

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: May 12, 2014

SUBJECT: Administrative Approval of Curriculum Items

DEAN
UNDERGRADUATE
STUDIES

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

The Undergraduate Curriculum Committee met on May 2, 2014 to approve the attached curriculum/course changes received in the Office of the Provost, May 12, 2014. The purpose of this memorandum is to respectfully request that you review this information and concur by giving final signature approval.

P 864-656-3942
F 864-656-1363

APPROVED:

Debra B Jackson DATE *5/19/14*

DR. DEBRA JACKSON, INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT

Nadim Aziz DATE *7/3/14*

DR. NADIM AZIZ, INTERIM VICE PRESIDENT FOR ACADEMIC AFFAIRS & PROVOST

/rft

C: File

Attachments

AGENDA
University Undergraduate Curriculum Committee Meeting
Friday—May 2, 2014 —1:30 PM
E304 Martin Hall

- I. Call to order**
- II. Introductions**
- III. Consideration of April meeting minutes**
- IV. New Business**
- V. Old Business**
 - A. ePortfolio – Eliminate Graduation Requirement - Murdoch
 - B. Language Requirement for International Students - Appling
 - C. Course and Curriculum Change System – Appling
- VI. Committee reports**
 - A. Arts & Humanities – Bruce Whisler – Yearly report attached
 - B. Mathematical & Natural Sciences – Information from CAFLS and CES.
 - C. Social Science – Laura Olson
 - D. Cross Cultural Awareness – Mike Coggeshall
 - E. Science & Technology in Society – Pam Mack – The subcommittee recommends approval of HIST 122 (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**

University Undergraduate Curriculum Committee
Minutes Meeting
E304 Martin Hall
April 4, 2014, 1:30 PM

Members Present: Jan Murdoch, chair; Graciela Tissera; Mike Coggeshall; Angela Morgan; Bob Kosinski; Cheryl Ingram-Smith; Mary Beth Kurz; Brian Dominy; Bob Horton; Camille Cooper; Jessica Feltracco for Maddy Thompson; Jeff Appling; Shannon Clark; Julie Pennebaker; Pam Mack; David Knox and Rhonda Todd

Guests: Vincent Gallicchio and Deborah Cadorette

Murdoch convened the meeting at 1:33 PM

Approval of minutes

The committee approved the March meeting minutes.

New Business

AP/IB Policy – Appling reported that Alicia Campbell, Transfer Credit Coordinator, has requested updates regarding AP/IB Credit for the Undergraduate Announcements. He requested that if faculty need to make any changes, please let him know as soon as possible.

Old Business

- A. Language Requirement for International Students** – Dominy reported that a meeting is scheduled for this month.
- B. Course and Curriculum Change System** – Appling reported that new problems have been found, and the issues will require the programmers to go back and do some work. He asked for volunteers to test the updated system when it is back online. Appling stated there seems to be an issue with hyphenated names and printing problems.
- C. Committee Reports**
 - a. Arts & Humanities – Bruce Whisler – The subcommittee recommended approval of ART 3750 for A&H, non-lit, General Education credit. The committee approved.
 - b. Mathematical & Natural Sciences – Appling requested information from CAFLS and CES about volunteers to serve as the chair and member of this subcommittee. Kosinski and Dominy reported their colleges had not discussed.
 - 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
- D. Curriculum/course approval** – See attached. Several courses were sent back to colleges because they were 4000 level courses without any prerequisites listed.

Other Business

Clark reported that the prerequisites were turned on in iRoar for this registration period, and a lot of issues were found. Clark stated that it is too late to repair the problems for this registration, but they want the issues cleared up before the November registration.

Murdoch stated the committee will need to meet in May.

The meeting adjourned at 2:40 PM.

Minutes respectfully submitted by Rhonda Todd

1 May 2014

MEMORANDUM

DEPARTMENT OF
BIOLOGICAL SCIENCES
College of Agriculture,
Forestry & Life Sciences

Clemson University
132 Long Hall
Clemson, SC
29634-0314

P 864-656-2328
F 864-656-0435

TO: Dr. Jan Murdoch, Dean of Undergraduate Studies

FROM: Dr. Robert Kosinski, Chair, CAFLS Curriculum Committee *R. Kosinski*

SUBJECT: Vote to remove the ePortfolio Graduation Requirement

Dr. Murdoch, this is to inform you that the CAFLS Curriculum Committee, in consultation with the CAFLS faculty, has voted to remove the requirement that every student must submit an ePortfolio in order to qualify for graduation. We would like this change to take effect after the May graduation. We envision possible future uses of the ePortfolio for General Education assessment, but we believe that the time has come to remove the individual graduation requirement.

Rhonda Todd

From: Janice Murdoch
Sent: Monday, April 28, 2014 10:44 AM
To: Rhonda Todd
Subject: FW: ePortfolio

From: Robert Horton
Sent: Friday, April 25, 2014 4:00 PM
To: Janice Murdoch
Cc: Rhonda Todd; Gregory Ramshaw; James Satterfield; John Whitcomb; Karen Kemper; Robert Horton
Subject: ePortfolio

Jan, I didn't know we were supposed to report this directly to you prior to our meeting. Our HEHD Curriculum Committee was unanimous in supporting the decoupling of the ePortfolio from the graduation requirements.

Bob

Bob Horton
Chair, HEHD Curriculum Committee
409B Tillman Hall, Clemson University
Clemson, SC 29634-0705
Phone: 864.656.5127; Fax: 864.656.1322

April 25, 2014

To: Dean Jan Murdoch
Chair, University Curriculum Committee

CC: Associate Dean Jeff Appling

**DEPARTMENT OF
SOCIOLOGY AND
ANTHROPOLOGY**

Clemson University
132 Brackett Hall
Box 341355
Clemson, SC
29634-1356

From: Mike Coggeshall
Chair, College of Business and Behavioral Science Curriculum Committee

P 864-656-3238
F 864-656-1252

At the April Curriculum Committee meeting of the College of BBS on Friday, April 11, 2014, the department representatives had been asked by Dr. Larry Fredendall to vote on whether to remove the university's e-portfolio as a requirement for graduation for undergraduates.

The College unanimously supported the removal of the university's e-portfolio as a requirement for graduation for undergraduates.

Recommendation to Eliminate the ePortfolio as a Graduation Requirement

Mark Smotherman

March 7, 2014

Summary

The current ePortfolio program at Clemson is for most students and faculty a last-semester checkbox system rather than a student learning experience, a student placement help, an effective assessment tool, or a cost-effective use of resources. I believe that, in its current form, it creates little value for the students and is of little value to the faculty in guiding improvements in general education courses. Therefore, I propose to eliminate it as a graduation requirement for all students. A more useful and cost-effective assessment process could instead be implemented by sampling a subset of general education courses. If the university instead sees value in keeping the ePortfolio, the university should then make the necessary commitments and investments required to fully realize the benefits of such a program.

Background

An ePortfolio program was established at Clemson for the Fall 2005 entering class based, at least in part, on the perception that "accrediting agencies are moving in the direction of requiring ePortfolios and we must act now to be prepared" [WEA05]. Starting with the December 2009 graduation, Clemson students were required to submit an ePortfolio in order to obtain a baccalaureate degree [CUG09]. Starting with the 2012-2103 edition, the Graduation Requirement section of the Undergraduate Announcements includes this language:

All undergraduate students will complete the general education section of the Clemson University ePortfolio prior to the final semester before graduation. Completion of the general education section of the ePortfolio is a requirement for graduation.

Currently, a student must submit eight general education ePortfolio artifacts:

1. Arts and Humanities
2. Critical Thinking
3. Ethical Judgment
4. Cross-Cultural Awareness
5. Social Science
6. Natural Sciences
7. Mathematical Literacy
8. Science, Technology and Society

Details of the ePortfolio program are available at the web site
<http://www.clemson.edu/academics/programs/eportfolio/>.

backlog in scoring submissions that only artifacts for graduating seniors were scored². I believe that this last-minute timing leads to more frustration than reflection among the graduating seniors and that we have caused many to leave Clemson on a sour note. For example, consider this comment from a 2013 satirical post about the Clemson ePortfolio process [BLA13]:

A huge inconvenience, and the last thing seniors want to deal with when graduation is peeping around the corner, ePortfolio proves to be one of the most infuriating processes for students.

The current scoring procedure for the artifacts also raises questions about the quality of feedback received by students. Each of the eight artifacts is scored by other students and/or ePortfolio faculty members as follows^{3,4} [CLE14]:

- GW - Groupwork – identify your role in the project and how it demonstrates the competency.
- FL - Document written in a foreign language; must be translated.
- 0 - Inappropriate artifact; must be replaced.
- 1 - The artifact doesn't meet the competency, but with some revision it may.
- 2 - The artifact is a good demonstration of the competency.
- 3 - The artifact is a very good demonstration of the competency.
- 4 - The artifact is an excellent demonstration of the competency.

If an artifact is student-scored at 2 or 3, no feedback beyond the single numeric score (2 or 3) is reported back [APP14]. Dr. Jeff Appling provided the following examples of feedback provided for scores of 0, 1, and 4:

- 0: This is behavioral science. Please use a lab report from a Gen Ed natural science course.
- 1: This does have some scientific content but it is limited. A lab report from a Gen Ed natural science course would likely score higher.
- 4: This is excellent work. [plus some comment specific to the actual artifact]

Additionally, each summer a thousand or more sampled artifacts are re-scored by paid faculty for actual use in the SACS report [RIN12,RIN13]; however, no feedback is provided from the re-scoring since the students have graduated.

Thus, between the initial scoring and the faculty-re-scoring, there is no quality feedback made available to students to encourage “deep learning and student engagement” or to engage the student in “continuous self-assessment and reflection”.

These problems have been observed by Auburn University, which is starting an ePortfolio program as a SACS Quality Enhancement Program (QEP). Auburn is in fact using the Clemson program as described in 2011 *as a model of what to avoid*. The Auburn planning document contains the following critique of the Clemson program, based on Clemson student presentations at the 2011 Annual Southeast Conference of The Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) [AUB12]:

² Dr. Appling tells me that more scorers have now been hired and that the submission queues have been cleared multiple times in the past year [APP14].

³ In the past, the scoring has been done largely by other undergraduates. Currently, Dr. Appling reports that only four undergraduate scorers remain and that they are under his direct supervision [APP14]. The majority of scorers are now paid graduate students, and a faculty member rechecks each artifact that has been initially student-scored as 0 or 1.

⁴ A grade of 0 is reported to the student as “IA”.

Regarding artificially-low scores, Ring reports that in the faculty re-scoring of artifacts done in the summer of 2012, 57% “of all artifacts scored a 1 in content” [RIN13]. The intent of the scoring from 1-4 is described as follows:

The bottom level, 1, represents unsatisfactory work. The upper level, 4, represents exemplary work. Thus only descriptions of levels 2 and 3 are necessary to set the scale. Level 3 represents work that meets general expectations of competency. Level 2 represents work that has components of reasonable performance, but is indicative of a student still developing skill or knowledge in that area.

For that year, a composite graduation score of 15 was required across the eight general education artifacts (i.e., a requirement of 2 or above assigned by student scorers on at least seven of the eight competencies). Thus, if the artifacts were randomly sampled across students who graduated and if the initial student scoring and faculty re-scoring of artifacts were similar, we would expect to see at most 12.5% of the artifacts re-scored as 1. Since the percentage is instead 57%, the graduation scoring appears to be overly generous⁶.

For Spring 2014, I understand that Clemson is revising the graduation-scored minimum to a score of 1 for each artifact. Note that, by its own rubric communicated to the students, Clemson will now be saying that *none* of the required artifacts will need to meet the associated competency. Add to this the lack of an incentive to turn in quality artifacts early and the apparent generosity of graduation scoring; I believe the outcome can only be that the measurements of these artifacts will be useless as a representation of the state of general education at Clemson.

Because of the limitations of the current ePortfolio software system, the statistics of the sampled artifacts re-scored in summers are aggregated by college and competency and not by general education course. Further, descriptive statistics rather than distributions are reported, and, thus the most that can be said is on the order of [RIN13]:

Science and Technology in Society (STS) received the highest average overall score of 2.1 across colleges, which was followed by Social Sciences (SS) (1.8). The average scores for Natural Science (NS), Mathematics (MA) and Critical Thinking were 1.6, while the average scores for Ethical Judgment (EJ) and Arts and Humanities (AH) were 1.5, and Cross Cultural Awareness 1.4.

If we were considering how to improve general education courses in, for example, Natural Science, this lack of specificity provides very little guidance. That is, should improvements be made in lower-level Astronomy, Biology, Chemistry, Geology, Physical Science, or Physics courses (i.e., those that count toward general education)? Which of these departments is doing well with general education topics, as defined by the scoring rubric, and which need to make improvements? Are the artifacts generated by students taking a particular general education course this year better than the artifacts generated in the previous year? The current ePortfolio program does not and cannot answer those questions, and thus I believe it is inadequate in guiding continual improvement in general education courses.

⁶ However, the reported artifact numbers by competency indicate a big skew – almost 23% of the re-scored artifacts were for the Critical Thinking competency while only 6% were for Cross Cultural Awareness – so, the sampling used for faculty re-scoring appears not to be random.

The sampling method used lays the foundation for the generalizability of the results. No one part of the University Studies curriculum, nor for that matter no one part of the university experience, is solely responsible for helping students to write well, think critically, or conduct responsible inquiry and analysis. These skills are practiced in many courses. Therefore, a matrix approach to sampling is taken, so that, over time, work products will be selected from all general education components that are aligned to each UNCW Learning Goal. Once courses are selected for sampling, section selection is done to insure a representative mix of course offerings (for example, by in class or distance methods, and by instructor type – tenure-line, lecturer, or part time).

Based on my admittedly cursory review, I believe that Clemson could replace the current ePortfolio requirement with a sampling approach to assessing the student learning objectives for General Education without risking accreditation problems with SACS⁹.

However, if Clemson wants to invest in a quality ePortfolio program, there are alternative approaches to assessment using ePortfolios. In one alternative, artifacts are generated in, and scored in, the general education courses themselves, at the time when the learning process can best be enhanced. Indeed, SUNY Stony Brook has adopted a course-based ePortfolio program, and their recommendations to instructors include [STO14]:

- Establish clear, measurable learning objectives for the course and/or project and develop learning outcomes and desired competencies from the objectives. Demonstrating learned integrative connections through reflection in an eportfolio must be one of the learning objectives and outcomes.
...
- The eportfolio MUST be a requirement for the successful completion of the course. Students will not start an eportfolio if it is an option. At this point, the eportfolio is an added assignment to them. The eportfolio requirement MUST be posted in the course/program description and syllabus. See ePortfolio Course Requirement for an example for posting in your syllabus.
 - HINT: Make posting the assignment/project and reflection part of the steps to completion. Tell students you will not assign credit to the assignment until it's posted with reflection in the eportfolio. Make it clear, successful completion of the course or program depends on a completed eportfolio.
- ...
- Have your students create their eportfolios during the first two weeks of the semester. Do NOT wait until the end of the semester. This makes the ePortfolio Learning Process ineffective and the use of eportfolios pointless to the students.

Dr. Ring has expressed reservations about the consistency of scoring for such an approach, so the necessary scoring could be provided by the centralized ePortfolio staff [RIN14].

Another approach is to define a number of “gates” at various points in a student’s academic progress at which time some subset of the competencies must be demonstrated. This was proposed by Lowenthal, White, and Cooley in 2011, when they reviewed the portfolio system at an unnamed university. I believe that their diagnosis of a poorly-functioning ePortfolio program has striking similarities to the current situation at Clemson [LOW11]:

It is easy in hindsight to identify why our portfolio method of assessing student learning was not working as well as it could have been. The portfolio became more of a box on a checklist that

⁹ Indeed, the re-scoring done in the summers is a sampling process used to prepare data for SACS.

[AUB12] Auburn University, ePortfolio Project, SACS Quality Enhancement Plan for 2012-2018, accessed January 17, 2014, <https://fp.auburn.edu/writing/files/ePortfolioFinalImplementation.pdf>.

[BLA13] Black Sheep Staff, "Ringed Out by ePortfolio," The Black Sheep, April 16, 2013, <http://theblacksheeponline.com/article/ringed-out-by-eportfolio>.

[CLE14] Clemson University, "ePortfolio Procedures," accessed January 18, 2014, <http://www.clemson.edu/academics/programs/eportfolio/about/policies-procedures.html>.

[CUG09] Council on Undergraduate Studies, Minutes of September 11, 2009, <http://www.clemson.edu/administration/councils/documents/100909-agenda.pdf>

[LOW11] Patrick Lowenthal, John White, and Karen Cooley, "Remake/Remodel: Using ePortfolios and a System of Gates to Improve Student Assessment and Program Evaluation," International Journal of ePortfolio, 1(1), 2011, pp. 61-70, available online as <http://www.theijep.com/pdf/IJEP37.pdf>.

[RIN12] Gail Ring and Barbara Ramirez, "Implementing ePortfolios for the Assessment of General Education Competencies," International Journal of ePortfolio, 2(1), 2012, pp. 87-97, available online as <http://www.theijep.com/pdf/IJEP62.pdf>.

[RIN13] Gail Ring, "Evaluation of the ePortfolio Assessment: Summer 2012," February 1, 2013, <http://www.clemson.edu/academics/programs/eportfolio/documents/report-2012>.

[RIN14] Gail Ring, personal email communications, January 21 and 22, 2014.

[SAC12] SACS, Resource Manual for the Principles of Accreditation, Second Edition, 2012, <http://www.sacscoc.org/pdf/Resource%20Manual.pdf>.

[STO14] Stony Brook University, "The Implementation of Course and Program ePortfolios: 10 Steps to Success," accessed January 18, 2014, <https://stonybrook.digication.com/StonyBrookEportfolios/implementation>.

[UNC14] UNC-Wilmington, "Assessment at UNCW: General Education Assessment", accessed March 5, 2014, <http://uncw.edu/assessment/general/process.html>.

[WEA05] Barbara Weaver, "ePortfolios in General Education Required," CCIT Faculty Directions, Fall 2005, http://www.clemson.edu/ccit/about/publications/facultydirections/archives/fall_2005/eports_in_gen_ed.html.

Rhonda Todd

From: Pamela Mack
Sent: Wednesday, April 30, 2014 2:02 PM
To: Rhonda Todd
Subject: UUCS subcommittee recommendation

The STS subcommittee, Pam Mack, Ian Walker, and Christine Minor, recommend the approval of HIST 122: History of Technology for STS credit. This is an existing course that hasn't been taught in so long that it turns out it didn't get on the STS list. A new syllabus is available at: <http://www.clemson.edu/caah/history/FacultyPages/PamMack/syl3220.html>

I can just submit this in the meeting, but if you are sending out any other late reports you could include it.

Thanks,
Pam

Rhonda Todd

From: Bruce Whisler
Sent: Thursday, May 01, 2014 8:42 PM
To: Michael Silvestri
Cc: Rhonda Todd
Subject: RE: UCC Friday
Attachments: 2013-14 A & H Gen Ed Approvals.docx

Michael and Rhonda:

Attached is the report from the Arts & Humanities Gen Ed sub-committee. We approved four courses this year.

Thanks, Bruce

-----Original Message-----

From: Michael Silvestri
Sent: Thursday, May 01, 2014 4:27 PM
To: Bruce Whisler
Subject: RE: UCC Friday

Hello, Bruce--

Thanks for the message. First, I hope your daughter's surgery goes well.

Yes, I'll be there and I'll be happy to give your report. You might also want to send a copy to Rhonda Todd.

Thanks,

Michael

From: Bruce Whisler
Sent: Thursday, May 01, 2014 9:08 AM
To: Michael Silvestri
Subject: UCC Friday

Hi Michael:

Will you be attending the UCC meeting on Friday? Reports from the sub-committees are on the agenda, but I cannot be there because my daughter is having ear surgery. If you are going, could I send you my report from the Arts & Humanities Gen Ed sub-committee? All I have are four courses that we approved this year.

Thanks, Bruce

A & H Gen Ed Sub-Committee Report

2013 - 14

STS 215

Approved September 2103 after having been denied the previous spring

Buddhism (REL 3130)

Approved February 2014

Hinduism (REL 3120)

Approved February 2014

ART 3750 – Writing for the Humanities

Approved March 2014

Apr. 30, 2014

To: University Undergraduate Curriculum Committee

From: Pamela Mack

A handwritten signature in black ink, appearing to read 'PEM', with a stylized flourish extending to the right.

Re: Report of the STS Subcommittee of the University Undergraduate Curriculum Committee

The STS subcommittee, Pam Mack, Ian Walker, and Christine Minor, recommend the approval of HIST 322: History of Technology for STS credit. This is an existing course that hasn't been taught in so long that it turns out it didn't get on the STS list. A new syllabus is available at: <http://www.clemson.edu/caah/history/FacultyPages/PamMack/syl3220.html>

Approved Courses/Curricula
 May 2, 2014
 University Undergraduate Curriculum Committee

I. College of Art, Architecture, and Humanities

| | | | |
|---|-----------------|--|---------------|
| A. Department of Art | | | |
| | ART 3570 | Community Supported Art-CI - new course | 3(3,0) 1 |
| | AAH 2100 | Intro to Art and Architecture - change catalog title, abbrev | 3(3,0) 4 |
| B. Construction Science Management | | | |
| | CSM 3510 | Const Estimating - change prerequisites | 3(2,2) 5 |
| C. History | | | |
| | HP 4120 | Historic Construction - delete course | 6 |

II. College of Agriculture, Forestry and Life Sciences

| | | | |
|---|------------------|---|----------------|
| A. Horticulture | | | |
| | HORT 3080 | Sust Landscape Des - change title | 3(3,0) 7 |
| B. Wildlife and Fisheries Biology | | | |
| | WFB 1010 | Intro Aqua Fish Wild - delete | 8 |
| | WFB 1020 | Methods of Wildlife/Fish Biol - delete | 9 |
| | WFB 3060 | Intro Wild Conserv - delete | 10 |
| | | Wildlife and Fish Biology - change curriculum requirements | 11 |
| C. Environmental and Natural Resources | | | |
| | | Conservation Biology - change curriculum requirements | 14 |
| | | Natural Resources Management - change curriculum req. | 17 |
| D. Biological Sciences | | | |
| | BIOL 2300 | Emergency Medical Responder - new course | 3(3,0) 20 |
| E. Forest Resource Management - change curriculum requirements | | | |
| | | Forest Resource Management - Land Surveying Emphasis - change curriculum requirements | 22 |
| | | | 25 |
| F. Microbiology | | | |
| | MICR 2050 | | 28 |
| G. Biochemistry | | | |
| | BCHM 3050 | Essen Elements Bioch | 3(3,0) 29 |

III. College of Health, Education and Human Development

| | | | |
|-------------------------------|----------------|--|----------------|
| A. Athletic Leadership | | | |
| | AL 3490 | Princ of Coaching - change prerequisite | 3(3,0) 31 |
| | AL 3500 | Sci Basis I/Ex Phy - change prerequisite | 3(3,0) 33 |
| | AL 3520 | Kinesiology - change prerequisites | 3(3,0) 34 |
| | AL 3530 | Athletic Injuries - change prerequisite | 3(2,3) 35 |
| | AL 4530 | Athletic Injuries - change prerequisite | 3(2,3) 36 |
| | AL 3600 | HS Athl Ethics & Law - change prerequisite | 3(3,0) 37 |
| | AL 3610 | Admin/Org Athletics - change prerequisite | 3(3,0) 38 |
| | AL 3620 | Psych of Coaching - change prerequisite | 3(3,0) 39 |
| | AL 3710 | Coaching Baseball - change prerequisite | 1(0,0) 40 |
| | AL 3720 | Coaching Basketball - change prerequisite | 1(0,0) 41 |
| | AL 3730 | Coaching Cross Country - change prerequisite | 1(0,0) 42 |
| | AL 3740 | Coaching Football - change prerequisite | 1(0,0) 43 |
| | AL 3750 | Coaching Soccer - change prerequisite | 1(0,0) 44 |
| | AL 3760 | Coaching Strgth/Cond - change prerequisite | 1(0,0) 45 |
| | AL 3770 | Coaching Track/Field - change prerequisite | 1(0,0) 46 |

| | | | | |
|-----------------------------------|------------------|--|--------|-----------|
| B. Elementary Education | | | | |
| | EDEL 4820 | Elem Ed Capstone Seminar - change title, instruction, credit | 3(3,0) | 47 |
| C. Education | | | | |
| | ED 1970 | CI in Education - change prerequisites | | 49 |
| | ED 2970 | CI in Education - change prerequisites | 1-8 | 50 |
| | ED 3970 | CI in Education - change prerequisites | 1-8 | 51 |
| | ED 4970 | CI in Education - change prerequisites | 1-8 | 52 |
| D. Educational Foundations | | | | |
| | EDF 3010 | Principles of American Educ. - change prerequisites | 3(3,0) | 53 |
| | EDF 3020 | Edu Psych - change prerequisites | 3(3,0) | 54 |
| | EDF 3080 | Classroom Assessment - change prerequisites | 3(3,0) | 55 |
| | EDF 3340 | Child Growth and Dev - change prerequisites | 3(3,0) | 56 |
| | EDF 3350 | Adol Growth and Dev - change prerequisites | 3(3,0) | 57 |
| | EDF 3200 | History of US Education - change prereq. And add cross listing | 3(3,0) | 58 |

IV. College of Business and Behavioral Science

| | | | | |
|-----------------------------|------------------|---|--------|------------|
| A. Political Science | | | | |
| | POSC 4470 | International Law - new course | 3(3,0) | 60 |
| | POSC 3460 | Entrepreneurship - delete course | | 71 |
| | POSC 3670 | Pol Risk Assessment - delete course | | 72 |
| | POSC 3820 | Span-Language News - delete course | | 73 |
| | POSC 3830 | French-Language News - delete course | | 75 |
| | POSC 4270 | Public Management - delete course | | 77 |
| | POSC 4720 | Japanese Politics - delete course | | 78 |
| | POSC 4730 | Eurasian Politics - delete course | | 79 |
| | POSC 3130 | Model United Nations Conference - change description, prerequisite: | 1-6 | 80 |
| | POSC 3410 | Quant Meth in Pol Sc - change credit, prerequisites | 3(3,1) | 84 |
| | POSC 3100 | Po Sc Internship - change prerequisites | 1-3 | 90 |
| | POSC 3110 | Model United Nations- change prerequisites | 1-6 | 92 |
| | POSC 3210 | Public Admin - change prerequisites | 3(3,0) | 94 |
| | POSC 3610 | Intl ol in Crisis - change prerequisites | 3(3,0) | 96 |
| | POSC 3620 | Intl Organizations - change prerequisites | 3(3,0) | 98 |
| | POSC 3630 | US Foreign Policy - change prerequisites | 3(3,0) | 100 |
| | POSC 3710 | European Politics - change prerequisites | 3(3,0) | 102 |
| | POSC 3720 | Pol Culture/E Asia - change prerequisites | 3(3,0) | 104 |
| | POSC 3750 | European Integration - change prerequisites | 3(3,0) | 106 |
| | POSC 3810 | African Amer Politic - change prerequisites | 3(3,0) | 108 |
| | POSC 4030 | US Congress - change prerequisites | 3(3,0) | 110 |
| | POSC 4050 | American Presidency - change prerequisites | 3(3,0) | 112 |
| | POSC 4070 | Religion and Politics - change prerequisites | 3(3,0) | 114 |
| | POSC 4160 | Int Groups & Soc Mov - change prerequisites | 3(3,0) | 116 |
| | POSC 4210 | Public Policy - change prerequisites | 3(3,0) | 118 |
| | POSC 4230 | Urban Politics - change prerequisites | 3(3,0) | 120 |
| | POSC 4240 | Federalism and Igr - change prerequisites | 3(3,0) | 122 |
| | POSC 4280 | Natl Security Policy - change prerequisites | 3(3,0) | 124 |
| | POSC 4290 | Global Issues - change prerequisites | 3(3,0) | 126 |
| | POSC 4360 | Law Courts Politics - change prerequisites | 3(3,0) | 128 |
| | POSC 4370 | Constitut Law: Rights & Libert - change prerequisites | 3(3,0) | 130 |
| | POSC 4380 | Constitut Law: Struc of Gov - change prerequisites | 3(3,0) | 132 |
| | POSC 4420 | Pol Parties & Elect - change prerequisites | 3(3,0) | 134 |
| | POSC 4480 | Internat'l Political Economy - change prerequisites | 3(3,0) | 136 |
| | POSC 4490 | Political Theory of Capitalism - change prerequisites | 3(3,0) | 138 |
| | POSC 4500 | Spec Top in Political Theory - change prerequisites | 1-6 | 140 |
| | POSC 4530 | American Political Thought - change prerequisites | 3(3,0) | 142 |

Approved Courses/Curricula

May 2, 2014

University Undergraduate Curriculum Committee

| | | | |
|---|---|--------|-----|
| POSC 4540 | Southern Politics - change prerequisites | 3(3,0) | 144 |
| POSC 4550 | Pol Thght of American Founding - change prerequisites | 3(3,0) | 146 |
| POSC 4560 | Diplomacy - change prerequisites | 3(3,0) | 148 |
| POSC 4570 | Political Terrorism - change prerequisites | 3(3,0) | 150 |
| POSC 4580 | Political Leadership - change prerequisites | 3(3,0) | 152 |
| POSC 4590 | Ethnic Violence - change prerequisites | 3(3,0) | 154 |
| POSC 4660 | African Politics - change prerequisites | 3(3,0) | 156 |
| POSC 4710 | Russian Politics - change prerequisites | 3(3,0) | 158 |
| POSC 4760 | Middle East Politics - change prerequisites | 3(3,0) | 160 |
| POSC 4770 | Chinese Politics - change prerequisites | 3(3,0) | 162 |
| POSC 4780 | Latin Amer Politics - change prerequisites | 3(3,0) | 164 |
| POSC 4800 | Gender and Politics - change prerequisites | 3(3,0) | 166 |
| POSC 4820 | Political Novel and Film - change prerequisites | 3(3,0) | 168 |
| | Political Science BA - change curriculum requirement | | 170 |
| | Political Science BS - change curriculum requirement | | 174 |
| | Global Politics - change minor requirements | | 184 |
| B. Military Leadership | | | |
| ML 3011 | Adv Leadership I - change credit | 3(2,2) | 186 |
| ML 4010 | Org Leadership I - change credit | 3(2,2) | 188 |
| ML 3021 | Adv Leadership II - change credit | 3(2,2) | 190 |
| ML 4021 | Org Leadership II - change credit | 3(2,2) | 192 |
| C. Economics | | | |
| ECON 4290 | Economics of Energy Markets - new course | 3(3,0) | 194 |
| D. Sociology BS - change curriculum requirements | | | |
| | Sociology BA - change curriculum requirements | | 201 |
| | | | 203 |
| V. College of Engineering and Science | | | |
| A. Chemistry | | | |
| CH 2010 to 2011 | Survey of Organic Chemistry - change number | 1(0,3) | 205 |
| CH 3320 | Physical Chemistry - change prerequisites | 3(3,0) | 206 |
| CH 4030 | Adv Synth Tech - change prerequisites | 2(0,6) | 207 |
| CH 4110 | Instrumental Analy - change prerequisites | 3(3,0) | 208 |
| CH 4430 | Research Problems - change prerequisites | 1-6 | 209 |
| CH 4440 | Research Problems - change prerequisites | 1-6 | 210 |
| CH 1000 | Preparation of General Chemistry - new course | 2(2,0) | 211 |
| B. Computer Science | | | |
| CPSC 1990 | Selected Topics - change prerequisites | 1-8 | 220 |
| CPSC 3990 | Selected Topics - change prerequisites | 1-8 | 221 |
| C. Mechanical Engineering | | | |
| ME 2010 | Statics & Dynamics - change prerequisites | 5(3,4) | 222 |
| ME 3100 | Thermo/Heat Transfer - change prerequisites | 3(3,0) | 224 |
| ME 3070 | Founda Mech Syst - change prerequisites | 3(3,0) | 225 |
| ME 4250 | Aircraft Conceptual Design - new course | 3(3,0) | 227 |
| ME 4280 | Thermal-hydraulics of Nuclear Reactors - new course | 3(3,0) | 229 |
| ME 2040 | Mech of Materials - change description | | 231 |
| D. Chemical Bimolecular Engineering | | | |
| CHE 1300 | Chemical Eng Tools - change prerequisite | 2(1,2) | 233 |
| CHE 2111 | Intro to Chem Eng - change prerequisite | 4(3,2) | 234 |
| E. Civil Engineering | | | |
| CE 2010 | Statics - change prerequisite | 3(3,0) | 235 |

| | | | | |
|-----------|----------------------------------|---|--------|------------|
| | CE 2060 | Structural Mechanics - change prerequisite | 4(3,3) | 236 |
| | CE 2080 | Dynamics - change prerequisite | 2(2,0) | 237 |
| | CE 3510 | Civil Engineering Materials - change prerequisite | 4(3,3) | 238 |
| F. | Environmental Engineering | | | |
| | EES 2010 | Environ Engr Fundamentals I - change prerequisite | 3(3,0) | 239 |
| | EES 2020 | Environ Engr Fundamentals II - change prerequisite | 4(3,3) | 240 |
| G. | General Engineering | | | |
| | ENGR 1150 | Engineering Design & Modeling - new course | 3(2,2) | 241 |
| | ENGR 1160 | Engineering Graphics and Computer-Aided Design - new course | 3(2,2) | 243 |
| | ENGR 1200 | Engr Prob Siv - delete course | | 245 |
| | ENGR 1500 | Introduction to Engineering - new course | 2(2,0) | 246 |
| | ENGR 1510 | Engineering Skills - new course | 2(1,2) | 248 |
| | ENGR 1520 | Engineering Computer Skills - new course | 2(1,2) | 250 |
| | ENGR 1530 | Engineering Foundation Skills - new course | 4(3,2) | 252 |
| | ENGR 1640 | Engineering MATLAB Programming - new course | 3(2,2) | 254 |
| | ENGR 2100 | CAD & Engineering Application - change prerequisites | 2(1,2) | 256 |
| H. | Industrial Engineering | | | |
| | IE 4910 | Selected Topics - change prerequisites | ? | 257 |

***The committee tabled the courses highlighted in grey.