

MEMORANDUM

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 *JWM*

DATE: April 1, 2014

SUBJECT: Administrative Approval of Curriculum Items

DEAN
UNDERGRADUATE
STUDIES

Clemson University
E101 Martin Hall
Box 345105
Clemson, SC
29634-5105

P 864-656-3942

F 864-656-1363

The Undergraduate Curriculum Committee met on March 7, 2014 to approve the attached curriculum/course changes received in the Office of the Provost, April 1, 2014. The purpose of this memorandum is to respectfully request that you review this information and concur by giving final signature approval.

APPROVED: *Please note: BA in World Cinema will go to CTE in May 2014 for approval.*

Debra B Jackson DATE *4/13/14*
DR. DEBRA JACKSON, INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT

Nadim M. Aziz DATE *4/28/14*
DR. NADIM AZIZ, INTERIM VICE PRESIDENT FOR ACADEMIC AFFAIRS & PROVOST

/rft

C: File

Attachments

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

- I. Call to order**
- II. Introductions**
- III. Consideration of February meeting minutes**
- IV. Old Business**
 - A. Language Requirement for International Students – Appling
 - B. Portfolio Update – Ring
 - C. Student Report about Issues with General Education - Thompson
- VI. Committee reports**
 - A. Arts & Humanities – Bruce Whisler – This subcommittee recommends approval of REL 3130 (Buddhism), and REL 3120 (Hinduism) for A&H General Education credit.
 - B. Mathematical & Natural Sciences – Bob Green
 - C. Social Science – Laura Olson
 - D. Cross Cultural Awareness – Mike Coggeshall
 - E. Science & Technology in Society – Pam Mack –
 - F. Ethical Judgment – Dan Wueste
 - G. Critical Thinking – Sarah Winslow
 - H. Communication – Michael LeMahieu
- V. Curricula/course approvals - attached**
- VI. Other business**
- VII. Adjourn**

Agenda Courses/Curricula
 March 7, 2014
 University Undergraduate Curriculum Committee

I. College of Art, Architecture, and Humanities

A. Construction Science Management

CSM 2040	Contract Documents - change prerequisites	3(2,3)	1
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B. Women's Leadership

	Women's Studies - change minor name and requirements		2
	Women's Leadership - add minor		3

C. Proposed New Major - World Cinema

BA	World Cinema		4
	World Cinema General Education Checklist		9
WCIN 4550	History of Non-Western Cinema - new course	3(2,3)	11
WCIN 4570	Global Hollywood - new course	3(2,3)	13
WCIN 4580	Adaptations of World Classics - new course	3(2,3)	15
WCIN 4620	World Documentary - new course	3(2,3)	17
WCIN 4760	Filmmaking for Mobile Media - new course	3(2,3)	19
WCIN 4960	Capstone Seminar - new course	3(2,3)	21
WCIN 4040	Study Abroad Transfer - new course	3-6	23
WCIN 4990	World Cinema Practicum - new course	3-6	25

D. Planning & Development

CRP 4300/6300	The Nature of Geographic Information System- new course	3(2,3)	27
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II. College of Engineering and Science

A. Environmental Engineering and Science

*	EES 3000	Honor's Seminar - Introduction to research - new course	1(1,0)	29
*	EES 3010	Honors Research I - new course	3(0,9)	30
*	EES 4000	Honors Research II - new course	3(0,9)	31
*	EES 4950	Honors Thesis in EE - new course	1(1,0)	32
*	Items are being reviewed by Honor's Curriculum Committee on 2/28/2014			

III. College of Agriculture, Forestry and Life Sciences

A. Animal and Veterinary Sciences

AVS 2120	Small Ruminant Techniques - new course	2(1,2)	33
AVS 4700 H	Animal Genetics - change prerequisites	3(3,0)	35

B. Microbiology

	Microbiology - change curriculum requirements		36
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Rhonda Todd

From: Bruce Whisler
Sent: Thursday, February 20, 2014 9:51 AM
To: Rhonda Todd
Cc: Janice Murdoch; Jeffrey Appling; benjaminwhite1@gmail.com; Thomas Oberdan (oberdat@g.clemson.edu); Joseph P Mazer
Subject: Arts & Humanities Approvals

Rhonda:

The Arts & Humanities sub-committee has reviewed and approved two courses for Arts & Humanities non-literature Gen Ed credit. They are:

Buddhism (REL 3130)
Hinduism (REL 3120)

Thanks, Bruce Whisler

Rhonda Todd

From: Laura R. Olson <laurao@clermson.edu>
Sent: Wednesday, February 12, 2014 4:06 PM
To: Rhonda Todd; John Coggeshall
Cc: William Lasser; Lynn Reeves; Dana Irvin
Subject: HON H2240
Attachments: HON H2240.pdf; MengHonorsSyllabus.pdf

Dear Mike and Rhonda,

I am attaching the (unsigned) curriculum paperwork for a new Honors course, HON H2240: Global Issues. This course is being proposed for Gen Ed CCA credit. Thanks, Mike, for working with your committee and Bill on this proposal, which previously was tabled.

Unless I'm somehow mistaken, this course should now be ready for consideration at the next UUCC meeting. Someone (Lynn?) will need to print it and get the ball rolling to secure all the necessary signatures.

Please let me know if you have any questions.

Thanks,
Laura

Laura R. Olson
Centennial Professor
Department of Political Science
Clemson University
232 Brackett Hall
Clemson, SC 29634-1354
864-656-1457
laurao@clermson.edu



Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:

.. New Undergraduate Course: HON- 2240

X New Honors Course: --

.. New Graduate Course: -

Effective Term: 05/2014**Catalog Title:** Global Issues**Transcript Title:** GLOBAL ISSUES**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
.. A-Lecture Only	.. Pass/Fail Only	.. Creative Inquiry
.. B-Lab (w/fee)	X Graded	.. English Composition
X D-Seminar	.. Variable Title	.. Oral Communication
.. E-Independent Study	.. Creative Inquiry	.. Mathematics
.. F-Tutorial (w/fee)	.. Repeatable	.. Natural Science No Lab
.. G-Studio	maximum credits:	.. Natural Science w/Lab
.. H-Field course		.. Math or Science
.. I-Study Abroad		.. A&H (Literature)
.. L-Lab (no/fee)		.. A&H (Non-Literature)
.. N/B-Lecture/Lab(w/fee)		.. Social Science
.. N/L-Lecture/Lab(no fee)		X CCA
		.. STS

Add cross-listing with the following child course(s):

Catalog Description: Exploration of various global issues across time and space. May be repeated for a maximum of six credits, but only if different topics are covered. Preq: Membership in Calhoun Honors College.

Prerequisite(s): Membership in Calhoun Honors College.

Projected Enrollment:

Year 1 - 19 Year 2 - 19 Year 3 - 30 Year 4 - 30

Required course for students in: N/A

Statement of need and justification based on assessment results of student learning outcomes: There is a need for a broad Honors rubric that covers courses that deal with global issues. These special Honors courses will expose students to cultural diversity in the context of the increasing globalization of our world today and the necessity of being aware of and respectful toward cultural differences in an international context. This course will satisfy the University's Cross-Cultural Awareness General Education requirement.

Textbook(s): EXAMPLE ("The Great War and the Making of 20th-Century Europe"):

Vera Brittain, A Testament of Youth

Clifford Rosenberg, Policing Paris: The Origins of Modern Immigration Control between the Wars

Erich Maria Remarque, All Quiet on the Western Front

Modris Eksteins, Rites of Spring: The Great War and the Birth of the Modern Age

Peter Fritzsche, Germans into Nazis

Learning Objectives: EXAMPLE ("The Great War and the Making of 20th-Century Europe"):

This course aims to confront the history and aftermath of the Great War and contemplate the effects it had on the whole of 20th-Century Europe. It is organized into three sections. The first part requires students to learn the descriptive details of the nature of the conflict. The second part requires students to analyze the political effects of the war, nationalism, migration, Communism, and democracy. The third part will develop students' abilities to analyze and appreciate the war's cultural ramifications in the realms of film, art, music, and literature.

Topical Outline: EXAMPLE ("The Great War and the Making of 20th-Century Europe"):

Week 1: Introduction and Studying the Past

Week 2: Europe on the Eve of the Great War and the Interstate System

Weeks 3-4: The Great War

Weeks 5-6: Experiences of War

Week 7: Collapsing Empires

Week 8: Communism and Democracy

Week 9: Migration, Sovereignty, and Nationalism

Week 10: Traumatic Memories

Weeks 11-13: "Modernity" and the Great War

Week 14: Catastrophic Legacies of War

Week 15: Final Reflections

Week 16: Final Exam

Evaluation: EXAMPLE ("The Great War and the Making of 20th-Century Europe"):

Discussion and Attendance: 30 percent

Papers: 40 percent

Paper 1: 10 percent

Paper 2: 15 percent

Paper 3: 15 percent

Final Exam: 30 percent

Duplication (if applicable): N/A

Add course requirements for honors and/or 600-level courses (if applicable): Honors students only

Learning Activities associated with General Education competencies (if applicable): E. Cross-Cultural Awareness: Demonstrate the ability to critically compare and contrast world cultures in historical and/or contemporary contexts.

As with all Honors courses, specific learning activities will vary by section. However, all courses taught under this rubric will by definition expose students to cultures other than their own and encourage in them understanding and appreciation cultural theories, issues, and questions.

Form Originator: LAURAO, Laura Olson **Date Form Created:** 10/12/2010

Form Last Updated by: LAURAO, Olson, Laura R **Date Form Last Updated:** 2/12/2014

Form Number: 3528

Approval

Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
Chair, College Curriculum Committee	Date	Provost	Date
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

HON H 220:
The Great War and the Making of 20th-Century Europe

Prof. Michael Meng

Tuesday and Thursday: 3:30-4:45 in Brackett 233

Office Hours: Tuesday and Thursday, 1:00-3:15PM; by appointment

Office: Hardin 016

mmeng@clemsun.edu

Description

In the wake of World War I, millions of people lay dead or injured; four empires stretching across Europe, Central Asia, and the Middle East were gone; new nation-states and mandates were created in their place; hundreds of thousands of Europeans were displaced; liberal parliamentary democracy was introduced across Europe only for it to be destroyed by fascists and authoritarians of various stripes; and global capitalism, burdened by war costs, borrowing, reparations, and a surplus of agricultural goods overproduced during the war, went into depression.

This course explores the history and aftermath of the Great War. It is organized into three sections: the first part looks at the nature of the conflict; the second part examines the political effects of the war, nationalism, migration, Communism, and democracy; and the third part deals with the war's cultural ramifications in the realms of film, art, music, and literature.

Readings

Vera Brittain, *A Testament of Youth*

Clifford Rosenberg, *Policing Paris: The Origins of Modern Immigration Control between the Wars*

Erich Maria Remarque, *All Quiet on the Western Front*

Modris Eksteins, *Rites of Spring: The Great War and the Birth of the Modern Age*

Peter Fritzsche, *Germans into Nazis*

Film

Metropolis (1930)

Course Schedule

Introduction and Studying the Past

08/23: What is history?

11/27-12/4: **Reading:** Peter Fritzsche, *Germans into Nazis*

12/6: Final Reflections

Final Exam - Due by Friday, December 14th, 2:00PM (hard copy only)

Course Assignments

Readings One of the single most important things you can do to be successful in this course is to come to class after having carefully read and thought about the assigned readings.

Attendance I prefer that you miss as few classes as possible, but you can miss two classes without penalty (please be wise about saving your absences for school-related events). Ten points of your attendance/participation grade will be deducted for each absence after the third (exceptions can be made for urgent medical/family emergencies).

Discussion is important. In evaluating your discussion grade, I will be looking for three main things: 1) active, regular participation; 2) direct and specific engagement with the readings that offer reflections, pose questions, point out problems, and so on; and 3) collegial interaction with your peers.

Discussion grades break down accordingly: "A": you actively participate in almost every discussion and provide serious comments that show a careful reading of the text; your comments provide insights or raise questions that move the discussion forward in interesting, stimulating ways; "B" you participate often, provide generally relevant comments about the readings, and appear interested in the discussion; "C" you participate on occasion, usually make comments vaguely connected to the readings or ones that disrupt the flow of the class discussion, and at times seem disinterested or bored; alternatively, you participate quite often, but your comments have little relation to the readings and the class discussion; "D" you rarely participate, make comments that show little reflection on the readings, and often appear bored; "F" you never participate and rarely show up to class.

Film We will watch one film in this course. I'll place the film on reserve in the library after we have viewed them for any students who can't make the evening showing.

Papers You will write three short papers; each paper should be about 4-5 doubled-spaced pages and will respond to a question that I post. In reading and evaluating your papers, I will focus on your engagement with the question, your analysis of the texts, and your ability to pull these together into a concise and compelling paper. In fairness to your classmates who turned their papers in on-time, I will deduct 10 points for every 24-hour period that your papers are submitted after the deadline.

Final Take-Home Exam You will write a final take-home essay exam.

Submitting Papers I only accept paper copies of papers. I do not accept papers submitted by email, except exceptional situations brought to my attention at least 72 hours before the deadline or arranged in class on the day the paper is due (in cases of late papers). If you are submitting a late paper outside class or office hours, you must make sure a history department staff member writes on the paper the date, time of the submission, and his/her initials. If you slip your paper under my door or put it in my box without any date or time written on it by a history department staff member, I will consider it submitted on the day and time that I pick it up. In the case of a paper that has been pre-approved for email submission, it is considered submitted only when I respond to your email with the date and time that I received your email. I have to confirm emailed assignments for them to be counted.

Writing Fellows

Our Honors Seminar is working with the Writing Fellows program this semester, which means that you will have additional resources when it comes time to write your papers. Two Writing Fellows (selected from a highly competitive pool of applicants) will work with you individually in two ways.

- First, you will turn in a **completed draft** of your paper to a Writing Fellow **two weeks** after the assignment is given. The fellow will read and comment on a full draft of your paper and return the draft to you. A full draft means that you have completed the paper. It is not an outline, and it is no less than the required length.
- Second, after receiving the comments on your paper, you will meet with the Writing Fellow to go over the feedback and discuss revision. This should happen within **one week** of turning in your draft. You should come to the meeting ready to talk about your next steps in revising the paper. Writing Fellows are trained to evaluate writing, offer useful feedback for revision, and talk you through your writing process. Writing Fellows are not proofreaders, will not assign grades, cannot speculate on a possible grade that the paper would earn, and will not write any of the paper for you.
- Finally, you will complete a short evaluation form of the Writing Fellow session that is due with your final paper to me.

Grade Calculation

Discussion and Attendance: 30 percent

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

Members Present: Jeff Appling, chair; Michael Silvestri; Mike Coggeshall; Angela Morgan; Bob Kosinski; Cheryl Ingram-Smith; Brian Dominy; Bob Horton; John Whitcomb; Chris Colthorpe; Bobby Ley for Maddy Thompson; Mary Huff; Shannon Clark; Pam Mack; David Knox; Gail Ring and Rhonda Todd

Guests: Mark Cawood (Math); Wrenne Bartlett and Matt Abrams (students)

Murdoch convened the meeting at 1:31 PM

Approval of minutes

The committee approved the December meeting minutes.

Old Business

- A. **Language Requirement for International Students** – Appling recognized the two proposals attached from Sharon Nagy, International Studies, and Graciela Tissera, Languages. The committee discussed and a subcommittee was proposed to review both proposals and offer a policy statement. Subcommittee suggestions were Graciela Tissera, Angela Naimou, Barbara Zaczek, Margaret Warner; and Sharon Nagy. Appling requested that Silvestri and Horton contact those from their colleges, and he will contact Sharon Nagy to determine who is willing to serve on the subcommittee.
- B. **Course and Curriculum Change Form** – Appling reported that the two errors found during the quality assurance check have now been repaired. He stated they will keep both systems available for a while to allow time for forms to be transferred from the old system to the new system. The committee discussed. Appling reported that the electronic signature will not be available until the fall.
- C. **Course Cross-listing** – Kosinski reported that the deans are discussing this and working to prevent duplications across the campus. Clark explained that the upcoming catalog will better identify these listings. She stated they were not able to take the time needed to list all the cross-listings in last year's catalog, but the new catalog will reflect cross-listed courses; however, iRoar does not acknowledge any parent/child relationship. Appling stated that the best interest of students should be considered when making these decisions.
- D. **ePortfolio Update** – Ring stated that over the years she has identified some problems with ePortfolio, and she has been forthcoming to this committee. She reported that currently she has three substantial issues, lack of integration, technology, and benchmarks along the way. She stated that benchmarks would encourage students to work on their eportfolio along the way, rather than wait till graduation. She stated that waiting for this to be an issue at graduation is problematic when the competencies are met earlier in their years here at Clemson, so by the time they work on their eportfolio in their junior and senior year, some of the work is lost. The committee discussed what real time general education would look like. Knox reminded the committee that while some may not like ePortfolio, SACS loves it, and many universities are now following our model of assessment of general education. Ingram-Smith proposed some type of bonus for students who set their eportfolios up earlier as a great incentive to encourage students. Ring encouraged committee members to discuss and share any ideas with her.

New Business

- A. **MATH/STAT Course Combinations** – Clark distributed a handout (attached) to identify the changes that will be effective fall 2014. Clark reminded the committee that all prerequisites will need to be changed.
- B. **Committee Reports**
- a. Arts & Humanities – Bruce Whisler
 - b. Mathematical & Natural Sciences – Applng distributed copies (attached) of the subcommittee's syllabus review. He stated that his subcommittee plans to revisit some of these courses.
 - c. Social Science – Laura Olson
 - d. Cross Cultural Awareness – Mike Coggeshall
 - e. Science & Technology in Society – Mack reported the subcommittee's evaluation (attached) of syllabi were included in the agenda. She stated that most professors were glad to address and fix issues with courses that did not meet standards. Coggeshall questioned who the syllabus police might be, and if anyone else was concerned that no one is monitoring the repository. Applng reminded the committee that instructions for syllabi are distributed by Murdoch in the class regulations letter she sends at the beginning of the fall and spring semester.
 - f. Ethical Judgment – Dan Wueste
 - g. Critical Thinking – Sarah Winslow
 - h. Communication – Michael LeMahieu
- B. **Curriculum/course approval** – See attached.

Other Business

Coggeshall requested that students provide a report about issues and problems with General Education. He suggested this as an agenda item at the March meeting.

The meeting adjourned at 3:15 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 test offered by NYU (at cost of \$50 to the student).

FOREIGN LANGUAGE REG.
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

MATH DEPARTMENT COURSE CHANGES - Effective Fall 2014

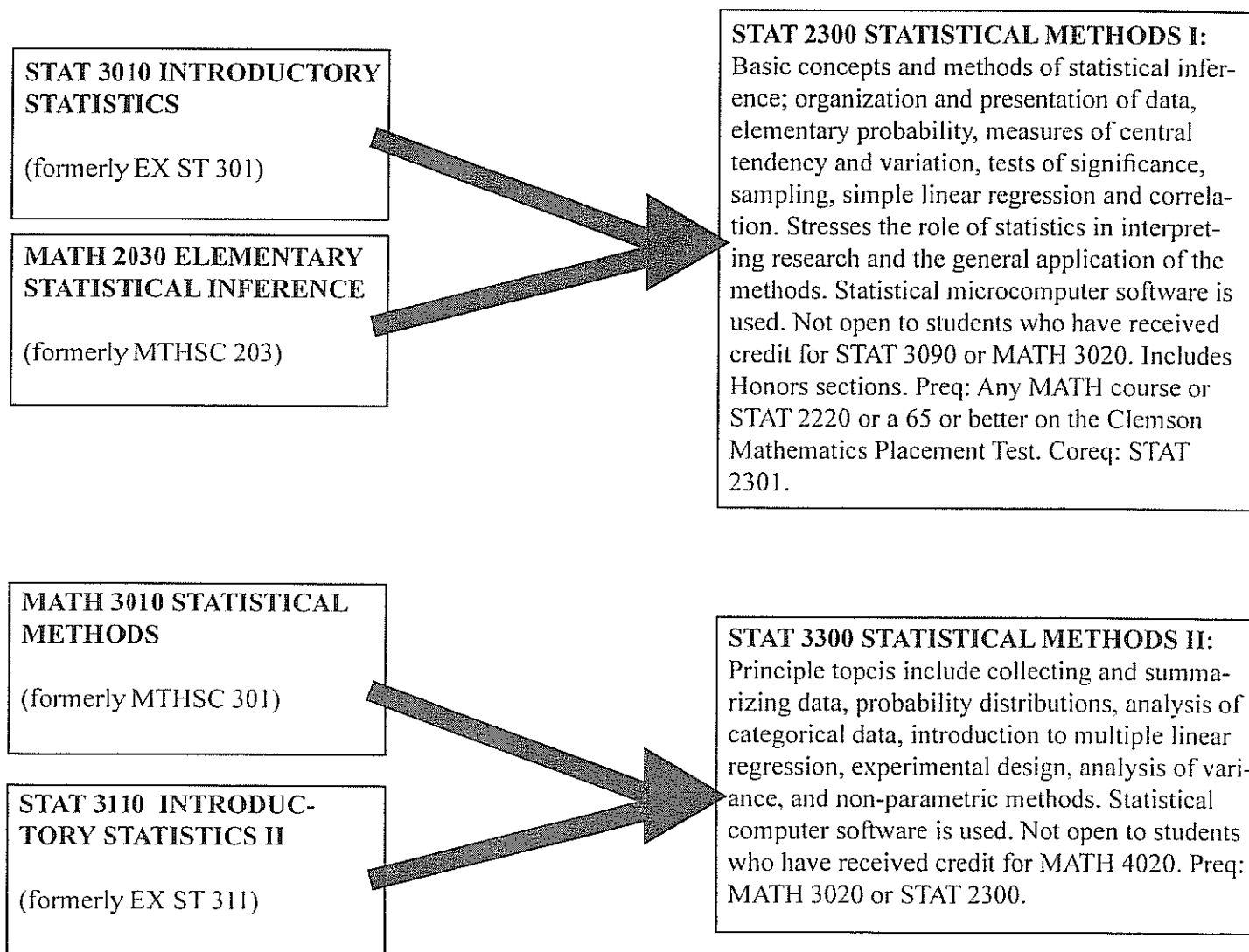
STAT 3010, MATH 2030, MATH 3010 and STAT 3110 no longer exist. They are being combined into STAT 2300 or STAT 3300 as indicated below.

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 simply 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 with STAT 3090.



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 Apppling 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 (Res. 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 Ed
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 ePortfolio 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 artifi
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 ePor

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			
BIOL 2000	Surver	spring 2014	states how to meet but not competency	yes	yes	yes
BIOL 2010		none		yes	yes	yes
BIOL 2040	Haines	spring 2014	vague			
BIOL 2100	Johnson	summer 2013	yes	yes	yes	yes
BIOL 2110		none		yes	yes	yes
BIOL 2200		none				
BIOL 4730		none				
CH 1050	Gibbs	fall 2013	no general education statement			
CH 1060	Geiculescu	spring 2014	no general education statement	yes	yes	no
COMM 1070		none		yes	yes	no
COMM 3070		none				
CTE 1150		none				
CTE 2210		none				
ECE 1010		none				
ECON 3190	Espey	fall 2013	no general education statement			
ECON 4570	Templeton	spring 2014	no general education statement	yes	yes	yes
EDF 4800	Boyer	spring 2014	states competency but not how to meet	yes	yes	no papers
ENR 3120		none		objectives for includes ethics "	professional resource collect	
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		OBJECTIVES		SUITABLE ASSIGNMENT
				ALL MAJORS	ALIGN	ALIGN	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						yes
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	Applying	fall 2013	no general education statement	yes	yes			yes
HON 2010		none						yes
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			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			unclear
MSE 1010		none						yes
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	Condrascky	summer 2013	no general education statement	yes	yes			yes
NUTR 2100		none		yes	minimally			unclear
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				

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

I. College of Art, Architecture, and Humanities

A. Construction Science Management

CSM 2040	Contract Documents - change prerequisites	3(2,3)	1
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B. Women's Leadership

	Women's Studies - change minor name and requirements		2
	Women's Leadership - add minor		3

C. Proposed New Major - World Cinema

BA	World Cinema		4
	World Cinema General Education Checklist		9
WCIN 4550	History of Non-Western Cinema - new course	3(2,3)	11
WCIN 4570	Global Hollywood - new course	3(2,3)	13
WCIN 4580	Adaptations of World Classics - new course	3(2,3)	15
WCIN 4620	World Documentary - new course	3(2,3)	17
WCIN 4760	Filmmaking for Mobile Media - new course	3(2,3)	19
WCIN 4960	Capstone Seminar - new course	3(2,3)	21
WCIN 4040	Study Abroad Transfer - new course	3-6	23
WCIN 4990	World Cinema Practicum - new course	3-6	25

D. Planning & Development

CRP 4300/6300	The Nature of Geographic Information System- new course	3(2,3)	27
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II. College of Engineering and Science

A. Environmental Engineering and Science

EES 3000	Honors Seminar - Introduction to research - new course	1(1,0)	29
EES 3010	Honors Research I - new course	3(0,9)	30
EES 4000	Honors Research II - new course	3(0,9)	31
EES 4950	Honors Thesis in EE - new course	1(1,0)	32

Tabled due to issue with grades contract

III. College of Agriculture, Forestry and Life Sciences

A. Animal and Veterinary Sciences

AVS 2120	Small Ruminant Techniques - new course	2(1,2)	33
AVS 4700 H	Animal Genetics - change prerequisites	3(3,0)	35

B. Microbiology

	Microbiology - change curriculum requirements		36
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