for Profit ☐

Organization Name _____

Business License # or FEIN #
(do not provide a SS#)

State Issued _____

Direct Internship Supervisor _____

Supervisor's Title _____

Physical Address _____

Supervisor Phone _____

Supervisor Email _____

Internship Projected Start Date: _____

Internship Projected End Date: _____

Est. Total Number of Weeks: _____ Est. Total Hours/Week: _____

Paid: Yes ☐ No ☐ If yes, \$ _____ / _____

Additional Compensation/Stipend: _____

ACADEMIC ADVISER (Please sign below):

Listed below are specific assignments that will be required of all students completing an internship in order to satisfactorily complete the experience and receive academic credit. Please indicate any other assignments that will be required during this work experience:

I approve of the Internship Agreement.

Academic Adviser Signature _____

Date _____

Internship Job Description (To be completed by Internship Supervisor)

Attach a separate sheet for an actual job description if available. The job description is to be determined by the Internship Supervisor, and approved by the faculty liaison. The **Internship Supervisor** should use the space below to describe the tasks, projects and research outcomes for the intern in as much detail as possible. This will serve as the written agreement between all parties involved. **Internship Agreement is not valid until approved by all parties.**

Intern Tasks/Role:

Click here to enter text.

Specific Projects Intern will work on/assist with:

Click here to enter text.

Learning Outcomes for Intern:

Click here to enter text.

Additional Comments regarding Internship:

Click here to enter text.

I have read the agreement and will fulfill the duties and responsibilities outlined for the internship and the academic requirements for completing the internship course for credit.

Intern's Signature

Date

I approve of and agree to the Learning Agreement. I agree to abide by all the Equal Opportunity/Affirmative Action and other related federal and state laws and regulations in the hiring of University of San Diego students. I agree that the company will instruct/orient the student on company policies/procedures, and provide a safe working environment.

Internship Supervisor's Signature

Date

Course Proposal (new or changes) Action Sheet

1. Today's Date _____ November 16, 2015_____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes (Non-expedited action items require Department Report Form)
☒ No (Double click on box to add check mark)

What type of curricular Action is being requested?

- ☐ Catalog description change (editorial only)
☐ Change in course #
☐ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☐ Addition of new course
☐ Revision of existing course
☒ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) ____Fall 2016_____

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

c. New Course Information

Department Code _____
Credit Hours _____
Course Number _____

Lecture Contact Hours _____
Lab Contact Hours _____
Other Contact Hours _____

d. Catalog Course Description (if new or changed)

Strike the following:

At least one 300-level course must be a "W" course, which should be completed at the beginning of upper division coursework,
• and one course must be a "C" or community service learning course.

Change the following:

The new catalog will read:

The major is interdisciplinary and requires 24 units of upper-division coursework.

• Coursework will culminate in the capstone course, ETHN 495WC, a community-based research seminar. (pending approval of course numbering change)

Add the following:

The following statement will be added to the requirements:

One elective may be either lower division or upper division.

e. Grading Mode(s) (check all that apply)

- ☐ Standard
- ☐ P/F Only
- ☐ Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- ☐ Same as course credit
- ☐ Same as weekly contact hours
- ☐ Percent of weekly contact hours (specify): _____
- ☐ Based on enrollment (specify): _____
- ☐ Team taught, full load
- ☐ No load
- ☐ Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

8. Department vote (# Yes/ # No/ # Abstentions) 5 / 0 / 0

Approvals (Curriculum Committee Use Only)

<input type="checkbox"/>	Department Vote; Date _____
<input type="checkbox"/>	Department Chair; Date _____
<input type="checkbox"/>	Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
<input type="checkbox"/>	Other Curriculum Committee; Name _____ Date _____
<input type="checkbox"/>	Other Curriculum Committee; Name _____ Date _____ (if needed)
<input type="checkbox"/>	Other Curriculum Committee; Name _____ Date _____ (if needed)
<input type="checkbox"/>	Dean; Date _____

1. Rationale

Provide a brief rationale for the change/deletion/addition/revision of this course

Majors are already required to take ETHN 497WC, our senior capstone course which is both an upper division W and a community service learning course. The text to be deleted essentially requires a duplicate or second W and C course.

In streamlining our curriculum and requirements for the major, we have decided to require four electives (rather than 5), and allow one of those to be either upper division or lower division. The lower division option allows us to give credit for students who want to have a foundation in three (rather than two) areas (ETHN 220-250), or who wish to take one of the many eligible courses taught by affiliated faculty. The overall reduction of the major by 3 units is designed to facilitate the many Ethnic Studies majors who double major and/or double minor, or who otherwise wish to explore the many possible interdisciplinary pathways they encounter in our major.

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments.

The overall reduction of three units from the major and openness to broader foundational study should make the Ethnic Studies curriculum both more accessible and more relevant to future interdisciplinary courses at USD.

- b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes.

Yes. Our majors will only be required to take one upper division W and one upper division community service learning course, rather than, in effect, two. And, the Ethnic Studies major will require a total of 36 overall units (instead of the current 39), and will require 24 upper division units (rather than the current 30).

- c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing) NONE

d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change? NO

e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways? NO

3. Syllabus - Attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

N/A

Course Proposal (new or changes) Action Sheet

1. Today's Date December 4, 2015

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes (Non-expedited action items require Department Report Form)
☒ No (Double click on box to add check mark)

What type of curricular Action is being requested?

- ☐ Catalog description change (editorial only)
☐ Change in course #
☐ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☒ Addition of new course
☐ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) Fall 2016

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Indigenous Decolonization

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Indigenous Decolonization

c. New Course Information

Department Code ETHN

Credit Hours 3

Course Number 333

Lecture Contact Hours 3

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

Indigenous studies scholars use the term "decolonization" to analyze the ways in which Indigenous peoples and their allies are using traditional Indigenous cultural teachings to advocate for social change within their communities and broader society. Key to this decolonizing framework is the idea that Indigenous cultural revitalization can help Indigenous communities protect their minds, bodies, and lands so that healthy Indigenous communities can be restored. In this class we will discuss definitions of decolonization and examine the ways in which Indigenous communities have used the term to guide their own cultural revitalization work across diverse settings such as: Maori and Hawaiian language nests, Indigenous museums, Indigenous cultural expression, and American Indian/Alaska Native legal studies.

e. Grading Mode(s) (check all that apply)

- ☒ Standard
☐ P/F Only
☐ Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- ☒ Same as course credit
☐ Same as weekly contact hours
☐ Percent of weekly contact hours (specify): _____
☐ Based on enrollment (specify): _____
☐ Team taught, full load
☐ No load
☐ Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (N)

Prerequisites? (N)

Is this course linked with another course (e.g., lecture and lab)? (N)

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (N)

8. Department vote (# Yes/ # No/ # Abstentions) 5 / 0 / 0

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

Department Report Form

***adjust the space needed for each section on this word document as necessary**

1. Rationale

Provide a brief rationale for the change/deletion/addition/revision of this course

ETHN 333 fulfills a gap in our Ethnic Studies curriculum. Decolonization is a major concept within the field and this course allows our students to gain access to key theories and texts that analyze the importance of this concept.

2. Impact

a. Discuss the likely effects on both department curriculum and curricula of other departments.

There will likely be minimal/no impact. The course complements current offerings.

b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes.

No. The course will fulfill upper division electives for majors and minors.

c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing)

There will likely be minimal/no impact.

d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change?

No impact foreseen.

e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways?

No impact foreseen. We will likely offer the course one time per academic year.

3. Syllabus - Attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

Ethnic Studies 333: Indigenous Decolonization
3.0 units
Fall 2016
Classroom: XXXX

Michelle M. Jacob, PhD
Office: Maher 206

Email: mjacob@sandiego.edu
Office hours: XXX

Phone: 619 260 7742

Course Description: Indigenous studies scholars use the term “decolonization” to analyze the ways in which Indigenous peoples and their allies are using traditional Indigenous cultural teachings to advocate for social change within their communities and broader society. Key to this decolonizing framework is the idea that Indigenous cultural revitalization can help Indigenous communities protect their minds, bodies, and lands so that healthy Indigenous communities can be restored. In this class we will discuss definitions of decolonization and examine the ways in which Indigenous communities have used the term to guide their own cultural revitalization work across diverse settings such as: Maori and Hawaiian language nests, Indigenous museums, Indigenous cultural expression, and American Indian/Alaska Native legal studies.

Learning Outcomes:

1. Critically reflect on and describe how you and others have experienced privilege and oppression as a result of colonization.
2. Analyze how social constructions of Indigenous peoples are produced historically and reproduced in contemporary contexts and cultural representation.
3. Describe struggles of at least three groups of Indigenous peoples and their allies against forces of racism, classism, and sexism to attain equitable outcomes.
4. Critically examine the intersections of the categories race, ethnicity, class, and gender in local and global contests of unequal power relationships and social justice.

Attendance/Tardiness: If, due to an emergency, you must miss any part of class, please note that you are still responsible for learning the material that was covered and that you are responsible for contacting a classmate for class notes. Please note: It is disrespectful to leave the classroom during class. Absences during class will count as tardiness and will lower your participation grade. Plan accordingly before you come to class. Thank you!

Late work: Out of fairness to your classmates, I will NOT accept late work and there will be NO make ups unless 1) I am notified ahead of time, and 2) a documented emergency has taken place.

Technology usage in the classroom: When you are in class we need your attention and participation. No technology will be allowed in class. The ONLY exception will be when I announce we are using technology as part of special class activities. Please remember to SILENCE your phones and devices before class starts. Violations of the technology usage policy will lower your participation grade. Thank you in advance for your attention and participation—we all benefit from your engagement with our class!

Course texts:

Barber, Katrine. (2005). *Death of Celilo Falls*. Seattle: University of Washington Press.
Connolly Miskwish, Michael. (2007). *Kumeyaay: A History Textbook*. El Cajon: Sycuan Press.
Coulter, Glen. (2014). *Red Skin, White Masks*. Minneapolis: University of Minnesota Press.
Lonetree, Amy. (2012) *Decolonizing Museums*. Chapel Hill: University of North Carolina Press.
Smith, Linda Tuhiwai. (2012) *Decolonizing Methodologies*. New York: Zed Books.

Required assignments:

Presentations: You will give three reading summary and analysis presentations on assigned topics.

Exams: There are two exams that will cover course readings and in-class discussions.

Cultural Analysis: You will create a critical analytical work of art that demonstrates your mastery of at least one course learning outcome.

Points for the course are as follows:

Participation: 20 points (see rubric handout for points categories)

Presentations: 45 points

Exam 1: 55 points

Exam 2: 55 points

Cultural Analysis: 25 points

Grades (Semester total = 200 pts.)

188-200	A	Exemplary work (Outstanding and uncommon)
180-187	A-	Excellent work (Close to flawless)
174-179	B+	Very good work (Notable)
168-173	B	Good work (Several strengths are clear)
160-167	B-	Well above average (Some very strong aspects)
154-159	C+	Above average (Exceeds general expectations)
148-153	C	Average (Expected level)
140-147	C-	Nearly average
134-139	D+	Work not at expected average level, but very close
128-133	D	Clearly below average and expectations
120-127	D-	Work not at passing level, serious attention needed
119 and below	F	Failing

Week 1

Introductions

Visions of Education Activity

Basic vocabulary: Colonization, Decolonization, Native American/American Indian/Indigenous/Native

Read in class: "Ohenton Kariwahtekwen" (Iroquois Thanksgiving Address)

Read: *Decolonizing Methodologies*

Week 2

Read: *Decolonizing Methodologies*

Sign up for *Decolonizing Methodologies* presentation topic

Week 3

Read: *Decolonizing Methodologies*

Decolonizing Methodologies presentation due

Week 4

Read: *Kumeyaay: A History Textbook*

Week 5

Read: *Kumeyaay: A History Textbook*

Sign up for *Kumeyaay: A History Textbook* presentation topic

Week 6

Read: *Kumeyaay: A History Textbook*

Kumeyaay: A History Textbook presentation due

Week 7

Exam 1

Read: *Death of Celilo Falls*

Week 8

Read: *Death of Celilo Falls*

Sign up for *Death of Celilo Falls* presentation

Week 9

Read: *Death of Celilo Falls*

Death of Celilo Falls presentation due

Week 10

Read: *Red Skin, White Masks*

Week 11

Read: *Red Skin, White Masks*

Week 12

Read: *Red Skin, White Masks*

Read: *Decolonizing Museums*

Week 13

Read: *Decolonizing Museums*

Week 14

Read: *Decolonizing Museums*

Exam 2

Week 15

Draft of Cultural Analysis due

Activity: Peer-review of Cultural Analysis Project

Week 16

Final exam special class time: XXXX

Cultural Analysis due

Course Proposal (new or changes) Action Sheet

1. Today's Date _____ November 16, 2015 _____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes (Non-expedited action items require Department Report Form)
☒ No (Double click on box to add check mark)

What type of curricular Action is being requested?

- ☐ Catalog description change (editorial only)
☐ Change in course #
☐ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☒ Addition of new course
☐ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) ____ Fall 2016 _____

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Race and Globalization

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Race and Globalization

c. New Course Information

Department Code _ETHN____

Lecture Contact Hours __3__

Credit Hours __3__

Lab Contact Hours _____

Course Number _367____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

This course offers a transnational perspective to the study of race, colonialism, power, society, and social justice. Investigating issues of global migration, labor, neoliberal economics, and national security, it both contextualizes and challenges popular understandings of globalization.

e. Grading Mode(s) (check all that apply)

- ☒ Standard
☐ P/F Only
☐ Audit

4. Course Format: method of delivery (check all that apply)

- ☒ Lecture ☐ Lab

- ☐ Lecture/Lab
- ☐ Seminar
- ☐ Recitation
- ☐ Internship

- ☐ Performance
- ☐ Field Experience
- ☐ Practicum
- ☐ Research/Thesis/Dissertation
- ☐ Community Service Learning

- ☐ Independent Study

5. Course Designation (check all that apply)

- ☐ Core (include Core proposal form)
- ☐ Honors
- ☐ Writing (include W course proposal form)
- ☐ Diversity (include D course proposal form)
- ☐ Other _____

6. Faculty Course Workload

- ☒ Same as course credit
- ☐ Same as weekly contact hours
- ☐ Percent of weekly contact hours (specify): _____
- ☐ Based on enrollment (specify): _____
- ☐ Team taught, full load
- ☐ No load
- ☐ Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____NO_____

Prerequisites? (Y/N); If Y, list prerequisite courses _____NO_____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____N/A_____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N) NO

8. Department vote (# Yes/ # No/ # Abstentions) 5 / 0 / 0

Approvals (Curriculum Committee Use Only)

- ☐ Department Vote; Date _____
- ☐ Department Chair; Date _____
- ☐ Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- ☐ Other Curriculum Committee; Name _____ Date _____
- ☐ Other Curriculum Committee; Name _____ Date _____ (if needed)
- ☐ Other Curriculum Committee; Name _____ Date _____ (if needed)
- ☐ Dean; Date _____

Department Report Form

Re: Addition of ETHN 367 (Race and Globalization) to Ethnic Studies course offerings

1. Rationale

The addition of this course into departmental course offerings provides students with a transnational perspective to the study of race, colonialism, power, society, and social justice. As an upper-division comparative course, it uses studies of global migration, labor, neoliberal economics, and national security to expand upon core theories of race and ethnicity that students explore in their lower-division courses. Further, it incorporates the expertise of new faculty in order to expand departmental curriculum.

2. Impact

- a. This course expands department curriculum.
- b. The addition of the course will not change the requirements of the major and minor.
- c. The addition of this course will not have any staffing and/or budgetary impact.
- d. The addition of this course will not have an impact on other departments.
- e. The addition of this course will not impact student enrollment numbers.

3. See attached syllabus.

ETHN 494: Race and Globalization
Instructor: Dr. Josen M. Diaz, Ph.D.
josendiaz@sandiego.edu
Course Time: 5:30-8:20 p.m.
Course Location: Serra Hall 314
Office Hours: Monday, 2:30-4:30 p.m.
Office: Maher Hall 210

“Coca-Cola and the Apocalypse: Racial Formations in a Globalized World”



What is globalization, and how did it emerge? How does it affect and shape the lives of different people, communities, and populations in the United States and throughout the world? This course analyzes current understandings of globalization and popular cultural texts in film, television, and literature to answer these questions and more. Specifically, this course explores the ways that globalization – a term used to describe the end of the nation-state and the elimination of national borders in exchange for the rise of the cosmopolitan, global city and its global citizenry and the increasing interconnectedness between time, place, and culture – depends upon old and new racial formations to benefit the lived conditions of some populations and to alter the life chances of others. In the first section of the course, students will study popular understandings of globalization as an international and worldwide economic system that has made the different and multifarious parts of the world more accessible to a global community. This section devotes time to contextualizing current debates about globalization by uncovering the history of its development in relation to “past” global systems like colonialism, slavery, imperialism, and militarization. Using ethnic studies, feminist, and transnational methodologies, students will consider the ways that these analyses complicate and challenge current understandings of globalization through their focus on the ways that global systems and their processes create and recreate race but also aggravate, limit, and extend the lives of racialized people. In the second portion of the course, students will

consider the ways that globalization has given rise to new forms of social agency and resistance in the modern world. Because students are expected to read scholarly, theoretical materials in conversation with popular cultural, literary texts, this course will provide students with the tools they need to decipher and analyze the implicit and explicit arguments of narratives that exist all around them. By challenging students in this way, the course promotes their critical reading, writing, and thinking skills.

Required Course Materials

Dogeaters (Jessica Hagedorn): Available through retail booksellers

Bloodchild and Other Stories (Octavia Butler): Available through retail booksellers

All other course materials will be available through Blackboard Ole unless otherwise noted.

Course Assignments*

Attendance/participation:	15
Weekly response papers (one page):	40
Midterm paper:	15
Final project:	30

Weekly Response Papers: In each weekly response paper, students will reflect and respond to the texts assigned for that week. These papers are not summaries of the week's readings and films. Rather, each may be a synthesis of the weekly texts as they point to the ways that they converge and/or diverge in their argumentation and methodologies. Others may be reflections about a text in relation to other course material and/or current events. Additionally, they might pose questions about the texts especially as students notice a certain limitation to the texts' analyses.

Midterm Paper (5 pages): The paper will require students to answer a prompt that synthesizes the course texts in relation to the ideas presented in the first half of the course.

Final project (8-10 pages): In the final project, students will choose a cultural text (including, but not limited to, a novel, film, television show, performance, community space) to analyze in relation to the texts and ideas presented throughout the course. The paper should utilize the course readings, lectures, and ideas and should reflect the student's ability to use the methodological tools of the course to analyze, understand, and affect the immediate world around her/him/them.

Submission: All assignments must be submitted as hard copies. They must be double-spaced and typed in 12-point, Times New Roman font. Papers should follow MLA formatting guidelines (<https://owl.english.purdue.edu/owl/resource/747/01/>).

Late assignments: One-third of a grade will be deducted from the overall grade of the assignment for each day that the assignment is late.

*Students must complete all assignments to pass the course.

Course Policies

The syllabus is subject to change.

Attendance: Students are allowed one unexcused without grade penalization for the entire semester. Additional absences will adversely affect the student's overall course grade. Attendance at the Labovitz-Perez lecture on October 8 is a mandatory part of course attendance.

Academic Integrity: Students are expected to comply with USD's Academic Integrity policy. All students are responsible for completing their own work and must cite authors appropriately.

Students with Disabilities: Students with disabilities should speak with the course instructor as soon as possible to make accommodations for the semester. Visit the Disability and Learning Differences Resource Center for additional information (<http://www.sandiego.edu/disability/>).

This course intends to be an inclusive space for all members of the university to learn, collaborate, and engage with each other regardless of their race, class, gender, sexuality, and religion.

Schedule

WEEK 1, SEPTEMBER 1: No class

WEEK 2, SEPTEMBER 8: Introduction + popular understandings of globalization
Screen *Babel*
Discuss "Globalization" (Lisa Lowe)

WEEK 3, SEPTEMBER 15: Popular understandings (cont.) + perspectives in Ethnic Studies
"The Intimacies of Four Continents" (Lisa Lowe)

WEEK 4, SEPTEMBER 22: The globality of history
"The Wreck of the *Sea-Venture*" (Peter Linebaugh and Marcus Rediker)
"Turning African Captives into Atlantic Commodities" (Stephanie Smallwood)

WEEK 5, SEPTEMBER 29: Transatlantic slave trade
"The Atlantic Slave Trade and African Labor" (Cedric Robinson)
"Markets and Martyrs" (Sadiya Hartman)

WEEK 6, OCTOBER 6: Settler colonialism and imperialism

Screen *No Country for Old Men*

“No Country for Old Mexicans: The Collision of Empires on the Texas Frontier” (Maria Josefina Saldaña-Portillo)

OCTOBER 8 (Attendance required)

Labovitz-Perez Ethnic Studies Lecture Series

“The Essential Role of Community Engagement in Ethnic Studies Pedagogy”

Speaker: Glenn K. Omatsu, Ph.D.

Hahn University Center, Forum AB, 5 p.m.

WEEK 7, OCTOBER 13: The turn of the century + the rise of U.S. empire

Screen *Bontoc Eulogy*

“Which Way to the Philippines? United Stages of Empire” (Lucy Burns)

WEEK 8, OCTOBER 20: Decolonization + the formation of nation-states

“The Trials and Tribulations of National Consciousness” (Franz Fanon)

“Aloha America” (Adria Imada)

Midterm Paper Due

WEEK 9, OCTOBER 27: Immigration to the United States + labor migration

Dog eaters (first half)

“Regulating Intimacy and Immigration” (Nayan Shah)

“‘The Usual Subjects’: The Preconditions of Professional Migration (Catherine Ceniza Choy)

WEEK 10, NOVEMBER 3: Labor migration (cont.)

Dog eaters (second half)

“Consumerism without Means: Immigrant Workers and the Neocolonial Condition” (Grace Hong)

WEEK 11, NOVEMBER 10: Free trade zones + transmigration + labor in the developing world

“A Global Enterprise of Labor: Mobilizing Migrants for Export” (Robyn Rodriguez)

“A Biocartography: Maids, Neoslavery, and NGOs” (Aihwa Ong)

“Better you had brought me a bomb, so I could blow this place up” and “Frontiers of Capitalism” (Anna Tsing)

WEEK 12, NOVEMBER 17: U.S./Mexico border

Screen *Maquilapolis*

Excerpts from *Caramelo* (Sandra Cisneros)

“Narrative Acts: Fronteriza Stories of Labor and Subjectivity” (Alicia Schmidt Camacho)

WEEK 13, NOVEMBER 24: Tourism + sexual economies in the “global city”

Screen *Mammoth*

“The Urban Climacteric” (Mike Davis)

“A Transnational Feminist Critique of Queer Tourism” (Jasbir Puar)

WEEK 14, DECEMBER 1: Racial economies in the post-9/11 era

Screen *The Hunger Games*

Stories from *Bloodchild* (Octavia Butler)

“Exotic Sisterhood: The Limits and Possibilities of Global Feminism” and “Widening Our Lens on the World” (Janell Hobson)

WEEK 15, DECEMBER 8: No class (Study Period)

WEEK 16, DECEMBER 15: Final project presentations

Final Project Due

Department Report Form

***adjust the space needed for each section on this word document as necessary**

1. Rationale

Provide a brief rationale for the change/deletion/addition/revision of this course/program.

These one-unit instrumental methods courses – Brass Methods (MUSC 305), Percussion Methods (MUSC 306), Strings Methods (MUSC 307), and Woodwind Methods (MUSC 308) – are open to all USD students and will be required in the forthcoming music education emphasis in the Music Department. These courses are necessary for students pursuing music education and trains students to be able to teach the respective instruments at the primary and secondary levels through researching, studying and playing.

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments.
- b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes.
- c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing)
- d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change?
- e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways?

A. There are no anticipated effects on department curriculum and no effects on curricula of other departments.

B. These courses do not impact any current requirements for a major or minor. They will be required for a forthcoming emphasis in music education.

C. There will be no staffing/budgeting impact. Dr. Jeff Malecki was hired this fall to direct band and develop a music education program. These four methods courses are one piece of the music education emphasis. (Note, though all are indicated as being taught in fall 2016, only the first of these courses [determined by Dr. Malecki] will be taught at that time.)

D. No impact on other departments

E. Should not impact enrollment numbers in other courses; is expected to attract new music students to USD to pursue becoming music educators.

3. Syllabus - If appropriate, attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

See attached documents.

Course Proposal (new or changes) Action Sheet

1. Today's Date _____12/01/15_____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes
☐ **No**

What type of curricular Action is being requested?

- ☐ Bulletin description change (editorial only)
☐ Change in course #
☐ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☐ **Addition of new course**
☐ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) __Fall, 2016_____

3. Basic Information

a. Title of Course (30 characters maximum; appears on transcripts and schedules)

Brass Methods

b. Bulletin Title (60 characters maximum; appears only in Bulletin)

Brass Methods

c. New Course Information

Department Code __MUSC____

Credit Hours __1____

Course Number __305____

Lecture Contact Hours __2____

Lab Contact Hours _____

Other Contact Hours _____

d. Bulletin Course Description (if new or changed)

The primary goal of this one-unit course is to learn to be able to teach the instruments – particularly trombone/euphonium, tuba, horn and trumpet – at the primary and secondary levels through researching, studying, and playing. Students will learn the repertoires and playing techniques of brass instruments. There are no prerequisites; students wishing to learn both how to play a new instrument and the pedagogy behind the instrument families will benefit. This course is open to all students and required for students following the forthcoming Music Education emphasis.

e. Grading Mode(s) (check all that apply)

- ☐ **Standard**
- ☐ P/F
- ☐ Audit

4. **Course Format:** method of delivery (check all that apply)

- ☐ **Lecture**
- ☐ Lab
- ☐ Lecture/Lab
- ☐ **Seminar**
- ☐ Recitation
- ☐ Internship
- ☐ Independent Study
- ☐ Performance
- ☐ Field Experience
- ☐ Practicum
- ☐ Research/Thesis/Dissertation
- ☐ Community Service Learning

5. **Course Designation (check all that apply)**

- ☐ Core (include Core proposal form)
- ☐ Honors
- ☐ Writing (include W course proposal form)
- ☐ Diversity (include D course proposal form)
- ☐ Other _____

6. **Faculty Course Workload**

- ☐ **Same as course credit**
- ☐ Same as weekly contact hours
- ☐ Percent of weekly contact hours (specify): _____
- ☐ Based on enrollment (specify): _____
- ☐ Team taught, full load
- ☐ No load
- ☐ Other: (specify) _____

7. **Course Details (circle Y/N)**

Will this course be course cross-listed (NO); If Y, with what course? _____

Prerequisites? (NO) if Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (NO) If Y, with what course? _____; Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): ___n/a_____; Has this course been approved as a D or W course already? (Y/N) n/a

Is this course a topics or repeatable course for credit? (NO)

8. **Department vote** (# Yes, # No, # Abstentions) _7-0-0_____

Approvals (Curriculum Committee Use Only)

- ☐ Department Vote; Date __11/19/2015_____
- ☐ Department Chair; Date __same_____
- ☐ Core Curriculum Committee; Core Designation _____ Date _____
- ☐ Other Curriculum Committee; Name _____ Date _____
- ☐ Other Curriculum Committee; Name _____ Date _____ (if needed)
- ☐ Other Curriculum Committee; Name _____ Date _____ (if needed)
- ☐ Dean; Date _____

University of San Diego
MUSC 305 Brass Methods

Dr. Jeffrey Malecki
Office C141B
jmalecki@san Diego.edu
Office hours: TBA

Course Description: The primary goal of this one-unit course is to learn to be able to teach the instruments – particularly trombone/euphonium, tuba, horn and trumpet – at the primary and secondary levels through researching, studying, and playing. Students will learn the repertoires and playing techniques of brass instruments. There are no prerequisites; students wishing to learn both how to play a new instrument and the pedagogy behind the instrument families will benefit. This course is open to all students and required for students following the Music Education emphasis.

Outcomes:

- Mastery of concepts of breathing, including teaching and demonstrating
- Master a basic mouthpiece buzz, explain its significance, and use in practical situations
- Demonstrate playing of at least three brass instruments at a middle school level
- Know similarities and differences in techniques amongst instruments in the brass family
- Know and apply simple brass instrument repairs
- Recognize and diagnose common brass playing problems
- Be aware of needs and tendencies of brass players in higher-level rehearsals

How to be successful in this class:

- Attend every class. Be present physically and mentally.
- Practice your instrument.
- Turn in quality assignments on time.
- Seek help from peers and professor if you have questions or needs.

Materials:

- Whitener, Scott. *A Complete Guide to Brass*. 3rd ed. Belmont, CA: Schirmer, 2007.
- Lautzenheiser, Tim, et al. *Essential Elements 200, Conductor Book 1*. Milwaukee: Hal Leonard, 1999.
- Valve oils
- 1½” binder
- Note taking device

Grading:

Quizzes: 30% (300 points)

Observation Reflections: 10% (4x25 points) (100 points)

Participation: 10% (100 points)

Projects: 20% (4x50 points) (200 points)

Notebook: 20% (200 points)

Final: 10% (100 points)

Total Possible Points: 1000

A: 925+ points

A-: 900-924

B+: 875-899

B: 825-874

B-: 800-824

C+: 775-799

C: 725-774

C-: 700-724

D+: 675-699

D: 625-674

D-: 600-624

METHODS OF EVALUATION

- **Quizzes** will be frequent, often once a week. They will almost always consist of playing a prepared excerpt in class, and may also include lesson plan projects and microteaches. There may be times when playing quizzes are played out of class, and may also be coupled with grading of fellow classmates. If you do not practice *frequently*, you (like your possible future students) will most likely NOT be successful in this class.
- **Observations:** Each student will do a total of four 50-minute **observations**.
 - Two observations should be grades 9-12; two should be pre-9. Total observation time must be equal or greater than 200 minutes total.
 - A list of recommended schools will be provided by your professor. You will arrange an observation time directly through the supervising teacher. Bring your driver's license (for foreign students, a passport) and the observation form (to be signed by the teacher) to the observation. Arrive early and in professional dress. If you do the observation with another classmate, limit the total number of students to 2. Late observations will be penalized.
 - You must write and turn in a 150-word **observation reflection** for each observation. This should include date, location, class, and teacher in the header. The body should include, as it pertains to the instrument family being studied, the level of the students, the types of instructions, presence

of pedagogical information from class, success of students, repertoire/method book, and overall feel and success of the class. You may be subjective, but also must support your paper with solid examples of means of improvement.

- **Participation** is not merely being present (although that is required for participation). For full participation credit, you must always have a pencil, your instrument, instrument incidentals, and your book. You must also be able to discuss any assigned class materials intelligently.
- There will be four required **projects**. A fifth may be done for extra credit (50 points). They may be done at any time early in the semester, however see the due dates listed. Late projects will lose points. You may choose from the following:
 - Concert Review
 - Manufacturer Project
 - Solo/Ensemble Repertoire Project
 - Method Book Review
 - Recordings Project
 - (*Others*)
- Your **notebook** will function as the capstone for this class. It will include your projects, class notes (**typed**), and handouts. There should be tabs for each of the instruments (groups), instrument repair, and any other categories you find helpful or that are assigned. This will be graded considering amount of information, quality of information, and neatness/creativity.
- A written **final exam** will be given, dates listed. It may also be coupled with a final playing quiz.

Basic Schedule (*flexible*):

- Weeks 1-6: Trombone/Euphonium
- 7-8: Tuba
- 9-10: Horn
- 11-12: Trumpet
- 13-14: Ensemble
- 15: Review
- 16: Final exam

Course Proposal (new or changes) Action Sheet

1. Today's Date _____12/01/15_____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes
☐ **No**

What type of curricular Action is being requested?

- ☐ Bulletin description change (editorial only)
☐ Change in course #
☐ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☐ **Addition of new course**
☐ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) __Fall, 2016_____

3. Basic Information

a. Title of Course (30 characters maximum; appears on transcripts and schedules)

Percussion Methods

b. Bulletin Title (60 characters maximum; appears only in Bulletin)

Percussion Methods

c. New Course Information

Department Code __MUSC_____

Credit Hours __1_____

Course Number __306_____

Lecture Contact Hours __2_____

Lab Contact Hours _____

Other Contact Hours _____

d. Bulletin Course Description (if new or changed)

The primary goal of this one-unit course is to learn to be able to teach a variety of percussion instruments – particularly snare, timpani, and mallets – at the primary and secondary levels through researching, studying, and playing. Students will learn the repertoires and playing techniques of percussion instruments. There are no prerequisites; students wishing to learn both how to play a new instrument and the pedagogy behind the instrument families will benefit. This course is open to all students and required for students following the forthcoming Music Education emphasis.

e. Grading Mode(s) (check all that apply)

- ☐ **Standard**
- ☐ P/F
- ☐ Audit

4. **Course Format:** method of delivery (check all that apply)

- ☐ **Lecture**
- ☐ Lab
- ☐ Lecture/Lab
- ☐ **Seminar**
- ☐ Recitation
- ☐ Internship
- ☐ Independent Study
- ☐ Performance
- ☐ Field Experience
- ☐ Practicum
- ☐ Research/Thesis/Dissertation
- ☐ Community Service Learning

5. **Course Designation (check all that apply)**

- ☐ Core (include Core proposal form)
- ☐ Honors
- ☐ Writing (include W course proposal form)
- ☐ Diversity (include D course proposal form)
- ☐ Other _____

6. **Faculty Course Workload**

- ☐ **Same as course credit**
- ☐ Same as weekly contact hours
- ☐ Percent of weekly contact hours (specify): _____
- ☐ Based on enrollment (specify): _____
- ☐ Team taught, full load
- ☐ No load
- ☐ Other: (specify) _____

7. **Course Details (circle Y/N)**

Will this course be course cross-listed (NO); If Y, with what course? _____

Prerequisites? (NO) if Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (NO) If Y, with what course? _____; Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): ___n/a_____; Has this course been approved as a D or W course already? (Y/N) n/a

Is this course a topics or repeatable course for credit? (NO)

8. **Department vote** (# Yes, # No, # Abstentions) _7-0-0_____

Approvals (Curriculum Committee Use Only)

- ☐ Department Vote; Date __11/19/2015_____
- ☐ Department Chair; Date __same_____
- ☐ Core Curriculum Committee; Core Designation _____Date _____
- ☐ Other Curriculum Committee; Name _____Date _____
- ☐ Other Curriculum Committee; Name _____Date _____ (if needed)
- ☐ Other Curriculum Committee; Name _____Date _____ (if needed)
- ☐ Dean; Date _____

University of San Diego
MUSC 306 Percussion Methods

Dr. Jeffrey Malecki
Office C141B
jmalecki@san Diego.edu
Office hours: TBA

Course Description: The primary goal of this one-unit course is to learn to be able to teach a variety of percussion instruments – particularly snare, timpani, and mallets – at the primary and secondary levels through researching, studying, and playing. Students will learn the repertoires and playing techniques of percussion instruments. There are no prerequisites; students wishing to learn both how to play a new instrument and the pedagogy behind the instrument families will benefit. This course is open to all students and required for students following the forthcoming Music Education emphasis.

Outcomes:

- Master the basic proper strokes that apply to snare, timpani, and mallets
- Demonstrate playing of snare, timpani, mallets, drum set, and accessories
- Differentiate jazz, drumline, and world ensemble conventions
- Know similarities and differences in techniques amongst instruments in the percussion family
- Be aware of needs and tendencies of percussionists in higher-level rehearsals
- Know and apply simple percussion repairs
- Recognize and diagnose common percussion playing problems

How to be successful in this class:

- Attend every class. Be present physically and mentally.
- Practice your instrument.
- Turn in quality assignments on time.
- Seek help from peers and professor if you have questions or needs.

Materials:

- Cook, Gary D. *Teaching Percussion*. 3rd ed. Belmont, CA: Schirmer, 2005.
- Snare sticks
- Mallets
- 1½” binder
- Note taking device

Grading:

Quizzes: 30% (300 points)

Observation Reflections: 10% (4x25 points) (100 points)

Participation: 10% (100 points)

Projects: 20% (4x50 points) (200 points)

Notebook: 20% (200 points)

Final: 10% (100 points)

Total Possible Points: 1000

A: 925+ points

A-: 900-924

B+: 875-899

B: 825-874

B-: 800-824

C+: 775-799

C: 725-774

C-: 700-724

D+: 675-699

D: 625-674

D-: 600-624

METHODS OF EVALUATION

- **Quizzes** will be frequent, often once a week. They will almost always consist of playing a prepared excerpt in class, and may also include lesson plan projects and microteaches. There may be times when playing quizzes are played out of class, and may also be coupled with grading of fellow classmates. If you do not practice *frequently*, you (like your possible future students) will most likely NOT be successful in this class.
- **Observations:** Each student will do a total of four 50-minute **observations**.
 - Two observations should be grades 9-12; two should be pre-9. Total observation time must be equal or greater than 200 minutes total.
 - A list of recommended schools will be provided by your professor. You will arrange an observation time directly through the supervising teacher. Bring your driver's license (for foreign students, a passport) and the observation form (to be signed by the teacher) to the observation. Arrive early and in professional dress. If you do the observation with another classmate, limit the total number of students to 2. Late observations will be penalized.
 - You must write and turn in a 150-word **observation reflection** for each observation. This should include date, location, class, and teacher in the header. The body should include, as it pertains to the instrument family being studied, the level of the students, the types of instructions, presence

of pedagogical information from class, success of students, repertoire/method book, and overall feel and success of the class. You may be subjective, but also must support your paper with solid examples of means of improvement.

- **Participation** is not merely being present (although that is required for participation). For full participation credit, you must always have a pencil, your instrument, instrument incidentals, and your book. You must also be able to discuss any assigned class materials intelligently.
- There will be four required **projects**. A fifth may be done for extra credit (50 points). They may be done at any time early in the semester, however see the due dates listed. Late projects will lose points. You may choose from the following:
 - Concert Review
 - Manufacturer Project
 - Solo/Ensemble Repertoire Project
 - Method Book Review
 - Recordings Project
 - (*Others*)
- Your **notebook** will function as the capstone for this class. It will include your projects, class notes (**typed**), and handouts. There should be tabs for each of the instruments (groups), instrument repair, and any other categories you find helpful or that are assigned. This will be graded considering amount of information, quality of information, and neatness/creativity.
- A written **final exam** will be given, dates listed. It may also be coupled with a final playing quiz.

Basic Schedule (*flexible*):

- Weeks 1-2: Snare
- 3-4: Timpani
- 5-6: Mallets
- 7-10: Battery/Accessories/World
- 11: Marching
- 12-14: Ensemble
- 15: Review
- 16: Final Exam

University of San Diego
MUSC 307 Strings Methods

Dr. Jeffrey Malecki (et al)

Office C141B

jmalecki@san Diego.edu

Office hours:

Course Description: The primary goal of this one-unit course is to be able to teach the string instruments – particularly guitar, violin, cello and bass – at the primary and secondary levels through researching, studying, and playing. Students will learn the repertoires and playing techniques of a variety of stringed instruments. There are no prerequisites; students wishing to learn both how to play a new instrument and the pedagogy behind the instrument families will benefit. This course is open to all students and required for students following the forthcoming Music Education emphasis.

Outcomes:

- Master basic bowing techniques
- Demonstrate use of first and third position through solid left hand technique
- Demonstrate violin playing at an advanced middle school level
- Demonstrate basic guitar playing, including simple chords and melody
- Know similarities and differences in techniques amongst the major string instruments
- Be aware of needs and tendencies of string players in higher-level rehearsals, including advanced bowing techniques, extended fingerings, and other advanced concepts
- Know and apply simple string instrument repairs
- Recognize and diagnose common string playing problems

How to be successful in this class:

- Attend every class. Be present physically and mentally.
- Practice your instrument.
- Turn in quality assignments on time.
- Seek help from peers and professor if you have questions or needs.

Materials:

- Lamb, Norman and Susan Lamb Cook. *Guide to Teaching Strings*. 7th ed. Boston: McGraw Hill, 2001.
- Suzuki, Shinichi. *Suzuki Violin School, Books 1 & 2*. Rev. ed. Los Angeles: Alfred, 2007.
- Shoulder rest
- 1½" binder
- Note taking device

Grading:

Quizzes: 30% (300 points)

Observation Reflections: 10% (4x25 points) (100 points)

Participation: 10% (100 points)

Projects: 20% (4x50 points) (200 points)

Notebook: 20% (200 points)

Final: 10% (100 points)

Total Possible Points: 1000

A: 925+ points

A-: 900-924

B+: 875-899

B: 825-874

B-: 800-824

C+: 775-799

C: 725-774

C-: 700-724

D+: 675-699

D: 625-674

D-: 600-624

METHODS OF EVALUATION

- **Quizzes** will be frequent, often once a week. They will almost always consist of playing a prepared excerpt in class, and may also include lesson plan projects and microteaches. There may be times when playing quizzes are played out of class, and may also be coupled with grading of fellow classmates. If you do not practice *frequently*, you (like your possible future students) will most likely NOT be successful in this class.
- **Observations:** Each student will do a total of four 50-minute **observations**.
 - Two observations should be grades 9-12; two should be pre-9. Total observation time must be equal or greater than 200 minutes total.
 - A list of recommended schools will be provided by your professor. You will arrange an observation time directly through the supervising teacher. Bring your driver's license (for foreign students, a passport) and the observation form (to be signed by the teacher) to the observation. Arrive early and in professional dress. If you do the observation with another classmate, limit the total number of students to 2. Late observations will be penalized.
 - You must write and turn in a 150-word **observation reflection** for each observation. This should include date, location, class, and teacher in the header. The body should include, as it pertains to the instrument family being studied, the level of the students, the types of instructions, presence of pedagogical information from class, success of students, repertoire/method book, and overall feel and success of the class. You

may be subjective, but also must support your paper with solid examples of means of improvement.

- **Participation** is not merely being present (although that is required for participation). For full participation credit, you must always have a pencil, your instrument, instrument incidentals, and your book. You must also be able to discuss any assigned class materials intelligently.
- There will be four required **projects**. A fifth may be done for extra credit (50 points). They may be done at any time early in the semester, however see the due dates listed. Late projects will lose points. You may choose from the following:
 - Concert Review
 - Manufacturer Project
 - Solo/Ensemble Repertoire Project
 - Method Book Review
 - Recordings Project
 - (*Others*)
- Your **notebook** will function as the capstone for this class. It will include your projects, class notes (**typed**), and handouts. There should be tabs for each of the instruments (groups), instrument repair, and any other categories you find helpful or that are assigned. This will be graded considering amount of information, quality of information, and neatness/creativity.
- A written **final exam** will be given, dates listed. It may also be coupled with a final playing quiz.

Basic Schedule (*flexible*):

- Weeks 1-2: Guitar
- 3-10: Violin
- 11-13: Cello/Bass
- 14: Ensemble
- 15: Review
- 16: Final Exam

Course Proposal (new or changes) Action Sheet

1. Today's Date _____12/01/15_____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes
☐ **No**

What type of curricular Action is being requested?

- ☐ Bulletin description change (editorial only)
☐ Change in course #
☐ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☐ **Addition of new course**
☐ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) __Fall, 2016_____

3. Basic Information

a. Title of Course (30 characters maximum; appears on transcripts and schedules)

Strings Methods

b. Bulletin Title (60 characters maximum; appears only in Bulletin)

Strings Methods

c. New Course Information

Department Code __MUSC_____

Credit Hours __1_____

Course Number __307_____

Lecture Contact Hours __2_____

Lab Contact Hours _____

Other Contact Hours _____

d. Bulletin Course Description (if new or changed)

The primary goal of this one-unit course is to be able to teach the string instruments – particularly guitar, violin, cello and bass – at the primary and secondary levels through researching, studying, and playing. Students will learn the repertoires and playing techniques of a variety of stringed instruments. There are no prerequisites; students wishing to learn both how to play a new instrument and the pedagogy behind the instrument families will benefit. This course is open to all students and required for students following the forthcoming Music Education emphasis.

e. Grading Mode(s) (check all that apply)

- ☐ **Standard**
- ☐ P/F
- ☐ Audit

4. **Course Format:** method of delivery (check all that apply)

- ☐ **Lecture**
- ☐ Lab
- ☐ Lecture/Lab
- ☐ **Seminar**
- ☐ Recitation
- ☐ Internship
- ☐ Independent Study
- ☐ Performance
- ☐ Field Experience
- ☐ Practicum
- ☐ Research/Thesis/Dissertation
- ☐ Community Service Learning

5. **Course Designation (check all that apply)**

- ☐ Core (include Core proposal form)
- ☐ Honors
- ☐ Writing (include W course proposal form)
- ☐ Diversity (include D course proposal form)
- ☐ Other _____

6. **Faculty Course Workload**

- ☐ **Same as course credit**
- ☐ Same as weekly contact hours
- ☐ Percent of weekly contact hours (specify): _____
- ☐ Based on enrollment (specify): _____
- ☐ Team taught, full load
- ☐ No load
- ☐ Other: (specify) _____

7. **Course Details (circle Y/N)**

Will this course be course cross-listed (NO); If Y, with what course? _____

Prerequisites? (NO) if Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (NO) If Y, with what course? _____; Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): ___n/a_____; Has this course been approved as a D or W course already? (Y/N) n/a

Is this course a topics or repeatable course for credit? (NO)

8. **Department vote** (# Yes, # No, # Abstentions) _7-0-0_____

Approvals (Curriculum Committee Use Only)

- ☐ Department Vote; Date __11/19/2015_____
- ☐ Department Chair; Date __same_____
- ☐ Core Curriculum Committee; Core Designation _____ Date _____
- ☐ Other Curriculum Committee; Name _____ Date _____
- ☐ Other Curriculum Committee; Name _____ Date _____ (if needed)
- ☐ Other Curriculum Committee; Name _____ Date _____ (if needed)
- ☐ Dean; Date _____

Course Proposal (new or changes) Action Sheet

1. Today's Date _____12/01/15_____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes
☐ **No**

What type of curricular Action is being requested?

- ☐ Bulletin description change (editorial only)
☐ Change in course #
☐ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☐ **Addition of new course**
☐ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) __Fall, 2016_____

3. Basic Information

a. Title of Course (30 characters maximum; appears on transcripts and schedules)

Woodwind Methods

b. Bulletin Title (60 characters maximum; appears only in Bulletin)

Woodwind Methods

c. New Course Information

Department Code __MUSC_____

Credit Hours __1_____

Course Number __308_____

Lecture Contact Hours __2_____

Lab Contact Hours _____

Other Contact Hours _____

d. Bulletin Course Description (if new or changed)

The primary goal of this one-unit course is to be able to learn to teach the woodwind instruments – particularly clarinet, saxophone, flute, oboe and bassoon – at the primary and secondary levels through researching, studying, and playing. Students will learn the repertoires and playing techniques of woodwind instruments. There are no prerequisites; students wishing to learn both how to play a new instrument and the pedagogy behind the instrument families will benefit. This course is open to all students and required for students following the forthcoming Music Education emphasis.

e. Grading Mode(s) (check all that apply)

- ☐ **Standard**
- ☐ P/F
- ☐ Audit

4. **Course Format:** method of delivery (check all that apply)

- ☐ **Lecture**
- ☐ Lab
- ☐ Lecture/Lab
- ☐ **Seminar**
- ☐ Recitation
- ☐ Internship
- ☐ Independent Study
- ☐ Performance
- ☐ Field Experience
- ☐ Practicum
- ☐ Research/Thesis/Dissertation
- ☐ Community Service Learning

5. **Course Designation (check all that apply)**

- ☐ Core (include Core proposal form)
- ☐ Honors
- ☐ Writing (include W course proposal form)
- ☐ Diversity (include D course proposal form)
- ☐ Other _____

6. **Faculty Course Workload**

- ☐ **Same as course credit**
- ☐ Same as weekly contact hours
- ☐ Percent of weekly contact hours (specify): _____
- ☐ Based on enrollment (specify): _____
- ☐ Team taught, full load
- ☐ No load
- ☐ Other: (specify) _____

7. **Course Details (circle Y/N)**

Will this course be course cross-listed (NO); If Y, with what course? _____

Prerequisites? (NO) if Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (NO) If Y, with what course? _____; Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): ___n/a_____; Has this course been approved as a D or W course already? (Y/N) n/a

Is this course a topics or repeatable course for credit? (NO)

8. **Department vote** (# Yes, # No, # Abstentions) _7-0-0_____

Approvals (Curriculum Committee Use Only)

- ☐ Department Vote; Date __11/19/2015_____
- ☐ Department Chair; Date __same_____
- ☐ Core Curriculum Committee; Core Designation _____ Date _____
- ☐ Other Curriculum Committee; Name _____ Date _____
- ☐ Other Curriculum Committee; Name _____ Date _____ (if needed)
- ☐ Other Curriculum Committee; Name _____ Date _____ (if needed)
- ☐ Dean; Date _____

University of San Diego
MUSC 308 Woodwind Methods

Dr. Jeffrey Malecki
Office C141B
jmalecki@san Diego.edu
Office hours: TBA

Course Description: The primary goal of this one-unit course is to be able to learn to teach the woodwind instruments – particularly clarinet, saxophone, flute, oboe and bassoon – at the primary and secondary levels through researching, studying, and playing. Students will learn the repertoires and playing techniques of woodwind instruments. There are no prerequisites; students wishing to learn both how to play a new instrument and the pedagogy behind the instrument families will benefit. This course is open to all students and required for students following the forthcoming Music Education emphasis.

Outcomes:

- Master the sound production on the basic units of each instrument family (crow, headjoint, mouthpiece)
- Demonstrate playing of flute, 1 single reed, and 1 double reed instrument at a middle school level
- Know similarities and differences in techniques amongst instruments in the woodwind family
- Know and apply simple woodwind instrument repairs
- Recognize and diagnose common woodwind playing problems
- Be aware of needs and tendencies of woodwind players in higher-level rehearsals

How to be successful in this class:

- Attend every class. Be present physically and mentally.
- Practice your instrument.
- Turn in quality assignments on time.
- Seek help from peers and professor if you have questions or needs.

Materials:

- Westphal, Frederick W. *Guide to Teaching Woodwinds*. 5th ed. Boston: McGraw Hill, 1990.
- Lautzenheiser, Tim, et al. *Essential Elements 200, Conductor Book 1*. Milwaukee: Hal Leonard, 1999.
- Reeds, cork grease
- 1½” binder
- Note taking device

Grading:

Quizzes: 30% (300 points)

Observation Reflections: 10% (4x25 points) (100 points)

Participation: 10% (100 points)

Projects: 20% (4x50 points) (200 points)

Notebook: 20% (200 points)

Final: 10% (100 points)

Total Possible Points: 1000

A: 925+ points

A-: 900-924

B+: 875-899

B: 825-874

B-: 800-824

C+: 775-799

C: 725-774

C-: 700-724

D+: 675-699

D: 625-674

D-: 600-624

METHODS OF EVALUATION

- **Quizzes** will be frequent, often once a week. They will almost always consist of playing a prepared excerpt in class, and may also include lesson plan projects and microteaches. There may be times when playing quizzes are played out of class, and may also be coupled with grading of fellow classmates. If you do not practice *frequently*, you (like your possible future students) will most likely NOT be successful in this class.
- **Observations:** Each student will do a total of four 50-minute **observations**.
 - Two observations should be grades 9-12; two should be pre-9. Total observation time must be equal or greater than 200 minutes total.
 - A list of recommended schools will be provided by your professor. You will arrange an observation time directly through the supervising teacher. Bring your driver's license (for foreign students, a passport) and the observation form (to be signed by the teacher) to the observation. Arrive early and in professional dress. If you do the observation with another classmate, limit the total number of students to 2. Late observations will be penalized.
 - You must write and turn in a 150-word **observation reflection** for each observation. This should include date, location, class, and teacher in the header. The body should include, as it pertains to the instrument family being studied, the level of the students, the types of instructions, presence

of pedagogical information from class, success of students, repertoire/method book, and overall feel and success of the class. You may be subjective, but also must support your paper with solid examples of means of improvement.

- **Participation** is not merely being present (although that is required for participation). For full participation credit, you must always have a pencil, your instrument, instrument incidentals, and your book. You must also be able to discuss any assigned class materials intelligently.
- There will be four required **projects**. A fifth may be done for extra credit (50 points). They may be done at any time early in the semester, however see the due dates listed. Late projects will lose points. You may choose from the following:
 - Concert Review
 - Manufacturer Project
 - Solo/Ensemble Repertoire Project
 - Method Book Review
 - Recordings Project
 - (*Others*)
- Your **notebook** will function as the capstone for this class. It will include your projects, class notes (**typed**), and handouts. There should be tabs for each of the instruments (groups), instrument repair, and any other categories you find helpful or that are assigned. This will be graded considering amount of information, quality of information, and neatness/creativity.
- A written **final exam** will be given, dates listed. It may also be coupled with a final playing quiz.

Basic Schedule (*flexible*):

- Weeks 1-4: Clarinet/Sax
- 5-7: Flute
- 8-12: Oboe/Bassoon
- 13-14: Ensemble
- 15: Review
- 16: Final Exam

UNIVERSITY OF SAN DIEGO

Proposal for a Program in Performing Arts Entrepreneurship

Rationale

The Minor in Performing Arts Entrepreneurship is designed to introduce students to a variety of arts (histories, values, practices, applications), both domestic and worldwide, and to synthesize business knowledge and experience that frame the arts into both a field of study and a potential career trajectory. The Minor is an interdisciplinary and inter-college/school collaboration in Arts – primarily the departments of Theatre Arts/Performance Studies and Music – and Business – combining courses from programs/departments (Accounting, Information Management, Marketing, Management) in the School of Business Administration (SBA).

While SBA has a long history of teaching marketing, management, entrepreneurship and accounting, courses do not incorporate the arts. Arts departments – specifically Theatre Arts/Performance Studies and Music – teach a combination of applied performing arts (performance, performance studies, composition), aesthetics, analytical and theoretical constructs, and historical and cultural contextualizations, and rarely do courses integrate marketing or analyses of arts industries, or articulate career paths in the arts. The proposed Minor Degree Program provides a systematic and interdisciplinary approach to integrating these different worlds of knowledge and experience, and would synthesize the fields above within a student's education. The program could beneficially supplement major degree programs in business, other arts areas, or any other degree programs offered on campus.

The proposed Minor offers a single track within which students interested in courses pertaining to Performing Arts Entrepreneurship will find appropriate courses at USD. The proposed Minor is offered under the auspices of the College of Arts and Sciences (CAS) at USD and the initial program director is Dr. David Harnish. The program will be able to attract innovative and creative students and authoritative guest speakers/artists from companies and organizations (both commercial and non-profit) within San Diego.

USD has an exciting opportunity to establish itself as a leading center of knowledge in Performing Arts Entrepreneurship through the proposed Minor, which could perhaps develop into a Major field of study along with a variety of internship opportunities in the coming years.

Background and Importance

Performing Arts Entrepreneurship is a fast-growing field that has developed primarily over the past 15 years, fostered partially by the decentralizing of major arts companies (for example, record labels) and the advent of increased nonprofit enterprises and the Do-It-Yourself movement among artists and arts entrepreneurs. Performing arts entrepreneurs are seen as innovators and designers of new ideas and creativity in arts processes, working with for-profit or nonprofit organizations or developing their own “companies of one.” Many USD students need to learn to envision possible careers and future opportunities within the arts. This program is designed to facilitate that vision as students develop creativity, portfolios and online profiles,

learn how to market their talents, and acquire skills of budgeting and finance, leadership, team-building and management skills.

One course on entrepreneurship – MGMT 304 Entrepreneurship and New Ventures – has been offered on an occasional basis in the SBA for years; Theatre Arts and Performance Studies has taught THEA Theatre Management and Entrepreneurship irregularly for years. Though those courses have grown in interest, up until today they have been the only USD courses that could have application for the arts. This new interdisciplinary Minor Degree Program strengthens and broadens the contents of those courses and positions USD as a potential leader in this field among peer institutions. The interest in performing arts entrepreneurship among students has grown every year and many students have graduated frustrated that they could not participate in bridging their knowledge, interest and experience between business and the arts.

Students electing the Minor are expected to come largely from business fields or arts fields, but the Minor will be suitable for any students in the CAS. Students will take a curriculum that includes 24 credit hours, though majors in SBA and Music and Theatre Arts can complete the degree with 18 credit hours; the other six hours are waived for SBA and Theatre Arts students because they complete those experiences, learning outcomes and units in their respective major programs. The courses will begin with lower-division THEA and MUSC courses for many students; for others, lower-division SBA courses augment their first year and sophomore years. Declared students from any major discipline will be in a position to pursue a variety of opportunities in performing arts management, marketing, performance, promotion, recording, touring, or overall entrepreneurship.

This collaborative and interdisciplinary program is expected to serve an increasing number of students – beginning with as few as five and working up to perhaps 20 within five years – as the required courses are scheduled accordingly. Two courses – MUSC 300 Career Design in Music and THEA 205 The Creative Mind – were created largely to serve students in the Minor program, though they are open to all USD students and we anticipate up to 50% of these courses' enrollments will consist of students not following the Minor. A Performing Arts Entrepreneurship Minor would broaden and synthesize our students' knowledge and experience in business and arts fields and prepare them for a variety of academic and career paths while complementing their liberal arts and interdisciplinary foundation.

Program Learning Goals. Students will:

- Master the basics of information sciences, finance and accounting, management and marketing, and entrepreneurship, and apply these to music and theatrical industries;
- Become aware of multidisciplinary applications of the arts industries within domestic and international contexts;
- Master strategies of developing their own creativity and recognizing opportunities;
- Synthesize theory (knowledge) and praxis (skills) in their work;
- Grasp the histories, impacts and theories of arts industries, media and entrepreneurship;
- Master performing arts management/entrepreneurship terms and concepts related to the creation and operations of music and theatrical businesses;

- Become enterprising individuals, fully aware of the foundations of arts industries;
- Apply finance and budgeting to develop touring, promotion and business plans;
- Recognize individual/opportunity nexus and the nature of successful artists and companies;
- Master methods to market themselves or other artists;
- Develop posting skills, webpage and online profiles, and other aspects of social media;
- Become proficient in writing grant applications;
- Learn how to work with private and public entities;
- Create a for-profit, nonprofit or “business of one” project and organize hypothetical arts companies;
- Develop an informed and ethical personal philosophy and mission statement.

The Program requires 24 units for the general student and 18 units for SBA, Theatre Arts, and Music majors for the Minor. For students majoring in any Business field, five courses in the arts (offered through Theatre Arts/Performance Studies and Music) and one SBA course are required. For students majoring in any Theatre Arts or Music degree program, four SBA courses are required, and one Theatre Arts course and one Music course are required. Students with double majors combining Theatre Arts or Music with Business may select to approach the Performing Arts Entrepreneurship Minor as either a SBA or Theatre Arts/Music major and follow the requirements accordingly. (Reminder: Students in Theatre Arts and Music cannot count upper-division courses toward both Major and Minor fields.) Any other students (non-Arts CAS majors) on campus declaring this Minor Degree Program pursue a program of 24 units that combines the primary coursework of the other programs and provides a solid foundation in both performing arts and Business.

We organize three different audiences for this Minor: Business Majors, Music and Theatre Arts Majors, and other CAS students. Consequently, there are three separate tracks:

(1) For students majoring in any Business field, the Minor Program includes:

Required Courses (12 units)

THEA 205 Creative Mind
 MGMT 304 Entrepreneurship and New Ventures
 MUSC 300 Career Design in Music
 THEA 494 Theatre Management and Entrepreneurship

Elective Courses (6 units; at least one course must be upper division)

Select two of the following courses:

THEA 111 Theatre and Society
 MUSC 101D American Music
 MUSC 103 Music for the Stage
 MUSC 109 Introduction to Sonic Arts
 MUSC 340 Topics in World Music
 THEA 370 Performance Studies
 THEA 375C Theatre and Community
 MUSC 420 Digital Audio Composition

MUSC 440W Topics in Ethnomusicology

(2) For students majoring in Theatre Arts/Performance Studies or Music, the requirements include:

ACCT 201 Principles of Financial Accounting
ITMG 100 Information Systems
MUSC 300 Career Design in Music
MKTG 300 Fundamentals of Marketing*
THEA 494 Theatre Management and Entrepreneurship
MGMT 304 Entrepreneurship and New Ventures*

(3) For non-performing arts CAS majors, the requirements include:

Required Courses (15 units):

THEA 205 Creative Mind
MUSC 300 Career Design in Music
MKTG 300 Fundamentals of Marketing*
MGMT 304 Entrepreneurship and New Ventures*
THEA 494 Theatre Management and Entrepreneurship

Elective Courses (3 units)

Select one of the following courses:

ITMG 100 Information Systems
ACCT 201 Principles of Financial Accounting

Elective Courses (6 units; at least one course must be upper division)

Select two of the following courses:

THEA 111 Theatre and Society
MUSC 101D American Music
MUSC 103 Music for the Stage
MUSC 109 Introduction to Sonic Arts
MUSC 340 Topics in World Music
THEA 370 Performance Studies
THEA 375C Theatre and Community
MUSC 420 Digital Audio Composition
MUSC 440W Topics in Ethnomusicology

Students have been requesting a degree program linking Arts and Business for years. Many students with backgrounds in theatre or music who desire a Business degree have been torn between completing that degree program and taking courses in the performing arts that fulfill them emotionally, physically or spiritually. Some Business alumni who wanted to pursue a career in performing arts management, production or performance had to acquire those skills after graduation (a recent example includes Cedric Hubert), while some Arts alumni wanted to pursue a career in some aspect of arts business but had no skills to do so (recent examples include Andrew Krause and J. Mario Ramirez). It is clear that most students do not currently

understand the many facets of the music and theatre industry, neither the historic and academic knowledge to comprehend these immense domestic and international industries, nor the skills to apply themselves or to craft their own niche in those worlds. This program will remedy that problem and keep USD abreast or slightly ahead of peer institutions.

Studies have conclusively demonstrated that students develop better focus and discipline due to immersion in the arts. This program will allow students in performing arts fields to fully develop their depth and breadth in the arts and encourage Business and all other students to analyze the history and development of arts industries. The Minor inspires students to engage themselves in both business and the arts as they master skills of creativity, management, entrepreneurship and SWOT identification, and develop abilities to set goals, write grants, establish a social media profile, construct budgets, and cultivate accounting and marketing skills that are essential in all areas of the arts worlds. This program equips creative students with entrepreneurial skills to amplify their chances of creating sustainable and artistic lives.

Current and former students surveyed have overwhelmingly supported the development of this Minor. A sample of student comments and suggestions are below:

“As a former USD Business Administration Major and General Music Minor, I loved classical music (and still do) but had little knowledge of how these two interests could be combined after graduation. A program such as the arts entrepreneurship minor would have been ideal as a guidance through this situation. I gained exposure to the arts administration world through my internship at the San Diego Symphony, but I think a lot of music students are unaware that San Diego's arts organizations will often offer internships (even if they do not formally advertise these programs). While I have now taken a different direction and have a job that I thoroughly enjoy but has nothing to do with classical music, I would have definitely been interested in a program similar to what Dr. Harnish is suggesting. As part of the program, I would urge for stronger ties between the University and local arts organizations in order to foster hands-on experience rather than only learning about arts entrepreneurship in the classroom.”

“I'd be interested in doing the program and I think it'd be very practical to participate in, giving students the necessary business skills to succeed as an artist if they choose to pursue that career. It would definitely motivate students to do well in art and give them a financial snapshot that could prepare them after college, so they wouldn't be clueless about business in the industry.”

“This is a program that is long overdue. I definitely would have been a part of it.”

“I think the minor would be helpful in making close connections between arts and business.”

“I certainly wish that such a program had been available when I was a student, since I was a Business Administration major and a Music minor.”

* These are courses for which Arts and other CAS students will not have completed all of the prerequisites, but they will be taken in the junior and senior years and will have completed most of the prerequisites. Professor Ellis (Marketing) and Professor Lawless (Management) confirm that many students throughout campus taking those courses have not completed the prerequisites and are allowed in the courses, and they do not anticipate problems of Arts and other CAS students mastering the course content and performing successfully.

Course Proposal (new or changes) Action Sheet

1. Today's Date ____11/23/15_____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

☐ Yes

No

What type of curricular Action is being requested?

☐ Bulletin description change (editorial only)

☐ Change in course #

☐ Change in course title (editorial only)

☐ Change in course pre-requisite(s)

☐ Deletion of course(s)

Addition of new course

☐ Revision of existing course

☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) ____Fall 2016_____

3. Basic Information

a. Title of Course (30 characters maximum; appears on transcripts and schedules)

The Creative Mind

b. Bulletin Title (60 characters maximum; appears only in Bulletin)

The Creative Mind

c. New Course Information

Department Code _THEA_____

Credit Hours __3__

Course Number __205__

Lecture Contact Hours __3__

Lab Contact Hours _____

Other Contact Hours _____

d. Bulletin Course Description (if new or changed)

This course is designed to build the infrastructure of creative thinking through exploratory engagement with daily life and the world around us. The creative and performing arts provide models for risk taking, confidence in performance and public presentation, and re-envisioning the familiar. Students will experience problem re-framing, collaborative solutions, sensory imagery, and compassionate innovation challenges to develop a vocabulary of creative thinking that can inform artistic practice and build the skills of charismatic leadership.

e. Grading Mode(s) (check all that apply)

Standard

- ☐ P/F
☐ Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> _Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> _Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

Same as course credit

- ☐ Same as weekly contact hours
☐ Percent of weekly contact hours (specify): _____
☐ Based on enrollment (specify): _____
☐ Team taught, full load
☐ No load
☐ Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (NO); If Y, with what course? _____

Prerequisites? (NO) if Y, list prerequisite courses _____N_____

Is this course linked with another course (e.g., lecture and lab)? (NO) If Y, with what course? _____; Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): __n/a_____; Has this course been approved as a D or W course already? (Y/N) n/a

Is this course a topics or repeatable course for credit? (NO)

8. Department vote (# Yes, # No, # Abstentions) _____4,0,0_____

Approvals (Curriculum Committee Use Only)

- ☐ Department Vote; Date _____
☐ Department Chair; Date _____
☐ Core Curriculum Committee; Core Designation _____Date _____
☐ Other Curriculum Committee; Name _____Date _____
☐ Other Curriculum Committee; Name _____Date _____ (if needed)
☐ Other Curriculum Committee; Name _____Date _____ (if needed)
☐ Dean; Date _____

Department Report Form
The Creative Mind
Theatre Department

1. Rationale

This course is designed to enhance student creativity within every field and to provide part of the foundational coursework for the CAS/SBA proposed minor in Arts Entrepreneurship. The proposed minor will require the Theatre Entrepreneurship course (currently taught as THEA 494, regular number is being proposed this year). The Creative Mind will be the prerequisite for non-Theatre majors taking the entrepreneurship course, but will also be available to all students on campus.

2. Impact

- a. This will not impact Theatre students, but is being proposed to nurture student creativity across campus and as part of an interdisciplinary minor with the Music Department and SBA.
- b. This course will not be applicable to a major or minor in Theatre Arts and Performance Studies.
- c. The course can be taught by a range of faculty in Theatre and/or Music. It is our understanding that the salary will be paid by Dean's Office CAS.
- d. This course provides a foundation for the proposed CAS/SBA minor in Arts Entrepreneurship and can cultivate tools of creativity for all USD students.
- e. We anticipate that this course will attract some SBA students to the minor and to many general USD students, but no large shifts in enrollment are predicted.

- 3. Syllabus** - If appropriate, attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.
Sample course syllabus provided.

THEA 205

The Creative Mind

Instructor: Ryan Scrimger (and others)

Email: ryscrimger@sandiego.edu

Office Hours: TBA

Course Description:

This course is designed to build the infrastructure of creative thinking through exploratory engagement with daily life and the world around us. The creative and performing arts provide models for risk taking, confidence in performance and public presentation, and re-envisioning the familiar. Students will experience problem re-framing, collaborative solutions, sensory imagery, and compassionate innovation challenges to develop a vocabulary of creative thinking that can inform artistic practice and build the skills of charismatic leadership.

Student Learning Outcomes will align with the SBA and CAS learning objectives and those of the Arts Entrepreneurship Minor as overseen by CAS and the Music Department:

- Advanced oral and written communication, leadership, and critical thinking

Additional Student Learning Outcomes:

Students will:

- Recognize perceptual blocks and obstacles in idea development through task-oriented intention exercises
- Interrelate the mechanics of organizations and the process of creative collaboration
- Practice effective expression and calculate levels of risk-taking experiences through interpersonal communication and group activities
- Support their creative expression with sensory and self-awareness exercises and activities in multi-disciplinary groups.
- Generate ideas full of self-efficacy and the ability to transform personal fears into confidence in a safe environment for exploration.

Course Materials, Excerpts from:

War of Art by Steven Pressfield

Conceptual Blockbusting: A Guide to Better Ideas by James L. Adams

inGenius: A Crash Course on Creativity by Tina Seelig

The Creative Habit: Learn it and Use it for Life by Twyla Tharp

Lateral Thinking: Creativity Step by Step by Edward DeBono

Group Creativity: Music, Theatre, Collaboration by R. Keith Sawyer

Understanding Creativity by Jane Piirto

Course Requirements and Grading Criteria: (written work, reading assignments, group work, projects and presentations, deliverables, quizzes and exams)

Written work (20% of grade)

Students will keep journals in which they will respond to prompts, record their own ideas and responses to their work, and monitor their emotional recognition of the process they are experiencing. Reading assignments will be responded to through class discussions, writing prompts and handouts.

Group Projects (35%)

Students will work collectively to solve challenges, work with objects to create art, express ideas through unspoken & scripted role-playing, and process critical response feedback behaviors.

Participation (30%)

Students will work individually to develop self-awareness, recognize creative blocks and obstacles, solve puzzles, and bend their perceptions of culture, resources, attitudes, and imagination. Class discussions and activities will foster a safe environment for creative exploration. Students must be present to practice applying creativity to life both in individual and group settings.

Exams & Quizzes (15%)

Readings, lectures and discussions will be tested in one final exam and at least two (2) quizzes during the semester. Students will be expected to evaluate their own ideas as well as those of others.

Tentative Class Schedule:

Unit 1: Weeks 1-3 (SLO: Leadership)

Attitude – instead of building puzzles, create a quilt. Find ways to take risks into areas that are unfamiliar.

- Performance anxiety challenge
- Relaxation techniques
- Charismatic leadership

Unit 2: Weeks 4-6 (SLO: Written & oral communication)

Habitat - Consider the space around you as the stage on which your life is played out

- A daily task – an independent activity that reveals something about your space, your fears, your family, your dreams
- A/B scenes

Connecting & combining ideas – to examine something you see everyday and make something that you need or express something that you have to express

- Cartoon caption writing
- Shin Dogu – make an un-useful idea

Unit 3: Weeks 7-10 (SLO: Critical Thinking)

Culture Exploration – at the core of every organization, every community, every team, every family

- Background music

- Music, rhythm and sound

Framing & re-framing problems – how you ask questions determine what kind of answer you will get

- Joke telling exercise
- Tradition and Change

Paying attention – seeing the world with new eyes.

- Go on Safari in your daily environment. Re-write the script of what you see.
- Sensory imagery guided meditation
- Kinesthetic Creativity

Writing down ideas – we don't know how valid or invalid they are, don't think they are worthless & accept that you might fail

- Eureka journal – write down any ideas you have
 - keep them
 - make them
 - share them
- Feedback process – how to recognize creative work and give positive & nurturing feedback (Critical Response Process)
- Fluency & flexibility of thinking – gestation process

Unit 4: Weeks 11-13 (SLO: Critical Thinking)

Resources – providing adequate resources to thought-banks to enable creative functioning requires that we look beyond obvious resources (i.e. money)

- What process do we put in place
- Consider the cultures we create
- Forced alternatives

Challenge assumptions of value – gives us incremental solutions to negative value concerns

- Friendship, community, health, financial security
- Assignment: Make something out of trash

Final Projects: Weeks 14-15 (SLO: Leadership, Oral Communication, Critical Thinking)

Group Creativity Project – to a collective and collaborative

To: Undergraduate Curriculum Committee

From: Kristin Moran, Special Assistant to the Dean, Core Director

Re: ATF Report submission

Attached to this letter you will find an Area Task Force (ATF) Report for review. The curriculum committee is asked to take a vote to accept or reject the report. The curriculum committee may not amend the content of the report. If the committee rejects the report, revision suggestions should be communicated to the chair of the ATF. The ATF will resubmit a revised report for approval.

In its deliberations, the committee is asked to focus the discussion on the scope, applicability and utility of the student learning outcomes as presented in the report.

Please note that every report will be slightly different in form. After student learning outcomes and assessment criteria are accepted, a single document will be produced to aggregate and summarize the information in the individual reports.

Literary Inquiry ATF Student Learning Outcomes

December 12, 2015

Brian Clack, Maura Giles-Watson, and Julia Medina (Chair)

Description of Goals of Core Area

Guiding Principles

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 learn to critically analyze and interpret poetry, drama, prose fiction, creative nonfiction, film, and other written cultural products, grounding their study in literary/visual theory and in relevant cultural contexts. Students grow in their mastery of the approaches essential to comprehending the formal features of texts, to deploying close reading techniques, to interpreting primary and secondary sources, and, in creative writing courses, to producing original literary texts as well as performing and understanding methods of textual analysis.¹

In addition to grasping the formal features of texts, students must also 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.

Literary Inquiry:

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.

¹ 2015 Core Proposal, p. 16, amendments by the Literary Inquiry ATF on 8/6/15.

- 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.

*It is the intention of the literary ATF to include in this category creative writing courses that contain a substantial component of literary analysis.

Examples of Literary Inquiry Assignments

- Reading response logs and journals
- Literary/Film analysis essays
- Examinations and quizzes
- Oral presentations
- Debates
- Discussion-leading activities
- Research activities
- Research products (papers and projects)
- Homework assignments
- Discussion board posts and responses
- Critical annotated bibliographies
- Collaborative inquiry and analysis activities, including joint presentations and co-written essays
- Critical writings and presentations linked to the semester's CST theme or other social or ethical concerns

Examples of Literary Inquiry Assessment Criteria

- Performance of close reading of texts and demonstration of close-reading ability in writings, discussions, homework, etc.
- Employment of relevant historical and other contexts (e.g., ethnic, economic, socio-political, ecological, religious, cultural, literary, and/or artistic) to analyze and interpret literary, filmic and secondary texts.

- Demonstration of knowledge of literary and dramatic movements, traditions, and conventions.
- Development and application of the critical thinking component skills of synthesis, analysis, and (*finally!*) evaluation.
- Development, drafting, and revision of literary analysis essays using clear, grammatical prose and demonstrating appropriate attention to the rhetorical situation (namely, audience, purpose, and genre).
- Active participation and collaboration in whole-class and small-group activities by asking analytical questions, responding insightfully, providing helpful feedback to peers, and listening open-mindedly to others' perspectives.
- Analysis, appreciation,² and evaluation of the content as well as the formal, ethical, and aesthetic features of literary and dramatic works and of secondary scholarly writings.
- Development of a research topic and implementation of in-depth library and/or field research; demonstration of mastery of research conventions and rhetorical writing strategies by means of a research proposal, a substantial research project, and/or a critical annotated bibliography.
- Making meaningful connections across texts and across disciplines; employment of knowledge and skills acquired in other courses and contexts in order to deepen engagement with, and understanding of, course readings and writings.

Summary

In order to promote the development of critically reflective students, “many Catholic institutions base their core curriculum in the humanities” and “the values of Catholic Social Teaching are integrated into both curricular and co-curricular activities.”³ 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. Please note that we include in this category courses that treat film as text to be analyzed in ways that satisfy the outcomes above and creative writing courses that contain a significant textual analysis components.

² We employ here the original sense of the term *appreciate*, namely, ‘to recognize the true value of something.’

³ Association of Catholic Colleges and Universities, *Educating Today and Tomorrow: A Renewing Passion*, 2014, p. 2: <http://www.accunet.org/files/public/Publications/EducatingTodayReport1.pdf>

Mathematical Reasoning and Problem Solving

ATF Report

Description of Goals of Core Area

We offer the following as a definition of mathematical reasoning: 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.

List of Student Learning Outcomes

1. **Mathematical problem solving.** Apply mathematical methods to solving both
 - a. abstract problems and
 - b. problems with applications to other disciplines
2. **Mathematical reasoning, argumentation, and proof.** Demonstrate mathematical reasoning by being able to
 - a. create, follow, and assess chains of mathematical arguments,
 - b. explain, interpret, and correctly apply definitions, theorems, and results, and
 - c. understand the idea of a mathematical proof
3. **Mathematical explanation.** Clearly communicate mathematical reasoning by
 - a. explaining and justifying solutions to problems and
 - b. using correct mathematical notation, terminology, and symbolism

Assessment Criteria

Outcome 1a. Apply mathematical methods to solving abstract problems.

Exceeds Expectations. Student consistently and effectively selects and correctly applies appropriate techniques to a variety of abstract problems, of increasing levels of difficulty.

Meets Expectations. Student generally and effectively selects and correctly applies appropriate techniques to a variety of abstract problems, of increasing levels of difficulty.

Fails to Meet Expectations. Student generally misunderstands abstract problems, or generally attempts to apply inappropriate techniques or selects appropriate techniques but is unable to successfully apply them to abstract problems of moderate levels of difficulty.

Outcome 1b. Apply mathematical methods to solving problems with applications to other disciplines.

Exceeds Expectations. Student consistently and effectively selects and correctly applies appropriate techniques to a variety of applied problems, of increasing levels of difficulty.

Meets Expectations. Student generally and effectively selects and correctly applies appropriate techniques to a variety of applied problems, of increasing levels of difficulty.

Fails to Meet Expectations. Student generally misunderstands applied problems, or generally attempts to apply inappropriate techniques or selects appropriate techniques but is unable to successfully apply them to applied problems of moderate levels of difficulty.

Outcome 2a. Demonstrate mathematical reasoning by being able to create, follow, and assess chains of mathematical arguments.

Exceeds Expectations. Student is able to consistently create, follow and assess chains of mathematical arguments of increasing levels of difficulty.

Meets Expectations. Student is able to generally create, follow and assess chains of mathematical arguments of increasing levels of difficulty.

Fails to Meet Expectations. Student is unable to understand, follow or create any but the simplest mathematical arguments.

Outcome 2b. Demonstrate mathematical reasoning by being able to explain, interpret, and correctly apply definitions, theorems, and results.

Exceeds Expectations. Student is able to consistently explain, interpret and apply definitions, theorems and results, including complex definitions and theorems. The student is

able to explain the difference between a definition and a theorem and the roles that each of these play in mathematics.

Meets Expectations. Student is generally able to explain, interpret and apply definitions, theorems and results of a moderate level of complexity. The student is able to explain the difference between a definition and a theorem and the roles that each of these play in mathematics.

Fails to Meet Expectations. The student is not able to clearly explain the definition between a theorem and a definition. The student will often misapply definitions and theorems. The student is not able to clearly interpret or apply any but the simplest definitions, theorems and results.

Outcome 2c. Demonstrate mathematical reasoning by being able to understand the idea of a mathematical proof.

Exceeds Expectations. The student is able to clearly explain the idea of a mathematical proof. The student is able to clearly explain the role that proof plays in mathematics. The student is able to recognize errors in proofs and correct them. The student is able to clearly explain the difference between a proof and an example, and the role that each of these plays in mathematics.

Meets Expectations. The student is able to explain the role that proof plays in mathematics. The student is able to recognize errors in proofs. The student is able to explain the difference between a proof and an example, and the role that each of these plays in mathematics..

Fails to Meet Expectations. The student is not able to clearly explain the role that proof plays in mathematics. The student is unable to recognize or correct errors in proofs. The student sometimes will mistake an example for a proof.

Outcome 3a. Clearly communicate mathematical reasoning by explaining and justifying solutions to problems.

Exceeds Expectations. The student is consistently able to clearly explain and justify solutions to problems, using complete sentences and correct grammar.

Meets Expectations. The student is generally able to clearly explain and justify solutions to problems, using complete sentences and correct grammar.

Fails to Meet Expectations. The student is generally unable to explain or justify solutions to problems. The student does not use complete sentences and makes many grammatical errors.

Outcome 3b. Clearly communicate mathematical reasoning by using correct mathematical notation, terminology, and symbolism.

Exceeds Expectations. The student consistently uses correct mathematical notation, terminology and symbolism.

Meets Expectations. The student generally uses correct mathematical notation, terminology and symbolism.

Fails to Meet Expectations. The student often incorrectly uses mathematical notation, terminology and symbolism.

These learning outcomes will best be assessed in courses through either homework questions/exercises or quiz and exam questions. We have attached some example homework/exam questions for each of the learning outcomes/assessment criteria. These example questions are drawn from typical lower-level mathematics courses (including college algebra and calculus), but any topic in mathematics can be used to satisfy this core competency as long as the learning objectives are met.

Since communication is a learning outcome, students should be required to write out answers to questions using complete sentences and to explain their reasoning. While it is acceptable for courses to involve some homework, test or quiz problems that are multiple choice or only require a numerical answer, the majority of questions should require a detailed written explanation.

Courses that fulfill this core competency area should assess every component of each learning outcome. However, we recognize that since there is overlap between these learning outcomes, some questions/exercises may be used to address more than one component or even more than one learning outcome. Attached find sample questions that address each of the learning outcomes. Questions of this type would be assessed according to the general assessment criteria that appear below for each of the learning outcomes.

Summary

Faculty that are interested in proposing courses for the Mathematical Reasoning and Problem Solving core area should be prepared to show sample homework, quiz or exam questions that address all parts of the three learning outcomes.

ATF REPORT: PHILOSOPHICAL INQUIRY

November 13, 2015

DESCRIPTION OF GOALS OF THE CORE AREA

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.

GOALS

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.

Learning Outcome: 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.

Learning Outcome: 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:

Learning Outcome: Central Problems of Philosophy

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

Learning Outcome: History of Philosophy

Demonstrate knowledge of the views of selected major figures, movements, and important theories in central areas of ancient, modern and contemporary philosophy.

Learning Outcome: Philosophy and Other Disciplines

Integrate the study of philosophic problems and problem-solving techniques with work in other academic disciplines.

EXAMPLES OF TESTING METHODS

OBJECTIVE TYPE TESTS: While we employ multiple choice and true/false tests to make sure that students have kept up with class readings and understand the fundamental concepts introduced in class, our objective-type tests are primarily inferential. We do not test to determine whether students have memorized definitions or factual information: we formulate test questions to determine whether students understand the concepts to which they have been introduced and can apply the definitions and use the factual information they have acquired to solve problems.

PROBLEM SOLVING: Students are assessed on their ability to do a variety of exercises in critical reasoning, from recognizing the conclusions of ordinary language arguments to doing formal proofs. We also expect students to use the skills they have learnt to solve problems that have not been explicitly presented and assess students on their ability to use what they've learnt to go further.

ORAL OR ONLINE ARGUMENT: Students are assessed on their participation in class, individually and through their participation in panels and other group projects. As an extension of this, we maintain blogs for our classes in which students may continue the discussion and be assessed on their participation. We recognize that, though we make every effort to promote inclusivity in class discussions, a number of students, in particular women and minorities, may not find class discussion comfortable. We, therefore, provide alternative venues for discussion in which all students can participate and through which they can be assessed more fairly.

ESSAYS: The fundamental unit of philosophical writing is the critical essay. In writing a critical essay, in the form of a term paper or 'blue book' test, students are assessed on their ability to do the following:

- φ **Articulate a thesis:** Students are assessed on their ability to articulate a thesis, either their own or, more often, one reconstructed from a philosophical work under consideration
- φ **Defend a thesis:** Students are assessed by their ability to defend a thesis, most often by the exposition or 'rational reconstruction' of a journal article, book section or historical source
- φ **Criticize argumentation:** Students are assessed on their statement and development of objections to a thesis and arguments in support of the thesis
- φ **Respond to objections:** Students are assessed on the clarity of their presentation and their ability to develop concise, well-organized critical essays including compelling arguments.

ASSESSMENT CRITERIA: ANALYSIS AND ARGUMENT

	Excellent	Good	Fair	Unacceptable
Articulate a thesis	A clear statement of the main conclusion of the paper. Examples are original, relevant, insightful, and well-used	The thesis is obvious, but there is no single clear statement of it. Examples are original, relevant and well-used.	The thesis is present, but must be uncovered or reconstructed from the text of the paper. Examples are slightly off-topic or not worth citing.	There is no thesis. Examples are missing, irrelevant or misused.
Defend a thesis	Each reason for believing the theses is stated clearly and concisely. Premises which are taken as given are at last plausible. Controversial premises are supported by subarguments. The premises clearly support the thesis.	The premises are clear but may not stated concisely. Premises which are taken as given are at last plausible. Controversial premises are supported by subarguments. The premises support the thesis.	The premises must be reconstructed from the text. It is not clear which premises are to be taken as given and which will be supported by subarguments. The student does not provide adequate subarguments for controversial premises. The plausibility of premises taken as given is questionable.	There are no premises: the student merely restates the thesis. Or, if there are premises, they are much more likely to be false than true. The premises, whether plausible or implausible, do not support the thesis.
Criticize argumentation	The student successfully breaks the argument or problem into relevant parts. The student evaluates the argument for validity and soundness, checking for informal fallacies. The student suggests ways in which the argument may be improved.	The student integrates most relevant parts of the argument into a largely coherent whole The student evaluates the argument for validity and soundness, checking for informal fallacies.	The student evaluates the argument in question by checking only the truth of the premises or conclusion and does not check for informal fallacies.	The student evaluates the argument according to whether the author agrees or disagrees with the conclusion or with a premise
Respond to objections	The student considers and responds to both obvious and unobvious counterexamples and counterarguments, providing original and thoughtful responses.	The student considers obvious counterexamples and counterarguments, and provides responses.	The student may consider some obvious counterexamples and counterarguments but some obvious ones are missed. Responses are missing or inadequate.	No counterexamples, counterarguments or opposing positions are considered.

SUMMARY

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 core curriculum.

MEMBERS OF THE TASK FORCE

H. E. Baber, Chair (CAS, Philosophy)

Michael Kelly (CAS, Philosophy),

Mitch Malachowski (CAS, Chemistry)

Scientific & Technological Inquiry

Description of Goals of Core Area

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 the laboratory/field period where students will use the guided inquiry process or other suitable approach to ask scientific questions and collect and analyze data to test hypotheses and answer questions. Overall structure of courses, and length of laboratory periods can vary from course to course, but lab/field work must make up at least 40% of the weekly contact hours. It is envisioned that lecture will serve the lab inquiry 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 of this approach to evaluate scientific and technological claims made by others. 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 who complete this course should be able to:

1. Design and conduct an experimental and/or observational investigation to generate scientific knowledge or a technological solution to a problem.
2. Analyze data using methods appropriate to the natural sciences and/or engineering in order to make valid and reliable interpretations.
3. Explain the basic scientific concepts and theories relevant to the area of study.
4. Identify and use appropriate and sufficient scientific evidence to evaluate claims and explanations about the natural and designed world.

Assessment Criteria

Learning Outcome #1

Assessment of the first learning outcome will evaluate students' ability to design and conduct an investigation. This outcome could be assessed through one or more of the following.

- A complete, scientific lab report that includes proposed hypotheses or mathematical models and descriptions of the methods used to test the hypotheses.
- An exam question that asks students to propose an experiment, controls, and/or methods to test a scientific hypothesis or possible technological solution to a problem, based on some given information

Learning Outcome #2

Assessment of the 2nd learning outcome will evaluate students' ability to analyze and interpret data. This outcome could be assessed through one or more of the following.

- A lab report or focused homework assignment where students present and analyze results that they collected, as well as present their conclusions.
- Exam questions that asks students to calculate and interpret statistical properties of a dataset, such as mean, standard deviation, and confidence intervals.
- An assignment that requires students to analyze collected or provided data, then interpret and communicate the meaning of the results.

Learning Outcome #3

Assessment of the 3rd learning outcome will evaluate students' ability to identify and explain relevant scientific concepts. This outcome could be assessed through one or more of the following.

- Exam or quiz questions that assess a student's ability to identify and describe the relevant foundational concepts that are important in a given situation would be suitable to assess this outcome.
- A lab assignment in which students propose a hypothesis and provide a rationale that focuses on the underlying theory.

Learning Outcome #4

Assessment of the 4th learning outcome will evaluate students' ability to weigh scientific evidence supporting a claim or explanation. This outcome could be assessed through one or more of the following.

- In exam questions or as stand-alone assignments students could be given relevant information regarding a scientific or technological claim made by someone in the news and asked to analyze the claim for reasonableness and reliability.
- An assignment that requires students to evaluate competing solutions to a design problem based on any one or combination of the following: scientific ideas and principles, empirical evidence, and logical arguments regarding relevant factors (e.g. economic, societal, environmental, ethical considerations).

Additional Information

These thoughts are presented to guide faculty looking to design a course for this area. They reflect the intentions of the committee that put these learning outcomes together.

- The term "laboratory" is a generic term intended to refer to work in an actual laboratory as well as field work, as may be appropriate in courses like Ecology, Astronomy, or Geology.
- Learning Outcomes #1 and #2 are the principal components of this mode of inquiry. It is thought that there will be a diversity of approaches to investigation in this area depending upon the area of study. Experimental and observational approaches to testing hypotheses in science classes are equally valid.

- Our vision for a class that meets the outcomes reverses the traditional focus in such classes. The lab, where students actively design and conduct inquiries, should be the primary focus of the course. Lecture should serve the lab by introducing basic concepts that underlie the lab investigations, and give students opportunities to develop a deeper knowledge of them.
- Courses may spend more than 40% of their weekly time in lab. In fact, with lab being the focus of the course, it is strongly encouraged. (The 40% minimum requires students to have at least two hours of lab per week or one four-hour lab period every other week if they also have three hours of classroom meetings per week.)"
- While we expect many courses will have a designated period for laboratory, other courses may blend classroom and lab times more fluidly. This blending is also encouraged.
- When new course proposals are submitted they will have to clearly indicate (or estimate for blended courses) how many hours/week are spent in lab and lecture.
- Scientific methods of analysis may include, but are not limited to, spreadsheet calculations, graphing, and software, simulations.
- As a result of their investigation, students will offer interpretations of their results and support their assertions using evidence-based logic.
- As part of the course, student will critically evaluate claims made by others. Such evaluations will likely include distinguishing between good scientific questions and ones that are not about science.
- It is expected that faculty will make use of innovative, effective pedagogical techniques in their course design. These techniques should be specified in course proposals. Examples of possible techniques include guided inquiry learning and peer instruction.

Second Language Competency ATF Report

Description

As part of the Core Curriculum, undergraduate students must 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, Literatures and Cultures; or through alternate credit.

Student Learning Outcomes

1. Students will be able to produce language interactively both orally and in writing in different social situations.
2. Students will be able to present information to an audience of listeners using basic vocabulary and grammatical structures.
3. Students will be able to write short texts about familiar topics using the vocabulary, grammatical structures, and social conventions.
4. Students will be able to understand and recognize the main idea in conversations and oral messages in accordance with the cultural settings in which they take place.
5. Students will be able to understand the main idea in a variety of written texts.

Assessment Criteria

In introductory language courses the emphasis is on communication and language use in a variety of settings following national ACTFL¹ guidelines. Students practice four basic skills (Speaking, Listening, Reading, Writing), and assessment is done through some of the following activities,

-Readings and reading comprehension questions.

-Listening/watching short clips and videos and answering comprehension questions orally and in writing.

-Vocabulary activities (fill in the blank, find synonyms or antonyms, define words using circumlocution, etc.)

-Dialogue (in pairs and groups)

-Role Play

-Short writing activities (description, narration, letters)

¹ American Council on the Teaching of Foreign Languages.

Summary

Second Language Competency is an integral part of USD's core requirements. All students must have a minimum of third semester competency in a second language (other than English). It is ideal that students satisfy this requirement during their first two years.

Student Learning Outcomes involve the ability to communicate in different settings and cultural contexts using the vocabulary and grammatical skills acquired in the classroom. Students will gain linguistic and cultural knowledge of the target cultures. Assessment includes constant, culturally rich practice in the target language in all communication modes and language skills.

Respectfully submitted,

Antonieta Mercado

Leonora Simonovis-Brown (Chair)

Íñigo Yanguas

ATF Report Revised 10.27.15
SOCIAL & BEHAVIORAL INQUIRY

Description of Goals of Core Area

The American Association of Colleges & Universities (AAC&U) describes inquiry as a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments.

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.

The courses that will meet the USD Core Social & Behavioral Inquiry requirement, in the process of or in addition to meeting departmental learning outcomes, will use systematic theoretical and/or empirical inquiry to critically analyze human behavior and social organization. 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.

Course 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.

List of Student Learning Outcomes

Learning Outcomes

- a. Articulate and compare social scientific theories/concepts as appropriate to the course/discipline.

- b. Evaluate the quality, objectivity, and credibility of evidence using theories, methods, or ways of thinking that define inquiry in a social science discipline.
- c. State a conclusion that is a logical extrapolation from the inquiry process.
- d. Apply the discipline-specific inquiry process to analyze a new set of events/fact patterns representing real-world problems or issues.

Assessment Criteria

Given the emphasis the learning outcomes place on working through the logic of a theory and then critically applying that analysis to real-world situations, assessments of these learning outcomes would be best accomplished with open-ended questions (e.g. a short answer free response question). For example a prompt might present a claim and ask students to use the tools of social and behavioral inquiry to evaluate the claim and state a conclusion. Although an open-ended assessment of inquiry does not rule out the use of other testing methods (e.g. multiple choice) *within a course*, students can best demonstrate the process of inquiry by writing out their thought process with a minimum of guidance/prompting.

S&BI inquiry assessment evaluation criteria

Articulate claim	Demonstrates clear understanding of the problem. Identifies and employs major analytic and critical frameworks in appropriate contexts. Considers influence of held assumptions, own and others.
Evaluate evidence	Uses discipline specific procedures, practices, or techniques to evaluate frameworks.
Draw conclusion	Conclusions are logical and reflect students' informed evaluation and ability to place evidence in context.

Summary

Considerations for an inquiry model course

Development of inquiry. It is expected that faculty teach what is expected and assess what has been taught. Modeling of and practice in inquiry is expected throughout the class and should be demonstrated in the syllabus and/or in a description of the course. Therefore, the course should include activities in which students develop their understanding and application of inquiry tools.

Remember that these are CORE classes. Under the new Core, all students will take ONE social and behavioral inquiry class. Although lower division courses that have traditionally counted towards the Core may be important recruitment classes for departments, and may need to serve as prerequisites for majors, students will now only be required to take one course in the social sciences. A course that qualifies for the new Core Curriculum, therefore, needs to teach all students something fundamental about social and behavioral inquiry (to the degree there is fundamental about all of our diverse approaches to understanding human behavior!) The goals articulated here are not meant to supplant course or departmental learning goals, but rather to ensure that all courses that qualify for the Core impart some similar skills and have a baseline level of rigor.

Addressing process not content. Reasoned argument, critical thinking, and the application of theory to new facts are skills common throughout the social sciences. In their social and behavioral inquiry course, students should develop abilities to articulate, compare and evaluate theories (as appropriate to the course/discipline). It is the process of asking questions and critically evaluating potential answers that is the focus of the learning outcomes—NOT anything specific to a course or field.

Perspective on critical thinking. The key characteristic of critical thinking in this inquiry process is informed judgment. Students will use theory to predict outcomes, and will use evidence to evaluate theory. The key feature is that students can “close the loop”: they know what a given theory would predict in this situation, but they also critically evaluate how well the theory’s predictions match observed reality.

Forms of evidence. Evidence can take many forms: from a controlled experiment or statistical analysis to an essay that evaluates how well theoretical predictions fit a given case or fact pattern. Students taking a course in a social and behavioral inquiry should evaluate evidence and apply evidence based knowledge to real-world issues or novel fact patterns regardless of whether the course they take addresses qualitative or quantitative approaches.

Criteria for syllabus/course evaluation

Submit an example of a syllabus that will be used to teach this course.

Please also answer the following questions about the likely ways that courses meeting this S&BI requirement will do so.

1. What theories or analytical frameworks will students be able to articulate at the end of this course?
2. How will students learn to analyze claims using the theories, methods, or ways of thinking that are appropriate to this course?
3. How will students practice analyzing and justifying their claims in this course?

4. How will students practice stating a conclusion that is a logical extrapolation from the inquiry process?
5. Describe the types of assignments in which students might be asked to apply the discipline specific inquiry processes or theories to a new set of events or fact patterns representing real world problems.
6. Briefly describe the assignment that will be used to demonstrate achievement of these learning outcomes.
7. By what mechanisms will the department ensure that all courses satisfying this goal will meet all of these learning outcomes?

ATF REPORT FOR THEOLOGICAL AND RELIGIOUS INQUIRY

“The study of theology and religion is a distinguishing characteristic of a Catholic university.”

-USD 2013 Report of the Committee on Catholic Intellectual Tradition

Description of Goals of Core Area

USD’s learning outcomes demonstrate our 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.

Our learning outcomes are designed to afford students the latitude to pursue college-level study of religion utilizing any one of these three disciplines or some combination of them, and culminates in the in-depth study of a particular tradition or sacred text at the upper-division level. Our learning outcomes further ensure that all of our graduates have a college-level understanding of Christianity (especially as understood in the Catholic tradition) and, in many cases, substantial exposure to one or more non-Christian traditions. In this way, we seek to produce students who have a sophisticated understanding of Christianity and who can critically reflect upon the nature of religion.

Student Learning Outcomes (LOs)

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.

Assessment Criteria

LO1 - Students will be able to:

- **describe** some basic beliefs and/or practices of Catholic Christianity at a college level
- **reflect critically** on some common assumptions about Catholic Christianity and/or reflect critically on the nature of religious diversity

LO2 - Students will be able to:

- **describe** basic methods of studying religion in either Christian theology, biblical studies, or religious studies,
- **apply** these methods to diverse religious exempla as understood within the context of Christian theology, biblical studies, or religious studies respectively,
- **reflect critically** on the scope and limitation of these methods.

LO3 - Students will be able to:

- **apply** the methods of Christian theology, biblical studies, religious studies, or some combination thereof, to provide a comprehensive and nuanced description of an important question/s relevant to how one or several of these three disciplines understand a particular religious tradition, foundational sacred text, or important historical or contemporary issue in theology or religious studies.
- **articulate** their own, critically informed, responses to the question/s in clear, well-formed prose.

Summary

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.