MEMORANDUM

DEAN
UNDERGRADUATE
STUDIES

Clemson University
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TO: Debra Jackson, Institutional Effectiveness and Assessment
Nadim Aziz, Interim Vice President for Academic Affairs and Provost

FROM: Janice W. Murdoch, Chair, Undergraduate Curriculum Committee

DATE: February 21, 2014

SUBJECT: Administrative Approval of Curriculum Items

The Undergraduate Curriculum Committee met on February 7, 2014 to approve the attached curriculum/course changes received in the Office of the Provost, February 21, 2014. The purpose of this memorandum is to respectfully request that you review this information and concur by giving final signature approval.

APPROVED:

_____ DATE 2/27/14 _____
DR. DEBRA JACKSON, INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT

_____ DATE 3/24/14 _____
DR. NADIM AZIZ, INTERIM VICE PRESIDENT FOR ACADEMIC AFFAIRS & PROVOST

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C: File

Attachments

AGENDA
University Undergraduate Curriculum Committee Meeting
Friday—February 7, 2014—1:30 PM
E304 Martin Hall

I.   Call to order

II.   Introductions

III.   Consideration of December meeting minutes

IV.   Old Business
   A. Language Requirement for International Students – Murdoch
      Proposals attached from International Studies Committee and English
      Department
   B. Course and Curriculum Change Form – Appling
   C. Course Cross-Listing – Murdoch
   D. ePortfolio Update – Ring

V.   New Business
   A. Changes to MATH and STAT Course Combos - Clark

VI.   Committee reports
   A. Arts & Humanities – Bruce Whisler
   B. Mathematical & Natural Sciences – Bob Green
   C. Social Science – Laura Olson
   D. Cross Cultural Awareness – Mike Coggeshall
   E. Science & Technology in Society – Pam Mack –
      Evaluation of STS Syllabi (attached)
   F. Ethical Judgment – Dan Wueste
   G. Critical Thinking – Sarah Winslow
   H. Communication – Michael LeMahieu

VI.   Curricula/course approvals - attached

VII.   Other business

VIII.   Adjourn

Members Present:	Jan Murdoch, chair; Graciela Tissera; Mike Coggeshall; Angela Morgan; Bob Kosinski; Cheryl Ingram-Smith; Mary Beth Kurz; Brian Dominy; Bob Horton; John Whitcomb; Jan Comfort; Maddy Thompson; Jeff Appling; Julie Pennebaker; Mary Huff; Shannon Clark; Pam Mack; Dan Wueste; and Rhonda Todd
Guests:	Aubrey Childress and Ann Wetsel

Murdoch convened the meeting at 1:30 PM

Approval of minutes
The committee approved the November meeting minutes.

Old Business
A. **Language Requirement for International Students** – Murdoch reported that Dr. Sharon Nagy's International Committee will draft a new policy to present to this committee at the next meeting.

B. **Course and Curriculum Change Form** – Appling reported that CCIT is still working on the course and curriculum change system. He hopes the signature section will be available soon. Appling requested help from members of this group to test the changes and help identify corrections and/or changes.

New Business
A. **Committee reports**
   a. Arts & Humanities – Bruce Whisler
   b. Mathematical & Natural Sciences – Bob Green
   c. Social Science – Laura Olson
   d. Cross Cultural Awareness – Mike Coggeshall requested feedback about the Social Sciences and Cross Cultural syllabus table presented at the last meeting. The subcommittee approved Honors 2240 (new course) for CCA credit with a few minor modifications.
   e. Science & Technology in Society – Pam Mack
   f. Ethical Judgment – Dan Wueste
   g. Critical Thinking – Sarah Winslow
   h. Communication – Michael LeMahieu

B. **Curriculum/course approval** – See attached. Courses not approved are highlighted in grey.

Other Business
Kosinski reported concern about cross-listed courses where the parent college is losing control of the course. Murdoch and Clark explained that with the new system, Banner, does not recognize the parent/child relationship. Committee members discussed and requested information about separating the relationship. Murdoch suggested the department and college curriculum committees review the courses where an issue might arise. Murdoch suggested this committee might want to develop an ethics and philosophy of cross-listing and formulate a plan to deal with the issues that might arise.

The meeting adjourned at 3:26 PM.   Minutes respectfully submitted by Rhonda Todd

Notes from International Program Coordinating Committee regarding International B.A. Students and the Language Requirement
(provided by S. Nagy Jan 2014)

Question posed to IPCC by the Curriculum Committee:
- Can we waive the foreign language requirement for International BA students?
- If so, under what circumstances and following what procedures?
- If so, should this option extend to multilingual US students? (added by IPCC)

IPCC Discussion:

1. International Students must demonstrate their English language competency by meeting the TOEFL requirement for admission to Clemson and pass courses instructed in English to complete the degree. Therefore:
    a. We have ample evidence of their competence in English.
    b. To subject them to further English language testing would bring our admission policy into question.
2. We currently do not collect evidence of international students' competence in any language other than English, including the language presumed to be their first language. Therefore:
    a. It is possible that an international student be accepted to Clemson with no knowledge of any language other than English. He/she may have been fully schooled in English medium schools and spoken mostly English at home.
    b. Demonstration/documentation of competence in a language other than English is required to verify bilingual competence.
3. If the intent of the foreign language requirement is to develop language and linguistic competence, we might:
    a. Multi-lingual students could be encouraged (but not required) to add experience with another language. (This would be easier for students attending Clemson for 3-4 years than for the one-year dual degree students).

Recommendations to Consider:
1. Honor our admissions policy and curriculum as evidence of English competence.
2. Identify ways in which students can demonstrate competence in non-English language to qualify for exemption:
    a. Transcripts indicating university level courses in non-English medium. Most dual degree/transfer students will be able to produce this evidence, but bilingual US citizens would fulfill this through upper-division literature and culture classes here. May need to exclude courses that do not require intensive reading/writing such as studio art and mathematics courses.
    b. Test out option. If our FLPT test is not appropriate we would need to identify on-line testing resource for languages not taught at CU. We found that many universities use a text offered by NYU (at cost of $50 to the student).

FOREIGN LANGUAGE REQ.
ENGLISH DEPARTMENT

Dear Graciela,

The English curriculum committee has addressed the question of how the university might develop a policy on the language requirement for B.A. students whose are not native English speakers. Please share these results with the university committee.

I hope, too, that this is just the start of a conversation that we can continue together next semester.

1. The English curriculum committee recommends that undergraduate students demonstrate proficiency in a language other than English in order to satisfy the B.A. language requirement. All students, including international students with proficiency in any language other than English, should satisfy the language requirement by demonstrating proficiency through tests or coursework. If international students are fluent in a language currently not offered or assessed at Clemson (Thai, Hindi, and so on), we would like to see some mechanism for outside assessment through testing agencies. Students from all language backgrounds should have the same opportunity to demonstrate proficiency. What options exist for proficiency testing in languages outside Clemson's courses of instruction?

2. The English curriculum committee does not support using English courses to satisfy the languages requirement, as all B.A. students should demonstrate proficiency in two languages-- one of which already is English, the language of instruction for most courses at Clemson. General education courses--such as ENGL 1030, introduction to composition--are in place to focus on improving student reading and writing. The committee did raise the issue that students may need improved English-language skills. Historically, English provided ESL courses and received university support. Since the contractual agreement with English Language Services now located in Greenville, the department no longer offers ESL courses. Re-establishing ESL courses or establishing ESL tutoring on campus may significantly improve English-language skills of students for whom English is a foreign language.

3. English does not support the use of a TOEFL score to satisfy the languages requirement. Studies have shown that scores have been poor predictors of success in writing courses at both the Freshman and Junior levels.

Thanks and best wishes to you,
Angela_____
Angela Naimou
Assistant Professor
809 Strode Tower
Department of English

COURSE	PROFESSOR	SYLLABUS	COMPETENCY STATED	OPEN TO ALL MAJORS	OBJECTIVES ALIGN	SUITABLE ASSIGNMENT
APEC 205		none				
AVS 315		none				
AVS 415	Skewes	fall 2013	states how to meet but not competency	yes	yes	yes
BIOL 2000	Surver	spring 2014	states how to meet but not competency	yes	yes	yes
BIOL 2010		none				
BIOL 2040	Haines	spring 2014	vague	yes	yes	yes
BIOL 2100	Johnson	summer 2013	yes	yes	yes	yes
BIOL 2110		none				
BIOL 2200		none				
BIOL 4730		none				
CH 1050	Gibbs	fall 2013	no general education statement	yes	yes	no
CH 1060	Geiculescu	spring 2014	no general education statement	yes	yes	no
COMM 1070		none				
COMM 3070		none				
CTE 1150		none				
CTE 2210		none				
ECE 1010		none				
ECON 3190	Espey	fall 2013	no general education statement	yes	yes	yes
ECON 4570	Templeton	spring 2014	no general education statement	yes	yes	no papers
EDF 4800	Boyer	spring 2014	states competency but not how to meet	objectives for includes ethics		"professional resource collect
ENR 3120		none				
ENR 4160		none				
ENSP 1250		none				
ENSP 2000	Nammouz	fall 2013	no general education statement	yes	society has onl	only a team project
ENSP 2000	Brame	spring 2014	no general education statement	yes	yes	includes a project
ENSP 3150		none				
ENSP 4000	Thompson	fall 2013	no general education statement	yes	yes (but no list	unclear
ENGL 3490		none				
ENT 2000		none				
EXST 2220		now STAT				
FDSC 2140		none				

COURSE	PROFESSOR	SYLLABUS	COMPETENCY STATED	OPEN TO ALL MAJORS	OBJECTIVES ALIGN	SUITABLE ASSIGNMENT
FOR 4160	Straka	fall 2013	no general education statement	yes	yes	no, tests only
GEOL 1120	Brame	fall 2013	no general education statement	yes	yes	no, tests only
GEOL 1200		none				
GEOL 2700	Moysey	fall 2013	states how to meet but not competency	yes	yes	yes
GEOL 3000	Brame	fall 2013	no general education statement	yes	yes	unclear
HCG 3330		none				
HIST 1220	Clark	fall 2013	yes	yes	yes	yes
HIST 1240	Jeffries	fall 2013	yes	yes	yes	yes
HIST 3210	Mack	spring 2014	yes	yes	yes	yes
HIST 3230		none				
HIST 3920	Mack	fall 2013	yes	yes	yes	yes
HIST 4240	Mack	spring 2014	yes	yes	yes	yes
HIST 4910		none				
HLTH 4310	Falta	spring 2014	states competency but not how to meet	yes	yes	yes
HON 1940	Appling	fall 2013	no general education statement	yes	yes	yes
HON 2010		none				
HON 2060	Shelburne	fall 2013	no general education statement	yes	yes	yes
HON 2060	Klotz	fall 2013	syllabus not posted in readable form	yes	yes	
Hon 2060	Reba	fall 2013	vague	yes	no	unclear
IE 4880		none				
LARC 1160	Nassar	spring 2014	states competency but not how to meet	yes	yes	unclear
MKT 4450	Kilbourne	fall 2013	no general education statement	yes	yes	yes
MSE 1010		none				
MUSC 3180	Whisler	fall 2103	yes	yes	yes	yes
NURS 1400	Haliena	spring 2014	not directly but information is given	yes	yes	yes
NUTR 2030	Condrasky	summer 2013	no general education statement	yes	minimally	unclear
NUTR 2100		none				
PHIL 1240		none				
PHIL 2100		none				
PHIL 3240		none				
PHIL 3260	Garner	spring 2014	yes	yes	yes	yes

COURSE	PROFESSOR	SYLLABUS	COMPETENCY STATED	OPEN TO ALL MAJORS	OBJECTIVES ALIGN	SUITABLE ASSIGNMENT
PHIL 3280		none				
PHIL 3400		none				
PHIL 3450	Ingle	fall 2013	no general education statement	yes	yes	yes
PHYS 2450	Lehmacher	fall 2013	no general education statement	yes	yes	unclear
PKSC 3680	Batt	summer 2013	does not state competency	yes	yes	yes
PLPA 2130		none				
PRTM 2110		none				
PSYC 2750		none				
RS 4010		none				
SOC 4030		none				
STAT 2220		none				

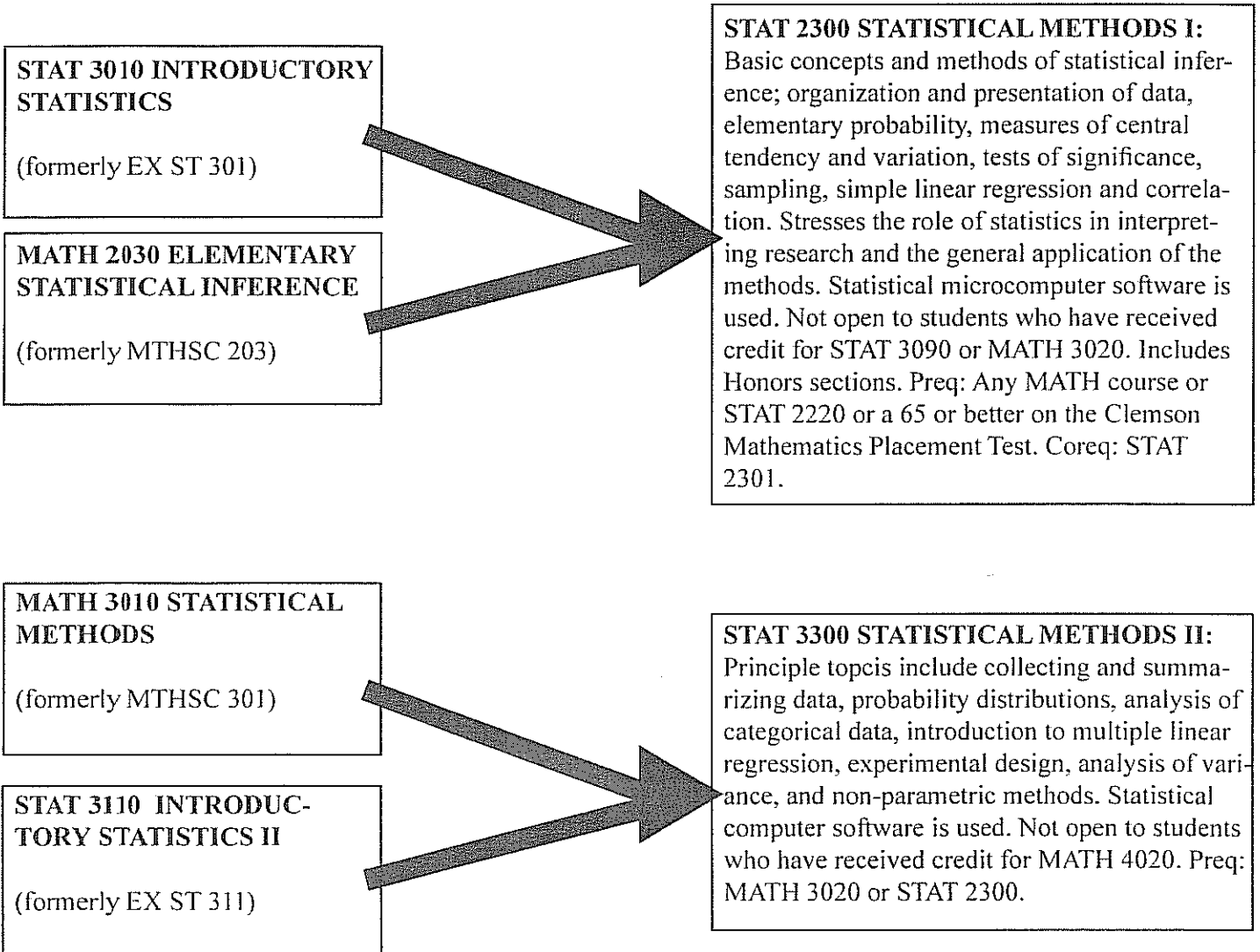# MATH DEPARTMENT COURSE CHANGES - Effective Fall 2014

STAT 3010, MATH 2030, MATH 3010 and STAT 3110 no longer exist. They are being combined into STAT 2300 or STAT 3300 as indicated below.

STAT 3300 has a preq of STAT 2300 or MATH 3020.

Students who have already taken any of the four old courses will get credit for them. But departments will need to review courses that have any of the old courses as preqs, as well as any curricula that require any of the old courses or list them as options in footnotes.

One example: Health Science programs have a Statistics Requirement and the footnote says, "STAT 3010, MATH 3010 or 3090." If I were simply replacing old courses with new courses, I would simpley replace STAT 3010 with STAT 2300 and MATH 3010 with STAT 3300. The problem is that STAT 2300 is now a preq for STAT 3300, so STAT 3300 (formerly MATH 3010) is not a viable option UNLESS the student ALSO took STAT 2300 (or MATH 3020). In other words, in the old way, STAT 3010 and MATH 3010 were apparently thought of as being equal. But now one has become STAT 2300 and the other has become STAT 3300, so they are no longer equals.

FYI: MATH 3090 is now STAT 3090, but nothing else about the course has changed, so we are simply replacing all instances of MATH 3090 wiith STAT 3090.

STAT 3010 INTRODUCTORY STATISTICS (formerly EX ST 301)

MATH 2030 ELEMENTARY STATISTICAL INFERENCE (formerly MTHSC 203)

STAT 2300 STATISTICAL METHODS I: Basic concepts and methods of statistical inference; organization and presentation of data, elementary probability, measures of central tendency and variation, tests of significance, sampling, simple linear regression and correlation. Stresses the role of statistics in interpreting research and the general application of the methods. Statistical microcomputer software is used. Not open to students who have received credit for STAT 3090 or MATH 3020. Includes Honors sections. Preq: Any MATH course or STAT 2220 or a 65 or better on the Clemson Mathematics Placement Test. Coreq: STAT 2301.

MATH 3010 STATISTICAL METHODS (formerly MTHSC 301)

STAT 3110 INTRODUCTORY STATISTICS II (formerly EX ST 311)

STAT 3300 STATISTICAL METHODS II: Principle topcis include collecting and summarizing data, probability distributions, analysis of categorical data, introduction to multiple linear regression, experimental design, analysis of variance, and non-parametric methods. Statistical computer software is used. Not open to students who have received credit for MATH 4020. Preq: MATH 3020 or STAT 2300.

Courses with MATH/STAT preqs that need to be changed

ECON 4050 / 6050
Preq: ECON 2110 and ECON 2120; and either MATH 1080 or MATH 2070; and one of STAT 3010 or MATH 3010 or MATH 3090.

FIN 3060
Preq: ACCT 2010; and one of the following courses: STAT 3010 or IE 3610 or MATH 3010 or MATH 3020 or MATH 3090 or PSYC 3090.

HLTH 3800
Preq: MATH 2030 or MATH 3010 or MATH 3090 or STAT 3010, and at least one 2000-level HLTH course.

MGT 3070
Preq: MATH 3010 or MATH 3020 or MATH 3090 or STAT 3010 or PSYC 3090 or IE 3610.

MATH 4050
Preq: MATH 3010 or MATH 3020 or MATH 3090 or STAT 3010

MATH 4060
Preq: MATH 4000; and one of MATH 3010 or MATH 3020 or MATH 3090 or STAT 3010.

MATH 4070
Preq: MATH 3110 and MATH 4000; and one of STAT 3010 or MATH 3010 or MATH 3020 or MATH 3090.

MATH 4500
Preq: MATH 4400; and one of MATH 3600 or MATH 3650; and one of STAT 3010 or MATH 3010 or MATH 3020 or MATH 3090.

POSC 4300
Preq: MATH 3010 or MATH 3090 or STAT 3010 or POSC 3410.

RS 3030 / SOC 3030
Preq: SOC 2010; and one of MTHS 2030 or MTHS 3010 or EXST 3010.

SOC 3040
Preq: SOC 3020; and one of STAT 3010 or MATH 2030 or MATH 3010 or MATH 3090. Coreq: SOC 3041.

Preliminary General Education Math/Natural Science Syllabus Review

We were charged to look at course syllabi in the syllabus repository to assess whether or not
1. The syllabus correctly states the competency
2. Course objectives and activities are aligned with the competency
3. In reviewing, please recall that Gen Ed courses must be open to the general student population, not intended for majors only

The Competencies:

Mathematics: Demonstrate mathematical literacy through solving problems, communicating concepts, reasoning mathematically, and applying mathematical or statistical methods, using multiple representations where applicable.

Natural Sciences: Demonstrate scientific literacy by explaining the process of scientific reasoning and applying scientific principles inside and outside of the laboratory or field setting.

See "NS and MATH Syllabi Analysis" spreadsheet for courses and notes.

Comments: The committee reviewed a number of syllabi listed under "B. Mathematical, Scientific, and Technological Literacy," p. 37 in the 2013-14 *Announcements*. Most of the syllabi were found in the fall 2013 syllabus repository, although a few were found in earlier years or spring 2014. Be aware that in some cases there are common syllabi for courses, in others there may be some variety from professor to professor. In the latter cases, there is no guarantee that the syllabus we chose to review is representative. Some patterns found:

1. A number of syllabi clearly state the competency and identify assignments appropriate for the ePortfolio.
2. In a few cases, the general education competency is not mentioned, and no activities aligned with the competency are listed. However, on occasion it is clear to us that the content listed does, indeed, address the competency.
3. There are instances where the general education competency is mentioned and assignments are not mentioned or there is an allusion to appropriate assignments but they're not specified.
4. There are cases where competencies are mentioned, but they're not the principal competency associated with that course (e.g., STS competencies are mentioned in a natural science course that never mentions the natural science competency). Note, however, that in some of these cases, the prerequisite for the course requires completion of the natural science with lab requirement, thus, presumably, relieving the course from the need to address the principal competency. Jeff Appling points out one problem here, however. Students submit projects or activities from these classes for the natural science competency and, of course, they're not suitable.

Course	Competency?	Aligned?	Majors only?	Notes
AGR 3150	No	More STS	No	Sp13. No mention of Gen Ed or ePortfolio. No activities listed, just exams. Seems much more STS by content.
ASTR 1010	Modified	Yes	No	F12. Gen Ed mentioned. Competencies for NS and MA, but not from the catalog. No mention of ePortfolio artifact.
ASTR 1030	No	Can't tell	No	Sp12. Nothing about Gen Ed. No list of labs or topics. No mention of ePortfolio.
BIOL 1030/1050	Yes	Yes	No	F13. Specific activities (completed in the companion lab course) are suggested for artifacts to be linked to e-portfolio.
BIOL 1090	Yes	?	No	F13. Assignments are not listed.
BIOL 1200 (Rec. lab for 1210-1240)	Yes	?	No	F13. Syllabus states that activities will be suitable for ePortfolio but doesn't specify or align.
BIOL 2000	No	EJ & STS	No	F13. Catalog points out that students should have completed Gen ED NS requirement prior to enrollment.
BIOL 2040	Yes	Yes	No	F13. Activities in scientific reasoning/scientific principles, but catalog points out that students should have completed Gen
BIOL 2200	Outdated	More STS	No	Sp13. Discusses Gen Ed; tries to cover too many competencies. Old competency mentioned. Issues statements focus on S
CH 1010	No	Yes	No	F13. No mention of Gen Ed or ePortfolio. No activities listed other than exams, but content clearly supports competency.
CH 1011	No	Yes	No	F13. Separate Gen Ed document mentions ePortfolio and use of labs as artifacts.
ENT 2000	No	Yes	No	F12. ePortfolio assignment mentioned for STS, not NS.
ENSP 2000	No	More STS	No	Sp14. No mention of Gen Ed. Extensive mention of CT2. No mention of ePortofolio artifact. Seems much more STS than N
PHSC 1180	Yes	Yes	No	F13. Assignments appropriate for use in student ePortfolio.
EXST 2220	Yes?	Yes?	No	F13. Syllabus briefly mentions gen ed competencies directing students to catalog. Specific activities are suggested for artif
EXST 3010	Yes	Yes	No	F13. Syllabus specifically mentions satisfying general education requirements. Mentions linking copies of activities and ex
MTHS 1010	Yes	Yes	No	F13. Syllabus specifically mentions satisfying general education requirements. Mentions placing copies of activities and e
MTHS 1060	Yes	Yes	No	Sp14. Syllabus specifically mentions satisfying general education requirements and suggests assignments suitable for ePo

Approved Courses/Curricula
February 7, 2014
University Undergraduate Curriculum Committee

I. College of Art, Architecture, and Humanities

    A.   Art

**	ART 3750	Writing for the Arts in Charleston - new course	3-6	1

    B.   Communication Studies

COMM 3040	Youth Media Cutlure - delete course		11
COMM 4040/6040	Media Communication and Social Identities - new course	3(3,0)	12
COMM 4310	Legal Communication Trial - change modifiers	3(3,0)	14
	Communication Studies - change minor		16

    D.   English

British and Irish Studies - add minor	18

II. College of Engineering and Science

    A.   Mathematical Sciences - BS - change of major requirements   21

III. College of Health, Education and Human Development

    A.   Elementary Education - BA - change of major   24

    **   Approved course, but sent to Gen Ed subcommittees for approval.