SUBJECT: General Education Revisions

Institutions may submit for consideration changes to the lists of approved courses that fulfill any component of the general education requirements each year during the December Board meeting. Institutions have submitted proposals that would move forward to the November COPS and December BOR meetings. If approved by the Board of Regents at the December 2014 meeting, modifications would be reflected in the course lists established within AAC Guidelines for Associate Degree and Baccalaureate Degree requirements.

Black Hills State University (Attachment I)
System General Education Requirements
- Goal 6: Revise GEOL 203/203L to read as 4 credits.

Institutional Graduation Requirements
- Part I IGR #1 Experiential Learning
  Add MUAP 400/401 Voice, MUAP 410/411 Keyboard, MUAP 420/421 Woodwinds, MUAP 430/431 Brass, MUAP 440/441 Percussion, and MUAP 450/451 Strings to the list of approved courses meeting Goal 1 Experiential Learning of the institutional graduation requirements.

Clean-Up Revisions Found
Correct title for MCOM 330 to read as MCOM 330 Writing for Digital Media.
Correct title for THEA 345 to read as THEA 344 Fundamentals of Design.
Correct title for MUAP 420 to read as MUAP 420 Woodwinds. Add missing course MUAP 430 Brass which was approved by the BOR in December 2011.

- Part I IGR #2 Behavioral and Social Science
  Remove HIST 153 American History since 1945 (3) from the list of approved courses meeting Goal 2 Behavior and Social Science of the institutional graduation requirements.

(Continued)

RECOMMENDED ACTION

Approve and move forward to COPS and BOR.
• Part I IGR #3 Fine Arts and Humanities
  Correct the title for MCOM 151 to read as MCOM 151 Introduction to Mass Communications.

• Part II Globalization / Global Issues
  Remove HIST 153 American History since 1945 (3) and MUS 130 Music Literature (3) from the set of approved courses in the fulfillment of the Global Issues Requirements.

  Clean-Up Revisions Found
  Revise the title of the Exercise Management major to Exercise Science. Revise the title of the Communication Arts major to Graphic Design and Communication.

• Part III Writing Intensive Requirements
  Add CHEM 342L Physical Chemistry I Lab (1), MCOM 465 Contemporary Issues in Photography (3), and SEED 450 7-12 Teaching Reading in the Content Area (3) to the set of the approved courses in fulfillment of the Writing Intensive Requirement. Remove CHEM 332 Analytical Chemistry and TECH 185 Technology and Our Lives from the set of the approved courses in fulfillment of the Writing Intensive Requirement.

  Clean-Up Revisions Found
  Revise prefix BIO 490 under the Biology major to BIOL 490 Seminar: Capstone Experience. Correct the title of SEED 450 to read as SEED 450 7-12 Reading & Content Literacy under the following three Majors: Composite in Science Education, Education, and Math & Science Education. Revise PSYC 490 under the Psychology major to read as PSYC 489 Senior Capstone. Under the Theatre major, revise THEA 361 to read as THEA 361 Literature & History of the Theatre I and THEA 364 to read as THEA 364 Literature & History of the Theatre II. Revise the title of Communication Arts major to Graphic Design and Communication.

Dakota State University (Attachment II)
Institutional Graduation Requirements

• Part I Institutional Graduation Requirements
  Clean-Up Revisions Found
  Add CSC 123, CSC 150, and CIS 130 to the list of courses approved for Goal 1 Information Systems and Computer Technology of the institutional graduation requirements. Add EPSY 210 Lifespan Development to the list of courses approved for Goal 2 Written Communications of the institutional graduation requirements.
Northern State University (Attachment III)
Institutional Graduation Requirements

- Part I Institutional Graduation Requirements
  Removed EXCH 289/389/489 Student Exchange International (3) and add EXPL 289/389/489 Study Abroad Experiential Learning (3) to the list of approved courses as an option for Group C: Social Connections of the institutional graduation requirements Goal #2.

South Dakota School of Mines & Technology (Attachment IV)
System General Education Requirements

- Goal 4: Add MUS 117 Music in Performance I (University Choir) (1) to the list of courses meeting Goal 4.

Institutional Graduation Requirements

- Part II Globalization / Global Issues
  Revise ME 482L Adv. Product Development Lab II from 2 credits to 1 credit on the list of approved courses in the fulfillment of the Global Issues Requirements.

South Dakota State University (Attachment V)
Institutional Graduation Requirements

- Part I IRG #1 First Year Seminar
  Add ECON 109 First Year Seminar (2), MLS 109 First Year Seminar (2) UC 209 Transition Year Seminar (2), and VET 109 Frist Year Seminar: Pre-Veterinary Medicine (2) to the list of approved courses for Goal 1 First Year Seminar of the institutional graduation requirements.

- Part I IGR #2 Cultural Awareness and Social and Environmental Responsibility
  Add MUEN 110/310 Orchestra to the list of approved courses for Goal 2 Cultural Awareness and Social and Environmental Responsibility of the institutional graduation requirements

- Part II Globalization / Global Issues
  Add LA 389 International Experience in Landscape Architecture (3) to the list of approved courses in the fulfillment of the Global Issues Requirements.

- Part III Writing Intensive Requirements
  Add ID 422 Interior Design Studio V (4), LA 325/325L City Planning and Lab (3), and MLS 471 Advanced Medical Diagnostics (2) to the set of the approved courses in fulfillment of the Writing Intensive Requirement. Remove ID 498 Undergraduate Research/Scholarship (3) and MLS 461 Introduction to Management and Education (2) from the set of the approved courses in fulfillment of the Writing Intensive Requirement.
University of South Dakota (Attachment VI)
System General Education Requirements

- Goal 4: Add LAKL 201 Intermediate Lakota I (3) and LAKL 202 Intermediate Lakota II (3) to the list of approved courses meeting Goal 4.

- Goal 6: Add MTRO 201/201L (4) to the list of approved courses meeting Goal 6. Remove A&S 123/123L Science: The Core of Discovery II (4) from the list of approved courses meeting Goal 6.

Institutional Graduation Requirements

- Part II Globalization / Global Issues
  Add GER 201 Intermediate German I (3), GER 202 Intermediate German II (3), and NURS 471 Clinical Prevention and Population Health (5) to the list of approved courses in the fulfillment of the Global Issues Requirements.

- Part III Writing Intensive Requirements
  Add BIOL 436 Biogeography, HSAD 495 Practicum, and NURS 471 Clinical Prevention and Population Health (5) to the set of the approved courses in fulfillment of the Writing Intensive Requirement.
System GenEd Goal #6

GEOL 203/203L Historical Geology for 3 credits – sh/be 4 credits

GEOL 203 = 3 credits
GEOL 203L = 1 credit

The BHSU archived catalog shows that GEOL 203 has been offered for 3 credits and GEOL 203L has been offered for 1 credit since 2003-2004.  
http://www.bhsu.edu/Portals/0/academics/catalogs/03-04_catalog.pdf

Comment [TP1]: This one does not need a course modification request.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 - Baccalaureate General Education Curriculum and 2:26 - Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

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<th>Division/Department</th>
<th>Institutional Approval Signature</th>
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Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- [ ] System General Education Requirements
- [x] Institutional Graduation Requirements
- [ ] Globalization/Global Issues Requirement
- [ ] Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [ ] Revision to an approved course
- [x] Addition of a course to the set of approved courses
- [ ] Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change
BHSU requests to add the MUAP course numbers that are used to differentiate the fall and spring terms for IGR #1 experiential learning.

- Senior recital in conjunction with at least one of the following:
  - MUAP 400/401 – Voice
  - MUAP 410/411 – Keyboard
  - MUAP 420/421 – Woodwinds
  - MUAP 430/431 – Brass
  - MUAP 440/441 – Percussion
  - MUAP 450/451 – Strings

Section 2. Provide the Effective Date for the Proposed Change
Spring 2015.

Section 3. Provide a Detailed Reason for the Proposed Change
BHSU, NSU, SDSU, and USD are authorized to offer common courses in Music Application. Courses in the fall terms are numbered 400/410, etc. while courses in the spring terms are numbered 401/411, etc. Courses numbered for the fall are already approved for the IGR #1 course list. This proposal requests to add the spring courses numbered 401/411/421/431/441/451 to the list of courses meeting IGR #1. This will provide student clarification for course transferability within the system and to bring this in line with the numbering system that is used by all universities within the system.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
The criteria for BHSU IGR #1 Experiential Learning states that “students will make connections among ideas and experiences to synthesize and transfer learning to new, complex situations within and beyond the academic classroom that occur as a result of experiential learning opportunities across the curriculum”. Majors in fine and performing arts evoke characteristics of integrative learning and result in collections of work that illustrate evidence of how experiential learning impacts degree achievement.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
See attached.
MUAP 100, 101, 200, 201, 300, 301, 400, 401; Applied Voice; 1-4 credit hours
Black Hills State University
Fall 2014
Census Date: Last Day to Add/Drop Course without transcript entry – September 4, 2014
Last Day to Drop Course with a “W” – November 7, 2014
IDEA Surveys administered – November 17 – 21, 2014

Instructor’s Contact Information
Dr. Jonathan Nero
MH 126
Office hours: TBA
605-642-6628
Jonathan.nero@bhsu.edu

Objectives:
To refine the techniques of singing (i.e. posture, breathing, placement, diction, etc.)
To help the student become a better performer (facial, gestures, vocal expression, etc.)
To teach the student the disciplines of performing (regular practice, memorization, self-critique, etc.)
To assist the student in the proper pronunciation of three to four languages
To give the student the opportunity to perform in public on one student recital per semester
To introduce the student to literature that can be used in teaching

Grading:
Students will be graded on the following (70%):
1. Attendance
2. Memory work—songs must be memorized by last lesson to count toward final grade
3. Vocal development and technique
4. Musicianship (phrasing, dynamics, text comprehension)
5. Professionalism (attitude, preparation)

Also averaged in at the end of the semester:
6. Jury grade (20%)
7. Recitals/concert attendance, MUS 185 (10%)

Levels:
Vocal Music Major:
100 – 2 songs; 101 – 3 songs; 2 lang.
200 – 4 songs; 201 – 5 songs; 2-3 lang.
300 – 6 songs; 301 – 6 songs; 3-4 lang.
400 – 7 songs; 401 – 7 songs; 3-4 lang.

Sr. Recital 9-12 songs (40 min.); 3-4 lang.; 3 style periods; 1 piece with instrumentalists

Music Minor:
100/101 - Voice Class (2 sem.)
200/201 – 4-5 songs memorized; 2-3 lang.
300/301 – 6 songs memorized; 3 lang.
400/401 – 7 songs memorized; 3 lang.

Non-Voice Major:
100/101 - Voice Class (2 sem.)
200/201 – 4 songs memorized; Eng./It.
300/301 – 5 songs memorized; 3 lang.
400/401 – 6 songs memorized; 3 lang.
Recitals: Tuesdays, 3:30 p.m.; semi-formal dress; pay accompanist in advance.

Accompanist: See accompanist policy.

Make-ups: There will be no make-up lessons except when your teacher must cancel or in the event of sickness or other required university activity. Please do not ask to change lesson time because you are not prepared. Your teacher will consider your lesson cancelled if you are 10 minutes late.

IGR #1: Experiential Learning Goal:
Students will make connections among ideas and experiences to synthesize and transfer learning to new, complex situations within and beyond the academic classroom that occur as a result of experiential learning opportunities across the curriculum.

Student Learning Outcomes:
As a result of completing an experiential learning activity, the student will:
1. Synthesize connections among experiences outside of formal instruction to deepen understanding of fields of study and to broaden one’s own point of view.
2. Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems, engage in creative expression, or explore complex issues in original ways.
3. Demonstrate a developing sense of self as a reflective learner, building on prior knowledge to respond to new and challenging contexts; evaluating changes in one’s own learning over time recognizing complex contextual factors; and, articulating professional strengths and challenges to increase effectiveness in different contexts for professional development.
4. Choose a format and produce a poster presentation, a video, a multi-media presentation, a piece of art, a creative performance, a portfolio artifact, a faculty-mentored research project, or a culminating class project that clearly illustrates evidence of how experiential learning positively impacted degree achievement.

Note: In the course of instruction it may be necessary for the instructor to touch the student. Please let the instructor know before instruction begins if this makes you uncomfortable or is unacceptable.

Recital Attendance:
Attending live performances is crucial to one’s development as a musician. Music major and minors are required to attend all BHSU sponsored concerts, recitals, and master classes.

Master Classes and Recitals: Each student should plan to perform on at least one master class and recital each semester.

Jury Exams: Jury Exams will be conducted during the first two days of finals week. Sign up for a 10 minute exam.

Academic Dishonesty/Plagiarism
Cheating and other forms of academic dishonesty run contrary to the purpose of higher education and will not be tolerated in this course. Academic dishonesty includes (but is not limited to) plagiarism, copying answers or work done by another student (either on an exam or on out-of-class assignments), allowing another student to copy from you, and using unauthorized materials during an exam. Academic dishonesty is a serious offense and could result in failure on an assignment or course. To the extent possible, all incidents will be resolved in discussions between the student and faculty member. As necessary, the chair and then the dean may become involved to resolve the issue. If academic dishonesty is established, a report describing the incident and its resolution will be filed in the offices of the dean and provost. In cases where a satisfactory outcome is not achieved through this process, students may appeal to the University’s Academic Appeals Committee. Formal procedures for filing a complaint for academic misconduct are in the Student Conduct Code in the Student Handbook. Cheating and
plagiarism are defined in Section 2, Part B, 1. Disciplinary sanctions are outlined in Section 3, Judicial Policies.

ADA Statement
“Reasonable accommodations, as arranged through the Disabilities Services Coordinator, will be provided students with documented disabilities. Contact the BHSU Disabilities Services Coordinator, Mike McNeil, at 605-642-6099 (Woodburn 134), fax number 605-642-6095, or via email at mike.mcneil@bhsu.edu for more information. Additional information can also be found at: http://www.bhsu.edu/StudentLife/Learning/DisabilityServices/tabid/162/Default.aspx”

Freedom in Learning
“Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation.”
MuAp 110/111, 210/211, 310/311, 410/411, Applied Piano, variable credits
Black Hills State University
Fall 2014
Class meeting times: arranged with instructor
Last Day to Drop Course without transcript entry – 9/4/14
Last Day to Drop Course with a “W” – 11/7/14
IDEA Surveys administered – 11/17/14 – 11/21/14

Instructor’s Contact Information:
Dr. Symeon Waseen
MH 105
Office hours posted and by appointment
Phone: 642-6241
Symeon.waseen@bhsu.edu

Course Description:
One to two hours credit for private lessons is given for half-hour lesson per week. Music majors studying in the major performance area may elect two half-hour lessons per week for two to four hours of credit. Adequate preparation through practice is expected of all students. This course will expand the student’s piano skills, including sight-reading, technique, improvisation, memorization of standard literature, public performance, and accompanying. Music majors will work on specific items on the Piano Proficiency exam if it has not already been taken.

Course Prerequisites/Expectations:
- Regular weekly attendance is required. Students will also be required to attend and perform as soloists and/or in group performances scheduled throughout the semester as needed.

- Students are expected to practice sufficiently and be fully prepared with the points assigned from the previous lesson. Students should plan on practicing at least one hour a day for each credit of lessons they are enrolled in order to meet the instructor’s expectations for each lesson.

- Students are responsible for checking their email regularly for course information and updates.

Description of Instructional Method:
Private Instruction

Course Requirements
Music as assigned (e.g., technical exercises, solo literature)

Attendance Policy:
The instructor must be informed of an absence well in advance to the beginning of each lesson, either via email or phone. Students are allowed 2 excused absences and no unexcused absences per semester; excusable absences beyond that must be discussed with the instructor. Each unexcused absence will lower the student’s grade by one letter. Excusable absences will be determined according to the instructor’s discretion. Students will be excused if an absence is due to participation in university-sponsored activities, provided prior notification of the impending absence has been given to the instructor. A student is considered fully absent if more than 5 minutes late. A student will receive 50% of their attendance grade if not on time, ready to go at the beginning of each lesson!!!
Academic Dishonesty/Plagiarism:

Cheating and other forms of academic dishonesty run contrary to the purpose of higher education and will not be tolerated in this course. Academic dishonesty includes (but is not limited to) plagiarism, copying answers or work done by another student (either on an exam or on out-of-class assignments), allowing another student to copy from you, and using unauthorized materials during an exam. Academic dishonesty is a serious offense and could result in failure on an assignment or course. To the extent possible, all incidents will be resolved in discussions between the student and faculty member. As necessary, the chair and then the dean may become involved to resolve the issue. If academic dishonesty is established, a report describing the incident and its resolution will be filed in the offices of the dean and provost. In cases where a satisfactory outcome is not achieved through this process, students may appeal to the University’s Academic Appeals Committee.

Formal procedures for filing a complaint for academic misconduct are in the Student Conduct Code in the Student Handbook. Cheating and plagiarism are defined in Section 2, Part B, 1. Disciplinary sanctions are outlined in Section 3, Judicial Policies.

Make-up Policy:

Students will be allowed to make up 2 excused absences. Students are responsible for contacting the instructor to explain their absence and schedule a make-up time if the instructor excuses the absence. Students will be allowed to make up graded work if an absence is due to participation in university-sponsored activities, provided prior notification of the impending absence has been given to the instructor.

Course Goals: Experiential Learning IGR Goal #1:

Students will make connections among ideas and experiences to synthesize and transfer learning to new, complex situations within and beyond the academic classroom that occur as a result of experiential learning opportunities across the curriculum.

Student Learning Outcomes:

As a result of completing an experiential learning activity, the student will:

1. Synthesize connections among experiences outside of formal instruction to deepen understanding of fields of study and to broaden one's own point of view.
2. Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems, engage in creative expression, or explore complex issues in original ways.
3. Demonstrate a developing sense of self as a reflective learner, building on prior knowledge to respond to new and challenging contexts; evaluating changes in one's own learning over time recognizing complex contextual factors; and, articulating professional strengths and challenges to increase effectiveness in different contexts for professional development.
4. Choose a format and produce a poster presentation, a video, a multi-media presentation, a piece of art, a creative performance, a portfolio artifact, a faculty-mentored research project, or a culminating class project that clearly illustrates evidence of how experiential learning positively impacted degree achievement.

Course Goals: At the end of the semester the student will be able to:

-Perform the assigned music accurately and musically
-MOST IMPORTANT OF ALL demonstrate improvement
Evaluation Procedures of Learning Outcomes:

Grades are based on the student’s attendance, punctuality, consistency of practice, preparation, and performance for each weekly lesson and performance event as well as overall improvement and jury performance.

The Final Exam ("Jury") will be scheduled on finals week. Students are responsible for signing up for a time and, if necessary, hiring an accompanist.

Grade scale: 90-100% A, 80-89% B, 70-79% C, 60-69% D, 0-59% F

ADA Statement:
“Reasonable accommodations, as arranged through the Disabilities Services Coordinator, will be provided students with documented disabilities. Contact the BHSU Disabilities Services Coordinator, Mike McNeil, at 605-642-6099 (Woodburn 134), fax number 605-642-6095, or via email at mike.mcneil@bhsu.edu for more information. Additional information can also be found at: http://www.bhsu.edu/StudentLife/Learning/DisabilityServices/tabid/162/Default.aspx”

Freedom in Learning:
“Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation.”

Tentative Course Outline/Schedule:

Jury performance: finals week (TBA)
MUAP 121, 221, 321, 421: Applied Music- Woodwinds  
Black Hills State University  
Fall 2014  
Class meeting times: Arranged with Instructor, MH 105, 8/25/14-12/11/14  
Last Day to Drop Course without transcript entry – 9/4/2014  
Last Day to Drop Course with a “W” – 11/7/2014  
Instructor: Amber Waseen  
Office: BHSU MH 105, office hours by appointment  
Phone: 642-6241 Email: amber.waseen@bhsu.edu

Course Description:
One to two hours credit for private lessons is given for half-hour lesson per week. Music majors studying in the major performance area may elect two half-hour lessons per week for two to four hours of credit. Adequate preparation through practice is expected of all students.

Course Prerequisites/Expectations:
- No prerequisite skill at the flute is required for this course.  
- Regular weekly attendance is required. Students will also be required to attend and perform as soloists and/or in group performances scheduled throughout the semester as needed.  
- Students are expected to practice sufficiently and be fully prepared with the points assigned from the previous lesson.

- A minimum of three weekly practice hours is required per credit-hour of applied study.  
- Students are expected to seek out and hire a piano accompanist to accompany them on their jury or recital. Students are expected to rehearse with their accompanist at least twice before their jury performance, with the instructor present for at least one of the rehearsals. Students are responsible for scheduling these rehearsals.  
- Students are responsible for checking their email regularly for course information and updates.

Description of Instructional Method:  
Private Instruction

Course Requirements  
Music as assigned (e.g., technical exercises, tone exercises, solo literature)

Attendance Policy:  
The instructor must be informed of an absence well in advance to the beginning of each lesson, either via email or phone. Students are allowed 2 excused absences and no unexcused absences per semester; excusable absences beyond that must be discussed with the instructor. Each unexcused absence will lower the student’s grade by one letter. Excusable absences will be determined according to the instructor’s discretion. Students will be excused if an absence is due to participation in university-sponsored activities, provided prior notification of the impending absence has been given to the instructor. A student is considered fully absent if more than 10 minutes late. A student will receive 50% of their attendance grade if not on time, ready to go at the beginning of each lesson!!!

Make-up Policy:  
Students will be allowed to make up 2 excused absences. Students are responsible for contacting the instructor to explain their absence and schedule a make-up time if the instructor excuses the absence. Students will be allowed to make up graded work if an absence is due to participation in university-sponsored activities, provided prior notification of the impending absence has been given to the instructor.
Academic Dishonesty/Plagiarism:
Cheating and other forms of academic dishonesty run contrary to the purpose of higher education and will not be tolerated in this course. Academic dishonesty includes (but is not limited to) plagiarism, copying answers or work done by another student (either on an exam or on out-of-class assignments), allowing another student to copy from you, and using unauthorized materials during an exam. Academic dishonesty is a serious offense and could result in failure on an assignment or course. To the extent possible, all incidents will be resolved in discussions between the student and faculty member. As necessary, the chair and then the dean may become involved to resolve the issue. If academic dishonesty is established, a report describing the incident and its resolution will be filed in the offices of the dean and provost. In cases where a satisfactory outcome is not achieved through this process, students may appeal to the University’s Academic Appeals Committee.

Formal procedures for filing a complaint for academic misconduct are in the Student Conduct Code in the Student Handbook. Cheating and plagiarism are defined in Section 2, Part B, 1. Disciplinary sanctions are outlined in Section 3, Judicial Policies.

Course Goals: At the end of the semester the student will be able to:
Perform the assigned music accurately and musically
MOST IMPORTANT OF ALL demonstrate improvement

IGR #1: Experiential Learning Goal:
Students will make connections among ideas and experiences to synthesize and transfer learning to new, complex situations within and beyond the academic classroom that occur as a result of experiential learning opportunities across the curriculum.

Student Learning Outcomes:
As a result of completing an experiential learning activity, the student will:
1. Synthesize connections among experiences outside of formal instruction to deepen understanding of fields of study and to broaden one’s own point of view.
2. Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems, engage in creative expression, or explore complex issues in original ways.
3. Demonstrate a developing sense of self as a reflective learner, building on prior knowledge to respond to new and challenging contexts; evaluating changes in one’s own learning over time recognizing complex contextual factors; and, articulating professional strengths and challenges to increase effectiveness in different contexts for professional development.
4. Choose a format and produce a poster presentation, a video, a multi-media presentation, a piece of art, a creative performance, a portfolio artifact, a faculty-mentored research project, or a culminating class project that clearly illustrates evidence of how experiential learning positively impacted degree achievement.

Evaluation Procedures of Learning Outcomes:
Grades are based on the student’s attendance, punctuality, consistency of practice, preparation, and performance for each weekly lesson and performance event as well as overall improvement and jury performance.

The Final Exam (“Jury”) will be scheduled on finals week, or a senior recital will be performed during the semester. Students are responsible for signing up for a time and, if necessary, hiring an accompanist. For senior recitals, students are responsible for creating a recital program.
Grade scale: 90-100% A, 80-89% B, 70-79% C, 60-69% D, 0-59% F
ADA Statement:
“Reasonable accommodations, as arranged through the Disabilities Services Coordinator, will be provided students with documented disabilities. Contact the BHSU Disabilities Services Coordinator, Mike McNeil, at 605-642-6099 (Woodburn 134), fax number 605-642-6095, or via email at mike.mcneil@bhsu.edu for more information. Additional information can also be found at: http://www.bhsu.edu/StudentLife/Learning/DisabilityServices/tabid/162/Default.aspx”

Freedom in Learning:
“Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation.”

Tentative Course Outline/Schedule:
Jury performance: finals week (TBA) or Senior Recital TBA
I. **Course Prefix, Number and Title:** MuAp 130–1, 230–1, 330–1, 430–1 (1-2 credits)

II. **Semester and Year:** Fall 2014

III. **Meeting Time and Place:** Meier Hall 106, TBA

   Last day to drop course without transcript entry: September 4, 2014
   Last day to drop course with a “W”: November 7, 2014
   IDEA Surveys administered: November 17–21, 2014

IV. **Instructor:** Christopher Hahn
   Office: Meier Hall 106
   Phone: 642–6888
   E-mail: christopherhahn@bhsu.edu
   Office hours: MWF 11:00 am –noon, TTh 1:00 pm –2:00 pm or by appointment

V. **Course Description:** One to two semester hours credit for private lessons is given for one half-hour lesson per week. Music majors studying in the major performance area may elect two half-hour lessons per week for two to four hours of credit. Adequate preparation through practice is expected of all students. Any credit hours of major applied over the one hour per semester requirement will be in excess of the hour required for graduation and will not serve as music elective hours. **Prerequisite:** successful completion of previous semester. 300 & 400 level lessons require acceptance into Music Dept. See instructor for details. **Corequisite:** none. Semester hours: 1-2.

This course will provide guidance and instruction on brass instrument techniques and musicality.

In the course of instruction it may be necessary for the instructor to touch the student. Please let the instructor know before instruction begins if this is uncomfortable or unacceptable.

VI. **Required Text:** Method books and music needed will be determined by your ability and the goal of the lessons. Minimum requirements are an instrument in good playing condition and necessary supplies (oil, grease). The student is expected to buy all materials assigned by the instructor.

VII. **Attendance Policy:** From the online academic catalog: In general, enrollment in a class implies the responsibility for attending each class session. However, the attendance policy for a specific class is at the discretion of the faculty member teaching that class and will be outlined in the course syllabus. Students will be allowed to make up graded work if an absence is due to participation in university-sponsored activities, provided prior notification of the impending absence has been given to the instructor.

VIII. **Student Evaluation Procedures:** A grade will be given each week based on the student’s progress and preparedness of the material previously assigned. Practice outside of the weekly lesson is expected (at least one hour per day). A minimum of three weekly practice hours are required per credit-hour of applied study. Do not come to your lesson unprepared—it is a waste of your time and mine and you may be asked to leave.

In addition to the material assigned in class, the student is expected to listen to recordings and critique them, creating an annotated index file of 10 works from a minimum of five different recordings, only 4 of which may be jazz/world. The recordings must be approved by the instructor. The student is encouraged to choose music from contrasting style periods. The card must include composer, title, record and label, performer(s), brief discussion of personal impressions, thoughts regarding the work and/or performance and anything to aid in memory of the recording.

During the first lesson of the semester the teacher shall make a brief written assessment of the student’s strengths and weaknesses. The assessment shall be based on a brief hearing including prepared material, sight reading, and scales or technical exercises. The student and teacher will discuss the evaluation and draft a plan of study for the first half of the semester. During midterms the student and teacher will reassess the students progress and refine the plan of study for the 2nd half of the semester.

The student is expected to chart her/his progress to keep track of areas where mastery is being attained and of areas that need further study/practice.
**Course Grading:** The student will be graded during each lesson.

*To earn an A:*
- Student arrives on time
- Lesson materials are thoroughly prepared and virtually flawless
- Student is performing well ahead of the chronological level
- Problems encountered in previous lessons are solved or significantly reduced
- Student demonstrates sincere desire and enthusiasm through questions, actions, and attitudes which exceed the required expectations

*To earn a B:*
- Student arrives on time
- Lesson materials are well prepared with occasional flaws
- Student is at or ahead of the chronological level
- There is evidence of attention to problems encountered in previous lessons
- Student demonstrates attitude of passive cooperation and willingness to meet expectations

*To earn a C:*
- Student is occasionally late and is absent 3 or more times
- Lesson materials are partially prepared with numerous flaws
- Student is at or somewhat behind chronological level
- Partial evidence of attention to problems encountered in previous lessons
- Student demonstrates attitude of submissive cooperation with occasional lapses in concentration

*To earn a D:*
- Student is frequently late and is absent 3 or more times
- Lesson materials remain largely unprepared
- Student is behind chronological level
- Little or no evidence of attention to problems encountered in previous lessons
- Student demonstrates frequent lapses in concentration and begrudging submission to instruction

For 100 level the final grade will be determined by adding the weekly grade (90%) and the listening card grade (10%). For 200, 300, 400 levels the final grade will be determined by adding the weekly grades (70%), listening cards (10%) and the jury grade (20%). The student is encouraged to keep track of their progress and may ask about their grade at any time.

**Grading scale:**
- A = 90–100%
- B = 80–89%
- C = 70–79%
- D = 60–69%
- F = 0–59%

**JURY DATE:** TBA (Usually Monday & Tuesday of finals week)

**IX. Academic Dishonesty Statement:** Cheating and other forms of academic dishonesty run contrary to the purpose of higher education and will not be tolerated in this course. Academic dishonesty includes (but is not limited to) plagiarism, copying answers or work done by another student (either on an exam or on out-of-class assignments), allowing another student to copy from you, and using unauthorized materials during an exam. Academic dishonesty is a serious offense and could result in failure on an assignment or course. To the extent possible, all incidents will be resolved in discussions between the student and faculty member. As necessary, the chair and then the dean may become involved to resolve the issue. If academic dishonesty is established, a report describing the incident and its resolution will be filed in the offices of the dean and provost. In cases where a satisfactory outcome is not achieved through this process, students may appeal to the University’s Academic Appeals Committee.

Formal procedures for filing a complaint for academic misconduct are in the Student Conduct Code in the Student Handbook. Cheating and plagiarism are defined in Section 2, Part B, 1. Disciplinary sanctions are outlined in Section 3, Judicial Policies.

**X. Makeup Policy:** It is the student’s responsibility to inform the instructor prior to the lesson if unable to attend. Failure to do so will result in an ‘F’ for that week’s lesson. Rescheduling will be at the discretion of the instructor.
XI. **Course Objectives:** This course has been designed to address the following standards:

For MUAP 430, 431
Black Hills State University
Institutional General Education Requirements, Global Issues, and Writing Intensive Requirements

Institutional Graduation Requirements

IGR #1: Undergraduate Research/Creative Activity

Boyer’s scholarship of discovery comes closest to what academics mean when they speak of research. When we discover new empirical results or create novel artistic forms, we are engaging in this form of scholarship. At its best, it contributes not only to human knowledge but also to the intellectual climate. The process, the outcomes, and especially the passion of discovery enhance the meaning of the effort and the institution itself. From: Teaching Matters, January 1998 issue (vol. 1, no. 2).

**Goal #1:** Students will develop an understanding of the Research/Creative activities associated with their major.

**Student Learning Outcomes:**

**Option 2: Creative Activity - Students will**

1. demonstrate the basic elements of creative activity.
2. critique the efforts of others with respect to both the creation of the product and the marketing of product.

This course supports the College of Education’s conceptual framework, Preparing Professionals for the 21st Century by presenting to students the knowledge base for the content they will eventually be teaching. Mastery of the content in this course supports INTASC Standard One: Knowledge of Content and Pedagogy and NCATE Standard 1: Candidate Knowledge, Skills and Dispositions

This course also partially fulfills content requirements for the K-12 Composite Instrumental degree as per ARSD 24:16:08:38. Specifically this course requires students to demonstrate their knowledge of standards (1) (3e) (8) (9). Students demonstrate this competency through aural feedback and analysis.

(1) The program shall require coursework sufficient to constitute a major, which includes studies of the language and grammar of music common elements of music, rhythm, melody, harmony, timbre, texture, dynamics, form, and their interaction.
Assessment: aural feedback and analysis

(3e) The program shall require coursework sufficient to constitute a major, which includes study and experiences designed to develop the following: (e) Advanced ability to ensure accurate and musically expressive performance.
Assessment: aural feedback and analysis

(8) The program shall require coursework sufficient to constitute a major, which includes performing on an instrument in solo and in small and large ensembles, conducting instrumental and choral ensembles, and teaching instrumental students individually and in small and large groups for instrumental music programs.
Assessment: aural feedback and analysis

(9) The program shall require coursework sufficient to constitute a major, which includes study to develop the process skills of analysis, synthesis, and evaluation essential to the arts.
Assessment: aural feedback and analysis

This course also meets the standards of NASM as identified in the course objectives.

This course supports the College of Education’s conceptual framework, Preparing Professionals for the 21st Century by presenting to students the knowledge base for the content they will eventually be teaching. Mastery of the content in this course supports INTASC Standard One: Knowledge of Content and Pedagogy and NCATE Standard 1: Candidate Knowledge, Skills and Dispositions

This course also partially fulfills content requirements for the K-12 Composite Instrumental degree as per ARSD 24:16:08:38. Specifically this course requires students to demonstrate their knowledge of standards (1) (2) (3e) (3f) (8) (9). Students demonstrate this competency through aural feedback and analysis.

(1) The program shall require coursework sufficient to constitute a major, which includes studies of the language and grammar of music common elements of music, rhythm, melody, harmony, timbre, texture, dynamics, form, and their interaction.
Assessment: aural feedback and analysis

(2) The program shall require coursework sufficient to constitute a major, which includes ability to convey an understanding of music elements in both aural and visual analysis.
Assessment: aural feedback and analysis

(3e) The program shall require coursework sufficient to constitute a major, which includes study and experiences designed to develop the following: (e) Advanced ability to ensure accurate and musically expressive performance.
Assessment: aural feedback and analysis

(3f) The program shall require coursework sufficient to constitute a major, which includes study and experiences designed to develop the following: (f) Ability to perform in large ensembles and a variety of small ensembles.
Assessment: aural feedback and analysis

(8) The program shall require coursework sufficient to constitute a major, which includes performing on an instrument in solo and in small and large ensembles, conducting instrumental and choral ensembles, and teaching instrumental students individually and in small and large groups for instrumental music programs.
Assessment: aural feedback and analysis

(9) The program shall require coursework sufficient to constitute a major, which includes study to develop the process skills of analysis, synthesis, and evaluation essential to the arts.
Assessment: aural feedback and analysis

This course also meets the standards of NASM as identified in the course objectives.

XII. ADA Statement: Reasonable accommodations, as arranged through the Disabilities Services Coordinator, will be provided to students with documented disabilities. Contact the BHSU Disabilities Services Coordinator, Mike McNeil, at 605-642-6099, (Woodburn 134), fax number 605-642-6095 or via email at mike.mcneil@bhsu.edu for more information. Additional information can also be found at http://www.bhsu.edu/StudentLife/Learning/DisabilityServices/tabid/162/Default.aspx

XIII. Academic Freedom and Responsibility: Students are responsible for learning the content of any course of study in which they are enrolled. “Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation.”

XIV. BHSU Music Department Accompanist Policy

All accompanists must be paid in advance. The accompanist will not be permitted to accompany the lesson, jury or recital if he/she has not been paid.

Suggested rate for accompanists: $7.50 per half hour, $15.00 per hour (note: 31 minutes results in the hourly rate!)

For student recitals: $50.00 per recital, in addition to hourly costs associated with lessons, dress rehearsals, etc. Juries and recording sessions charge at the hourly rate.

Note: This policy is for professional accompanists and semi-professional student accompanists. It is expected that the accompanist will come to each lesson prepared, with sufficient correct notes and rhythms to adequately support the student soloist. The instructor will determine whether the accompanist meets those standards, and the policy below may be modified in a verbal or written agreement to accommodate less experienced accompanists.

BHSU Music Department Accompanists available for hire:

Colleen McKirdy: Home: 642-2112, Cell: 269-1054, captkeys@speartown.com
Donna Dettman 605-222-7831, DettmanGD@msn.com
Priscilla Romkema: 605-642-6212, priscilla.romkema@bhsu.edu
Erica Sowers: 569-2191, sowersfortepiano@gmail.com
Raquel Sweat: Raquel.Sweat@yellowjackets.bhsu.edu
Julie Tow Crucian: jtcruician@yahoo.com
Mona Hauck: 645-1952
Connie Hubbard: 642-6072, Connie.Hubbard@bhsu.edu
Jancen Larsen: 642-1515, Jancen.Larsen@bhsu.edu
Lori Miller: 642-624, Lori.Miller@bhsu.edu
Sandra Asheim: 642-7688

This syllabus and schedule are subject to change. Students will be informed of any changes during class. Any email will be sent to the student’s official school address (firstname.lastname@yellowjackets.bhsu.edu).
MUAP-140-1, 240-1, 340-1, 440-1 Applied Percussion, 1-2 cr.

Black Hills State University
Fall 2014
Meier Hall #103 by appt.

Census Date: Last Day to Add/Drop Course without transcript entry – September 4, 2014
Last Day to Drop Course with a “W” – November 7, 2014
IDEA Surveys administered – November 17 – 21, 2014

Instructor’s Contact Information
David M. Berberick, PhD
Meier Hall #103
T/Th 1:50-3:00pm
605.644.2641
David.Berberick@bhsu.edu

Course Description

One to two semester hours for private lessons are given for one half-hour lesson per week. Music majors studying in the major performance area may elect two half-hour lessons per week for two to four hours of credit. Adequate preparation through practice is expected of all students. Any credit hours of major applied over the one per semester requirement will be in excess of the hour required for graduation and will not serve as music elective hours.

Course Prerequisites

Successful completion of the previous semester. 300 & 400 level lessons require acceptance into the music department. See instructor for details.

Course Requirements

Method books, sheet music, sticks, and mallets.

Attendance Policy

This policy is designed to encourage class attendance as students cannot fully engage in the learning content of this course without being present. Any missed lessons must be rescheduled with the instructor. Students are not responsible for lessons where the instructor must cancel.

Academic Dishonesty/Plagiarism

Cheating and other forms of academic dishonesty run contrary to the purpose of higher education and will not be tolerated in this course. Academic dishonesty includes (but is not limited to) plagiarism, copying answers or work done by another student (either on an exam or on out-of-class assignments), allowing another student to copy from you, and using unauthorized materials during an exam. Academic dishonesty is a serious offense and could result in failure on an assignment or course. To the extent possible, all incidents will be resolved in discussions between the student and faculty member. As necessary, the chair and then the dean may become involved to resolve the issue. If academic dishonesty is established, a report describing the incident and its resolution will be filed in the offices of the dean and provost. In cases where a satisfactory outcome is not achieved through this process, students may appeal to the University’s Academic Appeals Committee.
Formal procedures for filing a complaint for academic misconduct are in the Student Conduct Code in the Student Handbook. Cheating and plagiarism are defined in Section 2, Part B, 1. Disciplinary sanctions are outlined in Section 3, Judicial Policies.

Course Goals
Addressing SDBOR Student Learning Outcomes: As a result of taking this course

Students will have a greater understanding of the fine arts as an expression of human imagination and creativity, and will understand the contribution of the arts to self-understanding and a more enriched life experience.

1. Students will be able to demonstrate creative and aesthetic understanding, and
2. Students will be able to explain and interpret formal and stylistic elements of the fine arts.

Students will understand and interpret the human experience through arts and humanities.

1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience, and
2. Identify and explain basic concepts of the selected disciplines within the arts and humanities.
3. Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities,
4. Demonstrate creative and aesthetic understanding,
5. Explain and interpret formal and stylistic elements of the literary or fine arts.

Students will more fully understand and appreciate the varieties of human experience and creativity through a broader study of the fine arts and humanities.

1. Demonstrate the ability to understand and interpret the formal and stylistic elements of the humanities and/or the arts,
2. Demonstrate knowledge of various forms of arts and the societal contexts in which they arise, and
3. Demonstrate knowledge of the range of values, beliefs, and ideas that shape cultures and how they change over time.

Evaluation Procedures of Learning Outcomes

Students are expected to complete assigned practice materials each week. Grades are determined by the level of mastery of previously assigned materials. Performance evaluation will be administered at each lesson on the basis of tone quality, Technical use of the instrument, rhythm, tempo, technique, musical interpretation, dynamics, and other factors such as quality of literature, posture, and memorization. A final performance assessment or jury will be required of each student where they will perform repertoire agreed upon by the instructor for a panel of reviewers.

Breakdown of points is as follows:

Lessons: 10 points each (14 total lessons)

Jury: 40 points
Grading System:

Grading System (all percentages)
100-94 = A  
86-84 = B  
76-74 = C  
93-90 = A-  
83-80 = B-  
73-70 = C-  
89-87 = B+  
79-77 = C+  
≥ 69 = Fail

ADA Statement
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Freedom in Learning
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For student recitals: $50.00 per recital, in addition to hourly costs associated with lessons, dress rehearsals, etc. Juries and recording sessions charge at the hourly rate.

This policy is for professional and semi-professional student accompanists. It is expected that the accompanist will come to each lesson prepared, with sufficient knowledge of the music (notes and rhythms) to support the student soloist. The instructor will determine whether the accompanist meets those standards, and the policy below may be modified in a verbal or written agreement to accommodate less experienced accompanists.

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Erica Sowers: 569-2191; sowersfortepiano@gmail.com
Raquel Sweat: Raquel.Sweat@yellowjackets.bhsu.edu
Julie Tow Crucian: jtcruelian@yahoo.com
Mona Hauck: 645-1952
Connie Hubbard: 642-6072; Connie.Hubbard@bhsu.edu
Janeen Larsen: 642-1515; Janeen.Larsen@bhsu.edu
Lori Miller: 642-6241; Lori.Miller@bhsu.edu
Sandra Asheim: 642-7688

This syllabus is subject to change. Students will be informed via BHSU email of any changes prior to implementation.
MUAP: 100-451 STRING LESSONS – 1 Credit Hour

Black Hills State University, Spearfish, South Dakota
Fall Semester 2014
Class Day/Time: TBD by student and instructor schedules at Meier Hall or private home studio
Last Day to Drop Course without transcript entry – September 4, 2014
Last Day to drop Course with a “W” – November 7, 2014
November 17-21, 2014 – Paper IDEA Surveys
December 11-17, 2014 – Finals Week

Instructor: Mary Pochop
Office: 830 State Street, Spearfish, SD 57783
Office Hours: By appointment
Phone: 641-8169 or 722-3939
Email: pochop@rushmore.com (preferred) or Mary.Pochop@bhsu.edu

Course Description:
This course is the individual private study on a violin, viola or cello. The course goal is to develop beginning, advanced or intermediate skills on the string instrument.

Course Prerequisites:
There are no prerequisites for 100 level Applied Music lessons. Levels should be taken in order; 100 level - freshman, 200 level - sophomore, 300 level - junior, and 400 level - senior. Students entering 300 level must apply during a faculty jury exam to be accepted at the Junior level.

Description of Instructional Methods:
Private lessons are taught using both traditional music teaching methods along with the Suzuki method of instruction.

Course Requirements:
Textbooks, supplementary materials and supplies:
- Your instrument, your ability, and the goals of the lessons will determine textbooks and materials. Minimum required is an instrument in good playing condition with all the necessary supplies (strings, rosin, bow) to play it. Books, solos, and other literature will be determined by the ability of the student and the goals of the lessons.

Attendance Policy:
- Attendance at your weekly lesson is important part of your final grade.

Academic Dishonesty Plagiarism:
- Cheating and other forms of academic dishonesty run contrary to the purpose of higher education and will not be tolerated in this course. Academic dishonesty includes (but is not limited to) plagiarism, copying answers or work done by another student (either on an exam or on out-of-class assignments), allowing another student to copy from you and using unauthorized materials during an exam. Academic dishonesty is a serious offense and could result in failure on an assignment or course. To the extent possible, all incidents will be resolved in discussions between the student and faculty member. As necessary, the chair and then the dean may become involve to resolve the
issue. If academic dishonesty is established, a report describing the incident and its resolution will be filed in the offices of the dean and provost. In cases where a satisfactory outcome is not achieved through this process, students may appeal to the University’s Academic Appeals Committee.

- Formal procedures for filing a complaint for academic misconduct are in the Student Conduct Code in the Student Handbook. Cheating and plagiarism are defined in section 2, Part B, 1. Disciplinary sanctions are outlined in Section 3, Judicial Policies.

**Make-up Policy**
- If the schedule allows and notice has been given to the instructor, students may have the opportunity to make up their private lesson.

**IGR #1: Experiential Learning Goal:**
Students will make connections among ideas and experiences to synthesize and transfer learning to new, complex situations within and beyond the academic classroom that occur as a result of experiential learning opportunities across the curriculum.

**Student Learning Outcomes:**
As a result of completing an experiential learning activity, the student will:
1. Synthesize connections among experiences outside of formal instruction to deepen understanding of fields of study and to broaden one’s own point of view.
2. Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems, engage in creative expression, or explore complex issues in original ways.
3. Demonstrate a developing sense of self as a reflective learner, building on prior knowledge to respond to new and challenging contexts; evaluating changes in one’s own learning over time recognizing complex contextual factors; and, articulating professional strengths and challenges to increase effectiveness in different contexts for professional development.
4. Choose a format and produce a poster presentation, a video, a multi-media presentation, a piece of art, a creative performance, a portfolio artifact, a faculty-mentored research project, or a culminating class project that clearly illustrates evidence of how experiential learning positively impacted degree achievement.

**Evaluation Procedures of Learning Outcomes**
- Your effort to improve, as judged by your willingness to practice on a regular basis and as evidenced by your preparation for your weekly lesson, is also an important part of your final grade. You are expected to prepare each assignment from the week’s previous lesson through careful and thorough preparation and practice. Success and improvement on a musical instrument requires daily structured practice, and application of lessons given. **Please be prepared for your lesson.**
- “All students registered for upper division applied music (MuAp 200 and above) are required to take a performance exam at the end of the semester” For this exam, students will have an opportunity to perform a solo with piano accompaniment at either a BHSU student recital or private studio recital.

**Other**
In the course of instruction it may be necessary for the instructor to touch the student’s arm, shoulder or hand to show proper form for playing the stringed instrument. Please let the instructor know before instruction begins if this is uncomfortable or unacceptable.
ADA Statement
“Reasonable accommodations, as arranged through the Disabilities Services Coordinator, will be provided to students with documented disabilities. Contact the BHSU Disabilities Services Coordinator, Mike McNeil, at 605-642-6099, (Woodburn 134), fax number 605-642-6095, or via email at mike.mcneil@bhsu.edu for more information. Additional information can also be found at http://www.bhsu.edu/StudentLife/Learning/DisabilityServices/tabid/162/Default.aspx”

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“Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation.”

Tentative Outline & Schedule: will be based on skill level of student
Scales, etudes, classical and alternative music will be taught.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

BHSU Institution Division/Department Institutional Approval Signature Date

Institution Form Initiator Dean’s Approval Signature Date

Institution Division/Department Institutional Approval Signature Date

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- System General Education Requirements
  x Institutional Graduation Requirements
- Globalization/Global Issues Requirement
- Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

x Revision to an approved course
- Addition of a course to the set of approved courses
- Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change
IGR #1 Experiential Learning

1) The title of MCOM 330 Writing for Electronic Media should be revised to MCOM 330 Writing for Digital Media.

USD submitted a course title change to MCOM 330, a common course, in May 2012 (June BOR) and the name change did not get carried over to the IGR list for BHSU in policy 2:7.

2) The title of THEA 345 Scene Design State Lighting should be revised to THEA 344 Fundamentals of Design.

THEA 344 was approved as a new course for BHSU in the spring of 2006 to replace THEA 345. The revision did not get carried over to the IGR list for BHSU in policy 2:7.

3) The section on the senior recital is incorrect. It should read:
   Senior recital in conjunction with at least one of the following:
   MUAP 400 – Voice
   MUAP 410 – Keyboard
   MUAP 420 – Brass/sh/be Woodwinds
   MUAP 430 – Brass – this should be included
   MUAP 440 – Percussion
   MUAP 450 – Strings

   BHSU submitted a gen-ed revision for the BOR in Dec 2011 but the policy does not match what was submitted for BHSU.

Section 2. Provide the Effective Date for the Proposed Change
Immediately.

Section 3. Provide a Detailed Reason for the Proposed Change
The course title change was made for common course MCOM 330; and a new course THEA 344 was approved to replace the previous course THEA 345. Neither change was carried over to IGR #1 for BHSU in policy 2:7. MUAP courses in policy did not match what was submitted by BHSU in December 2011.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
1) The course content for MCOM 330 did not change; has previously met goals and outcomes.

2) See attached syllabi.

3) Transpose error.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation


2) Attached.

ACADEMIC AFFAIRS COUNCIL

AGENDA ITEM: 3.B.7

DATE: May 31, 2012

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SUBJECT: Course Modifications – USD

The University of South Dakota has submitted the following course modification proposals. These requests have been posted on their website for review. These proposals will move forward to the Executive Director for consideration and be reported on the interim actions report for the June BOR meeting.

New Course Requests:
1) AHED 775 Trends and Issues in Training and Development
2) CHEM 429/529 - CHEM 429L/529 Advanced Chemical Characterization and Labs
3) CHEM 712 Interfacial Phenomena
4) CJUS 457/557 - INTS 457 World Criminal Justice Systems
5) SUST 201 Sustainability and Society
6) SUST 203 Sustainability and Science
7) ANAT 411 Human Gross Anatomy
8) CHEM 109/109L Chemistry and the Environment/Lab
9) CHEM 330 Structure and Function of Biomolecules
10) CHEM 429/529 Advanced Chemical Characterization and Labs
11) CJUS 756 National Security Policy
12) HIST/CLHU/ARTH 421/521 The Ancient World in Film
13) MICR 722 Advanced Immunology
14) PHGY 421 Advanced Human Physiology II
15) POLS 772 U.S. Bureaucracy
16) POLS 773 Organization Theory
17) SPCM 418 Environmental Communication

Authority to Offer Existing Common Course Requests:
1) ENGL 003 English Second Language-Grm Rev Int Comp
2) ENGL 013 English Second Language-Comp Str Adv Comp

Revised Course Requests:
1) DCOM 723 Hearing Conversation - Description: instructional method
2) HLTH 364/364L Emergency Medical Technology/Lab - Prefix add HSC for USD, description, prerequisites, co-requisites
3) MCOM 330 Writing for Electronic Media - Re-title: Writing for Digital Media

******************************************************************************

RECOMMENDED ACTION

Approval, move forward.
Authority to Offer Existing Common Course Requests:
- ENGL 003 English Second Language-Grm Rev Int Comp
- ENGL 013 English Second Language-Comp Str Adv Comp

Revised Course Requests:
- DCOM 723 Hearing Conversation-Description; instructional method
- HLTH 364/364L Emergency Medical Technology/Lab- Prefix add HSC for USD, description, prerequisites, co-requisites
- MCOM 330 Writing for Electronic Media- Re-title: Writing for Digital Media
Interim Actions
June 28-29, 2012
Page 8 of 9

- ET 332-332L Advanced Digital Electronics and Lab
- ET 345-345L Power Systems and Lab
- STAT 414 514 R Programming
- MATH 775 Operations Research II

**Revised Course Request: Common Course:**
- BADM 498 Undergraduate Research Scholarship
- BIOL 498 Undergraduate Research Scholarship
- CHEM 498 Undergraduate Research Scholarship
- CSS 701 Methods of Applied Mathematics
- CSS 702 Elements of Computational Science
- CSS 703 Computing Paradigms
- ECON 423 Statistics II
- ECON 498 Undergraduate Research Scholarship
- GS 240 340 440 540 International Travel Study
- HLTH 364-364L Emergency Medical Technician
- STAT 485 Theory of Statistics I
- STAT 486 Design of Surveys

**UNIVERSITY OF SOUTH DAKOTA**
University of South Dakota has submitted the following course curriculum requests.

**New Course Requests:**
- AHED 775 Trends and Issues in Training and Development
- CHEM 429/529 - CHEM 429L/529 Advanced Chemical Characterization and Labs
- CHEM 712 Interfacial Phenomena
- CJUS 457/557 - INTS 457 World Criminal Justice Systems
- SUST 201 Sustainability and Society
- SUST 203 Sustainability and Science
- ANAT 411 Human Gross Anatomy
- CHEM 109/109L Chemistry and the Environment/Lab
- CHEM 330 Structure and Function of Biomolecules
- CHEM 429/529 Advanced Chemical Characterization and Labs
- CJUS 756 National Security Policy
- HIST/CLHU/ARTH 421/521 The Ancient World in Film
- MICR 722 Advanced Immunology
- PHGY 421 Advanced Human Physiology II
- POLS 772 U.S. Bureaucracy
- POLS 773 Organization Theory
- SPCM 418 Environmental Communication
1. Review of Course

A. After reviewing the common and unique course lists, this course does not currently exist and therefore will be unique. Provide the complete description as it will appear in the system unique database including prerequisites and corequisites. If the course contains a lecture and laboratory component, identify both the course and laboratory numbers (xxx and xxxL) and credit hours associated with each. Omit 1.B and 1.C. and complete the rest of the request form.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Thea 344</td>
<td>Fundamentals of Design</td>
<td>3</td>
</tr>
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</table>

Course Description:
The Fundamentals of Design course is an exploration of scenic, costume, lighting, and sound design. This course studies the theories and techniques of design for the stage, and the theory behind the design process. How theatrical design interprets themes and moods of a play, as well as identification of period and place.

B. After reviewing the common and unique course lists, this course is determined to be currently offered as a unique course at:

_____ BHSU  ____ DSU  ____ NSU  ____ SDSMT  ____ SDSU  ____ USD

Summarize your discussion with this university to determine if your proposed course will be unique or a common course offered by both universities:

C. Based on the discussion outlined above, indicate if the course will be unique or common.

Unique: Provide the complete description as it will appear in the system unique database including prerequisites and corequisites. If the course contains a lecture and laboratory component, identify both the course and laboratory numbers (xxx and xxxL) and credit hours associated with each.

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</tr>
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</table>

Course Description:
Common: Provide the complete description as it will appear in the system common course database including prerequisites and corequisites. If the course contains a lecture and laboratory component, identify both the course and laboratory number (xxx and xxxL) and credit hours associated with each. Indicate the universities that will offer this course as a common course. The university whose unique course is being replaced by this common course will have the course type changed from unique (UNQ) to common (COM) and the new university’s location and department will be added to this common course. Any changes approved with this request will be made to the common course.

<table>
<thead>
<tr>
<th>BHSU</th>
<th>DSU</th>
<th>NSU</th>
<th>SDSMT</th>
<th>SDSU</th>
<th>USD</th>
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</thead>
<tbody>
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<td>Prefix &amp; No.</td>
<td>Course Title</td>
<td>Credits</td>
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</tbody>
</table>

Course Description:

2. FTE Implication

X No. Replacement of Thea 345 Scene Design & stage lighting 3, which is being deleted.

Effective Date of Deletion: Fall 06

X No. Schedule Management. explain:

X Yes. Specify:

3. Existing program in which course will be offered: Theatre

4. Proposed CIP code: 500502

New CIP code for this university? Yes X No

5. Proposed Instructional Method by this university:

Provide a brief justification. This course follows a lecture-discussion format and involves studio work. Students will analyze plays to create basic designs in all four design areas.

COURSE FORM #5 3/3/2006
6. Proposed delivery method by this university: Lecture/studio

7. Term Change Effective: Fall 2006

8. University Department Code: BTHEA

9. Can this course be repeated for additional credit? 
   
   Yes  x  No

   If the course is repeatable for additional credit, what is the
   limit on total credit that may be earned in the course?

10. Will the grade for this course be limited to S/U (pass/fail)? 
    
    Yes  x  No

11. Will section enrollments be capped? 
    
    Yes  x  No

    If yes, what is the maximum enrollment per section? 20

12. Will this course be equated (considered the same course for degree completion) with any
    other unique or common course in the course database? 
    
    Yes  x  No

    If yes, indicate the course(s) to which it will be equated.

13. Proposed Prefix THEA

    Is this prefix already approved for your university? 
    
    Yes  x  No
THEA-344-B001 Fundamentals of Design, 3 credit hours

BHSU
Fall 2014
Tuesday Thursday 9:30
Last Day to Drop Course without transcript entry Sept. 9 2014
Last Day to Drop Course with a "W" Nov. 11 2014
IDEA Surveys open online Nov.17-21

Albert Juhrrend
Office: Scene Shop Woodburn
Office Hours: M W 8:30 to 9:30
T TH 2:00 – 3:00
Office phone: 6268
Email: bert.juhrrend@bhsu.edu

Catalog Description:
The Fundamentals of design course is an exploration of scenic, costume, lighting and sound design. This course studies the theories and techniques of design for the stage. This includes the interpretation and expression of theme, mood, period, time and place.

Course Description:
This course engages the student in the study, development, and application of fundamental design techniques: applying these techniques to theatrical design. Specific topics will include: sketching, model building, rendering, the design process, style, composition, elements of design, and color.

Course Prerequisites:
None

Description of Instructional Methods:
The student will gain a working knowledge of the fundamentals of design through lectures, class discussions, demonstrations, and hands on experience.

Course Requirements:
Texts: None
Sketch book
Model building materials
Rendering materials (pencils water color paper, watercolors)
Flash Drive (preferred) or Recordable cds
a good water color brush

Class Attendance Policy:
Due to the nature of this class, perfect attendance is expected. Absences will be used to calculate your participation grade; four total absences will wipe out your participation percentage. Eight total absences will result in a failing grade. The only exceptions will be made for University sponsored events. Projects must be presented on the due date of the project the only exception will be for University sponsored events. Failure to execute a
project results in a zero. Projects that are late, 25% will be deducted. I will only cover
lectured material once and project demonstrations once; it will be your responsibility to
locate the material missed.

**Academic Dishonesty/Plagiarism**

Cheating and other forms of academic dishonesty run contrary to the purpose of higher
education and will not be tolerated in this course. Academic dishonesty includes (but is
not limited to) plagiarism, copying answers or work done by another student (either on an
exam or on out-of-class assignments), allowing another student to copy from you, and
using unauthorized materials during an exam. Academic dishonesty is a serious offense
and could result in failure on an assignment or course. To the extent possible, all
incidents will be resolved in discussions between the student and faculty member. As
necessary, the chair and then the dean may become involved to resolve the issue. If
academic dishonesty is established, a report describing the incident and its resolution will
be filed in the offices of the dean and provost. In cases where a satisfactory outcome is
not achieved through this process, students may appeal to the University’s Academic
Appeals Committee.

Formal procedures for filing a complaint for academic misconduct are in the Student
Conduct Code in the Student Handbook. Cheating and plagiarism are defined in Section
2, Part B, 1. Disciplinary sanctions are outlined in Section 3, Judicial Policies.

**ADA Statement** (must be used verbatim)

“Reasonable accommodations, as arranged through the Disabilities Services Coordinator,
will be provided students with documented disabilities. Contact the BHSU Disabilities
Services Coordinator, Mike McNeil, at 605-642-6099 (Woodburn 134), fax number 605-
642-6095, or via email at mike.mcneil@bhsu.edu for more information. Additional
information can also be found at:
http://www.bhsu.edu/StudentLife/Learning/DisabilityServices/tabid/162/Default.aspx”

**Freedom in Learning** (must be used verbatim)

“Under Board of Regents and University policy student academic performance may be
evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to
academic standards. Students should be free to take reasoned exception to the data or
views offered in any course of study and to reserve judgment about matters of opinion,
but they are responsible for learning the content of any course of study for which they are
enrolled. Students who believe that an academic evaluation reflects prejudiced or
capricious consideration of student opinions or conduct unrelated to academic standards
should contact the chair of the department in which the course is being taught to initiate a
review of the evaluation.”
Course Objectives:
Students will:
- Develop sketching techniques.
- Gain an understanding of and application of the design process.
- Gain an understanding and application of design styles and periods.
- Gain an understanding and application of the elements of design.
- Gain an understanding and application of the principles of design.
- Gain an understanding and application of color theory.

Evaluation Procedures:
Assessment:
Grades will be based on: 5 projects, (one project will be a video safety shoot) two written exams, three sketches per week, and a final project. The final project will consist of all four design areas. All assigned material for each project must be handed in the day of the project; any missing material will result in a zero for that project. Each project will contain specific required materials for that particular assignment.

Assignment Points:
40% projects
5% sketches
25% exams
15% final project
15% class participation

Grading Scale:
100-91 A
90-80 B
79-69 C
68-60 D
59 F

Course Outline/ Schedule

Week 1
Introduction:
Design bring sketch book

Week 2
Scene Design bring model building material poster board
Model building in class project work

Week 3
Scene design project
We will work in class

Week 4
Costume design
Week 5  Sept 25 Thursday Scene Design Project Due.
Water Colors in class project bring paper and watercolors
Water Colors in class project

Week 6  We will work costume designs in class

Week 7  Work costume designs
Start Sound design

Week 8  Mid Term Exam Oct. 16

Week 9  Oct. 23 Costume Project Due
Start Sound design

Week 10  Sound design in class work
Start Lighting Design

Week 11  Tues. Nov. 4 Sound design project due
Start Lighting Design

Week 12  Start Lighting design

Week 13  Final Project in class

Week 14  Tues. Nov. 25 Light Project Due
Final Project in class

Week 15  Tues. Class work final project

Week 16  Tues. 2nd exam Dec 9 and class work final project

Final Project. Due the day of the final exam. Monday 15 at 9:45
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

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Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- [ ] System General Education Requirements
- [x] Institutional Graduation Requirements
- [x] Globalization/Global Issues Requirement
- [ ] Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [ ] Revision to an approved course
- [ ] Addition of a course to the set of approved courses
- [x] Deletion of an approved course from the set of approved courses

BHSU General Education Course Deletion
HIST 153 American History Since 1945
Section 1. Provide a Concise Description of the Proposed Change
Delete HIST 153 from the list of courses meeting IGR #2.
Delete HIST 153 from the list of courses meeting the IGR Globalization requirement.

Section 2. Provide the Effective Date for the Proposed Change
Immediately.

Section 3. Provide a Detailed Reason for the Proposed Change
BHSU no longer offers this course.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
NA

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
BHSU summary report to BOR available at:
SOUTH DAKOTA BOARD OF REGENTS
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Indicate (X) the component of the General Education Curriculum that the proposal impacts.

____ System General Education Requirements

x Institutional Graduation Requirements

x Globalization/Global Issues Requirement

____ Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

x Revision to an approved course

____ Addition of a course to the set of approved courses

____ Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change
IGR #3 Fine Arts/Humanities

The title for MCOM 151 is listed incorrectly. The correct title is MCOM 151 Introduction to Mass Communications rather than Historic & Contemporary Mass Media.

Section 2. Provide the Effective Date for the Proposed Change
Immediately.

Section 3. Provide a Detailed Reason for the Proposed Change
Title is incorrect for BHSU IGR #3. All other listings for MCOM 151 are correct. This is a common course among BHSU, SDSU and USD. The title should be Introduction to Mass Communications.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
NA.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
NA.
Course Details:

Course: MCOM-151  
Course Title: Intro to Mass Communication  
Course Type: CLD-Cultural Diversity  
COM-Common Course  
Course: H05MC-Hum Core-MCom eff F05  
HUP-Humanities Core  
HUPMC-  
Humanities MCom  
pre F05  
STN-Standard  
Course Level: 100-Freshman  
Academic Level: UG  
Course Locations: BHSU SDSU USD  
CIP Code: 09.0102  
Credit Type: Institutional  
Reg Retake Policy: Three Undergraduate Takes  
Min Credit: 2.00  
Count Retakes For Credit: N  
Max Credit: 3.00  
Only Pass/No Pass: N  
Var Credit Increment: 1.00  
Reg Restriction: None  
Instructional Methods: Lecture  
Departments: BMCOM SJMCM UMCOM

Description:

A comprehensive look at the mass media in the United States and the world. Includes discussions of newspapers, magazines, radio, television, books, movies, recordings, advertising and public relations. Also studies mass media rights and responsibilities, ethics and censorship.

Co-Requisites:

1. None

Pre-Requisites:

1. None

University Pre-Requisites:

http://apps.sdbor.edu/RIS-reporting/CourseInventoryDetails.cfm  
9/9/2014
1. BHSU-None
2. SDSU-None
3. USD-None
SOUTH DAKOTA BOARD OF REGENTS  
Revision to General Education Requirements

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Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- [ ] System General Education Requirements
- [ ] Institutional Graduation Requirements
- [x] Globalization/Global Issues Requirement
- [ ] Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [ ] Revision to an approved course
- [ ] Addition of a course to the set of approved courses
- [x] Deletion of an approved course from the set of approved courses

BHSU General Education Course Deletion  
MUS 130 Music Literature
Section 1. Provide a Concise Description of the Proposed Change
BHSU requests that MUS 130 Music Literature be deleted from the list of courses meeting the IGR for globalization/global issues. MUS 240 Music Cultures of the World was approved by the BOR in April 2014, replacing MUS 130.

Section 2. Provide the Effective Date for the Proposed Change
Immediately.

Section 3. Provide a Detailed Reason for the Proposed Change
BHSU no longer offers this course.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
NA

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
SOUTH DAKOTA BOARD OF REGENTS  
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 - Baccalaureate General Education Curriculum and 2:26 - Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

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Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- [ ] System General Education Requirements
- [ ] Institutional Graduation Requirements
- [x] Globalization/Global Issues Requirement
- [x] Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [ ] Revision to an approved course
- [ ] Addition of a course to the set of approved courses
- [ ] Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change
BHSU requests to update the name of two majors on the globalization list of majors and courses meeting the goal.
- Exercise Management should be Exercise Science. This was a name change approved by the BOR during their May 2008 meeting.
- Communication Arts should be Graphic Design and Communication. This was a name change approved by the BOR at their May 2012 meeting.

BHSU requests to update the name of major on the writing intensive list of majors and courses meeting that goal.
- Communication Arts should be Graphic Design and Communication. This was a name change approved by the BOR at their May 2012 meeting.

Section 2. Provide the Effective Date for the Proposed Change
Immediately.

Section 3. Provide a Detailed Reason for the Proposed Change
NA.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
NA.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Exercise Science name change
http://www.sdbor.edu/theboard/items/documents/COMMITTEE0508B.pdf

Graphic Design and Communication name change
http://sdbor.edu/theboard/agenda/2012/May/II-F-1.pdf
<table>
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<tr>
<td>WEL</td>
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<td>Wellness for Life</td>
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<tr>
<td>WEL</td>
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<td>Wellness for Life Lab</td>
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</table>

**IGR #4: Wellness**

**Goal:** Students will attain the knowledge, assessment, and application skills necessary to develop and maintain physical and mental wellness.

**Student Learning Outcomes:** As a result of taking courses meeting this goal, students will learn and understand facets of physical and mental wellness specifically addressing the following:
1. Knowledge of wellness content,
2. Assessment of wellness practices, and
3. Application of knowledge and assessment.

Students will meet this requirement by taking a course in their respective major. Each course meeting this goal must include the following student learning outcomes:
- Required: #1, #2, and #3.

**Credit Hours:** 2 hours

**List of courses**

**IGR**
- IGR 4: Wellness 2
- IGR 2: Behavioral & Social Sciences 3
- IGR 3: Fine Arts & Humanities 6
- IGR 1: Experiential Learning 0

Total Hours 11

**Part II: Globalization/Global Issues**

**Goal:** Students will understand the interconnectedness of the human experience by investigating diverse international and cultural issues.

**Student Learning Outcomes:** As a result of taking courses meeting the global issues requirement, students will:
1. Demonstrate their awareness of international connections in issues such as ecology, business, aesthetics, politics, immigration, literature, technology, economics, etc.,

2. Relate non-western perspectives and experiences to those of the west so that both the awareness of their interrelatedness and the breaking down of barriers between them is evident, and

3. Identify and compare western knowledge with non-western paradigms to clarify the cultural constructs inherent in intellectual and aesthetic expressions.

Courses meeting this requirement must meet two of the three student learning outcomes listed above.

Students will meet this requirement by taking an existing System General Education Course or a course that is already required in their major.

_Credit Hours:_ 0 hours

_List of courses_

<table>
<thead>
<tr>
<th>Major</th>
<th>Prefix</th>
<th>Numb</th>
<th>Course Description &amp; Credit Hours</th>
<th>Required Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors utilizing System General Education Courses</td>
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<td></td>
<td></td>
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<tr>
<td>Applied Technical Science</td>
<td>AIS/</td>
<td>251</td>
<td>American Indian Art History (3)</td>
<td>0</td>
</tr>
<tr>
<td>Biology</td>
<td>ARTH</td>
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<td></td>
<td></td>
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<tr>
<td>Chemistry</td>
<td>AIS</td>
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<td>Early American Indian History and Culture (3)</td>
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<tr>
<td>Composite Science Education</td>
<td>ANTH</td>
<td>210</td>
<td>Cultural Anthropology (3)</td>
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<tr>
<td>Environmental Physical Science</td>
<td>ARTH</td>
<td>211</td>
<td>History of World Art I (3)</td>
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<tr>
<td>Exercise Management</td>
<td>ARTH</td>
<td>212</td>
<td>History of World Art II (3)</td>
<td>0</td>
</tr>
<tr>
<td>Human Services</td>
<td>ENG</td>
<td>211</td>
<td>World Literature I (3)</td>
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<tr>
<td>Mathematics</td>
<td>ENGL</td>
<td>212</td>
<td>World Literature II (3)</td>
<td>0</td>
</tr>
<tr>
<td>Math &amp; Science Education</td>
<td>GEOG</td>
<td>210</td>
<td>World Regional Geography (3)</td>
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<tr>
<td>Outdoor Education</td>
<td>HIST</td>
<td>121</td>
<td>Western Civilization I (3)</td>
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<td>Physical Education</td>
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<td>Western Civilization II (3)</td>
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<td>American History since 1945 (3)</td>
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<td>Introduction to Humanities (3)</td>
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<tr>
<td>Spanish</td>
<td>MCOM</td>
<td>151</td>
<td>Introduction to Mass Communication (3)</td>
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<td></td>
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<td></td>
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<td>International Business (3)</td>
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<tr>
<td></td>
<td>ARTH</td>
<td>History of World Art II (3)</td>
<td>0</td>
<td></td>
</tr>
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<td>GEOG</td>
<td>World Regional Geography (3)</td>
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<td>Governments of the World (3)</td>
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<td>Mass Communications</td>
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<td>Introduction to Mass Communications (3)</td>
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<td>Music</td>
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<td>Music Literature (3)</td>
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<td>Music Cultures of the World (3)</td>
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<td>World Politics (3)</td>
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<td></td>
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<td>POLS</td>
<td>Politics of Nonwestern Nations (3)</td>
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<td>Sociology</td>
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<td>Race and Ethnic Relations(3)</td>
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</tbody>
</table>

Part III: Writing Intensive Requirement

Goal: Students will learn and utilize the language of the discipline, use writing-to-learn techniques to develop ideas and learn content, and understand the audience for, and parameters of, writing done within the student’s specific major; departments which decide their students need a writing intensive course specific to the major should be allowed to develop such a course.

Student Learning Outcomes: As a result of taking courses identified as writing intensive, students will:

1. Use writing to learn course content, understand the ideas and the language of a discipline, and discover their own ideas relative to the content of the course.
2. Compose texts within the discipline/area of study of the course, through drafting, revising, and completing a finished product (applying appropriate style manuals), in order to comprehend more fully the unique nature of the knowledge within that discipline as well as potentially contribute to it, and
3. Develop critical thinking skills unique to the discipline and the subject matter of the course.
Students will meet this requirement by taking a course in their respective major which meets the criteria for a writing intensive course. Each writing intensive course must have in place a methodology by which students can draft and revise papers with the help and advice of both the professor and classmates.

Each course meeting this goal includes the following student learning outcomes:
Required: #1, #2, #3

**Credit Hours: 0 hours**

### List of Courses

<table>
<thead>
<tr>
<th>Major</th>
<th>Prefix</th>
<th>Number</th>
<th>Course Title &amp; Credit Hours</th>
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<tbody>
<tr>
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<td>AIS/SOC</td>
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<td>344</td>
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<td>SPCM</td>
<td>410</td>
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<td>Art</td>
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<td></td>
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<tr>
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<td>SEED</td>
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<td>Professional Accountancy</td>
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<td>THEA</td>
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<td>Exercise Science</td>
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<td>HLTH</td>
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<td>Human Nutrition (3)</td>
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</tbody>
</table>

Dakota State University

Part I: Institutional Graduation Requirements (IGR)

Goal #1: Information Systems and Computer Technology: Students will demonstrate competence in information systems and computer technology through software and programming courses.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:
1. Demonstrate competence in use of computer application software,
2. Demonstrate competence in programming concepts, and
3. Demonstrate knowledge of computer technology.

Each course meeting this goal includes the following student learning outcomes:
Required: #1, #2, and #3

Credit Hours: 6

List of Courses:

<table>
<thead>
<tr>
<th>Prefix</th>
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<tbody>
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<td>CSC</td>
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<td>Problem Solving &amp; Programming</td>
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<td>CSC</td>
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<tr>
<td>OR</td>
<td>130</td>
<td>Visual Basic Programming</td>
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3
CIS
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Business and Natural Sciences/Science</th>
<th>Division/Department</th>
<th>Institutional Approval Signature</th>
<th>Date</th>
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<tr>
<td>Institution</td>
<td>Form Initiator</td>
<td></td>
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</tr>
<tr>
<td>BHSU</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- [ ] System General Education Requirements
- [ ] Institutional Graduation Requirements
- [ ] Globalization/Global Issues Requirement
- [X] Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [ ] Revision to an approved course
- [X] Addition of a course to the set of approved courses
- [X] Deletion of an approved course from the set of approved courses

CHEM 342L/Writing Intensive February 7, 2014
Section 1. Provide a Concise Description of the Proposed Change

Chem 332 Analytical Chemistry is presently the designated writing intensive course in the chemistry program. We would like to change the writing intensive course to Chem 342L Physical Chemistry I Lab.

Section 2. Provide the Effective Date for the Proposed Change

Fall 2015

Section 3. Provide a Detailed Reason for the Proposed Change

The designation of Chem 332, Analytical Chemistry, as the writing intensive course in the major dates back to the time when each major was first required to include a writing intensive course. This year we started to offer Chem 342L Physical Chemistry I lab, and as we have put this course together, we have found it to be a much better fit for the writing intensive class in the major.

In this course each student does six experiments, and the student is required to write a complete lab report on each experiment. The format of the lab report includes an introduction, a materials and methods section, a procedures section, as well as results and discussion sections, so each lab report itself will be four to six pages. In addition, each student will be required to write a more complete formal report on two of the labs in a format suitable for publication. These formal reports are expected to be 10-15 pages in length, and will include at least one draft and revision.

It can be seen that this course is, indeed, a writing intensive course, and designating the course as the writing intensive course in the major is appropriate.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

The goal of the writing intensive requirement is for the students to learn and use the language of the discipline and to develop ideas and learn content for writing in a discipline appropriate manner. In this course the students will write up six 4-6 page lab reports for a total of 24-36 pages of writing. In addition each student will make multiple drafts of a 10-15 page formal lab reports suitable for publication for two experiments for a total of 40-60 pages of writing. This will easily fulfill Learning Outcome #1 of learning content, and understanding the ideas and language of chemistry as it relates to their own results. It will also fulfill outcomes #2 & #3 since they will be critically analyzing their data and making multiple drafts of their writing to make reports suitable for publication in their field.

Is should be noted that Chem 342L, like Chem 332, is a required course in the major.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

See below
Physical Chemistry I Lab – 1 Credit Hours

CHEM342L-B001
Black Hills State University
Spring 2014
Tuesday 9:00-11:50 am
Life Science Laboratories
Room 101

Instructor: Dr. Amy Asunksis
Office: Life Science Laboratories, Rm. 110
Office Hours: M, W, F 10:00-11:00 am
Phone: 605-642-6516 – office
Email: Amy.Asunksis@bhsu.edu

Last Day to Drop Course without Transcription Entry: January 22, 2014
Last Day to Drop Course with a “W”: April 7, 2014
IDEA Surveys administered: April 15- May 2

Course Description
Laboratory designed to accompany CHEM-342. There is an additional “Mandatory Fee” that applies to this course to cover glassware and supplies.

CoRequisite CHEM-342

Course Requirements
Text and Materials: (Required)
1. Bound Laboratory Notebook
2. Goggles
3. Calculator

Attendance Policy
Since the experiments are hands-on, attendance in lab is required to get points.

Cheating and Plagiarism
A student who, in connection with his or her studies, disrupts a class, plagiarizes, cheats or otherwise violates reasonable academic behavior, may, at my discretion, have his or her enrollment canceled and or be given a reduced or failing grade. For more information on specific acts that constitutes academic dishonesty, see your student handbook.

Makeup Policy
Any student who misses class may makeup missed labs only if the student has notified the instructor prior to the expected miss date and arranged a make-up time

Course Goals
-SDBOR General Education Requirements
Goal #6: “Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world”.
Goal #6 will be met in this course by covering Student learning outcomes #1 and #2. Students will: 1. “Demonstrate the scientific method in a laboratory experience;” and 2. “Gather and critically evaluate data using the scientific method.”

-Learning Objective
Using the laboratory experience to learn and enforce the ideas covered in physical chemistry and further the professional chemist development.
Laboratory Notebook

We will be using a bound lab notebook that will be turned in and graded twice during the semester. The following links describe what will be expected for each lab. An example is also available on the Truman State University link below.

http://chemlab.truman.edu/Notebook_Files/LabNotebook.htm - Truman State University

Evaluation Procedures of Learning Outcomes

Grading Policy*:

<table>
<thead>
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<th></th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>6 Basic laboratory write-ups (4-6 pages)</td>
<td>150</td>
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<tr>
<td>Notebook</td>
<td>150</td>
</tr>
<tr>
<td>2 Journal Style Complete laboratory Write-ups (10-15 pages)</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
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</table>

* Grading structure and point totals are subject to change, but in this event, students will be notified, however, % contributions to the final grades will not be changed.

Expected Grade Distribution*:

<table>
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<tr>
<th>Grade Range</th>
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<tbody>
<tr>
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<td>320-359</td>
<td>B</td>
</tr>
<tr>
<td>280-319</td>
<td>C</td>
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<tr>
<td>240-279</td>
<td>D</td>
</tr>
<tr>
<td>≤ 239</td>
<td>F</td>
</tr>
</tbody>
</table>

* Please note: The grading scale can be curved at the end of the semester to raise grades but not curved to lower grades.

Writing Intensive Requirement

GOAL: Students will learn and utilize the language of the discipline, use writing-to-learn techniques to develop ideas and learn content, and understand the audience for, and parameters of, writing done within the student’s specific major; departments which decide their students need a writing intensive course specific to the major should be allowed to develop such a course.

Student Learning Outcomes: As a result of taking courses identified as writing intensive, students will:

1. Use writing to learn course content, understand the ideas and the language of a discipline, and discover their own ideas relative to the content of the course.

2. Compose texts within the discipline/area of study of the course, through drafting, revising, and completing a finished product (applying appropriate style manuals), in order to comprehend more fully the unique nature of the knowledge within that discipline as well as potentially contribute to it.

3. Develop critical thinking skills unique to the discipline and the subject matter of the course.
Basic Laboratory Write-ups
After every laboratory experiment that is conducted, a basic laboratory write-up will be due. The write-up will be written in your laboratory notebook and should be longer than 4 pages. Each write-up will include all of the following sections:

- Purpose statement
- Introduction/Background
- Materials and Methods
- Procedure
- Raw data (recorded in an organized fashion in tables or other appropriate formats)
- Calculations
- Results and discussion
- Concluding Remarks

In addition, the write-up should include a record of everything that is prepared, modified, performed, observed and/or measured during laboratory and all calculations conducted after. Error should also be recorded and calculated as well.

Journal Style Complete Laboratory Write-ups
After 2 of the laboratory experiments are performed, and along with the basic laboratory write-up, a formal write-up will be due. The formal write-up will be in the format of an appropriate peer reviewed journal in the experiments' field of study in chemistry or physics. The write-ups will include all sections that are found in the chosen journal and should be written in a way that makes your write-up suitable for submission to the journal for publication.

Some common Sections in peer reviewed journals for chemistry include: (This list may vary with different journals)

- Abstract
- Introduction
- Materials and Methods
- Data
- Calculations
- Results/discussion
- Conclusion

The Complete write-ups will be submitted for an initial edit, after which the write-up will be returned for corrections and resubmitted for a final assessment.

American Disability Act
"Reasonable accommodations, as arranged through the Disabilities Services Coordinator, will be provided students with documented disabilities. Contact the BHSU Disabilities Services Coordinator, Mike McNeil, at 605-642-6099, (WA 145) or via email at mike.mcneil@bhsu.edu for more information. Additional information can also be found at: http://www.bhsu.edu/StudentLife/Learning/DisabilityServices/tabid/162/Default.aspx"

Freedom in Learning
"Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasonable exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation."
**Tentative Class Schedule (Subject to Change)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Introduction</td>
<td>Intro/Safety</td>
</tr>
<tr>
<td>January 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>G1: L1, G2: L2, G3: L3</td>
<td>First lab</td>
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<td>January 28&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>February 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>G1: L2, G2: L3, G3: L1</td>
<td>Second lab</td>
</tr>
<tr>
<td>February 11&lt;sup&gt;th&lt;/sup&gt;</td>
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<td></td>
</tr>
<tr>
<td>February 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>G1: L3, G2: L1, G3: L2</td>
<td>Third lab</td>
</tr>
<tr>
<td>February 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 4&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>No Lab</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; lab write-up due (3-7 by 5)</td>
</tr>
<tr>
<td>March 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>March 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>G1: L6, G2: L5, G3: L4</td>
<td>Fourth lab</td>
</tr>
<tr>
<td>March 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td>Fourth lab</td>
</tr>
<tr>
<td>April 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>G1: L5, G2: L4, G3: L6</td>
<td>Fifth lab</td>
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<td>April 8&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Fifth lab</td>
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<tr>
<td>April 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>G1: L4, G2: L6, G3: L5</td>
<td>Sixth lab</td>
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<tr>
<td>April 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td></td>
<td>Sixth lab</td>
</tr>
<tr>
<td>April 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; write-up due (5-2 by 5)</td>
</tr>
</tbody>
</table>

**Holidays**

- January 20<sup>th</sup> Martin Luther King, Jr. Day
- February 17<sup>th</sup> President’s Day
- March 10-14 Spring Break
- April 18-21- Easter
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements

<table>
<thead>
<tr>
<th>BHSU Institution</th>
<th>Arts &amp; Humanities Division/Department</th>
<th>Institutional Approval Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHSU Institution</td>
<td>Steve Babbitt Form Initiator</td>
<td>Dean’s Approval Signature</td>
<td>4/7/14</td>
</tr>
<tr>
<td></td>
<td>Institution Division/Department</td>
<td></td>
<td>5/2/14</td>
</tr>
</tbody>
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Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- System General Education Requirements
- Institutional Graduation Requirements
- Globalization/Global Issues Requirement
- X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- Revision to an approved course
- X Addition of a course to the set of approved courses
- Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change

I Propose adding MCOM 465 Contemporary Issues in Photography, as a writing intensive course for the MCOM major.

Section 2. Provide the Effective Date for the Proposed Change

Spring 2015.

Section 3. Provide a Detailed Reason for the Proposed Change

Currently, the only writing intensive course within the MCOM curriculum is MCOM 210 Basic News Writing. This course is extremely useful for our majors with emphases in public relations, telecommunications, and journalism where the main focus of writing stresses writing for the media. However, students who have chosen the MCOM Photography emphasis would benefit greatly from focusing their intensive writing effort on learning writing skills related to in-depth critique, review, and criticism of both the artistic and commercial aspect of photography. Adding MCOM 465 Contemporary Issues in Photography, would give students photography students a much needed opportunity to practice a more relevant type of intensive writing which will better prepare them for working in their chosen field.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

This course will help MCOM/photography students meet specified goals and achieve specific learning outcomes by centering their writing efforts on assignments and writing projects specific to the subject of photography. Examples include research papers, artist statements, critiques of photographic works, and press releases related to photography.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Please note all text in bold and underlined.
CONTEMPORARY ISSUES IN PHOTOGRAPHY
MCOM 465 fall 2013
INSTRUCTOR- Steve Babbitt PREREQUISITE: MCOM 265, 365
OFFICE: Jonas 009 PHONE 642-6769
OFFICE HOURS Please see schedule on office door
CRED HOURS: 3

BHSU Catalogue Course description
This course will give students the opportunity to practice advanced techniques in color, black and white, digital and alternative photography. Contemporary and historic issues concerning commercial and art photography will be explored through lecture and interactive instruction and research. Students will also plan and prepare a portfolio of professional caliber.

Further course description
This course is designed to be part independent study and part intensive aesthetic and technical challenge. It is also designed to be the most demanding photography course that you have taken to date. We will cover a wide range of topics related to a broad spectrum of subjects, philosophies, careers and techniques. One of the goals of this course is to give you an opportunity to research, explore and prepare for the area of photography you will be involved with upon graduation. **We will critique and research topics relevant to contemporary photography both verbally and through writing assignments. In addition to written research you will produce an artist statement for your portfolio as well as your book.** The portfolio you produce for this course should reflect the direction your photography is headed. If your desire is to open a commercial studio I will encourage you to produce a portfolio to show to perspective clients. If you plan to go to graduate school I will encourage you to produce a portfolio that is suitable for submission. You get the idea. The bottom line is we (you specifically) will work hard and produce work at the highest level.

The rest of your life is beginning.

The major components of this course are as follows.
Produce a cohesive, thoughtful and technically exquisite portfolio consisting of a minimum of 20 prints. Your portfolio should reflect the area(s) of photography you are interested in pursuing upon graduation from Black Hills State University.

Mount a public exhibition of your work at a local venue. You and your classmates will be responsible for all aspects of this exhibition.

Explore and research in great depth a variety of philosophical, technical, ascetic and historic issues pertaining to photography. There will also be a number of reading and writing assignments pertaining to topics discussed in class.

You will produce a book of your work and the class will produce a catalogue (book) of work included in your final exhibition.
We will also attend all photographic exhibits, lectures and events that take place in the area as well as participate in shooting fieldtrips. **All students will participate in the annual Photographers Forum competition. More information regarding this competition will be coming.**

You will produce a resume, artist statement, business card, and promotional piece consistent with your plans after graduation.

**System General Education Requirements:**

**GOAL #1: Students will write effectively and responsibly and will understand and interpret the written expression of others.**

*Student Learning Outcomes:* As a result of taking courses meeting this goal, students will:

1. Write using standard American English, including correct punctuation, grammar, and sentence structure,
2. Write logically,
3. Write persuasively, with a variety of rhetorical strategies (e.g., expository, argumentative, descriptive), and
4. Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2, #3, and #4

**Attendance**

Much of the benefit of this course will come from classroom interaction that will be difficult at best to translate to notes. As such, if you miss a class you will no doubt miss something useful. It is your responsibility to obtain notes from another student if you miss a lecture. Having more than 4 unexcused absences will result in a one-grade reduction in the course. Eight unexcused absences will result in a two-grade reduction and so on.

**Participation**

Participating in class is an **Absolute MUST.** Your success and to a certain extent, the success of this course, requires your participation on every level.

**Assignments**

Weekly print assignments will be due every Thursday. These prints will be viewed and discussed in class in a normal critique setting. There will also be regular reading, writing, darkroom and online assignments that will be announced in class. Participation in class discussions and critiques are vital not only to the success of the course but to your grade as well.

**Grading**

Your grade in this course will be based on your final portfolio/exhibition, exams, weekly and final assignments (to be announced), and class participation.

- Final portfolio (20 Prints and 20 contact sheets) **40 %**
- Class participation and involvement **20 %**
Weekly assignments, **writing and research assignments**, exams, final exhibition, book, Photographers Forum submission and everything else. 20%

Book 20%

Your portfolio will consist of at least 20 of the very best prints that you can produce and will be due on the last day of regular class. Prints MUST be in a binder in clear plastic sleeves or matted and be printed on 8X10 paper or larger. **Your final portfolio will also include all writing assignments produced throughout the semester.**

If you choose to work with alternative methods of capture and or printing, special arrangements must be made with me at the beginning of the semester.

**Text;**
Although there is not a specific text required for this course, I will introduce many useful texts throughout the semester. These texts will be on a variety of subjects related to a wide range of careers and topics. It is my hope that when you are introduced to one that you feel would be useful you will add it to your personal library.

**Things you should know**

Lab and office hours change from semester to semester, so write this information down. If you have any questions regarding this course, your portfolios, your class standing (grade), or photography in general please do not hesitate to come see me.

If my office hours conflict with your other classes, see me about arranging a convenient time.

If you have questions, please ask!

The labs at BHSU are in good condition and it is important to keep them this way. Be courteous to your fellow classmates and respectful of the lab and equipment. As experienced photographers please lend a hand to those beginners who might need your help.

Participating in class critiques is a must. Be honest in your criticism and listen with an open mind when others address your photographs. In other words, be honest but don’t be a jerk.

Use each assignment as an opportunity to push your creative and technical skills to their limits. Have fun with your assignments. Try out new ideas. Above all, give your assignments ample thought before you begin. Reasonable accommodations will be provided for students with documented disabilities. Contact the instructor to develop appropriate accommodations.

Use this course as an opportunity to push your creative and technical skills to their limits.
fun, work hard and stay focused. Try out new ideas. Above all, give your project ample thought before you begin. Life is short so do your very best.

"Try not. Do, or do not, there is no try."

You absolutely, positively cannot wait until the last minute to do your work and expect to do well in this class or life for that matter. This course will make college algebra feel like a day off. If it doesn’t you are not working hard enough.

Finally and most important. If you ever wish to talk with me about your class standing I am, of course, at your service. Please do not ever hesitate to speak with me regarding your grade(s), assignments, or any other issue regarding this course. If you have questions.... ask! If you do not understand, ask again.

Policy Statement
It is the obligation of each higher education institution to inform students at the beginning of each course of the objectives, requirements, performance standards and evaluation procedures for the course. This information should be in writing and incorporated into the current syllabus for the course. A current syllabus for each course is maintained at the institutional level. The required format is provided on page 2 of this document.

At Black Hills State, copies of the syllabi are to be maintained in the office of the college dean. This policy statement is supplemented by the following institutional policy statement regarding attendance taken from the 2012 - 2013 online academic catalog:

In general, enrollment in a class implies the responsibility for attending each class session. However, the attendance policy for a specific class is at the discretion of the faculty member teaching that class and will be outlined in the course syllabus. Students will be allowed to make up graded work if an absence is due to participation in university-sponsored activities, provided prior notification of the impending absence has been given to the instructor.

ADA Statement
"Reasonable accommodations, as arranged through the Disabilities Services Coordinator, will be provided students with documented disabilities. Contact the BHSU Disabilities Services Coordinator, Mike McNeil, at 605-642-6099 (Jacket Legacy Room in the Student Union), or via email at mike.mcneil@bhsu.edu for more information. Additional information can also be found at:
http://www.bhsu.edu/StudentLife/Learning/DisabilityServices/tabid/162/Default.aspx"

Freedom in Learning
"Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or
views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation."
| Originator: Steve Babich  |
| Name of Program: Mcom Photography Emphasis  |
| Description of Program and/or Changes: Add Mcom 465 EM course  |
| Signature  |
| 2-28-14  |

School Chair:
I hereby certify that the attached proposal is complete and presented in an acceptable manner for presentation to the Board of Regents and that the proposal was presented to school faculty for discussion and a formal vote. Based upon this vote and on their behalf, I:

- **Recommend:**
  - Signature  
  - Date: 3-1-14

College Curriculum Chair:
I hereby certify that the attached proposal has been discussed and voted upon by the members of the College Curriculum Committee. Based upon this vote and on their behalf, I:

- **Recommend:**
  - Signature  
  - Date: 3/3/14

College Dean:
I have reviewed the attached request and:

- **Recommend:**
  - Signature  
  - Date: 3/7/14

University Curriculum Chair:
I hereby certify that the attached proposal has been discussed and voted upon by the members of the University Curriculum Committee. Based upon this vote and on their behalf, I:

- **Recommend:**
  - Signature  
  - Date: 4-7-2014

General Education Committee Chair:
I hereby certify that the attached proposal has been discussed and voted upon by the members of the General Education Committee. Based upon this vote and on their behalf, I:

- **Recommend:**
  - Signature  
  - Date: 4/28/14

Faculty Senate President:
I hereby certify that the attached proposal has been discussed and voted upon by the members of the Faculty Senate. Based upon this vote and on their behalf, I:

- **Recommend:**
  - Signature  
  - Date: 4/28/14
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

<table>
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<th>Institution</th>
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<th>Division/Department</th>
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<th>Date</th>
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<tr>
<td>BHSU</td>
<td>Monty Robinson</td>
<td></td>
<td>[Signature]</td>
<td>3/6/14</td>
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<td>Institution</td>
<td>Form Initiator</td>
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<td>[Signature]</td>
<td>4/5/14</td>
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Indicate (X) the component of the General Education Curriculum that the proposal impacts.

System General Education Requirements
Institutional Graduation Requirements
Globalization/Global Issues Requirement
X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

Revision to an approved course
X Addition of a course to the set of approved courses
X Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change
The proposed change will replace TECH 185 Technology and Our Lives as the current writing intensive course for the Industrial Technology Education Major with SEED 450 7-12 Teaching Reading in the Content Area.

Section 2. Provide the Effective Date for the Proposed Change
Spring 2015

Section 3. Provide a Detailed Reason for the Proposed Change
As a result of the program change from Industrial Technology to Engineering Technology TECH 185 Technology and Our Lives has been removed from the Engineering Technology curriculum.

SEED 450 is an approved writing intensive course and has a focus on upper level content and application for teaching students to write.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
SEED 450 explores methods for teaching middle and high school students to write, think, and learn in ways that allow them to master the subject matter.

Taken from the SEED 450 syllabus:

COURSE GOALS
To further the mission of BHSU School of Education in preparing competent, confident, and caring professionals, and

1. As confidence is a byproduct of competence, and helping students build literacies across disciplines is evidence of caring, Candidates will
2. Identify textual challenges in their respective fields
3. Explicitly teach the kinds of thinking and reading strategies necessary to engage with and challenge content texts and
4. Utilize reading and writing strategies as a way of fostering inquiry, engagement, and understanding of content knowledge.

COURSE OUTCOMES AND ASSESSMENTS
Broadly speaking, students will use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. More specifically, outcomes in this course align with IRA Middle and High School Content Classroom Teacher Standards in curriculum and instruction (2010) available here: http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role3.aspx
<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>ASSESSMENTS</th>
</tr>
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<tbody>
<tr>
<td>2.1: Use foundational knowledge to design or implement an integrated,</td>
<td>Content reading or text set lesson plan and presentation, text notes,</td>
</tr>
<tr>
<td>comprehensive, and balanced curriculum.</td>
<td>discussion/ notebook</td>
</tr>
<tr>
<td>2.2: Use appropriate and varied instructional approaches, including</td>
<td>Content reading or text set lesson plan and presentation, text notes,</td>
</tr>
<tr>
<td>those that develop word recognition, language comprehension, strategic</td>
<td>peer observations, content lesson reflection, discussion/ notebook</td>
</tr>
<tr>
<td>knowledge, and reading-writing connections.</td>
<td></td>
</tr>
<tr>
<td>2.3: Use a wide range of texts (e.g., narrative, expository, and poetry)</td>
<td>Accessible texts, content reading/ writing lesson plan or text set lesson</td>
</tr>
<tr>
<td>from traditional print, digital, and online resources.</td>
<td>plan, content lesson reflection</td>
</tr>
</tbody>
</table>

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Please see appendix A “SEED 450/550 7-12 Reading in the Content Literacy”.
BLACK HILLS STATE UNIVERSITY
SCHOOL OF EDUCATION

SEED 450/550, 7-12 READING CONTENT LITERACY, 3CR
SPRING 2014
T/H 9:30-10:45, J-202

Last day to drop course without a transcript entry: Jan. 22
Last day to drop course with a "W": April 7
IDEA Course Evaluations available April 5-May 2

Instructor: Dr. Denice Turner
Email address: denice.turner@bhsu.edu
Office: SW 204/ Phone: 605-642-6778*
Hours: BHSU M 9-10, T/H 11:00-12, UCRC W 3-4

“How well he’s read, to reason against reading!” William Shakespeare

BHSU COURSE DESCRIPTION (FROM THE BHSU COURSE CATALOGUE)
This course explores methods for teaching middle and high school students to read, write, think, and learn in ways that allow them to master the subject matter and meaningfully apply their understanding. Participants learn to plan lessons that teach content and nurture greater literacy. Pre-, during-, and post-reading strategies are explored, along with assessment methods that give students a continual view of their literacy progress and achievement. Classroom adaptations for culturally and linguistically diverse populations in the content areas are also addressed.

FULL COURSE DESCRIPTION
We read the world in symbols: notes, numbers, letters, words, logos, images, graphs. The ability to use these symbols, along with the ability to question, apply, analyze, and manipulate them, is the very essence of literacy—the way we make sense of the world. While different fields require different literacies, reading transmits, distributes, deepens, and extends understanding across disciplines and is integral to their mastery. Still, many teachers are reluctant to teach content-specific reading and writing strategies. Part of this is practical, as content demands and the pressures of standardized testing loom large, and yet student learning is often sabotaged by an inability (or reluctance) to engage with course texts. The purpose of this course is to address issues such as these while introducing you to literacy strategies that enrich and support course content. Rather than give you one more thing to “cover,” this course will help you implement reading and writing-to-learn strategies in ways that increase student engagement, promote retention, and deepen understanding of core concepts.

COURSE PREREQUISITES: Admission to Teacher Ed

*Note: As I am often observing student teachers, email is the best way to contact me. In an emergency, you may leave a message with School of Education secretary, Melissa Woodall, at (605)642-6132.
DESCRIPTION OF INSTRUCTIONAL METHODS
This course will utilize a variety of methods, including direct instruction, large and small class discussion, workshops, and peer/self-evaluation. Communication intensive, the course will require you to discuss and apply material from assigned reading every single class period. Two premises guide my selection of texts and activities: 1. knowledge is socially constructed, meaning that human beings build conceptual knowledge through interaction, real-world challenges, and trial and error, and 2. that teachers should not grade criteria they have not explicitly taught. Because of these pedagogical premises, you will notice that I will provide the same sort of instruction and scaffolding that you should afford your own students, modeling assignments and breaking down projects and performance tasks into component parts, allowing for practice and revision. Be prepared to question the text, defend your views, coach your peers, lead discussions, and apply the material each time you come to class.

COURSE REQUIREMENTS

TEXTBOOKS: REQUIRED

TEXTBOOK: RECOMMENDED
You will also need a notebook that you use solely for the purposes of this class.

ATTENDANCE POLICY
Attendance is crucial to your success in this class. While you could read the textbooks and stumble through the assignments on your own, there is no way to make up the understanding and insight you will gain from actively constructing knowledge with your peers. If you are habitually late or absent, you are missing the point of the class, which is to learn how to foster the construction of knowledge with your students. Missing two weeks of class (4 sessions) will cost you a letter grade. Missing more is grounds for failing the course. This policy is not meant to be punitive; it is meant to foster a community of educators. Your peers benefit from your feedback as much as you will need theirs. You will not be allowed to make up work we do in class if you are gone, and you will not get credit for any assignment you do not submit in person, on time, the day it is due. Moreover, you must do all of the written assignments to pass the course, even if you do not receive credit for them. I reserve the right to lower a final grade based on poor attendance or chronic lateness.

DECORUM
As an emerging or practicing teacher, you should demonstrate the same kind of respect you will want from your own students. Please arrive on time and turn off all electronics when you get to class. Respectful participation is not just good manners, it is required and evaluated as part of your grade. Intellectual exchange, including respectful disagreement, is both welcomed and encouraged.

ACADEMIC HONESTY/ PLAGIARISM
Although it is highly unlikely (as well as ironic) that a student wishing to be a teacher would cheat, any student who plagiarizes, cheats, or otherwise violates reasonable standards of academic behavior may have his or her enrollment canceled and/or be given a failing grade.

LATE WORK AND MAKE-UP POLICY
Except in the case of a documented emergency, or the absence caused by a university sponsored activity, LATE WORK WILL NOT BE ACCEPTED. The burden of proof regarding such absences rests on the student. Students will not be allowed to make up in-class work, quizzes, and tests. Moreover, students must do ALL MAJOR ASSIGNMENTS to pass the course, even if they do not receive credit for them.
WRITING INTENSIVE REQUIREMENT

Goal: Students will learn and utilize the language of the discipline, use writing-to-learn techniques to develop ideas and learn content, and understand the audience for, and parameters of, writing done within the student’s specific major; departments which decide their students need a writing intensive course specific to the major should be allowed to develop such a course.

Student Learning Outcomes: As a result of taking courses identified as writing intensive, students will:
1. Use writing to learn course content, understand the ideas and the language of a discipline, and discover their own ideas relative to the content of the course,
2. Compose texts within the discipline/area of study of the course, through drafting, revising, and completing a finished product in order to comprehend more fully the unique nature of the knowledge within that discipline as well as potentially contribute to it, and
3. Develop critical thinking skills unique to the discipline and the subject matter of the course.

COURSE GOALS
To further the mission of BHSU School of Education in preparing competent, confident, and caring professionals, and

1. as confidence is a byproduct of competence, and helping students build literacies across disciplines is evidence of caring. Candidates will
2. identify textual challenges in their respective fields
3. explicitly teach the kinds of thinking and reading strategies necessary to engage with and challenge content texts and,
4. utilize reading and writing strategies as a way of fostering inquiry, engagement, and understanding of content knowledge.

COURSE OUTCOMES AND ASSESSMENTS
Broadly speaking, students will use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. More specifically, outcomes in this course align with IRA Middle and High School Content Classroom Teacher Standards in curriculum and instruction (2010) available here:

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<td>2.2: Use appropriate and varied instructional approaches, including</td>
<td>Content reading or text set lesson plan and presentation, text notes, peer observations, content lesson reflection, discussion/ notebook</td>
</tr>
<tr>
<td>those that develop word recognition, language comprehension, strategic</td>
<td></td>
</tr>
<tr>
<td>knowledge, and reading–writing connections.</td>
<td></td>
</tr>
<tr>
<td>2.3: Use a wide range of texts (e.g., narrative, expository, and poetry)</td>
<td>Accessible texts, content reading/ writing lesson plan or text set lesson plan, content lesson reflection</td>
</tr>
</tbody>
</table>
EVALUATION OF LEARNING OUTCOMES

ASSESSMENTS

ACCESSIBLE TEXTS [5% of Grade]
Think about texts, either online or print-based, that professionals in your content area might read for pleasure, instructional purposes, or to keep up with trends in your field. From these sources, select two examples of “accessible text” that you could use with students. They may be short stand-alone articles such as the “one-page-wonders” advocated by Daniels and Steineke, or they could be excerpts from longer works such as Clifford A. Pickover’s Archimedes to Hawking or Bill Bryson’s A Short History of Nearly Everything. They may cover different topics or approach the same topic from different perspectives. They be any genre (say, a chapter from a novel to introduce a scientific principle or question dubious science) and differ in difficulty or sophistication. The only stipulation is that they need to be content-specific—meaning that they must directly relate to concepts you would teach in your classroom. Make your selections wisely, as you will be choosing from among them to illustrate a content-appropriate literacy strategy. As part of this assignment, you will provide a cover sheet that introduces each text. For each one, you will need to write a paragraph that explains three things: 1. the unit and grade level for which the text would be appropriate, 2. what, in your view, makes the text “accessible” or engaging to students, and 3. who the author is and why your students should trust (or maybe not trust) their opinion.

TEXTUAL ANALYSIS/ METANARRATIVE [5% of Grade]
Choose a content-specific text and show us how you, as an expert in your content area, read it using the strategies delineated in Tovani. This assignment comes in three parts: the text itself (different from the ones you chose for you “Accessible Text,” please), a cover sheet that analyzes the text for potential challenges, and a short presentation in which you show us your thinking as you read it. In analyzing the text for your peers in different content areas, consider: Does the text include an unfamiliar format, discipline-specific or difficult language? Information that will require prior knowledge? Subtext that will require drawing inferences? Are there genre demands that might frustrate readers? Given the challenges, brainstorm questions you might pose to help students engage in the reading.

LITERACY AUTOBIOGRAPHY [10% of Grade]
Think about key moments in your own development as a reader/writer. Are there particular “ah-ha!” moments that stand out to you? Think about the first book you ever loved or the first piece of writing you were ever proud of. Were your initial forays into reading and writing school related, or were you on your own? Were they related to your interest in your current content area? If you are struggling to come up with positive examples, consider moments in which reading/writing was frustrating or difficult for you. What were the circumstances? What might have remedied the situation(s)? Given your experiences, what advice would you give to yourself or other teachers when it comes to literacy instruction? You will turn in several iterations of this short essay (400-600 words), including one at the end of the term that folds in insights you will have gained from this class.

CONTENT READING/WRITING LESSON PLAN—UNDERGRADUATE CREDIT [10% of Grade]
Identify a key concept in your content area and develop a lesson in which you will use literacy strategies (reading, writing, collaborating) to help your students think about, connect with, apply, or deepen understanding of the material. Make sure to include a challenging age-appropriate text, along with a strategy for helping students interact with the text. The text you choose may be a section from a textbook or one of your samples of "accessible text." Think about what kinds of thinking you’d like students to be able to do. Consider the context or unit in which this lesson might occur. Provide at least one content standard and Core Literacy Standard to guide your selection of materials and activities, along with a strategy for assessment. You will need to incorporate one of the comprehension strategies from Daniels and Steineke or Tovani into this lesson, and submit the lesson plan in BHSU School of Education format.
TEXT SET LESSON PLAN—GRADUATE CREDIT [10% of Grade]
Using the templates/models in the second part of Daniels and Steineke, create a “Text Set Lesson” that combines at least four different texts about a particular topic or theme. Provide a goal for the text set, along with a rationale and context—why did you select the texts that you did? Where would the text set fit into your existing curriculum? Determine a sequencing for the reading as well as activities that will ask students to interact with the reading in progressively sophisticated ways. You will be given a full class period to present this lesson as you will have more material to deal with.

CONTENT STRATEGY LESSON PLAN PRESENTATION [10% of Grade]
This is the actual presentation of your lesson. Prepare and execute this lesson as if your peers are your students and I am a visiting administrator. Quickly provide the context (age level, unit, content area) for the lesson before beginning. Plan on using 30 minutes for your presentation, including your introduction, so we will have time to discuss the strengths and limitations of the afterward.

CONTENT LESSON PLAN REFLECTION [10% of Grade]
Write a letter to me reflecting your lesson. Summarize your peers’ observations, stating which ones were especially helpful (or not) for you. If you were going to do the lesson again, what would you do differently and why? What did you learn? Reflections are graded on the level of insight and degree of specificity. (For instance: “My peers said my methods were really effective, and I agree!” is neither insightful nor specific.) As part of this reflection, evaluate student work. What evidence will help you see if students read and understood the material? If you gave a quiz, grade it. If you asked for writing, score it according to the inferences you can make about student comprehension. If you asked students to participate in a collaborative activity, ask for an artifact that will help you assess for engagement and understanding. Once you have graded/evaluated these, discuss the strengths and limitations of your assessment strategy as part of your reflection. What do you learn from student work? What would you change about the lesson based on what your peers did? Reflections are due the class period after you present your lesson.

PEER OBSERVATIONS [10% of Grade]
During the lessons, you will assume two roles, the first being that of a secondary student, participating and asking questions as you might if you were the age level specified in the unit plan. After the lesson, you will switch to the role of colleague in order to offer written support and suggestions. What worked in the lesson and why? What are possible avenues for improvement? Make sure you attend these peer lessons as you lose a point on peer observations for every unexcused absence during peer lessons.

DISCUSSION/NOTEBOOK [20% of Grade]
An advocate for constructivist pedagogy, I hold that learning is a process of building knowledge through strategic interactions, not just with new information, but with other people. That means that written reflections and course discussions are not just sleepy regurgitations of assigned readings, but forums in which we test out the premises and implications of the material. As Jim Burke argues, “You can't write and not think.” In the same vein, you cannot discuss course material and not think. A tool for learning, the notebook is where you try out ideas before testing them on others without regard to grammar, punctuation, or tidiness. Whether it is in print or small and large groups, come prepared to log your ideas and discuss them every single class period. As you can’t participate in discussions or notebook entries if you are not in class, you lose one point for each unexcused absence.

TEXT NOTES [10% of Grade]
Each day you come to class you will need to bring a typed response to the assigned reading. You may do this as a Double-Entry Diary (see Tovani 13), or you may simply list observations, reactions, and questions. Observations are things that stood out to you in the text such as quotes; reactions are your thoughts, feelings, or connections to the text, including places you agree or disagree; questions are points of confusion or avenues for discussion. Notes may be no longer than one page and must include eight items, four of which must be textual observations. If you do the lists rather than the Double-Entry Diary, chunk your
responses according to category (Observations, Reactions, Questions) so that I can quickly assess your interests and concerns. Notes may not be made up if you are absent or unprepared.

PORTFOLIO [10% of Grade]
In lieu of a final exam, you will turn in a portfolio reflecting on your learning process in this class. Along with a letter summarizing major insights, you will need to turn in three artifacts that showcase your learning. You will receive more information on this assignment as the due date nears, but in the meantime you should make sure to save your work and that of your peers in the event that you will want to include it in your portfolio.

EVALUATION PROCEDURES

You will receive more information on each assessment, including grading criteria, before each one is due. Grades are based on a point system, and all final letter grades will be based on a standard percentage scale. There are no quizzes or exams in this course, since the written assignments, presentation, and portfolio will provide ample evidence of your mastery of the material. Grades are based on a 100-point system, which naturally weights them like so:

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<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
<th>WEIGHT</th>
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<tr>
<td>Accessible Texts</td>
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<tr>
<td>Textual Analysis/Metanarrative</td>
<td>5</td>
<td>5%</td>
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<tr>
<td>Literacy Autobiography</td>
<td>10</td>
<td>10%</td>
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<tr>
<td>Content Reading/Writing Lesson Plan Written [Undergraduate]</td>
<td>10</td>
<td>10%</td>
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<tr>
<td>Text Set Content Reading/Writing Lesson Plan Written [Graduate]</td>
<td>10*</td>
<td>10%*</td>
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<tr>
<td>Content Reading/Writing Lesson Presentation</td>
<td>10</td>
<td>10%</td>
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<td>Content Reading/Writing Lesson Reflection</td>
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<td>10%</td>
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<td>Peer Observations</td>
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<td>Text Notes</td>
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<tr>
<td>Discussion/Notebook</td>
<td>20</td>
<td>20%</td>
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<tr>
<td>Portfolio</td>
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*Graduate credit only

GRADING SCALE
As this is a major's course and integral to your preparation as a professional educator, I use the following grading scale. Take care to keep the quality of your work high as I do no round up:

A 92-100%  B 84-91%  C 76-83%  D 68-75%  F 0-67

ADA STATEMENT
Reasonable accommodations, as arranged through the Disabilities Services Coordinator, will be provided students with documented disabilities. Contact the BHSU Disabilities Services Coordinator, Mike McNeil, at 605-642-6099 (Woodburn 134), fax number 605-642-6095, or via email at mike.mcneil@bhsu.edu for more information. Additional information can also be found at:
http://www.bhsu.edu/StudentLife/Learning/DisabilityServices/tabid/162/Default.aspx

FREEDOM IN LEARNING
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious
consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation.

OFFICE VISITS AND CONFERENCEING
Should you feel confused or overwhelmed, do not hesitate to talk to me. I am available during office hours and am happy to meet by appointment as well. After class is almost always a good time to visit, and I can usually meet before class too, providing that you let me know you are coming. In addition to as-needed visits, I will encourage (nay, require) a conference to discuss the strategies you will be using in your lesson plan. Conferences usually last about 15 minutes, though they can go longer depending on your concerns and challenges.

NOTE: Information on this syllabus is subject to change. Expect an updated calendar as you sign up for lesson presentations. If you miss class, you may want to contact me to make sure that readings and activities have not changed.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements

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<tr>
<th>Institution</th>
<th>Division/Department</th>
<th>Institutional Approval Signature</th>
<th>Date</th>
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Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- [ ] System General Education Requirements
- [ ] Institutional Graduation Requirements
- [ ] Globalization/Global Issues Requirement
- [x] Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [x] Revision to an approved course
- [ ] Addition of a course to the set of approved courses
- [ ] Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change
BIO 490 for the Biology major needs a prefix revision to BIOL 490 Seminar: Senior Capstone.

SEED 450 7-12 Teaching Reading in the content Area for the Composite in Science Education Major needs a title change to: SEED 450 7-12 Reading & Content Literacy

SEED 450 7-12 Teaching Reading in the content Area for the Education major need a title change to SEED 450 7-12 Reading & Content Literacy

SEED 450 7-12 Teaching Reading in the content Area for the Math & Science Education Major needs a title change to SEED 450 7-12 Reading & Content Literacy

PSYC 490 Seminar in Psychology for the Psychology Major should be listed as PSYC 489 Senior Capstone.

THEA 361 Theatre History for the Speech Communication – Theatre major needs a title change to THEA 361 Literature & History of the Theatre I

THEA 364 Theatre Literature for the Speech Communication – Theatre major needs a title change to THEA 364 Literature & History of the Theatre II

Section 2. Provide the Effective Date for the Proposed Change
Immediately.

Section 3. Provide a Detailed Reason for the Proposed Change
SDSU submitted a common course modification in May 2010 to change the title to SEED 450 7-12 Reading and Content Literacy. The change was not carried over to the IGR-writing intensive list of courses for BHSU.

BHSU does not offer PSYC 490 Seminar in Psychology. PSYC 489 Senior Capstone has been listed in the BHSU catalog since 2007-2008. The incorrect course has been listed in BOR policy since December 2008.

BHSU submitted a unique course modification in the Spring of 2006 to change the titles of THEA 361 and THEA 364. These modifications were not carried over to the IGR writing intensive list of courses for BHSU in BOR policy 2:7.
Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
The course titles for SEED 450, THEA 361, and THEA 364 were revised but the course content did not change.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

SEED 450:

PSYC 489 Senior Capstone:
http://www.sdbor.edu/theboard/items/documents/FULLBOR1208D.pdf

THEA 361 & THEA 364:
Attached.
ACADEMIC AFFAIRS COUNCIL

AGENDA ITEM: 3.B.3

DATE: May 12, 2010

*******************************************************************************

SUBJECT: Course Modifications ~ SDSU

South Dakota State University has submitted the following course modifications. These have been posted on their website and will be forwarded to the June COPS & BOR meetings.

Authority to Offer Existing Common Course
- POLS 400 The President and Congress

New Course Requests
- AS 106-106L English Horsemanship
- AST 426-426L Emerging Technologies in Agriculture
- BIOS-BOT-PS 664 Molecular Plant Physiology
- CD 612 Housing and Development
- CD 616 Public and Nonprofit Budgeting
- CD 631 Evaluation of Organizations and Programs
- CD 640 Ethics for Public and Nonprofit Administrators
- CM 232L Cost Estimating Lab
- CM 455L Residential Construction Lab
- EHS 140 Enhancing Human Potential
- FREN 296 Field Experience
- FREN 433 French Culture and Civilization
- FREN 496 Field Experience
- GER 296 Field Experience
- GER 396 Field Experience
- GER 496 Field Experience
- GS 482 Applied Leadership Training for Tutors
- MNET 367L Plant Layout Material Handling Lab
- PE 320L Lifeguard Training Lab
- RANG 510 Grassland Monitoring & Assessment
- RANG 520 Watershed Management

*******************************************************************************

RECOMMENDED ACTION

Approval.
- RANG 530 Ecology of Invasive Species
- RANG 710 Principles of Forage Quality
- REL-GEOG 353 Geography of Religion
- SPAN 296 Field Experience
- SPAN 396 Field Experience
- SPAN 496 Field Experience
- STAT 756 Quantitative Genetics

Revised Course Request: Common Course
- BOT 301 Plant Systematics: Change prerequisites
- ECON 301 Intermediate Microeconomics: Change prerequisites
- GEOG 131 Physical Geography I: Course title change & course description change.
- GEOG 131L Physical Geography I Lab: Course title change.
- GEOG 132 Physical Geography II: Course title change & course description change.
- GEOG 132L Physical Geography II Lab: Course title change.
- PHYS 185 Introduction to Astronomy I: Increase in credits
- PHYS 185L Introduction to Astronomy I Lab: Decrease in credits
- PHYS 187 Introduction to Astronomy II: Increase in credits
- PHYS 187L Introduction to Astronomy II Lab: Decrease in credits
- PHYS 481 Mathematical Physics: Change in Prerequisites
- POLS 432 The American Presidency: Course deletion.
- POLS 438 The Legislative Process: Course deletion.
- POLS 445 Canada: Course deletion.
- SEED 450 7-12 Content Area Reading: Change in course title and description
- PHYS 111 Introduction to Physics I: Change in prerequisite
- PHYS 451 Classical Mechanics: Change in prerequisite

Revised Course Request: Unique Course
- AS 400 Judging Team: Substantive description change; change to variable credit (1-2)
- ENTR 207 Financial Analysis in Entrepreneurship: Substantive description change
- STAT 410 Programming using SAS: Change in course description/subject matter content
- STAT 412 Programming Using SAS II: Change in course description/subject matter content
- STAT 510 Programming using SAS: Change in course description/subject matter content
- STAT 512 Programming Using SAS II: Change in course description/subject matter content
New Course Requests

- AS 106-106L English Horsemanship
- AST 426-426L Emerging Technologies in Agriculture
- BIOS-BOT-PS 664 Molecular Plant Physiology
- CD 612 Housing and Development
- CD 616 Public and Nonprofit Budgeting
- CD 631 Evaluation of Organizations and Programs
- CD 640 Ethics for Public and Nonprofit Administrators
- CM 232L Cost Estimating Lab
- CM 455L Residential Construction Lab
- EHS 140 Enhancing Human Potential
- FREN 296 Field Experience
- FREN 433 French Culture and Civilization
- FREN 496 Field Experience
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- GER 496 Field Experience
- GS 482 Applied Leadership Training for Tutors
- MNET 367L Plant Layout Material Handling Lab
- PE 320L Lifeguard Training Lab
- RANG 510 Grassland Monitoring & Assessment
- RANG 520 Watershed Management
- RANG 530 Ecology of Invasive Species
- REL-GEOG 353 Geography of Religion
- SPAN 296 Field Experience
- SPAN 396 Field Experience
- SPAN 496 Field Experience
- STAT 756 Quantitative Genetics

Revised Course Request: Common Course

- BOT 301 Plant Systematics
- ECON 301 Intermediate Microeconomics
- GEOG 131 Physical Geography I
- GEOG 131L Physical Geography I Lab
- GEOG 132 Physical Geography II
- GEOG 132L Physical Geography II Lab
- PHYS 185 Introduction to Astronomy I
- PHYS 185L Introduction to Astronomy I Lab
- PHYS 187 Introduction to Astronomy II
- PHYS 187L Introduction to Astronomy II Lab
- PHYS 481 Mathematical Physics
Interim Actions of the Executive Director
June 24-25, 2010
Page 5

- POLS 432 The American Presidency
- POLS 438 The Legislative Process
- POLS 445 Canada
- SEED 450 7-12 Content Area Reading
- PHYS 111 Introduction to Physics I
- PHYS 451 Classical Mechanics

Revised Course Request: Unique Course
- AS 400 Judging Team
- ENTR 207 Financial Analysis in Entrepreneurship
- STAT 410 Programming using SAS
- STAT 412 Programming Using SAS II
- STAT 510 Programming using SAS
- STAT 512 Programming Using SAS II

University Of South Dakota
The University of South Dakota has submitted the following course modifications.

New Course requests:
- COUN 754 Principles of School Counseling
- COUN 770 Clinical Supervision Training and Ethics
- COUN 780 Crisis Intervention in Professional Counseling
- EPSY 735 Child/Adolescent Learning and Development
- ESCI 360 Global Climate Change
- FAMP 811/813 Research in Family Medicine I/II
- HSC/SPAN 306 Spanish for Health Care Workers
- LAKL 245 Lakota Language Table
- NATV 200 Museums, Interpretive Centers, and Repatriating Native Culture
- NATV 220 Native Studies Theory
- NATV 230 Native Images in Contemporary Media
- NATV 260 Ociyiyapi Oyate Culture & Traditions
- NATV 320 Critical Theory and Native Peoples
- NATV 330 Native Peoples’ Health Care, Promotion & Policy
- NATV 350 Native Women
- NATV 355 Urbanization and Native Peoples
- NATV 360 Ociyiyapi Oyate and the 1934 Indian Reorganization Act
- NATV 365 Ociyiyapi Oyate and South Dakota
- NATV 370 Community-based Oral History Methods
- NATV 400 Education and Native Peoples
- NATV 450 Native Natural Law and Restorative Justice
- NATV 460 Ociyiyapi Oyate and Treaty Law
SOUTH DAKOTA BOARD OF REGENTS  
Revised Course Request: Unique Course

This form is to be used to request a substantive change in a unique course.

<table>
<thead>
<tr>
<th>BHSU</th>
<th>SPEECH/THEATRE</th>
<th>Date</th>
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<tbody>
<tr>
<td>Institution</td>
<td>Division/Department</td>
<td>Institutional Approval Signature</td>
</tr>
</tbody>
</table>

1. This modification will include (check all that apply):

- [X] A change in subject matter content
- [ ] A change in CLP code
- [ ] A change in instructional method
- [ ] Move from unique to common course
- [ ] Move from common to unique course
- [ ] Course number change to a number that is the same as a unique course number (with an “active” status) at another university

Provide a justification for all of the changes noted.
To provide a more comprehensive study of the literature and history of the theatre.

Check all that apply and provide detailed information in the Current and Revised fields below.

<table>
<thead>
<tr>
<th>x</th>
<th>Prefix and number*</th>
<th>Current</th>
<th>Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>Title of course</td>
<td>Thea 361</td>
<td>Thea 361</td>
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<tr>
<td></td>
<td></td>
<td>Theatre History</td>
<td>Literature and History of the Theatre I</td>
</tr>
<tr>
<td>x</td>
<td>Number of credits</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>x</td>
<td>Course description (including prerequisites)</td>
<td>This study of theatre is from the Greeks to present day</td>
<td>Literature and History of the Theatre I is a comprehensive study of the patterns of development in theatre arts, and consideration of the social, political, and economic conditions in which theatre has functioned. Lectures and class discussions will concentrate on literature.</td>
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</table>

COURSE FORM #7

3 3 2006
3. General Education and Information Technology Literacy Requirements

Does the course currently meet one or more of these requirements? _____ Yes  _____ No
If yes, check all that apply.

- System General Education Requirements
  Indicate the goal or goals met

- Institutional Graduation Requirements
  Indicate the goal or goals met

- Information Technology Literacy Requirements

Will the course meet one or more of these requirements after the changes are made? _____ Yes  _____ No
If yes, check all that apply.

- System General Education Requirements
  Indicate the goal or goals met

- Institutional Graduation Requirements
  Indicate the goal or goals met

- Information Technology Literacy Requirements

4. Move from unique to common course.

Indicate the universities currently offering the common course:

- BHSU  - DSU  - NSU  - SDSMT  - SDSU  - USD

5. Move from common to unique course.

Indicate the universities that will continue to offer the common course:

COURSE FORM #7  5-3-2006
6. Course number change to a number that is the same as a unique course number (with an “active” status) at another university.

Indicate the university currently offering the same unique course number.

   BHSU  DSU  NSU  SDSMT  SDSU  USD

The university whose unique course is being replaced by this common course will have the course type changed from unique (UNQ) to common (COM) and the new university’s location and department will be added to this common course. Any changes approved with this request will be made to the common course.

REVISED COURSE REQUEST
SUPPORTING JUSTIFICATION FOR ON-CAMPUS REVIEW

<table>
<thead>
<tr>
<th>Course Originator</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Albert J. Juhrend</td>
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<tr>
<th>Department Chair</th>
<th>Signature</th>
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<tr>
<td>Janeen Larson</td>
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<tr>
<th>School or College Dean</th>
<th>Signature</th>
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<tr>
<td>Holly Downing</td>
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NOTE: The information requested below should be provided to support the on-campus review process.

1. Provide specific reasons for the proposed modification of this course and explain how the changes enhance the curriculum. To provide a more comprehensive study of the literature and history of the theatre. The current course is an overview rather than a detailed examination of the subject matter.

2. Note whether this course is required or an elective:
   Required  x  Elective

3. In addition to the major/program in which this course is offered, what other majors/programs will this course revision affect? Composite major in English

4. If the instructional level is being changed, please justify. If the course is to be offered for graduate and undergraduate credit, indicate how this distinction will be made.

5. Desired Section Size 20

6. Will section enrollments be capped?
   Yes 20  No

   If yes, at what level per section? 20
7. Provide qualifications of faculty who will teach this course. List names, ranks, and degrees.
Dr. Pamela S. Wegner Professor Ph.D. M.A. B.S.
Albert J. Juhrn End Assistant Professor M.F.A. B.A.

8. Note whether adequate facilities are available and list any special equipment that will be needed for the course. Facilities are available and adequate.

9. Note whether adequate library and media support are available for the course. Library and media support is adequate.

10. Will the modified course duplicate courses currently being offered on this campus?
    ___ Yes
    ___ No
    Justify:
Complete the following if they apply to this course:

11. If this modified course may be offered with variable content and/or if this course is repeatable for additional credit, explain the process by which the department or college assesses the feasibility of each proposed scheduling.

12. If this modified course is repeatable for additional credit, explain the limit on total credit that may be earned in the course and how the ceiling will be enforced.

13. If this modified course may be offered for variable credit, explain how the amount of credit at each offering is to be determined. If student registrations may vary in credit during a given term, explain the department/division's policy for determination of the amount of credit for which a student may register.

14. Add any additional comments that will aid in the evaluation of this request.
SOUTH DAKOTA BOARD OF REGENTS
Revised Course Request: Unique Course

This form is to be used to request a substantive change in a unique course.

BHSU Institution
SPEECH/THEATRE Division/Department
Institutional Approval Signature
3/3/06 Date

1. This modification will include (check all that apply):

   X  A change in subject matter content
   _____ A change in CIP code
   _____ A change in instructional method
   _____ Move from unique to common course
   _____ Move from common to unique course
   _____ Course number change to a number that is the same as a unique course number (with an "active" status) at another university

   Provide a justification for all of the changes noted.
   To provide a more comprehensive study of the literature and history of the theatre.

Check all that apply and provide detailed information in the Current and Revised fields below.

<table>
<thead>
<tr>
<th>Current</th>
<th>Revised</th>
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<tbody>
<tr>
<td>x  Prefix and number*</td>
<td>Thea 364</td>
</tr>
<tr>
<td>x  Title of course</td>
<td>Theatre Literature</td>
</tr>
<tr>
<td>x  Number of credits</td>
<td>3</td>
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</table>

Course description (including prerequisites)

This course is reading and discussion of plays written between 500 BC and the present with concentration on the social milieu, which generated the plays and the plays as a medium for performance.

Literature and History of the Theatre II of the Theatre is a comprehensive study of the patterns of development in theatre arts, and consideration of the social, political, and economic conditions in which theatre has functioned. Lectures and class discussions will
<table>
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<tr>
<th>X</th>
<th>CIP Code</th>
<th>500505</th>
<th>500505</th>
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<tr>
<td>x</td>
<td>Instructional Method</td>
<td>Lecture</td>
<td>lecture</td>
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</table>

*If the Prefix changes, is the new prefix already approved for your university? Yes  
No  If the Prefix changes, indicate the new University Department Code:  
If changing a course that previously had only a lecture or laboratory component to a composite course, identify both the course and laboratory numbers (xxx and xxxL) and credit hours associated with each.

2. Term change is effective: 2006 fall

3. General Education and Information Technology Literacy Requirements

Does the course currently meet one or more of these requirements? Yes  x  No

If yes, check all that apply.

- System General Education Requirements
  - Indicate the goal or goals met

- Institutional Graduation Requirements
  - Indicate the goal or goals met

- Information Technology Literacy Requirements

Will the course meet one or more of these requirements after the changes are made? Yes  x  No

If yes, check all that apply.

- System General Education Requirements
  - Indicate the goal or goals met

- Institutional Graduation Requirements
  - Indicate the goal or goals met

- Information Technology Literacy Requirements

4. Move from unique to common course.

Indicate the universities currently offering the common course:

BHSU  DSU  NSU  SDSMT  SDSU  USD

5. Move from common to unique course.

COURSE FORM #7  3.3.2006
Indicate the universities that will continue to offer the common course:

_____ BHSU _____ DSU _____ NSU _____ SDSMT _____ SDSU _____ USD

6. Course number change to a number that is the same as a unique course number (with an “active” status) at another university.

Indicate the university currently offering the same unique course number.

_____ BHSU _____ DSU _____ NSU _____ SDSMT _____ SDSU _____ USD

The university whose unique course is being replaced by this common course will have the course type changed from unique (UNQ) to common (COM) and the new university’s location and department will be added to this common course. Any changes approved with this request will be made to the common course.

REvised COURSE REQUEST
SUPPORTING JUSTIFICATION FOR ON-CAMPUSS REVIEW

<table>
<thead>
<tr>
<th>Course Originator</th>
<th>Signature</th>
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<tr>
<td>Albert J Juhrrend</td>
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<tr>
<th>Department Chair</th>
<th>Signature</th>
<th>Date</th>
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<tr>
<td>Janeen Larson</td>
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<td>3-3-06</td>
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<tr>
<th>School or College Dean</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Holly Downing</td>
<td></td>
<td>3-3-06</td>
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NOTE: The information requested below should be provided to support the on-campus review process.

1. Provide specific reasons for the proposed modification of this course and explain how the changes enhance the curriculum. To provide a more comprehensive study of the literature and history of the theatre. The current course is an overview rather than a detailed examination of the subject matter.

2. Note whether this course is required or an elective:
   Required _____ x _____ Elective

3. In addition to the major/program in which this course is offered, what other majors/programs will this course revision affect? Compose major in English

4. If the instructional level is being changed, please justify. If the course is to be offered for graduate and undergraduate credit, indicate how this distinction will be made.

5. Desired Section Size 20

6. Will section enrollments be capped? Yes 20 No
   If yes, at what level per section? 20

COURSE FORM #7
3-3-2006
7. Provide qualifications of faculty who will teach this course. List names, ranks, and degrees.
Dr. Pamela S. Wegner Professor Ph.D, M.A. B.S.
Albert J Uhrendt Assistant Professor M.F.A. B.A.

8. Note whether adequate facilities are available and list any special equipment that will be needed for the course. Facilities are available and adequate.

9. Note whether adequate library and media support are available for the course. Library and media support is adequate.

10. Will the modified course duplicate courses currently being offered on this campus?

   \[ \begin{array}{l}
   \text{Yes} \\
   \text{No} \\
   \text{Justify:}
   \end{array} \]
Complete the following if they apply to this course:

11. If this modified course may be offered with variable content and/or if this course is repeatable for additional credit, explain the process by which the department or college assesses the feasibility of each proposed scheduling.

12. If this modified course is repeatable for additional credit, explain the limit on total credit that may be earned in the course and how the ceiling will be enforced.

13. If this modified course may be offered for variable credit, explain how the amount of credit at each offering is to be determined. If student registrations may vary in credit during a given term, explain the department/division's policy for determination of the amount of credit for which a student may register.

14. Add any additional comments that will aid in the evaluation of this request.
i. Dakota State University

1. Part I: Institutional Graduation Requirements (IGR)
   a. **Goal #1: Information Systems and Computer Technology:** Students will demonstrate competence in information systems and computer technology through software and programming courses
      
      ii. **Credit Hours: 6**
      
      iii. **Approved Courses**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CSC</td>
<td>105</td>
<td>Introduction to Computers</td>
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<tr>
<td>CSC</td>
<td>123</td>
<td>Problem Solving &amp; Programming</td>
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</tr>
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<td></td>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>CSC</td>
<td>150</td>
<td>Computer Science I</td>
<td></td>
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<tr>
<td></td>
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<td>OR</td>
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<tr>
<td>CIS</td>
<td>130</td>
<td>Visual Basic Programming</td>
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</tr>
</tbody>
</table>

b. **Goal #2: Written Communications:** Students will refine their understanding and practice of reading and writing as integral parts of researching, learning, discussing, and presenting academic materials.

   i. **Credit Hours: 3 credit hours**

   ii. **Approved Courses**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>210</td>
<td>Introduction to Literature</td>
<td>3</td>
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<tr>
<td>EPSY</td>
<td>210</td>
<td>Lifespan Development</td>
<td>3</td>
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<tr>
<td>HIST</td>
<td>151</td>
<td>US History I</td>
<td>3</td>
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<tr>
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<td>US History II</td>
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<td>HIST</td>
<td>256</td>
<td>World History</td>
<td>3</td>
</tr>
<tr>
<td>SOC</td>
<td>100</td>
<td>Introduction to Sociology</td>
<td>3</td>
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<tr>
<td>SOC</td>
<td>150</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC</td>
<td>285</td>
<td>Society and Technology</td>
<td>3</td>
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</table>

All courses listed above also meet the System General Education Requirements (SGR). Students may not use the same course to meet both an SGR requirement and a written communications requirement. All students majoring in elementary education or elementary education/special education must complete ENGL 210, HIST 151 or HIST 152.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements

<table>
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<tr>
<th>Institution</th>
<th>Division/Department</th>
<th>Form Initiator</th>
<th>Institutional Approval Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>NSU</td>
<td>International Business</td>
<td>Liz Hannum</td>
<td>Thomas Dowley</td>
<td>10/21/14</td>
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Institutional Approval Signature

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<td></td>
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<td>Bill Broucek/Connie Ruhl-Smith</td>
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Dean’s Approval Signature

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</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- [ ] System General Education Requirements
- [X] Institutional Graduation Requirements
- [ ] Globalization/Global Issues Requirement
- [ ] Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [ ] Revision to an approved course
- [X] Addition of a course to the set of approved courses
- [X] Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change
Delete EXCH 289/389/489 and add EXPL 289/389/489 as an option for Group C of Institutional Graduation Requirements Goal #2. (Maximum of 3 credits allowed.)

Section 2. Provide the Effective Date for the Proposed Change
Fall 2015

Section 3. Provide a Detailed Reason for the Proposed Change
This change is proposed to better differentiate between the 3 credits allowed for Study Abroad Experience from the course used as a placeholder for Study Abroad enrollment in international courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
When the EXCH prefix is used, the program evaluation may mislead students/advisors into thinking requirements are completed. When the Study Abroad is complete and the EXCH course is converted to the transfer credit, the credits often apply to different requirements.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
See attached.
Course Number and Title: EXPL 289/389/489 Study Abroad Experiential Learning

Term: Choose an item. Credits: 3

Instructor Information

Instructor Name: Dr. Ginny Lewis

Email: ginny.lewis@northern.edu

Phone: 605-626-7696

Office: TC - 248

Office Hours: By Appointment

Course Information

Catalog Description: This course is designed to allow the student to earn credit for study abroad experience by immersion in activities in the host country, exposure to the unique aspects of the culture, and reflection on differences and similarities.

Response Time Expectations

E-mail Response Times: Click here to enter text.

Grading Response Times: Click here to enter text.

Course Goals and Objectives

The goals for this course are:

1. Students have a deeper knowledge of historical, political, scientific, cultural, and socioeconomic interconnections.
2. Students can identify some of the processes through which civilizations, nations, or people are defined historically and in the present.
3. Students develop new abilities to describe the foreign country they are studying.
4. Students can develop greater courage to engage in social exchanges and enterprises, even when faced with radical cultural differences.
5. Students are able to describe their own culture with greater knowledge and awareness.
6. Students are able to view a single issue from multiple perspectives and work effectively with others who are different from them.

The objective for this course is:
To immerse yourself in a self-selected aspect of the host culture. This could include volunteering, joining a sports team, visiting several local art museums, etc. It is recommended this experience relate to your major of study but is not required.

Academic Success Support/Starfish

As your professor, I am personally committed to supporting YOUR academic success in this course. For that reason, if you demonstrate any academic performance or behavioral problems which may impede your success, I will personally discuss and attempt to resolve the issue with you. I may also refer your case using Starfish, which is an online student success program. Starfish will allow me to send you various performance updates, concerns, and referrals. If you receive a “flag” in Starfish, please come see me or seek assistance and support from your advisor or other resource staff member on campus. Please make sure to update your Starfish profile at the beginning of each semester (including a photo and up-to-date contact information). The Starfish link is located in D2L at the very top left corner of the homepage. My goal is to make your learning experience in this course as meaningful and successful as possible.

Academic Dishonesty

Cheating and other forms of academic dishonesty run contrary to the purposes of higher education and will not be tolerated in this course. All forms of academic dishonesty will result in an “F” for the course. Academic dishonesty includes (but is not limited to) plagiarism, copying answers or work done by another student (either on an exam or on out-of-class assignments), allowing another student to copy from you, and using unauthorized materials during an exam. Please be advised that when the instructor suspects plagiarism, the Internet and other standard means of plagiarism detections will be used to resolve the instructor’s concerns.

Evaluation and Assignments

There are two forms of assessment that will be evaluated for a pass/fail grade.
1. Students will keep a record of their experiences through a journal, a blog, a video, photography, or another form pre-approved by the faculty member.
2. Upon return, students will be asked to write a paper no more than 5 pages to reflect on their experience and how it has affected their academic or personal values.

Student Expectations

It is vitally important that you play an active role in the learning process. Students are expected to find ways to immerse themselves in the host country outside of the classroom throughout their time abroad.
Americans with Disabilities Act (ADA) Statement

Northern State University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require accommodations, please contact the NSU Office of Disability Services (ODS) as soon as possible to discuss your particular needs.

The mission of the Office of Disability Services is to provide equal access to university programs, as mandated by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Any student requesting accommodations must submit adequate documentation of disability before accommodations can be provided.

Contact information for the ODS:
Ms. Doris Stusiak
Student Center Room 240 – 2nd floor
Phone – 605-626-2371
Fax – 605-626-3399

Diversity Statement

Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

Freedom in Learning

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

Tentative Course Schedule

The tentative schedule for this course is outlined below. Please note, the instructor reserves the right to modify the schedule at any time.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>Assessments &amp; Due Dates</th>
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Course Form #11
AAC Feb2007
Technical Support

NET Services is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below.

**Phone:** 1-605-626-2283  
**Email:** help@northern.edu  
**Location:** Tech Center 148
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

<table>
<thead>
<tr>
<th>SDSM&amp;T Institution</th>
<th>Humanities Division/Department</th>
<th>Duane Hrncir Institutional Approval Signature</th>
<th>Date</th>
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<th>Form Initiator</th>
<th>James D. Feiszli Dean’s Approval Signature</th>
<th>Date</th>
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Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- X System General Education Requirements
- Institutional Graduation Requirements
- Globalization/Global Issues Requirement
- Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- Revision to an approved course
- X Addition of a course to the set of approved courses
- Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change

Incorporation of general Humanities learning outcomes into existing music ensemble courses to provide fulfillment of Goal Four General Education Requirements.

Section 2. Provide the Effective Date for the Proposed Change

August 15, 2013

Section 3. Provide a Detailed Reason for the Proposed Change

Provide opportunities for SDSMT students to develop knowledge and practice of the fine arts and humanities through practicum/seminar in the creation and performance of music.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

Students will:

1. Identify and understand musical characteristics from various musical periods and styles and understand the cultural phenomenon that created the music under study
2. Aurally recognize and describe differences between music styles and cultural influences on those styles, including the distinguishing characteristics of Western and non-Western music
3. Aurally recognize and demonstrate knowledge of the basic elements of music: rhythm, pitch, harmony, melody
4. Play or sing music literature, with others and alone, using technical accuracy, artistic expression, and sensitivity to ensemble

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Sample Syllabi for: Concert Choir, University Choir, Symphonic Band, University Orchestra. Sample Test Rubrics to be used
South Dakota School of Mines & Technology Syllabus Fall 2013

MUS117 – Music in Performance I (University Orchestra)

Music Center 202, T 6:00-8:50
Tammy Schnittgrund, M.M. (tammy.schnittgrund@sdsmt.edu)
Music Center 305, Telephone: 605.394.2433 / Office Hours: by appt.

Catalog Description
MUS 117 Music in Performance I
1 credit. Prerequisite: none. This course introduces the functions and techniques of the craft of music through the study of the music of both western and non-western cultures. It establishes fundamental performance tools and develops basic systematic processes and skills in musical analysis that allow for cultural understanding through the study, rehearsal, and performance of ensemble music. [meets Goal 4 General Education Requirement]

Required Materials
1. Instrument: Students using SDSMT instruments must sign a separate contract for their use
2. Music: Each student is responsible for the folder and music issued to them and is responsible for the loss or damage of all music; markings in music should only be made in pencil
3. Concert Attire: Men - Black tuxedo or black suit with white shirt, black bow tie, black shoes and black socks. Women - All black dress or black skirt/pants and blouse with black shoes
4. Pencil

Course Goals and Outcomes:
This course fulfills the following South Dakota Board of Regents (BOR) General Education Goal #4: Students will understand the diversity and complexity of the human experience through the study of the arts and the humanities.
As a result of taking courses meeting this goal, students will:
1. Develop knowledge of the range of values, beliefs, and ideas embodied in the human experience. Assessment: Students will through playing, listening, class lecture/discussion, and examination
   a. Identify and understand musical characteristics from various musical periods and styles
   b. Understand the cultural phenomenon that created the music under study
2. Understand and interpret basic concepts and theories of the selected disciplines within the humanities and arts. Assessment: Students will, through playing, listening, class lecture/exercise and aural/written examinations
   a. Recognize and demonstrate knowledge of the basic elements of music
      i. Pitch notation
      ii. Rhythm notation
      iii. Key signatures
      iv. Expression Designators
b. Play, with others and alone, with technical accuracy, artistic expression, and sensitivity to ensemble
   i. Various meters and rhythms
   ii. Various harmonic systems (major, minor, modal)
3. Understand and interpret formal and stylistic elements of the literary or fine arts. Assessment: Students will, through playing, listening, class lecture/discussion, aural examinations, and public presentation
   a. Demonstrate and aurally identify differences between culturally diverse music styles, especially those of the major historical periods of western civilization
   b. Recognize cultural influences in diverse styles of music, including the distinguishing characteristics of basic styles of western art music and non-West characteristics found in traditional western art forms
4. Furthermore, students will demonstrate foundational competency in technical skills. Assessment: Students will, through class lecture/discussion, class laboratory, and examination
   a. Understand the basic principles of their instrument
   b. Be able to identify factors that constitute good tonal production and factors which hinder good tonal production
   c. Be able to improve their tonal production and technical proficiency

Music for Fall 2013

Schedule

August 27
   Class syllabus explanation, grading policy, ensemble responsibilities, semester expectations
   Materials – syllabus, music

September 3
   Technical: Five Elements of Good Playing
   Theory: keys, key signatures, scales

September 10
   Sectionals: violins, violas, cellos/basses
   Written Quiz:

September 17
   Sectionals: violins, violas, cellos/basses
   Written Quiz:

September 24
   Sectionals: violins, violas, cellos/basses

October 1
   Concepts – stylistic characteristics
   Playing Test:

October 8
   Concepts – stylistic characteristics
   Playing Test:

October 15
   Concepts – stylistic characteristics

October 22
   Connecting technique to expression
   Theory – form and style analysis
   Playing Test:

October 29
   Connecting style to technique
   Playing Test:

November 5
   Connecting style to technique
Playing Test:

**November 14**
- run-through entire pieces
- tape rehearsal, analyze
- clean up problem spots
- Concert Concerns: riser etiquette, visual appearance

**November 21, 22**
- run-through entire pieces
- clean up problem spots
  - Friday: *Warm-Up 6:00 pm, Concert 7:30 PM*

**November 28**
- Student Opinion Surveys
- Discussion and analysis of performance
- Discussion and thoughts for next semester
- Music for commencement

**December 3**
- run-through entire pieces
- clean up problem spots

**December 10**
- run-through entire pieces
- clean up problem spots

**December 17 (Finals week), 22**
- run-through entire pieces
- clean up problem spots
- Commencement at Rushmore Plaza Civic Center Theatre
**Grading Policy**

The success or failure of each participant in a music ensemble affects all others and therefore requires a cooperative effort on the part of all. SDSMT ensembles are laboratory courses in aesthetics and everyone is part of the lab team. This grading policy encourages responsibility to the whole while recognizing the fact that you are ultimately responsible for your own achievement. Two factors constitute the final grade for the course:

I. Personal Responsibility - Examinations

You will be examined at regular intervals to see if you can successfully demonstrate the understandings required to perform the music. The criteria for these examinations are: 1) melodic and rhythmic accuracy, 2) tonal production, 3) ensemble awareness. In other words, can you play your part accurately with what would be considered good tone (for you) in a manner that works with the other people in the ensemble?

1. You will perform your part with one or more players from your section, along with players from other sections.
2. You will have at least one week's notice of the specific music to be examined. The instructor reserves the right to make changes from the printed syllabus, but will observe the one week's notice.
3. Grades from 0-4 are assessed for each examination. At semester's end, your lowest examination score is dropped. The rest are totaled and averaged to achieve the Average Playing Test Score.

II. Communal Responsibility – Are you working with the group or against the group?

You are part of a team. Your presence or absence does not affect only you, but every single other singer in the room. It does not matter whatsoever whether you are the best singer or the worst singer in the ensemble, you are an important cog in the machinery. Therefore:

1. You are allowed 1 missed class with no penalty. For every absence after that, 0.5 is deducted from your Average Playing Test Score. If no classes have been missed, 0.6 is added to achieve the final grade. The only excused absences are those that involve official professional activities: common exams, official school activities, conferences, etc. Other absences, for whatever reasons, are absences.
2. If you miss more than three classes, you will be dropped from the class - extenuating circumstances excepted.
3. *No absences are allowed within the week of a performance!* We have two scheduled performances this semester: November 22 and December 21st
4. Do not be late. Sometimes accidents happen. So, you are allowed 3 tardy appearances with no penalty. Anything beyond that and it's probably carelessness. 0.5 will be deducted from your Average Playing Test Score. The good news: If you're never late, 0.6 is added.
5. Individual situations are unique. When the limits of tolerance are reached, the situation will be evaluated by the instructor to determine appropriate action.

III. Grading Scale:  

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<tr>
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<tr>
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*Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.*

*Students with special needs or requiring special accommodations should contact the instructor and/or the campus ADA coordinator, Jolie McCoy at 394-1924 at the earliest opportunity.*
MUS117 – Music in Performance I (University Choir)

Music Center 202, Thursdays 6:00-8:30
Dr. James D. Feiszli (James.feiszli@sdsmt.edu)
Music Center 206, Telephone: 605.394.5101 / Office Hours: MWF 9:00; other times by appt.
Mobile phone: 605. 415.6829 (yes, I text)

Catalog Description
MUS 117 Music in Performance I
1 credit. Prerequisite: none. This course introduces the functions and techniques of the craft of music through the study of the music of both western and non-western cultures. It establishes fundamental performance tools and develops basic systematic processes and skills in musical analysis that allow for cultural understanding through the study, rehearsal, and performance of ensemble music. [meets Goal 4 General Education Requirement]

Required Text
none – music will be provided for semester and must be returned

Course Goals and Outcomes:
This course fulfills the following South Dakota Board of Regents (BOR) General Education Goal #4:
Students will understand the diversity and complexity of the human experience through the study of the arts and the humanities.

Students will:
1. Develop knowledge of the range of values, beliefs, and ideas embodied in the human experience. Assessment: Students will through singing/listening, class lecture/discussion, and examination
   a. Identify and understand musical characteristics from various musical periods and styles
   b. Understand the cultural phenomenon that created the music under study
2. Understand and interpret basic concepts and theories of the selected disciplines within the humanities and arts. Assessment: Students will; through listening, class lecture, practicum, and aural/written examinations
   a. Aurally recognize and demonstrate knowledge of the basic elements of music: rhythm, pitch, harmony, melody
   b. Sing choral literature with others and alone and with technical accuracy, artistic expression, and sensitivity to ensemble
3. Understand and interpret formal and stylistic elements of literary and musical arts. Assessment: Students will, through singing, listening, class lecture/discussion, aural examinations, and public presentation
   a. Aurally recognize and describe differences between music styles, especially those of the major historical periods of western civilization
   b. Recognize cultural influences in music, including the distinguishing characteristics of Western and non-Western music
4. In addition, students will gain fluency in, and demonstrate foundational competency in, vocal skills. Assessment: Students will, through class lecture/discussion, class laboratory, and sung examinations
   a. Understand basic physiological workings of human vocal production.
   b. Identify factors that produce good vocal production and factors which hinder good vocal production.
   c. Improve their individual vocal production

Music for Fall 2013

<table>
<thead>
<tr>
<th>Magnificat – Arvo Pärt</th>
<th>Psalm 150 – Ernesto Aguiar</th>
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<tbody>
<tr>
<td>Ubi caritas – Maurice Durufle</td>
<td>Sanctus (from Requiem) - Gabriel Faure</td>
</tr>
<tr>
<td>I Got Shoes – Shaw/Parker</td>
<td>Ain’ Got Time to Die – Hall Johnson</td>
</tr>
</tbody>
</table>
Achieving Excellence

*Everyone has the desire to be the best. Few have the desire to do the work to be the best. We are what we repeatedly do. Excellence, then, is not an act but a habit.*

Without everyone achieving their personal best, this will not be as great an experience as it should be. A music ensemble is a team effort. The success or failure of any one of us affects all of us. Your primary job is to be responsible for yourself to every other singer here. Your secondary job is to encourage and help others to be excellent as well.

I. CHOIR IS MORE THAN WHAT HAPPENS IN CLASS

If you leave Thursday night and do nothing with your voice or your music until the next Thursday, we all lose. What you do outside class makes or breaks the choral experience. Collectively we create something that is greater than any of us can achieve alone. If little is done outside of class in review or in preparation; it will be obvious. *Everyone needs to do this – there are no exceptions.*

- A. Use the rehearsal files.
- B. Spend time working on your voice and parts. There are practice rooms available, use them.
- C. Set up a time to work with me, your section leader, or other choir members if you need help.

II. CHOIR IS BIGGER THAN THE INDIVIDUAL

We meet 12 times before we present a concert. The audience on November 16th expects to hear a quality performance. They will not understand how sick you were on October 11th or how important the M-week bonfire was on September 20th. Of course, sometimes things happen. But, you owe it to the rest of us to be in all rehearsals at all times. *This will not always be personally convenient for you.* Every individual absence weakens the choir. If you miss two rehearsals, you have missed 16% of the total rehearsal time. Nothing good comes from 84% efficiency (two missed rehearsals). That is equivalent to missing a day of work every single week in a five-day work week. Yikes.

III. EXCELLENCE DOESN’T JUST HAPPEN

Music will be tested in class at regular intervals. The tests are listed on the syllabus. I may make changes from the printed syllabus, but will always give one week’s notice of any testing changes. Why do we do this? Not because I can’t tell if you have the part or not. It’s for your own personal integrity. The criteria are 1) melodic and rhythmic accuracy, 2) vocal production, 3) ensemble awareness.

Grading Policy

The success or failure of each participant in a music ensemble affects all others and therefore requires a cooperative effort on the part of all. SDSMT ensembles are laboratory courses in aesthetics and everyone is part of the lab team. This grading policy encourages responsibility to the whole while recognizing the fact that you are ultimately responsible for your own achievement. Two factors constitute the final grade for the course:

I. Personal Responsibility - Examinations

You will be examined at regular intervals to see if you can successfully demonstrate the understandings required to perform the music. The criteria for these examinations are: 1) melodic and rhythmic accuracy, 2) vocal production, 3) ensemble awareness. In other words, can you sing your part accurately with what would be considered good vocal tone (for you)?

- A. You will sing your part with one or more singers from your section, along with singers from other sections.
- B. You will have at least one week’s notice of the specific music to be examined. The instructor reserves the right to make changes from the printed syllabus, but will observe the one week’s notice.
C. Grades from 0-4 are assessed for each examination. At semester’s end, your lowest examination score is dropped. The rest are totaled and averaged to achieve the Average Test Score.

II. Communal Responsibility – Are you working with the group or against the group?
You are part of a team. Your presence or absence does not affect only you, but every single other singer in the room. It does not matter whatsoever whether you are the best singer or the worst singer in the ensemble, you are an important cog in the machinery. Therefore:

A. You are allowed 2 missed classes with no penalty. For every absence after that, .5 is deducted from your Average Test Score. If no classes have been missed, 0.6 is added to achieve the final grade.
   1. The only excused absences are those that involve official professional activities. Other absences, for whatever reasons, are absences.
   2. If you miss more than three classes, you will be dropped from the class - extenuating circumstances excepted.
   3. No absences are allowed within one week of a performance! Absences count double during that timeframe.

B. We do important vocal training during the first twenty minutes of class. Do not be late. Sometimes accidents happen. So, you are allowed 3 tardy appearances with no penalty. Anything beyond that and it’s probably carelessness and 0.5 will be deducted from your Average Test Score. The good news: If you've never been tardy, 0.6 is added.

C. The meetings outside regular class scheduled on this syllabus are crucial to our success. You are given these dates now so that conflicts may be resolved immediately. If you have a conflict with any of these dates, you are expected to notify the instructor prior to September 20. Failure to be in attendance will be counted as two absences and could result in expulsion from the course.

D. Individual situations are unique. When the limits of tolerance are reached, the situation will be evaluated by the instructor in consultation with singers in that individual’s section to determine appropriate action.

III. Grading Scale:

A = 3.4 - 4.0       B = 2.6 - 3.3       C = 1.6 - 2.5       D = 0.6 - 1.5
F = 0 - .5

Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

Performance Attire
Men – Tuxedos: black pant/coat; white shirt; black bowtie; black socks; black dress shoes. Music Activities has some used tuxedos for sale or we can assist you to find a dealer from which to purchase a new one. Men may have a black suit which will pass for a tuxedo. That also works. Women - concert dresses, black shoes. Women may rent a dress from Music Activities at $35.00 per semester or you may purchase one for $80.00 total.

Semester Schedule
August 29
Administrative matters
credit enrollment, non-student participants, ensemble responsibilities, music # assignments
Materials
music reading handouts, Fauré, Duruflé, Pärt, Aguiar
Assignments (to be completed prior to next class):
Join Dropbox, download pertinent files
Number measures of Pärt (93), Duruflé (37)
Know major key signatures up to 5 sharps/flats
Know bass and treble clef note names
Mark counting for Pärt to m.37, if needed
Get parts for Ubi caritas to m. 15

September 5
Introductions, Roster familiarity
Sectionals/Voice Matching
Fauré, Pärt, Aguiar
After voice matching: Duruflé, mm. 1-15, Faure, 1-26
Quiz over pitch names, rhythms
Assignments: Mark counting for Aguiar rhythms, Get parts for middle of Duruflé

September 12
Fauré: mm. 1-42
Duruflé: mm. 15-26
Aguiar: mm. 1-10
Part: 1-33
Quiz2 over pitch names, rhythms
Assignment: Have all notes for Duruflé and Fauré secure

September 19
Sectionals, first half
Fauré: all
Duruflé: all
Aguiar: mm. 1-15
Part: 1-60
Quiz over major key signatures
Assignment: Pärt, mm. 1-70; Aguiar, mm. 1-20

September 26
Sectionals, first half
Duruflé: fluidity
Aguiar: all
Part: 1-77
Introduce Johnson
Assignments: Pärt – all, Place all music in a black binder or folder
Quiz over major key signatures and pitches
Test: Fauré

October 3
By this date you should have notes for Fauré, Duruflé, Sectionals, first half
Aguiar, run through, address problems
Johnson: style, historical background
Introduce Shaw/Parker
Quiz over major key signatures and pitches
Test: Duruflé

October 10
Sectionals, first half
Shaw/Parker: style, historical background
Johnson: vocal style, stylistic considerations
Quiz over major key signatures and pitches with solfege
Test: Aguiar to m.15
October 17
Sectionals, first half
Shaw/Parker, v. 3
Johnson; Ending
Run-throughs: Fauré, Aguiar, Duruflé
Quiz over major/minor key signatures
Test: Pärt, 1-46

October 24
Continuity work, run without breaks, go back, correct problems
Quiz over major/minor key signatures
Test: Aguiar, m. 16 to end

October 31
Continuity work, run without breaks, go back, correct problems
Quiz over major/minor key signatures and pitches with solfege
Test Johnson

November 7
Continuity work, run without breaks, go back, correct problems
Test Shaw/Parker

November 14
Complete run-throughs
Check concert attire, make sure you have everything

November 21- Dress Rehearsal
Complete run-throughs
Check concert attire, make sure you have everything

November 22 - Concert – 7:30
call time – 6:30pm

December 5
final meeting, debrief, turn in music.

Students with special needs or requiring special accommodations should contact the instructor and/or the campus ADA coordinator, Jolie McCoy at 394-1924 at the earliest opportunity.
MUS117 – Music in Performance I (Concert Choir)

Music Center 202, MWF 8:00-8:50 (section 01) / MWF 12:00-12:50 (section 02)
Dr. James D. Feiszli (james.feiszli@sdsmt.edu)
Music Center 206, Telephone: 605.394.5101 / Office Hours: MWF 9:00; other times by appt.
Mobile phone: 605.415.6829 (yes, I text)

Catalog Description
MUS 117 Music in Performance I
1 credit. Prerequisite: none. This course introduces the functions and techniques of the craft of music through the study of the music of both western and non-western cultures. It establishes fundamental performance tools and develops basic systematic processes and skills in musical analysis that allow for cultural understanding through the study, rehearsal, and performance of ensemble music. [meets Goal 4 General Education Requirement]

Required Text
none – music will be provided for semester and must be returned

Course Goals and Outcomes:
This course fulfills the following South Dakota Board of Regents (BOR) General Education Goal #4:

Students will understand the diversity and complexity of the human experience through the study of the arts and the humanities.

Students will:
1. Develop knowledge of the range of values, beliefs, and ideas embodied in the human experience. Assessment: Students will through singing/listening, class lecture/discussion, and examination
   a. Identify and understand musical characteristics from various musical periods and styles
   b. Understand the cultural phenomenon that created the music under study
2. Understand and interpret basic concepts and theories of the selected disciplines within the humanities and arts. Assessment: Students will; through listening, class lecture, practicum, and aural/written examinations
   a. Aurally recognize and demonstrate knowledge of the basic elements of music: rhythm, pitch, harmony, melody
   b. Sing choral literature with others and alone and with technical accuracy, artistic expression, and sensitivity to ensemble
3. Understand and interpret formal and stylistic elements of literary and musical arts. Assessment: Students will, through singing, listening, class lecture/discussion, aural examinations, and public presentation
   a. Aurally recognize and describe differences between music styles, especially those of the major historical periods of western civilization
   b. Recognize cultural influences in music, including the distinguishing characteristics of Western and non-Western music
4. In addition, students will gain fluency in, and demonstrate foundational competency in, vocal skills. Assessment: Students will, through class lecture/discussion, class laboratory, and sung examinations
   a. Understand basic physiological workings of human vocal production.
   b. Identify factors that produce good vocal production and factors which hinder good vocal production.
   c. Improve their individual vocal production
Music for Fall 2013

<table>
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<tr>
<th>Adam/McGlynn - O Holy Night</th>
<th>Burt - Some Children See Him</th>
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<tbody>
<tr>
<td>Caracciolo - Make We Joy Now in this Fest</td>
<td>Feiszli - Ding! Dong! Merrily on High</td>
</tr>
<tr>
<td>Gruber/Lindner - Silent Night</td>
<td>Hogan - Glory, Glory, Glory to the Newborn King</td>
</tr>
<tr>
<td>Johnson - Do You Hear What I Hear?</td>
<td>Lauridsen – O Magnum Mysterium</td>
</tr>
<tr>
<td>plainsong – Christus natus est</td>
<td>Poston - Jesus Christ, the Apple Tree</td>
</tr>
<tr>
<td>Rachmaninoff - Bogoroditse Devo raduysa</td>
<td>Rutter – Wexford Carol</td>
</tr>
<tr>
<td>traditional - Star-Spangled Banner</td>
<td></td>
</tr>
</tbody>
</table>

Meeting Times: Section 01 - MWF 8:00 am / Section 02 - MWF 12:00 pm

Meeting Times outside normal hours

| Saturday, September 21, 9:00-11:00am | Saturday, October 5, 9:00-11:00am |
| Saturday, October 26, 9:00-11:00am | Saturday, November 16, 9:00-11:00am |
| Saturday, November 23, 9:00-11:00am | Monday, December 2, 4:00-6:00pm |
| Friday, December 6, 6:30-9:30pm | Saturday, December 7, 6:30-9:30pm |
| Sunday, December 8, 6:30-9:30pm | |

Schedule

August 26, 28, 30
Class syllabus explanation, grading policy, ensemble responsibilities, semester expectations
Voice – common understandings, terminologies
Theory - clefs, pitch names, meters, rhythms
Materials - syllabus, solfege, notation handouts, Gruber, Star-Spangled Banner

September 4, 6 (2nd – holiday)
Voice: Five Elements of Good Singing
Theory: keys. key signatures, solfege system
New Materials: Feiszli, Poston

September 9, 11, 13
Voice: vocal characteristics, partner assignments, physical conditioning basic
Theory: drills on assigned materials, music lab training
New Materials: Rachmaninoff, Lauridsen

September 16, 18, 20, 21
Saturday common rehearsal - 9:00-11:00am
Voice: basic breath & vowel concepts; keys, clefs, pitch names
Sectionals: individualized gender issues in voice; guest instructors in vocal training
Theory – advanced solfege concepts, non-harmonic tones
**September 23, 25, 28 (27th M-day)**  
status check – run-throughs of:  
SSB, Feiszli, Poston, Lauridsen, Rachmaninoff,  
recording and playback for analysis  
Voice- Oral Cavity concepts – soft palate, tongue, jaw  
Theory – solfege drills using music  
*Test - Perform SSB at M-Day football game Saturday afternoon*

**September 30, October 2, 4, 5**  
*Saturday common rehearsal - 9:00-11:00am*  
New Materials: Burt, Hogan, Johnson  
Voice- connecting breath to lower body  
Theory – applying solfege to sightreading  
*Test – Poston*

**October 7, 9, 11**  
Sectionals: Poston, Lauridsen, Hogan, Burt, Johnson  
Voice- connecting body to voice  
Theory – applying solfege continued  
New Materials: Rutter, Adam  
*Test – Feiszli*

**October 16, 18 (14th holiday)**  
Sectionals: Rachmaninoff, Rutter, Hogan, Lauridsen, Johnson  
Voice- advanced vocal concepts - placement  
Theory – formal analysis, stylistic characteristics  
New Materials: Caracciolo, plainsong  
*Quiz - Key signatures*

**October 21, 23, 25, 26**  
*Saturday common rehearsal - 9:00-11:00am*  
Sectionals: Lauridsen, Rutter, Hogan, Johnson  
Voice- placement/focus continued  
Theory – form and style study continued  
*Test – Lauridsen*

**October 28, 30, November 1**  
Sectionals: Johnson, Rutter, Adam, Hogan  
Voice- connecting body to voice revisited  
Theory – form and style analysis  
run-through entire pieces  
tape rehearsals, analyse  
*Test – Hogan*

**November 4, 6, 8**  
Sectionals: Rutter, Adam, Johnson  
Voice- vocal characteristics revisited, tone  
Theory – vocal stylistic characteristics  
run-through entire pieces  
tape rehearsals, analyse
November 13, 15, 16 (11th holiday)
Saturday common rehearsal in Cathedral, 9:00-11:00am
- Riser etiquette, visual appearance
- Voice- connecting voice to music
- Theory – connecting style to voice
  Test - Johnson

November 18, 20, 22, 23
Saturday common rehearsal - 9:00-11:00am
- run-through entire pieces
- tape rehearsals, analyse
- clean up problem spots

November 25
- run-through entire pieces
- clean up problem spots

December 2, 4, 6, 7, 8
Monday common rehearsal 4:00pm
Friday dress rehearsal at cathedral; 6:30-9:30pm
Saturday concert – call 6:30pm
Sunday concert – call 6:30pm

December 9
- Student Opinion Surveys
- Discussion and analyzation of performance
- Discussion and thoughts for next semester
Grading Policy

The success or failure of each participant in a music ensemble affects all others and therefore requires a cooperative effort on the part of all. SDSMT ensembles are laboratory courses in aesthetics and everyone is part of the lab team. This grading policy encourages responsibility to the whole while recognizing the fact that you are ultimately responsible for your own achievement. Two factors constitute the final grade for the course:

I. Personal Responsibility - Examinations
You will be examined at regular intervals to see if you can successfully demonstrate the understandings required to perform the music. The criteria for these examinations are: 1) melodic and rhythmic accuracy, 2) vocal production, 3) ensemble awareness. In other words, can you sing your part accurately with what would be considered good vocal tone (for you)?

A. You will sing your part with one or more singers from your section, along with singers from other sections.
B. You will have at least one week's notice of the specific music to be examined. The instructor reserves the right to make changes from the printed syllabus, but will observe the one week's notice.
C. Grades from 0-4 are assessed for each examination. At semester's end, your lowest examination score is dropped. The rest are totaled and averaged to achieve the Average Test Score.

II. Communal Responsibility – Are you working with the group or against the group?
You are part of a team. Your presence or absence does not affect only you, but every single other singer in the room. It does not matter whatsoever whether you are the best singer or the worst singer in the ensemble, you are an important cog in the machinery. Therefore:

A. You are allowed 3 missed classes with no penalty. For every absence after that, .5 is deducted from your Average Test Score. If no classes have been missed, 0.6 is added to achieve the final grade.
   1. The only excused absences are those that involve official professional activities. Other absences, for whatever reasons, are absences.
   2. If you miss more than five classes, you will be dropped from the class - extenuating circumstances excepted.
   3. **No absences are allowed within one week of a performance!** Absences count double during that timeframe.
B. We do important vocal training during the first fifteen minutes of class. Do not be late. Sometimes accidents happen. So, you are allowed 3 tardy appearances with no penalty. Anything beyond that and it’s probably carelessness and 0.5 will be deducted from your Average Test Score. Good news: If you've never been tardy, 0.6 is added.
C. Because this is a multi-section course, the meetings outside regular class scheduled on this syllabus are crucial to our success as a performing as one choir. You are given these dates now so that conflicts may be resolved immediately. If you have a conflict with any of these dates, you are expected to notify the instructor prior to September 18. Failure to be in attendance at any of these will be counted as two absences and could result in expulsion from the course.
D. Individual situations are unique. When the limits of tolerance are reached, the situation will be evaluated by the instructor in consultation with singers in that individual's section to determine appropriate action.

III. Grading Scale:  

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Students with special needs or requiring special accommodations should contact the instructor and/or the campus ADA coordinator, Jolie McCoy at 394-1924 at the earliest opportunity.
MUS117 – Music in Performance I (Symphonic Band)

Music Center 202, MW 7:00-8:50
Dr. Kenneth Drobnak (kenneth.drobnak@sdsmt.edu)
Music Center 305, Telephone: 605.394.2433 / Office Hours: MTWRF 10:00; other times by appt.

Catalog Description
MUS 117 Music in Performance I
1 credit. Prerequisite: none. This course introduces the functions and techniques of the craft of music through the study of the music of both western and non-western cultures. It establishes fundamental performance tools and develops basic systematic processes and skills in musical analysis that allow for cultural understanding through the study, rehearsal, and performance of ensemble music. [meets Goal 4 General Education Requirement]

Course Goals and Outcomes:
This course fulfills the following South Dakota Board of Regents (BOR) General Education Goal #4: Students will understand the diversity and complexity of the human experience through the study of the arts and the humanities.
As a result of taking courses meeting this goal, students will:

5. Develop knowledge of the range of values, beliefs, and ideas embodied in the human experience. Assessment: Students will through playing, listening, class lecture/discussion, and examination
   a. Identify and understand musical characteristics from various musical periods and styles
   b. Understand the cultural phenomenon that created the music under study

6. Understand and interpret basic concepts and theories of the selected disciplines within the humanities and arts. Assessment: Students will, through playing, listening, class lecture/exercise and aural/written examinations
   a. Recognize and demonstrate knowledge of the basic elements of music
      i. Pitch notation
      ii. Rhythm notation
      iii. Key signatures
      iv. Expression Designators
   b. Play, with others and alone, with technical accuracy, artistic expression, and sensitivity to ensemble
      i. Various meters and rhythms
      ii. Various harmonic systems (major, minor, modal)

7. Understand and interpret formal and stylistic elements of the literary or fine arts. Assessment: Students will, through playing, listening, class lecture/discussion, aural examinations, and public presentation
   a. Demonstrate and aurally identify differences between culturally diverse music styles, especially those of the major historical periods of western civilization
   b. Recognize cultural influences in diverse styles of music, including the distinguishing characteristics of basic styles of western art music and non-West characteristics found in traditional western art forms

8. Furthermore, students will demonstrate foundational competency in technical skills. Assessment: Students will, through class lecture/discussion, class laboratory, and examination
   a. Understand the basic principles of their instrument
   b. Be able to identify factors that constitute good tonal production and factors which hinder good tonal production
   c. Be able to improve their tonal production and technical proficiency
Required Materials
5. Instrument: Students using SDSMT instruments must sign a separate contract for their use
6. Music: Each student is responsible for the folder and music issued to them and is responsible for the loss or damage of all music; markings in music should only be made in pencil
7. Concert Attire: Men - Black tuxedo or black suit with white shirt, black bow tie, black shoes and black socks. Women - All black dress or black skirt/pants and blouse with black shoes
8. Pencil

Music for Fall 2013

Schedule

August -26, 28
Class syllabus explanation, grading policy, ensemble responsibilities, semester expectations
Materials – syllabus

September 4 (Monday holiday)
Technical: Five Elements of Good Playing
Theory: keys. key signatures, scales

September 9, 11
Sectionals: woodwinds, brass, percussion
Written Quiz:

September 16, 18
Sectionals: woodwinds, brass, percussion
Written Quiz:

September 23, 25
Sectionals: woodwinds, brass, percussion

September 30, October 2
Concepts –stylistic characteristics
Playing Test:

October 7, 9
Concepts –stylistic characteristics
Playing Test:

October 16 (Monday holiday)
Concepts –stylistic characteristics

October 21, 23
Connecting technique to expression
Theory – form and style analysis
Playing Test:

October 28, 30
Connecting style to technique
Playing Test:

November 4, 6
Connecting style to technique
Playing Test:

November 13 (Monday holiday)
run-through entire pieces
tape rehearsal, analyze
clean up problem spots

November 18, 20
run-through entire pieces
tape rehearsal, analyze
clean up problem spots
Playing Test:

November 25 (Wednesday holiday)
run-through entire pieces
tape rehearsal, analyze
clean up problem spots

December 2, 4, 7, 8
Concert Concerns: riser etiquette, visual appearance
Saturday Dress Rehearsal 10 AM-Noon
Sunday Warm-Up/Tune 2:00 PM, Fall Concert 3:00 PM

December 9
Student Opinion Surveys
Discussion and analyzation of performance
Discussion and thoughts for next semester
Grading Policy

The success or failure of each participant in a music ensemble affects all others and therefore requires a cooperative effort on the part of all. SDSMT ensembles are laboratory courses in aesthetics and everyone is part of the lab team. This grading policy encourages responsibility to the whole while recognizing the fact that you are ultimately responsible for your own achievement. Two factors constitute the final grade for the course:

I. Personal Responsibility - Examinations
You will be examined at regular intervals to see if you can successfully demonstrate the understandings required to perform the music. The criteria for these examinations are: 1) melodic and rhythmic accuracy, 2) vocal production, 3) ensemble awareness. In other words, can you play your part accurately with what would be considered good tone (for you) in a manner that works with the other people in the ensemble?

1. You will perform your part with one or more players from your section, along with players from other sections.
2. You will have at least one week's notice of the specific music to be examined. The instructor reserves the right to make changes from the printed syllabus, but will observe the one week’s notice.
3. Grades from 0-4 are assessed for each examination. At semester’s end, your lowest examination score is dropped. The rest are totaled and averaged to achieve the Average Playing Test Score.

II. Communal Responsibility – Are you working with the group or against the group?
You are part of a team. Your presence or absence does not affect only you, but every single other singer in the room. It does not matter whatsoever whether you are the best singer or the worst singer in the ensemble, you are an important cog in the machinery. Therefore:

6. You are allowed 2 missed classes with no penalty. For every absence after that, 0.5 is deducted from your Average Playing Test Score. If no classes have been missed, 0.6 is added to achieve the final grade. The only excused absences are those that involve official professional activities. Other absences, for whatever reasons, are absences.
7. If you miss more than five classes, you will be dropped from the class - extenuating circumstances excepted.
8. No absences are allowed within a week of a performance! Absences count double during that timeframe.
9. Do not be late. Sometimes accidents happen. So, you are allowed 3 tardy appearances with no penalty. Anything beyond that and it’s probably carelessness. 0.5 will be deducted from your Average Playing Test Score.
   The good news: If you’re never late, 0.6 is added.
10. Individual situations are unique. When the limits of tolerance are reached, the situation will be evaluated by the instructor to determine appropriate action.

III. Grading Scale:
   A = 3.4 - 4.0
   B = 2.6 - 3.3
   C = 1.6 - 2.5
   D = 0.6 - 1.5
   F = 0 -.5

Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

Students with special needs or requiring special accommodations should contact the instructor and/or the campus ADA coordinator, Jolie McCoy at 394-1924 at the earliest opportunity.
ASSESSMENT FOR “Recognize and demonstrate knowledge of basic elements of music” and “Play/Sing alone and with others, using technical accuracy, artistic expression, and awareness of ensemble”

<table>
<thead>
<tr>
<th>Written Quizzes over note names, key signatures, etc.</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>as based on scoring</td>
<td>as based on scoring</td>
<td>as based on scoring</td>
<td>as based on scoring</td>
<td>as based on scoring</td>
<td>as based on scoring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance tests over pre-selected music in ensemble with others</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sings/plays with fluency, rarely missing a pitch or rhythm</td>
<td>as based on scoring</td>
<td>as based on scoring</td>
<td>as based on scoring</td>
<td>as based on scoring</td>
<td>as based on scoring</td>
</tr>
<tr>
<td>Has few (2-3) mistakes, can be affected by mistakes of others</td>
<td>Adequate performance with acceptable quality and mistakes (3-4), affected by mistakes of others</td>
<td>Below average performance with 5 or more mistakes. Contributes to mistakes made by others</td>
<td>Poor tone, insecure parts, does not contribute to overall effort of the ensemble</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance tests displaying knowledge of good technical production</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sings/plays with excellent tone=al quality and intonation using appropriate expression and phrasing</td>
<td>Sings/plays with pleasing tonal quality and intonation with a moderate use of expression and phrasing</td>
<td>Sings/play with adequate tonal quality and intonation. Uses little appropriate expression or phrasing</td>
<td>Tonal quality and intonation are hindered by inadequate technique. Little attempt at expression or phrasing</td>
<td>Poor grasp of technique resulting in sub-par tonal quality and intonation. No evidence of expression or phrasing</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:

ASSESSMENT FOR “Identify and understand musical characteristics from various musical periods and styles” and “Understand the cultural phenomenon that created the music under study”

<table>
<thead>
<tr>
<th>Identify and understand musical characteristics from various musical periods and styles</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>sings/plays with with appropriate dynamics, phrasing, performance practice, or style</td>
<td>sings/plays with moderate use of proper dynamics and phrasing and performance practice, or style</td>
<td>sings/plays with few instances of proper dynamics and phrasing, and performance practice, or style</td>
<td>sings/plays with little use of dynamics and phrasing or understanding of performance practice, or style</td>
<td>sings/plays without use of dynamics and phrasing or understanding of performance practice, or style</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural, historical, philosophical origins or basis for the music</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can answer questions regarding the origins of the music, and composer’s intentions for creating it with no hesitancy</td>
<td>Can answer questions regarding the origins of the music, and composer’s intentions for creating it with little hesitancy</td>
<td>Can answer questions regarding the origins of the music, and composer’s intentions for creating it with some prompting</td>
<td>Has difficulty answering questions regarding the origins of the music, and composer’s intentions for creating it without prompting</td>
<td>Has difficulty articulating any responses regarding the origins of the music, and composer’s intentions for creating it</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:

ASSESSMENT FOR “Recognize cultural influences in music and distinguishing characteristics of styles of music” and “Aurally recognize and describe differences between musical styles”

Course Form #11
AAC Feb2007
<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>cultural influences</td>
<td>Can speak with little hesitancy about the cultural milieu that</td>
<td>Can speak with some hesitancy about the cultural milieu that</td>
<td>Can speak with some prompting about the cultural milieu that</td>
<td>Cannot speak about the cultural milieu that produced the music</td>
<td>Cannot speak about the cultural milieu that produced the music</td>
</tr>
<tr>
<td></td>
<td>produced the music</td>
<td>produced the music</td>
<td>produced the music</td>
<td>without prompting</td>
<td>with prompting or broad hints</td>
</tr>
<tr>
<td>distinguishing</td>
<td>Can articulate with little hesitancy the factors that create</td>
<td>Can articulate with some hesitancy the factors that create</td>
<td>Can articulate after prompting the factors that create</td>
<td>Cannot articulate without prompting the factors that create</td>
<td>Cannot articulate without prompting the factors that create</td>
</tr>
<tr>
<td>characteristics</td>
<td>the style under consideration</td>
<td>the style under consideration</td>
<td>the style under consideration</td>
<td>the style under consideration</td>
<td>the style under consideration</td>
</tr>
<tr>
<td>aural recognition</td>
<td>Can hear and explain with little hesitancy why a performance</td>
<td>Can speak with some hesitancy why a performance</td>
<td>Can speak with some prompting why a performance</td>
<td>Cannot articulate why a performance</td>
<td>Cannot articulate why a performance</td>
</tr>
<tr>
<td></td>
<td>has/has not characteristics that reflect the style under consideration</td>
<td>has/has not characteristics that reflect the style under consideration</td>
<td>has/has not characteristics that reflect the style under consideration</td>
<td>has/has not characteristics that reflect the style under consideration</td>
<td>has/has not characteristics that reflect the style under consideration</td>
</tr>
</tbody>
</table>

**COMMENTS:**

**Four Point Scale:**

- 0-.5=F
- .6-1.5=D
- 1.6-2.5=C
- 2.6-3.3=B
- 3.4=4.0=A
SOUTH DAKOTA BOARD OF REGENTS  
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Division/Department</th>
<th>Institution Approval Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDSM&amp;T</td>
<td>Mechanical Engineering</td>
<td>Dr. Richard Sinden</td>
<td>09/25/2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Institute Approval Signature</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institution</th>
<th>Form Initiator</th>
<th>Dean’s Approval Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDSM&amp;T</td>
<td>Dr. Jason Ash</td>
<td></td>
<td>09/25/2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- [X] System General Education Requirements
- [ ] Institutional Graduation Requirements
- [ ] Globalization/Global Issues Requirement
- [ ] Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [X] Revision to an approved course
- [ ] Addition of a course to the set of approved courses
- [ ] Deletion of an approved course from the set of approved courses

Students with special needs or requiring special accommodations should contact the instructor and/or the campus ADA coordinator, Ms. Jolie McCoy, at 394-1924 at the earliest opportunity.
Section 1. Provide a Concise Description of the Proposed Change

ME 482L was reduced from 2-credits to 1-credit, approved March 2014. This is a request to update the ME 482L listing on page 28 of policy 2:7. This relates to the reduction from 136 to 130 credits for graduation as discussed below.

Section 2. Provide the Effective Date for the Proposed Change

This change was implemented for the 2014-2015 catalog (7-1-14).

Section 3. Provide a Detailed Reason for the Proposed Change

When the BSME program was reduced from 136 to 130 credits, we wanted to remove 1-credit from the senior design capstone course sequence. That was done by removing the 1-credit ME 481L. This created an imbalance in the semesters (2 credits fall/4 credits spring) and ME 481L was also a designated course to meet the Globalization/Global Issues requirement. To correct this, ME 481L (1-credit) was reinstated and ME 482L was reduced from 2-credits to 1-credit. This change balanced out the semesters at 3-credits each.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

Engineering design needs to take into consideration global and societal issues. This is evaluated through both the team project presentations (Preliminary Design Review and the Critical Design Review) along with the formal written report.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Senior capstone design is a combination of ME 477/479 and ME 481L/ME 482L. The syllabi are attached from the Fall 2014 semester.

Students with special needs or requiring special accommodations should contact the instructor and/or the campus ADA coordinator, Ms. Jolie McCoy, at 394-1924 at the earliest opportunity.
ME477: MECHANICAL ENGINEERING DESIGN I

CATALOG DATA:
ME 477- MECHANICAL ENGINEERING DESIGN I: (0-2) 2 credits.
Prerequisite: Senior standing and ME 312, ME 313, ME 316, ME 322, ME 331, ME 351, ME 352 or permission of instructor. The first semester of a two-course sequence in senior design practice. Integrates concepts from all areas in mechanical engineering into a practical design project. Fundamentals of the design process, specifications, decision-making, and preliminary design will be the focus, with the major part of the course being the project.

TEXTBOOK: No textbook is required.

ONLINE: Electronic materials posted to F:\Dept\ME\Ash\SeniorDesign

INSTRUCTOR:
Dr. Jason Ash, CM 128B, 355-3736, Jason.Ash@sdsmt.edu
Office Hours: MWF 10-11 AM and 3-4 PM. If you have trouble meeting with me, please phone or email for an appointment.

ENTRANCE EXPECTATIONS:
This course focuses on capstone design projects. This means the student is expected to bring together foundational knowledge from the bulk of their undergraduate experience. Specifically, the student is expected to have a good working knowledge of:
1) Principles of modern product and process design
2) Written and oral communication skills
3) Problem solving skills
4) Basic analysis techniques in controls, mechanics, and thermal science

COURSE OBJECTIVES:
The objective of this course is to provide a realistic engineering experience through use of a design project. Students will work in teams under the mentorship of a faculty member. Upon completion of this course, the student will demonstrate ability to:
1) Define project requirements
2) Conceptualize various solutions
3) Rationally down select to a candidate design
4) Prepare the foundation to realize and implement the design
5) Effectively communicate the design by oral and written means
6) Work in a team environment

PROFESSIONAL COMPONENT: Engineering Design: 2.0 credit or 100%

TOPICS: Capstone design projects

COMPUTER USAGE: As required by projects

Students with special needs or requiring special accommodations should contact the instructor and/or the campus ADA coordinator, Ms. Jolie McCoy, at 394-1924 at the earliest opportunity.
**Course Outcomes:**

Upon completion of this course, students will have demonstrated the ability to:

1. Develop a set of project specifications and constraints
2. Research the state of the art of current and competing technologies
3. Write a set of task statements
4. Develop a project schedule
5. Conceptualize various preliminary solutions to the project requirements
6. Use decision matrices for down selection to a candidate solution
7. Develop a cost estimate
8. Make oral presentations and deliver written communications effectively
9. Work effectively in a team environment
10. Define the problem in a societal context, including issues such as ethics, safety, environmental impact, etc.

**Laboratory:**

As required by projects.

Prior to using shop resources, students must complete department safety training (https://sdmines.sdsmt.edu/training/equipment), sign a safety waiver, and be approved to use specific equipment. Contact Mr. Aaron Lalley (Aaron.Lalley@sdsmt.edu 394-1761) for more details. For teams already qualified, please schedule a safety review/tour as a team with Mr. Jay Bestgen (Jay.Bestgen@sdsmt.edu 394-2404).

**Writing Intensive Aspect of the Course:**

**Goal:** Students in this course are required to demonstrate effective written communication skills needed for their engineering career.

**Method:** Throughout the ME 477/479 sequence, students prepare a formal report detailing the span of the project from the project need, functional requirements, alternative designs considered, preliminary design selection, detailed design, design realization, testing/analysis, and conclusions.

**Method of Evaluation:** The formal report is submitted in draft form as indicated in the course schedule for initial assessment and feedback for improvement. A final assessment is made at the end of each semester by both the senior design coordinator and the project advisor(s).

**Assessment of Outcomes:** The final assessment of the written reporting at the end of each semester contributes significantly to the grade received for the course.

**Freedom in Learning Statement:**

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college which offers the class to initiate a review of the evaluation.

Students with special needs or requiring special accommodations should contact the instructor and/or the campus ADA coordinator, Ms. Jolie McCoy, at 394-1924 at the earliest opportunity.
ASSESSMENT AND EVALUATION:

Course objectives
The course objectives may be evaluated by one or more of the following methods:
1. FE exam
2. Employer survey
3. Recent graduate survey

Course outcomes
The course outcomes will be evaluated, and the final letter grades (no curve) will be based, on the following criteria:
1. Progress Reports = 20%
2. Preliminary Design Review (PDR) = 30% (Average of evaluator's scores).
3. Written reporting = 40%
   • Course coordinator = 20%
   • Project advisor = 20%
4. Professional Development = 10%
   • Professional Development Survey & STEPS = 5%
   • Guest speaker = 5%

Grading Scale:  A (90-100)  B (80-90)  C (70-80)  D (60-70)  F (<60)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>% COORDINATOR</th>
<th>% ADVISOR</th>
<th>% SELF</th>
<th>% TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Reports</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>PDR(^1)</td>
<td></td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Reporting(^1)</td>
<td>20</td>
<td>20</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Professional Dev.</td>
<td>10</td>
<td>10</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>20</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

\(^1\)Self-evaluation forms will be utilized to rate each individual’s contribution to the team, will scale the team grade received to arrive at the individual’s grade, and will be completed by all team members and the project advisor. The first evaluation form will be used to determine the individual grade on the PDR and the second evaluation form will be used to determine the individual grade on the written reporting. The average of the individual team member’s evaluation will account for 50% of the weight and the advisor’s evaluation will account for the other 50%.

COURSEWORK SUBMISSION POLICY:

All coursework is to be submitted to the senior design coordinator for grading. Refer to each assignment as to whether this will be an electronic and/or hard copy submission.

PREPARED BY:
Jason Ash, 8/26/14

Students with special needs or requiring special accommodations should contact the instructor and/or the campus ADA coordinator, Ms. Jolie McCoy, at 394-1924 at the earliest opportunity.
### ME 477 SCHEDULE FOR FALL 2014

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TRADITIONAL SCHEDULE</th>
<th>ACCELERATED SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/25-8/329</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Meeting&lt;br&gt;Project Selection Process&lt;br&gt;Project List Available</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Meeting&lt;br&gt;Project Selection Process&lt;br&gt;Project List Available</td>
</tr>
<tr>
<td>2</td>
<td>9/1-9/5</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Meeting&lt;br&gt;Project Selection Packets Due (9/4)</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Meeting&lt;br&gt;Project Selection Packets Due (9/4)</td>
</tr>
<tr>
<td>3</td>
<td>9/8-9/12</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Meeting&lt;br&gt;Team Formation&lt;br&gt;Complete Customer Requirements Review (with Advisor/Sponsor)</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Meeting&lt;br&gt;Team Formation&lt;br&gt;Complete Customer Requirements Review (with Advisor/Sponsor)</td>
</tr>
<tr>
<td>4</td>
<td>9/15-9/19</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Meeting&lt;br&gt;1&lt;sup&gt;st&lt;/sup&gt; Progress Report Due (9/19)</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Meeting&lt;br&gt;1&lt;sup&gt;st&lt;/sup&gt; Progress Report Due (9/19)</td>
</tr>
<tr>
<td>5</td>
<td>9/22-9/26</td>
<td>Preliminary Design Phase</td>
<td>Preliminary Design Phase</td>
</tr>
<tr>
<td>6</td>
<td>9/29 – 10/3</td>
<td>Preliminary Design Phase</td>
<td>Preliminary Design Phase</td>
</tr>
<tr>
<td>7</td>
<td>10/6-10/10</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; Meeting&lt;br&gt;2&lt;sup&gt;nd&lt;/sup&gt; Progress Report Due (10/10)&lt;br&gt;Preliminary Design Phase</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; Meeting&lt;br&gt;2&lt;sup&gt;nd&lt;/sup&gt; Progress Report Due (10/10)&lt;br&gt;Preliminary Design Phase</td>
</tr>
<tr>
<td>8</td>
<td>10/13-10/17</td>
<td>Preliminary Design Phase</td>
<td>Preliminary Design Reviews Begin</td>
</tr>
<tr>
<td>9</td>
<td>10/20-10/24</td>
<td>Preliminary Design Phase</td>
<td>Preliminary Design Reviews End</td>
</tr>
<tr>
<td>10</td>
<td>10/27-10/31</td>
<td>Preliminary Design Reviews Begin</td>
<td>Critical Design Phase</td>
</tr>
<tr>
<td>11</td>
<td>11/3-11/7</td>
<td>Preliminary Design Reviews End</td>
<td>Critical Design Phase</td>
</tr>
<tr>
<td>12</td>
<td>11/10-11/14</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; Meeting&lt;br&gt;3&lt;sup&gt;rd&lt;/sup&gt; Progress Report Due (11/14)&lt;br&gt;Self Evaluation Form I Due&lt;br&gt;Draft Report Due: Introduction, Scope of Work, Conceptual Design</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; Meeting&lt;br&gt;3&lt;sup&gt;rd&lt;/sup&gt; Progress Report Due (11/14)&lt;br&gt;Self Evaluation Form I Due&lt;br&gt;Draft Report Due: Introduction, Scope of Work, Conceptual Design</td>
</tr>
<tr>
<td>13</td>
<td>11/17-11/21</td>
<td>Critical Design Phase</td>
<td>Critical Design Phase</td>
</tr>
<tr>
<td>15</td>
<td>12/1-12/5</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; Meeting&lt;br&gt;4&lt;sup&gt;th&lt;/sup&gt; Progress Report Due (12/5)&lt;br&gt;Self Evaluation Form II Due&lt;br&gt;Preliminary Report Due: Introduction, Scope of Work, Conceptual Design</td>
<td>Critical Design Reviews End&lt;br&gt;7&lt;sup&gt;th&lt;/sup&gt; Meeting&lt;br&gt;4&lt;sup&gt;th&lt;/sup&gt; Progress Report Due (12/5)&lt;br&gt;Self Evaluation Form II Due&lt;br&gt;Preliminary Report Due: Introduction, Scope of Work, Conceptual Design&lt;br&gt;Major Manufacturing Can Begin</td>
</tr>
</tbody>
</table>

Note: All deadlines are the latest acceptable and may always be met at an earlier date. As in industry, penalties may be imposed when deadlines are missed, unless prior arrangements are made.

Students with special needs or requiring special accommodations should contact the instructor and/or the campus ADA coordinator, Ms. Jolie McCoy, at 394-1924 at the earliest opportunity.
ME479: MECHANICAL ENGINEERING DESIGN II

CATALOG DATA:
ME 479 - MECHANICAL ENGINEERING DESIGN II: (0-2) 2 credits.

Prerequisite: ME 477 and ME 312, ME 313, ME 316, ME 322, ME 331, ME 351, ME 352 or permission of instructor. The second semester continuation of ME 477. Integrates concepts from all areas in mechanical engineering into a practical design project. Detailed design and analysis, manufacturing, and assembly will be the focus.

TEXTBOOK: No textbook is required.

ONLINE: Electronic materials posted to F:\Dept\ME\Ash\SeniorDesign

INSTRUCTOR:
Dr. Jason Ash, CM 128B, 355-3736, Jason.Ash@sdsmt.edu
Office Hours: MWF 10-11 AM and 3-4 PM. If you have trouble meeting with me, please phone or email for an appointment.

ENTRANCE EXPECTATIONS:
This course focuses on capstone design projects. This means the student is expected to bring together foundational knowledge from the bulk of their undergraduate experience. Specifically, the student is expected to have a good working knowledge of:
1) Principles of modern product and process design
2) Written and oral communication skills
3) Problem solving skills
4) Basic analysis techniques in controls, mechanics, and thermal science

COURSE OBJECTIVES:
The objective of this course is to provide a realistic engineering experience through use of a design project. Students will work in teams under the mentorship of a faculty member. Upon completion of this course, the student will demonstrate ability to:
1) Perform detailed analysis in support of developing the design concept
2) Carry out a formal experiment in support of developing the design concept
3) Develop detailed manufacturing and assembly plans
4) Effectively communicate the design by oral and written means
5) Work in a team environment

PROFESSIONAL COMPONENT: Engineering Design: 2.0 credit or 100%

TOPICS: Capstone design projects

COMPUTER USAGE: As required by projects

Students with special needs or requiring special accommodations should contact the instructor and/or the campus ADA coordinator, Ms. Jolie McCoy, at 394-1924 at the earliest opportunity.
COURSE OUTCOMES:
Upon completion of this course, students will have demonstrated the ability to:

1. Apply analytical tools from a variety of their technical courses
2. Develop and implement a formal experiment plan
3. Develop and implement a manufacturing and assembly plan
4. Use a project schedule and other tools to effectively manage a project
5. Produce a set of archival design drawings
6. Make oral presentations and deliver written communications effectively
7. Work effectively in a team environment

LABORATORY: As required by projects.
Prior to using shop resources, students must complete department safety training (https://sdmines.sdsmt.edu/training/equipment), sign a safety waiver, and be approved to use specific equipment. Contact Mr. Aaron Lalley (Aaron.Lalley@sdsmt.edu 394-1761) for more details. For teams already qualified, please schedule a safety review/tour as a team with Mr. Jay Bestgen (Jay.Bestgen@sdsmt.edu 394-2404).

WRITING INTENSIVE ASPECT OF THE COURSE:
Goal: Students in this course are required to demonstrate effective written communication skills needed for their engineering career.

Method: Throughout the ME 477/479 sequence, students prepare a formal report detailing the span of the project from the project need, functional requirements, alternative designs considered, preliminary design selection, detailed design, design realization, testing/analysis, and conclusions.

Method of Evaluation: The formal report is submitted in draft form as indicated in the course schedule for initial assessment and feedback for improvement. A final assessment is made at the end of each semester by both the senior design coordinator and the project advisor(s).

Assessment of Outcomes: The final assessment of the written reporting at the end of each semester contributes significantly to the grade received for the course.

FREEDOM IN LEARNING STATEMENT:
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college which offers the class to initiate a review of the evaluation.

Students with special needs or requiring special accommodations should contact the instructor and/or the campus ADA coordinator, Ms. Jolie McCoy, at 394-1924 at the earliest opportunity.
ASSessment and Evaluation:

Course objectives
The course objectives will be evaluated by the following methods:
1. FE exam
2. Employer survey
3. Recent graduate survey

Course outcomes
The course outcomes will be evaluated, and the final letter grades (no curve) will be based, on the following criteria:
1. Progress Reports = 15%
2. Critical Design Review (CDR) = 20%, (Average of evaluator's scores).
3. Design Show/Design Fair = 20% (Average of evaluator's scores)
4. Final Product Performance = 10% (Design Realization/Product Performance)
5. Written reporting = 25%
   • Course coordinator = 12.5%
   • Project advisor = 12.5%
6. Professional Development = 10%
   • FE Exam = 5% (documentation required).
   • Guest speaker = 5%

Grading Scale: A (90-100)  B (80-90)  C (70-80)  D (60-70)  F (<60)

<table>
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<tr>
<th>ITEM</th>
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<th>% ADVISOR</th>
<th>% SELF</th>
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<tr>
<td>Progress Reports</td>
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<td>CDR</td>
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<td>Professional Dev.</td>
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<td>TOTAL</td>
<td>32.5</td>
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1Self-evaluation forms will be utilized to rate each individual’s contribution to the team, will scale the team grade received to arrive at the individual’s grade, and will be completed by all team members and the project advisor. The first evaluation form will be used to determine the individual grade on the CDR and the second evaluation form will be used to determine the individual grade on the written reporting. The average of the individual team member’s evaluation will account for 50% of the weight and the advisor’s evaluation will account for the other 50%.

Coursework Submission Policy:

Students with special needs or requiring special accommodations should contact the instructor and/or the campus ADA coordinator, Ms. Jolie McCoy, at 394-1924 at the earliest opportunity.
All coursework is to be submitted to the senior design coordinator for grading. Refer to each assignment as to whether this will be an electronic and/or hard copy submission.

**Prepared By:**
Jason Ash, 8/26/14

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TRADITIONAL SCHEDULE</th>
<th>ACCELERATED SCHEDULE</th>
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<tr>
<td>1</td>
<td>1/12-1/16</td>
<td>Critical Design Phase</td>
<td>Manufacturing/Testing/Analysis</td>
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<td>1/19-1/23</td>
<td>8th Meeting</td>
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<td>Critical Design Phase</td>
<td>Manufacturing/Testing/Analysis</td>
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<tr>
<td>3</td>
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<td>Critical Design Reviews Begin</td>
<td>Manufacturing/Testing/Analysis</td>
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<tr>
<td>4</td>
<td>2/2-2/6</td>
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<td>Manufacturing/Testing/Analysis</td>
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<tr>
<td>5</td>
<td>2/9-2/13</td>
<td>Critical Design Reviews</td>
<td>Manufacturing/Testing/Analysis</td>
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<td>6</td>
<td>2/16-2/20</td>
<td>Critical Design Reviews End</td>
<td>Manufacturing/Testing/Analysis</td>
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<td>7</td>
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<td>9th Meeting</td>
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<td>5th Progress Report Due (2/27)</td>
<td>5th Progress Report Due (2/27)</td>
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<td>Self Evaluation Form III Due</td>
<td>Self Evaluation Form III Due</td>
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<td>Draft Report Due: Detailed Design and Analysis (Submit with Preliminary Report/Modifications)</td>
<td>Draft Report Due: Detailed Design and Analysis (Submit with Preliminary Report/Modifications)</td>
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<td>8</td>
<td>3/2-3/6</td>
<td>Manufacturing/Testing/Analysis</td>
<td>Manufacturing/Testing/Analysis</td>
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<td>9</td>
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<td>3/16-3/20</td>
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<td>Manufacturing/Testing/Analysis</td>
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<td>3/23-3/27</td>
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<td>6th Progress Report Due (3/27)</td>
<td>6th Progress Report Due (3/27)</td>
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<td>Design Fair Presentation Needs Due</td>
<td>Design Fair Presentation Needs Due</td>
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<td>14</td>
<td>4/13-4/17</td>
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<td>Design Fair Preparation (Poster)</td>
<td>Design Fair Preparation (Poster)</td>
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<td>16</td>
<td>4/27-5/1</td>
<td>11th Meeting</td>
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<td>7th Progress Report Due (5/1)</td>
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Students with special needs or requiring special accommodations should contact the instructor and/or the campus ADA coordinator, Ms. Jolie McCoy, at 394-1924 at the earliest opportunity.
<table>
<thead>
<tr>
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<td>Self Evaluation Form IV Due</td>
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</table>

Note: All deadlines are the latest acceptable and may always be met at an earlier date. As in industry, penalties may be imposed when deadlines are missed, unless prior arrangements are made.

Students with special needs or requiring special accommodations should contact the instructor and/or the campus ADA coordinator, Ms. Jolie McCoy, at 394-1924 at the **earliest** opportunity.
ME481L: ADV. PRODUCT DEVELOPMENT LAB I

CATALOG DATA:
ME 481L- ADV. PRODUCT DEVELOPMENT LAB I: (0-1) 1 credit. Co-requisite: ME 477. Advanced laboratory experience in product development. Students will perform activities in support of preliminary product design and trade studies, including virtual prototyping, computational investigations, and proof-of-concept experiments.

TEXTBOOK: No textbook is required.

INSTRUCTOR:
Dr. Jason Ash, CM 128B, 355-3736, Jason.Ash@sdsmt.edu
Office Hours: MWF 9-10 AM and 3-4 PM. If you have trouble meeting with me, please phone or email for an appointment.

ENTRANCE EXPECTATIONS:
This course focuses on capstone design projects. This means the student is expected to bring together foundational knowledge from the bulk of their undergraduate experience. Specifically, the student is expected to have a good working knowledge of:
5) Principles of modern product and process design
6) Written and oral communication skills
7) Problem solving skills
8) Basic analysis techniques in controls, mechanics, and thermal science

COURSE OBJECTIVES:
The objective of this course is to provide a realistic engineering experience through use of a design project. Students will work in teams under the mentorship of a faculty member. Upon completion of this course, the student will demonstrate ability to:
7) Define project requirements
8) Conceptualize various solutions
9) Rationally down select to a candidate design
10) Prepare the foundation to realize and implement the design
11) Effectively communicate the design by oral and written means
12) Work in a team environment

CLASS SCHEDULE: Based on project needs

PROFESSIONAL COMPONENT: Engineering Design: 1.0 credit or 100%

TOPICS: Capstone design projects

COMPUTER USAGE: As required by projects

Students with special needs or requiring special accommodations should contact the instructor and/or the campus ADA coordinator, Ms. Jolie McCoy, at 394-1924 at the earliest opportunity.
 COURSE OUTCOMES:
Upon completion of this course, students will have demonstrated the ability to:

11. Develop a set of project specifications and constraints
12. Research the state of the art of current and competing technologies
13. Write a set of task statements
14. Develop a project schedule
15. Conceptualize various preliminary solutions to the project requirements
16. Use decision matrices for down selection to a candidate solution
17. Develop a cost estimate
18. Make oral presentations and deliver written communications effectively
19. Work effectively in a team environment
20. Define the problem in a societal context, including issues such as ethics, safety, environmental impact, etc.

LABORATORY: As required by projects.
Prior to using shop resources, students must complete department safety training (https://sdmines.sdsmt.edu/training/equipment), sign a safety waiver, and be approved to use specific equipment. Contact Mr. Aaron Lalley (Aaron.Lalley@sdsmt.edu 394-1761) for more details. For teams already qualified, please schedule a safety review/tour as a team with Mr. Jay Bestgen (Jay.Bestgen@sdsmt.edu 394-2404).

GLOBAL AWARENESS ASPECT OF THE COURSE:
Goal: Students in this course will be able to identify globalization issues that may affect the development, marketing, structure, acceptance, and implementation of an engineering product or process.

Method: Through in-class discussion

Method of Evaluation: The student’s final grade on the global awareness portion will be determined by their ability to address these issues in their project reports along with their performance on oral presentations.

Assessment of Outcomes: Demonstration of global awareness issues will contribute to students final grade through project documentation and presentations.

ASSESSMENT AND EVALUATION:

Course objectives
The course objectives may be evaluated by one or more of the following methods:
4. FE exam
5. Employer survey
6. Recent graduate survey

Course outcomes
The course outcomes will be evaluated, and the final letter grades (no curve) will be based, on the performance and grade issued for ME 477.

PREPARED BY: Jason Ash, 8/26/14

Students with special needs or requiring special accommodations should contact the instructor and/or the campus ADA coordinator, Ms. Jolie McCoy, at 394-1924 at the earliest opportunity.
ME482L: ADV. PRODUCT DEVELOPMENT LAB II

**CATALOG DATA:**
ME 482L- ADV. PRODUCT DEVELOPMENT LAB II: (0-1) 1 credit. Co-requisite: ME 479. Advanced laboratory experience in product development. Students will perform activities in support of detailed product design, including virtual prototyping, computational investigations, and testing of components and systems.

**TEXTBOOK:**
No textbook is required.

**INSTRUCTOR:**
Dr. Jason Ash, CM 128B, 355-3736, Jason.Ash@sdsmt.edu
Office Hours: MWF 9-10 AM and 3-4 PM. If you have trouble meeting with me, please phone or email for an appointment.

**ENTRANCE EXPECTATIONS:**
This course focuses on *capstone design projects*. This means the student is expected to bring together foundational knowledge from the bulk of their undergraduate experience. Specifically, the student is expected to have a good working knowledge of:
1) Principles of modern product and process design
2) Written and oral communication skills
3) Problem solving skills
4) Basic analysis techniques in controls, mechanics, and thermal science

**COURSE OBJECTIVES:**
The objective of this course is to provide a realistic engineering experience through use of a design project. Students will work in teams under the mentorship of a faculty member. Upon completion of this course, the student will demonstrate ability to:
1) Perform detailed analysis in support of developing the design concept
2) Carry out a formal experiment in support of developing the design concept
3) Develop detailed manufacturing and assembly plans
4) Effectively communicate the design by oral and written means
5) Work in a team environment

**CLASS SCHEDULE:**
Based on project needs

**PROFESSIONAL COMPONENT:**
Engineering Design: 1.0 credit or 100%

**TOPICS:**
Capstone design projects
Computer Usage:
As required by projects

Course Outcomes:
Upon completion of this course, students will have demonstrated the ability to:
1) Apply analytical tools from a variety of their technical courses
2) Develop and implement a formal experiment plan
3) Develop and implement a manufacturing and assembly plan
4) Use a project schedule and other tools to effectively manage a project
5) Produce a set of archival design drawings
6) Make oral presentations and deliver written communications effectively
7) Work effectively in a team environment

Laboratory: As required by projects.
Prior to using shop resources, students must complete department safety training (https://sdmines.sdsmt.edu/training/equipment), sign a safety waiver, and be approved to use specific equipment. Contact Mr. Aaron Lalley (Aaron.Lalley@sdsmt.edu 394-1761) for more details. For teams already qualified, please schedule a safety review/tour as a team with Mr. Jay Bestgen (Jay.Bestgen@sdsmt.edu 394-2404).

Global Awareness Aspect of the Course:
Goal: Students in this course will be able to identify globalization issues that may affect the development, marketing, structure, acceptance, and implementation of an engineering product or process.

Method: Through in-class discussion

Method of Evaluation: The student’s final grade on the global awareness portion will be determined by their ability to address these issues in their project reports along with their performance on oral presentations.

Assessment of Outcomes: Demonstration of global awareness issues will contribute to students final grade through project documentation and presentations.

Assessment and Evaluation:

Course Objectives
The course objectives may be evaluated by one or more of the following methods:
1. FE exam
2. Employer survey
3. Recent graduate survey

Course outcomes
The course outcomes will be evaluated, and the final letter grades (no curve) will be based, on the performance and grade issued for ME 479.

Prepared By:
Jason Ash, 8/26/14

Course Form #11
AAC Feb2007
**SOUTH DAKOTA BOARD OF REGENTS**  
Revision to General Education Requirements

<table>
<thead>
<tr>
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<th>Division/Department</th>
<th>Institutional Approval Signature</th>
<th>Date</th>
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<td>Agriculture and</td>
<td>Laurie Stenberg Nichols</td>
<td>10/28/14</td>
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<td>Biological Sciences/ Economics</td>
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Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Institutional Graduation Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change

Add ECON 109 – First Year Seminar to the list of courses approved to meet IGR #1 – First Year Seminar.

Section 2. Provide the Effective Date for the Proposed Change

Fall 2015.

Section 3. Provide a Detailed Reason for the Proposed Change

The components of the ECON 109 – First Year Seminar course correspond with the IGR #1 objectives, and thus the department seeks approval and inclusion of ECON 109 on the designated list of IGR #1 courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

IGR #1 goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference:

**Course Description:** ECON 109 – First Year Seminar: First-year seminar course designed to introduce students to academic success strategies including the development of critical thinking and study skills, identification of campus resources, guidance in academic planning and engagement, time management and goal setting. Students will also investigate wellness topics, contemporary issues, diversity, and the land-grant mission of SDSU. In addition, this course is designed to expose students to the discipline-specific careers and their role in society.

**IGR #1 Goal:** Students will understand their emerging role and responsibilities as educated persons through a common intellectual experience.

**IGR #1 Student Learning Outcomes:** As a result of taking ECON 109, through tests, written assignments and discussions, students will:

1. Identify areas of self-responsibility that contribute to personal and professional goals and success,
   - Demonstrate the ability to accurately self-assess strengths and areas of needing improvement.
Identify and utilize university resources available for student success.  
Display an appreciation for the role of the individual in strengthening community.  
Identify the roles and responsibilities of a deciding student in the university system.

2. **Design a plan and identify appropriate strategies that will guide engagement in their education, community, and world,**  
   • Demonstrate effective writing, speaking, reading, listening, and interpersonal skills.  
   • Practice critical thinking skills that reflect thought and personal reflection.  
   • Identify and develop an academic plan for completion of program at South Dakota State University.

3. **Explain how to achieve and maintain personal and professional wellness.**  
   • Display an understanding of the role of personal responsibility in a successful college career.  
   • Articulate a sense of belonging at SDSU.

4. **Articulate how knowledge of contemporary issues and exposure to diversity impacts personal and professional life, and**  
   • Demonstrate an understanding of the role of community and respect for varying experiences and perspectives in the development of a successful society.

5. **Explain how South Dakota State University is defined by the Land Grant Mission (Morrill Act).**  
   • Develop an understanding of the history, traditions, and mission of SDSU and University College.

*Each course meeting this goal includes the following student learning outcomes: Required: #1, #2, #3, #4, and #5*

**Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation**  
Please see attached.

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**South Dakota State University**  
**ECON 109 – First Year Seminar**  
**Fall 2014 - 2 credits**

**Course Meeting Times & locations**  
Section 01- Mon 9-9:50am (Hansen Hall 0010) & Thurs 1-1:50pm (Dairy Science 100)  
Section 02- Mon 10-10:50am (AgHall 139) & Thurs 1-1:50pm (Dairy Science 100)  
Section 03- Mon 11-11:50am(AgHall 139) & Thurs 1-1:50pm (Dairy Science 100)

**Instructor Information**  
Instructors: Kayte Haggerty and Jason Zimmerman  
Office: Scobey Hall 125 and 142  
Office Phone: 605-688-4844 and -4845 (email is MUCH better!)  
E-mail Address: Kayte.Haggerty@sdstate.edu and Jason.Zimmerman@sdstate.edu
Welcome! I am very excited to have the opportunity to work with you at the start of your college journey. It is my hope that you will experience success now and in the future. You can expect this semester to be filled with lively discussions, activities, and challenging assignments. It is important for you to know that support is available to you. To assist you in meeting with success, I am available via office hours, e-mail, and phone- please reach out to me and let me know how your semester is going.

Course Description
First-year seminar course designed to introduce students to academic success strategies including the development of critical thinking and study skills, identification of campus resources, guidance in academic planning and engagement, time management and goal setting. Students will also investigate wellness topics, contemporary issues, diversity, and the land-grant mission of SDSU. In addition, this course is designed to expose students to the discipline-specific careers and their role in society. ECON 109 First Year Seminar meets the Institutional Graduation Requirement #1.

Course Goal
To expose students to various aspects of the economics, business, and management fields while providing opportunities to help them successfully transition to the college environment.

Required Texts
Thriving in the Community College & Beyond: Strategies for Academic Success and Personal Development by: Cuseo, Thompson, McLaughlin, and Moono

Common Read (TBD) (2015FA and beyond)

Additional Materials
- Students are expected to bring note-taking materials to class and should keep class handouts and notes in a binder or folder throughout the semester.
- Students are expected to provide approximately 30 notecards (3x5 size) to complete attendance assignments.
- It will be necessary to access the Internet for assignments.

Pre-Requisites
This two-credit course is open to students from all majors. The course is designed to benefit first-year students. There are no prerequisites for this course.

Learning Communities Statement
One important component of the SDSU Student Success Initiative is the Learning Community. This course is part of a learning community with ECON 202. We intentionally combined these classes and the instructors are collaborating to create an environment to enhance your academic experience through community building and to foster integrative learning. The goal is to combine knowledge and skills from multiple areas to solve a problem or address an issue. In the LC classes, you will have the opportunity to develop relationships with other students, with your instructors, and intentionally develop connections between courses and
content. If you have any questions about the LC courses, please contact either course instructor.

**Instructional Methods**
This course meets for 1 hour and 40 minutes per week in the classroom. This course will be delivered using multiple formats including in-class lecture, large and small group discussion, guest speakers, out-of-class events, group work, presentations, and written assignments. D2L will be used extensively to provide course materials, including assignments and grades. Multiple out of class activities will be required, where some week’s class time will be shortened to offset this requirement and sometimes it will not. Active preparation is required. It is expected that you will come to class with assignments and readings completed. In order to learn, you must engage.

**Required Technology**

*Jacks E-mail* - Communication will be expected between instructor and student via the student’s “Jacks” e-mail account. You must activate your “Jacks” email account immediately. This account is the official means of communication for SDSU. To activate your account, follow the instructions at [https://mystateonline.sdstate.edu](https://mystateonline.sdstate.edu).

*Desire 2 Learn (D2L)*
This course is enhanced via Desire2Learn (D2L). Students will be expected to access D2L regularly for assignment information, assessment rubrics, assignment submital, class updates, discussions, and university event opportunities. D2L may also be used to contact the course instructor. [https://d2l.sdbsor.edu/index.asp](https://d2l.sdbsor.edu/index.asp)

**Attendance Policy**
Classroom attendance and participation are extremely important for all college courses. If you are unable to attend, please contact the instructor in advance with a legitimate reason. All University excused absences will be honored with an official trip permit card, and it is expected that you will contact your instructor via email or in person prior to your absence(s).

All students are permitted one (1) absence for illness or personal reasons without losing credit. After the one permitted absence 2 points will be deducted from your Attendance score for EACH missed class. If you have perfect attendance, you will earn 5 extra credit points. If illness causes excessive absence, you must contact the instructor immediately to discuss make up requirements. Students who stop coming to class and do not officially withdraw from the course will receive an “F” grade at the end of the semester.

**Makeup Policy**
Assignments are expected to be turned in on time.
Late assignments will be accepted for partial credit (50%) up to one week past the due date at the discretion of the instructor. Late assignments past one week will not be accepted. Only when the instructor is contacted in advance will you be allowed to turn in an assignment late. Communication is the key to the instructor/student relationship. It is your job to initiate and advocate for your own personal success.

**Classroom Etiquette**
- Arrive to class on-time
- Avoid unnecessary discussions and listen to the presenter
- Come to class prepared and ready to participate
- Show respect to classmates, guest speakers, and instructors
- No working on homework assignments during class- you will be counted as absent
- No sleeping during class- you will be counted as absent
- Cell phones, IPODS, ear phones, etc. are not needed for this class- put them away
- Pick up and dispose of trash- leave the room looking better than when you arrived
- Have fun ☺

**Student Academic Integrity and Appeals**
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

Students are expected to maintain high standards of academic integrity in all work for this course. Students are expected to do their own assigned work. The full policy is found in the Student Code (01:10:25) within the Student Policy Manual at [http://studentaffairs.sdstate.edu/JudicialAffairs/StudentCode/Chapter10.pdf](http://studentaffairs.sdstate.edu/JudicialAffairs/StudentCode/Chapter10.pdf). For ECON 109, participating in an activity deemed as “academic dishonesty” under the SDSU Student Code will result in a minimum consequence of zero points on the assignment in question. A second offense will result in a minimum consequence of a zero in the course.

**Accommodations for Students with Disabilities**
If you feel you may need an accommodation based on the impact of a disability, contact the Office of Disability Services in a timely manner to discuss your specific needs. You can reach Disability Services at 605-688-4504 or in the Union 065. Ms. Nancy Crooks will assist with coordinating reasonable accommodations for students with documented disabilities.

**Freedom in Learning**
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should first contact the instructor of the course to initiate a review of the evaluation. If the student remains unsatisfied, the student may contact the department head and/or dean of the college, which offers the class to initiate a review of the evaluation.

**IGR Goal #1 – First Year Seminar**
This First year Seminar course fulfills the Institutional Graduation Requirement #1: “Students will understand their emerging role and responsibilities as educated persons through a common intellectual experience.”

1. **Identify areas of self-responsibility that contribute to personal and professional goals and success.**
   - Demonstrate the ability to accurately self-assess strengths and areas of needing improvement.
   - Identify and utilize university resources available for student success.
   - Display an appreciation for the role of the individual in strengthening community.
   - Identify the roles and responsibilities of a deciding student in the university system.

2. **Design a plan and identify appropriate strategies that will guide engagement in their education, community, and world.**
   - Demonstrate effective writing, speaking, reading, listening, and interpersonal skills.
   - Practice critical thinking skills that reflect thought and personal reflection.
   - Identify and develop an academic plan for completion of program at South Dakota State University.

3. **Explain how to achieve and maintain personal and professional wellness.**
   - Display an understanding of the role of personal responsibility in a successful college career.
   - Articulate a sense of belonging at SDSU.

4. **Articulate how knowledge of contemporary issues and exposure to diversity impacts personal and professional life.**
   - Demonstrate an understanding of the role of community and respect for varying experiences and perspectives in the development of a successful society.

5. **Explain how South Dakota State University is defined by the Land Grant Mission (Morrill Act).**
   - Develop an understanding of the history, traditions, and mission of SDSU and University College.

In addition to meeting the Student Learning Outcomes for IGR #1, this course focuses on the following objectives on the IDEA Student Evaluation of Teaching survey that is administered each semester:

**IDEA Objective #5 – Acquiring skills in working with others as a member of a team**

**IDEA Objective #9 – Learning how to find/use resources for answering questions or solving problems**

**IDEA Objective #10 – Developing a clearer understanding of and commitment to personal values**

**ASSIGNMENT FORMAT/ REQUIREMENTS**
All assignments require proper grammar, sentence and paragraph structure and must be typed using 12 point font in either Times New Roman or Arial. Margins should be set at 1 inch on all four sides. Double spaced.

The assignment guidelines can be found below and will be posted in D2L under “content” on the course page.

**ASSIGNMENT DESCRIPTIONS:**
**Summary of Assignments:**
There are 11 types of graded assignments established at the beginning of the semester. Each assignment and its point value are described below. Assignments will be due on the dates listed on the course schedule as an addition to this syllabus. Some assignments require out-of-class time and attendance, while others will include a writing assignment and/or in-class participation. Additional assignments may be given throughout the semester. Students are responsible to stay informed, via lecture announcements or the course’s web site (http://D2L.sdstate.edu), about any additional assignments.

1. **Attendance (50 points)** During each class meeting, students will complete a short writing assignment to earn attendance points. Arrangements for University Excused Absences will be allowed, but students need to initiate that line of communication.
   a. **Minute Papers** will happen during each lab meeting. Students will be given the opportunity to individually respond in writing to a prompt provided by the instructor. Students will be expected to complete their minute papers on a 3x5 note card (provided by the student). Each prompt will correlate with each class session’s topic and will allow the students to internalize the topic and construct original ideas in regards to it.
      i. Minute Papers can only be completed in-class.
      ii. Must include your name and ID#
      iii. The writing must be legible- if I cannot read it you will not receive credit
1. **Email Introduction (10 points)**: Send an Email to your ECON 109 course instructor to introduce yourself. This is a professional communication activity and should be treated as one.
   Include the following items (do not make a list, this should be a communication):
   1. Name & Major
   2. Where you grew up/ Hometown
   3. What you are most excited about this semester at SDSU
   4. What you are most concerned about this semester at SDSU
   5. Where you see yourself in 10 years from now
   6. Something that makes you unique.

2. **Attend 3 "Your Career" Professional Development Workshops (10 points each = 30 points total)**: To receive points for attending these workshops, you must sign-in at the time of the workshop.

3. **Resume (30 points)**: You are expected to submit a resume summarizing your academic credentials, employment experience, personal/academic activities (e.g., 4H, FFA, Clubs, etc.). An acceptable resume format is posted on the course D2L page; however, feel free to be creative. Limit the resume to 1 page. The SDSU Office of Career Development (OCD) has additional examples and ideas. Submit via D2L Dropbox.

4. **Economics Kick-Off (20 points)** You will attend the Economics Kick-Off event on Monday, Sept. 8, 2014 at 4:00pm. In order to earn the points, you must sign-in at the door. In addition to free SDSU ice cream, students will learn about involvement opportunities within the department, hear from alumni, current students, and industry professionals, as well as have the opportunity to meet students and faculty. The Kick-Off is an important greeting event for our new students, welcome back event for continuing students, and, in short, an ideal way to kick off the academic year with the entire Department of Economics.

5. **Common Read (30 points)** You will read the Common Read book and attend the author presentation. You will then type your responses to the following questions: Submit via D2L Dropbox.
   1. List 5 major points that you heard from the author’s presentation
   2. 5 things you learned that will help you in your career
   3. On a scale of 1 to 5 (one being terrible and not recommended to 5 being awesome) how much did you like this book and WHY?

6. **Meet Your Academic Advisor (20 points)** The goal of this assignment is to have students establish contact with a professor or their Academic Advisor at least once during the semester. Advisor names and contact information can be found on WebAdvisor under “Student Profile.” Students are required to attend an advising appointment or meet with a professor outside of class. To schedule this meeting, search your advisor’s schedule on Starfish and find a block of time titled something like “109 group meeting”.
   Be sure to “like” the First Year Advising Center’s Facebook page to stay updated on events and advising information.
   http://www.facebook.com/#!/firstyearsdssustudents. Your advisor will sign the form provided for you on D2L stating that you met with him/her. Turn in the signed sheet to receive the points.

7. **Career Day (30 points)** You will attend 1 of 2 Career Fairs (ABS Career Fair or Economics & Management Career Day). At this event you are asked to visit with at least three different organizations/employers (booths) representing potential employers and retain their contact information. Submit a brief summary of your experience at the fair. The summary may include items such as:
   a) the individuals/companies you made contact with
   b) careers & / or internship opportunities
   c) summary of your conversations
   d) your assessment of the Career Day
   This is the beginning of developing your network of potential employers/internships as many of these same individuals return each year. Submit via D2L Dropbox.

8. **Interview with a Professional within your career path (30 points)**: You are expected to submit a 300-500 word summary of an interview with a professional in an area related to your career path. The paper should address the individual’s responses to your questions. Some sample questions will be discussed in class. Summary is due via D2L Dropbox.

9. **Lecture & Common Read Quizzes (100 points)**: Throughout the semester the instructor or Guest Lecturers may assign a short assignment, worksheet or quiz. Quizzes will open on Fridays at 12noon & are due by 11:59pm on the given due date. Each quiz/assignment is worth 10-20 points.

10. **Final Project (50 points)**: The Final Project includes 2 parts, each worth 25 points

   A. **Academic & Career Action Plan (25 points)**: Submit an academic / personal development plan for your tenure at SDSU to develop the credentials you feel you will need to be competitive in the job market after graduation. You are required to include a detailed list of the courses you plan to take each semester. You must specify what electives you plan to take. Check your plan to be sure all prerequisites are met and there are no time conflicts. Be sure to include what activities beyond classes you plan to get involved in and what internship opportunities you are going to seek. Identify the ways you plan to deal with personal wellness and well-being in the plan.
B. Professional Goals Paper (25 points): Submit a 300 - 500 word paper on the topic "My Professional Goals". The paper should address the following:
- 3 (SMART) goals for your professional career (on any future timeline you prefer)
  - What obstacles are there for each of these goals?
  - What assets do you have to help you reach each goal?
  - What resources do you need to reach each goal?
  - Steps you need to take to achieve each of these goals

OTHER COURSE ACTIVITIES:

Course Evaluation (0 points): You are required to complete a course evaluation form during the last class meeting of the semester. You do not receive any points for completing the form; however you must complete an evaluation form in order to complete the course.

Club Meetings (5 bonus points/meeting, 20 points maximum): Economics Club, CEO, Investment Club, Academic Bowl, NAMA, FIRE. Must write a brief summary (1-2 paragraphs) of the meeting you attended.

If you have perfect class attendance, you will earn 4 bonus points.

STUDENT LEARNING OBJECTIVES & ASSESSMENT

<table>
<thead>
<tr>
<th>As a result of taking the course, students will:</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Identify areas of self-responsibility that contribute to personal and professional goals and success. | Daily 2-minute papers
Email Introduction
Economics Kick-Off event
Resume
Advisor Meeting- Summary
ABS/ECON Career Day- Summary
“Your Career” workshops
Final Project
Class Discussions |
| 2. Design a plan and identify appropriate strategies that will guide engagement in their education, community, and world. | Daily 2-minute papers
Email Introduction
Economics Kick-off event
Common Read author reflection
Resume
Advisor Meeting- Summary
ABS/ECON Career Day- Summary
Quizzes
Interview a Professional- Summary
“Your Career” events
Final Project
Class Discussions |
| 3. Explain how to achieve and maintain personal and professional wellness. | Daily 2-minute papers
“Your Career” events
Quiz
Final Project
Class Discussions |
| 4. Articulate how knowledge of contemporary issues and exposure to diversity impacts personal and professional life. | Daily 2-minute paper
Resume
Interview a Professional- Summary
Final Project
Class Discussions
Quizzes |
| 5. Explain how South Dakota State University is defined by the Land Grant Mission (Morrill Act). | Daily 2-minute papers
Class Discussions
Quiz |

Grading: The final course grade is comprised of the following:
Grading Procedure:
Homework will be due on the date assigned.
Assignments are expected to be turned in on time.
Late assignments will be accepted for partial credit up to one week past the due date (no more than 50%) at the discretion of the instructor. Only when the instructor is contacted in advance will you be allowed to turn in an assignment late. Communication is the key to the instructor/student relationship. It is your job to initiate and advocate for your own personal success.

Grading breakdown:  
360-400 points (90-100%) = A  
320-359 points (80-89%) = B  
280-319 points (70-79%) = C  
240-279 points (60-69%) = D  
< 240 (59% or less) = F  

Bonus Points (clubs and perfect attendance)  
24

Don't forget to find and LIKE  
"South Dakota State University Economics Department" on Facebook

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### SAMPLE ECON 109 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Prior to Class</th>
<th>Assignment Due</th>
<th>Student Learning Outcome (SLO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 25 Mon</td>
<td>Welcome to SDSU &amp; Course Introduction</td>
<td></td>
<td>2-minute paper</td>
<td></td>
</tr>
<tr>
<td>Aug 28 Thurs</td>
<td>Welcome to the Department of Economics Guest Lecturer: Dr. Jones</td>
<td>Textbook: Chapter 1</td>
<td>Buy textbook, Common Read, academic planner &amp; Note cards 2-minute paper</td>
<td></td>
</tr>
<tr>
<td>Sept 1 Mon</td>
<td>No Class- Labor Day</td>
<td>Common Read: Chapters TBD</td>
<td>Quiz: Common Read (Chapters TBD)</td>
<td></td>
</tr>
<tr>
<td>Sept 4 Thurs</td>
<td>Guest Lecturer: Math Concepts for Econ-related majors (Dr. Zimmerman)</td>
<td>Common Read: Chapters TBD</td>
<td>Assignment 3 - Email introduction 2-minute paper</td>
<td></td>
</tr>
<tr>
<td>Sept 8 Mon</td>
<td>Career Preparation &amp; Majors/Minors *Attend Kick-Off tonight</td>
<td>Common Read: Chapters TBD Textbook: Chapter 13</td>
<td>Assignment 4 - Attend Kick-Off event Quiz: Math for Econ majors</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Common Read: Chapters TBD</td>
<td>Quiz: Common Read (Chapters TBD) 2-minute paper</td>
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<tr>
<td>Sept 11 Thurs</td>
<td>Welcome to the Department of Economics &amp; Student Involvement</td>
<td></td>
<td>Common Read: Chapters TBD 2-minute paper</td>
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<tr>
<td>Sept 15 Mon</td>
<td>Resume Development</td>
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<td>Quiz: Common Read (Chapters TBD)</td>
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<td>Bring resume to class</td>
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<tr>
<td>Sept 22 Mon</td>
<td>Peer Resume Reviews</td>
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<td>Interview Skills- classroom discussions/practice</td>
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<tr>
<td>Sept 25 Thurs</td>
<td>Guest Lecturer: First Year Advising Center &amp; Road Map &amp; campus Resources (Nicole Gertken &amp; Matt Tollefson)</td>
<td>Textbook: Chapter 2</td>
<td>Assignment 6- Professional Resume</td>
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<tr>
<td>Sept 29 Mon</td>
<td>Career Fair Boot camp: Kayte &amp; GA</td>
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<td>2-minute paper</td>
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<tr>
<td>Oct 2 Thurs</td>
<td>Guest Lecturer- Barb Heller, Entrepreneurial Studies</td>
<td>D2L article</td>
<td>Assignment 7- Advisor Meeting</td>
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</tr>
<tr>
<td>Oct 6 Mon</td>
<td>Managing Your Time</td>
<td>Textbook: Chapter 3</td>
<td>2-minute paper</td>
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<tr>
<td>*Oct 9 Thurs</td>
<td>No Class Economics &amp; Management Career Day, USU VBR, Oct 1st, USU VBR 1-4pm</td>
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<td></td>
<td>Or Ag-Bio Careers Day, Oct 15th, USU VBR 2-7 PM</td>
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<tr>
<td>Oct 13 Mon</td>
<td>No Class- Native American Day</td>
<td></td>
<td>Quiz- FYAC &amp; ENST lectures</td>
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<tr>
<td>Oct 16 Thurs</td>
<td>Guest Lecturer: Nick Wendell SDSU Traditions &amp; Hobo Day</td>
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<td>2-minute paper</td>
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<tr>
<td>Oct 20 Mon</td>
<td>SDSU History (video) &amp; Climb campanile</td>
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<td>Assignment 8- Career Day Reflection</td>
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<tr>
<td>Oct 23 Thurs</td>
<td>Guest Lecturer: Minors in the department</td>
<td>D2L article</td>
<td>2-minute paper</td>
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<tr>
<td>Oct 27 Mon</td>
<td>Stress Management &amp; Wellness</td>
<td>Textbook: Chapter 9</td>
<td>Quiz: SDSU traditions &amp; campanile</td>
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<tr>
<td>Oct 30 Thurs</td>
<td>Guest Lecturer: Mariah Weber (Wellness Center)</td>
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<td>2-minute paper</td>
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<tr>
<td>Nov 3 Mon</td>
<td>SMART Goals</td>
<td>Textbook: pg xxi, 2-minute paper</td>
<td>Quiz: Stress Mgmt &amp; Wellness</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Resource</td>
<td>Assignment/Activity</td>
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<tr>
<td>Nov 6</td>
<td>Guest Lecturer: Departmental Faculty (Topic: TBA)</td>
<td>D2L article</td>
<td>2-minute paper</td>
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<tr>
<td>Nov 10</td>
<td>Get to Know your Textbooks &amp; Succeeding on Exams</td>
<td>Textbook: Chapter 4</td>
<td>Quiz: SMART goals</td>
<td></td>
</tr>
<tr>
<td>Nov 13</td>
<td>Guest Lecturer: Dr. Santos (Topic: TBA)</td>
<td>D2L article</td>
<td>2-minute paper</td>
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<tr>
<td>Nov 17</td>
<td>Learning Styles</td>
<td>Textbook: Chapter 5</td>
<td>2-minute paper</td>
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<tr>
<td>Nov 20</td>
<td>Guest Lecturer: Internships</td>
<td>D2L article</td>
<td>Quiz: Textbooks &amp; Exams</td>
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<tr>
<td>Nov 24</td>
<td>Global Thinking &amp; Living in a Diverse World</td>
<td></td>
<td>2-minute paper</td>
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<tr>
<td>Nov 27</td>
<td>No Class - Thanksgiving Holiday</td>
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<tr>
<td>Dec 1</td>
<td>Money Management</td>
<td>Textbook: Chapter 8</td>
<td>Assignment 9- Professional Interview</td>
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<td></td>
<td>2-minute paper</td>
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<tr>
<td>Dec 4</td>
<td>Guest Lecturer: Land Grant Mission (Dr. Eluned Jones)</td>
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<td>Assignment 2 : 3 Your Career</td>
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<td>Workshops &amp; Club meeting</td>
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<td>Extra Credit</td>
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<td></td>
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<td></td>
<td>2-minute paper</td>
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<tr>
<td>Dec 8</td>
<td>Communication Skills &amp; Building Relationships</td>
<td>Textbook: Chapter 11</td>
<td>Quiz: Diversity &amp; Land Grant Mission</td>
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<td></td>
<td></td>
<td></td>
<td>2-minute paper</td>
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<tr>
<td>S01-Dec 11</td>
<td>ECON 109, Designated Finals Time</td>
<td>Assignment 11- Final</td>
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<tr>
<td>S02-Dec. 12</td>
<td>Final Exam/class assessment</td>
<td>Project Due</td>
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<tr>
<td>S03- Dec 15</td>
<td>9:15am</td>
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</tbody>
</table>

*Meets outside of regular class time. If your course schedule conflicts, please contact me prior to the event for an altered assignment.*
Rubric: Email Introduction

Students will send an email to the instructor to introduce himself. This is a professional communication activity.

<table>
<thead>
<tr>
<th>Subject Line</th>
<th>Great (N/A)</th>
<th>Fair (N/A)</th>
<th>Poor (N/A)</th>
<th>Unsatisfactory (N/A)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Great</td>
<td>Fair</td>
<td>Poor</td>
<td>Un satisfactory</td>
</tr>
<tr>
<td></td>
<td>Subject line has no grammatical, spelling, or punctuation errors and accurately describes message contents.</td>
<td>Subject line has errors - spelling, grammar, punctuation - and/or does not describe the message's content</td>
<td>Subject line has errors - spelling, grammar, punctuation - and/or does not accurately describe the message contents.</td>
<td>Un satisfactory - No subject line included with email.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar &amp; Spelling</th>
<th>Great</th>
<th>Fair</th>
<th>Poor</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Great</td>
<td>Fair</td>
<td>Poor</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>The message contains no errors in grammar, punctuation, and/or spelling and/or all sentences are complete, well-constructed, and stated in business terms.</td>
<td>The message contains 1 to 2 errors in grammar, punctuation, and/or spelling and/or all sentences are complete, well-constructed, and most are stated in business terms.</td>
<td>The message contains 3 to 4 errors in grammar, punctuation, and/or spelling and/or most sentences are complete, well-constructed, and but not stated in business terms.</td>
<td>The message contains more than 4 errors in grammar, punctuation, and/or spelling and/or contains sentence fragments or run-on sentences.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Great</th>
<th>Fair</th>
<th>Poor</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Great</td>
<td>Fair</td>
<td>Poor</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>All ideas were expressed in a clear and organized fashion. Included all 6 pieces of information.</td>
<td>Ideas were expressed in a pretty clear manner. Included only 3-5 pieces of information.</td>
<td>Ideas were somewhat organized, but were not very clear. Included only 1-2 pieces of information.</td>
<td>The email seemed to be a collection of unrelated ideas. Included none of the required pieces of information.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Great</th>
<th>Fair</th>
<th>Poor</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Great</td>
<td>Fair</td>
<td>Poor</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>The letter is professional and appropriate for the audience.</td>
<td>Most of the word choice and sentence structure is professional. One or two errors in formal word choice.</td>
<td>There are three to four errors in professional word choice.</td>
<td>There are four or more errors in professional word choice. This letter is rather informal for the audience.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closing &amp; Signature</th>
<th>Great</th>
<th>Fair</th>
<th>Poor</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Great</td>
<td>Fair</td>
<td>Poor</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Email contains complementary closing and signature with all required items - name, title company name, contact information</td>
<td>Email contains complementary closing and signature with only 1 item missing - name, title company name, contact information</td>
<td>Email contains complementary closing and partial signature with 2 or more items missing - name, title company name, contact information</td>
<td>No complementary closing or signature included in the email.</td>
<td></td>
</tr>
</tbody>
</table>

Rubric: Common Read summary

Students will read the chosen Common Read book and attend the author presentation. Students will then type responses to provided questions. Points are earned by both attending the presentation and completing the written assignment.

<table>
<thead>
<tr>
<th>Beauty Pays</th>
<th>Great (N/A)</th>
<th>Fair (N/A)</th>
<th>Poor (N/A)</th>
<th>Unacceptable (N/A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author Presentation Attendance</strong></td>
<td>Great</td>
<td>Fair</td>
<td>Poor</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Student Attended the presentation and signed in</td>
<td>Student Did not attend the presentation but attempted to respond to the assignment questions</td>
<td>Student Attended the presentation but did not complete the assignment questions</td>
<td>Student did not attend the presentation or completed the assignment questions</td>
<td></td>
</tr>
<tr>
<td><strong>5 points made by author</strong></td>
<td>Great</td>
<td>Fair</td>
<td>Poor</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Student listed at least five (5) major points that he/she heard the author talk about</td>
<td>Student listed three-four (3 to 4) major points that he/she heard the author talk about</td>
<td>Student listed one-two (1-2) major points that he/she heard the author talk about</td>
<td>Student did not list any major points</td>
<td></td>
</tr>
<tr>
<td><strong>5 things you learned</strong></td>
<td>Great</td>
<td>Fair</td>
<td>Poor</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Student listed at least five (5) things that he/she learned that will help in a career</td>
<td>Student listed three-four (3 to 4) things that he/she learned that will help in a career</td>
<td>Student listed one-two (1-2) things that he/she learned that will help in a career</td>
<td>Student did not list anything learned</td>
<td></td>
</tr>
<tr>
<td><strong>Scale of 1 to 5</strong></td>
<td>Great</td>
<td>Fair</td>
<td>Poor</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>The student provided a ranking number 1-5 for this book and included adequate support for this ranking</td>
<td>The student provided a ranking number 1-5 for this book and included very little support for this ranking</td>
<td>The student provided a ranking number 1-5 only, no support for this ranking</td>
<td>Student did not provide a ranking number 1-5 for this book</td>
<td></td>
</tr>
</tbody>
</table>

Build free rubrics at www.iRubric.com.

Rubric Code: SXW4AW2
# Rubric: Resume

Students will submit a resume summarizing academic credentials, employment experience, personal/academic activities, etc. Limit resume to 1 page.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Great (A/A)</th>
<th>Fair (B/B)</th>
<th>Poor (C/D)</th>
<th>Unacceptable (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resume Content</strong></td>
<td>Contact information, objective/statement, experience and education are covered in detail.</td>
<td>Contact information, objective/statement, experience and education covered in minimum detail.</td>
<td>Missing one of the following: contact information, objective/statement, experience or education.</td>
<td>Missing multiple of the following: contact information, objective/statement, experience or education.</td>
</tr>
<tr>
<td></td>
<td>Extra information provided to enhance the resume.</td>
<td>Minimum extra information provided to enhance the resume.</td>
<td>No extra information provided to enhance the resume.</td>
<td>No information provided to enhance the resume.</td>
</tr>
<tr>
<td><strong>Organization &amp; Structure</strong></td>
<td>Major sections are well organized, with the most important points listed first.</td>
<td>Could be better organized.</td>
<td>The organization does not highlight what is important.</td>
<td>Very unorganized</td>
</tr>
<tr>
<td></td>
<td>Follows reverse chronological order</td>
<td>Some reverse chronological order</td>
<td>Does not follow reverse chronological order</td>
<td>No order to the events</td>
</tr>
<tr>
<td></td>
<td>Structure of the resume is not easy to follow.</td>
<td>Organization and structure detract from the reader’s attention.</td>
<td></td>
<td>Lacks organization and structure entirely</td>
</tr>
<tr>
<td><strong>Presentation &amp; Format</strong></td>
<td>Resume follows designated guidelines.</td>
<td>Resume follows most guidelines but lacks some elements of correct formatting.</td>
<td>Resume lacks many elements of correct formatting.</td>
<td>No proof of formatting</td>
</tr>
<tr>
<td></td>
<td>Resume is the appropriate length</td>
<td>Resume is the appropriate length</td>
<td>Resume is slightly too long or too short.</td>
<td>Resume is inadequate/excessive in length</td>
</tr>
<tr>
<td><strong>Spelling &amp; Grammar</strong></td>
<td>Rules of grammar, usage, and punctuation are followed; spelling is correct.</td>
<td>Resume contains few grammatical, punctuation and spelling errors.</td>
<td>Resume contains numerous grammatical, punctuation, and spelling errors.</td>
<td>Resume contains an unacceptable amount of grammatical, punctuation and spelling errors</td>
</tr>
<tr>
<td></td>
<td>Language is clear and precise; sentences display consistently strong, varied structure</td>
<td>Language lacks clarity or includes the use of some jargon or conversational tone</td>
<td>Language uses jargon or conversational tone-</td>
<td>Language is inappropriate</td>
</tr>
<tr>
<td></td>
<td>Very professional</td>
<td>Should be more professional</td>
<td>Lacks professionalism</td>
<td>Extremely unprofessional</td>
</tr>
<tr>
<td><strong>References Page</strong></td>
<td>Contains heading with complete contact information</td>
<td>Contains heading with little contact information</td>
<td>No contact information in heading</td>
<td>Did not include a reference page</td>
</tr>
<tr>
<td></td>
<td>Contains 3-4 references</td>
<td>Contains 2-3 references</td>
<td>Contains 1 reference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contains detailed information for each reference</td>
<td>Contains some information for each reference</td>
<td>Contains no information for each reference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Font size and type match resume</td>
<td>Font size and type partially match resume</td>
<td>Font size and type do not match resume</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Template/layout matches resume</td>
<td>Template/layout partially matches resume</td>
<td>Template/layout does not match resume</td>
<td></td>
</tr>
</tbody>
</table>
Rubric: Career Fair

Student will attend one career fair, make contact with at least 3 employers and gather information on career and/or career opportunities and present the findings in a summary paper.

<table>
<thead>
<tr>
<th>Career Fair Summary</th>
<th>Great (N/A)</th>
<th>Fair (N/A)</th>
<th>Poor (N/A)</th>
<th>Unacceptable (N/A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer Connections</td>
<td>Great</td>
<td>Fair</td>
<td>Poor</td>
<td>Unacceptable</td>
</tr>
<tr>
<td></td>
<td>Student connected from three (3) or more employer booths at the career fair. Student included employer names and company information in the summary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student connected with two (2) employer booths at the career fair. Student included employer names and company information in the summary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student connected with one (1) employer booth at the career fair. Student included employer name and company information in the summary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student did not attend the career fair or had no connections with employers while in attendance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content of summary</td>
<td>Great</td>
<td>Fair</td>
<td>Poor</td>
<td>Unacceptable</td>
</tr>
<tr>
<td></td>
<td>Student summarized three (3) or more conversations with employers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student summarized two (2) conversations with employers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student summarized one (1) conversation with an employer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student did not attend the career fair or had no connections with employers while in attendance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall assessment</td>
<td>Great</td>
<td>Fair</td>
<td>Poor</td>
<td>Unacceptable</td>
</tr>
<tr>
<td></td>
<td>Student included a detailed assessment of his/her experience at the career fair.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student included an assessment of his/her experience at the career fair, but without much detail.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student hardly mentioned his/her assessment of the career fair.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student did not attend the career fair or did not include any assessment of his/her experience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Great</td>
<td>Fair</td>
<td>Poor</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>
|                     | GREAT
|                     | ORGANIZED
|                     | EASY TO FOLLOW
|                     | GOOD FLOW
|                     | ORGANIZED TO ADDRESS THE ASSIGNMENT |
|                     | FAIR
|                     | ATTEMPTS AT ORGANIZATION ARE CLEAR
|                     | SOME FLOW TO WRITING, SOME DISJOINTED SECTIONS CAN SEE HOW THE WRITING ADDRESSES THE QUESTIONS |
|                     | POOR
|                     | DISORGANIZED
|                     | WRITING DISCONNECTED DIFFICULT TO SEE HOW THE WRITING ADDRESSES THE ASSIGNMENT |
|                     | UNACCEPTABLE |
| Enter Title, Grammar, spelling, writ | Great | Fair | Poor | Unacceptable |
|                     | Proper grammar
|                     | Accurate spelling
|                     | Well-written |
|                     | Grammar errors
|                     | Spelling errors
|                     | Acceptable writing |
|                     | Poor grammar
|                     | Inaccurate spelling
|                     | Generally problematic writing |
|                     | Student did not attend the career fair |
Rubric: Professional Interview

Select a professional employee in your interested career path. Contact the professional and arrange an interview time. Prepare for the Interview. Complete the Interview. Write a thank-you note. Report what you learned during your interview.

<table>
<thead>
<tr>
<th>Professional Interview</th>
<th>Great (N/A)</th>
<th>Fair (N/A)</th>
<th>Poor (N/A)</th>
<th>Unacceptable (N/A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>Great</td>
<td>Fair</td>
<td>Poor</td>
<td>Unacceptable</td>
</tr>
<tr>
<td></td>
<td>Professional contact information (name, company, job title) provided.</td>
<td>Some professional contact information was included, not all.</td>
<td>Very little or no contact information provided.</td>
<td>Did not attend an interview.</td>
</tr>
<tr>
<td></td>
<td>Interview logistics provided (Date, time, location).</td>
<td>Some interview logistics were included, not all.</td>
<td>Very little or no interview logistics included.</td>
<td></td>
</tr>
<tr>
<td>Summary- content</td>
<td>Great</td>
<td>Fair</td>
<td>Poor</td>
<td>Unacceptable</td>
</tr>
<tr>
<td></td>
<td>Summary included detailed information about the questions asked and responses given by the professional.</td>
<td>Summary included some information about the interview but did not provide details.</td>
<td>Summary did not include any of the questions or responses.</td>
<td>Did not provide a summary</td>
</tr>
<tr>
<td></td>
<td>Summary included detailed statements about what the student learned.</td>
<td>Summary included a few statements about what the student learned.</td>
<td>Summary did not include any statements from the students about what was learned</td>
<td></td>
</tr>
<tr>
<td>Summary- spelling &amp; grammar</td>
<td>Great</td>
<td>Fair</td>
<td>Poor</td>
<td>Unacceptable</td>
</tr>
<tr>
<td></td>
<td>Neat and easy to read.</td>
<td>Readable but not organized.</td>
<td>Not carefully written, difficult to read.</td>
<td>Written unprofessionally.</td>
</tr>
<tr>
<td></td>
<td>No spelling or grammatical errors.</td>
<td>A few minor errors in grammar and spelling.</td>
<td>Many spelling and grammatical mistakes.</td>
<td>An unacceptable amount of spelling and grammatical errors</td>
</tr>
</tbody>
</table>

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Rubric Code: YXW4BB4
Rubric: Academic & Career Action Plan

Submit an academic/personal development plan for your tenure at SDSU to develop the credentials you feel you will need to be competitive in the job market after graduation.

<table>
<thead>
<tr>
<th>Academic &amp; Career Action Plan</th>
<th>Great (N/A)</th>
<th>Fair (N/A)</th>
<th>Poor (N/A)</th>
<th>Unacceptable (N/A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Great</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes a detailed list of the courses planned for each semester to meet major and minor requirements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The plan of courses meet all prerequisite requirements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The plan carefully avoids any known time conflicts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes a list of courses needed for graduation but not in order by semester, or does not include minor course requirements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The plan of courses has some prerequisite and timing conflicts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The plan of courses is out of order and does not meet the prerequisite requirements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The plan of courses does not consider prerequisites or timing conflicts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unacceptable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A course plan is not included in this assignment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Activities**                |             |            |            |                     |
| Great                         |             |            |            |                     |
| Includes a detailed plan to engage in activities beyond the classroom (clubs, activities, internships, etc.). |
| Fair                          |             |            |            |                     |
| Includes a few activities to possibly engage in outside of the classroom but does not include a detailed plan for involvement. |
| Poor                          |             |            |            |                     |
| Includes general statements about activities outside of the classroom but no detail. |
| Unacceptable                  |             |            |            |                     |
| Does not include any mention of activities outside of the classroom. |

<table>
<thead>
<tr>
<th><strong>Writing, spelling, grammar</strong></th>
<th>Great</th>
<th>Fair</th>
<th>Poor</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment was written professionally.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statements and plan were clearly thought through.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No spelling or grammatical errors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment was complete but minimally professional.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statements and plan were clearly thought through.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some spelling and grammatical errors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment was written unprofessionally.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statements and plan were unorganized.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many spelling and grammatical errors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unacceptable level of professional writing, organization and spelling/grammatical errors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Rubric: Professional Goals

Submit a 300-500 word essay on the topic "My Professional Goals."

<table>
<thead>
<tr>
<th>Professional Goals</th>
<th>Great (N/A)</th>
<th>Fair (N/A)</th>
<th>Poor (N/A)</th>
<th>Unacceptable (N/A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SMART goals</strong></td>
<td>Great</td>
<td>Fair</td>
<td>Poor</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Includes 3 goals.</td>
<td>Includes 2-3 goals.</td>
<td>Includes 1-2 goals.</td>
<td>Did not include acceptable professional goals.</td>
<td></td>
</tr>
<tr>
<td>Followed all requirements of SMART goals.</td>
<td>Followed some requirements of SMART goals.</td>
<td>Did not follow the requirements of SMART goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supporting content</strong></td>
<td>Great</td>
<td>Fair</td>
<td>Poor</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Answers all 4 supporting questions required in the assignment.</td>
<td>Answers 2-3 supporting questions required in the assignment.</td>
<td>Answers 1 supporting question required in the assignment.</td>
<td>Did not include answers to any of the supporting questions required in the assignment.</td>
<td></td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>Great</td>
<td>Fair</td>
<td>Poor</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Meets the 300-500 word length requirement.</td>
<td>Slightly exceeds or lacks the length requirement by 1-50 words.</td>
<td>Exceeds or lacks the length requirement by 51-100 words.</td>
<td>Exceeds or lacks the length requirement by 101+ words.</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling &amp; Grammar</strong></td>
<td>Great</td>
<td>Fair</td>
<td>Poor</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>No spelling or grammatical errors</td>
<td>Some spelling and grammatical errors.</td>
<td>Many spelling and grammatical errors.</td>
<td>Unacceptable amount of spelling and grammatical errors.</td>
<td></td>
</tr>
</tbody>
</table>

Build free rubrics at [www.iRubric.com](http://www.iRubric.com).

Rubric Code: EXW4B88

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**General Education Requirements Course Review Faculty Self-Report Form**

SGR Goal: ___ #1: Written Communication ___ #2: Oral Communication ___ #3: Social Sciences/Diversity ___ #4: Humanities and Arts/Diversity ___ #5: Mathematics ___ #6: Natural Sciences

IGR Goal: ___ #1: First Year Seminar  ___ #2: Cultural Awareness and Social and Environmental Responsibility  ___ Advanced Writing  ___ Globalization

1. Course prefix, number, and title: ECON 109 First Year Seminar
2. Number of Credits: 2
3. Faculty member's name, department, college: Jason Zimmerman & Kayte Haggerty, Economics, College of Agricultural & Biological Sciences
4. Department Head: Dr. Eluned Jones

(Electronic signature indicates approval)
### Goal(s) and Student Learning Outcomes (SLOs) Met (List Only Those Goals and Student Learning Outcomes Met by the Course)

<table>
<thead>
<tr>
<th>Goal as listed in the latest College Catalog</th>
<th>Are the Goal(s) and Student Learning Outcomes Included on the Syllabus? (Yes/No)</th>
<th>Do the Measureable Assessment Methods Included Measure the SLOs Listed? (Yes/No)</th>
<th>List Assessment Tools and How They Demonstrate Student Performance Related to Each Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>IGR Goal #1: Students will understand their emerging role and responsibilities as educated persons through a common intellectual experience</td>
<td>YES</td>
<td>YES</td>
<td>Daily 2-minute papers (W) Email Introduction (W) Economics Kick-Off event Resume (W) Advisor Meeting ABS/ECON Career Day attendance &amp; summary (W) “Your Career” workshop attendance Final Project- academic &amp; career action plan and Goals (W) Class Discussions (D)</td>
</tr>
<tr>
<td>List all SLOs for the Goal met by this course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identify areas of self-responsibility that contribute to personal and professional goals and success</td>
<td>YES</td>
<td>YES</td>
<td>Daily 2-minute papers (W) Email Introduction (W) Economics Kick-Off event Beauty Pays author reflection (W) Resume (W) Advisor Meeting ABS/ECON Career Day attendance &amp; summary (W)</td>
</tr>
<tr>
<td>2. Design a plan and identify appropriate strategies that will guide engagement in their education, community, and world</td>
<td>YES</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>3. Explain how to achieve and maintain personal and professional wellness</td>
<td>YES</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>4. Articulate how knowledge of contemporary issues and exposure to diversity impacts personal and professional life</td>
<td>YES</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>5. Explain how South Dakota State University is defined by the Land Grant Mission (Morrill Act)</td>
<td>YES</td>
<td>YES</td>
<td></td>
</tr>
</tbody>
</table>

**P** = portfolio  
**S** = speech or presentation  
**E** = performance (music, theatre, forensics)  
**T** = tests/exams  
**L** = lab skill demonstration  
**V** = visual arts/design studio work  
**C** = clinical field demonstration  
**W** = written assignment (research paper, reaction paper, creative writing, etc.)  
**D** = group discussion  
**O** = Other, please specify
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

SDSU Pharmacy / Medical Laboratory Science Laurie Stenberg Nichols 10/28/14

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses
X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete MLS 461 Introduction to Management and Education and add MLS 471 Advanced Medical Diagnostics to the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2015.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of MLS 471 Advanced Medical Diagnostics course correspond with the Writing Intensive objectives, and thus the department seeks approval and inclusion of MLS 471 on the designated list of Writing Intensive courses.

The College of Pharmacy and Medical Laboratory Science program have requested MLS 461 be removed from the list of courses that meet the writing intensive requirement effective fall 2015.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Writing Intensive goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: MLS 471 Advanced Medical Diagnostics: Advanced laboratory diagnostics including clinical correlations, total quality management, general operations, and patient analysis of complex disease states.

Writing Intensive goal: Advanced writing courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline. These courses will have a scholarly focus. Students will build upon concepts learned in courses covering System General Education Goal #1 and refine their skills through research and writing in a discipline specific context.

Writing Intensive Student Learning Outcomes: As a result of taking MLS 471, students will be able to:
1. Read extensively and respond critically in the written discourse of a discipline; formulate research questions,
refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.

As a result of MLS 471, students will learn how to evaluate research and case study articles through readings, discussions, and written assignments. The final case study project requires thorough knowledge of the literature, integration of multiple resources, and accurate correlation and explanation of laboratory results and diagnosis.

2. Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.

As a result of MLS 471, students will learn and understand formatting, citations, and overall organization of writing specific to medical laboratory science by reading and critiquing articles found in the journal Clinical Laboratory Science, published by the professional society ASCLS. Through written critiques and classroom discussion, students will learn how to analyze, summarize, and correctly paraphrase resources. The final case study project requires formatting in accordance with Clinical Laboratory Science publication standards.

3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.

As a result of MLS 471, students will be reacquainted with the library resources and how to find reliable sources. Participation in discussion days will require students to read case studies and research articles, evaluate the sources, and critique the content presented. For the case study project, students are required to use at least five scholarly and reliable sources.

4. Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.

As a result of MLS 471, students will present the results of their case study project through discussion and written assignments. Presentation of case studies will occur during the final exam period, and will be open to program faculty.

Each course meeting this goal includes the following student learning outcomes.

Required: #1, #2, #3, #4

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Please see attached.
INSTRUCTIONAL METHODS: This course will cover advanced molecular diagnostic techniques through lecture and supporting laboratory exercises, as well as exams. In addition, discussion days will be included to facilitate critical reading and evaluation of patient case studies, research articles, and references.

PRE-REQUISITE: MLS Professional Program acceptance

LAPTOP REQUIRED: MLS is a Cloud technology based program. All examinations will be completed utilizing computerized technology. In addition, various exercises are dispersed throughout the MLS program that require in class and out of class use of internet based, software based and interactive activities. Please note abbreviations throughout schedule: LR- laptop required for activity, WA- laptop required web activity, IA- Laptop required interactive virtual labs/videos/animation, ML-live microscopy


CLASS SCHEDULE: Mon/Fri 8:00- 8:50 am

LOCATION: Avera Health Science Center; Rm 380.

COURSE GOALS: Upon completion of this course the Medical Laboratory Science student, will be able to explain the concepts for each of the following:

1.) Describe the chemistry, structure, and function of nucleic acids, including essential concepts of genetic variation, gene and chromosome structure, and DNA sequence.
2.) Explain the variations in genetic organization in prokaryotic, eukaryotic organisms and viral agents. (Lessons will include alignments and comparisons of genomes utilizing web based programming.
3.) Describe basic concepts related to mutation, including natural nucleotide sequence variations, types of mutations, mechanisms of mutation, and consequences of mutation.
4.) Describe the use of molecular mechanisms normally utilized by living organisms to develop molecular diagnostic assays. (Lessons will include video streams to review basic concepts).
5.) Apply the basic knowledge of biological and molecular theory to taxonomy and clinical applications.
6.) Describe the theory, application and interpretation of multiple molecular diagnostic techniques to include amplification and non-amplification techniques.
7.) Describe the theory, application and interpretation for flow cytometric analysis of hematology abnormalities.
8.) Describe the theory, application, and complete complex interpretations in all major core disciplines including immunology, immunohematology, microbiology, urinalysis, chemistry, hemostasis, quality control, phlebotomy and general laboratory operations.
9.) Correlate patient data, signs and symptoms to identify testing methodologies for complex disease states, correlate data, interpret, diagnosis and recommend further testing and/or patient treatment options.
10.) Develop a complex interdisciplinary patient case study, completed in the Clinical Laboratory Science Professional Journal Format.

STUDENT LEARNING OUTCOMES AND OBJECTIVES:

Advanced Writing Requirement

Advanced writing courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline. These courses will have a scholarly focus. Students will build upon concepts learned in courses covering System General Education Goal #1 and refine their skills through research and writing in a discipline specific context. Students will:

1.) Read extensively and respond critically in the written discourse of a discipline: formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.
   Means: Through readings, discussions, and written assignments students will learn how to evaluate research and case study articles. The final case study project requires thorough knowledge of the literature, integration of multiple resources, and accurate correlation and explanation of laboratory results and diagnosis.
   Assessment tools: readings, discussions, article review/critiques, final case study project

2.) Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.
   Means: By reading and critiquing articles found in the journal Clinical Laboratory Science, published by the professional society ASCLS, students will learn and understand formatting, citations, and overall organization of writing specific to medical laboratory science. Through written critiques and classroom discussion, students will learn how to analyze, summarize, and correctly paraphrase resources. The final case study project requires formatting in accordance with Clinical Laboratory Science publication standards.
   Assessment tools: readings, discussions, article review/critiques, final case study project

3.) Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.
   Means: Students will be reacquainted with the library resources and how to find reliable sources. Participation in discussion days will require students to read case studies and research articles, evaluate the sources, and critique the content presented. For the case study project, students are required to use at least five scholarly and reliable sources.
   Assessment tools: readings, discussions, article review/critiques, final case study project

4.) Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.
Means: Student will present the results of their case study project through discussion and written assignments. Presentation of case studies will occur during the final exam period, and will be open to program faculty. Assessment tools: discussions, article review/critiques, final case study project

Medical Laboratory Science Program Specific

1. Demonstrate behavior consistent with professionalism, including:
   (Affective Domain Evaluation remains the same in all MLS courses and is evaluated according to the General Laboratory Outcomes and Objectives and the Professional Performance Evaluation found in the program student handbook.)
   a. dependability
   b. initiative
   c. judgment
   d. consideration for others
   e. organized work patterns
   f. responsibility
   g. productivity in group activities

The standard of professional behavior as outlined in the General Laboratory Outcomes and Objectives and the professional performance evaluation is expected throughout the total program and in each individual medical laboratory science course. In addition to dismissal for academic failure, the faculty of the MLS program reserve the right to dismiss any student enrolled in the undergraduate program for unethical, dishonest or illegal conduct that is inconsistent with policies of the MLS Student Handbook.

The MLS learning environment requires professional behavior shown through respectful and responsible actions by all participants. Accountability is an expectation. Students are responsible and accountable for their own learning and exhibit awareness of this by the following examples: Punctual attendance at every class; Demonstration of a professional attitude and behavior (as per Student Handbook Guidelines); Assignments completed in a timely fashion; Cooperative group work; Demonstration of evidence of critical thinking, sound decision-making and personal reflection in theory and clinical applications; Participate actively and consistently in course discussions; Safely demonstrate independence, initiative and creativity in clinical applications and theory; Professional behavior in interactions with faculty, fellow students, and university personnel; Supervision sought when appropriate; Cell phones and pagers off during class; Consideration of classmates by minimizing distractions with backpacks, books, drinking, eating and other distractions which may prevent hearing and concentrating during class.

2. Pre-requisite course material and concurrent course material within the MLS program is considered essential knowledge in order for the student to progress and successfully pass the National ASCP Certification Exam. Therefore, this material may be utilized in assignments, quizzes, exams etc. within this course as deemed appropriate by the instructor.

OBJECTIVES: This course is a complex advanced course that pulls objectives from all disciplines and courses throughout the entire MLS on-campus program curriculum.

STUDENT COURSE ATTENDANCE POLICY: Attendance will be handled in accordance with University policy. See SDSU Undergraduate catalog.

STUDENT ASSIGNMENT DUE DATES AND SUBMISSIONS: All assignments are due as assigned by the instructor. No late assignments will be accepted. If an assignment is not received as scheduled by the instructor, the assignment will receive a grade of "0" or "F" and will be recorded as such.

The instructor will determine the method for submission of all assignments. Items requiring electronic submission will be submitted accordingly. Items the instructor prefers to be submitted in print form are NOT to be submitted electronically. It is the student's responsibility to print items needed for class and for submission as required by the course instructor.

In class exercises which may include any of the following quizzes, group projects, presentations, interactive work etc. will only be awarded grades and/or points during the original class period. In other words, if you miss a class period and there are interactive exercises or assignments, you will not be allowed to make-up those points. The MLS program is designed as a interactive technology based professional program. Please note attendance is expected and graded as part of the affective professional performance within the program.

ASSESSMENT

ACADEMIC STANDARDS: The junior and senior year curricula include both didactic and practical learning experiences. Medical Laboratory Science students must obtain a “C” (70%) or higher in all of the courses required within the major as well as meet the minimal grading requirements as outlined below in order to continue within the professional program.

GRADING SYSTEM: The student’s final grade will include an evaluation of the professional behaviors, theoretical aspects and technical components as applicable.

Grading Scale:  
A = 90.00 - 100.00  
B = 80.00 - 89.99  
C = 70.00 - 79.99  
D = 60.00 - 69.99

Percentage Scale: Total points/possible points

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignments/Case Studies</td>
<td>20%</td>
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<tr>
<td>Section Exams</td>
<td>40%</td>
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<tr>
<td>Comprehensive Interdisciplinary Case Study</td>
<td>40%</td>
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Note: To insure uniform student evaluation, there shall be no extra credit questions, assignments or projects.
Grading Requirements: Students will be evaluated by the academic and professional judgment of the individual faculty member(s) assigned to teach this course, based on requirements and performance standards approved by the Medical Laboratory Science Program. Students will receive periodic feedback throughout the course.

In order to successfully complete the course the student must:
- a “C” in theory with the average of all theory examinations (written theory examinations, and comprehensive final including laboratory practical exams) of 70% or higher. If the average of the course examinations is not 70% or higher, the course grade (as reported on the SDSU transcript) is the average of the exams only (i.e., “D” or “F”, depending upon the percentage grade)

Following the failure of any theory/laboratory practical exam or any unsafe or unacceptable professional performance the student is responsible to arrange a meeting with the Instructor to identify needed changes in performance.

Exam Policy: All Medical Laboratory Science Program Exams including section exams, and comprehensive finals will be secured exams. Students will have access for review of exams upon request to the specific faculty member. Personal calculators, cell phones any type of electronic device other than the student laptop will not be allowed during exams. Exams will require the installation and download of the lockdown browser.

A student missing any exam (lecture), must reschedule the exam with the faculty member within 48 hours of the original scheduled exam date. The reschedule date will be determined by the instructor and whenever possible no longer than 7 days (one full week) from the original exam date. It is the student’s responsibility to contact the instructor to reschedule.

Quizzes (Outside of the Classroom): NO late quizzes will be accepted. If the quiz is not completed as scheduled the student will receive a “0” or “F” failing student’s responsibility to contact the instructor to reschedule.

reschedule date will be determined by the instructor and whenever possible no longer than 7 days (one full week) from the original exam date. It is the student’s responsibility to contact the instructor to reschedule.

Assignments: NO late assignments will be accepted. If the assignment is not completed as scheduled the student will receive a “0” or “F” failing grade.

Assignments of any type may be in class, out of class, announced or unannounced. Students must do individual work.

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In class exercises which may include any of the following quizzes, group projects, presentations, interactive work etc. will only be awarded grades and/or points during the original class period. In other words, if you miss a class period and there are interactive exercises or assignments, you will not be allowed to make-up those points. The MLS program is designed as a interactive technology based professional program. Please note attendance is expected and graded as part of the affective professional performance within the program.

Policy regarding answering questions regarding assignments, including exams etc.:
- Questions about an assignment including clarifications, due dates, content etc. will not be answered after 5 pm, the day prior to the due date.
- Students are expected to be proactive and if they fail to submit questions or ask them prior to that time, the faculty will not be expected to respond either directly or via any electronic request.
- Discussion Board Question Section- ALL questions should be submitted on the discussion board course section. This will facilitate student to student resolution of common questions without requiring instructor facilitation. The instructor will not respond to emails unless they are of confidential nature.

Policy regarding answering questions on examinations, quizzes, etc.
- Questions should be answered using acceptable scientific terminology.
- Abbreviations will be acceptable when used in the correct context and when commonly used in the course by the instructor.
- Unless otherwise stated, always assume that your answer should be the most specific answer possible, e.g., all questions imply that specifics are required—not generalities.
- If your writing or printing cannot be deciphered, your answer will be marked wrong!

Policy regarding the formal review of questions on examinations, quizzes, etc.
- All questions concerning points and grades will be settled by the end of the third regular school day following the posting of the grade. After this time, the grades will become permanent.
- Students who wish to formal review and/or justify their answer that differs from the instructor’s answer key may do so ONLY by submitting in writing their reasoning why they feel their answer is correct. Appropriate references should be included. This does not pertain to clerical or mathematical errors.
- As a professional program, instructors will not tolerate argumentative challenge of exam questions within the classroom. Submission of written answers serves as a learning experience and provides a more detailed review of the knowledge and content of the material.
IDEA SURVEYS:
The Department of Chemistry and Biochemistry has implemented the use of IDeA surveys to solicit student opinions of instruction in the courses offered by the department. As usual, your responses to the survey are anonymous, and responses will not be shared with instructors until final grades are issued for the course.

AMERICANS WITH DISABILITIES CONFORMITY: Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenhoff-Crooks (or successor) Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the University Student Union.

STUDENT ACADEMIC INTEGRITY AND APPEALS: The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

FREEDOM IN LEARNING: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the Department Head, Dean, or both, of the college that offers the class to initiate a review of the evaluation.

COURSE SCHEDULE

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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tr>
<td>August</td>
<td>Program Update &amp; Syllabus Overview</td>
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<td></td>
<td>Principles of Molecular Biology</td>
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<td>September</td>
<td>NO CLASS</td>
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<td>Gene Structure and Expression</td>
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<td>DNA Replication and Repair</td>
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<td></td>
<td>Genomes and Mutations</td>
<td>Case Study Title &amp; Topic Due</td>
<td>SLO #1</td>
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<td>Genomes and Mutations</td>
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<td></td>
<td>EXAM 1 (LR)</td>
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<td></td>
<td>Article Discussion Day</td>
<td>Article Review/Critique Due</td>
<td>SLO #1, 2, 3, 4</td>
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<td>Specimen Collection, Nucleic Acid Preparation and Processing</td>
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<td></td>
<td>PCR Design Activity</td>
<td>Abstract Draft Due</td>
<td>SLO #1, 2, 3</td>
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<td>October</td>
<td>Nucleic Acid Techniques</td>
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<td>PCR Design Activity</td>
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<td>NO CLASS</td>
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<td>Northern, Southern, Western Blotting</td>
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<td>EXAM 2 (LR)</td>
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<td>Article Discussion Day</td>
<td>Article Review/Critique Due</td>
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<td>Microarrays and FISH analysis</td>
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<td>Flow cytometry</td>
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<td>November</td>
<td>Molecular Oncology</td>
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<td>ASCLS-SD: Alternate Learning Activity</td>
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<td>Autoimmune Diseases</td>
<td>Turn-it-in Draft Due</td>
<td>SLO #1, 2, 3</td>
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<td>Hypersensitivities</td>
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<td>Immunodeficiency</td>
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<td>EXAM 3 (LR)</td>
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<td>Article Discussion Day</td>
<td>Article Review/Critique Due</td>
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<td>NO CLASS</td>
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<tr>
<td>December</td>
<td>Single Gene Disorders</td>
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<td>HLA Polymorphisms</td>
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<td></td>
<td>Review</td>
<td>Final Case Study Due</td>
<td>SLO #1, 2, 3</td>
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<tr>
<td>Finals Week</td>
<td>FINALS: CASE STUDY PROJECT DISCUSSION</td>
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<td>SLO #4</td>
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STATEMENT ON STATUS OF THE SYLLABUS: This syllabus results from the instructor’s effort to represent fairly the plan for this course. Circumstances may cause the instructor to make changes in the plan. Assignments, quizzes, exams and class activity are subject to change based on the discretion of the instructor based on student progress within the course. Such changes will not be capricious and will be made in a timely fashion. Please speak with Dr. Brandhagen directly, if there is anything in the syllabus about which you are unclear.

Writing a Case Study Report
Objectives: Upon successful completion of the senior capstone experience, the student will:

<table>
<thead>
<tr>
<th>G4:23</th>
<th>Evaluate and interpret various patient case study scenarios throughout the MLS curriculum</th>
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<tbody>
<tr>
<td>G2:23:A</td>
<td>Design and construct a simulated patient case study scenario including the etiology, pathophysiology, normal physiology, diagnosis, treatment and prognosis of the patient's clinical condition and recommend additional, confirmatory and/or follow up testing.</td>
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<tr>
<td>G2:23:B</td>
<td>Prepare a written report following the grading rubric for the above outlined case study.</td>
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<tr>
<td>G2:23:B</td>
<td>Publish a patient case study as outlined previously when appropriate in conjunction with University and/or clinical instructor (Optional, not required component of the MLS program)</td>
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What is a Case Report?
A Case Report is a report on a patient. The patient may have an unusual condition or disease, abnormal or unusual laboratory results, or just simply be a case that interests you.

Examples of interesting topics might include patients with diseases such as: various infections, cancer, chronic diseases such as emphysema or cirrhosis, unexpected antibodies or genetic disorders. Please feel free to consult your instructor or clinical supervisor both for possible topics and to assist you in interpreting the information.

How to Write a Case Report?
1. Select a patient: the patient selected should have no relation to your or your family.
2. Gather Pertinent Patient Information:
   1. Review the patient’s chart, you should note:
      i. Health history including past diagnosis
      ii. Vital signs
      iii. Laboratory test results
      iv. Results of tests from other departments (x-ray, EKG, respiratory therapy, etc)
      v. Treatment (drugs, radiation, surgery, etc)
      vi. Final diagnosis and prognosis
   2. Gather current information on the disease or condition. At minimum, 3 references must be utilized.
3. The Case Report. What should be included:
   1. Title: The title should draw attention and pull in the reader. Do not use basic descriptions. DO NOT DO THIS: Title: Leucine Crystals; Title: Horse Bite; Title: Systemic Lupus Erythematosus
   2. Title: May not exceed 100 characters.
   3. Abstract: Concise summary of the paper, not to exceed 250 words; must correlate to the title of the case study.
   4. Key/ Index Terms: Terms that would be utilized to map the case study in subject area and disease state etc. Minimum of three key terms
   5. Description of the Patient: NOTE this should not be a classical, textbook, disease state case. It should be something unusual, with abnormal results that may not normally be associated with the disease as an example.
      i. Disease Process
      ii. Treatments - If the treatment includes medications, for each drug briefly describe the drug, clinical pharmacology, indications and use.
      iii. Diagnostic Testing - Includes laboratory, radiology etc.
      iv. Maintain Patient Confidentiality: Do not include: Names or Initials, Dates or Hospital. Instead of dates, utilize the day of hospitalization or clinic visits: Day 1, Day 2, Day 10 etc.
   6. Laboratory and Diagnostic Testing Results: Include ONLY Laboratory and Diagnostic Testing Results Pertinent to the cause of the condition or diagnosis. If you wish to include other testing, simply list the tests and procedures performed and note that they were normal.
      i. Tables are a simple way of posting data
      ii. Reference Ranges must be included.
      iii. ALL tables and figures should be included at the end on individual pages and should be referred to in the text.
   7. Discussion:
      i. Summary of patient’s chart data
      ii. Brief description of the principle disease (use references) including etiology, normal and pathophysiology, key diagnostic features, prognosis, treatment, follow-up diagnostic testing etc.
      iii. Discuss how this patient compares with the typical patient with the same disease– are they typical and why or are they atypical and why.
3. Summary or Conclusion
9. Bibliography - Appropriate references include but are not limited to refereed journals, textbooks/reference books etc. Information acquired from search engines such as Google are not acceptable as references unless the information can be documented as peer reviewed. Wikipedia is not an acceptable source. A minimum of five references is required with at least two references from primary peer reviewed journals. The remaining references may be secondary sources such as textbooks or reference books. INTERNET websites such as Mayo, ARUP, other reference labs or clinical sites are NOT acceptable sources.

10. AMA format should be used for references.

11. List and number the references in the citation order as they appear in the case study.

The completed Report:

1. The completed report must be typed, 12-point Times New Roman font, double spaced, one-inch margins and utilize appropriate grammar and correct spelling, and contain a bibliography in proper format, minimum 5 pages of text excluding tables, graphs, photos and references. All tables, graphs and photos should be numbered in order of appearance and should be included in separate pages at the end of the text document, with legends. (Each table or figure must be on its own page) They must be cited throughout the case study as in a regular publishable journal. The bibliography must follow the text in AMA format, followed by all tables and graphs.

2. Submit your case study in increments as outlined in the clinical practice quick guide. Increments will be graded as assignments as well as included in the final grade as a single submission.

NOTE: Please exercise care to paraphrase information. When using direct quotes from a source, the reference should be noted as a number in parentheses and cited in the bibliography following the text. Plagiarism will not be tolerated and will result in a grade of zero (0), or failing grade "F". The software program Turnitin will be used to review reports for plagiarism. Any direct copying will be considered plagiarism, overall content of greater than 15% of material that is not considered original will constitute plagiarism.

NOTE: Maintain patient confidentiality. There should be no specific references concerning the patient in the report. This includes such information as name, address, SSN, patient identification #, etc. Also, information that could identify the health care facility or time frame when the patient was being evaluated should not be included in the final grade as a single submission.

Format for References:

References should be dated within the last five to seven years (2006-2013) and should be formatted using the American Medical Association (AMA) style for references. All references should be numbered sequentially in the order they appear in the body of the case study report. In the body of the case study, the references should be numbered in parentheses following the cited text.

Books

One author


More than one author

(list all authors if six or less, otherwise list first three followed by “et al”)


Edited book


Chapter or article from a book

Author(s) of article. Title of article. In: Editor's name, ed. Title of Book. Place of publication: Publisher; Year: Chapter or page number. Gamble VN. On becoming a physician: a dream not deferred. In: White EC, ed. The Black Women's Health Book: Speaking for Ourselves. Seattle, Wash: Seal Press; 1990:52-64.

Articles in journals

AMA style requires the use of standard abbreviations for all references, when applicable. Abbreviations for many common medical journals can be found in the AMA Manual of Style (pp.473 - 479). Additional abbreviations can be searched in the PubMed Journal Database (http://www.ncbi.nlm.nih.gov/journals?itool=sidebar).

One author

(do not include issue number or month unless volumes are not consecutively numbered)


More than one author

(list all authors if six or less, otherwise list first three followed by “et al”)

Author(s) of article. Article title. Journal Title. Year;Volume:Inclusive page numbers. Wormser GP, Ramanathan R, Nowakowski J, et al. Duration of

**Articles in Online Journals**

*Article from online journals with DOI available.*

Note that when using a DOI, no access date or URL are used.

**Author. Title of article. Name of Journal. Year;vol(issue):pages. doi:xx.xxxx.**


**Article from online journals without DOI available.**

The accessed date will often be the only date available.

**Author. Title of article. Name of Journal. Year;vol(issue);pages. URL. Published date. Updated date. Accessed date.**


**Web pages**

**Author or responsible body. Title of item cited. Name of website. URL. Published date. Updated date. Accessed date.**


**Other Media**

Use for DVDs, videos, cd-roms, and other media formats.

**Author. Title [format]. Publisher place: Publisher; Year.**


**Citing Sources Inside Text of Case Study.**

Cite references that are retrievable in text, tables, and figures in consecutive order using superscript Arabic numbers. Use commas to separate multiple citation numbers in text. Corresponding references should be listed in numeric order at the end of the document. Unpublished works and personal communications should be cited parenthetically (and not on the reference list). Superscript numbers are placed outside periods and commas, and inside colons and semicolons.

When citing the same source more than once, give the number of the original reference, then include the page number (in parentheses) where the information was found.

**Due Dates:**

All assignments are to be turned in via Dropbox on D2L by 5pm on the due date listed.

**Late Assignments:** No late assignments will be accepted at any stage and all points associated with that assignment during the deadline will be forfeited, resulting in a zero (0) or "F" failing grade for the corresponding section of the grading rubric. Example: If the written report is not submitted in the first deadline drop box and provided to the clinical education supervisor/instructor by the deadline as indicated, a zero (0) will be entered in the grade report. **NO EXCEPTIONS WILL BE ALLOWED.**

---

**South Dakota State University Medical Laboratory Science**

**Case Study**

**CASE STUDY EVALUATION:**

**NAME:**

**TITLE:**

**ALL WRITTEN COMPONENTS are to be drop boxed by 5 pm on the due date listed for each step in the case study assignment. Failure to meet any deadline results in a "0" or failing grade for that step in the process. If you fail to meet a deadline, the instructor is not required to evaluate that portion of the assignment until the final submission, this could result in a poor overall grade on the final case study presentation.**

<table>
<thead>
<tr>
<th>SLOs COVERED</th>
<th>ITEMS AND GENERAL GUIDELINES</th>
<th>Points</th>
<th>EVALUATION AND COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLO #1</strong></td>
<td>TITLE &amp; TOPIC: Due 9-12-2014</td>
<td>5 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Length (&lt;100 Characters)</td>
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</tr>
<tr>
<td></td>
<td>Content</td>
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<tr>
<td></td>
<td>Interesting</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Spelling &amp; Grammar</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td><strong>SLO #1, 2</strong></td>
<td>ABSTRACT: Due 10-3-2014</td>
<td>45 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Length (&lt;250 words)</td>
<td>5 points</td>
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</tr>
<tr>
<td></td>
<td>Organization: Intro,</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Summary and Conclusion</td>
<td>5 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Content; Clinically relevant;</td>
<td></td>
<td>30 points</td>
</tr>
<tr>
<td></td>
<td>Supports topic; information</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| SLO #1, 2 | **Key Index Terms:**
|          | **Due 10-3-2014**
|          | Minimum
|          | Three; maximum five. Content
|          | Related and significant
|          | **5 points**

| SLO #1, 2, 3 | **FINAL CASE STUDY**
|             | **First Draft: Due 11-14-2014**
|             | **Final Draft: Due 12-8-2014**
|             | **35**

| SLO #1 | **CORRELATION WITH**
|        | **Comments:**
|        | **PATIENT DATA:**
|        | **20 points**

| SLO #2 | **FORMATTING:**
|        | **Comments:**
|        | **60 points**

| SLO #3 | **BIBLIOGRAPHY:**
|        | **Comments:**
|        | **30 points**

| SLO #4 | **PRESENTATION:**
|        | **Comments:**
|        | **40 points**
Writing Intensive – MLS 471 Advanced Medical Diagnostics and MLS 461 Introduction to Management & Education

Total = 240 points

General Education Requirements Course Review Faculty Self-Report Form

SGR Goal: ___ #1: Written Communication ___ #2: Oral Communication ___ #3: Social Sciences/Diversity ___ #4: Humanities and Arts/Diversity ___ #5: Mathematics ___ #6: Natural Sciences

IGR Goal: ___ #1: First Year Seminar ___ #2: Cultural Awareness and Social and Environmental Responsibility

Advanced Writing

1. Course prefix, number, and title: MLS471: Advanced Medical Diagnostics
2. Number of Credits: 2
3. Faculty member’s name, department, college: BreeAnn Brandhagen, Medical Laboratory Science Program, College of Pharmacy
4. Department Head: Jane Mort

(Electronic signature indicates approval)

GOAL(S) AND STUDENT LEARNING OUTCOMES

ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)

DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOs LISTED? (YES/NO)

LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+

Goal as listed in the latest College Catalog

ADVANCED WRITING

Advanced writing courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline. These courses will have a scholarly focus. Students will build upon concepts learned in courses covering System General Education Goal #1 and refine their skills through research and writing in a discipline specific context.

List all SLOs for the Goal met by this course

1. Read extensively and respond critically in the written discourse of a discipline; formulate research questions,
refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.

2. Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the roles for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.

3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.

4. Present the results of research or project collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.

| + P = portfolio | T = tests/exams | C = clinical field demonstration | D = group discussion |
| S = speech or presentation | L = lab skill demonstration | W = written assignment (research paper, reaction paper, creative writing, etc.) | O = Other, please specify |
| E = performance (music, theatre, forensics) | V = visual arts/design studio work | | |

thorough knowledge of the literature, integration of multiple resources, and accurate correlation and explanation of laboratory results and diagnosis. 

Assessment tools: Students will read and incorporate scholarly articles into their final case study paper on a topic of their choosing.

Performance Standards: Students will achieve at least a 70% on rubric items related to case study content.

Yes

W, D.
By reading and critiquing articles found in the journal *Clinical Laboratory Science*, published by the professional society ASCLS, students will learn and understand formatting, citations, and overall organization of writing specific to medical laboratory science. The final case study project requires formatting in accordance with *Clinical Laboratory Science* publication standards.

Assessment tools: Students will write the final case study paper in accordance with professional publication standards.

Performance Standards: Students will achieve at least a 70% on rubric items related to formatting, referencing, and “Turn-it-in” reports.

Yes

W, D.
Description: Students will be reacquainted with the library resources and how to choose reliable sources. For the case study project, students are required to use at least five scholarly and reliable sources.

Assessment tools: Students will evaluate and incorporate scholarly articles into their final case study paper.

Performance Standards: Students will achieve at least a 70% on rubric items related to credibility, quality, and interpretation of reference material.

Yes

W, D, S.
Description: Students will present the results of their case study project through discussion and written assignments. Presentation of case studies will occur during the final exam period, and will be open to program faculty.

Assessment tools: Students will present their final case study project to fellow classmates and MLS program faculty.

Performance Standards: Students will achieve a 70% on rubric items related to in-class discussion participation and presentation of case study.
## SOUTH DAKOTA BOARD OF REGENTS
### Revision to General Education Requirements

<table>
<thead>
<tr>
<th>Institution</th>
<th>Division/Department</th>
<th>Institutional Approval Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDSU</td>
<td>University College</td>
<td>Laurie Stenberg Nichols</td>
<td>10/28/14</td>
</tr>
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<table>
<thead>
<tr>
<th>Institution</th>
<th>Form Initiator</th>
<th>Dean’s Approval Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDSU</td>
<td>Keith Corbett</td>
<td>Keith Corbett</td>
<td>10/27/14</td>
</tr>
</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

**X** Institutional Graduation Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

**X** Addition of a course to the set of approved courses

### Section 1. Provide a Concise Description of the Proposed Change

Add UC 209 – Transition Year Seminar to the list of courses approved to meet IGR #1 – First Year Seminar.

### Section 2. Provide the Effective Date for the Proposed Change

Fall 2015

### Section 3. Provide a Detailed Reason for the Proposed Change

The components of the UC 209 – Transition Year Seminar course correspond with the IGR #1 objectives, and thus the department seeks approval and inclusion of UC 209 on the designated list of IGR #1 courses.

### Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

IGR #1 goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference:

**Course Description:** UC 209 – Transition Year Seminar: Transition-year seminar course is designed to assist returning students (non-traditional, adult and transfer) with transitioning to the university. The course will address academic success strategies, identification of university resources, guidance in academic planning and engagement, on-going time management and goal-setting. Students will also further investigate wellness topics, contemporary issues, diversity and the university mission.

**IGR #1 Goal:** Students will understand their emerging role and responsibilities as educated persons through a common intellectual experience.

**IGR #1 Student Learning Outcomes:** As a result of taking UC 209, through tests, written assignments and discussions, students will:

1. Identify areas of self-responsibility that contribute to personal and professional goals and success,
   a. Demonstrate the ability to accurately self-assess strengths and areas of needing improvement.
   b. Identify and utilize university resources available for student success.
   c. Display an appreciation for the role of the individual in strengthening community.

2. Design a plan and identify appropriate strategies that will guide engagement in their education, community, and world,
   a. Demonstrate effective writing, speaking, reading, listening, and interpersonal skills.
   b. Practice critical thinking skills that reflect thought and personal reflection.
   c. Identify and develop an academic plan for completion of program at South Dakota State University.
3. **Explain how to achieve and maintain personal and professional wellness.**
   a. Display an understanding of the role of personal responsibility in a successful college career.
   b. Articulate a sense of belonging at SDSU.

4. **Articulate how knowledge of contemporary issues and exposure to diversity impacts personal and professional life, and**
   a. Demonstrate an understanding of the role of community and respect for varying experiences and perspectives in the development of a successful society.

5. **Explain how South Dakota State University is defined by the Land Grant Mission (Morrill Act).**
   a. Develop an understanding of the history, traditions, and mission of SDSU and University College.

Each course meeting this goal includes the following student learning outcomes:
*Required: #1, #2, #3, #4, and #5*

**Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation**
Please see attached.
In addition to meeting the Student Learning Outcomes for IGR #1, this course focuses on the following objectives on the IDEA Student Evaluation of Teaching survey that is administered each semester:

IDEA Objective #5 – Acquiring skills in working with others as a member of a team
IDEA Objective #6 – Learning how to find/use resources for answering questions or solving problems
IDEA Objective #10 – Developing a clearer understanding of and commitment to personal values

**DESIRE2LEARN (D2L)**

This course is taught via Desire2Learn (D2L). Students are expected to access D2L regularly for course up-dates, discussions, assignment specifics, and assignment submittal. [https://d2l.sd bor.edu/index.asp](https://d2l.sd bor.edu/index.asp)

**COMMON READ**

This course is participating in the 2013-2014 University Common Read Program. For important dates and information access the Common Read website regularly. [http://www3.sdstate.edu/honors/commonread/index.cfm](http://www3.sdstate.edu/honors/commonread/index.cfm)

**REQUIRED EMAIL**

Communication will be expected between instructor and student via the student’s “Jacks” e-mail account, as well as D2L email. You must activate your “Jacks” email account immediately. This account is the official means of communication for SDSU. To activate your account, follow the link below for instructions. [https://mystateonline.sdstate.edu](https://mystateonline.sdstate.edu)

**REQUIRED TEXTS & ONLINE RESOURCES**

- SDSU Common Read text: *The Heart and The Fist* by Eric Greitens
- StrengthsQuest Access Code (Sold at the SDSU bookstore and online [https://www.strengthsquest.com/schoolaccess/default.aspx](https://www.strengthsquest.com/schoolaccess/default.aspx))
- D2L; online articles

**SUPPLEMENTAL MATERIALS**

You will be expected to take notes and should keep handouts and notes in a binder or folder throughout the semester. (These will be beneficial for your final portfolio assignment). In addition, it will be necessary to access the Internet and community events.

**INSTRUCTIONAL METHODS**

This course will be delivered using multiple formats including lecture, large and small group discussion, out-of-class events, group work, presentations, and written assignments. Students will be expected to complete group projects and attend community events. Active preparation is required. It is expected that you will be prepared with assignments and readings. In order to learn, you must engage.

**PARTICIPATION**

Participation means actively participating in discussions, case studies, readings, and turning in required assignments *fully and on time.*

If illness causes an inability to complete work on time, you must contact the instructor immediately to discuss make up requirements.

**MAKE-UP POLICY**

Assignments are expected to be turned in on time. Assignments required to be turned in using the D2L DROPBOX are due at 10:00 pm on the due date specified under content. Late assignments will be accepted for partial credit up to one week past the due date (no more than 50%) at the discretion of the instructor. *Only when the instructor is contacted in advance will you be allowed to turn in an assignment late.* Communication is the key to the instructor/student relationship. It is your job to initiate and advocate for your own personal success.

**ASSIGNMENT FORMAT**

All assignments are required to be typed using 12 point font. Margins should be set at 1 inch on all four sides. Double spaced.

**ASSIGNMENT REQUIREMENTS**

For all required assignments you will be provided an assignment sheet indicating the assignment purpose, objectives, specifications, and the assessment expectations. The assignment guidelines will be posted in D2L under “content” on the course page. *Students will be expected to access D2L regularly for assignment information, class updates, assessment rubrics, and university event opportunities.*

**BRIEF ASSIGNMENT DESCRIPTIONS:** Further explanation of each assignment will be provided.

**Professional/ Advisor Assignment**

The goal of this assignment is to have students establish contact with a professor or their Academic Advisor at least once during the semester. Advisor names and contact information can be found on WebAdvisor under “Student Profile.” You will be expected to interview a professional or your advisor and create a report based on the information you discover. Be sure to “like” the First Year Advising Center’s Facebook page to stay updated on events and advising information. This resource will be helpful for all students. [http://www.facebook.com/#!/firstyearsdsustudents](http://www.facebook.com/#!/firstyearsdsustudents)

**StrengthsQuest**

Knowing personal strengths will assist students in successfully transitioning to the university, developing working relationships, and success in future endeavors. Students will complete the StrengthsQuest assessment by GALLUP online. Students will discuss and reflect upon their strengths informally and formally throughout the semester and in their final portfolio. A Strengths code is included with your textbook purchase from the SDSU Bookstore.

**Topic Responses**

Regularly, students will be given the opportunity to individually respond in writing to a prompt or activity provided by the instructor requiring students to internalize topics and construct original ideas. Many of the Topic Responses & Journals will require students to reflect and apply knowledge gained from outside reading assignments. Examples of topics for Topic Responses include “What goals would you include in a 5 year personal wellness plan?” and “How does attending a land grant institution benefit you?”
Campus and Community Resources
The goal of this assignment is to familiarize students with resources that are available to them, both online, and in their home community. At the completion of the assignment, students will be responsible for professionally presenting their resources to their peers with a Powerpoint presentation.

Engaging Experiences
The goal of this assignment is to become active, contributing university students engaging in reflection and discussion with peers regarding participation in general community activities, as well as events based on the themes of diversity, empowerment, and service, and the Land Grant Mission. Students will attend events and create a PPT presentation summarizing the events they attended and reflecting on what was learned and how it enhanced their university experiences.

Final Portfolio
The purpose of this assignment is to provide students with the opportunity to synthesize the knowledge and experiences they gained through UC 299 - Transition Year Seminar and reflect upon their growth. An electronic portfolio format will be required. Students will reflect on their transition this semester and develop a plan for future success based on concepts and strategies developed throughout UC 299 and your personal life. In this online section, you will be required to create an online portfolio. The website below allows you to build a portfolio, similar to a website that will allow you to showcase what you have gained from the course. [http://www.google.com/sites/help/intl/en/overview.html](http://www.google.com/sites/help/intl/en/overview.html)

<table>
<thead>
<tr>
<th>STUDENT LEARNING OBJECTIVES &amp; ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of taking the course, students will:</td>
</tr>
<tr>
<td>1. Identify areas of self-responsibility that contribute to personal and professional goals and success.</td>
</tr>
<tr>
<td>2. Design a plan and identify appropriate strategies that will guide engagement in their education, community, and world.</td>
</tr>
<tr>
<td>3. Explain how to achieve and maintain personal and professional wellness.</td>
</tr>
<tr>
<td>4. Articulate how knowledge of contemporary issues and exposure to diversity impacts personal and professional life.</td>
</tr>
<tr>
<td>5. Explain how South Dakota State University is defined by the Land Grant Mission (Morrill Act).</td>
</tr>
</tbody>
</table>

STUDENT ACADEMIC INTEGRITY AND APPEALS:
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. [University Policy 2.4](http://www.sdstate.edu/campus/records/upload/4-Fall-2013-Fall-Schedule-Final-Exams.pdf) sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The [Policy and its Procedures](http://www.sdstate.edu/campus/records/upload/4-Fall-2013-Fall-Schedule-Final-Exams.pdf) also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

GRADING
The final course grade is comprised of the following elements:

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>SLO</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Responses</td>
<td>1, 2, 3, 4, &amp; 5</td>
<td>130</td>
</tr>
<tr>
<td>Engaging Experiences – Events &amp; Display</td>
<td>2, 4, &amp; 5</td>
<td>50</td>
</tr>
<tr>
<td>Attendance (2 free, then 5 points/ absence)</td>
<td>1, 2, 3, 4, &amp; 5</td>
<td>100</td>
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<tr>
<td>Campus &amp; Community Resources</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Final Portfolio</td>
<td>1, 3, &amp; 4</td>
<td>100</td>
</tr>
<tr>
<td>Professional Assignment</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>StrengthsQuest</td>
<td>1 &amp; 3</td>
<td>20</td>
</tr>
</tbody>
</table>

Grades are based on a standard grading scale:
A 90%-100% 450-500 points
B 80%-89% 400-449
C 70%-79% 350-399
D 60%-69% 300-349
F 59% and below 299-below

FINAL EXAM POLICY
[http://www.sdstate.edu/campus/records/upload/4-Fall-2013-Fall-Schedule-Final-Exams.pdf](http://www.sdstate.edu/campus/records/upload/4-Fall-2013-Fall-Schedule-Final-Exams.pdf)

ADA STATEMENT
Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenoff-Crooks, Coordinator of Disability Services (605-688-4504) to privately discuss your specific needs. The Office of Disability Services is located in room 065 in the Student Union.
**FREEDOM IN LEARNING**

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

---

**My STRENGTHS**

<table>
<thead>
<tr>
<th>EXECUTING</th>
<th>INFLUENCING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achiever, Arranger, Belief, Consistency, Deliberative, Disciple, Focus, Responsibility, Restorative</td>
<td>Activator, Command, Communication, Competition, Maximizer, Self-Assurance, Significance, WOO</td>
</tr>
</tbody>
</table>

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**STRATEGIC THINKING**

- Analytical, Context, Futuristic, Ideation, Input, Intuition, Learner, Strategic

**RELATIONSHIP BUILDING**

- Adaptable, Developer, Connectedness, Empathy, Harmony, Includer, Individualization, Positivity, Relator

---

**UC 209 – Transition Year Seminar**

**Instructor – Melissa Granum**

**Wednesday – Tentative Course Schedule – Fall 2014**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignment Due at Class Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.27</td>
<td>Introduction &amp; Expectations</td>
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</tr>
<tr>
<td></td>
<td>Value of Higher Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Plan</td>
<td></td>
</tr>
<tr>
<td>9.3</td>
<td>Intro to Resources and Strengths</td>
<td>Topic Response 1: Higher Education</td>
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<tr>
<td></td>
<td>Introduce Common Read &amp; Themes</td>
<td></td>
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<tr>
<td></td>
<td>Engaging Experiences Explanation</td>
<td></td>
</tr>
<tr>
<td>9.10</td>
<td>Strengths</td>
<td>Print Strengths Insight Report &amp; bring to class</td>
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<tr>
<td></td>
<td>Global Thinking &amp; Service</td>
<td>Topic Response 2: Strengths Results &amp; Reflection</td>
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<tr>
<td>9.17</td>
<td>Common Read/Diversity</td>
<td>* Complete Common Read Part 1 of Book</td>
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<tr>
<td></td>
<td>Resources Presentations</td>
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<td>Final Portfolio Introduction * Bring Laptop</td>
<td>Topic Response 3: Common Read: Part 1 Resource Presentations</td>
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<tr>
<td>9.24</td>
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<td>Resource Presentations</td>
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<td></td>
<td>Advisor Visit</td>
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<td>10.1</td>
<td>Emotional Intelligence/Resource Pres.</td>
<td>Sustainability Council</td>
</tr>
<tr>
<td>10.8</td>
<td>Metacognition &amp; Decision Making</td>
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</tr>
<tr>
<td>10.15</td>
<td>SDSU Traditions</td>
<td>Topic Response 4: Common Read Pt.2</td>
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<tr>
<td></td>
<td>The Land Grant Mission</td>
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<tr>
<td>10.22</td>
<td>Common Read Part 2</td>
<td>** Midterm: Oct. 17</td>
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<tr>
<td></td>
<td>* Complete Part 2 Common Read</td>
<td>* Complete Part 3 Common Read</td>
</tr>
<tr>
<td>10.29</td>
<td>Service Learning Opportunity</td>
<td>Topic Response 5: Land Grant</td>
</tr>
<tr>
<td></td>
<td>Time Management/Goal Setting &amp; Motivation</td>
<td></td>
</tr>
<tr>
<td>11.5</td>
<td>Wellness</td>
<td>Topic Response 6: Finance Sheet</td>
</tr>
<tr>
<td></td>
<td>Bring thoughts, comments, questions</td>
<td>Topic Response 7: Common Read: Part 3 <strong>Time Monitor Activity Due</strong></td>
</tr>
<tr>
<td>11.12</td>
<td>Strengths and Your Resume</td>
<td>* Complete Part 3 Common Read</td>
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<td></td>
<td>Career &amp; Discipline</td>
<td>Topic Response 8: Wellness</td>
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<tr>
<td>11.19</td>
<td>Engaging Experience Display/Course Evaluations</td>
<td>Professional Assignment Due</td>
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<td>Engaging Experience Display</td>
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<tr>
<td>11.24</td>
<td>No Class – Thanksgiving Break</td>
<td>Topic Response 9: Career Story Board</td>
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<tr>
<td>12.3</td>
<td>Community Engagement</td>
<td>Final Portfolio Due at 10pm</td>
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Grade Sheet – UC 209

<table>
<thead>
<tr>
<th>Topic Responses</th>
<th>Individual Assignments</th>
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</thead>
<tbody>
<tr>
<td>TR 1 Higher Ed</td>
<td>Final Portfolio</td>
</tr>
<tr>
<td>TR 2 Strengths</td>
<td>Professional Assignment</td>
</tr>
<tr>
<td>TR 3 Common Read</td>
<td></td>
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<tr>
<td>TR 4 Wellness</td>
<td></td>
</tr>
<tr>
<td>TR 5 Budget</td>
<td></td>
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<tr>
<td>TR 6 Land Grant</td>
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<tr>
<td>TR 7 Common Read</td>
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<tr>
<td>TR 8 Time Mgmt</td>
<td></td>
</tr>
<tr>
<td>TR 9 Career Board</td>
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</table>

Total: 180

Final Calculated Grades:

- 450-500 A
- 400-499 B
- 350-399 C
- 300-349 D
- 0-299 F

Engaging Experiences (50 pts.)
Assessment Rubric for Display

<table>
<thead>
<tr>
<th>Experiences</th>
<th>Exemplary (10)</th>
<th>Adequate (7)</th>
<th>Unacceptable (0)</th>
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<tr>
<td>Events Attended</td>
<td>Attended 6 events</td>
<td>Attended 4-5 events</td>
<td>Attended 3 or less events</td>
</tr>
<tr>
<td>Proof</td>
<td>Provided for 6 events</td>
<td>Provided for 4-5 events</td>
<td>Provided for 3 or less events</td>
</tr>
<tr>
<td>Depth of Content</td>
<td>Exemplary (5)</td>
<td>Adequate (3)</td>
<td>Unacceptable (0)</td>
</tr>
<tr>
<td>Explanation Given</td>
<td>Explained 6 events</td>
<td>Explained 4-5 events</td>
<td>Explained 3 or less events</td>
</tr>
<tr>
<td>Explanation Depth</td>
<td>Explained clearly, with detail</td>
<td>Explained in general</td>
<td>No explanations given</td>
</tr>
<tr>
<td>Application to 299</td>
<td>Made several quality connections to 299 themes</td>
<td>Made some general connections to 299 themes</td>
<td>Made no connections to 299 themes</td>
</tr>
<tr>
<td>Appearance of Display</td>
<td>Exemplary (5)</td>
<td>Adequate (3)</td>
<td>Unacceptable (0)</td>
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<tr>
<td>Conventions</td>
<td>No grammatical or punctuation errors</td>
<td>Minimal errors but do not distract the viewer</td>
<td>Multiple errors that distract the viewer</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Neat and clean, done with pride</td>
<td>Neatness and cleanliness are present but not a priority</td>
<td>Neatness and cleanliness are lacking</td>
</tr>
<tr>
<td>Aesthetics</td>
<td>Colorful with multiple visuals that enhance the content</td>
<td>Color and visuals are present but not an enhancement</td>
<td>Color and/or visuals are not present</td>
</tr>
</tbody>
</table>

Topic Response - Common Read pt 2

UC 299 – Transition Year Seminar

Assignment will be three (3) full pages typed using 12 point Times New Roman font. Margins should be set at 1 inch on all four sides. Please double space. Print the assignment and bring it to class. At this point, you have read the common read text. Respond to the following questions/prompts in paragraph format. This assignment is worth 30 points. Organize your responses using the headings listed below.

Part 2: Heart & Mind

“I quickly learned that the media traffics in tragedy, but often misses stories of strength. […] If people can live through genocide and retain compassion, if they can take strength from pain, if they are able, still, to laugh, then certainly we can learn something from them.”

What were the some of the biggest learning moments Eric Greitens encountered in his travels abroad?

Part 3: Heart & Fist

What was the biggest challenge for Eric Greitens and his cohort throughout training and deployment?

Greitens faced many obstacles during Hell Week, what challenge do you think was the most challenging for him?

Transition: Greitens faces many transitions throughout the book. Which transition do you most identify with and why? Describe your transition to SDSU so far.

Resiliency: Strength and resiliency are depicted time and time again throughout the text. Share two (2) specific examples each from different parts of the book in which strength and resiliency are demonstrated. How are you using your STRENGTHS to be resilient?

Awareness: Describe a point in your reading in which you became aware of a new point of view on a particular subject. Explain your previous way of thinking and then explain your new way of thinking. Particular subjects might include (but are not limited to) your thoughts on service, foreign aid, traveling abroad, American involvement in the Middle East, the military etc.
Community: Greitens writes: “On the frontlines – in humanitarian crises, in wars overseas, and around some kitchen tables here at home – I’d seen that peace is more than the absence of war, and that a good life entails more than the absence of war, and that a good life entails more than the absence of suffering. A good peace, a solid peace, a peace in which communities can flourish, can only be more than just good, and better than just strong” (246-47). What is needed to create and maintain the good and solid peace that Greitens speaks of? How can, (are or will) you engage in your communities to create and maintain that peace?

Visual Connection: Choose a picture from the center of the book that you found to be compelling. Describe the photograph and then explain why you selected it and the impact it had on you.

Topic Response Land Grant
UC 209 – Transition Year Seminar
Fall 2014

The assignment is required to be typed using 12 point font. Margins should be set at 1 inch on all four sides. Please double space. Use the heading indicated above. This assignment should be at least two pages in length. Please staple if you have multiple pages. Print the assignment and bring it to class.

Read the “Morrill Act & Hatch Act” articles posted in Content (on D2L). In addition, find two (2) other sources on the topic(s) of Morrill Act, Hatch Act, and/or Land-Grant institutions. Utilize the library, as well as other resource options.

Both sources must be cited using APA format (6th Edition). If two additional sources are not used and cited, credit will not be given. If you are unfamiliar with APA formatting, please use the following website as a guide: http://owl.english.purdue.edu/owl/resource/560/01/

Your references (in APA format) can be listed at the bottom of your Topic Response. You do not need to include a separate page for references only.

Respond to each of the following questions in detailed paragraph format:
1. Identify how the Morrill Act was used to make a positive change in society.
2. How did the establishment of land grant colleges effect education?
3. What do you think prompted Justin Morrill’s mission to create educational opportunities?
4. What would you guess his Strengths (from the StrengthsQuest activity) are?
5. What impact does the Morrill Act have on you as a student?

UC 209 Wellness Plan Due 10.8.14

Designing a wellness plan:

Your health is one of the most important parts of your life. Without healthy wellness strategies, it will be difficult to focus, learn, and be successful in your academic and personal life. Here are five steps you can follow in developing a self-control program, or wellness plan to improve your physical and mental health (Halonen, 2013; Martin & Pear, 2011). For this assignment, you will be responsible for typing up a reflection of this activity. The first part will be to address each of the five steps. Reflect on your goal(s) and create a detailed plan of how you will accomplish each of the 5 steps. In addition to your personal explanation, include at least 1 outside source that supports your end result. This part of the assignment is your action plan. Even though you will submit this assignment on March 3rd, you should not stop working toward your goal. At the end of the semester, you will be responsible for reflecting on the process and your end results in your final portfolio. *As you are working through your plan make notes about the process as you go along so that you are able to include that information in your final portfolio.

1.) Identify your goal, or define the Problem. Which aspect of your health would you like to control more effectively? For one person, the change objective might be “to lose 30 pounds”, for another person it might be “to quit smoking”, for another person it may be to spend 15 minutes a day in silent meditation, and yet for another person it might be to engage in aerobic exercise for 30 minutes/4 days a week. Consider an aspect of your health that you would like to change, and create a measurable goal.

2.) Commit to Change. In a paragraph, explain how you will commit to the change. Some good strategies for committing to change include: * Tell others about your commitment to change. Going ‘public’ can make you more mindful about your intentions. * Rearrange your environment to provide frequent reminders of your goal. Make sure the reminders are associated with positive benefits of reaching your goal rather than threats about failure that reinforce low self-esteem. * Plan ahead for ways that you can deal with temptation, tailoring these plans to your program if you can’t resist your impulse, don’t punish yourself. Recommit to your plan.

3.) Collect data about yourself. For this step, explain what is causing you to want to make the change. This step is especially important in decreasing excessive behaviors such as overeating and frequent smoking. Monitor your behavior for a couple of days, and note why you want to make the change. To help identify areas that may need attention, you could make up a chart and monitor what you do every day in regard to what you want to change. For example, if your goal is to get 8-9 hours of sleep a night, show what your current sleep patterns have been.

4.) Design a self-control program. This is going to be the ‘meat’ of your wellness plan. Here you want to explain what you will do to achieve your goals. Explain in detail. A good self-control program usually includes both long-term and short-term goals, as well as a detailed plan for reaching those goals.

5.) Explain how you will make the program last. Establish specific dates for post checks, and account for setbacks. Remember to set enabler goals, or stepping stone goals to help you achieve your main goal. Consider big events in your life, holidays, the social scene, etc. What do you foresee could deter you from achieving your goal? Establish a buddy system by finding a friend or family member with a similar goal. The two of you can set maintenance goals and once a week, or month, check each other’s progress.
IGR #1 – UC 209 Transition Year Seminar

<table>
<thead>
<tr>
<th>Criteria/Points</th>
<th>Exemplary (100%)</th>
<th>Adequate (75%)</th>
<th>Inadequate (0%)</th>
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<tr>
<td>10 Points</td>
<td>7.5 Points</td>
<td>0 Points</td>
<td></td>
</tr>
</tbody>
</table>

**Professionalism (20%)**
1. Physical appearance is personalized and professional.
2. Free of grammatical, spelling, and/or punctuation errors.

5 Points

**Organizational Requirements (30%)**
3. In-depth reference to Strengths is made.
4. In-depth reference to career discipline is made.
5. In-depth reference to Common Read text.
6. In-depth reference to Academic Success is made.
7. In-depth reference to Wellness is made.
8. In-depth discussion of your future plan.

12.5 Points

**Content Depth (50%)**
9. At least 12 items of proof are included.
10. Reflections are provided for at least 12 documents.
11. Reflections demonstrate higher level thinking and related to the course themes.
12. Content specifically and clearly demonstrates growth and/or learning.

**Comments:**

---

**General Education Requirements Course Review Faculty Self-Report Form**

SGR Goal: ___ #1: Written Communication ___ #2: Oral Communication ___ #3: Social Sciences/Diversity ___ #4: Humanities and Arts/Diversity ___ #5: Mathematics ___ #6: Natural Sciences

IGR Goal: **X** #1: First Year Seminar ___ #2: Cultural Awareness and Social and Environmental Responsibility ___ Advanced Writing ___ Globalization

1. Course prefix, number, and title: **UC 209, Transition Year Seminar**
2. Number of Credits: **2 credits**
3. Faculty member’s name, department, college: **University College faculty**
4. Department Head: **Dr. Keith W. Corbett**

(Electronic signature indicates approval)

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**DOES THIS SYLLABUS CONTAIN:**

<table>
<thead>
<tr>
<th></th>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
</tr>
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<tbody>
<tr>
<td>Course Prefix, Number, Title, Credit Hours</td>
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<tr>
<td>University Name</td>
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<tr>
<td>Academic Term, Year</td>
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<tr>
<td>Course Meeting Time and Location</td>
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<td>TBD based on classroom availability and demand.</td>
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<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
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<tr>
<td>Course Description: SDSU Bulletin (Catalog) description</td>
<td>X</td>
<td></td>
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<td>Addition course description (optional)</td>
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<tr>
<td>Description of Instructional Methods</td>
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<tr>
<td>Course Requirements Required textbook(s) and other supplementary materials</td>
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<td>Class attendance policy</td>
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<td>Cheating and plagiarism policy</td>
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<td>Key deadlines</td>
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<tr>
<td>Course Goals (includes general education goal statement)</td>
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### Goal as listed in the latest College Catalog
(e.g., SGR Goal #1: Written Communications – Students will write effectively and responsibly and will understand and interpret the written expression of others)

**Yes**

**Faculty will utilize group discussions and written assignments to include a final portfolio to meet the Written Communication requirement. The rubrics for class presentations and the final portfolio are attached to this document.**

**List all SLOs for the Goal met by this course**

1. **Identify areas of self-responsibility that contribute to personal and professional goals and success.**

   **Yes**

   **Faculty provide the students with rubrics which will be used to evaluate their final portfolio addressing these topics. In addition to preparing a final portfolio, students will share the information from their portfolio with peers.**

2. **Design a plan and identify appropriate strategies that will guide engagement in their education, community and worlds.**

   **Yes**

   **Students investigate campus and community resources to help guide them in their educational goals. Students will share their findings in a paper as well as a speech in their group.**

3. **Explain how to achieve and maintain personal and professional wellness.**

   **Yes**

   **Students will write a paper and discuss in their assigned group their personal assessment utilizing StrengthQuest. Their assessment will be a part of their final portfolio.**

4. **Articulate how knowledge of contemporary issues and exposure to diversity impacts personal and professional life.**

   **Yes**

   **Students identify six different events and share their experience through a written paper as well as a class poster presentation.**

5. **Explain how South Dakota State University is defined by the Land Grant Mission (Morrill Act).**

   **Yes**

   **Students respond by answering the questions from the Land Grant topic response sheet. Students share the findings of their paper with their group.**

---

**+ P = portfolio**

**T = tests/exams**

**C = clinical field demonstration**

**D = group discussion**

**S = speech or presentation**

**L = lab skill demonstration**

**W = written assignment (research paper, reaction paper, creative writing, etc.)**

**E = performance (music, theatre, forensics)**

**V = visual arts/design studio work**

**O = Other, please specify**
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Institution  Division/Department  Institutional Approval Signature  Date
SDSU  Agriculture and Biological Sciences/Veterinary & Biomedical Sciences  Laurie Stenberg Nichols  10/28/14

Indicate (X) the component of the General Education Curriculum that the proposal impacts.
X Institutional Graduation Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).
X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add VET 109 – First Year Seminar – Pre-Veterinary Medicine to the list of courses approved to meet IGR #1 – First Year Seminar.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2015

Section 3. Provide a Detailed Reason for the Proposed Change
The components of the VET 109 – First Year Seminar – Pre-Veterinary Medicine course correspond with the IGR #1 objectives, and thus the department seeks approval and inclusion of VET 109 on the designated list of IGR #1 courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
IGR #1 goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference:

Course Description: VET 109 – First Year Seminar – Pre-Veterinary Medicine: First-year seminar course designed to introduce students to academic success strategies including the development of critical thinking and study skills, identification of campus resources, guidance in academic planning and engagement, time management and goal setting. Students will also investigate wellness topics, contemporary issues, diversity, and the land-grant mission of SDSU. In addition, this course is designed to expose students to the discipline-specific careers and their role in society.

IGR #1 Goal: Students will understand their emerging role and responsibilities as educated persons through a common intellectual experience.

IGR #1 Student Learning Outcomes: As a result of taking VET 109, through tests, written assignments and discussions, students will:
1. Identify areas of self-responsibility that contribute to personal and professional goals and success,
   a. Identify and revise a set of personal and professional goals.
   b. Self-assess general career and lifetime interests and apply that knowledge to personal and professional goals.
   c. Demonstrate the ability to accurately self-assess strengths and areas needing improvement.
   d. Identify the various attributes consistent with professionalism and exemplify them in the
classroom.
e. Learn about the career path of a chosen veterinarian through a brief interview.
f. Identify the various types of clinical veterinary practice and list their positive and negative attributes.
g. Identify various types of non-clinical veterinary careers and list their positive and negative attributes.

2. Design a plan and identify appropriate strategies that will guide engagement in their education, community, and world,
a. Identify and develop an academic plan for completion of pre-veterinary and/or major program requirements at South Dakota State University.
b. Identify non-veterinary career options and strategies for learning more about the preparation needed for those careers.
c. Identify and make contact with their pre-veterinary academic advisor.
d. Identify and appropriately utilize university resources available for student success.
e. Discuss the benefits of and identify opportunities for volunteerism within the university and community.
f. Discuss the benefits of and identify opportunities for international study experiences.
g. Become involved in, and identify leadership opportunities within, campus organizations.

3. Explain how to achieve and maintain personal and professional wellness.
a. Identify a plan to maintain and improve personal (mental, physical, and emotional) wellness
b. Demonstrate effective oral, written, and interpersonal communication skills.
c. Develop an appreciation and a roadmap for lifelong learning.
d. Practice critical thinking skills that include thought and personal reflection.

4. Articulate how knowledge of contemporary issues and exposure to diversity impacts personal and professional life, and
a. Demonstrate an understanding of the role of community and respect for varying experiences and perspectives in the development of a successful society.
b. Evaluate various perspectives of a topic related to diversity in veterinary medicine.
c. Develop an understanding of the role of veterinarians in keeping human populations healthy; explain the “One Health” concept.

5. Explain how South Dakota State University is defined by the Land Grant Mission (Morrill Act).
a. Describe the basic premise of the Morrill Act.
b. Describe the tripartite mission of land-grant universities such as SDSU.

Each course meeting this goal includes the following student learning outcomes:
Required: #1, #2, #3, #4, and #5

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Please see attached.
Office Hours: By appointment
E-mail Address: russell.daly@sdstate.edu or via D2L mail
Other Instructors: Veterinary and Biomedical Sciences faculty members
Department Office: Veterinary and Biomedical Sciences – SAR 106 – 688-5171

Required Texts

Additional Materials
3 x 5 notecards will be required for in-class writing assignments.

Course Description
First-year seminar course designed to introduce students to academic success strategies including the development of critical thinking and study skills, identification of campus resources, guidance in academic planning and engagement, time management and goal setting. Students will also investigate wellness topics, contemporary issues, diversity, and the land-grant mission of SDSU. In addition, this course is designed to expose students to the discipline-specific careers and their role in society.

Pre-Requisites
None

Instructional Methods
This course meets for 1 hour and 40 minutes per week in the classroom. This course will be delivered using multiple formats that may include guest lecturers from the veterinary profession, large and small group discussion, out-of-class events, group work, presentations, and written assignments. D2L will be used extensively to provide course materials, including assignments and grades. Several out of class activities may be required, and some week’s class time may be shorten to offset this requirement. Active preparation is required. It is expected that you will come to class with assignments and readings completed.

Required Technology

*Jacks E-mail*
Communication will be expected between instructor and student via the student’s “Jacks” e-mail account. You must activate your “Jacks” email account immediately. This account is the official means of communication for SDSU. To activate your account, follow the instructions at https://mystateonline.sdstate.edu.

*Desire 2 Learn (D2L)*
This course is enhanced via Desire2Learn (D2L). Students will be expected to access D2L regularly for assignment information, assessment rubrics, assignment submittal, class updates, discussions, and university event opportunities. D2L may also be used to contact the course instructor. https://d2l.sdbor.edu/index.asp

Attendance Policy
Classroom attendance and participation are required and will be recorded each class session. Absences will be excused if the instructor is contacted with a legitimate reason prior to class time. Absences will not preclude the need for submitting assignments on time. Excessive excused absences from the course will adversely affect student learning objectives, and should be discussed with the instructor. Unexcused absences will adversely affect the student’s course percentage grade.

Late Assignments and Makeup Policy
Assignments submitted through D2L must be submitted prior to the due date, or no credit will be given. It is the student’s responsibility to ensure that assignments have been properly submitted; the use of “dropbox receipts” is encouraged.

In-class assignments may be accepted late (no later than the beginning of the next class period) for students with approved absences.

Professionalism in the Classroom
Understanding professionalism is one of the course learning outcomes. A substantial portion of the course will feature guest lectures by professional professionals who are taking time away from their businesses, clients, and patients to spend time with the class. The following class rules demonstrate a proper level of respect to guest lecturers, instructors, and fellow classmates:

- Students will be in their seats prior to 3:00 PM.
- Cell phones and smartphones will be put away and not accessed during class.
- Laptops and tablets may be used, but only for note-taking and accessing course-specific websites.
- Unnecessary talking during lectures is not acceptable and is disrespectful to lecturers and fellow students.
- Class ends at 4:50 PM or when the instructor has dismissed class. At that time—and not before—students may begin to pack up belongings.

Accommodations for Students with Disabilities
If you feel like you may need an accommodation based on the impact of a disability, contact the Office of Disability Services in a timely manner to discuss your specific needs. You can reach Disability Services at 605-688-4504 or in the Union 065. Ms. Nancy Crooks will assist with coordinating reasonable accommodations for students with documented disabilities.

Freedom in Learning
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

Academic Integrity
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

**Learning Community**

This course is part of a learning community with AS 101. We intentionally combined these classes and the instructors are collaborating to create an environment to enhance your academic experience through community building and to facilitate integrative learning. The goal is to combine knowledge and skills from multiple areas to solve a problem or address an issue. In the LC classes, you will have the opportunity to develop relationships with other students, with your instructors and intentionally develop connections between courses and content. If you have any questions about the LC courses, please contact your instructor.

**Course Goals - IGR Goal #1:**

This First year Seminar course fulfills the Institutional Graduation Requirement #1: “Students will understand their emerging role and responsibilities as educated persons through a common intellectual experience.” As a result of taking the course, students will:

1. Identify areas of self-responsibility that contribute to personal and professional goals and success.
2. Design a plan and identify appropriate strategies that will guide engagement in their education, community, and world.
3. Explain how to achieve and maintain personal and professional wellness.
4. Articulate how knowledge of contemporary issues in veterinary medicine and exposure to diversity* impacts personal and professional life.
5. Explain how South Dakota State University is defined by the Land Grant Mission (Morrill Act).

**Student Learning Outcomes**

1. Identify areas of self-responsibility that contribute to personal and professional goals and success.
   a. Identify and revise a set of personal and professional goals.
   b. Self-assess general career and lifetime interests and apply that knowledge to personal and professional goals.
   c. Demonstrate the ability to accurately self-assess strengths and areas needing improvement.
   d. Identify the various attributes consistent with professionalism and exemplify them in the classroom.

2. Design a plan and identify appropriate strategies that will guide engagement in their education, community, and world.
   a. Identify and develop an academic plan for completion of pre-veterinary and/or major program requirements at South Dakota State University.
   b. Identify non-veterinary career options and strategies for learning more about the preparation needed for those careers.
   c. Identify and make contact with their pre-veterinary academic advisor.
   d. Identify and appropriately utilize university resources available for student success.
   e. Discuss the benefits of and identify opportunities for volunteerism within the university and community.
   f. Discuss the benefits of and identify opportunities for international study experiences.
   g. Become involved in, and identify leadership opportunities within, campus organizations.

3. Explain how to achieve and maintain personal and professional wellness.
   a. Identify a plan to maintain and improve personal (mental, physical, and emotional) wellness.
   b. Demonstrate effective oral, written, and interpersonal communication skills.
   c. Develop an appreciation and a roadmap for lifelong learning.
   d. Practice critical thinking skills that include thought and personal reflection.

4. Articulate how knowledge of contemporary issues in veterinary medicine and exposure to diversity* impacts personal and professional life.
   a. Demonstrate an understanding of the role of community and respect for varying experiences and perspectives in the development of a successful society.
   b. Evaluate various perspectives of a topic related to diversity in veterinary medicine.
   c. Develop an understanding of the role of veterinarians in keeping human populations healthy; explain the “One Health” concept.

5. Explain how South Dakota State University is defined by the Land Grant Mission (Morrill Act).
   a. Describe the basic premise of the Morrill Act.
   b. Describe the tripartite mission of land-grant universities such as SDSU.

6. Gain insight regarding the variety of career options available to veterinarians.
   a. Learn about the career path of a chosen veterinarian through a brief interview.
   b. Identify the various types of clinical veterinary practice and list their positive and negative attributes.
   c. Identify various types of non-clinical veterinary careers and list their positive and negative attributes.

7. Identify attributes of a successful applicant to veterinary school, and design a strategy that maximizes their options regarding future educational and career opportunities.
   a. Identify the components of an application for admission to veterinary school.
   b. Identify attributes of successful veterinary school applicants and the importance of the academic record.
   c. Gain an appreciation for the costs associated with attending veterinary school.

*This course will utilize the North American Veterinary Medical Educational Consortium (NAVMEC) definition of diversity: “differences among people with respect to race, gender, age, ethnicity, sexual orientation, mental/physical ability, religion, job level, personality traits, education, health, stature, culture, language, and other human differences.”

In recognition of the role undergraduate education plays in professional veterinary education, the course will also be guided by the 9 Core Competencies outlined by NAVMEC in their “Roadmap for Veterinary Medical Education in the 21st Century”:

A. Multispecies knowledge
B. One Health knowledge: Animal, Human, and Environmental Health
C. Professional Competencies:
1. Communication
2. Collaboration
3. Management (self, team, system)
4. Lifelong learning, scholarship, and appreciation for research
5. Leadership
6. Diversity and multicultural awareness
7. Adaptation to changing environments

ASSIGNMENT DESCRIPTIONS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Achieves Student Learning Objective No.</th>
<th>Supports NAVMEC Core Competency No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Goals Project: First draft + final submission</td>
<td>1</td>
<td>C3</td>
</tr>
<tr>
<td>- Students will compile a list of personal and professional goals, in line with “S.M.A.R.T.” guidelines. The list will be critiqued by instructors and returned, with opportunities for improvement before final submission.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. 4-year Academic Plan</td>
<td>1</td>
<td>C3</td>
</tr>
<tr>
<td>- Students will compile a four-year academic plan for completion of pre-veterinary requirements and for completion of the requirements for their academic major. Students will consult with their pre-veterinary or first-year advisor in compiling this plan. The plan will be critiqued by instructors and returned, with opportunities for improvement before final submission.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Career interest assessment paper</td>
<td>1,2</td>
<td>C3, C4</td>
</tr>
<tr>
<td>- Students will take a career interest assessment available through the SDSU Office of Student Engagement and write a short paper describing their personality type and how they can use that information in enhancing their personal, academic, and professional lives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Career Day report</td>
<td>2</td>
<td>C3</td>
</tr>
<tr>
<td>- Students will attend SDSU’s Ag-Bio Career Day, visit representatives from two different companies, obtain their contact information and inquire about careers with their organization. The student will write a short paper about the jobs researched and how they would need to adjust their academic plans to prepare themselves for such careers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Pre-veterinary advisor contact and introduction</td>
<td>2</td>
<td>C1, C3</td>
</tr>
<tr>
<td>- Students will be required to send an e-mail (copied to the instructor) to their pre-veterinary or major advisor, introducing themselves, their background, interests, and academic and career goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Wellness/stress management plan</td>
<td>3</td>
<td>C3, C7</td>
</tr>
<tr>
<td>- Students will create a personal stress management and wellness plan, addressing emotional, mental, and physical aspects of wellness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Veterinarian interview</td>
<td>4, 6</td>
<td>A, B, C1, C7</td>
</tr>
<tr>
<td>- Students will interview a veterinarian not employed at SDSU and write a short report on that person’s current professional duties and their path to their current position.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Veterinary tuition cost exercise</td>
<td>1, 7</td>
<td>C3</td>
</tr>
<tr>
<td>- Students will complete an exercise examining tuition costs for veterinary schools and write a short reaction paper on their findings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Common Read In-class topical papers</td>
<td>4</td>
<td>B, C6</td>
</tr>
<tr>
<td>- In-class papers to discuss themes of community, diversity, and professional fulfillment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Extra Credit</td>
<td>2</td>
<td>C1, C2, C3, C5</td>
</tr>
<tr>
<td>- Opportunities for extra credit will be given to students who attend a campus organization meetings, Common Read events, etc., as outlined in class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STUDENT LEARNING OBJECTIVES & ASSESSMENT

As a result of taking the course, students will:

<table>
<thead>
<tr>
<th>Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify areas of self-responsibility that contribute to personal and professional goals and success.</td>
<td>Assignments 1, 2, 3, 8 Class Discussions</td>
</tr>
<tr>
<td>2. Design a plan and identify appropriate strategies that will guide engagement in their education, community, and world.</td>
<td>Assignments 2, 3, 4, 5, 9 Class Discussions</td>
</tr>
<tr>
<td>3. Explain how to achieve and maintain personal and professional wellness.</td>
<td>Assignment 6 Class Discussions</td>
</tr>
<tr>
<td>4. Articulate how knowledge of contemporary issues and exposure to diversity impacts personal and professional life.</td>
<td>Assignments 7, 9 Class Discussions</td>
</tr>
<tr>
<td>5. Explain how South Dakota State University is defined by the Land Grant Mission (Morrill Act).</td>
<td>Class Discussions Quiz</td>
</tr>
</tbody>
</table>
Grading: The final course grade is comprised of the following:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Goals Project: First draft + submission</td>
<td>60</td>
</tr>
<tr>
<td>2. 4-year Academic Plan</td>
<td>35</td>
</tr>
<tr>
<td>3. Career interest inventory report and reflection paper</td>
<td>30</td>
</tr>
<tr>
<td>4. Career Day report</td>
<td>20</td>
</tr>
<tr>
<td>5. Pre-veterinary advisor contact and introduction</td>
<td>20</td>
</tr>
<tr>
<td>6. Wellness/stress management plan</td>
<td>20</td>
</tr>
<tr>
<td>7. Veterinarian interview</td>
<td>30</td>
</tr>
<tr>
<td>8. Veterinary tuition cost exercise</td>
<td>25</td>
</tr>
<tr>
<td>9. In-class topical papers and quiz</td>
<td>60</td>
</tr>
<tr>
<td>10. In-class attendance</td>
<td>100</td>
</tr>
<tr>
<td>11. TOTAL</td>
<td>400</td>
</tr>
</tbody>
</table>

Extra Credit Available 40

Grading Procedure:
A = 90.00 – 100% (360 points or higher)
B = 80.00 – 89.99 % (>320 but < 360 points)
C = 70.00 – 79.99 % (> 280 but < 320 points)
D = 60.00 – 69.99 % (> 240 but < 280 points)
F = 59.99 % and below (> 240 points)

VET 109 Course Outline/Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>In-class Presentation</th>
<th>2nd hour Work Session</th>
<th>Assignment Due Prior to Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 26</td>
<td>S.M.A.R.T. goals (Dr. Daly)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sept 2</td>
<td>Individual academic plans (Ms. Carlisle)</td>
<td>Paper: Academic and Professional Goals – 1st draft</td>
</tr>
<tr>
<td>3</td>
<td>Sept 9</td>
<td>Student support services at SDSU</td>
<td>Pre-veterinary (or major) advisor communication e-mail</td>
</tr>
<tr>
<td>4</td>
<td>Sept 16</td>
<td>What veterinarians and students should expect from shadowing experiences</td>
<td>4-year Academic Plan</td>
</tr>
<tr>
<td>5</td>
<td>Sept 23</td>
<td>Wellness services at SDSU</td>
<td>Veterinarian interview paper</td>
</tr>
<tr>
<td>6</td>
<td>Sept 30</td>
<td>Study Skills and Strategies to Improve (Dr. Daly)</td>
<td>Wellness/stress management plan</td>
</tr>
<tr>
<td>7</td>
<td>Oct 7</td>
<td>Volunteerism and international opportunities</td>
<td>Paper: Academic and Professional Goals – 2nd draft</td>
</tr>
<tr>
<td>8</td>
<td>Oct 14</td>
<td>No class - Comp time for attending Ag-Bio Career Day tomorrow</td>
<td>Reflection paper on volunteerism and International Opportunities</td>
</tr>
<tr>
<td>9</td>
<td>Oct 21</td>
<td>SDSU and the Land Grant Mission</td>
<td>Career Day assignment</td>
</tr>
<tr>
<td>10</td>
<td>Oct 28</td>
<td>Quiz on SDSU and Land Grant mission</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Points Possible

1. Goals Project: First draft + submission 60
2. 4-year Academic Plan 35
3. Career interest inventory report and reflection paper 30
4. Career Day report 20
5. Pre-veterinary advisor contact and introduction 20
6. Wellness/stress management plan 20
7. Veterinarian interview 30
8. Veterinary tuition cost exercise 25
9. In-class topical papers and quiz 60
10. In-class attendance 100
11. TOTAL 400

Extra Credit Available 40
11 Nov 4  •  Protecting SD Animals from Outside Diseases: Regulatory Veterinary Medicine (speaker TBD)  •  Resources for Exploring Careers: The Career interest inventory  •  One Health paper
12 Nov 11 No Class – Veteran’s Day  •  Career Interest Inventory Report and Reflection Paper
13 Nov 18  •  The Vet School Application Process at Iowa State (Ms. Kuehl, ISU)  •  Attributes of incoming veterinary students at ISU and other schools
14 Nov 25  •  Life as a Veterinary Student (Ms. Stahl, ISU VM III student)  •  Enhancing interview skills  •  The GRE Exam  •  Veterinary School Tuition Exercise and Paper
15 Dec 2  •  Tentative topic: Veterinary Technology and other veterinary careers (speaker TBD)  •  Diversity in veterinary medicine
16 Dec 9  •  Tentative topic: Zoo Animal Veterinary Medicine (speaker TBD)  •  Course evaluation (in-class)  •  Diversity in veterinary medicine paper

TBD = To be determined

VET 109 – First Year Seminar
Grading Criteria for Written Assignments

Assignments in this course use the Undergraduate Grading Criteria from South Dakota State University:

The grade of “A” (“exceptional” – 90% of grade or higher) designates:
• fulfillment of the requirements and objectives of the assignment
• an excellent, impressive command of content
• a clear explanation, development, and application of ideas
• independent thought and analysis
• thorough and persuasive substantiation of claims
• clear and effective organization
• correct grammar, punctuation, documentation, and format

The grade of “B” (“above average” – 80 – 89.99% of grade) designates:
• fulfillment of most of the requirements and objectives of the assignment
• a competent command of content
• mostly clear explanation, development, and application of ideas
• a capacity for independent thought and analysis, though it is not fully realized
• sufficient and mostly persuasive substantiation of claims
• mostly clear and effective organization
• mostly correct grammar, punctuation, documentation, and format

The grade of “C” (“average” – 70 – 79.99% of grade) designates:
• fulfillment of the major requirements and objectives of the assignment, though minor ones are only partially fulfilled or unfulfilled
• an adequate command of subject matter
• adequate explanation, development, and application of ideas, though lack of depth is evident
• lack of independent thought or sustained analysis
• inconsistent substantiation of claims
• adequate organization, though lapses are evident
• adequate grammar, punctuation, documentation, and format, though errors are evident

The grade of “D” (“lowest passing grade” – 60 -69.99% of grade) designates:
• insufficient fulfillment of the requirements and objectives of the assignment
• an inadequate command of content
• insufficient explanation, development, and application of ideas
• unexamined, clichéd thinking and little analysis
• inadequate substantiation of claims
• inadequate organization, making the text hard to follow
• numerous and significant errors in grammar, punctuation, documentation, and format

The grade of “F” (“failure” – less than 59.99% of grade) designates:
• a failure to follow or complete the assignment
• a failure to turn in the assignment before the assignment deadline
• a failure to control or comprehend the content
• a failure to sufficiently explain, develop, or apply ideas
• a failure to analyze
• a failure to sufficiently substantiate claims
• a failure to organize the content, making the text or oral presentation largely incoherent
• a failure to write or speak with any degree of precision, fluency or clarity
• a failure to abide by the conventions of grammar, punctuation, documentation or format

Assignment #7
Veterinarian Interview Project

Method:
1. Identify a veterinarian currently working in the profession.
   • If you are not currently acquainted with a veterinarian, please contact your instructor for ideas
   • The veterinarian must not be currently employed by SDSU.
2. Interview the veterinarian and include questions listed in “required elements” below
   • The contact may be made by e-mail, phone, in person, etc.
3. Write and submit a report that is between 2 and 4 pages in length (1” margins, 12 point font) that includes the “required elements” below.
   • Feel free to use bold headings or bullet points. The report need not be in strict narrative form.
4. Submit the report to the D2L Dropbox for the assignment.
   • Dropbox will not accept assignments after the deadline; a grade of 0 will be recorded for assignments not received.
   • The use of “dropbox receipts” is strongly suggested to verify submission.

Required Elements:
1. Name and work location of the veterinarian
2. Educational background of the veterinarian
3. Type of work or veterinary practice
4. Description of a typical day in their work
5. Most appealing aspects of their job
6. Least appealing aspects of their job
7. Advice for pre-veterinary students beginning their education.

Grading:
• 30 points is available for this assignment
• Grading will follow the Grading Criteria for Written Assignments provided in class

Assignment #8
Veterinary School Tuition amortization exercise

Use steps 1-4 below to determine the outputs needed for the assignment.
1. Determine out-of-state tuition costs over four years attending a college of veterinary medicine
   • Choose a veterinary school besides Iowa State or University of Minnesota
   • A map that shows veterinary schools can be found at: http://www.aavmc.org/Member-Institutions.aspx (Make sure you choose a school in North America listed as “Veterinary Medical schools and colleges”).
   • Go to the school’s website and determine what one year’s out-of-state tuition will cost (use the most recent number available).
   • Multiply your answer by 4 to determine total tuition costs for the entire length of the program.
2. Assume you will take out loans to cover all the cost of tuition, but not for living expenses. Use the amortization calculator at http://www.finaid.org/calculators/loanpayments.phtml to figure out what your monthly payment will be.
   • For “Loan Balance” enter your 4-year total found in question 1c. above.
   • For “Interest Rate” enter 7 (assume a 7 percent annual interest rate).
   • For “Loan Fees” leave at 0.0%
   • For “Loan Term (Years)” enter 10 for the first run, then run again with 30
   • Leave the rest of the items as is.
   • Determine what your monthly payment would be on a 10-year loan term, and on a 30-year loan term.
3. Consider that starting salaries in 2013 for new graduates entering private veterinary practice were approximately $67,536. Using that figure, what percentage of that salary would be taken up by loan payments if you paid off your loan in 10 years? 30 years? (Take the monthly payment and divide it by $5,628 [which is $67,536 divided by 12])
4. Write a short statement describing your reactions to the numbers you have calculated, including your thoughts about:
   • Do you think this figure accurately represents what you actually would have to pay back (Would it be more? Would it be less?)
   • Do you consider the costs incurred to be a good investment?
   • What might this loan payment affect later on in terms of your professional life (Where or what practice you would work in; full time vs. part time work, etc.)
   • What might this loan payment affect later on in terms of your personal life? (Where you live, personal expenses, etc.)

Outputs (25 points total):
1a. Which school did you choose?:
1b. Cost of one year’s tuition:
1c. Cost of tuition over a 4 year program:
2e-1. Your monthly loan payment over a 10-year term:
2e-2. Your monthly loan payment over a 30-year term:
3a. Percentage of your income needed for monthly payments over a 10-year term:
IGR Goal: _X_#1: First Year Seminar ___#2: Cultural Awareness and Social and Environmental Responsibility
___ #3: Advanced Writing ___ #4: Globalization

1. Course prefix, number, and title: VET 109 (currently offered as VET 199) – First Year Seminar: Pre-Veterinary Medicine
2. Number of Credits: 2
3. Faculty member’s name, department, college: Russ Daly, Veterinary and Biomedical Sciences, Agriculture and Biological Sciences
4. Department Head J. Hennings

(Electronic signature indicates approval)

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**GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOS)**

**List all SLOs for the Goal met by this course**

1. Identify areas of self-responsibility that contribute to personal and professional goals and success.  
   - **Yes**: List SLOs related to self-responsibility.
   - **Yes**: List SLOs related to academic planning.
   - **Yes**: List SLOs related to career exploration.

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**DOES THIS SYLLABUS CONTAIN:**

- Course Prefix, Number, Title, Credit Hours
- University Name
- Academic Term, Year
- Course Meeting Time and Location
- Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)
- Course Description:
  - SDSU Bulletin (Catalog) description
  - Additional course description (optional)
- Course Prerequisites:
  - As stated in SDSU Bulletin (Catalog)
  - Technology skills (optional)
- Description of Instructional Methods
- Course Requirements
  - Required textbook(s) and other supplementary materials
  - Class attendance policy
  - Cheating and plagiarism policy
  - Key deadlines
- Course Goals (includes general education goal statement)
- Student Learning Outcomes (SLOS)
- Grading Procedures
- ADA Statement and Freedom in Learning Statement
- Tentative Course Outline/Schedule
- How SLOs Are Assessed/Covered in Course Schedule

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**ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)**

**DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOs LISTED? (YES/NO)**

**LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME**

1. Goals and Academic Plan Project (W, D)
   - Students will compile a list of personal and professional goals, in line with “S.M.A.R.T.” guidelines.
2. 4-year Academic Plan (W, D)
   - Students will compile a four-year academic plan for completion of pre-veterinary requirements and for completion of the requirements for their academic major. Students will consult with their pre-veterinary or first-year advisor in compiling this plan.
3. Career interest assessment paper (W)
   - Students will take a career interest assessment.
| 1. Career interest assessment paper (W) | Yes | Yes | Students will take a career interest assessment available through the SDSU Office of Student Engagement and write a short paper describing their personality type and how they can use that information in enhancing their personal, academic, and professional lives. |
| 2. Career Day report (W) | Yes | Yes | Students will attend SDSU’s Ag-Bio Career Day, visit representatives from two different companies, obtain their contact information and inquire about careers with their organization. The student will write a short paper about the jobs researched and how they would need to adjust their academic plans to prepare themselves for such careers. |
| 3. Pre-veterinary advisor contact and introduction (W) | Yes | Yes | Students will send an e-mail (copied to the instructor) to their pre-veterinary or major advisor, introducing themselves, their background, interests, and academic and career goals. |
| 4. Common Read In-class topical papers | Yes | Yes | In-class papers to discuss themes of community, diversity, and professional fulfillment. |

| 1. Wellness/stress management plan | Yes | Yes | Students will create a personal stress management and wellness plan, addressing emotional, mental, and physical aspects of wellness. |
| 2. Veterinarian interview | Yes | Yes | Students will interview a veterinarian not employed at SDSU and write a short report on that person’s current professional duties and their path to their current position. |
| 3. Common Read In-class topical papers | Yes | Yes | In-class papers to discuss themes of community, diversity, and professional fulfillment. |

| 1. Class Discussions (D) | Yes | Yes |
| 2. Quiz in class (T) | Yes | Yes |

| + P = portfolio | T = tests/exams | C = clinical field demonstration | D = group discussion |
| S = speech or presentation | L = lab skill | W = written assignment (research paper, reaction paper, creative writing, etc.) | O = Other, please specify |
| E = performance (music, theatre, forensics) | V = visual arts/design studio work |
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.
   X Institutional Graduation Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).
   X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add MUEN 110-310 – Orchestra to the list of courses approved to meet IGR #2 – Cultural Awareness and Social and Environmental Responsibility.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2015

Section 3. Provide a Detailed Reason for the Proposed Change
The components of the MUEN 110-310 Orchestra course correspond with the IGR #2 objectives, and thus the department seeks approval and inclusion of MUEN 110-310 on the designated list of IGR #2 courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
IGR #2 goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference:

Course Description: MUEN 110-310 Orchestra: A joint enterprise of the University and interested area musicians. The orchestra studies and performs standard orchestra literature and presents public concerts.

IGR #2 Goal: Students will acquire knowledge about the world's peoples - their cultures, arts, and environments - that prepares them for further study, deepens their understanding of the human condition, and strengthens their commitment to social and environmental responsibility.

IGR #2 Student Learning Outcomes: As a result of taking MUEN 110-310, through group discussion, written assignments and performance, students will:
1. Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints,
   As a result of MUEN 110-310, students will study the music as it relates to history and culture and critically assess how the composer expressed humanness or cultural (environmental) background in the composition through reflective writing assignments and class discussion. Students will demonstrate adequate understanding of the composer’s intention to express his or her views regarding the human condition and potential environmental restrictions through a combination of reflective writing, class discussion, concert presentation, and exam.

2. Describe how personal choices derive from and affect social, cultural, and environmental contexts,
As a result of MUEN 110-310, students will be asked to compare life experiences and academic knowledge (repertoire studied, text examined, historical context examined) to infer differences, as well as similarities with respect to social, cultural, political and environmental contexts, and acknowledge perspectives other than their own. Students will demonstrate their understanding through a combination of reflective writing, class discussion, concert presentation, and exam.

3. Engage in aesthetic experience in order to understand artistic expression and to learn how meaning emerges from the cultural contexts of both artist and audience, and
   As a result of MUEN 110-310, students will actively engage in rehearsals and performances (process and product) and experience first-hand artistic expression. Through class participation and class discussion students will articulate the role of the performer as the conduit for the composer to convey meaning to the audience.

4. Explain the ethical consequences of decisions and actions concerning the environment to strengthen commitment to local, national, and global citizenship.

Each course meeting this goal includes the following student learning outcomes:
Required: #1, #2, and #3, or #1, #2, and #4

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Please see attached.
“Students will acquire knowledge about the world’s peoples – their cultures, arts, and environments – that prepares them for further study, deepens their understanding of the human condition, and strengthens their commitment to social and environmental responsibility.”

Course Goal: The students will learn and perform great orchestral repertoire while growing musically, vocally, and socially. Through performance and reflection students will have a greater appreciation of the arts and cross-cultural understanding.

Course Objectives:
1. Rehearse and perform orchestral music at the highest possible level. Students will gain practical experience singing in a large ensemble and in smaller groups drawn from the members in the ensemble.
2. Refine instrumental technique. Throughout each rehearsal, concepts related to basic healthy tone production will be introduced and reinforced. All repertoire selected aids in the development of the complete instrumental.
3. Gain an understanding of historical style, interpretation, instrumental style, and compositional context through lecture, demonstration, and discussion.
4. Sight-reading and Ear Training: emphasis is placed on developing aural skills and improving overall musicianship.
5. Engage in expression of the composer’s intention of expressing the human condition through authentic performance of the music.
6. Reflect on how one’s own attitudes and beliefs may be different from those of other cultures and communities through performance and reflective writing.
7. Participation in the choir also provides an opportunity to build a sense of community and commitment, coupled with individual self-discipline, personal motivation, and responsibility to the group, which will greatly contribute to their success in other areas of life & service.

STUDENT LEARNING OUTCOMES (SLOs) for SDSU IGR GOAL 2
As a result of taking this course the students will:
1. “Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints” To meet student learning outcome 1, students will study the music as it relates to history and culture and critically assess how the composer expressed humanness or cultural (environmental) background in the composition through reflective writing assignments and class discussion.

Assessment for Learning Outcome 1: Students will demonstrate adequate understanding of the composer’s intention to express his or her views regarding the human condition and potential environmental restrictions through a combination of reflective writing, class discussion, concert presentation, and exam.

2. “Describe how personal choices derive from and affect social, cultural, and environmental contexts.” To meet student learning outcome 2, students will be asked to compare life experiences and academic knowledge (repertoire studied, text examined, historical context examined) to infer differences, as well as similarities with respect to social, cultural, political and environmental contexts, and acknowledge perspectives other than their own.

Assessment for Learning Outcome 2 will take place through a combination of reflective writing, class discussion, concert presentation, and exam.

3. “Engage in aesthetic experience in order to understand artistic expression and to learn how meaning emerges from the cultural contexts of both artist and audience.” To meet student learning outcome 3 students will actively engage in rehearsals and performances (process and product) and experience first hand artistic expression. Through class participation and class discussion students will articulate the role of the performer as the conduit for the composer to convey meaning to the audience.

Assessment for Learning Outcome 3 will take place as a result of successful completion of the rehearsal preparation and participation in the on campus rehearsals and concerts. Additional assessment will include class discussion.

COURSE EVALUATION OBJECTIVES
As part of our ongoing desire to improve and enhance our ensembles we in the Music Department administer course evaluations/assessments at the end of the semester (Music Department Instructor Evaluation Form). I ask that you carefully and thoughtfully assess my class and methods of instruction. I use this information to modify and improve this class for future students. The major areas of interest taken directly from the official Music Department Instructor Evaluation Form will be posted on D2L.

Methods of evaluation, criteria for grade assignment, and/or grading scale:

The instructor’s summation of each student’s participation and improvement will result in the student’s final grade. Grades will be computed as follows:

Out of necessity, our attendance policy (800 pts., 80% of course grade) allows up to two or maximum of three misses in a semester, never within three weeks of a performance. The fourth absence will result in the lowering of your grade by one letter. The SDSU-Civic Symphony counts upon everyone’s attendance at all or virtually all of our rehearsals. Principal players (first chair for your instrument) must advise the Director and have a replacement lined up more than one week ahead of the anticipated absence. ALWAYS LEAVE YOUR MUSIC IN THE YELLOW ORCHESTRA CABINET IN CASE OF ABSENCE. Loss of first chair status and/or academic penalty could result if the above policy is not observed.

In addition to the Attendance policy (800 pts.), the assignment of a grade is tied to:
1. Five (5) online D2L discussions (150 pts. – requires 5 substantive postings to each topic)
2. A 1- to 2-page required paper (50 pts. – submitted to D2L Dropbox)
Total possible = 1000. 900-1000 = A; 800-899 = B; 700-799 = C; 600-699 = D; <600 = F.

D2L will contain further helps along with expectations for the discussions. The paper is further explained in the below paragraphs. Consult the calendar (Syllabus Addendum, last pages below) for the tentative schedule.

To Submit your Paper, follow the following 3 steps:
#1. Use WORD application (or RTF) for your concert report.
#2. In D2L click the Dropbox tab.

Statement of Authorship: “I, [your first and last names], attest that the attachment represents my own ideas and assessments.” [Your initials here] General Reaction: (anything that comes to mind about your reaction to the music)
#3. Attach your Paper, titled YOUR Last Name, YOUR First (given) Name.

THE ATTACHMENT SHOULD BE A FULL ONE-PAGE-LONG DOCUMENT USING “WORD” SOFTWARE. 2-LINE HEADER REQUIRED ON THE ATTACHMENT ITSELF:

Last Name, First Name  
MUEN 110/310 Orchestra work

Note: You will eventually receive your graded concert report back via this same drop box.

Guidelines for the Paper

The report must be a full page long.

Report Due: The paper is to be submitted to the D2L Dropbox. You may submit the electronic report earlier than the due date. Late penalty: minus 5 points for each 24 hour period thereafter, if unexcused. See the class schedule below for due dates.

Length: A full page typed, double-spaced, text using 12-point font, Times or Times New Roman. Use 1-inch margins on all sides.

Topic: The paper should discuss genres and forms of music in your chosen work. In the process of discussing the topics of genre and form, you will want to make mention of parameters of music. These will include dynamics, tempo, articulation (legato vs. staccato, phrasing, etc.), timbre, beat (strong or weak) and its subdivision, pitch and rhythm among many aspects.

Materials: The New Grove Dictionary of Music and Musicians (an A to Z, more than twenty volume work) and the Harvard Dictionary of Music (a single volume in reference as well) are invaluable tools. Virtually every noteworthy composer (Grove) and aspect of music (Grove and Harvard) may be found in these volumes. Avoid plagiarism. You can give yourself a head start on the Symphony concert reports.

Grading Criteria: Priority will be given originality of thought and evidence of careful listening. A meticulously edited paper is expected. Be sure to proofread closely before submitting. Grading will include a check documentation of at least one genre along with its discussion, one form along with its discussion, and a mark for each parameter of music identified and briefly discussed. Identification and brief (correct) explanation of these three areas (genre, form, parameters) without errors represents a 100% paper.

ALWAYS MAKE A BACK-UP OF YOUR COMPUTER WORK TO AVOID LOSING IT.

- Instructional methods and experiences

The student can expect the following methods and activities during the semester:

Rehearsals: Be in place ten (10) minutes before rehearsal begins. For Tuesday rehearsals, be in place by 6:50 p.m., ready for 6:55 tuning and announcements. Every musician must bring a pencil. Listen when the Director stops to rehearse a section.

Performances: Inside string players bring extra strings. All woodwinds bring extra mouthpieces.

Tuning: The Concertmaster has the responsibility of tuning the Orchestra. When she stands up to tune, give due respect and quietly tune your instrument as directed.

- Class Policies

A. Attendance Policy: Musicians are asked to attend all rehearsals. We have reduced the number of extra rehearsals. Out of necessity, however, our attendance policy allows up to two or maximum of three misses in a semester, never within three weeks of a performance. Principal players (first chair for your instrument) must advise the Director and have a replacement lined up more than one week ahead of the anticipated absence. ALWAYS LEAVE YOUR MUSIC IN THE YELLOW ORCHESTRA CABINET IN CASE OF ABSENCE. The fourth absence will result in the lowering of your grade by one letter. The SDSU-Civic Symphony counts upon everyone’s attendance at all or virtually all of our rehearsals.

B. Student Academic Integrity and Appeals: The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

C. Accommodation for Students with Disabilities: If you are a person with a disability and anticipate needing any type of accommodation to participate in this class, please inform the professor and make the appropriate arrangements with the Office of Disability Services (ODS), located at The Union 065. To schedule an appointment, call (605) 688-4504 and request to speak with Nancy Hartenhoff-Crooks, the Coordinator of Disability Services.

D. Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.
Syllabus Addendum

Calendar (subject to change)

First rehearsal: Tues., August 26, 6:50-9:30 p.m. Christy Ballroom (CBR) in Pugsley
In CBR: Every Tuesday, 6:50-9:30 p.m.

Rehearsal Order TBA one week in advance.

Sectional Rehearsals TBA at least one week in advance

Standing Rehearsal order: Strings only 6:50-8:00; 8:00 Break & winds & perc. arrive;
8:15-9:30 Full Orchestra

Aug. 26  Instructor explains the Syllabus, Strings 7-8 PM, Strings/Winds/Percussion 8:15-9:30
Sept. 9-Oct. 21 – Every Tuesday night rehearsals in CBR as explained above.

Tuesday Rehearsal: Tues., Oct. 28 – Performing Arts Center

Oct. 30 (Th.) Deadline 5:00 P.M., Concerto-Aria Competition applications due, Music Ofc.
Tuesday Rehearsals 6:50-9:30 p.m.

Tuesday Rehearsal: Tues., Nov. 4 – Performing Arts Center

Nov. 11 Veteran’s Day -- No rehearsal.
Sat., Nov. 15 P.A.C., Concerto-Aria Competition, 10:00 a.m.- 12:00 noon

Tuesday Rehearsal: Tues., Nov. 18 – Performing Arts Center

Dress Rehearsal: Sun., Nov. 23, 1:00 – 3:00 p.m., PAC

Performance: Sun., Nov. 23, 4:00 p.m., PAC, Young People’s Fall Orchestra Concert

Program:
Corelli Concerto Grosso, Op. 6, No. 8, solos: 2 vns, cello; continuo, str
Beethoven Egmont Overture 2[1.2/picc.],222 – 4200 – tmp -- str
Brahms Academic Festival Overture, Op. 80 2+1222+1 – 4331 – tmp +3 – str
Gounod/Rosenhaus Funeral March of a Marionette 2+1222 – 2221 – tmp +3 – str
George M. Cohon/Lewis Give My Regards to George 3+122+12 – 4311 – tmp+1 -- str

Nov. 25 – Special rehearsal of Concerto-Aria competition winners’ music; Operetta
Dec. 2 – No rehearsal. Come hear The King’s Singers, BCMS Concert, 7:30 P.M. at the P.A.C.
Dec. 9 – Last rehearsal of the semester: C-A competition music & Operetta

Discussions– There will be five (5) discussion topics throughout the course, due before 12:00 noon every other Thursday. Topic 1 is your “Introduction and 3 more parameters,” which is due by 12:00 noon on Sept. 25. Every Friday a new discussion topic will be posted. Students must make 3 or more substantive entries for every topic.

Students are expected to write at least three substantive entries in the threaded discussions. Substantive (meaningful) responses to classmates’ postings are encouraged, and they indicate that students have read their classmates’ postings. If you write “I agree,” it is vital that you explain/clarify something that you are adding to the discussion. You must provide a short subject heading that summarizes the gist of your posting. When responding to a classmate’s posting, you must provide this subject heading in front of the first post’s heading, using a dash between titles within the subject heading. The following example applies if you were to add a posting that identifies 6/8 meter in “Row, Row, Row Your Boat” in response to a classmate’s posting about rhythm in general.
SUBJECT: Rhythm
SUBJECT: Duple Compound is easy -- Rhythm [Your response to posting just above]

Grading Rubric is attached (See next two pages below, which are posted on D2L Content tab.)

There will be at least 5 Discussion topics through the course of the semester.

The syllabus has complete instructions pertaining to Attendance policy (800 pts.) and the required Paper (50 pts.). The remaining 150 pts. pertain to the online Discussion topics:
Five (5) online D2L discussions (150 pts. – requires 5 substantive postings to each topic)
Total possible= 1000. 900-1000 = A; 800-899 = B; 700-799 = C; 600-699 = D; <600 = F.

Rubric Note: Each student will be graded for every topic in five (5) areas: Content, References and Support, Community Contribution, Professional Communication and Netiquette, and Timeliness. A “Proficient” grade will consist of an average of 30 points per topic (x 5 topics = 150).

Course Discussion Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 8-10pts</th>
<th>Proficient 6-7pts</th>
<th>Developing 3-5pts</th>
<th>Unsatisfactory 1-2pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Student asks additional</td>
<td>Student adequately addresses</td>
<td>Student partially addresses</td>
<td>Student response to prompt is off</td>
</tr>
</tbody>
</table>

ATTACHMENT V 195
<table>
<thead>
<tr>
<th><strong>References and Support</strong></th>
<th><strong>Community Contribution</strong></th>
<th><strong>Professional Communication and Netiquette</strong></th>
<th><strong>Timeliness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student references research, current events, and course materials to support their posts. Student leverages life/work experiences to support posts. Student credits all sources appropriately.</td>
<td>Student posts elicit additional posts from peers or instructor. Student posts refer to posts from peers or instructor. Student posts build on multiple views to provide diverse perspectives. Student creates dialogue with peers that exceed posting requirement for the course.</td>
<td>Student posts are edited to reflect proper grammar, mechanics, and correct spelling. There are no errors related to conventions of written communication. Student adheres to discussion board ground rules as established in the course.</td>
<td>Student completes both initial and response posts prior to deadlines established in the course.</td>
</tr>
<tr>
<td>Student references course materials. Student leverages life/work experiences to support posts. Student credits sources appropriately.</td>
<td>Student stimulates further interaction via posts to peer or instructor. Student responds to peers according to the posting requirements for the course.</td>
<td>Student posts are edited to reflect proper grammar and mechanics, and correct spelling. Minimal errors do not negatively impact clarity of the post message. Student adheres to discussion board ground rules as established in the course.</td>
<td>Student completes both initial and response posts in accordance with deadlines established in the course.</td>
</tr>
<tr>
<td>Student references course materials or life/work experiences to support posts.</td>
<td>Student responds to peers according to the posting requirements for the course. Student posts do not promote further interaction from peers or instructor.</td>
<td>Student posts are not carefully edited; posts include multiple errors related to language convention. Student adheres to discussion board ground rules as established in the course.</td>
<td>Student completes one but not both of the initial and response posts by the deadline established in the course.</td>
</tr>
<tr>
<td>Student makes post with no reference to supporting sources.</td>
<td>Student does not meet response post requirements.</td>
<td>Student post includes errors in language convention that negatively impact clarity or post message; readers are distracted by errors. OR Student strays from the ground rules established in the course.</td>
<td>Student does not meet deadlines for initial post nor response post.</td>
</tr>
</tbody>
</table>

**Genres vs. Form**

After RRS (reading and studying) the Forum definitions of genre and form (above), list a favorite genre on the subject line. Identify traits of your genre using the 3 criteria: medium, text, function. Later in the week, list a specific form on the subject line, identifying its capital letters (if pertinent) and/or traits dealing most importantly with theme and key.

REMEMBER: 3 substantive postings per week is your goal. You must start a threaded discussion (genre) before commenting on someone else’s discussion. See news item for more rules and guidelines. And have fun!

Strophic Form
Daniel Digatone posted Feb 5, 2014 4:28 PM

Strophic form is the simplest of single forms. Strophic form is characterized by AAAAA..., as in it is constantly repeating itself. Ravel's Bolero is a notable example of Strophic Form, using the same simple melody repeated for 20 minutes. Ravel's Bolero: http://www.youtube.com/watch?v=AmE1LoaWtU

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Unread
1
Replies
6
Views
 Last post March 5 at 11:40 PM
by
John Brawand

Jazz
Daniel Digatone posted Feb 5, 2014 4:29 PM

The medium of jazz is described as a medium in which the performers are granted discretion over interpretation. The music is the result of group creativity, collaboration and improvisation. The text has many varieties. Some jazz music is purely instrumental, some of it is highly vocal. Some jazz m...

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Replies
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 Last post March 5 at 11:38 PM
by
John Brawand

Baroque
Andrea Sepp posted Feb 11, 2014 2:40 PM

Medium: One of the most characteristic sounds of the baroque period was the string orchestra. This group would also be supported by instruments such as the harpsichord or the organ. These instruments filled out harmonies where it was needed. Text: While some music of the Baroque period had text (succ...

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Replies
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Views
 Last post February 26 at 8:39 AM
by
John Brawand

Country
Cassie Paspashil posted Feb 11, 2014 3:43 PM

Medium: Often times, country is performed in a band. Most country bands consist of instruments such as violins, banjos, guitars and at times, percussion instruments. Text: Modern country music primarily has text (lyrics) in the form of a solo or group of singers. Older songs (often times fiddle tun...

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Replies
7
Views
 Last post February 26 at 8:29 AM
by
John Brawand

Electronic Dance Music (EDM)
Gordon Palmer posted Feb 12, 2014 10:28 PM

Medium: EDM can have many different sounds to it and only one DJ is needed but can be more and a singer too. Most of the time though it is just the DJ(s). Text: Unless there is a singer in the song or voices added electronically, then there is no text in this type of music. Form: The form changes in...

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 Last post February 26 at 8:25 AM
by
John Brawand
System/Institutional (SDSU) Graduation Requirements (SGR/IGR) Course Review
Faculty Self-Report Form

IGR Goal ______#1: First Year Seminar _X___#2: Cultural Awareness and Social and Environmental Responsibility

1. SGR/IGR Course prefix, number, and title: MUEN 110-310 Orchestra  
2. Number of Credits: 1  
3. Faculty member’s name, department, college: John Brawand, Music, College of Arts & Sciences  
4. Department Head  
   David Reynolds  
   (Electronic signature indicates approval)

<table>
<thead>
<tr>
<th>DOES THIS SYLLABUS CONTAIN:</th>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>Course Prefix, Number Title, Credit Hours</td>
<td>x</td>
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<tr>
<td>University Name</td>
<td>x</td>
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<td>Academic Term, Year</td>
<td>x</td>
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<td>Course Meeting Time and Location</td>
<td>x</td>
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<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td>x</td>
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<tr>
<td>Course Description: Catalog description Additional course description (optional)</td>
<td>x</td>
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<tr>
<td>Course Prerequisites: Catalog description Technology skills (optional)</td>
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<tr>
<td>Description of Instructional Methods</td>
<td>x</td>
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</tr>
<tr>
<td>Course Requirements Required textbook(s) and other supplementary materials Class attendance policy Cheating and plagiarism policy Key deadlines</td>
<td>x</td>
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</tr>
<tr>
<td>Course Goals (includes specific reference to SGR/IGR goal)</td>
<td>x</td>
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</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>x</td>
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<tr>
<td>Grading Procedures</td>
<td>x</td>
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<tr>
<td>ADA Statement and Freedom in Learning Statement</td>
<td>x</td>
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<tr>
<td>Tentative Course Outline/Schedule</td>
<td>x</td>
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<td></td>
</tr>
<tr>
<td>How SLOs Are Assessed/Covered in Course Schedule</td>
<td>x</td>
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</tbody>
</table>

| GOAL(S) AND STUDENT LEARNING OUTCOMES MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE) | ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES MEASURE THE | DO THE IDENTIFIED ASSESSMENT METHODS DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+ | LIST ASSESSMENT TOOLS AND HOW THEY | ATTACHMENT V |   | 198 |
| Student Learning Outcome 1: Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints. | yes | yes | D (five online D2L discussion questions, some dealing with expression of the human condition, e.g. country and rock, always with an aim to better understand environmental limitations and opportunities) |
| Student Learning Outcome 2: Describe how personal choices derive from and affect social, cultural, and environmental contexts. | yes | yes | D & E (one or two performances every semester, reflecting what has been learned in D2L discussion questions and in research toward the paper) |
| Student Learning Outcome 3: Engage in aesthetic experience in order to understand artistic expression and to learn how meaning emerges from the cultural contexts of both artist and audience. | yes | yes | W (submission of a 1 to 2-page paper which identifies and interprets form and genre styles of musical work(s) performed) |

+ P = portfolio  
S = speech or presentation  
E = performance (music, theatre, forensics)  
T = tests/exams  
L = lab skill demonstration  
V = visual arts/design studio work  
C = clinical field demonstration  
W = written assignment (research paper, reaction paper, creative writing, etc.)  
D = group discussion  
O = Other, please specify

Goal as listed in the latest SDSU Undergraduate Catalog

**IGR Goal #2: Cultural Awareness and Social and Environmental Responsibility**

Students will acquire knowledge about the world's peoples - their cultures, arts, and environments - that prepares them for further study, deepens their understanding of the human condition, and strengthens their commitment to social and environmental responsibility.

List all SLOs for the Goal met by this course

<table>
<thead>
<tr>
<th>List all SLOs for the Goal met by this course</th>
<th>Included on the Syllabus? (YES/NO)</th>
<th>Listed Student Learning Outcomes? (YES/NO)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcome 1:</strong> Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints.</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td><strong>Student Learning Outcome 2:</strong> Describe how personal choices derive from and affect social, cultural, and environmental contexts.</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td><strong>Student Learning Outcome 3:</strong> Engage in aesthetic experience in order to understand artistic expression and to learn how meaning emerges from the cultural contexts of both artist and audience.</td>
<td>yes</td>
<td>yes</td>
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SOUTH DAKOTA BOARD OF REGENTS  
Revision to General Education Requirements

<table>
<thead>
<tr>
<th>Institution</th>
<th>Division/Department</th>
<th>Editor</th>
<th>Date</th>
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<tbody>
<tr>
<td>SDSU</td>
<td>Arts and Sciences / Division of Design / Landscape Architecture</td>
<td>Laurie Stenberg Nichols</td>
<td>10/28/14</td>
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Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add LA 389 – International Experience in Landscape Architecture to the list of courses approved to meet the Globalization/Global Issues requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2015.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of LA 389 – International Experience in Landscape Architecture course correspond with the Globalization objectives, and thus the department seeks approval and inclusion of LA 389 on the designated list of Globalization/Global Issues courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Globalization goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: LA 389 – International Experience in Landscape Architecture: An in-depth analysis of historical and contemporary sites of significance to the discipline of landscape architecture. Emphasis is placed on on-site observational methods, including the use of case-study research and presentations, sketchbook documentation, and personal interviews. Students will also be exposed to the professional practice of landscape architecture abroad. Course involves a 3-week travel experience immediately after spring finals.

Globalization goal: Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes: As a result of taking LA 389, students will:
1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.

or

2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

   a. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.
   
   b. Demonstrate knowledge of each site’s name, historical significance, designer/patron, and other pertinent information.
   
   c. Identify significant themes and design characteristics of each site visited and apply to future personal design work.
   
   d. Demonstrate on-site observation and investigative techniques, including sketching, interviewing, and inventory/analysis.
   
   e. Apply solutions, principles and themes from internationally significant works to domestic design challenges and problems.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Please see attached.

LA 389: International Experience in Landscape Architecture
(3 credits)
Summer 2015
Landscape Architecture Program
South Dakota State University

Monday – Saturday 8:00am – 1:00pm & 3:00pm-7:00pm
Northern Plains Biostress 107 and on-site

SHF 102A | donald.burger@sdstate.edu | 605-688-6704
Office hours by appointment

Course Description
“An in-depth analysis of historical and contemporary sites of significance to the discipline of landscape architecture. Emphasis is placed on on-site observational methods, including the use of case-study research and presentations, sketchbook documentation, and personal interviews. Students will also gain exposure to the customs and cultures of the foreign country/region under investigation. Course involves a 3-week foreign travel experience immediately following spring finals. Prerequisites: LA 242 or instructor consent. Note: May be taken 2x for credit.” (SDSU Undergraduate Catalog)

Globalization Requirement
This course meets the globalization requirement at South Dakota State University: “Students will be able to identify global issues and how they impact their lives and discipline. The primary objective of this requirement is to offer courses that present meaningful global content of contemporary relevance (i.e. content based on trends, events or interactions from the post-WWII era to the present).”

Student Learning Outcomes
At the completion of this course, students will be able to:

- Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.
- Demonstrate knowledge of each site’s name, historical significance, designer/patron, and other pertinent information.
- Identify significant themes and design characteristics of each site visited and apply to future personal design work.
- Demonstrate on-site observation and investigative techniques, including sketching, interviewing, and inventory/analysis.
- Apply solutions, principles and themes from internationally significant works to domestic design challenges and problems.

Instructional Methods
Instruction will be primarily lecture-based and guided field studies. Lectures will take place on-site. Guided field studies will focus on learning about and observing each site. In addition, students will be required to present case study findings to the class while on-site.

Course Requirements
Students are required to carry a sketchbook and basic sketching supplies with them at all times during the class. Sketchbook should be a comfortable size, no smaller than 5x7 and no larger than 16x20. Basic art supplies may include pens of various nib sizes (.01-BS sizes), colored pencils, AD markers, eraser, masking tape, drafting pencils, and a pocket scale.

In addition, a digital camera is recommended (min. resolution 8 megapixels).

Attendance
Attendance is required at each class day. Class begins promptly at 8am; failure to arrive at the designated meeting place each morning will result in a reduced participation grade for that day of 25%. Class adjourns each afternoon at 1pm for lunch, and resumes at 3pm. Class will generally end by 5:30pm for dinner. Sundays are free days for leisure activities. Students are required to inform the instructor of ill health that will prevent attendance for any portion of a class day. The university is a professional setting where the primary aim is effective learning and teaching. This is true of all learning environments, including those “in the field” such as are common in travel studies courses. Attitudes and behaviors in conflict with this aim are unwelcome distractions in the learning environment. Individuals exhibiting adverse behaviors will be invited to alter said behaviors or remove themselves from the learning environment. A discussion of expected standards of comportment and behaviors will be conducted during the first day of class.

Accommodations for Students with Disabilities
Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the Student Union.

Academic Integrity
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

Freedom in Learning
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

Evaluation of Student Learning
Students will be evaluated in several ways to assess progress in the above learning objectives.

Sketchbook: Each student is required to keep a sketchbook/diary for the duration of the course. This sketchbook shall be used to record significant information regarding each site visited, as well as personal impressions, inspiration, and thoughts. Students should be drawing every day in their sketchbooks. The graphic quality of the drawings (how well they are drawn) is not as important as the quality and depth of the thought behind the sketches. Notes and diagrams should be incorporated as necessary to help students remember important lessons learned. Sketchbooks shall be turned in to the instructor at the end of the course and will be returned after evaluation. The sketchbook comprises 25% of the final grade.

Case Study: Students shall individually select four sites from the list below (one for each region) and conduct case studies on each site. Factors to be included in the case study include:

- Site name and location
- General history (years commissioned and built, major patron, designer(s), purpose for construction, etc.)
- Impact of site on community and immediate surroundings (physical, psychological, social, etc.)
- Historic and current use of space
- Major design principles, themes and styles incorporated into site (architectural style, geometry, sense of enclosure, indoor/outdoor relationships, use of vegetation, pedestrian/vehicular circulation patterns, use of focal points, sense of arrival, etc.)
- Relevance to South Dakota and northern Plains

Each case study is worth 10% of the final grade.

Verbal Presentations: Each student shall present their case studies on-location. Presentations should focus on major findings from the case study, including directly observed behaviors and uses on-site, and how these might differ from indirect observations and deductions made previous to the visit. Further observations should include user experience, site context, and the means and routing by which it is reached. Finally, conclusions should be drawn regarding the appropriateness of the design to the site and themes or principles that have relevance to design challenges in South Dakota and the Upper Midwest. Each presentation is worth 5% of the final grade.

Final Exam: A final written exam will be administered on the last day of class. The exam will cover issues relating to the culture and customs of the country / region in which the class takes place. The exam is worth 5% of the final grade.

Course Participation and Attendance: As stated in the attendance policy, students are required to attend class each day. Being on-time to all class activities is also required. In addition, full participation in all class discussions, site visits, and other class activities is necessary for success in the class. Course participation and attendance is worth 10% of the final grade.

Grading will be assigned on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
</tr>
<tr>
<td>B</td>
<td>83-91%</td>
</tr>
<tr>
<td>C</td>
<td>74-82%</td>
</tr>
<tr>
<td>D</td>
<td>65-73%</td>
</tr>
<tr>
<td>F</td>
<td>0-64%</td>
</tr>
</tbody>
</table>

Letter grade definitions are:

A (Exceptional):
- Fulfillment of the requirements and objectives of the assignment
- Excellent, impressive command of content
• Clear explanation, development and application of ideas
• Independent thought and analysis
• Thorough and persuasive substantiation of claims
• Clear and effective organization
• Precise, fluent and distinctive expression (written or verbal)
• Correct grammar, punctuation, documentation, and format

B (Above Average):
• Fulfillment of most requirements and objectives of the assignment
• Competent command of content
• Mostly clear explanation, development and application of ideas
• Capacity for independent thought and analysis, though not fully realized
• Sufficient and mostly persuasive substantiation of claims
• Mostly clear and effective organization
• Mostly precise, fluent and clear expression (written or verbal)
• Mostly correct grammar, punctuation, documentation, and format

C (Average):
• Fulfillment of major requirements and objectives of the assignment, but some minor objectives are partially fulfilled or unfulfilled
• Adequate command of subject matter
• Adequate explanation, development and application of ideas, but with a lack of depth
• Lack of independent thought or sustained analysis
• Inconsistent substantiation of claims
• Adequate organization, though lapses are evident
• Adequate expression (written or verbal) though lapses in precision, fluency and clarity are evident
• Adequate grammar, punctuation, documentation and format, though errors are evident

D (Requires Improvement):
• Insufficient fulfillment of requirements and objectives of the assignment
• Inadequate command of content
• Insufficient explanation, development and application of ideas
• Unexamined, clichéd thinking and thin analysis
• Inadequate substantiation of claims
• Inadequate organization, making thoughts hard to follow
• Inadequate expression (written and verbal) with significant lapses in precision, fluency and clarity
• Numerous and significant errors in grammar, punctuation, documentation, and format

F (Failure):
• Failure to follow or complete the assignment
• Failure to control or comprehend content
• Failure to sufficiently explain, develop or apply ideas
• Failure to analyze
• Failure to sufficiently substantiate claims
• Failure to organize content, making text or presentation largely incoherent
• Failure to write or speak with any degree of precision, fluency or clarity
• Failure to abide by the conventions of grammar, punctuation, documentation or format

Case Study Locations

• **Toscana**
  o Villa Gamberaia
  o Museo Bandini
  o Villa Medici
  o Ponte Vecchio
  o Uffizi Gallery
  o Santa Maria Cathedral
  o San Giovanni Baptistry
  o University of Florence
  o Michelangelo Gardens
  o Pitti Palace & Boboli Gardens
  o Villa Garzoni
  o Parco Pinocchio
  o Historic Lucca & Walls
  o Fiesole Archaeological Site

• **Liguria**
  o Villa Durazzo Pallavicini
  o Genoa Aquarium
  o Bigo
  o Port of Genoa
  o Historic Downtown Genoa
  o UNESCO Cinque Terre
  o St. Mary Ascendant Church
  o Piazza de Ferraris
  o Villetta Negra
  o UNESCO Via Garibaldi
  o Church of Saint Lorenzo
  o University of Genoa
Globalization – LA 389 – International Experience in Landscape Architecture

### Case Study Rubric (Globalization Objective 2)

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Area</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Completeness and Accuracy</td>
<td>Requires information is limited and outdated/inaccurate</td>
<td>Information is basically correct and complete, with some outdated or inaccurate information</td>
<td>Data presents an incisive, complete picture of the site in question</td>
</tr>
<tr>
<td>6</td>
<td>Demonstrated Critical Thinking</td>
<td>Thinking is clichéd and narrow and reflects a lack of interest in or knowledge of the subject</td>
<td>A lack of independent thought or deep analysis, but overall adequate</td>
<td>Demonstrated potential for independent thought, though not fully realized</td>
</tr>
<tr>
<td>7</td>
<td>Application and Relevance</td>
<td>Analysis is weak; there is no logical thread holding together claims; ideas are insufficiently developed and applied</td>
<td>Statements are basically substantiated, although inconsistent; logic is flawed but evident</td>
<td>Analysis covers the basics; an attempt at application to South Dakota is made; strong logical statements</td>
</tr>
<tr>
<td>3</td>
<td>Professionalism</td>
<td>Errors are prevalent throughout the document and make the work hard to understand</td>
<td>Some errors in grammar or spelling are evident, but do not overly detract from overall comprehension of work</td>
<td>Document basically formatted correctly; a few grammar and spelling errors</td>
</tr>
</tbody>
</table>

**Total**

---

**General Education Requirements Course Review Faculty Self-Report Form**

SGR Goal: #1: Written Communication #2: Oral Communication #3: Social Sciences/Diversity #4: Humanities and Arts/Diversity #5: Mathematics #6: Natural Sciences

IGR Goal: #1: First Year Seminar #2: Cultural Awareness and Social and Environmental Responsibility

LA 389 International Experience in Landscape Architecture

1. Course prefix, number, and title: LA 389
2. Number of Credits: 3
3. Faculty member’s name, department, college: Donald A Burger, Jr; Division of Design; College of Arts and Sciences
4. Department Head: M. Timothy Steele

Electronic signature indicates approval

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**DOES THIS SYLLABUS CONTAIN:**

- [ ] Y  [ ] N  [ ] Comments

<table>
<thead>
<tr>
<th>Course Prefix, Number, Title, Credit Hours</th>
<th>Y</th>
<th>N</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Name</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Term, Year</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOS) MET

<table>
<thead>
<tr>
<th>Goal as listed in the latest College Catalog</th>
<th>ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)</th>
<th>DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOS LISTED? (YES/NO)</th>
<th>LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Globalization Goal: Students will be able to identify global issues and how they impact their lives and discipline</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List all SLOs for the Goal met by this</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders</td>
<td>Y</td>
<td>Y</td>
<td>T (tests and exams); V (visual arts); W (written assignment); S (speech or presentation); students keep a sketchbook recording their observations (both written and visual) of the various sites to be visited, including identification of the relevance of said sites to contemporary design issues in South Dakota; students also conduct case study research pertaining to specific sites and present their findings on-site. Finally, students take a final written exam regarding the local culture and customs.</td>
</tr>
</tbody>
</table>

+ P = portfolio
S = speech or presentation
E = performance (music, theatre, forensics)
T = tests/exams
L = lab skill demonstration
V = visual arts/design studio work
C = clinical field demonstration
D = group discussion
W = written assignment (research paper, O = Other, please specify reaction paper, creative writing, etc.)
SOUTHWEST DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Institution  Division/Department  Institutional Approval Signature  Date
SDSU  Arts and Sciences / Division of Design / Interior Design  Laurie Stenberg Nichols  10/28/14

Indicate (X) the component of the General Education Curriculum that the proposal impacts.
X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).
X Addition of a course to the set of approved courses
X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete ID 498 Undergraduate Research/Scholarship and add ID 422 Interior Design Studio V to the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2015.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of ID 422 Interior Design Studio V course correspond with the Writing Intensive objectives, and thus the department seeks approval and inclusion of ID 422 on the designated list of Writing Intensive courses.

ID 498 Undergraduate Research /Scholarship will be discontinued and deleted at South Dakota State University effective fall 2015.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Writing Intensive goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: ID 422 Interior Design Studio V: This studio provides experience in solving design problems related to socio-economic or cultural issues; requiring comprehensive project development from concept through detail and integration of building systems.

Writing Intensive goal: Advanced writing courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline. These courses will have a scholarly focus. Students will build upon concepts learned in courses covering System General Education Goal #1 and refine their skills through research and writing in a discipline specific context.

Writing Intensive Student Learning Outcomes: As a result of taking ID 422, students will be able to:
1. **Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.**

As a result of ID 422, students will write and present a proposal for their design problem, and discuss the relationship between issues of diversity to the way that the design process and final product will accommodate for diverse populations. These are critical elements that create a link between the immersive sociocultural research experience, and their design research and programming phases of their project. It explains the research about the problem, the influences on the problem, their experience in seeing that problem first-hand, and the proposed solutions to the problem. It is a gateway to design and the rest of the thesis process. With research gathered from lectures and discussions, literature reviews, observations, interviews and case studies about the identified design problem, students will prepare a presentation and written summary of their design proposal. The research process should further include research of evidence related to diversity in design, relationship between human behavior, social issues and quality of the designed environment, architectural and design precedents, and design theories. It should include a description of what they intend to design/solve and why this is significant to humans and their environment and how is it tied to issues of diversity in design. A complete description of the space, phenomenon, and/or activities that they plan to study should also be included.

2. **Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.**

As a result of ID 422, students will use the APA Style manual is required to complete Assignment 2 – Diversity Essay, as well as the programming/research document for Project 1 – Wounded Knee. The APA style manual is a required text used in ID 224, ID 351 and ID 422.

3. **Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.**

As a result of ID 422, students will use both traditional and online resources in the research process. Evidence will be found on the reference page and in citations. Students are asked to evaluate credibility and potential bias of these sources.

4. **Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.**

As a result of ID 422, students give an oral presentation along with completing their written report for the Wounded Knee Research Document.

Each course meeting this goal includes the following student learning outcomes.

**Required: #1, #2, #3, #4**

**Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation**

Please see attached.
SYLLABUS

GENERAL INFORMATION
ID 422 INTERIOR DESIGN STUDIO V – 4 CR.
Fall 2015; SWG 225; Tuesday & Thursday from 1:00 to 4:50PM; Studio-based instruction
Professor Angela Boersma, M.Arch, LEED AP

CONTACT INFORMATION
E: angela.boersma@sdstate.edu  P: 605.688.5754  C: 605.695.9635

OFFICE HOURS
SWG 219 M, W, F, from 9-10AM and by appointment

COURSE DESCRIPTION/PREMISE:
This studio provides experience in solving design problems related to socio-economic or cultural issues; requiring comprehensive project development from concept through detail and integration of building systems.

PREREQUISITES
ID 329-329L, ID 495, and “C” or better in ID 323

TEXT AND SUPPLIES
REQUIRED TEXT:

RECOMMENDED TEXT:
Interior Detailing.

REQUIRED SUPPLIES:
Materials: Sketch book, laptop, and other representational and model-building tools from previous courses.
Software: Revit 2013, SketchUp, Podium, InDesign, Illustrator, Photoshop, Adobe Acrobat Professional

COURSE OBJECTIVES:

General Course Objectives/Student Learning Outcomes:
1. Appreciate diversity of users as a key component of professional practice. (Exercise 2 & Project 1)
2. Identify a problem that explores the relationship between history, human behavior, issues of diversity and quality of the designed environment. (Project 1 – Research)
3. Utilize critical listening, research, and writing skills to differentiate credibility of sources (Project 1 – Research & Data Collection from Trip)
4. Explore research methods used in interior design research, industry and practice. (Project 1 – Research)
5. Complete the data collection, research and written analysis for a design problem (Project 1 – Research)
6. Explore thorough documentation of ideas from initial research and concepts all the way through design detailing and integration of building systems. (Project 1)

GENERAL EDUCATION GOAL STATEMENT:
Advanced writing courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline.

These courses will have a scholarly focus. Students will refine their skills through research and writing in a discipline specific context.

Student Learning Outcomes:
Students will:

1. Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan of research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.

2. Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the roles of paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from internet-based resources.

3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.

4. Present the results of research or project collaboratively or individually, to the class, department, faculty, community members, or a student research or professional conference.

*All of these learning objectives will be assessed through the research summary provided in the research summary for Project 1 (included in students programming document/binder). The specific categories for research are highlighted in Handout 1 – Binder requirements.

**IDEA OBJECTIVES:**

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

2. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

3. Developing skill in expressing oneself orally or in writing

4. Learning to analyze and critically evaluate ideas, arguments, and points of view

5. Acquiring an interest in learning more by asking questions and seeking answers

**CIDA COURSE OBJECTIVES & LEARNING OUTCOMES:**

The Interior Design program at SDSU is accredited by the Council for Interior Design Accreditation (CIDA). In order to fulfill the accreditation requirements set forth by CIDA, courses must document learning outcomes achieved. Below are the CIDA learning outcomes addressed in this course.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2C</td>
<td>Students understand how design needs may vary for different socio-economic populations.</td>
</tr>
<tr>
<td>2D</td>
<td>Exposure to contemporary issues affecting interior design. 1 (Issues: Examples include social, political, economic, ecological)</td>
</tr>
<tr>
<td>2E</td>
<td>Exposure to a variety of business, organizational, and familial structures. 2 (The intent is to provide exposure to a range of design issues and implications. Examples of business and organizational structures might include for-profit, non-profit, publicly vs. privately held, hierarchical, flat, or others. Examples of familial structures might include co-housing, nuclear, extended family, or others.)</td>
</tr>
<tr>
<td>2F</td>
<td>Opportunities for developing knowledge of other cultures. 3 (The program could address this in a wide variety of ways. Some examples include study abroad, on-campus cultural exchanges, and interaction with visiting professors)</td>
</tr>
<tr>
<td>3A</td>
<td>Student work demonstrates the ability to appropriately apply theories of human behavior. 1 (Refers broadly to how interior design impacts occupant well being and performance.)</td>
</tr>
<tr>
<td>3B</td>
<td>Student work demonstrates the ability to select, interpret and apply appropriate anthropometric data.</td>
</tr>
<tr>
<td>3C</td>
<td>Student work demonstrates understanding of the ability to appropriately apply universal design concepts. 2 (Refers broadly to design for all people including those with special needs – physical, cognitive, or emotional – which may be present from birth, acquired through illness or injury, or unique to children or the elderly)</td>
</tr>
<tr>
<td>4A</td>
<td>Students are able to identify and define relevant aspects of a design problem (goals, objectives, performance criteria).</td>
</tr>
<tr>
<td>4B</td>
<td>Gather appropriate and necessary information and research findings to solve the problem (evidence-based design).</td>
</tr>
<tr>
<td>4C</td>
<td>Students are able to synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.</td>
</tr>
<tr>
<td>4D</td>
<td>Demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.</td>
</tr>
<tr>
<td>4E</td>
<td>The interior design program includes opportunity to solve simple to complex design problems.</td>
</tr>
<tr>
<td>4F</td>
<td>The interior design program includes exposure to a range of design research and problem solving methods</td>
</tr>
<tr>
<td>4G</td>
<td>The interior design program includes opportunities to innovation and creative thinking</td>
</tr>
<tr>
<td>4H</td>
<td>The interior design program includes opportunities to develop critical listening skills 1 (For all standard 4: Critical listening requires listeners to evaluate what they are hearing from several points of view, including but not limited to: speaker credibility, logic and meaning of the message, underlying assumptions of the message, value of the message.)</td>
</tr>
<tr>
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</tr>
<tr>
<td>5A</td>
<td>Students have awareness of teamwork structures and dynamic</td>
</tr>
<tr>
<td>5B</td>
<td>Students have awareness of the nature and value of integrated design practices</td>
</tr>
<tr>
<td>5C</td>
<td>The interior design program includes learning experiences that engage students in collaboration, consensus building, leadership, and teamwork.</td>
</tr>
<tr>
<td>5D</td>
<td>Interaction with multiple disciplines representing a variety of points of view and perspectives. (Examples include engaging in multidisciplinary team projects, or involving experts in other disciplines to consult on projects or serve as guest critics.)</td>
</tr>
<tr>
<td>6A</td>
<td>Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.</td>
</tr>
<tr>
<td>6B</td>
<td>Students are able to express ideas clearly in oral and written communication.</td>
</tr>
<tr>
<td>6C</td>
<td>Students are able to use sketches as a design and communication tool (ideation drawings).</td>
</tr>
<tr>
<td>6D</td>
<td>Students are able to produce competent presentation drawings across a range of appropriate media.</td>
</tr>
<tr>
<td>6E</td>
<td>Students are able to produce competent contract documents including coordinated drawings, schedules, and specifications appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related.</td>
</tr>
<tr>
<td>6F</td>
<td>Students are able to integrate oral and visual material to present ideas clearly.</td>
</tr>
<tr>
<td>7A</td>
<td>Students understand the contributions of interior design to contemporary society.</td>
</tr>
<tr>
<td>7B</td>
<td>Students understand the elements of project management, project communication, and project delivery methods.</td>
</tr>
<tr>
<td>7C</td>
<td>The interior design program provides exposure to various market sectors and client types. (Examples of market sectors and client types include client organization structure and facility type.)</td>
</tr>
<tr>
<td>7D</td>
<td>The interior design program provides exposure to life-long learning.</td>
</tr>
<tr>
<td>8A</td>
<td>Students understand the social, political, and physical influences affecting historical changes in the built environment.</td>
</tr>
<tr>
<td>8B</td>
<td>Students understand movements and traditions in architecture.</td>
</tr>
<tr>
<td>8C</td>
<td>Students are able to use sketches as a design and communication tool (ideation drawings).</td>
</tr>
<tr>
<td>8D</td>
<td>Students are able to identify stylistic movements and periods of art.</td>
</tr>
<tr>
<td>8E</td>
<td>Students are able to use historical precedents to inform design solutions.</td>
</tr>
<tr>
<td>9a</td>
<td>Students effectively apply the elements, principles, and theories of design to two-dimensional design solutions.</td>
</tr>
<tr>
<td>9b</td>
<td>Students effectively apply the elements, principles, and theories of design to three-dimensional design solutions.</td>
</tr>
<tr>
<td>9c</td>
<td>Students are able to analyze and discuss spatial definition and organization.</td>
</tr>
<tr>
<td>10a</td>
<td>Student work demonstrates understanding of color principles, theories, and systems.</td>
</tr>
<tr>
<td>10b</td>
<td>Student work demonstrates understanding of the interaction of light and color and the impact they have on one another and interior environments.</td>
</tr>
<tr>
<td>10c</td>
<td>Students appropriately select and apply color with regard to its multiple purposes. (Examples of purposes include functional, behavioral, aesthetic, perceptual, cultural, and economic.)</td>
</tr>
<tr>
<td>10d</td>
<td>Students apply color effectively in all aspects of visual communication (presentations, models, etc.).</td>
</tr>
<tr>
<td>11a</td>
<td>Students have awareness of a broad range of materials and products.</td>
</tr>
<tr>
<td>11b</td>
<td>Students have awareness of typical fabrication and installation methods, and maintenance requirements.</td>
</tr>
<tr>
<td>11c</td>
<td>Students select and apply appropriate materials and products on the basis of their properties and performance criteria, including environmental attributes and life cycle cost.</td>
</tr>
<tr>
<td>11d</td>
<td>Students are able to layout and specify furniture, fixtures, and equipment.</td>
</tr>
</tbody>
</table>
E-MAIL
It is mandatory that you begin using your assigned SDSU email account for all correspondence within this class. You can obtain an address from Computer Services, if you do not have one already. Email will be used to post notices and other information. You will be held responsible for the information posted – check your email daily!

E-mails should be professionally composed and signed, utilize the course number in the subject line, and be clear about the purpose and/or questions being asked. (see also – Professionalism)

CIDA DOCUMENTATION
In order to establish a record of student work for purposes of CIDA accreditation, projects may be retained by the department. If documents are needed for interviews, contact the instructor.

ATTENDANCE POLICY
To accomplish the various activities and exercises the student must be present. Absences will be recorded. After three absences the course grade will be lowered by one letter grade. Late arrivals and early departures will be treated as an absence. All excused absences must be verifiable and documented (i.e. hospital admittance). Absences will be excused only by the discretion of the instructor. Going to work, leaving early for the weekend, holiday, etc are not excused absences. ****See Attendance and Assignments below.

****Attendance has a very important impact on student grades (a fact some students discover too late in the semester). Students will be given policy information at the beginning of the course; they are responsible for reading program policies. All students are held accountable for handouts (hard copy or electronic), any schedule changes, and other announcements made during the lecture periods. Employment and sports practice must not conflict with regular attendance unless prior arrangements have been made.

LATE ASSIGNMENT POLICY
Assignments are due on the day and time indicated. Ten percent per day, which is the equivalent of a letter grade per day, will be subtracted for late assignments. The opportunity to submit late assignments or quizzes will be available only with a documented excuse. This must be verified with the instructor and a due date negotiated within one week of the absence. It is the student’s responsibility to contact the faculty member to arrange for these
accommodations. Any student experiencing a major health problem or family crisis should confer with the instructor to make special arrangements for course responsibilities. **Refer to Attendance and Assignments: Acceptable absences and late assignments for further information.

ASSIGNMENT INFORMATION
Clarification on assignment/project requirements will be given in class through verbal communication, written communication, and/or electronic means. Since everyone’s design is unique, what is said to one student about any one particular issue on the assignment/project may not have relevance to another student solutions. This is not changing requirements, but only clarifies each individual situation. This will be fair to all students and to the instructor.

**Attendance and Assignments: Acceptable absences and late assignments**
1. An excused absence for illness or other situations (as listed below) is to be verified, and the instructor will be notified in advance or on the day of the absence.
2. If the absence is due to factors beyond the control of the student such as injury or illness of the student or a member of the student’s immediate family (parents, brother, sister, spouse, children), it is an excused absence (provided that the proper documentation is provided).
3. Death of any of the above, of a fiancé or fiancée, or a very close friend will be considered excusable if acceptable explanation is provided to the instructor.
4. Attendance at a wedding as a member of the wedding party will be excused with acceptable explanation of the function that the student is to perform. The student must obtain permission of the instructor IN ADVANCE.
5. Out of town trips for activities scheduled and sponsored by the university will be excused. The student must notify the instructor IN ADVANCE of such activities. See Trip Absence policy below.

ATTENDANCE AND STUDENT CONDUCT
Attendance and student conduct will have an affect on the grade either in a positive or negative manner.

STUDENT CONDUCT
Students will conduct themselves in a manner that promotes learning. Disruptive behavior (i.e. whisper during lectures and discussions) and disrespectful attitudes will not be tolerated. Disruptive behaviors or disrespectful attitudes will result in being asked to leave the class and an unexcused absence for the class period.

PROFESSIONALISM
All communications should be of a professional quality and tone. Clear communication in e-mail, over the phone, and in person is a critical part of developing as a design professional. Fluency in professional etiquette in the various modes of communication will be practiced and enforced in this course.

Participation & preparation for class:
Students who fail to come prepared for class will not be permitted to leave for retrieving materials, printing, etc. without incurring an unexcused absence unless explicitly stated and instructed by the faculty member. Planning ahead and being prepared for class is the responsibility of the student. Follow the course schedule and make note of any changes discussed in class.

Use of class time:
Class time will be utilized to complete the work OF THAT CLASS. Expect to work on studio during studio, and lecture/lab courses only during those courses. Studio is not a glorified study hall in which you may work on other course projects. Students who habitually misuse studio or lab times will be noted and see an impact in their final course grade.

CELLULAR PHONE POLICY
Use of cellular phones in the classroom will not be permitted. Phones must be turned off. If the phone has not been turned off and it rings, it must not be answered, but immediately turned off. The purpose of this policy is to eliminate outside interference in the classroom. The atmosphere of the classroom is to promote learning, and the interruption of cellular phones interferes with this learning process.

Furthermore, to maintain an appropriate relationship with instructors, students will not text the instructor of this course for any reason. A professionally worded e-mail or a phone call should alert the instructor in case of emergencies.

TRIP ABSENCE POLICY
Excuses for trips must be given to the instructor one week in advance of the absence. It will be the student’s responsibility to ask about assignments to be given during this time. Due dates during this time period will be determined between the student and the instructor.

COLLEGE OF EHS & UNIVERSITY POLICIES

STUDENT ACADEMIC INTEGRITY AND APPEALS
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

DISABLED STUDENT SERVICES POLICY
If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please inform me and make appropriate arrangements with the Office of Disability Services. For an appointment contact Nancy Hartenhoff-Crooks, Disability Services Coordinator; 688.4504; office: Wintronde 123; Box 2214; e-mail: nancy.crooks@sdsu.edu

FREEDOM IN LEARNING
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve
judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Student who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should first contact the instructor of the course to initiate a review of the evaluation. If the student remains unsatisfied, the student may contact the department head and/ or dean of the college, which offers the class to initiate a review of the evaluation.

COURSE EVALUATION

POINT DISTRIBUTION:
The points given for course projects are listed below. The following projects and their associated point values are subject to change as deemed necessary by the instructor. Students will be notified if changes occur. Failure to complete and turn in any one of the projects for the semester will result in failing the course. It is imperative that students keep up with the schedule in order to do well in the class.

Exercise 1 | Photo Essay 20
Exercise 2 | Diversity Essay 20
Exercise 3 | Detail Development 20
Exercise 4 | Systems Integration 20
Assignment 1 | E-mail Assignment 10
Assignment 2 | Western SD Travel research prep 10
Project 1 | Wounded Knee 250
  Part A – Research & Programming Summary
  Part B – Design Process & Presentation
  Part C – Final Documentation
Project 2 | IDEC Competition 100
Professionalism 50

TOTAL 500

GRADING:
Projects for the course are described in separate handouts are completed after the content review in class and will be given a due date. The cumulative grade for this course will be determined by means of a total point system. The final grade will be calculated from the total points achieved throughout the semester divided by the total points possible. The percentage obtained from this calculation will be equal to the final letter grade for the semester. Also refer to the attendance policy to see how absences from class can affect the overall course grade given for the semester. A standard grading scale will be used:

A= 90–100%
B= 80–89%
C= 70–79%
D= 60–69%
F= Below 60%

GRADE APPEALS:
Students who wish to dispute the grade they have received on any assignment must adhere to the following:
Students must wait 24 hours after the grade is posted and they have received their comment sheets to submit their reasons for appealing their grade. All appeals must be typed and sent via e-mail in the form of a formal letter within 7 days of receiving the grade (see 24/7 rule below). Student must provide responses to the following questions in a formal, 1-page letter:

1.) What grade are you appealing?
2.) Based on the work your submitted and the instructor’s feedback on your project, what grade do you believe you deserve and why (please articulate at least 3 reasons.)

GRADING AND GRIEVANCE PROCEDURE:
Specific guidelines for the grading of projects and major assignments are outlined in individual assignment guidelines (rubrics) and the “ID Assessment Standards” document on Desire2Learn. If you are uncertain about any assignment criteria, it is your responsibility to ask either in class or by email prior to the due date. If you have a concern at any time during the course, please come speak with me directly. I always seek to improve my courses and incorporate feedback from previous semesters into each assignment. If you are confused about a grade you received, please contact me and I can offer clarification and further direction on how to improve in the future.

24/7 RULE:
If you want to appeal a grade, you must make the appeal in writing. Please wait 24 hours after I hand back your grade & comments before making such an appeal. Prepare and submit a one-page, typed argument indicating what your specific appeal is and what grade you believe you deserved. You must support this appeal with specific examples from your assignment and demonstrate evidence satisfying the desired grade’s description as outlined in the Project Rubric for the assignment and the “ID Assessment Standards”. Turn in a printed copy of the appeal as well as your evaluation sheet and project/paper before or after class, or at a scheduled appointment within one week (7 days) of the grade being returned. I will consider the appeal, but an appeal does not necessarily mean a change of grade.

GRADE DEFINITIONS
Dear Students –
You may or may not be aware of the fact that grade inflation is a significant problem in higher education. To clarify expectations for all students, and guarantee that those receiving a grade of “A” are truly to be commended for EXCEPTIONAL work, the following definitions should be read and UNDERSTOOD. If ever you think you’ve received a grade unfairly, please remember these definitions, and know that I will use them. If your work is ‘A’ work – congratulations, be proud, but keep working hard. If it is ‘B’ work, be proud of your hard work, but know that there is still room for improvement. If it is ‘C’ work – you are putting forth only average effort and producing average work. Utilize your classmates and your instructor for some additional critique, and put in the time necessary to polish your designs/work if you are striving to do better. If it is ‘D’ or ‘F’ work, you have some significant issues with completing work as assigned to the level of quality that is expected. You may want to examine your priorities and make sure you’re devoting adequate time to producing quality work.

A  excellent
   exceptional performance; strongly exceeding the requirements of the course, showing strong academic initiative and independent resourcefulness.

B  good
   performance above the norm; accurate, complete, and beyond the minimum requirements of the course; work demonstrates marked progress and initiative.

C  average
   satisfactory/adequate work; adequately meets minimum requirements and demonstrates satisfactory comprehension, communication skills, and effort; demonstrates little initiative to investigate the problem without substantial prodding of the instructor; work shows little improvement.

D  inferior
   unsatisfactory/inferior work; unsatisfactorily meets minimum requirements and demonstrates minimum comprehension, communication skills, and effort, at an inferior level; initiative lacking; improvement not noticeable.

F  failing
   does not meet minimum requirements; fails to adequately demonstrate comprehension or communication skills.

ID 422: TENTATIVE SCHEDULE – FALL 2015

WEEK 1: RESEARCH

TUESDAY
Syllabus, Schedule, CLOs, Pre-Course Survey
AM & CA Students join class with Dr. Strickler & Dr. Saboe-Wounded Head for introduction to Western SD Trip information & Itinerary
READING: “The Absolutely True Diary of a Part-Time Indian”
DUE: E0–Pre-Course Survey

THURSDAY
AM, ID, CA students: research presentations

WEEK 2: PINE RIDGE/WESTERN SD TRIP

(See Travel Itinerary for this schedule)
READINGS: See D2L.

WEEK 3: PRELIMINARY DESIGN

TUESDAY: PROGRAMMING DISCUSSION & CONCEPT SELECTION
De-briefing session with AM & CA students
Programming discussion & introduce 3 Architectural concepts
Finish Research & Predesign
Concept selection by the end of class*

THURSDAY:
Students should be prepared to show initial ideas & discuss the following:
• Initial concept sketches
• Adjacency diagrams
• Bubble Diagrams
• Additional site diagrams, climate, analysis, etc.

Last part of class will be SDID Expo.

WEEK 4: PRELIMINARY DESIGN

TUESDAY: PD/SD PROGRESS
DUE: E1–Photo Essay
Students should be prepared with the following items for discussion:
Pin-up in small groups for critiques:
• Clear concept statements & initial concept sketches
• Site analysis & orientation
• Thorough Precedent Analysis (3 minimum)
• Inspiration imagery

ASSIGN: E2 – Diversity Paper
THURSDAY: PD PROGRESS
Research & programming presentation graphics – draft
- Bubble diagrams, sketches
- First stab at infographics to articulate your research findings related to concept.
- What story are you telling and from what point of view? (extent of your timeline?)
- What are you displaying? How are you displaying these things?
- How are guests & staff circulating?

WEEK 5: PRELIMINARY DESIGN + SCHEMATIC DESIGN

TUESDAY:
Students should be prepared to discuss:
- Preliminary program distribution and square footage
- Concept nailed down; major architectural move discussed
- Site Analysis finished and building placement finalized
- Preliminary code review

THURSDAY: PD PROGRESS
DUE: E2–Diversity Paper; (submit digitally via dropbox)
Research & programming presentation graphics – draft
- Bubble diagrams, sketches
- What story are you telling and from what point of view? (extent of your timeline?)
- What are you displaying? How are you displaying these things?
- How are guests & staff circulating?

WEEK 6: SCHEMATIC DESIGN

TUESDAY:
DUE: Programming Document Checkpoint (90% completion)
Students should be prepared to pin up and discuss the following:
- ALL research graphics, diagrams, sketches, etc.
- Preliminary plans

THURSDAY:
Introduce Exercise 3 (E3): Integration
Students will produce diagrams, sketches, etc. to show integration of the following systems:
- MEP
- Lighting
- Acoustical strategies
- Security
- Fire detection, alarm, suppression
- Energy management systems, intelligent building components
- Voice, Data, A/V, Intercom, Telephone, etc.

WEEK 7: SCHEMATIC DESIGN

TUESDAY
SD Progress desk critiques
Material selections + FF&E selections
Assign Exercise 4 (E4) Detailing
DUE: E3–Integration (end of class)

THURSDAY:
DD Pin-up & small group critiques

WEEK 8: DESIGN DEVELOPMENT

TUESDAY
Have hand-drafted details ready for redlines in class
Final Materials selected and ordered
DUE: E4–Detailing draft

THURSDAY
Drafted display details due – must be printed (11x17)

WEEK 9: DESIGN DEVELOPMENT

TUESDAY
Have hand-drafted details ready for redlines in class
DUE: E4–Detailing draft
THURSDAY
Drafted display details due – must be printed (11x17)
*DUE: E4–Detailing

WEEK 10: FINAL DD REVIEWS

TUESDAY
CD set drafted for in-class redlines
*DUE: Board Layouts

THURSDAY: P1 FINAL REVIEWS
*Student presentations will be 25 minutes each, including questions
*DUE: P1–Wounded Knee (Presentation documents)

WEEK 11: CONSTRUCTION DOCUMENTS

TUESDAY:
Competition Phase I introduction: Guest Speakers & Research
*Due: P1–Wounded Knee (all CD’s, details, Project book)
**See Handout 1 for Binder Requirements; See P1 Rubric & AWR Rubric for evaluation standards

THURSDAY
Desk Critiques

WEEK 12: CONSTRUCTION DOCUMENTS

THURSDAY
*DUE: P1–Final Construction Documents Due

WEEK 13: CONSTRUCTION DOCUMENTS

TUESDAY:
Competition Phase I introduction: Guest Speakers & Research

THURSDAY: NO CLASSES – THANKSGIVING HOLIDAY

WEEK 14: IDEC COMPETITION

TUESDAY

THURSDAY
*DUE: P2–IDEC COMPETITION by 12pm SHARP! (in SWG 221)
IDEC JUDGING (silent judging – wrap-up comments with jurors from 3-4pm)

WEEK 16: FINALS WEEK

Rubric P1

P1: Wounded Knee is worth 250 points. They are distributed in the following way:

___ /50 PROGRAMMING DOCUMENT & RESEARCH  (See AWR Rubric)

___ /50 CONCEPT DEVELOPMENT, DESIGN PROCESS & SUCCESS OF
DESIGN SOLUTION
  • Concept carries through the entire project
  • Thorough research: process, analysis, precedent studies used to inform solutions including site, context, culture, typology, etc.
  • Clear understanding of cultural significance, audience, story, etc.
  • Evidence of Design Transformation
  • Detail development shows understanding and integration
  • Shows relevant/important pieces of process and/or analysis

___ /15 GLOBAL CONTEXT (CULTURAL UNDERSTANDING & PERSONAL
REFLECTION)

___ /20 MATERIALS & FURNISHINGS
### Advanced Writing Goal Statement:

**Students will build upon the concepts learned in courses covering SGE Goal #1 and refine their skills through research and writing in a discipline specific context.**

<table>
<thead>
<tr>
<th>SLO #1: Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about a topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience of issues at hand.</th>
<th><strong>Assessment Strategies</strong></th>
<th><strong>Performance Standards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This course assists in identification and exploration of the significant question or issue in Interior Design utilizing research methods used for programming of design solution. A comprehensive research and program will be developed for the senior thesis project. The course incorporates extensive research to develop a program. The research process includes research of evidence related to diversity in design, relationship between human behavior, sociocultural issues and quality of the designed environment, architectural and design precedents, design theories. Students are required to develop a research process.</td>
<td>Students must meet 70% of specified criteria</td>
<td></td>
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</tbody>
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<tr>
<th>SLO #2: Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.</th>
<th><strong>Assessment Strategies</strong></th>
<th><strong>Performance Standards</strong></th>
</tr>
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<tbody>
<tr>
<td>The APA Style manual is required to complete the Thesis (written portion) of the project. APA style manual is a required text used in ID 150(Introduction to IDI), ID 151(Introduction to ID II), ID 224 (History of Interiors) and in ID 322.</td>
<td>Students must meet 70% of specified criteria</td>
<td></td>
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<tr>
<th>SLO #3: Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.</th>
<th><strong>Assessment Strategies</strong></th>
<th><strong>Performance Standards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Both traditionally and online resources will be used in the research process. Evidence will be found on the reference page and in citations.</td>
<td>Students must meet 70% of specified criteria</td>
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<tr>
<th>SLO #4: Present the results of research or projects, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.</th>
<th><strong>Assessment Strategies</strong></th>
<th><strong>Performance Standards</strong></th>
</tr>
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<tbody>
<tr>
<td>Individual and collaborative work is required for this project. The research paper will be completed in a thesis format, and the design solutions will express their design solutions through oral and graphic presentation skills. Each student presents their design solution to design practitioners and students.</td>
<td>Students must meet 70% of specified criteria</td>
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</table>
E1: PHOTO ESSAY ID422

PROJECT DESCRIPTION
The Photo Essay is a combination of visual and narrative form to illustrate the experiences and sensory perceptions while traveling through Western SD. As you pass through the changing landscapes—from the Badlands, to the Black Hills, and on to Pine Ridge—and participate in, observe, or research various sacred rites and ceremonies, you will undoubtedly experience a variety of emotions. Recording these experiences and your responses to them in both written and graphic form (sketches or photos) will give you the raw materials for creating a visual narrative of your experiences and perceptions. This narrative will be used to help inform and inspire the design you will ultimately create, and give a clear reflection of your own personal transformation throughout the trip.

CIDA STANDARDS
2C, 2F, 3A, 4B, 6A, 8A (in select cases)

PURPOSE/OBJECTIVES
- Students will demonstrate an understanding of using narrative in both text and graphic form
- Students will reflect on experiences, learning opportunities, perceptions and interpret their own responses, feelings, etc.
- Students will clearly communicate their reflections in both text and graphics

PROCESS
1. Record your thoughts, feelings, perceptions, etc. prior to departing from Brookings. (Foreward)
2. Throughout the week, photograph the changing landscape, symbolic references, poignant moments, sensory encounters, etc. and record your thoughts on each of them
3. Upon returning to campus, process and compile your images into a book with both the images and your thoughts. Craft and communicate a narrative of your thoughts and perceptions as you begin to understand and appreciate the history of this place, the Lakota people, and the conflict(s) they endured throughout the past 120 years. (Afterward – reflection)

DELIVERABLES
Students will create a professionally bound booklet for submission, as well as turn in a digital copy of the PDF for program records/accreditation.

GRADING:
Final project will be graded on the following:
- Quality of Written Communication
- Graphic Communication
- Integration of text & graphics
- Depth of reflections
- Cohesive organization and clarity

DUE DATE:
See Schedule

EVALUATION RUBRIC:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of written communication</td>
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<tr>
<td>• Grammar, spelling, etc.</td>
<td>/4</td>
<td></td>
</tr>
<tr>
<td>Graphic Communication</td>
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<td></td>
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<tr>
<td>• Quality images</td>
<td></td>
<td></td>
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<tr>
<td>• Author’s own images</td>
<td>/4</td>
<td></td>
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<tr>
<td>• Evocative imagery – well composed &amp; in focus</td>
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<tr>
<td>Integration of text &amp; graphics (full compositional quality)</td>
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<tr>
<td>• Text highlights the emotive response to imagery illustrations</td>
<td>/4</td>
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<tr>
<td>• Clearly convey the sensory qualities of the places/spaces</td>
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<tr>
<td>Depth of reflections</td>
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<td></td>
</tr>
<tr>
<td>• Personal reflection – highlights emotive and sensory responses</td>
<td>/4</td>
<td></td>
</tr>
<tr>
<td>Cohesive organization &amp; clarity</td>
<td></td>
<td></td>
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<tr>
<td>• Logical sequence</td>
<td>/4</td>
<td></td>
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<tr>
<td>• Clear organizational strategy</td>
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<tr>
<td>Total Points</td>
<td>/20</td>
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E2: DIVERSITY ESSAY ID422

PROJECT DESCRIPTION
The Diversity Essay provides an opportunity for students to reflect upon and clearly articulate their specific thoughts about how to incorporate ideas of diversity in their design process and solutions – especially when working with groups from differing cultural, religious, and socioeconomic backgrounds that they are accustomed to working/collaborating with. This essay should be formative in helping students define their priorities in working with diverse populations.
CIDA STANDARDS
2C, 2E, 2F, 3A, 6A

PURPOSE/OBJECTIVES
- Students will demonstrate understanding of how their work with diverse populations directly impacts the design, materials, etc. based on specific circumstances and needs of that population
- Students will demonstrate clear understanding of designing for clients of a different cultural, religious, and socioeconomic status

PROCESS
1. Students will write approximately 3-5 pages as a reflection discussing the impacts of diversity (of culture, spirituality, age, socioeconomic status, etc.) on their design process and decision-making for the ‘Remembrance’ project (P1 – Wounded Knee).
2. Students will submit their essays with an appropriate cover sheet, in PDF form, via a Dropbox on D2L.

DELIVERABLES
3-5 page personal reflection with proper cover sheet.

GRADING:
The final reflection paper will be graded on the following:
- Quality of Written Communication
- Depth of reflections
- Cohesive organization and clarity
- Clearly articulating (at a minimum) the impact of cultural, socioeconomic, and at LEAST one additional issue of diversity that will impact their design & decision-making.

DUE DATE:
See Schedule

EVALUATION RUBRIC:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of written communication</td>
<td></td>
<td></td>
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<tr>
<td>• Grammar, spelling, etc.</td>
<td></td>
<td></td>
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<tr>
<td>• Command of formal written English (avoid slang, colloquial speech patterns, etc.)</td>
<td>/10</td>
<td></td>
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<tr>
<td>Depth of reflections</td>
<td></td>
<td></td>
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<tr>
<td>• Personal reflections</td>
<td></td>
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<tr>
<td>• Addresses multiple ways of thinking about and addressing diverse populations (cultural, religious, socioeconomic, etc.)</td>
<td>/10</td>
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<tr>
<td>• Provide concrete examples of strategies they will use in their design or design process</td>
<td></td>
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<tr>
<td>Cohesive organization &amp; clarity</td>
<td></td>
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<tr>
<td>• Logical sequence</td>
<td></td>
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<tr>
<td>• Clear organizational strategy</td>
<td>/5</td>
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<tr>
<td>Total Points</td>
<td>/25</td>
<td></td>
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</tbody>
</table>

General Education Requirements Course Review Faculty Self-Report Form

SGR Goal: ___ #1: Written Communication ___ #2: Oral Communication ___ #3: Social Sciences/Diversity ___ #4: Humanities and Arts/Diversity ___ #5: Mathematics ___ #6: Natural Sciences  SGR Goal ___ #7, Information Literacy

IGR Goal: ___ #1: First Year Seminar ___ #2: Cultural Awareness and Social and Environmental Responsibility ___ X __ Advanced Writing  ___ Globalization

1. Course prefix, number, and title: ID 422 Interior Design Studio V
2. Number of Credits: 4
3. Faculty member’s name, department, college: Angela Boersma, Dept. of Consumer Sciences, College of EHS
4. Department Head: Tim Steele/Kathleen Donovan
   (Electronic signature indicates approval)

<table>
<thead>
<tr>
<th>DOES THIS SYLLABUS CONTAIN:</th>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
</tr>
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<tbody>
<tr>
<td>Course Prefix, Number, Title, Credit Hours</td>
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<tr>
<td>University Name</td>
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<td>Academic Term, Year</td>
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<td>Course Meeting Time and Location</td>
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<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
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</table>
GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOS) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE) ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO) DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOS LISTED? (YES/NO) LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+

List all SLOs for the Goal met by this course

SLO #1: Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about a topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience of issues at hand.

In ID422: Interior Design Studio V, students are exposed to issues of diversity in design through the ‘Studio Programming’ & ‘Diversity Essay’ projects. The student will write and present a proposal for their design problem, and discuss the relationship between issues of diversity to the way that the design process and final product will accommodate for diverse populations. These are critical elements that create a link between the immersive sociocultural research experience, and their design research and programming phases of their project. It explains the research about the problem, the influences on the problem, their experience in seeing that problem firsthand, and the proposed solutions to the problem. It is a gateway to design and the rest of the thesis process.

OBJECTIVES OF THE PROJECT:
1. Appreciate diversity of users as a key component of professional practice.
2. Identify a problem that explores the relationship between history, human behavior, issues of diversity and quality of the designed environment.
3. Utilize critical listening, research, and writing skills to differentiate credibility of sources.
4. Explore research methods used in interior design research, industry and practice.
5. Complete data collection, research and written analysis for a design problem.
6. Explore thorough documentation of ideas from initial research and concepts all the way through design detailing and integration of building systems.

PROCESS:
With research gathered from lectures and discussions,
literature reviews, observations, interviews and case studies about the identified design problem, students will prepare a presentation and written summary of their design proposal. The research process should further include research of evidence related to diversity in design, relationship between human behavior, social issues and quality of the designed environment, architectural and design precedents, and design theories. It should include a description of what they intend to design/solve and why this is significant to humans and their environment and how is it tied to issues of diversity in design. A complete description of the space, phenomenon, and/or activities that they plan to study should also be included. The student will provide a report and presentation of the project proposal

| SLO #2: Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources. | The APA Style manual is required to complete Assignment 2 – Diversity Essay, as well as the programming/research document for Project 1 – Wounded Knee. The APA style manual is a required text used in ID 224 (History of Interiors) and used again in ID 351 and ID 422. Use W |
| SLO #3: Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality | Both traditional and online resources will be used in the research process. Evidence will be found on the reference page and in citations. They are asked to evaluate credibility and potential bias of these sources. Use, W, S, D and V |
| SLO #4: Present the results of research or projects, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference. | Students give an oral presentation (15 minutes) along with completing their written report (20 pages) for the Wounded Knee Research Document. Use: W, S, D and V |

**General Course Learning Outcomes:**
1. Appreciate diversity of users as a key component of professional practice.
2. Identify a problem that explores the relationship between history, human behavior, issues of diversity and quality of the designed environment.
3. Utilize critical listening, research, and writing skills to differentiate credibility of sources
4. Explore research methods used in interior design research, industry and practice.
5. Complete the data collection, research and written analysis for a design problem
6. Explore thorough documentation of ideas from initial research and concepts all the way through design detailing and integration of building systems.

| + P = portfolio | T = tests/exams | C = clinical field demonstration | D = group discussion |
| S = speech or presentation | L = lab skill demonstration | W = written assignment (research paper, reaction paper, creative writing, etc.) | O = Other, please specify |
| E = performance (music, theatre, forensics) | V = visual arts/design studio work | | |
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

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<tr>
<td>SDSU</td>
<td>Arts Sciences /</td>
<td>Laurie Stenberg</td>
<td>10/28/14</td>
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<td>Division of Design /</td>
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<td>Landscape Architecture</td>
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<td>Institution</td>
<td>Division/Department</td>
<td>Kathleen Donovan</td>
<td>10/27/14</td>
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<tr>
<td></td>
<td>Form Initiator</td>
<td>Kevin Moore</td>
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Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add LA 325-325L City Planning and Lab to the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2015.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of LA 325-325L City Planning and Lab course correspond with the Writing Intensive objectives, and thus the department seeks approval and inclusion of LA 325-325L on the designated list of Writing Intensive courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Writing Intensive goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: LA 325-325L City Planning and Lab: City planning in the United States, planning practice and theory, urban design, and land use planning. Local planning efforts observed.

Writing Intensive goal: Advanced writing courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline. These courses will have a scholarly focus. Students will build upon concepts learned in courses covering System General Education Goal #1 and refine their skills through research and writing in a discipline specific context.

Writing Intensive Student Learning Outcomes: As a result of taking LA 325-325L, students will be able to:
1. Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.
As a result of LA 325-325L, students will read extensively and respond critically in the written discourse of
city planning and landscape architecture; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand. Students are required to complete written case study and analysis problems as well as a final executive recommendation document for the target community. The final document is a written report of recommendations that outline specific, measurable strategies for overcoming environmental barriers to physical activity within the target community. These assignments involve the extensive use and evaluation of a wide variety of resources.

2. Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.

As a result of LA 325-325L, students will use a style manual and other writing conventions specific to landscape architecture; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources. The course requires the use of style and conventions appropriate to the disciplines of landscape architecture and planning. Information sources may be print journals and publications, trade magazines, electronic-based peer-reviewed sources, or direct observation/interpersonal contact.

3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.

As a result of LA 325-325L, students will evaluate sources critically, both print and electronic; discern the strength of evidence and arguments; determine credibility; and identify potential bias and overall quality. Students must carefully and appropriately evaluate the sources of information used as well as the specific information used from each to determine applicability and relevance. This is especially true for the final executive recommendations. Students are also tasked with evaluating the credibility and potential bias of these sources.

4. Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.

As a result of LA 325-325L, students will present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference. Students’ final assessment is a verbal presentation of their recommendations to stakeholders (including mayor, city council, chamber of commerce, and representative business leaders) in the target community. Presentations last approximately one hour.

Each course meeting this goal includes the following student learning outcomes.

Required: #1, #2, #3, #4

**Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation**

Please see attached.
Course Description

City planning in the United States, planning practice and theory, urban design, and land use planning. Local planning efforts observed. Prerequisites: LA 341-341L. Corequisites: LA 325-325L.

Overview

City Planning comprises the theory, methods, and practice of shaping the development of urban areas. Architects and landscape architects often work closely with city planners and urban designers to manage growth in cities in an appropriate, aesthetically pleasing fashion. Common themes in city planning include building a sense of community and identity within neighborhoods and the city at large, ecological preservation and conservation, sustainable growth and management, and social/psychological factors of urban design.

This course is intended to be an overview of the history of and theoretical approaches to city planning. Over the duration of the semester, we will explore historical and current causes of urban growth; opportunities, challenges and issues associated with deruralization and suburbanization of the urban fringe; planning theory and policy; and social issues and opportunities found in cities of all scales.

Advanced Writing Requirement

Advanced writing courses are discipline-based and require students to build upon concepts learned in courses addressing System General Education (SGE) Goal #1 (Written Communication). Students shall refine their research and writing skills in a discipline-specific context. This course has a scholarly focus.

Instructional Methods

There are three general learning strategies employed in this course. The first is the use of seminal readings to inform students of past and ongoing efforts and theories in city planning. These readings will be discussed in class each week. Each student in the class will have the responsibility to lead the discussion for one of the readings.

In addition to the readings in the syllabus, the discussion leader is required to identify and provide to the class (through the D2L website) an additional reading related to their topic. This additional reading is required material for all students, and shall be provided at least 5 days prior to the scheduled discussion date.

Students will be assessed on their participation in the discussions, the quality of the comments made, and whether evidence is present of having read the assigned readings for the week.

The second learning strategy is applied research and writing assignments. Students shall conduct research on a variety of planning-related topics using a variety of methods, including direct observation and inference, case study analysis, and interviewing. Students will be required to document their findings in written papers throughout the semester using a notation style applicable to the discipline of landscape architecture (MLA or Chicago Style), and will be required to critically analyze the implications of said findings.

The third learning strategy is learning through doing. Through a partnership between the Landscape Architecture Program and the South Dakota Department of Health, students in this course have the opportunity to work closely with a community in the state to develop strategies for managing growth and improving walkability and active transportation within that community’s boundaries.

Students shall travel to the community in question, meet with key stakeholders and community members, and conduct assessments on the existing infrastructure of the community, including roads, walks, parks, transit, and other factors affecting active transportation. Students will then return to the studio to develop strategies and recommendations for making improvements. These findings shall be compiled into a series of documents and drawings which will then be presented to the community at the end of the semester.

Course Goals and Objectives

- Students will refine their written and verbal communication skills, and improve their understanding and use of research methods and sources
- Students will develop an understanding of the historical and modern approaches to city planning, including trans-disciplinary efforts
- Students will enhance skills in giving public presentations, leading stakeholder meetings, and conducting community assessments
- Students will understand the relationship between public health and the built environment

Student Learning Outcomes

After the successful completion of this course, students will:
AWR 1. *Read extensively and respond critically in the written discourse of city planning and landscape architecture;* formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.

**Assessment Strategy:** Students are required to complete written case study and analysis problems as well as a final executive recommendation document for the target community. The final document is a written report of recommendations that outline specific, measurable strategies for overcoming environmental barriers to physical activity within the target community. These assignments involve the extensive use and evaluation of a wide variety of resources.

AWR 2. *Use a style manual and other writing conventions specific to landscape architecture; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.*

**Assessment Strategy:** The course requires the use of style and conventions appropriate to the disciplines of landscape architecture and planning. Information sources may be print journals and publications, trade magazines, electronic-based peer-reviewed sources, or direct observation/interpersonal contact.

AWR 3. *Evaluate sources critically, both print and electronic; discern the strength of evidence and arguments; determine credibility; and identify potential bias and overall quality.*

**Assessment Strategy:** Students must carefully and appropriately evaluate the sources of information used as well as the specific information used from each to determine applicability and relevance. This is especially true for the final executive recommendations. Students are also tasked with evaluating the credibility and potential bias of these sources.

AWR 4. *Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.*

**Assessment Strategy:** Students’ final assessment is a verbal presentation of their recommendations to stakeholders (including mayor, city council, chamber of commerce, and representative business leaders) in the target community. Presentations last approximately one hour.

**Required Texts and Materials**

There are two required texts for City Planning: *The City Reader*, 5th ed., Richard LeGates and Frederic Stout, eds. and the classic text by Kevin Lynch, *Image of the City* (MIT Press). The latter is a seminal work on human perception of the built environment, and each student is encouraged to add this text to their own personal library. It is a text to which frequent reference will likely be made in professional practice.

**Readings and Assignments**

All assignments, readings, and other deliverables are due at the beginning of class on the date specified in the course schedule. Late work will not be accepted, except in case of emergency. If a cause for potential late submission becomes apparent, it is the responsibility of the student to come to the instructor immediately, either in person or via email, to try to make special arrangements. All requests for late submission will be reviewed and approved or denied at the instructor’s discretion. Assignments not turned in on the due date will receive zero points, except as arranged beforehand with the instructor. As a result of this policy, even incomplete work should be submitted for partial credit.

Most course readings will be handed out in class. However, the instructor reserves the right to direct students to scholarly journals or other publications made available online or in the University library system for additional readings. It is in the best interests of the student to become thoroughly familiar with each assigned reading.

**Examinations and Quizzes**

The final examination for this class will take the form of a public open house in the focus community. Further details regarding this open house will be given closer to the end of the semester.

**Course Activities:**

Assignments shall follow the attached course schedule. There are four main categories: Active Transportation, City Planning, Readings and Discussion, and Professionalism. Points for these activities are allocated as follows (these values are subject to change):

<table>
<thead>
<tr>
<th>Assignment/Class Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>AT 1. Community Assessment Training</td>
<td>40</td>
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<tr>
<td>AT 2. Assessment Data Collection and Input</td>
<td>40</td>
</tr>
<tr>
<td>AT 3. Preliminary Community Recommendations</td>
<td>40</td>
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<tr>
<td>AT 4. Final Active Transportation Recommendations</td>
<td>40</td>
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<tr>
<td>AT 5. Executive Document Sections</td>
<td>40</td>
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</tbody>
</table>
Grading

Grades will be assigned on the following scale:

- **A** 92-100% B 83-91%
- **C** 74-82% D 65-73%
- **F** 0-65%

Letter grade definitions are as follow:

**A (Exceptional):**
- Fulfillment of the requirements and objectives of the assignment
- Excellent, impressive command of content
- Clear explanation, development and application of ideas
- Independent thought and analysis
- Thorough and persuasive substantiation of claims
- Clear and effective organization
- Precise, fluent and distinctive expression (written or verbal)
- Correct grammar, punctuation, documentation, and format

**B (Above Average):**
- Fulfillment of most requirements and objectives of the assignment
- Competent command of content
- Mostly clear explanation, development and application of ideas
- Capacity for independent thought and analysis, though not fully realized
- Sufficient and mostly persuasive substantiation of claims
- Mostly clear and effective organization
- Mostly precise, fluent and clear expression (written or verbal)
- Mostly correct grammar, punctuation, documentation, and format

**C (Average):**
- Fulfillment of major requirements and objectives of the assignment, but some minor objectives are partially fulfilled or unfulfilled
- Adequate command of subject matter
- Adequate explanation, development and application of ideas, though lack of depth is evident
- Lack of independent thought or sustained analysis
- Inconsistent substantiation of claims
- Adequate organization, though lapses are evident
- Adequate expression (written or verbal) though lapses in precision, fluency and clarity are evident
- Adequate grammar, punctuation, documentation and format, though errors are evident

**D (Requires Improvement):**
- Insufficient fulfillment of requirements and objectives of the assignment
- Inadequate command of content
- Insufficient explanation, development and application of ideas
- Unexamined, clichéd thinking and thin analysis
- Inadequate substantiation of claims
- Inadequate organization, making thoughts hard to follow
- Inadequate expression (written and verbal) with significant lapses in precision, fluency and clarity
- Numerous and significant errors in grammar, punctuation, documentation, and format

**F (Failure):**
- Failure to follow or complete the assignment
- Failure to control or comprehend content
- Failure to sufficiently explain, develop or apply ideas
- Failure to analyze
• Failure to sufficiently substantiate claims
• Failure to organize content, making text or presentation largely incoherent
• Failure to write or speak with any degree of precision, fluency or clarity
• Failure to abide by the conventions of grammar, punctuation, documentation or format

Accommodations for Students with Disabilities

Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the Student Union.

Academic Integrity

The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The Policy and its Procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

Freedom in Learning:

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

Philosophy on Attendance, Professionalism and Student Expectations

It is the responsibility of each student to ensure that he/she is in class and in studio each class period. Participation in course activities is critical to success in this course, and excessive absences will result in a reduction of the final grade.

Proper decorum shall be observed in the classroom, as outlined in the student code of ethics. Please ensure that you are on time to all classes and studios, and that you avoid all unnecessary disturbances during lectures and class presentations. Cell phones, laptops, and other personal communication devices are to be silenced, closed and turned off in the classroom or studio. Please be respectful of your classmates’ and instructor’s time, and come prepared to participate and pay attention to all material presented in class.

In addition, each student will enter this course at a different level of competence and expertise. It is the responsibility of the student to inform the instructor if he/she finds the material covered especially difficult to understand. Students in this situation are encouraged to seek out extra help from other class members and the instructor. Students who find the course material easy are encouraged to reach out to their classmates.

Finally, the university is a professional setting where the primary aim is effective learning and teaching. Student attitudes and behaviors in conflict with this aim are unwelcome distractions in the learning environment. Individuals exhibiting adverse behaviors will be invited to alter said behaviors or remove themselves from the learning environment. A discussion of classroom comportment and norms of behavior will be initiated the first day of classes.

LA 325/325L (City Planning and Lab) Course Schedule (subject to change)

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic / Reading</th>
<th>Exercise Due</th>
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<tbody>
<tr>
<td>1</td>
<td>11-Jan-16</td>
<td>M Course overview</td>
<td>Asgn 1: Community Assessment</td>
</tr>
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<td></td>
<td>13-Jan-16</td>
<td>W Target community overview</td>
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<td>2</td>
<td>18-Jan-16</td>
<td>M MARTIN LUTHER KING JR HOLIDAY</td>
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<td></td>
<td>20-Jan-16</td>
<td>W Conducting community AT assessments</td>
<td>Site Visit (23-25 Jan)</td>
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<td>3</td>
<td>25-Jan-16</td>
<td>M Defining Cities</td>
<td>City Reader 92-96</td>
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<td></td>
<td>27-Jan-16</td>
<td>W Active Transportation and Physical Activity in Urbanized Areas</td>
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<td>4</td>
<td>1-Feb-16</td>
<td>M Historical Trends in Urbanization</td>
<td>City Reader 25-34</td>
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<td>3-Feb-16</td>
<td>W Formulating Recommendations</td>
<td>Critiques</td>
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<td>5</td>
<td>8-Feb-16</td>
<td>M Historical Trends in Urbanization</td>
<td>City Reader 35-42</td>
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<tr>
<td>10-Feb-16</td>
<td>W</td>
<td>Cities as Case Studies</td>
<td>Critiques</td>
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<td>15-Feb-16</td>
<td>M</td>
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<td>Asgn 3: Preliminary Recommendations</td>
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<td>17-Feb-16</td>
<td>W</td>
<td>Learning from Historical Models</td>
<td>Critiques</td>
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<td>22-Feb-16</td>
<td>M</td>
<td>Cognitive Mapping</td>
<td>City Reader 424-428 and Image of the City Appendix B</td>
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<td>24-Feb-16</td>
<td>W</td>
<td>Urban Form and Organization</td>
<td>Wayfinding</td>
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<td>29-Feb-16</td>
<td>M</td>
<td>Cities and Sustainability</td>
<td>Thayer 235-251 (D2L)</td>
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<td>2-Mar-16</td>
<td>W</td>
<td>Social, Economic and Environmental Sustainability</td>
<td>Critiques</td>
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<td>7-Mar-16</td>
<td>M</td>
<td></td>
<td>SPRING BREAK</td>
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<tr>
<td>9-Mar-16</td>
<td>W</td>
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<tr>
<td>14-Mar-16</td>
<td>M</td>
<td>Urban Obervational Methods</td>
<td>City Reader 429-436</td>
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<td>16-Mar-16</td>
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<td>Urban Design (Site Specific)</td>
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<td>21-Mar-16</td>
<td>M</td>
<td>City Planning Theories</td>
<td>City Reader 309-324</td>
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<td>23-Mar-16</td>
<td>W</td>
<td>Urban Design Methods</td>
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<td>28-Mar-16</td>
<td>M</td>
<td>City Planning Theories</td>
<td>City Reader 325-330</td>
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<td>30-Mar-16</td>
<td>W</td>
<td>City Planning Theoretical Comparison: Utopia vs New Urbanism</td>
<td>Critiques</td>
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<td>4-Apr-16</td>
<td>M</td>
<td>City Form and Social Stratification</td>
<td>City Reader 58-66, 164-171</td>
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<td>6-Apr-16</td>
<td>W</td>
<td>Social Realities in Urban Environments</td>
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<td>11-Apr-16</td>
<td>M</td>
<td>Social and Human Capital</td>
<td>City Reader 105-113, 126-135</td>
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<td>13-Apr-16</td>
<td>W</td>
<td>Built and Economic Capital</td>
<td>Critiques</td>
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<tr>
<td>18-Apr-16</td>
<td>M</td>
<td>Social and Human Capital</td>
<td>City Reader 201-206</td>
</tr>
<tr>
<td>20-Apr-16</td>
<td>W</td>
<td>Leading Open Houses</td>
<td>Critiques</td>
</tr>
<tr>
<td>25-Apr-16</td>
<td>M</td>
<td>Participatory Processes</td>
<td>City Reader 244-255</td>
</tr>
<tr>
<td>27-Apr-16</td>
<td>W</td>
<td>Presentation Rehearsals</td>
<td></td>
</tr>
<tr>
<td>29-Apr-16</td>
<td>F</td>
<td>Public Stakeholder Presentation</td>
<td></td>
</tr>
<tr>
<td>2-May-16</td>
<td>M</td>
<td></td>
<td>FINAL EXAM PERIOD: 9:15-11:15AM (Term Discussion Paper Due)</td>
</tr>
</tbody>
</table>

City Case Study Rubric (AWR Objectives 1, 2, 3, 4)

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Area</th>
<th>C Average 74 …. 78 …. 82</th>
<th>B Above Average 83 …. 87 …. 91</th>
<th>A Exceptional 92 …. 96 …. 100</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Organization</td>
<td>Adequate organization and expression, although some lapses are evident</td>
<td>Organization is clear and effective</td>
<td>Organization is effective and promotes clarity and brevity; clear progression of thought throughout the work</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Completeness and accuracy of data</td>
<td>Information is basically correct and complete, with some outdated or inaccurate information</td>
<td>Data presents an incisive, complete picture of the city in question</td>
<td>Data goes the extra mile in showing the historic, contemporary and contextual significance of the city</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Demonstrated</td>
<td>A lack of independent thought or deep</td>
<td>Demonstrated potential for independent</td>
<td>Thorough and persuasive; demonstrated command</td>
<td></td>
</tr>
<tr>
<td>Points Possible</td>
<td>Area</td>
<td>Requires Improvement 65 .... 69 .... 73</td>
<td>C Average 74 .... 78 .... 82</td>
<td>D Above Average 83 .... 87 .... 91</td>
<td>A Exceptional 92 .... 96 .... 100</td>
</tr>
<tr>
<td>-----------------</td>
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<td>----------------------------------------</td>
<td>-----------------------------</td>
<td>----------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>Organization</td>
<td>Little to no organization; a general lack of clarity is evident throughout the work</td>
<td>Adequate organization and expression, although some lapses are evident</td>
<td>Organization is clear and effective</td>
<td>Organization is effective and promotes clarity and brevity; clear progression of thought throughout the work</td>
</tr>
<tr>
<td>10</td>
<td>Composite Map</td>
<td>Map is difficult to read; no clear symbol set is used; standards and conventions not followed; hierarchy/frequency is not indicated</td>
<td>Graphics are adequate; little creativity shown in production of map, but basics are covered</td>
<td>Graphics are of good quality; map is easy to read; Lynch elements are presented on map (node, district, edge, etc.)</td>
<td>Map is graphically superior; clear and concise, easy to read; thorough development of use frequency indicators</td>
</tr>
<tr>
<td>12</td>
<td>Demonstrated critical thinking</td>
<td>Thinking is clichéd and narrow and reflects a lack of interest in or knowledge of the subject</td>
<td>A lack of independent thought or deep analysis, but overall adequate</td>
<td>Demonstrated potential for independent thought, though not fully realized</td>
<td>Thorough and persuasive; demonstrated command of the content</td>
</tr>
<tr>
<td>15</td>
<td>Analysis and discussion</td>
<td>Analysis is weak; there is no logical thread holding together claims; ideas are insufficiently developed and applied</td>
<td>Statements are basically substantiated, although inconsistent; logic is flawed but evident</td>
<td>Analysis covers the basics; a basic discussion of links between user informatics and map composition is presented</td>
<td>Compelling and thought-provoking analysis of cognitive mapping process, including trends, patterns, and discussion of problem areas on campus</td>
</tr>
<tr>
<td>7</td>
<td>Grammar, spelling and formatting</td>
<td>Errors are prevalent throughout the document and make the work hard to understand</td>
<td>Some errors in grammar or spelling are evident, but do not overly detract from overall comprehension of work</td>
<td>Document basically formatted correctly; a few grammar and spelling errors</td>
<td>Professional and polished document; no errors are evident</td>
</tr>
<tr>
<td>8</td>
<td>References</td>
<td>No references provided</td>
<td>1-2 references, primarily from web-based or direct observation sources</td>
<td>A variety of references used to substantiate claims</td>
<td>A variety of references used to substantiate claims and draw inferences, including seminal texts on cognitive mapping process and theory</td>
</tr>
</tbody>
</table>

Cognitive Mapping Rubric (AWR Objectives 1, 2, 3, 4)
### SDSU Campus Observations Rubric (AWR objectives 1, 2, 3, 4)

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Area</th>
<th>Requires Improvement (65 ... 69 ... 73)</th>
<th>Average (74 ... 78 ... 82)</th>
<th>Above Average (83 ... 87 ... 91)</th>
<th>Exceptional (92 ... 96 ... 100)</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Organization</td>
<td>Little to no organization; a general lack of clarity is evident throughout the work</td>
<td>Adequate organization and expression, although some lapses are evident</td>
<td>Organization is clear and effective</td>
<td>Organization is effective and promotes clarity and brevity; clear progression of thought throughout the work</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Working and Composite Maps</td>
<td>Maps are difficult to read; no clear symbol set is used; standards and conventions not followed; use patterns not indicated</td>
<td>Graphics are adequate; little creativity shown in production of map, but basics are covered</td>
<td>Graphics are of good quality; map is easy to read; broad look at use and circulation patterns</td>
<td>Map is graphically superior; clear and concise, easy to read; thorough development of patterns, conflict areas, and mis/under-used areas</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Demonstrated critical thinking</td>
<td>Thinking is clichéd and narrow and reflects a lack of interest in or knowledge of the subject</td>
<td>A lack of independent thought or deep analysis, but overall adequate</td>
<td>Demonstrated potential for independent thought, though not fully realized</td>
<td>Thorough and persuasive; demonstrated command of the content</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Analysis and discussion</td>
<td>Analysis is weak; there is no logical thread holding together claims; ideas are insufficiently developed and applied</td>
<td>Statements are basically substantiated, although inconsistent; logic is flawed but evident</td>
<td>Analysis covers the basics; a basic discussion of links between intended and actual uses of space is presented</td>
<td>Compelling and thought-provoking analysis of design implementation ramifications, including design flaws and recommendations</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Grammar, spelling and formatting</td>
<td>Errors are prevalent throughout the document and make the work hard to understand</td>
<td>Some errors in grammar or spelling are evident, but do not overly detract from overall comprehension of work</td>
<td>Document basically formatted correctly; a few grammar and spelling errors</td>
<td>Professional and polished document; no errors are evident</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>References</td>
<td>No references provided</td>
<td>1-2 references, primarily from web-based or direct observation sources</td>
<td>A variety of references used to substantiate claims</td>
<td>A variety of sources used to substantiate claims and draw inferences, including diagrams, sketches, and reference images</td>
<td></td>
</tr>
</tbody>
</table>

### Total

### Finished Executive Document Recommendations Rubric (AWR Objectives 1, 2, 3, 4)

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Area</th>
<th>Requires Improvement (65 ... 69 ... 73)</th>
<th>Average (74 ... 78 ... 82)</th>
<th>Above Average (83 ... 87 ... 91)</th>
<th>Exceptional (92 ... 96 ... 100)</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Organization</td>
<td>Little to no organization; a general lack of clarity is evident throughout the work</td>
<td>Adequate organization and expression, although some lapses are evident</td>
<td>Organization is clear and effective</td>
<td>Organization is effective and promotes clarity and brevity; very strong introduction and conclusion components</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Importance and Relevance of Recommendations</td>
<td>Recommendations are weak and strongly hypothetical; difficult to see application to focus community</td>
<td>Recommendations are grounded in reality but do not fit the scope of the project or apply directly to the focus community</td>
<td>Recommendations make sense, and are applicable to community but pose problems of scale, budget, feasibility, or priority</td>
<td>Recommendations demonstrate student understanding of focus community, are highly relevant, and constitute a long-term benefit that ultimately outweigh costs</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Demonstrated critical thinking and argument</td>
<td>Thinking is clichéd and narrow and reflects a lack of interest in or knowledge of the subject</td>
<td>A lack of independent thought or deep analysis, but overall adequate</td>
<td>Demonstrated potential for independent thought, though not fully realized</td>
<td>Thorough and persuasive; demonstrated command of the content; objectivity and logic used to substantiate claims</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Analysis and discussion</td>
<td>Analysis is weak; there is no logical thread holding together claims; ideas are insufficiently developed</td>
<td>Statements are basically substantiated, although inconsistent; logic is flawed but evident</td>
<td>Analysis covers the basics; a basic discussion of links between intended and</td>
<td>Compelling and thought-provoking; recommendations, alternatives and cost-</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Grammar, spelling and formatting</td>
<td>Errors are prevalent throughout the document and make the work hard to understand</td>
<td>Some errors in grammar or spelling are evident, but do not overly detract from overall comprehension</td>
<td>Document basically formatted correctly; a few grammar and spelling errors</td>
<td>Professional and polished document; no errors are evident</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>References</td>
<td>1-2 references; sources are weak, primarily Internet-based, and not fully trustworthy; citation errors prevalent</td>
<td>3-4 references; some print-based but still heavily reliant on Internet-based sources; some citation errors occur</td>
<td>4-5 references from a variety of sources, including print, web, and interpersonal; citations are basically correct</td>
<td>6-10 references from a variety of sources used to substantiate claims and draw inferences, including diagrams, sketches, and reference images; no citation errors</td>
<td></td>
</tr>
</tbody>
</table>

Term Discussion Paper Rubric (AWR objectives 1, 2, 3, and 4)

<table>
<thead>
<tr>
<th>D/C</th>
<th>C/B</th>
<th>B/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergent</td>
<td>Adequate</td>
<td>Mastery</td>
</tr>
<tr>
<td>60 … 67 … 75</td>
<td>76 … 82 … 89</td>
<td>90 … 95 … 100</td>
</tr>
</tbody>
</table>

| Poorly researched and/or written paper; paper avoids or misunderstands concepts and readings presented in class; paper does not synthesize the issues or lead to a greater understanding of the theory and practice of city planning; descriptive and argued points fail in clarity or relation to topic or assignment; images, references, and footnotes/endnotes are incomplete or inappropriate; lack proper grammar and technical mechanics, including style formatting | Paper is generally satisfactory; highlights specific topic with somewhat descriptive introduction; arguments are adequately researched and presented, and draw from topics and readings presented in class; paper attempts to synthesize the issues and somewhat leads to a greater understanding of the theory and practice of city planning; images, references, and footnotes/endnotes are complete; mechanics, grammar and style are complete | Paper is well-conceived, researched and implemented; descriptive and concise introductory statements lead into a clear and engaging scholarly argument; paper expands on topics and readings from class, and easily synthesizes and argues extant issues leading to a greater understanding of the theory and practice of city planning; images, references, and footnotes/endnotes are complete, clear, and appropriate; mechanics, grammar, and styling are precise and clear |

General Education Requirements Course Review Faculty Self-Report Form

SGR Goal:    ___ #1: Written Communication ___ #2: Oral Communication ___ #3: Social Sciences/Diversity ___ #4: Humanities and Arts/Diversity ___ #5: Mathematics ___ #6: Natural Sciences

IGR Goal:    ___ #1: First Year Seminar ___ #2: Cultural Awareness and Social and Environmental Responsibility ___ #3: Advanced Writing ___ #4: Globalization

1. Course prefix, number, and title: LA 325/325L: City Planning and Lab
2. Number of Credits: 3
3. Faculty member’s name, department, college: Donald A Burger, Jr; Division of Design; College of Arts and Sciences
4. Department Head: M. Timothy Steele

(Electronic signature indicates approval)

<table>
<thead>
<tr>
<th>DOES THIS SYLLABUS CONTAIN:</th>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix, Number, Title, Credit Hours</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Name</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Term, Year</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description: SDSU Bulletin (Catalog) description</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addition course description (optional)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites: As stated in SDSU Bulletin (Catalog) Technology skills (optional)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of Instructional Methods</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Requirements: Required textbook(s) and other supplementary materials</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOS) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE)

<table>
<thead>
<tr>
<th>AWR Goal 1: Advanced writing courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline. These courses will have a scholarly focus. Students will build upon concepts learned in courses covering System General Education Goal #1 and refine their skills through research and writing in a discipline specific context.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

**List all SLOs for the Goal met by this course**

1) Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.

| 1) | Yes | Yes | D (Group discussion): Students will engage in group discussions of assigned readings and critically analyze and debate thoughts presented; W (Written assignment): Students will complete several written assignments (case studies, direct observation and analysis, and research/executive recommendations) where hypotheses will be proposed and tested through investigative (deductive and inductive) research. |

2) Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.

| 2) | Yes | Yes | W (Written assignment): Students will be required to follow common style conventions for landscape architecture and planning in all written assignments (case studies, direct observation and analysis, and research/executive recommendations); writing rules will be enforced |

3) Evaluate sources critically, both print and electronic; discern the strength of evidence and arguments; determine credibility, and identify potential bias and overall quality

| 3) | Yes | Yes | D (group discussion) and W (written assignments): students will be required to analyze and discuss the strengths, weaknesses, and biases of various resources, and apply findings to semester project. |

4) Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members or at a student research or professional conference.

| 4) | Yes | Yes | S (speech or presentation) and D (group discussion): students will engage in group discussions of assigned readings and critically analyze and debate thoughts presented; students will present final findings/recommendations to community stakeholders in a public open house forum. |

**Legend**

+ P = portfolio  
  S = speech or presentation  
  E = performance (music, theatre, forensics)  
  T = tests/exams  
  L = lab skill demonstration  
  V = visual arts/design studio work  
  C = clinical field demonstration  
  W = written assignment (research paper, reaction paper, creative writing, etc.)  
  D = group discussion  
  O = Other, please specify  
  E = performance (music, theatre, forensics)
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Institutional Graduation Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add MLS 109 – First Year Seminar – Medical Laboratory Science to the list of courses approved to meet IGR #1 – First Year Seminar.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2015.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of the MLS 109 – First Year Seminar – Medical Laboratory Science course correspond with the IGR #1 objectives, and thus the department seeks approval and inclusion of MLS 109 on the designated list of IGR #1 courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
IGR #1 goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference:

Course Description: MLS 109 – First Year Seminar – Medical Laboratory Science: First-year seminar course designed to introduce students to academic success strategies including the development of critical thinking and study skills, identification of campus resources, guidance in academic planning and engagement, time management and goal setting. Students will also investigate wellness topics, contemporary issues, diversity, and the land-grant mission of SDSU. In addition, this course is designed to expose students to the discipline-specific careers and their role in society.

IGR #1 Goal: Students will understand their emerging role and responsibilities as educated persons through a common intellectual experience.

IGR #1 Student Learning Outcomes: As a result of taking MLS109, through tests, written assignments and discussions, students will:
1. Identify areas of self-responsibility that contribute to personal and professional goals and success,
   - Identify and utilize university resources available for student success.
   - Demonstrate the ability to accurately self-assess strengths and areas needing improvement.
   - Demonstrate effective writing, speaking, reading, listening, and interpersonal skills.
   - Explore the roles and responsibilities of a laboratory scientist in various fields of practice.
   - Learn the fundamental importance of biomedical sciences, laboratory science, and principles in patient safety and patient-centered care.
2. Design a plan and identify appropriate strategies that will guide engagement in their education, community, and world,
   - Demonstrate effective writing, speaking, reading, listening, and interpersonal skills.
   - Understand the role and value of campus, community, and professional organizations, and the importance of individual participation.

3. Explain how to achieve and maintain personal and professional wellness.
   - Demonstrate effective writing, speaking, reading, listening, and interpersonal skills.

4. Articulate how knowledge of contemporary issues and exposure to diversity impacts personal and professional life, and
   - Demonstrate effective writing, speaking, reading, listening, and interpersonal skills.

5. Explain how South Dakota State University is defined by the Land Grant Mission (Morrill Act).
   - Develop an understanding of the history, traditions, and mission of South Dakota State University and the Medical Laboratory Science Program in the College of Pharmacy.

Each course meeting this goal includes the following student learning outcomes:
Required: #1, #2, #3, #4, and #5

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Please see attached.
1. Identify areas of self-responsibility that contribute to personal and professional goals and success.
2. Design a plan and identify appropriate strategies that will guide engagement in their education, community, and world.
3. Explain how to achieve and maintain personal and professional wellness.
4. Articulate how knowledge of contemporary issues and exposure to diversity impacts personal and professional life.
5. Explain how South Dakota State University is defined by the Land Grant Mission (Morrill Act).

Course Objectives:
1. Develop an understanding of the history, traditions, and mission of South Dakota State University and the Medical Laboratory Science Program in the College of Pharmacy (SLO #5).
2. Identify and utilize university resources available for student success (SLO #1).
3. Demonstrate the ability to accurately self-assess strengths and areas needing improvement (SLO #1).
4. Learn the fundamental importance of biomedical sciences, laboratory science, and principles in patient safety and patient-centered care (SLO #1).
5. Demonstrate effective writing, speaking, reading, listening, and interpersonal skills (SLO #1, 2, 3, 4).
6. Understand the role and value of campus, community, and professional organizations, and the importance of individual participation (SLO #2).
7. Explore the roles and responsibilities of a laboratory scientist in various fields of practice (SLO #1).

Course Materials:
1. We will be using the following sources of information:
   - SDSU Common Read Text
2. Notebook and/or notecards

SDSU Common Read Program 2014-15:
SDSU will launch its fifth common reading program during fall semester, 2014. Faculty from across the campus will integrate the featured book, *The Good Food Revolution*. The text will serve as a springboard for discussion throughout the semester.

Class Policies:
Prepare for Class:
For each class meeting, read the required material and come prepared to participate (including bringing questions for guest speakers).

Attendance:
Class attendance is mandatory. Attendance will be taken during each period. Attendance is worth a possible total of 27 points for the course, with 3 points being deducted for an unexcused absence. Although, the instructor will honor the SDSU policy for excused absences. In general, there will be no make-ups for missed class periods. Make-ups for events missed due to illness or death in the family will be negotiated with the instructor on an individual basis. Other than in emergency situations, absences must be excused prior to the class period.

Classroom Etiquette:
All electronic devices should be turned off and not visible during the class period – unless the instructor tells you that it is needed for class. Please show respect to the guest speakers and your classmates, which includes arriving to class on time. Please discard trash as you leave the classroom.

Student Academic Integrity and Appeals:
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2:4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The policy and its procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

Examples of academic dishonesty include:
1. Signing in for someone who is absent or having someone sign in for you
2. Not submitting your own work
3. Forging a signature on Co-Curricular and/or Student Org Meeting form

Evaluation Procedures:
The course grade will be based on attendance, written papers, and assignments.

<table>
<thead>
<tr>
<th>Required Assignments:</th>
<th>IGR SLO(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings prior to most class periods (see D2L for schedule)</td>
<td>All</td>
</tr>
<tr>
<td>Questions for the Speakers (see below)</td>
<td>1</td>
</tr>
<tr>
<td>SDSU Scavenger Hunt (see below)</td>
<td>All</td>
</tr>
<tr>
<td>How to Read a Textbook Worksheet (see below)</td>
<td>1, 2</td>
</tr>
<tr>
<td>Service Learning Assignment (see below)</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Hobo Week Activity (see below)</td>
<td>2</td>
</tr>
<tr>
<td>Tutoring/SI Attendance (see below)</td>
<td>1, 2</td>
</tr>
<tr>
<td>Instructor Meeting (see below)</td>
<td>1, 2</td>
</tr>
<tr>
<td>Student Organization Meeting (see below)</td>
<td>1, 2</td>
</tr>
<tr>
<td>SDSU Common Read – Diversity Activity (see below)</td>
<td>2, 4</td>
</tr>
<tr>
<td>SDSU Common Read – Presentation (see below)</td>
<td>2, 4</td>
</tr>
<tr>
<td>Wellness Plan and Paper (see pages 7-8)</td>
<td>3</td>
</tr>
<tr>
<td>Career Pathways (see pages 9-11)</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

Questions for the Speakers:
For each class period when an outside speaker lectures, the student must turn in questions that he or she might like to ask the speaker based on the readings for the day. The number of questions to be turned in is listed next to each speaker’s name on the schedule.

1. The questions must be uploaded to D2L by 5:00 pm the day prior to each guest speaker.
2. The questions should be the type a student would like to ask the speaker based on the readings – I do not accept questions about pay or work schedule.
3. The student will receive one point for each acceptable question for the day, but no more points than the total number of questions allotted for the day.
4. If the questions are not posted to Desire2Learn by 5:00 pm the day prior to the guest speaker, the student will get zero points because the assignment is late.

**SDSU Scavenger Hunt:**
This assignment will be handed out in class and will be completed outside of your peer mentor groups. The assignment is designed to make students more familiar with campus resources and the SDSU Undergraduate Bulletin. This assignment will be used for attendance purposes on September 2nd, anyone missing class that day will be required to complete the assignment on their own but will not receive credit.

**How to Read a Textbook Worksheet:**
This assignment will be posted on D2L and will be completed outside of class. The assignment is designed to make students more familiar with how to read a textbook and will be used in conjunction with the in-class lecture.

**Service Learning Assignment:**
Within your peer mentor group, you will need to find a way to can contribute back to the SDSU or Brookings community (minimum of 3 volunteer hours). The following organizations should be considered:

- Habitat for Humanity (building, painting, Restore, etc), 692-5601
- Humane Society (clean, work with animals, data entry), 697-7387
- Brookings Food Pantry (sort, stock shelves), 692-5007
- Other projects may be considered for approval by instructor – some examples are:
  - Area Nursing Homes
  - Established Campus or Community Ministries

The group must have their project approved by the instructor by the end of week four (class time for lecture #2 that week). Once completed, each student in the group must submit a 2-3 page paper, upload it to D2L, and turn in a hard copy to his/her peer mentor. The paper should be double-spaced and in paragraph format. The paper should include why you chose this activity, your role in it, what you learned from the activity, how it contributed to the community, and why it is important to be socially responsible. The service project must be completed and the paper must be uploaded to Desire2Learn by October 16, 2014. This project is worth 20 points. You will be graded on your overall participation in the project and the quality of your paper (grammar, spelling, content, and structure).

Failure to hand in the assignment on or before October 16, 2014, will result in a reduction of 10% of the point value (2 points) for the assignment per 24-hour period. The entire assignment must be submitted on D2L; unless it is submitted late, then it must be emailed to the instructor.

**Hobo Week Activity:**
Every student in MLS 109 is required to attend at least one Hobo Week activity. A full schedule will be provided later, but the activities will take place October 20th-25th. Each student must upload a photo (photo must include you) from the event to D2L to document his/her attendance. If you do not upload a photo to D2L on or before October 30, 2014, it will result in a failing grade for the course.

**Tutoring/SI Attendance:**
Every student in MLS 109 is required to attend at least one tutoring (at Wintrode) or supplemental instruction session prior to October 16, 2014. You must turn in the tutoring/SI documentation form to receive a passing grade for the course. If you do not turn in the activity form on or before October 16, 2014, it will result in a failing grade for the course.

**Instructor Meeting:**
Every student in MLS 109 is required to meet with me prior to October 30, 2014. This meeting will give you an opportunity to discuss this course, your semester, and ask any questions you might have about the medical laboratory science admissions process or the pre-medical laboratory science curriculum. This is a requirement of the course and needs to be done within your peer mentor group. If you do not meet this requirement prior to October 30, 2014, it will result in a failing grade for the course. After deciding on a possible day and time that works for the entire group, please visit with Dr. Tille to schedule this meeting.

**Student Organization Meeting:**
Every student in MLS 109 is required to meet with me prior to October 30, 2014. This meeting will give you an opportunity to discuss this course, your semester, and ask any questions you might have about the medical laboratory science admissions process or the pre-medical laboratory science curriculum. This is a requirement of the course and needs to be done with your peer mentor group. If you do not meet this requirement prior to October 30, 2014, it will result in a failing grade for the course.

**SDSU Common Read – Diversity Activity:**
Students will be required to attend/participate in two co-curricular activities. Here is a list of events for you to choose from (if a student has a conflict, they must contact the instructor immediately):

1. September 15th at 7:00 pm in the VBR – Common Read Kickoff Event
2. October 14th at 7:00 pm in the Rotunda D – Global Agriculture, Hunger, and Food
3. October 27th at 7:00 pm in the Performing Arts Center – Honors Forum Lecture, Will Allen*
4. November 10th at 7:00 pm in the VBR – Hunger Banquet: Lexicon of Sustainability*

*Ticket Required in Advance
Students will be required to turn in a one-page paper after each event. The paper should be completed using the standard criteria for a reflection paper as provided in the course (week 3 Tab). Information for the paper could include what you did at the event, what the event taught you about cultural diversity, how you interacted with others during the event, etc. The paper must be uploaded to Desire2Learn by November 13, 2014. If you do not turn in the paper, it will result in a failing grade for the course.

SDSU Common Read – Presentation:
Each student will be asked to present a portion of the book and lead a small group discussion within his/her peer mentor group. These presentations will be completed during the Common Read Discussions that are held throughout the semester. Who will go when will be decided amongst the group during class on September 4th. This assignment is worth 15 points and your grade will be determined based on feedback received from fellow group members and your peer mentor.

Grading:
- Grading scale: A = 90.00 – 100%
  B = 80.00 – 89.99%
  C = 70.00 – 79.99%
  D = 60.00 – 69.99%
  F = less than 60%

  *The instructor reserves the right to make adjustments according to class average.

- **Points Breakdown: (Total Points Possible = 135)**
<table>
<thead>
<tr>
<th>Course Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>27</td>
</tr>
<tr>
<td>MLS Career Pathways</td>
<td>30</td>
</tr>
<tr>
<td>Wellness Plan</td>
<td>25</td>
</tr>
<tr>
<td>Service Project</td>
<td>20</td>
</tr>
<tr>
<td>How to Read a Textbook Worksheet</td>
<td>5</td>
</tr>
<tr>
<td>SDSU Common Read – Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Speaker Questions</td>
<td>18</td>
</tr>
</tbody>
</table>

**Physical or Learning Disabilities:**
Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 965, the Student Union.

**Freedom in Learning:**
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

**MLS 109 Lecture Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>IGR #1 SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Lecture #1: Course Intro</td>
<td></td>
</tr>
<tr>
<td>8/25-8/29</td>
<td>Lecture #2: Classmate Interview and Peer Mentor Introduction*</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Week 2</td>
<td>Lecture #1: SDSU Scavenger Hunt*</td>
<td>2, 4</td>
</tr>
<tr>
<td>9/1-9/5</td>
<td>Lecture #2: Common Read Discussion #1*</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Lecture #1: Post-Graduate Professional Training (Education opportunities on-line)</td>
<td>1</td>
</tr>
<tr>
<td>9/8-9/12</td>
<td>Reflection: Dropbox Due 9/12, 10:00pm</td>
<td></td>
</tr>
<tr>
<td>Lecture #2: Wintrode Student Success Center</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Lecture #1: Who is Your Advisor and How Can They Help You?</td>
<td>1, 2</td>
</tr>
<tr>
<td>9/15-9/19</td>
<td>Lecture #2: College Success – Note taking and How to Read a Textbook</td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td>Reading: (pdf file in D2L) Worksheet: Dropbox 9/17; Bring hard copy to class 9/18</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Lecture #1: MLS Professional Opportunities (3 questions submitted via D2L) SAV380</td>
<td>1</td>
</tr>
<tr>
<td>9/22-9/26</td>
<td>Reading: Review Student Center, Link in D2L course</td>
<td>1, 5</td>
</tr>
<tr>
<td></td>
<td>Lecture #2: History of Laboratory Science SAV380</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading: Review Who’s Who in the Lab, Link in D2L Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quiz: D2L; Due 9/29/14, 10 pm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Career Pathway Exercises: Following this weeks’ exercises you are to exercise #1 and #2 online in D2L. Links Provided. Due 10/6, 5:00pm</td>
<td>Complete</td>
</tr>
<tr>
<td>Week 6</td>
<td>Lecture #1: Finding and Evaluating Sources and Plagiarism</td>
<td>1, 2</td>
</tr>
<tr>
<td>9/29-10/3</td>
<td>Lecture #2: Health and Counseling Services</td>
<td>3</td>
</tr>
<tr>
<td>Week 7</td>
<td>Lecture #1: Common Read Discussion #2*</td>
<td>2, 4</td>
</tr>
<tr>
<td>10/6-10/10</td>
<td>Lecture #2: Wellness Concepts and Designing a Wellness Plan (Online)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Project: Dropbox 11/13, 1:00 pm</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Lecture #1: Goal Setting</td>
<td>1</td>
</tr>
<tr>
<td>10/13-10/17</td>
<td>Lecture #2: College Success – Time Management</td>
<td>1, 2</td>
</tr>
<tr>
<td>Week 9</td>
<td>Lecture #1: The Land Grant Mission and the History of SDSU</td>
<td>3</td>
</tr>
<tr>
<td>10/20-10/24</td>
<td>Lecture #2: Common Read Discussion #3*</td>
<td>2, 4</td>
</tr>
<tr>
<td>Week 10</td>
<td>Lecture #1: The Future of Health Care</td>
<td>1, 2</td>
</tr>
<tr>
<td>10/27-10/31</td>
<td>Lecture #2: Laboratory Specialty (TBD)(3 questions submitted via D2L) SAV380</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Reading: Located in D2L</td>
<td></td>
</tr>
</tbody>
</table>
### Professional Career Pathway Exercises:
Following this week’s exercises you are to complete exercise #3 and #4.
Links Provided. Due 11/10, 5:00 pm

| Week 11 | Lecture #1: Research and Academia in MLS (3 questions submitted via D2L) SAV380 | 1 |
|         | Reading: Located in D2L | 2, 4 |
|         | Lecture #2: Common Read Discussion #4* |  |

| Week 12 | Lecture #1: No Class – Veteran’s Day | 1, 2 |
|         | Lecture #2: Financial Literacy |  |

| Week 13 | Lecture #1: Online Professionalism | 1, 2 |
|         | Lecture #2: Laboratory Specialty (TBD) (3 questions submitted via D2L) SAV380 | 1 |
|         | Reading: Located in D2L |  |

### Professional Career Pathway Exercises:
Following this week’s exercises you are to complete exercise #5 and #6.
Links Provided. Due 11/25, 5:00 pm

| Week 14 | Lecture #1: MLS 2 Student Presentation (3 questions submitted via D2L)* SAV380 | 1 |
|         | Lecture #2: No Class – Thanksgiving |  |

| Week 15 | Lecture #1: Laboratory Specialty (TBD) (3 questions submitted via D2L) SAV380 | 1 |
|         | Reading: Located in D2L | 1, 2 |

| Week 16 | Lecture #1: Importance of Communication in the Health Care Setting* and Final Class Session – Evaluation and Discussion SAV380 | 1, 2 |

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### Wellness Plan Project
**Due: November 13, 2014 by 1:00 pm**

The main objective of this project is to develop a wellness plan that can be used as a guide for lifelong wellness. The wellness plan can incorporate any aspects of wellness, but it should specifically include the role of medications in the attainment and maintenance of personal wellness.

A wellness plan should include the following components:

1. **Goals.** Setting goals helps you to identify problem areas and define what you hope to achieve by developing and following a wellness plan. The goals should be concise, specific, and attainable.
2. **Plan to achieve goals.** This involves developing the plan of action (what you are going to do, change, etc) for achieving your goals.
3. **Means of assessing progress.** Your goals need to be measurable so you have some way of ascertaining whether or not the goals were met. In addition, the wellness plan should be flexible so that you can adapt it and continue to use it as a guide for lifelong wellness.

This project is worth 25 points. It should be typed, 5-8 pages (not including title page and references). The paper must be in paragraph format, double-spaced and submitted via Desire2Learn. Cite all references used using APA or MLA format. You will be graded on the overall quality of the project, the plan itself, and whether the requirements for the project were met.

Failure to hand in the assignment on or before November 13, 2014, will result in a reduction of 10% of the point value (2.5 points) for the assignment per 24-hour period. The entire assignment must be submitted on D2L; unless it is submitted late, then it must be emailed to the instructor.

You have three options for the wellness plan:

1. **Personal wellness plan.** Assess your current wellness and health status and develop a wellness plan for yourself. I feel that this option would be the most useful for you. Remember that everything will be kept confidential.
2. **General wellness plan.** Create a general wellness plan that could be used to achieve wellness in most people using general wellness concepts.
3. **Scenario wellness plan.** Assess the wellness status of the patient/client in your scenario and create a wellness plan for them.

### MLS 109 Wellness Plan Project

**ASSESSMENT SHEET**

| Assignment maximum value = 25 points |

**Criteria Rating**

<table>
<thead>
<tr>
<th>Category</th>
<th>0 = Not met</th>
<th>✓ = Met</th>
<th>+ = Exemplary</th>
</tr>
</thead>
</table>

**Met** indicates high quality content, higher order thinking or performance.

**Exemplary** indicates a model of excellence in content, thinking or performance.

<table>
<thead>
<tr>
<th>TYPE of WELLNESS PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Wellness Plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WELLNESS PLAN PAPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>Content (10 points)</td>
</tr>
</tbody>
</table>
MLS 109: Introduction to Medical Laboratory Science

Career Pathways

Point value: 30 points

Due: Tuesday, December 9, 2014 at 5:00 pm

Rationale/Background:
During the course of the semester you will have completed the exercises related to laboratory science careers and opportunity, heard laboratory professionals in various roles and levels of practice describe what they do, and learned about the laboratory profession in general. Now, it is time to think about whether you see yourself becoming a laboratory professional or working in another field.

Objectives:
Upon completion of this assignment you will be better able to (1) identify the key areas of laboratory practice that match your preferred criteria from the assigned exercises; (2) decide whether or not you agree with the results and why or why not; (3) identify whether or not you want to continue to pursue laboratory science as a career option; (4) if you want to continue in laboratory science – what areas do you think you want to practice in at this time and why? OR if you have decided that laboratory science is not for you, what do you think you want to do and why?

Assignment:
Part 1:
Complete Exercises 1 through 6 as outlined in the Career Path Evaluation Program in the Course Management Module in D2L.

Part 2:
Based on the results of your Career Pathway exercises and the guest speakers, write a paper that addresses the following areas:

- Brief introduction
- Discussion of the results you obtained from the Career Pathway exercises (Exercise 5 and 6 results) – describe the major responsibilities associated with each career path. Research the careers. What do you like about them? What do you not like about them? How has this area changed in the last 5, 10, or 20 years?
- Your agreement or disagreement with the results of the Career Pathway exercises (Exercise 5 and 6 results)? Why did you agree or disagree?
- Identify whether or not you want to continue to pursue laboratory science as a career option
  - o If you want to continue in laboratory science – what areas do you think you want to practice in at this time and why? Do you know anyone practicing in this area? Is there someone you could shadow? OR
  - o If you have decided that laboratory science is not for you, what do you think you want to do and why? Have you contacted anyone about changing your major? Have you met with a new advisor?
- Your conclusions

Formatting Criteria:
- Cover page including name, course, title of paper
- 5 pages in length (not including cover page)
- 12 point font, Times New Roman
- Margins of 1 inch (top, bottom, sides)
- Double-spaced; page numbers inserted at the bottom right corner
- Free of typos, punctuation errors, spelling errors, and grammatical errors

Evaluation Criteria:
Part 1 (10 points):
Results from exercises 1-6.

Part 2 (20 points):
Paper evaluation criteria:
- Content – Has the writer fully addressed the assignment and presented their results from the Career Pathways exercises, agreement or disagreement with the results, future career options and conclusions
- Organization – Has the writer presented their ideas in a clear and understandable manner?
- Style – Does the reaction paper meet the formatting criteria?

*See the following page for the grading rubric
Failure to hand in the assignment on or before December 9, 2014, will result in a reduction of 10% of the point value (3 points) for the assignment per 24-hour period. The entire assignment must be submitted in the D2L drop box; unless it is submitted late, then it must be emailed to the instructor.

### MLS 109 Career Pathways Project

**ASSessment Sheet**

Assignment maximum value = 30 points

<table>
<thead>
<tr>
<th>Criteria Rating</th>
<th>0 = Not met</th>
<th>✓ = Met</th>
<th>+ = Exemplary</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Categories</th>
<th>0/✓/+</th>
<th>Criteria</th>
<th>Comments</th>
<th>Pts</th>
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</thead>
<tbody>
<tr>
<td>CAREER PATHWAYS EXERCISES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ex 1: 3 pts</td>
<td>✓</td>
<td>Inclusion as noted in D2L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ex 2: 12 pts</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ex 3: 2 pts</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ex 4: 2 pts</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ex 5: 2 pts</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Ex 6: 4 pts</td>
<td>✓</td>
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</tbody>
</table>

| CAREER PATHWAYS PAPER | | | | |
| Content (16 points) | Discussion of results | Agree or disagree with results and why | Future career options (laboratory science or non-laboratory related) and why | |
| Organization (12 points) | Introduction | Conclusion | Clear and understandable | |
| Style (12 points) | Formatting criteria met | • Cover page/margins/page length/font | • Appropriate referencing (APA or MLA format) | • Free of typos, punctuation, spelling and grammatical errors | |

| Total | | | | |

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**Student Organization Meeting Documentation Form**

**SDSU College of Pharmacy**

**MLS 109 – First Year Seminar - Medical Laboratory Science**

**Student Organization Meeting Documentation Form**

**Student Name:** 

You are required to attend/participate in one student organization meeting, other meetings are optional.

Please have the president of the student organization sign the form below.

<table>
<thead>
<tr>
<th>Date Attended:</th>
<th>Date Attended: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Organization:</td>
<td>Student Organization: __________________________</td>
</tr>
<tr>
<td>Time, Date, and Location of Meeting:</td>
<td>Time, Date, and Location of Meeting: __________________________</td>
</tr>
<tr>
<td>Student Organization President:</td>
<td>Student Organization President: __________________________</td>
</tr>
<tr>
<td>Name:</td>
<td>Name: __________________________</td>
</tr>
<tr>
<td>Signature:</td>
<td>Signature: __________________________</td>
</tr>
</tbody>
</table>

**Purpose of the organization:**

**Summary of the meeting:**

*Would you attend another meeting in the future, why or why not?*

*What are your thoughts on this exercise?*
Student Name: _______________________________________
You are required to attend/participate in one tutoring or supplemental instruction session.

Please have one of the tutors sign the form below.

Date Attended: ______________________________
Class(es) Covered: ______________________________
Location of Activity: ______________________________
Tutor/SI Instructor: Name: ______________________________
            Signature: ______________________________

General Education Requirements Course Review Faculty Self-Report Form

SGR Goal:    ___ #1: Written Communication ___ #2: Oral Communication ___ #3: Social Sciences/Diversity ___ #4: Humanities and Arts/Diversity ___ #5: Mathematics ___ #6: Natural Sciences
IGR Goal:   _X__#1: First Year Seminar ___#2: Cultural Awareness and Social and Environmental Responsibility ___ Advanced Writing ___ Globalization

1. Course prefix, number, and title: MLS 109 First Year Seminar Medical Laboratory Science
2. Number of Credits: 2
3. Faculty member’s name, department, college: Patricia Tille, Medical Laboratory Science, College of Pharmacy
4. Department Head Jane Mort

(Electronic signature indicates approval)

DOES THIS SYLLABUS CONTAIN: Y N COMMENTS
Course Prefix, Number, Title, Credit Hours X
University Name X
Academic Term, Year X
Course Meeting Time and Location X
Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address) X
Course Description: SDSU Bulletin (Catalog) description Addition course description (optional) X
Course Prerequisites: As stated in SDSU Bulletin (Catalog) Technology skills (optional) X
Description of Instructional Methods X
Course Requirements Required textbook(s) and other supplementary materials Class attendance policy Cheating and plagiarism policy Key deadlines X
Course Goals (includes general education goal statement) X
Student Learning Outcomes (SLOs) X
Grading Procedures X
ADA Statement and Freedom in Learning Statement X
Tentative Course Outline/Schedule X
How SLOs Are Assessed/Covered in Course Schedule X

ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE)

Goal as listed in the latest College Catalog (e.g., SGR Goal #1: Written Communications – Students will write effectively and responsibly and

DO THE MEASUREABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOs LISTED? (YES/NO)

LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+
<table>
<thead>
<tr>
<th>SLO Description</th>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>List all SLOs for the Goal met by this course</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Many activities support multiple SLO’s so only a brief description is provided here the first time the activity is listed. Additional detail including rubrics is provided with syllabus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identify areas of self-responsibility that contribute to personal and professional goals and success.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Questions for the Speakers (see syllabus) SDSU Scavenger Hunt (see syllabus)- this activity will be used to familiarize the students with SDSU history, traditions, and the campus, as well as services available. How to Read a Textbook Worksheet (see syllabus)- The assignment is designed to make students more familiar with how to read a textbook and will be used in conjunction with the in-class lecture. Tutoring/SI Attendance (see syllabus)- Every student in MLS 109 is required to attend at least one tutoring (at Wintrode) or supplemental instruction session prior to October 16, 2014. Instructor Meeting (see syllabus)- Every student in MLS 109 is required to meet with the instructor. This meeting will give you an opportunity to discuss this course, your semester, and ask any questions you might have about the medical laboratory science admissions process or the pre-medical laboratory science curriculum. Career Pathways (see syllabus)- During the course of the semester you will have completed the exercises related to laboratory science careers and opportunity, heard laboratory professionals in various roles and levels of practice describe what they do, and learned about the laboratory profession in general. Now, it is time to think about whether you see yourself becoming a laboratory professional or working in another field.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Design a plan and identify appropriate strategies that will guide engagement in their education, community, and world.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Service Learning Assignment (see syllabus)- Within your peer mentor group, you will need to find a way to can contribute back to the SDSU or Brookings community (minimum of 3 volunteer hours). Provides insight into personal and professional commitment to community and profession. Assessment describe in the attached syllabus. Student Organization Meeting (see syllabus)- Every student in MLS 109 is required to attend at least one student organization meeting prior to October 30, 2014. Although I would highly recommend attending a Medical Laboratory Science Club meeting, it does not have to be a laboratory related organization – any on-campus student organization meeting will fulfill this requirement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Explain how to achieve and maintain personal and professional wellness.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Wellness Plan and Paper (see pages 7-8 of syllabus) The main objective of this project is to develop a wellness plan that can be used as a guide for lifelong wellness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Articulate how knowledge of contemporary issues and exposure to diversity impacts personal and professional life.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SDSU Common Read – Diversity Activity Students will be required to attend/participate in two co-curricular activities. Students will be required to turn in a one-page paper after each event. Each student will be asked to present a portion of the SDSU Common Read book and lead a small group discussion within his/her peer mentor group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Explain how South Dakota State University is defined by the Land Grant Mission (Morrill Act).</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Attendance paper at the end of lectures where land grant mission is discussed (twice). SDSU Scavenger Hunt (see syllabus)- this activity will be used to familiarize the students with SDSU history, traditions, and the campus, as well as services available.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Legend:**
- P = portfolio
- S = speech or presentation
- E = performance (music, theatre, forensics)
- T = tests/exams
- L = lab skill demonstration
- V = visual arts/design studio work
- C = clinical field demonstration
- W = written assignment (research paper, reaction paper, creative writing, etc.)
- D = group discussion
- O = Other, please specify
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Modern Languages and Linguistics</th>
<th>Deborah Dodge</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD</td>
<td>Division/Department</td>
<td>Institutional Approval Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institution</th>
<th>Form Initiator</th>
<th>Matthew C. Moen</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD</td>
<td>Armik Mirzayan</td>
<td>Dean’s Approval Signature</td>
<td>9/19/14</td>
</tr>
</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- [X] System General Education Requirements
- [ ] Institutional Graduation Requirements
- [ ] Globalization/Global Issues Requirement
- [ ] Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [ ] Revision to an approved course
- [X] Addition of a course to the set of approved courses
- [ ] Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change

The Department of Modern Languages and Linguistics proposes that LAKL 201: Intermediate Lakota I and LAKL 202: Intermediate Lakota II be added to the list of courses that meet SGR #4 at USD.

Section 2. Provide the Effective Date for the Proposed Change

Fall 2015.

Section 3. Provide a Detailed Reason for the Proposed Change

LAKL 201 and 202 constitute a sequence of two language courses totaling 6 units, as do the other 200-level language courses approved as such and offered at USD. With the rise of cohorts of new students that are completing Lakota language courses elsewhere (both in and out of South Dakota), there is a growing population of students arriving at USD with Lakota proficiency sufficient to place directly into the 2nd year Level. In such cases, LAKL 201 and 202 could provide the foreign language sequence to fulfill SGR#4. The potential impact for such a change is small but growing as a result of the Lakota teacher training recently completed at USD. Those teachers are now actively teaching Lakota to cohorts of secondary school students. This change will encourage the study of Lakota at the secondary and post-secondary levels in addition to creating parity with other language courses taught at USD. It would further help recruit students to the Lakota and Native Studies programs at the university.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

The criteria for SGR Goal # 4 state that “Students will understand the diversity and complexity of the human experience through study of the arts and humanities.” Students taking the LAKL 201 and 202 courses are required to (i) demonstrate basic knowledge of the diversity of values, beliefs, and ideas embodied in the Lakota language and culture, (ii) identify and explain to others basic concepts in Lakota language structure and Lakota culture, as well as general concepts in grammar and organization of human languages in general, (iii) identify and explain to others the contributions and importance of Lakota culture and language in our society, and (iv) demonstrate basic competency in reading, writing, understanding, and speaking Lakota. Since Lakota is an Indigenous Language of the State of South Dakota, and understand Lakota language and culture is an inherent part of recognizing the diversity and complexity of human existence in the State and in general, these courses clearly meet SGR Goal #4.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

See below. Course objectives and assessments are highlighted.
LAKL 201 – Intermediate Lakota I
3 Credit Hours

Course Number: LAKL 201
Meeting Times: Tu, Th 12:30-1:45
Classroom: Delzell Educ. Center Room 203

Instructor: Armik Mirzayan
Office: Slagle 301B
Office Hours: M, W 2-5

Email: Armik.Mirzayan@usd.edu
Office Phone: 605-677-3159

PREREQUISITES
- Successful completion of LAKL 101 and 102 (Beginning Lakota I and II) is a prerequisite for this course.
- This course is required for continuing to LAKL 202 (Intermediate Lakota II).

COURSE DESCRIPTION
LAKL 201 is the third part of a four-course Lakota Language series offered at USD. It is designed for students who wish to advance their Lakota language skills beyond the beginner level. As such, this class is designed for adult second language learners who are starting at intermediate levels in their Lakota language abilities. Some of the general course topics include: verbs of motion (review the basic set and add new verbs of motion to our learning), verbs of taking/brining, review command forms, more enclitics for modal expressions, partitive articles, object marking on verbs (1st person, 2nd person, and plural persons), auxiliary verbs and two verb constructions, and more expressions of time.

COURSE OBJECTIVES

Larger Goal
Since LAKL 201 is a logical continuation of LAKL 102, the general objectives of the courses are very similar: you will continue to advance your skills in all areas of Lakota language competence. These include speaking, listening comprehension, reading comprehension, and writing. More specifically, in this course you will increase your basic vocabulary and familiarize yourself with more complex types of Lakota sentences so that you can become a more proficient speaker and self-learner of the language. Through this course you will (a) increase your basic vocabulary, (b) become aware of complex Lakota verb paradigms and complex sentence structures, and (c) obtain a more in-depth understanding of Lakota through reading and analyzing texts. The course is focused on ensuring that students rapidly acquire the skills they need to become comfortable in Lakota conversation and writing. Exposure to written and spoken Lakota will enhance your reading and listening comprehension in the language as well. Homework assignments, in-class activities, and conversations in Lakota are designed to strengthen your ability to express yourself in the language.

Educational Objectives: The following are some of the learning objects and assessments in LAKL 201.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. increase your knowledge of diversity of values and beliefs embodied in Lakota world view</td>
<td>in-class participation, out of class activities</td>
</tr>
<tr>
<td>2. identify and explain Lakota language structures and general concepts in human language organization</td>
<td>grammar questions in quizzes and exams, creative sentence patterns</td>
</tr>
<tr>
<td>3. Increase to intermediate/advanced competency in all four basic language skills in Lakota</td>
<td>in class communication, writing short stories, reading fluency assignments</td>
</tr>
</tbody>
</table>
Language Specific Objectives
As stated earlier, the goal of this class is to develop and increase your language competence in all areas of language fluency. The skills needed for communication in any language involve both comprehension and production. The four basic skills that you should strengthen in a language class are: Speaking, Writing, Listening Comprehension, and Reading. The objective in this course is to provide you with enough vocabulary, grammar tools, reading exercises, and language production activities so that you may begin to improve your fluency in all four areas of language competence.

<table>
<thead>
<tr>
<th>Daily and Weekly Items/Tasks</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Vocabulary (task specific for each unit), word structures, and verb paradigms</td>
<td>improve comprehension and self-expression, in all areas of language fluency</td>
</tr>
<tr>
<td>Joint Learner-Based in-Class activities that introduce new Lakota sentence structures and vocabulary usage</td>
<td>improve language production by collaborative speaking and writing, in order to complete tasks or solve problems</td>
</tr>
<tr>
<td>Grammar Exercises (in class and in homework)</td>
<td>re-enforces the sentence structures and verb forms learned in the activities</td>
</tr>
<tr>
<td>Quizzes and Daily Homework Assignments</td>
<td>assist in recall and retention of vocabulary and grammar</td>
</tr>
<tr>
<td>More Advanced Phonetic Guides</td>
<td>step-by-step improvement in pronunciation; increases confidence in self-expression</td>
</tr>
<tr>
<td>Reading Short Stories and Listening to Narratives</td>
<td>improves skills in language comprehension (reading and listening)</td>
</tr>
</tbody>
</table>

COURSE MATERIAL
Currently, there are no modern college-level language textbooks written for Lakota. As such, we will rely on the New Lakota Dictionary and the Lakȟótiya Wóglaka Po! Textbooks (Levels 3 and 4) for references to grammar, activities, and some homework exercises. These books will be supplemented with reading, listening, and language activities from Lakota texts, short conversations, and other relevant resources. Outside of textbook reading/listening material will be made available to you directly via the D2L course website content.

A. Required Books (will be used for both LAKL 201 and LAKL 202)


B. Recommended Keyboard and Fonts Bundle : Again, as with last year, you can write all the exams, in-class work, and homework assignments in handwritten form if you wish to. However, if you would like to type your exercises and assignments in Lakota using your computer you will have to obtain and install a version of the Lakota Keyboard and Fonts Program that is able to produce the STANDARD LAKOTA ORTHOGRAPHY (see the New Lakota Dictionary) that will be using in this course. Here are some options for installation of fonts.
1) Obtain the CD for the keyboard software from Lakota Language Consortium's Store website at http://stores.languagepress.com/StoreFront.bok. This keyboard/fonts CD includes Mac and PC compatible keyboard programs, 12 adhesive keyboard labels to help initial learning for character locations on the keyboard, and six Unicode compatible Lakota fonts.

2) Download and install the All-in-One Lakota Keyboard Layout from this website: http://www.languagegeek.com/siouan/keyboards/si_kbds.html

C. Optional/Recommended Books:


**NOTE:** The required materials should be in stock in the USD Barnes and Noble Bookstore. If the bookstore is out of copies, you can ask them to order more copies. The New Lakota Dictionary and Lakhótiya Wóglaka Pó! texts are available from the Lakota Language Consortium. There will be NO EXCEPTIONS for not purchasing the required items.

**LAKOTA LANGUAGE FORUM**

You may find the Lakota language activities and discussions in the Lakota Language Forum very useful. I encourage you to visit the Lakota student and teacher resources on this Forum later in the semester. We will discuss this forum in class sometime early in the semester.

**COURSE EXPECTATIONS**

**Students**

Students are expected to read, understand and follow all policies and procedures outlined in this syllabus. The South Dakota Board of Regents defines “one credit hour” as constituting one hour of in-class or direct faculty instruction and two hours of out-of-class student work. As this class is three credit hours, you should expect to commit approximately nine hours per week of activity in the course. These nine hours of required engagement will be reproduced by the following activities.

(i) **Attending and participating** during 2 class sessions per week. Each class session is approximately 1 hour and 15 minutes long. Attendance and participation will also involve coming to class prepared to share in Lakota your own phrases on a topic that we will have discussed in the previous session(s). We will discuss this detail in class at the start of term.

(ii) Completing short Lakota language quizzes approximately every other week or so. These will be handed out in class and completed in class. These quizzes will be graded.

(iii) Completing weekly Lakota homework assignments which will involve (i) writing more advanced Lakota verb paradigms and sentence patterns learned in class, (ii) doing exercises with verb forms, (iii) reading short paragraphs and stories, and (iv) writing your own short phrases and paragraphs. You will be asked to share your sentences and short paragraphs with the class every session, more or less. Details will be discussed in first week. All homework assignments will be graded, and the points you obtain will count towards your course grade.

(iv) Completing a Lakota language review exam approximately once every 7 weeks or so, depending on our schedule. There will be 2 review exams in the course. These exams will be graded and will count towards your final grade in the course.
Two important points to always keep in mind are the following. First, this is a *language class*; the amount of learning you get out of it depends on the amount of time, effort, and participation you put into it. Second, this is *your* class; you can make it exciting by active participation and discussion in all aspects of the class. Your level of participation will be directly proportional to your class experience.

**Instructor**

The instructor will strive to provide every possible opportunity for feedback and, unless otherwise stated, will respond to all email communications within twenty-four (24) hours on weekdays, or within forty-eight hours (48) on the weekends. The instructor will also endeavor to return with feedback and suggestions in a reasonable amount of time—see the “Assessments” section below for more detail. All written assessments will be graded using a standard rubric, which can be found within the course.

Finally, the instructor will also abide by all policies set forth in this syllabus and those set by The University of South Dakota and the SDBOR.

**Assessments**

As outlined above in the **Course Expectations**, there will be requirements and assessments a regular basis in order to assure yourself that you are learning, and to assure that feedback is provided by the instructor. In this way you will also have plenty of opportunity to engage in discussion and ask questions about the various topics in Lakota language. There are 4 categories of participation and assignments by which you will be assessed in this class. These categories, along with the grading points assigned for each, are as follows.

1. **Attendance and Participation:** Participation in the class is absolutely crucial for your learning experience in a language class. You are required to be present in the class sessions three times per week. Additionally, you are expected to participate in the classroom group activities, readings, and discussions. In-class participation involves responding to questions, participating in language exchanges in Lakota, and working in groups with other students to practice reading and writing sentence structures and short paragraphs.

<table>
<thead>
<tr>
<th>Attending and Participating in</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Classroom sessions per week,</td>
<td>5</td>
</tr>
<tr>
<td>2 Classroom sessions per week,</td>
<td>10</td>
</tr>
</tbody>
</table>

**Important Attendance Policy:** In this course you are **required** to attend the classes. If more than two classroom sessions are missed the instructor will lower the student's final grade by two (2) percentage points per additional absence. Anyone missing more than sessions unexcused, or anyone who is not otherwise satisfying the course’s expectations, may be withdrawn from the course at the instructor's discretion. Should this be the case, the student will receive a grade of “W” on his/her official transcript and will not receive a refund.

2. **Quizzes:** There will be short *quizzes* in this course, approximately once every other week. These quizzes are meant to help you focus and review/re-enforce you Lakota language skills. The quizzes will assess your vocabulary retention, your comprehension of relevant Lakota sentence structures, your understanding of the part of Lakota grammar that has been covered, and your progress in reading and analysis of Lakota stories.
There will be approximately 7 quizzes throughout the entire duration of the course (exceptions: there will be no quiz in the first week, during review exam weeks, on holidays, and on the last class day of the semester). Quizzes will be administered in class and will be returned with feedback from the instructor by the next class session. Quizzes are short, 10 minutes long.

| Short quizzes covering Lakota vocabulary, sentence structures, grammar, and text analysis/comprehension | 15 points per quiz |

**IMPORTANT:** There will be no make-up quizzes! When possible, students should notify the instructor prior to missing a quiz, and maybe the quiz can be taken before. Otherwise there will be no make-up exam given.

### 3. Homework Assignments

Students are expected to engage in the class by contributing and sharing their own Lakota word-pattern activities, sentence structures and (whenever assigned) short written paragraphs with the class. The sentence topics and structures will be based on what is covered in class on the day(s) before. There will be approximately fifteen (15) such homework assignments you need to complete throughout the duration of the entire course (exceptions: there will be no homework on the long exam days, on holidays, and on the last class day of the semester). These homework exercises will help you to (a) practice/review what you’ve learned in class on that particular day, and (b) synthesize what you have learned in the class up to that point. Since language learning is a cumulative experience, you need constant practice and evaluation of your progress.

Generally, the instructor will cover a Lakota grammar topic in each class. The topics will have a continuity from session to session. Every student is expected to submit at least one assignments on each topic, in Lakota. Since we are in the process of learning the Lakota Language, the homework are not meant to be “instant”. It will require you to think back to the class session(s), look at your notes, and possibly look up words in the dictionary. You will have to formulate Lakota sentences and short paragraphs based on the new sentence patterns and models you are learning, and ones that you have learned in your earlier Lakota classes up to this point (i.e., use your LAKL 101 and 102 knowledge!).

You are encouraged to work on the homework assignments together. However, each student will need to submit a substantive homework assignment for herself/himself. A substantive response involves thinking and writing; it is more than simply saying, “yes”, “no”, “I agree,” or “I disagree”, etc … additionly, since this is a Lakota Language class, I will expect you to use Lakota in your homework assignments! These homework assignments are usually short. Each will be worth 10 points.

| submitting an incomplete homework in Lakota | 5 points |
| submitting a mostly complete homework in Lakota | 8 points |
| submitting very complete, substantive homework in Lakota | 10 points |

### 4. Exams:

There will be 2 successively cumulative exams in this course. One exam will be at around mid-term and the other will be the final. Each exam will assess your vocabulary, your comprehension of the Lakota sentence structures, your understanding of Lakota grammar, and your ability to write short paragraphs in Lakota up to that point in the class. The exams will be take-home, given in one session and due in the next class session (the final exam will be due on the final exam date for this class). The instructor will aim to return the exams, with feedback, within a week after the exam date.

| Exam 1 : Midterm, covering sentence patterns learned in weeks 1-7 | 70 points |
Final Exam, covering grammar, patterns, and writing/reading | 70 points
---|---
Total | 140 points

**IMPORTANT**: Make-up exams will only be available under conditions such as serious illness, family emergencies, etc. When possible, students should notify the instructor prior to missing the exam. Otherwise there will be no make-up exam given.

**Final Course Points and Grading**: The various assessments and the point break down for each of the above mentioned items sums up to the following course point system for LAKL 201.

<table>
<thead>
<tr>
<th>Item</th>
<th>Total Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and Participation:</td>
<td>150</td>
<td>~ 30 %</td>
</tr>
<tr>
<td>15 weeks x 10 points/week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quizzes:</td>
<td>60</td>
<td>~ 12 %</td>
</tr>
<tr>
<td>4 quizzes x ~ 15 points/quiz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework Assignments:</td>
<td>150</td>
<td>~ 30 %</td>
</tr>
<tr>
<td>~ 15 x 10 points/assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Exams (midterm and final)</td>
<td>140</td>
<td>~ 28 %</td>
</tr>
<tr>
<td>Total Points</td>
<td>500</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Your final grade in the course will be calculated using the percentage system shown below.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>450-500</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>400-449</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>350-399</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>300-349</td>
</tr>
<tr>
<td>F</td>
<td>less than 60%</td>
<td>less than 300</td>
</tr>
</tbody>
</table>

**Office Hours**
My office location and office hours listed at the top of the first page of this syllabus. If you have concerns or questions of any kind about this course please do not hesitate to email, call, or find me during these office hours. I strongly encourage you to come to office hours to ask questions about the Lakota readings, Lakota grammar, and homework assignments, or to have fun discussions in Lakota!

**Student Resources**
The University of South Dakota provides a number of useful services to students:

- **CDE Online Orientation Guide (see link in the Getting Started section of the course homepage):**
  This contains very important information related to the services provided by the University of South Dakota as well as the University policies. In it, you will find such information as:
  - Academic support services such as the library, writing center, proctor and testing information, book purchasing, etc.
  - Student support services such as advising and enrollment information, financial aid, student life, and counseling, etc.
  - Technology support services like technology requirements, ITS Help Desk contact information, discounts on computers and software, etc.
- **USD Portal** ([http://myu.usd.edu/](http://myu.usd.edu/)):
The USD Portal is your one-stop place for a majority of services offered to any student taking a USD course—like this course. You can access the following services from the “Academics” tab in the portal:
  - WebAdvisor
  - I.D. Weeks Library

- **The USD Writing Center** ([http://www.usd.edu/academics/academic-commons/writing-center.cfm](http://www.usd.edu/academics/academic-commons/writing-center.cfm)):
The USD Writing Center was established to provide writing assistance to students in order to help them become better writers. It is available on campus during regular business hours and online in the evenings. Please visit the URL above for more information.

**ACADEMIC INTEGRITY POLICY:**
The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:
  a. Given a zero for that assignment.
  b. Allowed to rewrite and resubmit the assignment for credit.
  c. Assigned a reduced grade for the course.
  d. Dropped from the course.
  e. Failed in the course.

Students who have engaged in academic misconduct may be referred to the Office of Student Rights and Responsibilities (undergraduates) or the Dean of the Graduate School (graduate students) for violation of the Student Code of Conduct.

**FREEDOM IN LEARNING:**
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.

**DISABILITY ACCOMMODATION:**
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

*Please note:* if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605)677-6389
Web Site: [www.usd.edu/ds](http://www.usd.edu/ds) ; E-mail: [disabilityservices@usd.edu](mailto:disabilityservices@usd.edu)
LAKL 202 – Intermediate Lakota II
3 Credit Hours

Course Number: LAKL 202
Meeting Times: Tu, Th 12:30-1:45
Classroom: UED (Delzell), 203
Instructor: Armik Mirzayan
Office: Slagle 301B
Office Hours: M, W 2-4
Email: Armik.Mirzayan@usd.edu
Office Phone: 605-677-3159

PREREQUISITES
Successful completion of LAKL 101, 102, and 201 is a prerequisite for this course.

COURSE DESCRIPTION

LAKL 202 is the final part of a four-course series for learning the Lakota Language offered at USD. It is designed for students who wish to advance their Lakota language skills further. The class is meant for adult second language learners who are at intermediate levels in the Lakota language. Since LAKL 202 is a logical continuation of LAKL 201, the overall objectives of these courses are very similar. You will continue to advance in your basic skills in all areas of Lakota language competence. These include speaking, listening comprehension, reading comprehension, and writing.

In LAKL 202 you will learn (i) more complex Lakota verb structures and grammar, and (ii) advance your Lakota fluency through listening, reading, writing, and speaking in Lakota. The grammatical components of the class will be partially interwoven in with the discourse literacy activities. Grammar topics include: intensive review of verb types and transitivity, modification of nouns, learning how to increase or decrease the number-of-participants in verbs, ways to express the concept of possession, as well as forming verbs that express actions performed for self or for others (i.e., reflexives, datives, and benefactives). Through writing your own Lakota passages, and through reading and analyzing already existent Lakota texts, you will develop a solid understanding of complex Lakota sentence structures that involve sequences of verbs, auxiliary verbs, relative clauses, adverbial and nominalized sentences, as well as subordinate/coordinate sentence structures.

COURSE OBJECTIVES

Larger Goal
As already stated, the goal of this 4th Lakota language class is to expose you to a variety of vocabulary, more complex grammatical structures, and texts/conversations in Lakota so that you can become a more proficient speaker and independent learner of the language. Through this course you will (a) keep increasing your base vocabulary, (b) become aware of complex Lakota verbs and sentence structures, and (c) obtain a more in-depth understanding of Lakota through reading and analyzing texts.

By taking this course you will be able to

1. demonstrate basic knowledge of the diversity of values, beliefs, and ideas embodied in the Lakota language and culture,
2. identify and explain to others basic concepts in Lakota language structure and Lakota culture, as well as general concepts in grammar and organization of human languages in general,
3. identify and explain to others the contributions and importance of Lakota culture and language in our society, and
4. demonstrate basic competency in reading, writing, understanding, and speaking Lakota.
The assessments used to evaluate your achievement of these general education learning objectives are:

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. increase your knowledge of diversity of values and beliefs embodied in Lakota</td>
<td>engaged in active reading and older Lakota texts</td>
</tr>
<tr>
<td>2. identify and explain Lakota language structures and general concepts in human language organization</td>
<td>grammar questions in exams, sentence and paragraph writing in preparation for classes</td>
</tr>
<tr>
<td>3. identify and explain contributions and importance of Lakota to our society</td>
<td>in-class participation, listening to songs and texts, and reading Lakota texts</td>
</tr>
<tr>
<td>4. competency in all 4 basic language skills in Lakota</td>
<td>in class communication, writing short stories in homework assignments, more extensive reading of older texts</td>
</tr>
</tbody>
</table>

Language Specific Objectives
The **four basic skills** that you should strengthen in a language class are: Speaking, Writing, Listening Comprehension, and Reading. The objective in this course is to provide you with enough vocabulary, grammar tools, reading exercises, and language production activities so that you may begin to improve your fluency in all four areas of language competence.

<table>
<thead>
<tr>
<th>Daily and Weekly Items/Tasks</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Items (task specific for each unit)</td>
<td>improve <strong>comprehension</strong> and <strong>self-expression</strong>, in all areas of language fluency</td>
</tr>
<tr>
<td>Learner-Based in-Class activities that introduce Lakota sentence structures and vocabulary usage</td>
<td>improve language <strong>production</strong> by collaborative <strong>speaking and writing</strong>, in order to complete</td>
</tr>
<tr>
<td>Grammar Exercises (in class and in homework)</td>
<td>re-enforces the sentence structures and grammar learned in the activities</td>
</tr>
<tr>
<td>Writing in Journals, Weekly Class Presentations, and Preparation of daily Lakota sentences</td>
<td>assist in <strong>recall and retention</strong> of vocabulary and grammar, practice <strong>language production</strong> via writing/presenting.</td>
</tr>
<tr>
<td>More complex Pronunciation Guidelines</td>
<td>increases <strong>confidence</strong> in self-expression</td>
</tr>
<tr>
<td>Reading Stories, Listening to Narratives</td>
<td>improves skills in language comprehension <em>(reading and listening)</em></td>
</tr>
</tbody>
</table>

**COURSE MATERIAL**
Currently, there are no modern college-level language textbooks written for Lakota. As such, we will rely on the New Lakota Dictionary and Beginning Lakota (volumes 1 and 2) for references to grammar and some homework exercises. These books will be supplemented with reading, listening, and language activities from Lakota texts, short conversations, and other relevant resources. The reading/listening material will be made available to you directly from the instructor in class as handouts and via the D2L course website content.
A. Required Books (will be used for both LAKL 201 and LAKL 202)


B. Recommended Keyboard and Fonts Bundle

You can write all the exams, in-class work, and homework assignments in handwritten form if you wish to. However, if you would like to type your exercises and assignments in Lakota using your computer you will have to obtain and install a version of the *Lakota Keyboard and Fonts Program* that is able to produce the STANDARD LAKOTA ORTHOGRAPHY (see the *New Lakota Dictionary*) that will be using in this course. Here are some options for installation of fonts:

1) Obtain the CD for the keyboard software from Lakota Language Consortium’s Store website at http://stores.languagepress.com/StoreFront.bok. This keyboard/fonts CD includes Mac and PC compatible keyboard programs, 12 adhesive keyboard labels to help initial learning for character locations on the keyboard, and six Unicode compatible Lakota fonts.

2) Download and install the *All-in-One Lakota Keyboard Layout* from this website: http://www.languagegeek.com/siouan/keyboards/si_kbds.html

C. Optional Books:

3) *Dakota Texts*, by Ella Deloria, University of Nebraska Press (2006), ISBN-9780803266605 (highly recommended)


**NOTE:** The required materials should be in stock in the USD Barnes and Noble Bookstore. If the bookstore is out of copies, you can ask them to order more copies. The *New Lakota Dictionary* and *Lakȟótiya Wóglaka pó!* texts are available from the *Lakota Language Consortium*. There will be **NO EXCEPTIONS** for not purchasing the required items.

**LAKOTA LANGUAGE FORUM**

You may find the Lakota language activities and discussions in the Lakota Language Forum very useful. I encourage you to visit the Lakota student and teacher resources on this Forum later in the semester. We will discuss this forum in class when the time comes.

**COURSE EXPECTATIONS**

**Students**

Students are expected to read, understand and follow all policies and procedures outlined in this syllabus. The South Dakota Board of Regents defines “one credit hour” as constituting one hour of in-class or direct faculty instruction and two hours of out-of-class student work. As this class is three credit hours, you should expect to commit approximately **nine hours per week of activity in the course.** These nine hours of required engagement will be reproduced by the following activities.
(v) **Attending and participating** during 2 class sessions per week. Each class session is approximately 1 hour and 15 minutes long.

(vi) Organizing and presenting your own **PowerPoint stories/sentences** to the class. There will be approximately six such presentations throughout the duration of the course.

(vii) Completing short Lakota **homework assignments** which will involve (i) writing more complex Lakota sentence patterns learned in class, (ii) doing exercises with verb forms and conjugations, and (iii) reading and writing short paragraphs. Sometimes you will be asked to share your sentences and short stories with the class. All homework assignments will be graded, and the points you obtain will count towards your final grade in the class.

(viii) Completing two Lakota language **review exams** (the exact timing will depend on our schedule). These exams will be graded and will count towards your final grade in the course.

**IMPORTANT:** In order to complete the discussion/homework activities and exams, and to present your stories/slides, it will be necessary to attend class regularly!

Two important points to always keep in mind are the following. First, this is a **language class**; the amount of learning you get out of it depends on the amount of time, effort, and participation you put into it. Second, this is your **class**; you can make it exciting by active participation and discussion in all aspects of the class. Your level of participation will be directly proportional to your class experience.

**Instructor**

The instructor will strive to provide every possible opportunity for feedback and, unless otherwise stated, will respond to all email communications within twenty-four (24) hours on weekdays, or within forty-eight hours (48) on the weekends. The instructor will also endeavor to return with feedback and suggestions in a reasonable amount of time—see the “Assessments” section below for more detail. All written assessments will be graded using a standard rubric, which can be found within the course.

Finally, the instructor will also abide by all policies set forth in this syllabus and those set by The University of South Dakota and the SDBOR.

**ASSESSMENT**

As outlined above in the **COURSE EXPECTATIONS**, there will be requirements and assessments a regular basis in order to assure yourself that you are learning, and to assure that feedback is provided by the instructor. In this way you will also have plenty of opportunity to engage in discussion and ask questions about the various topics in Lakota language.

There are 4 categories of participation and assignments by which you will be assessed in this class. These categories, along with the grading points assigned for each, are as follows.

1. **Attendance and Participation:** Participation in the class is absolutely crucial for your learning experience in a language class. You are required to be present in the class sessions three times per week. Additionally, you are expected to participate in the classroom group activities, readings, and discussions. In-class participation involves responding to questions, participating in language exchanges in Lakota, and working in groups with other students to practice reading and writing sentence structures and short paragraphs. Attending and Participating in

<table>
<thead>
<tr>
<th>1 Classroom sessions per week,</th>
<th>3 points</th>
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</thead>
</table>
2 Classroom sessions per week, 3 points

Important Attendance Policy: In this course you are required to attend the classes. If more than two classroom sessions are missed the instructor will lower the student's grade will begin to drop because of missed points (see above). Any student missing more than 5 unexcused sessions, or anyone who is not otherwise satisfying the course’s expectations, may be withdrawn from the course at the instructor's discretion. Should this be the case, the student will receive a grade of “W” on his/her official transcript and will not receive a refund.

2. Weekly PowerPoint Presentations: You will do a presentation on a topic (using the grammar and spelling you have learned) approximately once every week or every other week. These presentations are meant to help you use/retain vocabulary, engage in using the sentence structures, and to help learn from each other by giving and receiving feedback from classmates.

There will be approximately six presentations throughout the entire duration of the course (exceptions: there will be no presentation in the first week, on holidays, and on the last week of the semester).

| Short PowerPoint presentations with a given topic and using the grammar and sentence structures being learned in the given week | 15 points per presentation |

3. Homework Assignments
Students are expected to engage in the class by contributing and sharing your own Lakota sentences and short paragraphs/stories with the class. The sentence topics and structures should be based on what is covered in class on the day(s) before. There will be around 10 homework assignments in which you will be asked to write your own sentences/short paragraphs (exceptions: there will be no homework on the exam days, on holidays, and on the first and last class days of the semester). These homework exercises will help you to (a) practice/review what you’ve learned in class on that particular day, and (b) synthesize what you have learned in the class up to that point. Since language learning is a cumulative experience, you need constant practice and evaluation of your progress.

You are highly encouraged to work on the homework together. However, each student will need to submit a substantive homework assignment for herself/himself. Since this is a Lakota Language class, I will expect you to use Lakota in your homework assignments! These homework assignments will usually be short. On average, each will be worth 8 points.

| submitting an incomplete homework in Lakota | 4 points |
| submitting a mostly complete homework in Lakota | 6 points |
| submitting very complete, substantive homework in Lakota | 8 points |

4. Exams: There will be two successively cumulative exams in this course, approximately one at the end of every five weeks. Each exam will assess your vocabulary, your comprehension of the Lakota sentence structures, your understanding of Lakota grammar up to that point in the class. The exam topics and point breakdowns are:

| Exam 1: Covering grammar / sentence structures in weeks 1-8 | 70 points |
| Exam 2: Covering grammar / sentence structures in weeks 8-15 | 80 points |
| **Total** | **150 points** |
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The types of assessments and the point break down for each sums up to the following course point system for this class.

<table>
<thead>
<tr>
<th>Item</th>
<th>Total Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and Participation: 15 weeks x 6 points/week</td>
<td>90</td>
<td>~22 %</td>
</tr>
<tr>
<td>PowerPoint Presentation: 6 x 15 points/presentation</td>
<td>90</td>
<td>~22 %</td>
</tr>
<tr>
<td>Homework Assignments: ~10 x 8 points/assignment</td>
<td>80</td>
<td>~20 %</td>
</tr>
<tr>
<td>2 Exams</td>
<td>150</td>
<td>~36 %</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>410</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

Your final grade in the course will be calculated using the percentage system shown below.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>368-410</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>328-367</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>286-327</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>246-285</td>
</tr>
<tr>
<td>F</td>
<td>less than 60%</td>
<td>less than 246</td>
</tr>
</tbody>
</table>

IMPORTANT: Make-up exams will only be available under conditions such as serious illness, family emergencies, etc…. When possible, students should notify the instructor prior to missing the exam. Otherwise there will be no make-up exam given.

OFFICE HOURS
My office location and office hours listed at the top of the first page of this syllabus. If you have concerns or questions of any kind about this course please do not hesitate to email, to call me at my office, or to find me during these office hours. I strongly encourage you to come to office hours to ask questions about the Lakota readings, Lakota grammar, and homework assignments, or to discuss specific topics of interest.

COURSE SCHEDULE
A “Preliminary Course Schedule” indicating outline and topics for each week will be available on D2L. and will be updated throughout the duration of the course.

STUDENT RESOURCES
The University of South Dakota provides a number of useful services to students:

- CDE Online Orientation Guide (see link in the Getting Started section of the course homepage): This contains very important information related to the services provided by the University of South Dakota as well as the University policies. In it, you will find such information as:
  - Academic support services such as the library, writing center, proctor and testing information, book purchasing, etc.
Student support services such as advising and enrollment information, financial aid, student life, and counseling, etc.
Technology support services like technology requirements, ITS Help Desk contact information, discounts on computers and software, etc.

- **USD Portal** ([http://myu.usd.edu/](http://myu.usd.edu/)):
The USD Portal is your one-stop place for a majority of services offered to any student taking a USD course—like this course. You can access the following services from the “Academics” tab in the portal:
  - WebAdvisor
  - I.D. Weeks Library

- **The USD Writing Center** ([http://www.usd.edu/academics/academic-commons/writing-center.cfm](http://www.usd.edu/academics/academic-commons/writing-center.cfm)):
The USD Writing Center was established to provide writing assistance to students in order to help them become better writers. It is available on campus during regular business hours and online in the evenings. Please visit the URL above for more information.

**ACADEMIC INTEGRITY POLICY:**
The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:
- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.

Students who have engaged in academic misconduct may be referred to the Office of Student Rights and Responsibilities (undergraduates) or the Dean of the Graduate School (graduate students) for violation of the Student Code of Conduct.

**FREEDOM IN LEARNING:**
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation in LAKL 202 reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the Department of Native Studies at (605) 677-5209 to initiate a review.

**DISABILITY ACCOMMODATION:**
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605)677-6389
Web Site: [www.usd.edu/ds](http://www.usd.edu/ds)
E-mail: disabilitieservices@usd.edu
This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Division/Department</th>
<th>Institutional Approval Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD</td>
<td>Earth Sciences/Phys.</td>
<td>Deborah Dodge</td>
<td>03/17/2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institution</th>
<th>Form Initiator</th>
<th>Dean’s Approval Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD</td>
<td>Brennan Jordan</td>
<td>Matthew C. Moen</td>
<td>2/19/14</td>
</tr>
</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

______ System General Education Requirements
______ Institutional Graduation Requirements
______ Globalization/Global Issues Requirement
______ Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

______ Revision to an approved course
______ Addition of a course to the set of approved courses
______ Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change
MTRO 201 Meteorology and MTRO 202 Meteorology Lab (to be changed to MTRO 201L) are in the USD catalog. Currently MTRO 202 is not a required co-requisite of MTRO 201. The proposed change will make them required co-requisites, and we seek approval for the combined course to meet System general education requirement Goal #6.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Requiring the lab for the course will greatly enhance student comprehension of the material by giving them an opportunity to apply course materials to laboratory exercises and real-world observations/measurements made in lab. With the required co-requisite lab, the course is ideal for System general education requirement Goal #6. USD has had an institutional requirement of meeting Goal #6 with an approved sequence. USD is eliminating the sequence requirement, so now offering this course for general education Goal #6 is appropriate and will benefit students.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
MTRO 201: Meteorology with its accompanying lab clearly addresses SGR Goal #6 and its learning outcomes, as indicated via the assessments listed below.
GOAL #6: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.
STUDENT LEARNING OUTCOMES: As a result of taking courses meeting this goal, students will:
1. Demonstrate the scientific method in Meteorology in a laboratory experience.
Construct weather charts including isobars, isotherms, fronts, and high and low pressure systems and interpret weather charts as well as weather radar maps to forecast changes in weather across a region and recognize potentially hazardous weather.
2. Gather and critically evaluate data using the scientific method.
Make measurements of current meteorological conditions such as temperature, pressure, and dew point and identify clouds and interpret their significance with respect to the state of the atmosphere and use observations and measurements to forecast short-term changes in weather.
3. Identify and explain the basic concepts, terminology and theories of the selected natural sciences.
Demonstrate an understanding of basic meteorological processes (listed on class schedule) on lecture exams.
4. Apply selected natural science concepts and theories to contemporary issues.
a. Demonstrate an understanding of basic weather hazards, such as thunderstorms, tornadoes, hurricanes, derechos, extreme heat, and winter storms.
b. Demonstrate an understanding of how human activity has affected the composition of the atmosphere with respect to pollution and climate.
c. Demonstrate an understanding of the difference between weather and climate, and scientific observations and modeling related to climate change.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Syllabi for MTRO 201 and MTRO 201L (formerly MTRO 202) are attached.
MTRO-201 – Meteorology
University of South Dakota – 3 credits – Fall 2014

LECTURE MEETINGS: MWF 1:00-1:50 in Akeley-Lawrence 125
PROFESSOR: Dr. Brennan Jordan
E-MAIL: brennan.jordan@usd.edu
OFFICE: Akeley-Lawrence 309, phone# 677-6143

CATALOG DESCRIPTION: An introductory course in weather and climate designed for both science and non-science students. Laboratory includes atmospheric measurements, and study of weather maps, atmospheric soundings, and climate data. Course co-requisite: MTRO 201L

COURSE OVERVIEW: Meteorology is the study of the atmosphere and its phenomena. Few studies have such a tangible daily relevance to our lives as meteorology. On a daily basis weather dictates our comfort, our plans for the day, and our choices of clothes and modes of transportation. In many people’s lives, particularly those involved in agriculture, weather is a major factor in economic success or failure. In their most severe forms, meteorological phenomena can destroy property and result in thousands of deaths. This class offers an introduction to meteorology, first providing an overview of the atmosphere and factors that influence weather, then examining the evolution of weather systems and weather forecasting, and finally considering climate and climate change.

Laboratory: All students MUST be concurrently enrolled in a laboratory section (MTRO 201L)


CLICKERS: Every student must acquire a TurningPoint "clicker"; they are available at the bookstore. After the first week clicker use will be required every day of regular lecture. The clickers will be used to answer questions posed in class, and 15% of the course grade will be based on clicker use (half just for answering questions, half based on correct vs. incorrect answers). If you come to class without your clicker you will need to complete a form at the end of lecture to get credit; this can only be done twice in the semester.

OFFICE HOURS: Formal office hours will be M 2-4, Tu 1-3, F 10-11 but please feel free to swing by my office any time, or set up an appointment.

ATTENDANCE: Attendance is essential and, in accordance with University of South Dakota policy for 100- and 200-level courses, attendance will be determined daily (based on clicker use). Students who cease to attend class will be reported to the university. Poor attendance will impact a student’s clicker grade. Please communicate with me if you are sick or have another reason for an excused absence.

GRADING: There will be two midterm exams and a final exam. There will also be in-class and homework assignments and online reading quizzes. Half of the clicker grade will be based on whether or not you answered a question, and half on whether or not you got the right answer. Grading will be based on a conventional scale: A=90-100%; B=80-89.9%; C=70-79.9%; D=60-69.9%; F<60%. A curve may be applied to some exams at the instructor’s discretion, but don’t count on it. The weighting of coursework will be as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clicker questions</td>
<td>15%</td>
</tr>
<tr>
<td>Assignments/Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exams</td>
<td>40%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

CHEATING: Don’t do it! The College of Arts & Sciences policy on cheating is as follows: “No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any
form of academic dishonesty may be: (a) given a zero for that assignment; (b) allowed to rewrite and resubmit the assignment for credit; (c) assigned a reduced grade for the course; (d) dropped from the course; or (e) failed in the course.

CELL PHONES: Please turn your cell phones off before entering the classroom. Students with phones out during class will be asked to leave (that means no texting either).

COMPUTERS: Do not use in class unless you are using them to take notes. If you want to use them in that way place yourself in the room away from others so as to not be distracting.

FREEDOM IN LEARNING: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

DISABILITIES: Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. [Ernetta L. Fox, Director, Disability Services, Room 119 Service Center 677-6389, www.usd.edu/ds, dservices@usd.edu]

COURSE EVALUATION: You will have an opportunity to evaluate the course and the instructor using the IDEA Diagnostic Form at the end of the semester. A separate evaluation will be made in the laboratory.

COURSE GOALS: Students are expected to learn about the atmosphere and basic meteorological processes and how weather and climate affect humans and how humans have affected the atmosphere. This class, in conjunction with the laboratory, fulfills the following Goal of the South Dakota System of General Education Requirements: GOAL #6: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

STUDENT LEARNING OUTCOMES: As a result of taking courses meeting this goal, students will:
1. Demonstrate the scientific method in Meteorology in a laboratory experience.
   Construct weather charts including isobars, isotherms, fronts, and high and low pressure systems and interpret weather charts as well as weather radar maps to forecast changes in weather across a region and recognize potentially hazardous weather.
2. Gather and critically evaluate data using the scientific method.
   Make measurements of current meteorological conditions such as temperature, pressure, and dew point and identify clouds and interpret their significance with respect to the state of the atmosphere and use observations and measurements to forecast short-term changes in weather.
3. Identify and explain the basic concepts, terminology and theories of the selected natural sciences.
   Demonstrate an understanding of basic meteorological processes (listed on class schedule) on lecture exams.
4. Apply selected natural science concepts and theories to contemporary issues.
   a. Demonstrate an understanding of basic weather hazards, such as thunderstorms, tornadoes, hurricanes, derechos, extreme heat, and winter storms.
   b. Demonstrate an understanding of how human activity has affected the composition of the atmosphere with respect to pollution and climate.
   c. Demonstrate an understanding of the difference between weather and climate, and scientific observations and modeling related to climate change.
## Tentative Course Schedule (2012)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27</td>
<td>No Class M; Course intro &amp; Introduction to the atmosphere</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>9/3</td>
<td>No Class M; Introduction to the Atmosphere &amp; Solar Energy</td>
<td>Ch. 1 &amp; 2</td>
</tr>
<tr>
<td>9/10</td>
<td>Solar Energy &amp; Atmospheric Optics</td>
<td>Ch. 2 &amp; 15</td>
</tr>
<tr>
<td>9/17</td>
<td>Air Temperature; Humidity &amp; Clouds</td>
<td>Ch. 3 &amp; 4</td>
</tr>
<tr>
<td>9/24</td>
<td>Humidity &amp; Clouds; Midterm I (W); Cloud Formation &amp; Precipitation</td>
<td>Ch. 4 &amp; 5</td>
</tr>
<tr>
<td>10/1</td>
<td>Cloud Formation &amp; Precipitation</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>10/7</td>
<td>No Class M; Air Pressure and Winds</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>10/15</td>
<td>Local &amp; Global Wind Patterns</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>10/22</td>
<td>Air Masses &amp; Fronts</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>10/29</td>
<td>Thunderstorms &amp; Tornadoes</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>11/5</td>
<td>Midterm II (M); Hurricanes</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>11/12</td>
<td>No class M; Weather forecasting;</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>11/19</td>
<td>Climate; No Class W &amp; F</td>
<td>Ch. 12</td>
</tr>
<tr>
<td>11/26</td>
<td>Climate &amp; Climate Change</td>
<td>Ch. 12 &amp; 13</td>
</tr>
<tr>
<td>12/3</td>
<td>Climate Change</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>12/10</td>
<td>FINAL EXAM Tuesday, 12/11, 3:00-5:00 PM</td>
<td></td>
</tr>
</tbody>
</table>

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**MTRO-201L – Meteorology Lab**  
University of South Dakota – 1 credit – Fall 2014

**LAB MEETINGS:** Th 1:00-2:50 in Akeley-Lawrence 208  
**PROFESSOR:** Dr. Brennan Jordan  
**E-MAIL:** brennan.jordan@usd.edu  
**OFFICE:** Akeley-Lawrence 309, phone# 677-6143

**CATALOG DESCRIPTION:** This lab accompanies MTRO 201. Course co-requisite: MTRO 201

OFFICE HOURS: Formal office hours will be M 2-4, Tu 1-3, F 10-11 but please feel free to swing by my office any time, or set up an appointment.

ATTENDANCE: Attendance is essential and, in accordance with University of South Dakota policy for 100- and 200-level courses. Students who cease to attend class will be reported to the university. In order for an absence to be excused, with an opportunity to make up the lab for credit, the absence must be communicated in advance to the instructor.

GRADING: Graded laboratory exercises will be done every week except exam weeks. The labs will mostly be from the lab manual but additional elements will involve making atmospheric measurements using scientific instruments. There will be a short quiz on the previous week’s material every week except the first week and the week after the lab midterm. The midterm and exams will be based on the quizzes. Grading will be based on a conventional scale: A=90-100%; B=80-89.9%; C=70-79.9%; D=60-69.9%; F<60%. A curve may be applied to some exams at the instructor’s discretion, but don’t count on it. The weighting of coursework will be as follows:

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily labs</td>
<td>25%</td>
</tr>
<tr>
<td>Lab quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

CHEATING: Don’t do it! The College of Arts & Sciences policy on cheating is as follows: “No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be: (a) given a zero for that assignment; (b) allowed to rewrite and resubmit the assignment for credit; (c) assigned a reduced grade for the course; (d) dropped from the course; or (e) failed in the course.”

CELL PHONES: Please turn your cell phones off before entering the classroom. Students with phones out during class will be asked to leave (that means no texting either).

FREEDOM IN LEARNING: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

DISABILITIES: Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. [Ernetta L. Fox, Director, Disability Services, Room 119 Service Center 677-6389, www.usd.edu/ds, dservices@usd.edu]

COURSE EVALUATION: You will have an opportunity to evaluate the course and the instructor using the IDEA Diagnostic Form at the end of the semester. A separate evaluation will be made in the laboratory.

COURSE GOALS: Students are expected to learn about the atmosphere and basic meteorological processes and how weather and climate affect humans and how humans have affected the atmosphere. This class, in conjunction with the lecture, fulfills the following Goal of the South Dakota System of General Education Requirements: GOAL #6: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

Course Form #11
AAC Feb2007
STUDENT LEARNING OUTCOMES: As a result of taking courses meeting this goal, students will:
1. Demonstrate the scientific method in Meteorology in a laboratory experience.
   Construct weather charts including isobars, isotherms, fronts, and high and low pressure systems and interpret weather charts as well as weather radar maps to forecast changes in weather across a region and recognize potentially hazardous weather.
2. Gather and critically evaluate data using the scientific method.
   Make measurements of current meteorological conditions such as temperature, pressure, and dew point and identify clouds and interpret their significance with respect to the state of the atmosphere and use observations and measurements to forecast short-term changes in weather.
3. Identify and explain the basic concepts, terminology and theories of the selected natural sciences.
   Demonstrate an understanding of basic meteorological processes (listed on class schedule) on lecture exams.
4. Apply selected natural science concepts and theories to contemporary issues.
   a. Demonstrate an understanding of basic weather hazards, such as thunderstorms, tornadoes, hurricanes, derechos, extreme heat, and winter storms.
   b. Demonstrate an understanding of how human activity has affected the composition of the atmosphere with respect to pollution and climate.
   c. Demonstrate an understanding of the difference between weather and climate, and scientific observations and modeling related to climate change.

Tentative Lab Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Lab Manual</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27</td>
<td>No Lab Meeting</td>
<td></td>
</tr>
<tr>
<td>9/3</td>
<td>Lab 1: Vertical structure of the atmosphere</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>9/10</td>
<td>Lab 2: Earth-Sun geometry</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>9/17</td>
<td>Lab 3: Surface energy budget</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>9/24</td>
<td>Lab 4: Atmospheric moisture &amp; cloud droplets/rain drops</td>
<td>Ch. 5 &amp; 7</td>
</tr>
<tr>
<td>10/1</td>
<td>Lab 5: Saturation and atmospheric stability</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>10/7</td>
<td>Lab Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>10/15</td>
<td>Lab 6: Atmospheric motion</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>10/22</td>
<td>Lab 7: Weather map analysis</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>10/29</td>
<td>Lab 8: Mid-latitude cyclones</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>11/5</td>
<td>Lab 9: Forecasting</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>11/12</td>
<td>Lab 10: Thunderstorms and tornadoes</td>
<td>Ch. 12</td>
</tr>
<tr>
<td>11/19</td>
<td>No Lab Meeting (Thanksgiving); Homework: Climate controls</td>
<td>Ch. 14 (HW)</td>
</tr>
<tr>
<td>11/26</td>
<td>Lab 11: Climate variability and change</td>
<td>Ch. 16</td>
</tr>
<tr>
<td>12/3</td>
<td>Lab Final Exam</td>
<td></td>
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</table>
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Division/Department</th>
<th>Departmental Approval Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD College of Arts &amp; Sciences</td>
<td>Deborah Dodge</td>
<td>04-14-2014</td>
<td></td>
</tr>
<tr>
<td>USD Institution</td>
<td>Emily Haddad</td>
<td>Matthew C. Moen</td>
<td>3-19-14</td>
</tr>
</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- [ ] System General Education Requirements
- [ ] Institutional Graduation Requirements
- [ ] Globalization/Global Issues Requirement
- X System General Education Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [ ] Revision to an approved course
- [ ] Addition of a course to the set of approved courses
- X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change

The University of South Dakota requests removal of A&S 123/123L Science: The Core of Discovery II from the list of courses approved to meet SGR #6 Natural Sciences.

Section 2. Provide the Effective Date for the Proposed Change

Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change

Consequent to the recent BOR system-wide review of courses, USD requested deletion of these courses. Their removal from the approved list of courses is follow-up.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

N/A

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

N/A
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Modern Languages and Linguistics</th>
<th>Deborah Dodge</th>
<th>10/06/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD</td>
<td>Division/Department</td>
<td>Institutional Approval Signature</td>
<td>Date</td>
</tr>
<tr>
<td>USD</td>
<td>Laura Vidler</td>
<td>Matthew C. Moen</td>
<td>9/19/14</td>
</tr>
<tr>
<td>Institution</td>
<td>Form Initiator</td>
<td>Dean’s Approval Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Proposed Course:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 201</td>
<td>Intermediate German I</td>
<td>3</td>
</tr>
</tbody>
</table>

Indicate (X) the component(s) of the General Education Curriculum that the proposal impacts.

- [ ] System General Education Requirements
- [ ] Institutional Graduation Requirements
- [X] Globalization/Global Issues Requirement
- [ ] Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [ ] Revision to an approved course [one already approved for general education]
- [X] Addition of a course to the set of approved courses
- [ ] Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change
Include GER 201: Intermediate German I to the list of courses fulfilling the Globalization/Global Issues requirement.

Section 2. Provide the Effective Date for the Proposed Change
Summer 2015

Section 3. Provide a Detailed Reason for the Proposed Change
By definition, Intermediate German continues the introduction to German grammar (including the reflexive verbs and the simple past), along with developing the vocabulary. In addition, GER 201 in fulfillment of the Globalization/Global Issues Requirement would make a significant contribution to understanding developments on the global scale from historical, cultural, and contemporary viewpoints. In compliance with the requirement of the “Five Cs” (Communication, Cultures, Communities, Comparisons, and Connections), a national standard set by the American Council of the Teaching of Foreign Languages (ACTFL), GER 201 seeks to establish a balance between providing language training and instruction in German civilization in the international perspective. Including Intermediate German I in fulfillment of the IGR Goal II would afford a valuable educational experience to our students in the following ways:

Similarly to first-year-German, GER 201 offers insights into the history, geography, contemporary political situation, traditions, values, and daily life of people in Austria, Germany, Liechtenstein, and Switzerland. Readings and discussions on the invention of typesetting, Martin Luther’s translation of the Bible, the folkloristic and linguistic breakthroughs achieved by the Grimm brothers, as well as the broad media offerings in the German-speaking world will significantly contribute to enhancing the participants’ cultural literacy. Chapters 7 through 10 of the current textbook (Treffpunkt Deutsch, 6th ed.) place a special emphasis on cultural differences in living, student housing, table manners, dining habits, and leisure activities.

Second, through completing GER 201, students will gain a better understanding of American-European relations with an emphasis on the nineteenth and twentieth centuries. Discussions on German immigration, the revolutions of 1848-49, World Wars I and II, the Bauhaus School of Architecture and its major impact on urban planning in the US, the Cold War (including conflicts involving Berlin), and the end of Communism with German reunification will develop an appreciation of the long tradition of Transatlantic competition and subsequent cooperation. A reading chapter on designing bills and coins of the Euro invites interesting comparisons with the American Dollar and its various denominations. The instructor’s experience with the former East Germany lends further variety to our discussions.

Third, GER 201 places an added emphasis on contemporary events on a global scale. Publicly funded broadcast stations, such as the Deutsche Welle and the Mitteldeutscher Rundfunk offer a rich variety of Podcasts prepared on a broad range of political, cultural, and economic events all over the world. The Deutsche Welle, the rough equivalent of the BBC maintains a daily updated link (http://www.dw.de/media-center/podcasts/s-100976) with podcasts containing daily news, anniversaries, cultural events, teaching materials, and above all, with two pages exclusively dedicated to issues of Globalization: “Global Ideas” and “Global 3000: Das Globalisierungsmagazin.” With some overlapping, both series with a “global” profile report on issues of environmental protection, poverty, criminal activities, peace efforts, and charitable actions all over the world.
In GER 201, we regularly use the daily news service provided by the Deutsche Welle, downloadable in I-Tunes and also in MP3-format, and recorded both at slow and normal paces. In the fall of 2013, most of the news recordings used in class and on tests were dedicated to events in the Ukraine.

Last, Intermediate German I will develop the students’ understanding of the impact that the German-speaking countries exert on the global economy. Germany has the third largest economy of the world, and its productivity has resulted in a trade surplus rivalling that of China. German is one of the official languages of the European Community.

Chapters 7 through 10 of the current textbook (Treffpunkt Deutsch, 6th ed.) place a special emphasis on cultural differences in living, student housing, table manners, dining habits, and leisure activities.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

The study of German not only develops familiarity with an established European language, but also opens an avenue toward understanding historic rivalries, political partnership, and economic competition on the global scale. Discussions on current global events conducted in the target language will help the students in developing interest in international events and in generating an appreciation of worldwide cultural differences.

Through taking GER 201, students will accomplish the designated goal: “Students will understand how global issues, developments, and ideas affect their lives and those of others.”

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will demonstrate awareness of multiple perspectives within the global community.</td>
<td>Students of GER 201 will demonstrate their awareness of multiple perspectives in the world community:</td>
</tr>
<tr>
<td></td>
<td>1) by their participation in conversational exchanges in class as scheduled in the syllabus and dictated by current developments in Europe, and beyond;</td>
</tr>
<tr>
<td></td>
<td>2) by exercises and readings contained in the textbook and prepared by the instructor with an emphasis on the German participation in world affairs in the past and the present;</td>
</tr>
<tr>
<td></td>
<td>3) by homework assignments on the aforementioned participation;</td>
</tr>
<tr>
<td></td>
<td>4) by means of the short tests on listening comprehension, chapter exams, and the final examination with partial emphasis on the aforementioned contribution.</td>
</tr>
<tr>
<td>2. Students will investigate and analyze contemporary issues, phenomena, and ideas with global impact,</td>
<td>Students of GER 201 will prove their familiarity with the global implications of the geography, history, economy, and culture of the German-speaking countries:</td>
</tr>
<tr>
<td></td>
<td>1) by their participation in conversational exchanges in class as scheduled in the syllabus and dictated by current developments in Europe, and beyond;</td>
</tr>
<tr>
<td></td>
<td>2) by exercises and readings contained in the textbook and prepared by the instructor with an emphasis on linguistic</td>
</tr>
</tbody>
</table>
considering their effect on the individuals, communities, and social or natural environments involved. and cultural differences within and outside the German-speaking countries;
3) by homework assignments on linguistic and cultural differences within and outside the German-speaking countries;
4) by means of the chapter exams and the final examination with partial emphasis on cultural topics and differences.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Please see below.
GER 201: Intermediate German I: Three credit hours
The University of South Dakota. Tentative Syllabus.
Fall 2015
Monday, Wednesday, Friday 9-9:50 AM

István Gombocz, Professor of German
304 Slagle Hall
Office Hours:
Phone Number: 677 6492
e-mail: Istvan.Gombocz@usd.edu
Home page: www.usd.edu/~igombocz

Course description

German 201 continues the introduction to German vocabulary and grammar, including the verb tenses, the case system, relative pronouns, prepositions, as well as the reflexive pronouns. Classroom activities and assignments place an equal emphasis on all proficiency skills, i.e. reading, writing, listening, and speaking.

By completing German 201, students fulfill the following requirements:

1) Regential system-wide graduation requirements, Goal 4, Humanities/Fine Arts: “Students will understand the diversity and complexity of the human experience through study of the arts and humanities.” This goal can be met by completing six credit hours in a sequence of foreign language courses.

2) Language and humanities requirement set for students in pursuit of a B.A. degree in the College of Arts and Sciences at USD. This goal is met by completing two semesters of a foreign language.

3) In addition, by completing German 201, students achieve significant progress toward completing a minor, or major in German.

Description of Instructional Methods

This class utilizes a modern, communicative approach. Each class session will be introduced with short conversational exchanges in German on a variety of topics of personal and public interest. Such improvised small talk sessions in the target language will help the students to overcome any fears and inhibitions they might have in conversing in a foreign language. Following the daily introductory question-answer sessions, the new elements of grammar will be
discussed and practiced in a number of exercises and drills. Similarities and differences between English and German will be regularly emphasized with special attention to cognates. Subsequently, the contextual use of new grammar and new vocabulary will be studied in the reading paragraphs contained in each chapter of the textbook.

Activities in language acquisition and grammatical exercises will be paralleled by reading assignments and discussions on individual aspects of the history, geography, and modern daily life in the German-speaking countries. Reading paragraphs in English explore a number of topics related to German civilization and place a particular emphasis on cultural differences.

German 201 will use the podcast recordings provided by German media on a regular basis. More specifically, we will listen to the news-clips prepared by the Deutsche Welle, Germany’s international radio- and TV-service. Supplemented by vocabulary lists provided by the instructor, such audio-files will not only improve the students’ listening comprehension in the target language, but will also help them in developing and maintaining interest in international affairs all over the world.

Course Requirements

2) MyGermanlab: access to the student activities manual. To be purchased at Barnes and Noble, USD

A good German-English dictionary checked out from ID Weeks Library or purchased by the students.

Materials provided by the instructor.

Class attendance policy

Thorough and conscientious preparation, regular attendance, and active participation are essential for achieving progress in a foreign language. Attendance, active participation, and homework construct a major component (40%) of your final grade.

Attention: Legitimate absences for medical, professional, or familial reasons must be documented by a medical doctor, or the University of South Dakota. Please consult USD’s relevant policy: [http://www.usd.edu/policies/upload/Excused-Absence-Policy.pdf](http://www.usd.edu/policies/upload/Excused-Absence-Policy.pdf)

If you have familial, or other emergencies, please contact Students Rights and Responsibilities (605-677-5331; srr@usd.edu), so that they can provide a proper and sanctioned excuse.

Absences not excused by USD, or a medical doctor count as unexcused ones. Six unexcused absences will result in an Instructor Initiated Drop from the course.

Technology skills:

For attending and completing the course, basic familiarity with e-mail, internet, and electronic databases is required. Course participants are required to check their e-mail accounts
once a day during the week and to read the correspondence related to German 201. Please use your official e-mail addresses provided by USD. In addition, students need to familiarize themselves with MyGermanLab, an online service containing exercises and feedback. To that end, a training session will be held early in the semester.

Make-up policy for homework assignments:

Homework assignments can be made up if the student presents a legitimate reason for missing them. Length of the extension will be granted at the discretion of the instructor, depending on the nature of the emergency.

Make-up policy for tests and the final:

Except for medical or familial emergencies documented by the University, I do not give make-up tests or finals. Such emergencies must be reported per e-mail as soon as possible and documented by a medical doctor within 72 hours after the test was given. Please note that your lowest test grade will be dropped at the end of the semester. The policy of dropping the lowest grade does not apply to the Final.

Course Goals

German 201 will continue with the introduction to German vocabulary and grammar, including the reflexive verbs and the simple past. Classroom activities and assignments place an equal emphasis on all proficiency skills, i.e. reading, writing, listening, and speaking. Completing German 201 will contribute to fulfilling the language/humanities requirement in place for the Bachelor of Arts degree.

Moreover, by completing German 201, students will reach Goal 4 of the regental system-wide requirement in the category of the Humanities and Fine Arts. Additionally, pending approval, students who successfully finish German 201 will be in compliance of IGR Goal II, known as “globalization/global issues requirement.”

Student Learning Outcomes and Assessments:

German 201 can be used in fulfillment of Goal No. 4 of regental system-wide graduation requirements:

SGR Goal 4, Humanities/Fine Arts: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

As a result of taking courses meeting this goal, students will:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s)</th>
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</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience;</td>
<td>An appreciation of diverse values in the human experience in general and in German-speaking Central Europe in particular is assessed in class discussions, homework assignments, tests, and the final examination.</td>
</tr>
<tr>
<td>2. Identify and explain basic concepts of the selected disciplines within the arts and humanities.</td>
<td>Homework assignments and tests are by far not limited to assessing progress in the target language. They consistently measure progress in the recognition and</td>
</tr>
</tbody>
</table>
appreciation of the geographic, historical, economic, and political circumstances that have shaped contemporary Central European civilization in the context of the European integration.

In addition, as a result of taking courses meeting this goal, students will be able to do at least one of the following:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities;</strong></td>
<td>The awareness of cultural differences between North America and Central Europe is regularly measured in daily class activities, as well as in the tests. The aforementioned activities place a similarly strong emphasis on the contribution of immigrants from German-speaking Central Europe to North American culture and help developing a global awareness and perspectives.</td>
</tr>
<tr>
<td>4. Demonstrate creative and aesthetic understanding;</td>
<td>In Intermediate German, the opportunities of achieving progress in this category are limited. Nevertheless, the students have occasionally the option of producing short pieces of creative writing in the target language.</td>
</tr>
<tr>
<td>5. Explain and interpret formal and stylistic elements of the literary or fine arts;</td>
<td>Stylistic analysis of selected and simple literary texts (poems for the most part) is limited to class discussion.</td>
</tr>
</tbody>
</table>
| 6. Demonstrate foundational competency in reading, writing, and speaking a non-English language. | Progress will be assessed through conversational exchanges conducted at the beginning of each class session. In these short question-answer sessions, the grammar and vocabulary of the previous class meeting are reviewed.  

Furthermore, progress is measured by homework assigned on the daily basis with an emphasis on grammar, vocabulary, and basic writing. Feedback provided to the students will help them in identifying their shortcomings.  

In addition, tests are conducted after each major chapter of the textbook. Such tests will measure progress in the mastery of grammar, vocabulary, and culture. They will offer a variety of vocabulary exercises, substitution drills, translations, essay assignments, and cultural questions to be answered in English.  

The chapter tests will be supplemented by two short tests on listening comprehension. |

GER 201 also counts in fulfillment of the IGR Goal II: “globalization/global issues”.

Through taking GER 201, students will accomplish the designated goal: “Students will understand how global issues, developments, and ideas affect their lives and those of others.”

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Students will demonstrate awareness of multiple perspectives | Students of GER 201 will demonstrate their awareness of multiple perspectives in the world community:  

1) by their participation in conversational exchanges in class as scheduled in the syllabus and dictated by current developments in Europe, and beyond; |
within the global community.

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<tbody>
<tr>
<td>2)</td>
<td>by exercises and readings contained in the textbook and prepared by the instructor with an emphasis on the German participation in world affairs in the past and the present;</td>
</tr>
<tr>
<td>3)</td>
<td>by homework assignments on the aforementioned participation;</td>
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<tr>
<td>4)</td>
<td>by means of the short tests on listening comprehension, chapter exams, and the final examination with partial emphasis on the aforementioned contribution.</td>
</tr>
</tbody>
</table>

2. Students will investigate and analyze contemporary issues, phenomena, and ideas with global impact, considering their effect on the individuals, communities, and social or natural environments involved.

<p>| | |</p>
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<tbody>
<tr>
<td></td>
<td>Students of GER 201 will prove their familiarity with the global implications of the geography, history, economy, and culture of the German-speaking countries:</td>
</tr>
<tr>
<td>1)</td>
<td>by their participation in conversational exchanges in class as scheduled in the syllabus and dictated by current developments in Europe, and beyond;</td>
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<td>by exercises and readings contained in the textbook and prepared by the instructor with an emphasis on linguistic and cultural differences within and outside the German-speaking countries;</td>
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<td>by homework assignments on linguistic and cultural differences within and outside the German-speaking countries;</td>
</tr>
<tr>
<td>4)</td>
<td>by means of the chapter exams and the final examination with partial emphasis on cultural topics and differences.</td>
</tr>
</tbody>
</table>

**Evaluation Procedures**

**Assessments**

Progress will be assessed through conversational exchanges conducted at the beginning of each class session. In these short question-answer sessions, the grammar and vocabulary of the previous class meeting will be reviewed.

Furthermore, progress will be measured by homework assigned on the daily basis with an emphasis on grammar, vocabulary, and basic writing. Feedback provided to the students will help them in identifying their shortcomings.

In addition, tests will be given after each chapter of the textbook. Such tests will measure progress in the mastery of grammar, vocabulary, and culture. They will offer a variety of vocabulary exercises, substitution drills, and translations. Moreover, the cultural sections of these tests will assess the students’ familiarity with the historic and political events with global implications discussed in the chapter in question. In German 201, the topics to be addressed in the cultural sections of the tests will range from the invention of the print press to the Protestant Reformation, the breakthroughs in folkloristic and linguistic research achieved by the Grimm brothers, the Bauhaus architectural movement, and the current political developments addressed in the podcasts used in class.

**Grading Policy:**

Classroom work, including participation in the class discussion: 30%

Homework assignments, including those in MyGermanLab: 10%

Three tests: 30%

Final examination: 30%
TENTATIVE COURSE SCHEDULE

Montag [Monday], (MO), den 25 August: Introduction; expectations on the students‘ and the instructor’s part. Wie war der Sommer? [How was your summer?]


MO, den 1. September: Schönen Feiertag! [Happy Holiday!]


FR, den 5. September: Student Housing.


FR, den 12. September: „Da-compounds.“


MI, den 17. September: Infinitive Phrases


MO, den 22. September: „Das Bauhaus.“ The Bauhaus School of Architecture in Europe and, subsequently, in the United States.

MI, den 24. September: „Das Bauhaus.“


FR, den 3. Oktober: „Im Gasthaus; Andere Länder, andere Sitten.“ [Cultural differences in dining habits and table manners]. Nachrichten der Deutschen Welle. [Podcasting: world news from Germany; News in politics and international business].


MI, den 8. Oktober: Reflexive pronouns and reflexive verbs.


MO, den 13. Oktober: Feiertag. [Native American Day]

MI, den 15. Oktober: „Einkaufsgewohnheiten; Wandern macht hungrig.“ [Cultural differences in shopping and in leisure activities].


MO, den 20. Oktober: Wort, Sinn und Klang; Wortschatz 2. [Idioms and vocabulary]

MI, den 22. Oktober: Wiederholung. [Review Session].

FR, den 24. Oktober: Klausur Nr. 2 [Test No. 2].
MI, den 29. Oktober: „Der Beginn des Informationszeitalters.“ [Johannes Gutenberg and the invention of typesetting with its global implications; the beginning of the Information Age in the fifteenth century].
FR, den 31. Oktober: Reformationstag. Commemorating the Protestant Reformation and its secular implications in Germany, and beyond; Martin Luther and his translation of the Bible with major implications for the vernaculars in Europe, and beyond.

FR, den 7. November Expressing “when” in German. „Zeitungen und Zeitschriften.“ [The history and the present of printed and electronic media in the German-speaking world. The Axel Caesars Springer Corporation and its global presence].

MO, den 10. November: The relative pronoun as object of the preposition. Video-Treff. [Video-clip on news media and reading habits, provided by the textbook]. November 9th as an anniversary of several events: Fall of the Empire in 1918; “Crystal-Night” in 1938, and the fall of the Berlin Wall in 1989.

MO, den 17. November: „Der Hase und der Igel.“ (A fairy tale collected by the Grimm brothers).
MI, den 19. November: Die Brüder Grimm. [The Grimm brothers; classics in Germany and all over the world].

MO, den 24. November: Klausur Nr. 3. [Test No. 3]. Schönen Feiertag! [Happy Holiday].

MI, den 3. Dezember: An edited video program by the Deutsche Welle.
FR, den 5. Dezember: Wiederholung; Vorbereitung der Schlussprüfung. [Review; preparations for the he Final].


Die Schlußprüfung (Final): TBA.
Academic and administrative Policies that apply to this course:

**Academic Integrity**
The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.

Students who have engaged in academic dishonesty may be referred to the USD Office of Rights and Responsibilities for violation of the Student Code of Conduct.

**Fair Evaluation**
Each student is entitled to a fair grade in each course in which he or she is enrolled. It is the right and the responsibility of an instructor to establish criteria for evaluation for each course which he or she teaches, and to determine the degree to which an individual student has fulfilled the standards set for the course.

Students should be apprised that extraneous factors, such as eligibility for sorority or fraternity membership, for scholarship or financial aid awards, for athletics, for timely graduation, or for admission to graduate or professional schools, have no bearing on the determination of grades. The quality of the student’s overall performance with respect to standards for evaluation will be the only basis for judgment.

**Resolving Complaints about Grades**
The first step in resolving a complaint about grades is ordinarily for the student to attempt to resolve the problem directly with the course instructor. If that attempt is unsuccessful, the student may bring the matter to the Department Chair, who will assist the instructor and the student in reaching a resolution. Grade appeals not resolved with the assistance of the Department Chair may be directed to the Office of the Dean of the College of Arts and Sciences (for undergraduates) or to the Dean of the Graduate School (for graduate students), provided that the grading decision at issue would affect the student’s final course grade. The student initiating the grade appeal should be prepared to show that the grade was decided unfairly. According to South Dakota Board of Regents Policy 2:9, any academic appeal must be initiated within thirty calendar days from the date that the student received notification of the grade, unless the grade is assigned within fifteen calendar days of the end of the term. In that case, any appeal must be initiated within fifteen calendar days after the start of the next term (fall, spring, or summer).

**Statement on Freedom in Learning**
The following statement is required by the South Dakota Board of Regents.

**Freedom in Learning:** Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

**Assessment Disclaimer**
Any written work submitted for this course may be used for purposes of program review and/or faculty development.

**Disabilities**
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. For information contact:
- Ernetta L. Fox, Director
- Disability Services
- Room 119 Service Center
- (605) 677-6389
- www.usd.edu/ds; dservices@usd.edu
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Modern Languages and Linguistics</th>
<th>Deborah Dodge</th>
<th>10/06/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD</td>
<td>Division/Department</td>
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</tr>
<tr>
<td>USD</td>
<td>Laura Vidler</td>
<td>Matthew C. Moen</td>
<td>9/19/14</td>
</tr>
<tr>
<td>Institution</td>
<td>Form Initiator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Proposed Course:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 202</td>
<td>Intermediate German II</td>
<td>3</td>
</tr>
</tbody>
</table>

Indicate (X) the component(s) of the General Education Curriculum that the proposal impacts.

- [ ] System General Education Requirements
- [ ] Institutional Graduation Requirements
- [X] Globalization/Global Issues Requirement
- [ ] Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [ ] Revision to an approved course [one already approved for general education]
- [X] Addition of a course to the set of approved courses
- [ ] Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change
To include GER 202: Intermediate German II to the list of courses fulfilling the Globalization/Global Issues requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2015

Section 3. Provide a Detailed Reason for the Proposed Change
By definition, Intermediate German II completes the introduction to German grammar (including the Passive voice and the Subjunctive mood, and the reported speech), along with developing the vocabulary. In addition, GER 202 in fulfillment of the Globalization/Global Issues Requirement would make a further contribution to understanding developments on the global scale from historical, cultural, and contemporary viewpoints. In compliance with the requirement of the “Five Cs” (Communication, Cultures, Communities, Comparisons, and Connections), a national standard set by the American Council of the Teaching of Foreign Languages (ACTFL), GER 202 seeks to establish a balance between providing language instruction and an introduction to German civilization in the international perspective. Accepting Intermediate German II in fulfillment of the IGR Goal II would afford a valuable educational experience to our students in the following ways:

First, by building on the work completed in GER 201, GER 202 provides further exposure to the history, geography, contemporary political situation, traditions, values, and daily life of people in Central Europe. Readings and discussions on historic tragedies and breakthroughs in the twentieth century, the rise and fall of two totalitarian regimes, and life in modern unified and multicultural Germany will significantly contribute to developing the participants’ cultural literacy.

Second, GER 202 places further emphasis on contemporary events on a global scale. Publicly funded broadcast stations, such as the Deutsche Welle and the Mitteldeutscher Rundfunk offer a rich variety of Podcasts prepared on a broad range of political, cultural, and economic events all over the world. The Deutsche Welle, the rough equivalent of the BBC, maintains a daily updated link (http://www.dw.de/media-center/podcasts/s-100976) with podcasts containing daily news, anniversaries, cultural events, teaching materials, and above all, with two pages exclusively dedicated to issues of Globalization: “Global Ideas” and “Global 3000: Das Globalisierungsmagazin.” Both series with a “global” profile report on issues of environmental protection, poverty, criminal activities, peace efforts, and charitable activities all over the world.

Third, in GER 202 we regularly use the daily news service provided by the Deutsche Welle, downloadable in I-Tunes and in MP3-formats, and recorded both at slow, and the normal paces. In the spring of 2014, most of the news recordings used in class, and also in the tests were dedicated to events in the Ukraine. Most of the aforementioned podcast-materials are accompanied by corresponding scripts. Thus, they offer excellent opportunities of developing listening comprehension. Moreover, the audio-files are available to the public for free and can be downloaded for further practice. To lend variety to the exercises in listening comprehension, newscasts from Germany will be supplemented by comparable materials from Austria and Switzerland.

Fourth, the materials prepared by the instructor as a supplement to the textbook will challenge the students to broaden their inter-cultural horizons. Usually, we finish the textbook by mid-semester and spend the rest of the spring term with a variety of readings and audio-visual materials pertaining to German civilization. Short stories written by classic authors, along with readings in
history, politics, and business help the participants in understanding different traditions and values and in becoming better global citizens. Selections from the once flourishing German newspapers published in South Dakota shall inspire the participants to appreciate their local heritage within a broad geographic, in fact, global context.

**Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes**

The study of German not only develops familiarity with an established European language, but also opens an avenue toward understanding historic rivalries, political partnership, and economic competition on the global scale. Discussions on current global events conducted in the target language will help the students in developing interest in international events and in generating an appreciation of worldwide cultural differences.

Progress toward reaching these objectives would be assessed in the following ways:

<table>
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<th>Student Learning Outcomes</th>
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<tr>
<td>1. Students will demonstrate awareness of multiple perspectives within the global community.</td>
<td>Students of GER 202 will demonstrate their awareness of multiple perspectives in the world community: 1) by their participation in conversational exchanges in class as scheduled in the syllabus and dictated by current developments in Europe, and beyond; 2) by exercises and readings contained in the textbook and prepared by the instructor with an emphasis on the German participation in world affairs in the past and the present; 3) by homework assignments on the aforementioned participation; 4) by means of the short tests on listening comprehension, chapter exams, and the final examination with partial emphasis on the aforementioned contribution.</td>
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<td>2. Students will investigate and analyze contemporary issues, phenomena, and ideas with global impact, considering their effect on the individuals, communities, and social or natural</td>
<td>Students of GER 202 will prove their familiarity with the global implications of the geography, history, economy, and culture of the German-speaking countries: 1) by their participation in conversational exchanges in class as scheduled in the syllabus and dictated by current developments in Europe, and beyond; 2) by exercises and readings contained in the textbook and prepared by the instructor with an emphasis on linguistic and cultural differences within and outside the German-speaking countries; 3) by homework assignments on linguistic and cultural differences within and outside the German-speaking countries;</td>
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Moreover, tests after each chapter will assess the students’ familiarity with the historic and political events with global implications discussed in the chapter in question. In German 202, the topics to be addressed in the cultural sections of the tests will range from the division of Europe after World war II to the Berlin Airlift organized by the Western Allies, the Workers’ Uprising in East Berlin in 1953, the building of the Berlin Wall, the end of the Cold War with the help of the super powers, the German unification, the European integration, and the globalization. Information on the global component of GER 202 is contained in the syllabus below with English translations.

**Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation**

Please see below.
GER 202 u015 Intermediate German II SP15

Three credit hours

The University of South Dakota

Spring 2015.

Monday, Wednesday, Friday 9-9:50.

Classroom and office hours: TBA.

István Gombocz, Professor of German

304 Slagle Hall

Office Hours: TBA

Phone Number: 677 6492

e-mail: Istvan.Gombocz@usd.edu

**Catalog description**

German 202 develops interactive listening and speaking skills toward initiating and responding to simple statements and questions; it advances the students’ ability to understand selected readings of various types; it also refines the understanding of the culture, traditions, customs, and folklore of the target countries.

**Additional description:**

German 202 will finish the introduction to German vocabulary and grammar, including the relative and reflexive pronouns, the case system, the simple tense, the passive voice, and the subjunctive. Classroom activities and assignments place an equal emphasis on all proficiency skills, i.e. reading, writing, listening, and speaking.

**Course Prerequisites:**

Completing German 201, or equivalent.
Technology skills:

For attending and completing the course, basic familiarity with e-mail, internet, and electronic databases is required. Course participants are required to check their e-mail accounts once a day during the week and to read the correspondence related to German 202. Please use your official e-mail addresses at USD. In addition, students need to familiarize themselves with MyGermanLab, an online service containing exercises and feedback. Information on signing up for MyGermanLab is contained in the textbook.

Description of Instructional Methods:

This class utilizes a modern, communicative approach. Each class session will be introduced with short conversational exchanges in German on a variety of topics of personal and public interest. Such improvised small talk sessions in the target language will help the students to overcome any fears and inhibitions they might have in conversing in a foreign language. Following the daily introductory question-answer sessions, the new elements of grammar will be discussed and practiced in a number of exercises and drills. Similarities and differences between English and German will be regularly emphasized with special attention to cognates. Subsequently, the contextual use of new grammar and new vocabulary will be studied in the reading paragraphs contained in each chapter of the textbook.

Activities in language acquisition and grammatical exercises will be paralleled by reading assignments and discussions on individual aspects of the history, geography, and modern daily life in the German-speaking countries, and beyond all over the world.

German 202 will use the podcast recordings provided by German media on a regular basis. More specifically, we will listen to the news-clips prepared by the Deutsche Welle, Germany’s international radio- and TV-service. Supplemented by vocabulary lists provided by the instructor, such audio-files will not only improve the students’ listening comprehension in the target language, but will also help them in developing and maintaining interest in international affairs all over the world.

Course Requirements:

Required textbook(s) and other materials:

2) MyGermanlab: access to the student activities manual. To be purchased at Barnes and Noble, USD

Supplementary materials:

A good German-English dictionary checked out from ID Weeks Library or purchased by the students;
Podcasts related to German and selected by the instructor.

Students are encouraged to take advantage of the services of USD’s Writing Center: http://link.usd.edu/writingcenter or http://www.usd.edu/academics/academic-commons/writing-center.cfm.
They are also encouraged to use the Research Guide prepared for German by the University Library: http://libguides.usd.edu/German_Language_Resources?hs=a

Class attendance policy:

Thorough and conscientious preparation, regular attendance, and active participation are essential for achieving progress in a foreign language. Attendance, active participation, and homework construct a major component (40%) of your final grade.

Attention: Legitimate absences for medical, professional, or familial reasons must be documented by a medical doctor, or the University of South Dakota. Please consult USD’s relevant policy: http://www.usd.edu/policies/upload/Excused-Absence-Policy.pdf

If you have familial, or other emergencies, please contact Students Rights and Responsibilities (605-677-5331; srr@usd.edu), so that they can provide a proper and sanctioned excuse.

Absences not excused by USD, or a medical doctor count as unexcused ones. Six unexcused absences will result in an Instructor Initiated Drop from the course.

Academic Integrity:
The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.

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  a. Given a zero for that assignment.
  b. Allowed to rewrite and resubmit the assignment for credit.
  c. Assigned a reduced grade for the course.
  d. Dropped from the course.
  e. Failed in the course.

Make-up policy:

Homework assignments can be made up if the student presents a legitimate reason for missing them. Length of the extension will be granted at the discretion of the instructor, depending on the nature of the emergency.

Make-up policy for tests and the final:
Except for medical or familial emergencies documented by the University, I do not give make-up tests or finals. Such emergencies must be reported per e-mail as soon as possible and documented by a medical doctor within 72 hours after the test was given. Please note that your lowest test grade will be dropped at the end of the semester. The policy of dropping the lowest grade does not apply to the Final.

**Course Goals:**

By completing German 202, students accomplish progress toward fulfilling the following requirements:

1) Regential system-wide graduation requirements, Goal 4, Humanities/Fine Arts: “Students will understand the diversity and complexity of the human experience through study of the arts and humanities.” This goal can be met by completing six credit hours in a sequence of foreign language courses.

2) Language and humanities requirement set for students in pursuit of a B.A. degree in the College of Arts and Sciences at USD. This goal can be met by completing four semesters of a foreign language.

3) In addition, by completing German 202, students achieve significant progress toward completing a minor, or major in German.

**Student Learning Outcomes and Assessments:**

As stated above, German 202 can be used in fulfillment of Goal No. 4 of regental system-wide graduation requirements:

SGR Goal 4, Humanities/Fine Arts: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

As a result of taking courses meeting this goal, students will:

<table>
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<tbody>
<tr>
<td>1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience;</td>
<td>An appreciation of diverse values in the human experience in general and in German-speaking Central Europe in particular is assessed in class discussions, homework assignments, tests, and the final examination.</td>
</tr>
<tr>
<td>2. Identify and explain basic concepts of the selected disciplines within the arts and humanities.</td>
<td>Homework assignments and tests are by far not limited to assessing progress in the target language. They consistently measure progress in the recognition and appreciation of the geographic, historical, economic, and political circumstances that have shaped contemporary</td>
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</tbody>
</table>
Central European civilization in the context of the European integration.

In addition, as a result of taking courses meeting this goal, students will be able to do at least one of the following:

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<tbody>
<tr>
<td>3. Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities;</td>
<td>The awareness of cultural differences between North America and Central Europe is regularly measured in daily class activities, as well as in the tests. The aforementioned activities place a similarly strong emphasis on the contribution of immigrants from German-speaking Central Europe to North American culture.</td>
</tr>
<tr>
<td>4. Demonstrate creative and aesthetic understanding;</td>
<td>In Intermediate German, the opportunities of achieving progress in this category are limited. Nevertheless, the students have occasionally the option of producing short pieces of creative writing in the target language.</td>
</tr>
<tr>
<td>5. Explain and interpret formal and stylistic elements of the literary or fine arts;</td>
<td>Stylistic analysis of selected and simple literary texts (poems for the most part) is limited to class discussion.</td>
</tr>
</tbody>
</table>
| 6. Demonstrate foundational competency in reading, writing, and speaking a non-English language. | Progress will be assessed through conversational exchanges conducted at the beginning of each class session. In these short question-answer sessions, the grammar and vocabulary of the previous class meeting are reviewed.  

  Furthermore, progress is measured by homework assigned on the daily basis with an emphasis on grammar, vocabulary, and basic writing. Feedback provided to the students will help them in identifying their shortcomings.  

  In addition, tests are conducted after each major chapter of the textbook. Such tests will measure progress in the mastery of grammar, vocabulary, and culture. They will offer a variety of vocabulary exercises, substitution drills, translations, essay assignments, and cultural questions to be answered in English. |
The chapter tests will be supplemented by two short tests on listening comprehension.

GER 201 also counts in fulfillment of the IGR Goal II: “globalization/global issues”.
Through taking GER 201, students will accomplish the designated goal: “Students will understand how global issues, developments, and ideas affect their lives and those of others.”

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| 1. Students will demonstrate awareness of multiple perspectives within the global community. | Students of GER 202 will demonstrate their awareness of multiple perspectives in the world community:  
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2) by exercises and readings contained in the textbook and prepared by the instructor with an emphasis on the German participation in world affairs in the past and the present  
3) by homework assignments on the aforementioned participation;  
4) by means of the short tests on listening comprehension, chapter exams, and the final examination with partial emphasis on the aforementioned contribution. |
| 2. Students will investigate and analyze contemporary issues, phenomena, and ideas with global impact, considering their effect on the individuals, communities, and social or natural environments involved. | Students of GER 202 will prove their familiarity with the global implications of the geography, history, economy, and culture of the German-speaking countries:  
1) by their participation in conversational exchanges in class as scheduled in the syllabus and dictated by current developments in Europe, and beyond;  
2) by exercises and readings contained in the textbook and prepared by the instructor with an emphasis on linguistic and cultural differences within and outside the German-speaking countries;  
3) by homework assignments on linguistic and cultural differences within and outside the German-speaking countries;  
4) by means of the chapter exams and the final examination with partial emphasis on cultural topics and differences. |
**Additional expected outcome:**

Successful students (who complete the course with a “B” or higher), will reach the Intermediate Mid sublevel as established by the American Council of the Teaching of Foreign Languages (ACTFL). This means:

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. […] Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences.

**Assessments:**

Progress will be assessed through conversational exchanges conducted at the beginning of each class session. In these short question-answer sessions, the grammar and vocabulary of the previous class meeting will be reviewed.

Furthermore, progress will be measured by homework assigned on the daily basis with an emphasis on grammar, vocabulary, and basic writing. Feedback provided to the students will help them in identifying their shortcomings.

In addition, tests will be given after each major chapter of the textbook. Such tests will measure progress in the mastery of grammar, vocabulary, and culture. They will offer a variety of vocabulary exercises, substitution drills, translations, essay assignments, and cultural questions to be answered in English.

Moreover, tests after each chapter will assess the students’ familiarity with the historic and political events with global implications discussed in the chapter in question. In German 202, the topics to be addressed in the cultural sections of the tests will range from the division of Europe after World War II to the Berlin Airlift organized by the Western Allies, the Workers’ Uprising in 1953, the building of the Berlin Wall, the end of the Cold War with the help of the super powers, the German unification, the European integration, and the globalization. Information on the global component of GER 202 is contained in the syllabus below with English translations.

**Performance standards/Grading Policy**

Classroom work, including participation in the class discussion and written homework assignments: 25%

Scores in MyLab: 10%

Three chapter tests: 30%

Two short tests in listening comprehension: 10%

Final examination: 25%
**Disability Accommodation:**

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605)677-6389
Web Site: [www.usd.edu/ds](http://www.usd.edu/ds)
E-mail: disabilityservices@usd.edu

**Tentative Course Outline/Schedule.**

Week One, January 12-16: Treffpunkt Deutsch, Chapter 11.


Week Two, January 21-23: Chapter 11.

“”Die Berliner Mauer; Kleine deutsche Chronik“ [Turning points of German history of the twentieth century].
The Passive Voice

Week Three, January 26-30:


Week Four, February 2-6:

The Passive Voice; Life in former East Germany. Immigrant communities in modern united Germany.
World news of the Deutsche Welle.
Test No. 1.

Week Five, February 9-13: Chapter 12.

Women in the work force; suffrage and equal rights.
The Subjunctive mood.

Week Six, February 16-20:

The Subjunctive mood. Asking polite questions. Luxemburg and its contribution to the EU and world banking.

Week Seven, February 23-27:

Prepositions with the Genitive. Popular/prestigious professions in Europe and the US.

Test No. 2.

Week Eight, March 2-6:

The Subjunctive with the modal verbs.
A taste of Austrian German: News podcasts from the Austrian National Broadcast Company (ORF).
A short test in listening comprehension.

Week Nine, March 16-20:

Johann Peter Hebel: “Der kluge Richter.” [A short story from the nineteenth century].
http://gutenberg.spiegel.de/buch/327/1

A taste of Swiss German: News Podcasts from Schweizer Radio International.

Week Ten, March 23-27:

A fairy tale: Die Bremer Stadtmusikanten.” http://gutenberg.spiegel.de/buch/754/161

The Subjunctive with the modal verbs in the past.

Week Eleven, March 30-April 1:
The Subjunctive with the modal verbs in the Passive.
World news from the Deutsche Welle.

Week Twelve, April 6-10:

The Subjunctive with the modal verbs in the Passive in the past.
A news podcast from the TV-station ZDF with subtitles.
Business News from Germany.

Week Thirteen, April 13-17:

A news podcast from the TV-station ARD without subtitles.
A second short test in listening comprehension.

Week Fourteen, April 20-24: German-Americana. Selected and edited articles from the South Dakotaan German newspapers Dakota Freie Presse (1875-1953) and the Eureka Rundschau (1915-27).

Audio recordings of German spoken in South Dakota.

Week Fifteen, April 27-May 1: Review and preparation for the Final.

Final: TBA
This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- [ ] System General Education Requirements
- [ ] Institutional Graduation Requirements
- [X] Globalization/Global Issues Requirement
- [X] Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [ ] Revision to an approved course
- [X] Addition of a course to the set of approved courses
- [ ] Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change

To add NURS 471 Clinical Prevention and Population Health to the list of courses fulfilling the Globalization requirement and the Writing Intensive requirement.

Section 2. Provide the Effective Date for the Proposed Change

Beginning the 2015-2016 academic/catalog year.

Section 3. Provide a Detailed Reason for the Proposed Change

NURS 471 course outcomes, concept outcomes, concepts, and exemplars clearly identify the large role that globalization plays in population based health issues and bring global issues to the forefront of the course. This course focuses on understanding how global issues impact professional nursing practice. Within this course the student will examine nursing practice issues in a global context, concepts of social justice, and genetic factors of health populations.

Additionally, NURS 471 recently added the Public Health Nursing Assessment Critical writing paper assignment to its syllabus. This assignment was developed for NURS 475 (an approved writing intensive course) to serve students in the post-licensure nursing program and would similarly serve pre-licensure nursing students seeking the four year BSN degree, should NURS 471 be approved as a writing intensive course.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

Globalization/Global Issues Graduation Requirement
Goal: Students will understand how global issues, developments, and ideas affect their lives and those of others.

Student Learning Outcomes:
1. Students will demonstrate awareness of multiple perspectives within the global community.
2. Students will investigate and analyze contemporary issues, phenomena, and ideas with global impact, considering their effect on the individuals, communities, and social or natural environments involved.

Concept: Global Perspectives (Course Outcomes: 3, 4) (IGR Globalization Outcomes: 1, 2)  
Classroom Delivery: 11 contact hours  
Definition of Concept: Interconnectedness and interdependence that relates to the health of the whole planet which moves beyond geographical and political boundaries.
Concept Outcomes:
1. Examine factors contributing to cultural diversity that affect individuals and the family in society and the determinants of health in human populations.
2. Develop an awareness of the role and function of international organizations as partners in global health.
3. Explain the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health.

EXEMPLARS: WHO, Rural Health Disparities, Social Justice
AACN Public Health Essentials: I, VIII

Writing Intensive Graduation Requirement:
Goal: Students will demonstrate advanced research-based critical writing skills.

Student Learning Outcomes:
1. Students will complete formal writing assignments that entail research drawing from sources that are documented using a recognized style such as APA, Chicago, MLA, a journal-specific style, etc.,
2. Students will be able to critique the validity and effectiveness of arguments presented by others in the field,
3. Students will use a planning/drafting/revising process that incorporates self-assessment and/or peer review and includes instructor feedback, and
4. Students will write using standard American English, including correct punctuation, grammar, and sentence structure.

Major Writing Assignment: The Public Health Nursing Assessment Critical Writing paper assignment:
1. A formal writing assignment that substantively incorporates scholarly research and requires at least 5,000 words (approximately 15 pages), excluding the bibliography/works-cited list.
   a. Overall structure of the written paper assignment (see grading rubric attached).
      i. The paper will be at least 15 pages (excluding bibliography and appendix).
      ii. Conduct a literature review concerning identified community.
      iii. APA format must be used throughout the paper.
      iv. Content must be organized in a logical and clear manner, using headings as a method to present information.
      v. Correct grammar and punctuation are required.
      vi. Verbal sources and written references must be correctly documented using APA format.
      vii. Cites and integrates a minimum of seven references from scholarly, peer-reviewed journals and online references.
2. A planning/drafting/revising/submission process with instructor feedback during the process.
   a. Paper/Planning/Drafting/Revising/Submission (see grading rubric)
      i. Submit draft of paper to faculty by due date for review.
      ii. Faculty will review and provide feedback and return to student.
      iii. Student to incorporate suggested changes to final paper and submit to faculty by due date.
3. Formal writing assignment must be formatted and documented using APA formatting (see grading rubric)

**Additional Writing Assignment:** Family Assessment

1. A formal writing assignment in addition to the major assignment. This writing assignment has specific expectations for form within the discipline.
   a. Overall structure of the written paper assignment (see grading rubric attached).
      i. The paper must be 6-7 pages (excluding bibliography and appendix).
      ii. APA format must be used throughout the paper.
      iii. Content must be organized in a logical and clear manner, using headings as a method to present information.
      iv. Correct grammar and punctuation are required.
      v. Verbal sources and written references must be correctly documented using APA format.
      vi. A minimum of five references from scholarly, peer-reviewed journals must be integrated into the paper.

2. Formal writing assignment formatted and documented using a recognized style such as APA style.

**Additional Course Outcomes:**

1. Participate effectively in activities that facilitate community involvement in creating a healthy environment for individuals, families, and groups.
2. Collaborate with community partners to promote the health of individuals and families within the population.
3. Practice evidence-based public health nursing to promote the health of individuals, families and groups.
4. Partner effectively with key stakeholders and groups in care delivery to individuals, families and groups.

**Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation**

See attached Summary of Globalization Content, NURS 471 Course Overview, Public Health Nursing Assessment grading rubric (part one and two), Family Assessment grading rubric, and Course Syllabus.
Credit Hours: 5 (Theory 3, Clinical 2)

Course Description: This course focuses on preparing the student to engage in health promotion, community education, and outcomes analysis as an essential component of professional nursing. Within the course, students will examine health-related strategies to help individuals, families and communities achieve the highest level of health possible. The practicum focuses on developing the baccalaureate nursing role in the community-based setting.

Course Outcomes:
1. Participate effectively in activities that facilitate community involvement in creating a healthy environment for individuals, families, and groups.
2. Collaborate with community partners to promote the health of individuals and families within the population.
3. Practice evidence-based public health nursing to promote the health of individuals, families and groups.
4. Partner effectively with key stakeholders and groups in care delivery to individuals, families and groups.

Globalization/Global Issues Graduation Requirement
Goal: Students will understand how global issues, developments, and ideas affect their lives and those of others.

Student Learning Outcomes:
1. Students will demonstrate awareness of multiple perspectives within the global community.
2. Students will investigate and analyze contemporary issues, phenomena, and ideas with global impact, considering their effect on the individuals, communities, and social or natural environments involved.

Writing Intensive Graduation Requirement
Goal: Students will demonstrate advanced research-based critical writing skills.

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1. Students will complete formal writing assignments that entail research drawing from sources that are documented using a recognized style such as APA, Chicago, MLA, a journal-specific style, etc.,
2. Students will be able to critique the validity and effectiveness of arguments presented by others in the field,
3. Students will use a planning/drafting/revising process that incorporates self-assessment and/or peer review and includes instructor feedback, and

Course Form #11
AAC Feb2007
4. Students will write using standard American English, including correct punctuation, grammar, and sentence structure.

Course Concepts, Definitions, and Outcomes

Concept: Global Perspectives
Concept Hours: 11
Definition of Concept: Interconnectedness and interdependence that relates to the health of the whole planet which moves beyond geographical and political boundaries.

Concept Outcomes:
1. Examine factors contributing to cultural diversity that affect individuals and the family in society and the determinants of health in human populations.
2. Develop an awareness of the role and function of international organizations as partners in global health.
3. Explain the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health.

EXEMPLARS: WHO, Rural Health Disparities, Social Justice
Course Outcomes: 3,4
AACN Public Health Essentials: I, VIII
Institution Graduation Requirement (IGR 2) Student Learning Outcomes: 1,2

Concept: Clinical Prevention
Concept Hours: 11
Definition of Concept: The incorporation of strategies to help individuals, families, and communities achieve the highest level of health possible.

Concept Outcomes:
1. Collaborate with other healthcare disciplines to develop, implement, and evaluate the provision of health care.
2. Investigate the meaning and applications of multidisciplinary collaboration needed in emergency preparedness.
3. Identify opportunities for population-focused advocacy for individuals, families, and groups.

EXEMPLARS: Case Management, Patient/Family Advocate, Emergency Preparedness, Communicable Diseases, Immunizations
Course Outcomes: 1,2,3,4
AACN Public Health Essentials: VI, VII, VIII
Institution Graduation Requirement (IGR 3) Student Learning Outcomes: 1

Concept: Public Health
Concept Hours: 12
**Definition of Concept:** The collaborative process of a society to collectively ensure that conditions exist in which the community as a whole can be healthy.

**Concept Outcomes:**
1. Describe the principles of measuring health indicators, disease incidence and prevalence, and health outcomes in populations.
2. Explain how historical foundations of professional and public health nursing have impacted current practice.
3. Determine how public health laws and regulations shape national and local emergency interventions.
4. Compare and contrast the nursing code of ethics and the public health code of ethics.
5. Conduct a Public Health Assessment and apply the principles of epidemiology.

**EXEMPLARS:** Health Policy, Informatics, Epidemiology, Public Health Nursing Assessment

**Course Outcomes:** 3,4

**AACN Public Health Essentials:** VII, V, VIII, II

**Institution Graduation Requirement (IGR 3) Student Learning Outcomes:** 1

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**Concept: Health Promotion**

**Definition of Concept:** The process of enabling people to increase control over, and to improve, their health.

**Concept Outcomes:**
1. Explain how the Healthy People objectives, indicators, and frameworks guide community health nursing programs and interventions.
2. Use epidemiologic data to identify health risks for a population.
3. Illustrate the use of data to target community interventions, define strategies, and assess the determinants of distribution of health.
4. Implement nursing leadership behaviors in the process of community engagement and collaboration in planning, implementing and evaluating health programs and initiatives.

**EXEMPLARS:** Primary Prevention, Secondary Prevention (Screening), Tertiary Prevention, Healthy People 2020

**Course Outcomes:** 1,2,3

**AACN Public Health Essential:** III, VII

**Institution Graduation Requirement (IGR 3) Student Learning Outcomes:** 1
## Globalization Content Overview

**Concept:** Global Perspectives  
**Classroom delivery:** 11 contact hours  
**Simulation Experience:** 4 hours  
**Standardized Testing:** HESI practice and specialized exam

<table>
<thead>
<tr>
<th>Global Perspectives Concept Outcome</th>
<th>N471 Course Outcome</th>
<th>IGR 2 Outcome</th>
<th>Global Perspectives Concept Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>3, 4</td>
<td>1, 2</td>
<td>1, 2, 3</td>
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</table>

### Assignment/s

**Prior to class:**

- **Readings:** Truglio-Londrigan & Lewenson p. 389-393 (Paradigm Shift from Local to Global Worldview), 179-199 (Considerations of Culture in the Health of the Public).

- **View:** Emerging Infectious Diseases and Global Health by Dr. Lucy Shapiro, Stanford University at Berkley/UCSF (60 minutes)  
  [http://www.youtube.com/watch?v=rYH4MdfbxVU](http://www.youtube.com/watch?v=rYH4MdfbxVU)  
  Dr. Shapiro discusses several bacterial and viral diseases, their transmission, treatment, mutation and consequences. Her examples range from farmers in Iowa to SARS in China.

**Classroom Delivery:**

- Faculty will provide 11 hours of theory content in a face to face setting.

**Reflection Assignment following content delivery:**

- **Discuss** a social determinant of health that you discovered from the video. Provide an example of an intervention that could be implemented to address this problem. Identify the level of prevention of your intervention and provide rationale.

### Simulation Experience

- 4 hours

<table>
<thead>
<tr>
<th>Simulation Experience</th>
<th>N471 Course Outcome</th>
<th>IGR 2 Outcome</th>
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</thead>
<tbody>
<tr>
<td>3, 4</td>
<td>1, 2</td>
<td>1, 2, 3</td>
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</tbody>
</table>
  o **Read** through the information presented to gain an understanding of global determinants of health.
  o **Watch:** The U.S. Health and Human Services Determinants of Health Video (5 Min.) [http://www.youtube.com/watch?v=5Lul6KNIw](http://www.youtube.com/watch?v=5Lul6KNIw) This video provides a U.S. perspective of the determinants of health and will give you a good understanding of ways you can impact issues of social justice within your community.

• **Simulation description:** Migrant worker’s child injured in a school setting. Migrant worker meets with school nurse and is unable to speak English, and is not an U.S. citizen. Language barrier, Access to care barriers, Financial concerns, Rural healthcare, Social Justice.

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**Standardized Testing (HESI)**

- Students will be required to achieve an 80% on the HESI *Comprehensive Community Health* practice test prior to taking the HESI standardized exam.
- Students will be required to take version one of the HESI *Community Health* specialized exam and receive a benchmark of 850. If the student receives less than the 850 benchmark they are required remediate on the material and take version two of the HESI Community Health specialized exam.
- Exam blue print includes (but not limited to) the following content:
  - Bioterrorism and Disaster Management
  - Cultural Diversity
  - Case Management
  - Environmental Health
  - Economics of Health Care
  - Global Health Care
  - Health Promotion Management
  - Infectious Disease Control
  - Public Health Policy
  - Violence and Human Abuse
Course Title: Clinical Prevention and Population Health

Course Description: This course focuses on preparing the student to engage in health promotion, community education, and outcomes analysis as an essential component of professional nursing. Within the course, students will examine health-related strategies to help individuals, families, and communities achieve the highest level of health possible. The practicum focuses on developing the baccalaureate nursing role in the community-based setting.

Course Credit Distribution: 3 theory credit hours, 2 clinical hours

Registration Restriction/Course Prerequisites: None

Program Outcomes

| 1. Integrate leadership and communication (written, verbal, nonverbal and technological) skills to effectively implement patient safety and quality improvement initiatives within the context of Interprofessional team. (Essential II, IV) |
| 2. Relate how policies, finance and regulatory environments shape responses to organizational, local, national, and global issues of equity, access, affordability and social justice in health care. (Essential V) |
| 3. Collaborate with other health care professionals for improving health through clinical prevention in national, international and global societies. (Essential VI, VII, VIII) |
| 4. Integrate evidence, clinical judgment, Interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care. (Essential III) |
| 5. Manage holistic, safe patient-centered care that reflects an understanding of the arts and sciences in the nursing and medical management across the lifespan for individuals and populations in all health care settings. (Essential I, II, IX) |
| 6. Demonstrate accountability for individual actions and behaviors, including civility, professional engagement, practice and lifelong learning. (Essential I, Essential VIII, IX) |
### Globalization Graduation Requirement

**Goal**
Students will understand how global issues, developments, and ideas affect their lives and those of others.

**Student Learning Outcomes**

1. Students will demonstrate awareness of multiple perspectives within the global community.
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**Goal**
Students will demonstrate advanced research-based critical writing skills.

**Student Learning Outcomes**

1. Students will complete formal writing assignments that entail research, drawing from sources that are documented using a recognized style such as APA, Chicago, MLA, a journal-specific style, etc.
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3. Students will use a planning/drafting/revising process that incorporates self-assessment and/or peer review and includes instructor feedback, and
4. Students will write using standard American English, including correct punctuation, grammar, and sentence structure.

The University of South Dakota supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength.
**Bachelor of Science in Nursing Philosophy**

The philosophy of USD Nursing carries within it the belief that nursing is its own discipline, grounded in its own body of knowledge and advancing with emerging technologies. Working collaboratively with members of the health care team, USD Nursing believes that nurses utilize critical reasoning to provide quality and compassionate care. Nurses are accountable for their individual practice, are guided by legal and ethical principles and professional values of caring, while respecting the unique and diverse attributes of others.

USD Nursing believes that education is a dynamic partnership, shared between teacher and learner, promoting a safe and caring environment for both. Learning must be an active and interactive process responding to the diversity of the global world. Focusing on evidenced-based practice, nurse educators strive in their educational endeavors to create the platform for creativity, mutual respect and collaboration and foster commitment to inquiry that lasts a lifetime.

**Communication with Faculty**

Nursing faculty are available during their designated office hours or by appointment. Faculty office hours and expected processes for communication will be provided at the beginning of each semester.

**Technical Standards**

Course material will be delivered via various web-based technologies. It is your responsibility to be sure you have capabilities to receive this type of media.

Students will be expected to follow the Computer Hardware and Software Specifications as listed at [http://link.usd.edu/265](http://link.usd.edu/265) (my.usd.edu>Academics>Health Sciences Supplemental Information>Nursing).

Technical support is available by email at [helpdesk@usd.edu](mailto:helpdesk@usd.edu) or by calling 877-225-0027 (toll free) or 605-677-5028. Quick start guides for Desire2Learn (D2L) are available for student assistance on the course homepage.

**Professional Behavior**

Professional behavior is expected in all learning environments in the nursing program. See USD Undergraduate Student Handbook for expectations and policies.

Professional behavior is expected both in and outside the classroom. This includes all interactions with colleagues, faculty, and staff in person, via email or telephone. Patient confidentiality and adherence to the HIPAA guidelines are assumed and will be expected in class and at clinical sites. **It is expected that all students contribute equally in their assigned groups. Failure to participate may result in reduced grade for the course.**

It is expected that students will check the course website inside the course management system on a regular basis (once every 24 hours Monday-Friday) in
order to keep updated on announcements and emails from faculty. Just as the faculty is expected to respond to emails within a 24 hour period Monday through Friday, students are also expected to respond within a 24 hour period.

It is expected that you will follow the basic rules of netiquette and to be courteous to all those in the class. You should treat all communications in this class as you would in the business world. Communication must be formal, using proper grammar, spelling and netiquette. Please type in complete sentences and follow the discussion board guidelines. Use only appropriate acronyms. For more information on netiquette, please review the following site http://it.granite.edu/resources/student/learningonline/images/netiquette.htm.

Any student found to have committed misconduct as outlined in The University of South Dakota Handbook is subject to disciplinary action as outlined under “sanctions” in The University of South Dakota Student Handbook. The University of South Dakota Student Handbook can be found on-line at myu.usd.edu>Campus Life>Student Policies. At the discretion of the instructor, a student who is found to be cheating or plagiarizing may be:

- Given a zero for that assignment
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.

Examples of actions that are considered cheating include, but are not limited to:

- Copying from another student’s exam
- Collaboration with other students/individuals when taking an exam
- Submission of the same work for credit in more than one course, without obtaining permission from faculty beforehand

Plagiarism is defined as the inclusion of someone else’s words, ideas, or data as one’s own work, including:

- Borrowing facts, statistics, illustrations, or other materials that are not clearly common knowledge without acknowledgement of the source
- Collaboration on, or sharing of, an assignment in any form (written or computer file) that is then submitted as individual work

**Freedom in Learning**

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to
reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation. Reference: myu.usd.edu>Campus Life>Student Policies. (http://link.usd.edu/22).

Academic Support
An academic support system is available to aid students in effectively using resources provided by the university. A link is provided on the Desire2Learn (D2L) course homepage for Library Services (Library_Guide_for_Nursing) directing students to a tutorial for utilizing library resources and citation tools. Academic support is also available from the USD Writing Center at http://link.usd.edu/22 (my.usd.edu>Academics>Where do I go for help?>Writing Center). Other student support services are also available via the USD student portal at http://link.usd.edu/22.

Departmental policies and expectations are outlined in the USD Nursing Student Handbook.

Disability Services
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services in a timely manner. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. The Disability Services Policy on Accommodation can be found in the USD Student Handbook at http://link.usd.edu/111 (myu.usd.edu>Campus Life>Student Policies).

For information contact: Ernetta L. Fox, Director, Disability Services Room 119, Service Center, USD Campus, Vermillion, SD (605) 677-6389. www.usd.edu/ds dservices@usd.edu

The USD Writing Center (http://www.usd.edu/wcenter/): The USD Writing Center was established to provide writing assistance to students in order to help them become better writers. It is available on campus during regular business hours and online in the evenings. USD Nursing requires that students demonstrate a high degree of competency in professional writing. If you have struggled with APA formatting or writing in past courses you are highly encouraged to utilize this service. Please visit the URL above for more information.
**Course Requirements/Expectations**

1. It is expected that assignments will be submitted according to established deadlines. The learner must negotiate with the faculty prior to the due date if he/she cannot meet the deadline. If the assignment is turned in late without prior notification, no credit will be given.
2. Feedback for all quizzes and assignments will be provided within 1 week of the due date unless otherwise stated.
3. USD Nursing requires the use of Standardized Testing throughout the program. Learners must complete the required preparation assignments in order to take each exam. Points allocated are outlined in the grading section of the syllabus.
4. All missed exams will be made up on dates indicated by the course faculty. Grades will be distributed electronically; they cannot be reported over the telephone.
5. The learner can contact the course faculty within one week following an exam to make an appointment to review that exam. Past exams will not be viewed or reviewed prior to the final exam. Final exams are not available for review.
6. Absence from an exam without prior notification will result in a zero.
7. University policy for filing deficiencies at early alert and mid-term will be followed.
8. Based on University policy, the grade of incomplete may be assigned at the discretion of the instructor when a student experiences extenuating circumstances that prevent completion of a course.

**Evaluation Policy**

Students will be evaluated by the academic and professional judgment of the individual faculty member(s) assigned to teach this course. Students will be given periodic feedback throughout the course. Faculty member(s) assume the ultimate responsibility for the evaluation of students.

**Grading and Evaluation**

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<th><strong>Points</strong></th>
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<tr>
<td>B</td>
<td>255-278</td>
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<tr>
<td>C</td>
<td>231-254</td>
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<td>D</td>
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<td>F</td>
<td>206 and below</td>
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<tr>
<td>I</td>
<td>Incomplete</td>
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</table>

**To successfully complete the course, student will:**

1. Earn a “C” or higher in the didactic portion of the course and earn a “satisfactory” in the clinical portion of the course. If either portion of this course is not completed the student will not progress in the program.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Evaluation/Assessment Criteria</th>
<th>Student Learning Outcomes</th>
<th>Requirement and Learning Outcomes</th>
<th>AACN Public Health Baccalaureate Essentials</th>
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<tr>
<td><strong>Public Health</strong></td>
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<td>Public Health Nursing Assessment Part 1</td>
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<td>Writing Assignment</td>
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<td>Exam</td>
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<td>Multiple Choice Questions</td>
<td>1,3</td>
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<td>II, V, VII, VIII</td>
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<tr>
<td>Family Assessment</td>
<td>20</td>
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<td>1,2,3,4</td>
<td>Writing Intensive 1,2,3,4</td>
<td>VI, VII, VIII</td>
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<td>I, VIII</td>
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<td>1,2,3,4</td>
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**Textbooks and Resources Required:**

SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements

<table>
<thead>
<tr>
<th>Institution</th>
<th>Division/Department</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD</td>
<td>Biology</td>
<td>Deborah Dodge</td>
<td>10/06/2014</td>
</tr>
<tr>
<td>USD</td>
<td>Hugh Britten</td>
<td>Matthew C. Moen</td>
<td>9/19/14</td>
</tr>
</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

☐ System General Education Requirements
☐ Institutional Graduation Requirements
☒ Globalization/Global Issues Requirement
☒ Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

☐ Revision to an approved course
☒ Addition of a course to the set of approved courses
☐ Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change
The Department of Biology proposes the addition of BIOL 436: Biogeography to the list of approved courses that fulfill the institutional requirement for intensive writing.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2015

Section 3. Provide a Detailed Reason for the Proposed Change
BIOL 436: Biogeography, consistent with criteria outlined in IGR #3, requires students to demonstrate advanced research-based critical writing skills by completing three major writing assignments (totaling at least 19 pages and constituting 40% of the student’s grade for the course). Coursework focuses on integrating geography, Earth science, paleontology, ecology, and evolutionary theory into a coherent theory that explains the past and present distributions of plants and animals. The writing assignments account for a large portion of the course grade and are designed to first introduce students to the relevant literature, then critically analyze the literature, and finally to synthesize concepts from the literature. A planning/drafting/review/revising process is built into the assignments, incorporating self-assessment, peer-review, and instructor evaluation.

Biogeography (BIOL 436) fulfills Biology elective credit, Biodiversity Course Group, and Conservation and Ecology Course Group credit within the Biology major requirements. The Department of Biology currently does not offer a course that meets the intensive writing requirements.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Institutional Graduation Requirements for the Writing Intensive Requirement include:
1. Students will complete formal writing assignments that entail research drawing from sources that are documented using a recognized style such as APA, Chicago, MLA, a journal-specific style, etc.,
2. Students will be able to critique the validity and effectiveness of arguments presented by others in the field,
3. Students will use a planning/drafting/revising process that incorporates self-assessment and/or peer review and includes instructor feedback, and
4. Students will write using standard American English, including correct punctuation, grammar, and sentence structure.

The formal writing assignments in BIOL 436 will require students to use and be familiar with historic and current scientific research in Biogeography. Because Biogeography is an
interdisciplinary field within Biology, this will require formal literature research in the areas of geography, ecology, and evolutionary biology among other fields. In order to complete the writing assignments, students will identify their information needs, locate and retrieve peer-reviewed scientific results, and use them ethically, following the citation guidelines in the *Journal of Biogeography*. Each written assignment will be evaluated for correct use of standard American English, including punctuation, grammar, and sentence structure. Each writing assignment will also be evaluated on the basis of its organization and logical construction.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s)</th>
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</thead>
<tbody>
<tr>
<td>1. Students will complete formal writing assignments that entail research drawing from</td>
<td>10-page paper, 6-page paper, literature review</td>
</tr>
<tr>
<td>sources that are documented using a recognized style such as APA, Chicago, MLA, a</td>
<td></td>
</tr>
<tr>
<td>journal-specific style, etc.</td>
<td></td>
</tr>
<tr>
<td>2. Students will be able to critique the validity and effectiveness of arguments</td>
<td>10-page paper, 6-page paper, literature review, peer-review</td>
</tr>
<tr>
<td>presented by others in the field.</td>
<td></td>
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<tr>
<td>3. Students will use a planning/drafting/revising process that incorporates self-assessment</td>
<td>6-page paper, literature review, peer-review</td>
</tr>
<tr>
<td>and/or peer review and includes instructor feedback.</td>
<td></td>
</tr>
<tr>
<td>4. Students will write using standard American English, including correct punctuation,</td>
<td>10-page paper, 6-page paper, literature review, peer-review</td>
</tr>
<tr>
<td>grammar, and sentence structure.</td>
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</table>

**Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation**

See attached.
Biogeography is the study of the spatial distributions of life over time. Biogeography is a multidisciplinary field within Biology that encompasses physical geography, Earth history, ecology, phylogenetics, and conservation biology. This course will examine the distributions of both plants and animals from the perspectives of both ecology (e.g., biomes, species interactions, abiotic factors) and history (e.g., phylogenetics, paleoecology, geomorphology).

**Prerequisites:** Principles of Ecology (BIOL 311) and/or Evolution (BIOL 473)


**Course Policies and Grading**

**Course Objectives:** This course will explore the history of biogeography and our current understanding of several key topics in the field. Biogeography is, by its nature, an integrative discipline and this aspect of the field will be stressed throughout the course. The course will have a lecture and discussion format. This course fulfills Biology elective credit, Biodiversity Course Group, and Conservation and Ecology Course Group credit. This course meets the University of South Dakota’s institutional graduation requirement for Intensive Writing.

**Goal:** Students will demonstrate the following advanced research-based critical writing skills:

- At least two major, formal writing assignments that substantively incorporate scholarly research and that require at least 2000 words (approx. 6 pages) and 3500 words (approx. 10 pages), respectively, excluding the bibliography/works-cited list.
- A planning/drafting/revising process for at least one of the major writing assignments, with instructor feedback during this process.
- One more formal writing assignment in addition to the major assignment(s). Writing assignments with specific expectations for form within the discipline may be considered formal writing; examples include abstracts, reviews, proposals, etc. In-class writing, journals, drafts, PowerPoint presentations, etc., may be valuable assignments within the class but are not considered formal writing.
- All formal writing assignments formatted and documented using a recognized style such as APA, Chicago, MLA, a journal-specific style, etc.

<table>
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<td>10-page paper, 6-page paper, literature review</td>
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2. Students will be able to critique the validity and effectiveness of arguments presented by others in the field.

3. Students will use a planning/drafting/revising process that incorporates self-assessment and/or peer review and includes instructor feedback.

4. Students will write using standard American English, including correct punctuation, grammar, and sentence structure.

<table>
<thead>
<tr>
<th>Literature Review:</th>
<th>10-page paper, 6-page paper, literature review, peer-review</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to become more familiar with additional aspects of biogeography, students will be asked to produce a written review of an article from the primary literature in the field. Students should select a research paper (i.e., a paper that presents original data, not a review article or opinion piece) from one of the journals listed below or an article that has been approved by the instructor. Please choose an article that was published in 2014 or 2015. Reviews of articles that do not meet these criteria will receive no points.</td>
<td></td>
</tr>
</tbody>
</table>

**Biogeography-related Journals in I.D. Weeks Library:**

- The American Naturalist
- Evolution
- Genetics
- Heredity
- Molecular Ecology
- Nature
- Proceedings of the National Academy of Sciences, US
- Proceedings of the Royal Society, London, Biology
- Science
- Systematic Biology
- Systematic Botany
- Systematic Zoology
- Journal of Biogeography

**Review Format:** Reviews should be two to four pages long. Reviews should be double-spaced with no greater than one inch margins on all sides and 10 or 12 point font. A photocopy of the article being reviewed must be provided with the review. Please place your name and student ID (datatel) number near the top of the review with a full citation of the work being reviewed. The citation should be in the format of the journal from which the reviewed article was taken. Please explicitly address the following issues in your review.

- What was the hypothesis or question being addressed in the paper?
- What methods were used to test the hypothesis or answer the question?
- What were the main conclusions of the reviewed work?
- What were the strong points of the paper?
- What were the weak points and what additional approaches might the author(s)
have taken?
- Were the conclusions justified by the outcome of the study?
- What larger question(s) do you think these results may help address? Why?

Students are encouraged to prepare a draft of their review for an ungraded assessment of their work a week or two prior to the due date. Grades will be based on the thoroughness and cogency of the reviews. Grammar and syntax will also be graded. Reviews that show evidence of critical thinking and integration of ideas from other areas of Biology will receive the highest grades.

Term Papers: In addition to the literature review assignment, two terms papers, one six pages and one 10 pages in length will be assigned during the semester to meet the formal writing assignments criteria. A draft of the six-page paper will be reviewed by the instructor and two other members of the class in a peer-review process to meet the planning/drafting/revising criterion. A final version of the six-page paper will include the editorial suggestions of the instructor and peer-reviewers. The 10 page paper will not undergo this formal review process, although the instructor will review drafts on request. Each paper will have at least 10 sources from the peer-reviewed literature and citation format will follow Journal of Biogeography.

Topics: Term paper topics must investigate an important aspect of biogeography broadly conceived. Topics may include, for example, the history of biogeography and the development of modern theory, biogeography of specific locations (e.g., Hawaiian Islands, Black Hills) or ecosystems (e.g., prairie, mountain), theoretical aspects of biogeography (e.g., island biogeography), and applications of biogeography in conservation and other contexts. Students will have an opportunity to discuss the topics of each term paper with the instructor prior to writing the paper.

Exams: Two midterms and a comprehensive final exam will be given during the semester. Exams will consist of objective (multiple choice, matching, etc.) questions, fill in the blank, short answer, essay questions, and problems. Material for the exams will be largely drawn from the lectures.

Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent of Total Grade</th>
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</thead>
<tbody>
<tr>
<td>3 Exams</td>
<td>300 (100 each)</td>
<td>60</td>
</tr>
<tr>
<td>6-page paper draft</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>2 X 6-page paper peer-reviews</td>
<td>10 (5 each)</td>
<td>2</td>
</tr>
<tr>
<td>6-page paper final</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>10-page paper</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>Literature review</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td><strong>100</strong></td>
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</table>

Missed exams: Please notify the instructor at least 24 hours in advance of a missed exam. Exams will be rescheduled for students who provide advanced notification of their absence for legitimate reasons (e.g., USD sanctioned events) and in cases of sudden illness, family emergencies, and other unforeseen problems. You may be asked to provide documentation in
support of your request for a make-up exam. Exams missed due to university closures (e.g., for bad weather) will be administered at the next class meeting.

**Online Course Materials:** 1) Lecture PowerPoint files will be made available on the course Desire to Learn (D2L) site prior to each lecture. Please note that these are intended as “guided notes” and do not substitute for taking notes in class or reading the textbook. The PowerPoints will consist mainly of figures and images; it will be up to each student to take thorough notes on them in class. 2) A “study guide” will be available on the course D2L site prior to each exam. Study guides will consist of a list of terms that were introduced in class and a list of concepts or problems that students should master for the upcoming exam.

**Office Hours:** TBA

The instructor will be available during posted office hours and by appointment. Students are encouraged to use the office hours for questions about exams, assignments, and course material. Students are also encouraged to contact the instructor via email.

**Lecture Schedule (subject to change)**

Textbook Chapters in parentheses

January
12  Introduction to the science of biogeography (1 & 2)
14  Geographic context: Climate and soils (3)
16  Geographic context: Aquatic environments and time (3)
19  Martin Luther King, Jr. Holiday
21  Geographic context: Cartography (3)
23  Geographic context: Geographic Information Systems (3)
26  Geographic context: Remote sensing and satellites (3)

**Literature Review Due**

26  Distributions of populations and ranges (4)
28  Distributions of communities: Definitions and history (5)
30  Distributions of communities: Spatial and temporal patterns (5)

February
2   Distributions of communities: Forests and deserts (5)
4   Distributions of communities: Grasslands, boreal forests and tundra (5)
6   Distributions of communities: Aquatic communities (5)
9   Dispersal and immigration (6)

11  Species and higher taxonomic categories (7)
13  Speciation (7)
16  Presidents’ Day Holiday
18  Extinction (7)

**Draft 6-page paper due**

20  Changing Earth (8)
23  Pleistocene biogeography: Geography of glaciation (9)
25  Pleistocene biogeography: Biogeographic response to glacial cycles (9)
27  Pleistocene biogeography: Refugia and extinctions (9)

March
2   **Exam 1**

Course Form #11
AAC Feb2007
Peer-reviews of 6-page papers due

4 Endemism and cosmopolitanism (10)
6 Disjunctions and interchanges (10)
9 Spring Break
11 Spring Break
13 Spring Break
16 History of lineages: Classification and relationships (11)
18 History of lineages: Systematics (11)

Final 6-page paper due

20 History of lineages: Phylogeography (11)
23 History of lineages: The fossil record (11)
25 History of lineages: Molecular clocks and divergence times (11)
27 Modern historical biogeography (12)
30 Gondawanan and Holarctic historical biogeography (12)

April
1 Patterns in island biogeography (13)
3 Easter Holiday
6 Patterns in island biogeography (13)
8 Island biogeography: Endemism (14)
10 Island biogeography: Assembly of insular biotas (14)
13 Island biogeography: Evolution on islands (14)
15 Exam 2
17 Marine biogeography (15)
20 Marine biogeography (15)
22 Current extinction spasm (16)
24 Geography of extinction forces (16)
27 Conservation biogeography (16)
29 Conservation biogeography (16)

Final 10-page paper due

May
1 Review and wrap-up
TBA – final exam

USD and SD Board of Regents Policies

Plagiarism: Please be careful about plagiarism in the preparation of your literature reviews. It is not acceptable to copy another person’s work and then simply cite the reference. Paraphrase or reword the writings of others and be sure to cite the source of the original work. Copying another’s work word-for-word and citing the source is unacceptable. Similarly, excessive use of quotations, even when cited properly, is not an acceptable practice. Quotations are used very rarely in the primary scientific literature, such as that you will review for this course. The following is the USD College of Arts and Sciences policy on plagiarism:

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.
No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

Cases of plagiarism will also be referred to the USD Dean of Students.

**Disability Accommodation**

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director  
Disability Services, Room 119 Service Center  
(605)677-6389  
Web Site: www.usd.edu/ds  
E-mail: disabilityservices@usd.edu

**SD BOR “Freedom in Learning Policy”**: Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.”
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

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<tr>
<th>Institution</th>
<th>School of Business</th>
<th>Deborah Dodge</th>
<th>09/08/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD</td>
<td>Division/Department</td>
<td>Institutional Approval Signature</td>
<td>Date</td>
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</table>

<table>
<thead>
<tr>
<th>Institution</th>
<th>Katherine Haberling</th>
<th>Deans Keller &amp; Venkatachalam</th>
<th>08/20/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD</td>
<td>Form Initiator</td>
<td>Dean’s Approval Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- [ ] System General Education Requirements
- [ ] Institutional Graduation Requirements
- [ ] Globalization/Global Issues Requirement
- [X] Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [ ] Revision to an approved course
- [X] Addition of a course to the set of approved courses
- [ ] Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change
Include HSAD 495 Practicum in HSAD on the approved list for meeting the Writing Intensive requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2015

Section 3. Provide a Detailed Reason for the Proposed Change
HSAD faculty have universally agreed to require students to write a detailed paper (including literature review, APA format, proposals, rewrites) as a component of HSAD 495 Practicum in HSAD. The paper serves 3 main functions within the course. 1) It summarizes the work performed and the material learned by the student. 2) It serves as a part of the student’s portfolio. 3) A copy of the report is left with the organization outlining student suggestions for project improvements. The intent is to include HSAD 495 on the list of approved courses for meeting the intensive writing requirement.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
The proposed syllabus includes the following learning outcomes and assessments consistent with IGR #3.

Goal - Students will demonstrate advanced research-based critical writing skills.

Student Learning Outcomes - As a result of taking courses meeting this goal, students will:

1. complete formal writing assignments that entail research drawing from sources that are documented using a recognized style such as APA, Chicago, MLA, a journal-specific style, etc. Assessment: Technical Report and Analysis, Research-based Project
2. be able to critique the validity and effectiveness of arguments presented by others in the field. Assessment: Research-based Project, Group Grant Proposal, Response Papers
3. use a planning/drafting/revising process that incorporates self-assessment and/or peer review and includes instructor feedback. Assessment: Technical Report and Analysis, Research-based Project, Group Grant Proposal, Professional Portfolio
4. write using standard American English, including correct punctuation, grammar, and sentence structure.

Assessment: Technical Report and Analysis, Research-based Project, Group Grant Proposal, Response Papers, Professional Portfolio
Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

University of South Dakota
School of Business
HSAD 495: Health Administration Practicum
Course Syllabus

School of Business Mission Statement

We are a community of scholars and practitioners committed to superior undergraduate and graduate business programs accredited by AACSB International.

We Emphasize excellence in teaching, promote intellectual exchange and development, and advocate continuous learning reflecting a dynamic global environment.

Our services deliver value to our students, the university, business disciplines, and society.

Course Description: Applied, monitored and supervised, field based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses.

Course Credit Hours: 1 (one) to 6 (six) hour(s): 6 hours are required to meet the HSAD major

Faculty: [Katherine Haberling, DHA]

Office Phone: 605-366-1191
Office FAX: 677-5058
Office: Beacom School of Business, Room 227
E-Mail: Use D2L class list email contact: please put HSAD 498 in the subject line of your correspondence
Office Hours: By Appointment

This course fulfills the following goals of the USD Institutional Graduation Requirement in Intensive Writing:

Goal: Students will demonstrate advanced research-based critical writing skills.
Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. complete formal writing assignments that entail research drawing from sources that are documented using a recognized style such as APA, Chicago, MLA, a journal-specific style, etc. Assessment: Technical Report and Analysis, Research-based Project
2. be able to critique the validity and effectiveness of arguments presented by others in the field. Assessment: Research-based Project, Group Grant Proposal, Response Papers
3. use a planning/drafting/revising process that incorporates self-assessment and/or peer review and includes instructor feedback. Assessment: Technical Report and Analysis, Research-based Project, Group Grant Proposal, Professional Portfolio
4. write using standard American English, including correct punctuation, grammar, and sentence structure.
Assessment: Technical Report and Analysis, Research-based Project, Group Grant Proposal, Response Papers, Professional Portfolio

Additional Goals and Objectives: Student demonstration of applied business and health administration classwork in an actual healthcare setting and through completion of a healthcare management project. Specific course objectives include student:

1. Shadowing a healthcare administrator(s)
2. Identifying, leading, and completing a management project in a healthcare setting.
3. Completion of a management project power point presentation that defines the scope of the project to be completed and the method in which the work will be done.
4. Completion of weekly journals that reflect and apply classroom learning to on-site issues.
5. Completion of a final writing assignment written in APA style. The final paper is written in chapter format and entails the following
   a. ability to critique the validity and effectiveness of arguments presented by others in health services administration and related disciplines,
   b. utilization of a planning/drafting/revising process that incorporates self-assessment and includes instructor feedback, and
   c. ability to write using standard American English, including correct punctuation, grammar, and sentence structure.

It is intended that this course will meet AACSB Standard 15: Management of Curricula and Beacom School of Business Goal 3, Objective 2: Written Communication Skills when it has completed the required tenure. Prior to that time (including summer 2012) students can elect to petition for the course to meet the AACSB standard.

Course Requirements and Grading Scale: The course requires 250-280 total hours either spent on site or in completion of writing requirements. The course is a pass/fail course. A pass grade is only given after a final paper, with all edits and revisions, is accepted by the instructor.

Assignment and Timeline: This course requirement is worth 100% of the course grade and consists of one formal writing assignment that substantively incorporates scholarly research on a health services administration topic and requires at least 5000 words (approx. 15 pages), excluding the bibliography/works-cited list. The paper length with front and back matter is approximately 25 pages.

- **First Requirement** – Prior to registration for the course work with the instructor to secure a practicum opportunity.
  o First Deadline Date: actual start dates will vary depending on practicum locations secured. Prior to reporting to assigned practicum location the student must complete corporate paperwork and health testing. Corporate paperwork may include a criminal record check which may result in denied access to the practicum location.

- **Second Requirement** – Identify and plan management project
  o Second Deadline Date [within first 2 weeks] – submit a power point presentation identifying the management project in terms of problem, purpose, significance, assumptions, limitations, proposed method, plan, timelines,
• **Third Requirement** – weekly journal including hours completed, summary of work, reflections and application of coursework to practicum work, and progress report on management project.
  o Third Deadline Date [weekly] – submit to drop box

• **Fourth Requirement** – final paper drafts
  o Fourth Deadline Date – while completing the required hours submit drafts of chapters 1 through 3 of the final paper. Make revisions as suggested by instructor feedback. Chapters 4 and 5 should be written after you have completed your practicum hours. Chapters 4 and 5 will also be submitted first as drafts.

• **Final Requirement** – After all revisions have been made submit the final paper. A copy of the final paper will also be sent to your preceptor(s). Your preceptor will determine the confidentiality level that will be attached to the final product.
  o Last Deadline Date – Accepted final papers will result in a passing grade. If the final paper has not been accepted by the date grades are due the student will receive an incomplete until he/she completes the writing requirement.

**Technical Requirements:**

• The final paper must be in 12-point font, with 1-inch margins, and double spaced, and not written in first person. APA writing requirements must be followed.

• The final writing assignment is a professional research paper consisting of a title page, abstract, table of contents, 5 chapters with a minimum of level one and level two headers for each chapter, reference page, and any appendices. Paper length will be approximately fifteen to twenty five pages (5000 words, minimum), excluding the title page, table of contents, reference page and any appendices.

• A minimum of ten scholarly reference sources must be cited in the paper. Be sure to use legitimate resources (e.g., journal articles), and not sources such as Wikipedia, blogs, etc. Most citations should be peer reviewed journals, government documents, or books.

• All written work and documentation will utilize a recognized style such as APA, Chicago, MLA, a journal-specific style, etc. The specific style is dependent on the instructor’s disciplinary focus.

**Plagiarism and Cheating Policy:** Plagiarism is defined as using the words and/or ideas of another representing them to be your own, without proper credit to the author or source. Plagiarism and cheating indicate a lack of respect for ethical considerations and social responsibilities. These practices will not be tolerated. Plagiarism, either intentional or unintentional, will result in a grade of zero for the assignment. Because it is impossible to evaluate a plagiarized paper, no credit can be given. Cheating will result in being dropped from the course with a letter grade of “F.”

To avoid plagiarism, you must give credit whenever you use another person’s idea, opinion, or theory; any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge; quotations of another person’s actual spoken or written words; or paraphrase of another person’s spoken or written words (Writing Tutorial Services, Indiana University). If you have any questions or doubts regarding the appropriateness of citing a source or using a footnote please refer to the selected style manual (i.e., MLA, APA, or Turabian). USD adheres to citation guidelines as prescribed by the particular discipline, (i.e., MLA, APA and Chicago Manual of Style or Turabian). All of these guidelines are available in the I.D. Weeks library or the bookstores. These texts outline how to cite references from a variety of sources, including the Internet. You are to use proper citation techniques for your paper. For more information about MLA and APA, see the following websites.
  Modern Language Association (MLA) [www.mla.org](http://www.mla.org)
American Psychological Association (APA) [www.apastyle.org](http://www.apastyle.org)
An excellent resource for help with writing, research, grammar and mechanics, and style guides is The Purdue Online Writing Lab located at [http://owl.english.purdue.edu](http://owl.english.purdue.edu).

**Privacy of Student Records:** The Family Educational Rights and Privacy Act of 1974 (FERPA) provides that each student’s educational records remain private. No individual or group outside the educational institution shall have access to nor will the institution (including professors) disclose students’ educational records without written consent of the students. Because the professor cannot ensure that the student is the only one with access to the student’s email account, grades will not be provided via email. The student may access his/her final grade using WebAdvisor.

**Honor Code and Ethical Considerations:** Ethical behavior is an important part of the course as it relates to business behavior and as it relates to one’s own personal behavior. Students are expected to conduct themselves in an honest, dignified, and professional manner. Such behavior includes respecting the rights, opinions and beliefs of others, as well as the diversity of others. Failure to comply puts you at risk of being removed from the course.

**Freedom in Learning:** Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

**Special Assistance or Needs:** Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. For more information contact: Ernetta L. Fox, Director, Disability Services, Room 119 Service Center, (605) 677-6389, [www.usd.edu/ds](http://www.usd.edu/ds); dservices@usd.edu.

**If your tuition bill is not paid by the due date,** the Registrar will drop you from this course. You will not be allowed to re-enter the class until next semester. The last day to drop this course without paying for it in full is before 1/10 completion of the course, i.e., [May 21, 2012]. The last day to withdraw from the course with a prorated refund is [INSERT DATE]. The last day to drop this course with a “W” is before 75% completion of the course, i.e., [INSERT DATE].
<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
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<th>D</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td>Critical Analysis (60%)</td>
<td>Identifies problem; sophisticated analysis; substantial depth; analyzed from different angles; complexity of thought; strong conclusion</td>
<td>Adequate depth, fullness and complexity of thought; addresses topic and explores issues; less ambitious and complex than an A paper, may have some gaps in content; conclusion is a summary with minimal expansion</td>
<td>Shows clarity of thought but may lack complexity; addresses topic and identifies issues, but lacks meaningful analysis and tends to summarize; several inaccuracies and/or gaps in content; conclusion is summary only</td>
<td>Addresses some aspect of the topic, but may do so in a simplistic, distorted or stereotypical way; may rely heavily on summarization; may contain very serious inaccuracies and/or gaps in content; poor summary or exact restatement of introduction</td>
<td>Demonstrates simplistic thought about the topic; may fail to discuss topic or may be entirely off-topic; no conclusion</td>
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<td>Logical/Persuasive (10%)</td>
<td>Well-defined and/or sophisticated central idea/argument (thesis statement); ideas are organized with transitions and unified paragraphs; ideas are well supported with examples and evidence</td>
<td>Thesis is recognizable; ideas are supported with generally appropriate examples and evidence; generally well organized</td>
<td>Thesis statement is unclear or may be missing; ideas are sometimes supported with examples and evidence though not always appropriate or effective; some problems with paragraph unity and transitions</td>
<td>Thesis is missing, unclear, or unrecognizable; relies heavily on generalizations or underdeveloped ideas; poorly organized, lack of focus, or problems with coherence or progression of ideas</td>
<td>No evident thesis; relies heavily on generalizations or underdeveloped ideas; examples and evidence are missing; serious problems with coherence or progression of ideas</td>
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<td>Mechanics (10%)</td>
<td>Very few (and only minor) errors in grammar, punctuation, mechanics and sentence structure</td>
<td>Few errors in grammar, punctuation, mechanics and sentence structure are evident.</td>
<td>Some errors in grammar, punctuation, mechanics, and sentence structure; may contain a pattern of major errors</td>
<td>Multiple errors in grammar, punctuation, mechanics, and sentence structure; contains one or more patterns of major errors</td>
<td>Inadequate due to multiple major patterns of error in grammar, punctuation, mechanics and sentence structure.</td>
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<td>Style (10%)</td>
<td>Insightful awareness of style, voice, language, and appropriate use of terminology indicating a sophisticated command of the material; contains formal elements</td>
<td>Contains an awareness of style, voice and language; includes appropriate use of terminology; contains some errors in formal elements (literary present, academic diction)</td>
<td>Little awareness of style, voice, and language; contains several errors in formal elements</td>
<td>Style, voice and language are lacking; contains one or more patterns of errors in formal elements</td>
<td>Style, voice and language are severely lacking; contains patterns of major errors in formal elements</td>
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<td>Documentation (10%)</td>
<td>Uses first-rate, relevant sources (journals, studies); effective integration; proper citation</td>
<td>Appropriate number of solid sources, used appropriately but minor errors may occur, minor errors in citation may occur</td>
<td>Meets criteria for number and/or types of sources, but quality is lacking; some sources may be of questionable relevance and don't adequately support the argument; attempts to use recognizable citation style but format errors occur</td>
<td>Quality and number of sources is less than required; sources don't provide evidence for claims made; consistent errors in documentation; may mix styles</td>
<td>Research is poorly chosen and integrated ineffectively; does not use APA or MLA style</td>
</tr>
</tbody>
</table>

Note: Documentation is to be in MLA or APA format. Plagiarism results in a grade of zero for the assignment.