

MEMORANDUM

TO: Debra Jackson, Institutional Effectiveness and Assessment
Robert Jones, Vice President for Academic Affairs and Provost

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

DATE: April 2, 2015

SUBJECT: Administrative Approval of Curriculum Items

DEAN
UNDERGRADUATE
STUDIES

Clemson University
E101 Martin Hall
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Clemson, SC
29634-5105

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The Undergraduate Curriculum Committee met on March 6, 2015 to approve the attached curriculum/course changes received in the Office of the Provost, April 2, 2015. The purpose of this memorandum is to respectfully request that you review this information and concur by giving final signature approval.

APPROVED: *Justice Studies will now be submitted to CHE. Thanks.*
Debra B Jackson DATE *April 2, 2015*
DR. DEBRA JACKSON, INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT

Robert Jones DATE *4/17/15*
DR. ROBERT JONES, VICE PRESIDENT FOR ACADEMIC AFFAIRS & PROVOST

/rft

C: File

Attachments

AGENDA
University Undergraduate Curriculum Committee Meeting
Friday—March 6, 2015 —1:30 PM
E304 Martin Hall

- I. **Call to order**
- II. **Introductions**
- III. **Consideration of February meeting minutes**
- IV. **New Business**
- V. **Old Business**
 - A. Proposed General Education Assessment Protocol
 - B. Internship Courses
- VI. **Committee reports**
 - A. Arts & Humanities – Bruce Whisler
 - B. Mathematical & Natural Sciences – Bob Kosinski
 - 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 – Cameron Bushnell
- VI. **Curricula/course approvals - attached**
- VII. **Other business**
- VIII. **Adjourn**

University Undergraduate Curriculum Committee
Minutes Meeting
E304 Martin Hall
February 6, 2015, 1:30 PM

Members Present: Jeff Appling, chair; Joe Mazer, Graciela Tissera; Mike Coggeshall; Angela Morgan; Bob Kosinski; Michael Sehorn; Mary Beth Kurz; Brian Dominy; Andy Tyminski; Sandy Linder; John Whitcomb; Hugh Spitler; Dereck Wilmott; Shiva Mohan for Matt Abrams; Shannon Clark; Cecelia Hamby; Pam Mack; David Knox; Jan Murdoch and Rhonda Todd

Guests: Penelope Brunner; Roxanne Amerson; Ann Wetzel; Mark Small

Appling convened the meeting at 1:30 PM

Introductions

Appling welcomed the committee.

Approval of minutes

The committee approved the December meeting minutes.

New Business

- A. Proposed Change to Health Science (attached)** – Spitler explained that this change will clarify and provide straightforward rationale for students who want to change majors to the Health Science major. He reported that the selection process will no longer be first come, first served, but based on GPA. The committee discussed, and someone made a motion to accept, all approved. Appling stated that the change will now go to Academic Council.
- B. Proposed Change to Social Science Rubric (attached)** – Coggeshall stated that Laura Olson has worked to revise the competency and rubric, along with Ring. After discussion of the proposed change, the committee moved to accept the change, all approved.

Appling requested that this change, along with Natural Science Competency change, could appear in the fall 2015 Undergraduate Announcements. Clark agreed as long as she received the statements as soon as possible.

Appling read the GE statement from the Undergraduate Announcements concerning ePortfolio. He and Clark agreed to work together to make editorial changes for fall catalog.

Old Business

- A. Proposed General Education Assessment Protocol** – Appling welcomed and introduce Penny Brunner who is currently working with Accreditation and Assessment Department to prepare for review for SACS. Brunner stated that she is currently reviewing and comparing Clemson standards with six different schools. Brunner reported that she also tracks schools to determine best practices. Coggeshall requested information about what other universities are doing with General Education. Brunner explained that SACS is not proscriptive; institutions are evaluated on what you say you will do with evidence to support (assessment). Brunner stated that General Education and assessment can never be done simply for the sake of compliance, they must be meaningful.

Murdoch stated that any changes to the General Education program must truly mean something to the faculty and students of this institution for any change or assessment to be effective. She stated that efforts are continuing with the pilot program for assessing General Education. Kosinski reminded the committee the debate remains if faculty or students will upload evidence. Murdoch stated that we do not have a seamless system, but Ring is doing workshops and training for the volunteers of the pilot program. All seems to be going well. Murdoch stated that the pilot program is strictly volunteers and anyone not interested in participating is free to drop out. Whitcomb stated that all institutions, including hospitals, must comply with standards and requirements, while not everyone is happy, it is necessary. One committee member stated that some people spend more time whining about having to complete a task than it would take to just complete it. Linder stated that Education uploads artifacts all the time for accreditation, etc. The committee discussed problems with lecturers who change from semester to semester, teaching General Education. Murdoch stated that this pilot will give us some clear data and numbers to work with.

B. Internship Courses Proposal (attached)- Appling reported that recent issues have come up related to internship courses, and charging students a fee when they are on an unpaid internship. He requested that members take this proposal back to their colleges and discuss because some changes may be needed to courses or curricula.

C. Committee Reports

- a. Arts & Humanities – Bruce Whisler
- b. Mathematical & Natural Sciences – Bob Kosinski
- c. Social Science – Laura Olson
- d. Cross Cultural Awareness – Mike Coggeshall – Coggeshall stated that his committee recommends approval of COMM 1800, all approved.
- e. Science & Technology in Society – Pam Mack
- f. Ethical Judgment – Dan Wueste
- g. Critical Thinking – Sarah Winslow
- h. Communication – Cameron Bushnell

D. Curriculum/course approval – See attached

Other Business

The committee discussed issues with the new Course and Curriculum Change system. Appling stated that CCIT is meeting with faculty who have experienced issues to determine where problems exist. Kosinski stated that no one has reached out to him yet. Appling stated that CCIT is planning a meeting for everyone in the near future.

The meeting adjourned at 3:11 PM.

Minutes respectfully submitted by Rhonda Todd

Rhonda Todd

From: Ronald W Gimbel
Sent: Wednesday, February 04, 2015 1:37 PM
To: Rhonda Todd; Jeffrey Appling
Cc: Deborah Falta
Subject: Request fro DPHS to modify CU undergraduate catalog
Attachments: DPHS- request update undergrad catalog.pdf

Dear Dr. Appling & Rhonda,

I am writing to request a change in the undergraduate catalog as outlined in the attachment. The requested change is designed to align student expectation with current practice by not setting false hopes and reducing student (and parent) disappointment. I realize that the attachment is counter to mandates by previous Provost Helms, but from my vantage point is the right thing to do.

FYI – this year we had 140 requests for change of major and we could only accommodate less than 50% of these. The minimum GPA for accepted pre-professional students was 3.5 and 3.1 for our other concentrations. The attachment is currently with Interim Dean Wright for his endorsement and will be coming to you after. I am hopeful to receive the endorsement this afternoon or tomorrow morning.

Thank you,
Ron

Ron Gimbel, PhD
Chair, Department of Public Health Sciences
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(864) 656-6227 - *fax*

Current Undergraduate Announcements:

HEALTH SCIENCE

Bachelor of Science

The Department of Public Health Sciences prepares students for careers in the health field, one of the largest industries in the United States. It includes hospitals and other medical service providers, public health organizations, health insurance companies, health/medical related sales, health fitness organizations, and community and nonprofit health agencies. Plans of study can be arranged in health promotion and education, health services administration, leadership for cardiovascular technology, and preprofessional health studies. Students in the Health Promotion and Education Concentration have the skills to assess, plan, communicate, implement, manage, and evaluate public health promotion programs. Students in the Preprofessional Health Studies Concentration obtain the coursework and experience necessary for acceptance into various graduate programs in clinical health professions. The Cardiovascular Imaging Leadership Concentration provides a core of health science classes, training in diagnostic cardiovascular sonography, and a leadership certificate. The Health Services Administration Concentration allows students to develop skills and competencies in health administration/management for entry-level careers or graduate study in this area. A minor in Business Administration is integral to the concentration. The department, in cooperation with the College of Architecture, Arts and Humanities, also offers a joint Bachelor of Science degree in Language and International Health (see pages 68-69).

When space is available, students with fewer than 50 credit hours earned may apply to change majors into Health Science with a minimum cumulative grade-point average of 2.25. Students with 50 or more credit hours may apply for a change-of-major into Health Science when space is available based on the following restrictions:

- completion of the Health Science Mathematics and Statistics Requirements and the General Education Natural Science Requirement
- minimum cumulative grade-point average of 2.5
- submission of a 1–3-page document detailing why the applicant desires to major in Health Science and how this major would support his/her career goals. Additional information is available at www.hehd.clemson.edu/PublicHealth/index.htm.

Proposed Change:

HEALTH SCIENCE

Bachelor of Science

The Department of Public Health Sciences prepares students for careers in the health field, one of the largest industries in the United States. It includes hospitals and other medical service providers, public health organizations, health insurance companies, health/medical related sales, health fitness organizations, and community and nonprofit health agencies. Plans of study can be arranged in health promotion and education, health services administration, leadership for cardiovascular technology, and preprofessional health studies. Students in the Health Promotion and Education Concentration have the skills to assess, plan, communicate, implement, manage, and evaluate public health promotion programs. Students in the Preprofessional Health Studies Concentration obtain the coursework and experience necessary for acceptance into various graduate programs in clinical health professions. The Cardiovascular Imaging Leadership Concentration provides a core of health science classes, training in diagnostic cardiovascular sonography, and a leadership certificate. The Health Services Administration Concentration allows students to develop skills and competencies in health administration/management for entry-level careers or graduate study in this area. A minor in Business Administration is integral to the concentration. The department, in cooperation with the College of Architecture, Arts and Humanities, also offers a joint Bachelor of Science degree in Language and International Health (see pages 68-69).

Entrance Requirements

To facilitate admission of students who can achieve at an appropriate level in the program, admission is selective. Applicants are reviewed by the Office of Admissions and consideration is given to performance in secondary school and on the College Board Examination (SAT). Those seeking admission are advised to apply to the University early in the fall of the senior year in high school.

Transfer admission is competitive. Students are encouraged to apply early to the Office of Admissions. The University admits ten new transfer students to the Public Health Science major during the fall semester only. Potential students should have a minimum grade point average of 3.0 and completion of 30 semester hours of transferable courses. Placement in the Public Health Science curriculum will be determined after credit evaluation is completed.

Students may apply to change majors into Public Health Science with decisions based on available space and approval by the Department of Public Health Science Advisory Committee. Applications are accepted in the Fall semester starting on the first day of class with a deadline of the last day of classes. Accepted change-of-major students must be signed into the program by the academic advisor. Applicants should meet the following requirements: minimum cumulative grade-point average of 2.25 with 49 or fewer earned credits or 2.5 with 50 or more earned credits. Students with 50 or more earned credits must also have taken and passed the math requirement, statistics requirements, and science requirement per the general education requirements in the Undergraduate Catalog. Students are allowed to apply only twice. Detailed information is available in the Academic Advising Center in 309 Edwards Hall.

Social Science Competency with Rubric: Describe and explain human actions using social science concepts and evidence.				
	1	2	3	4
Description	Does not meet competency	Satisfactory	Explained well	Exemplary
Explanation	Does not meet competency	Satisfactory	Explained well	Exemplary

“Describe” would involve any appropriate method for the social sciences.

“Explain” would involve any causative means appropriate to a social science. Students might be asked to use theories for explanation, to interpret mathematical models or statistical tables, to review historical antecedents to explain events, or apply concepts (such as culture) to explain why people act the way they do.

“Human actions” may be interpreted as broadly as possible, within the frame of the social sciences. Such actions might include (but not be limited to) actions of individuals, collectivities, cultures, nations, or world systems, both past and present.

Social Science “concepts” would be those appropriate to a particular social science discipline (e.g., culture, social inequality, gender, political or economic behavior) and “evidence” includes anything collected by social science methods (e.g., observations, statistical data, experiments, interviews, historical records).

Examples of artifacts to support the competency would include

Internship Courses: Information for Curriculum Committees

Recent issues have come up related to internship courses and the costs involved. Various offices have received complaints from students and parents about unpaid internships taken in the summer that require the payment of tuition. This becomes an even greater concern when the internship is required by the major. Some departments are solving this issue by having students sign up for credit in the following fall semester so that the tuition cost is absorbed in their full time bill (i.e., the course activity and credit are disjointed). For elective internships, some departments counsel students to sign up for the course credit only if they want to pay tuition (in the summer) and have the internship appear on the transcript.

The University Undergraduate Curriculum Committee has discussed the issues above and would like departmental curriculum committees to consider options that could help improve internship experiences while alleviating cost concerns. Departments might choose to alter their current format, using the options presented below as a starting place for discussion.

1. Courses currently offered as variable credit 1-3 can be made variable credit 0-3 so that students could sign up for zero credits in the summer and not be required to pay tuition.
 - Some departments may not have considered a zero-credit version of internships, which is a good option when course credits are not required for completion of the degree.
 - Zero-credit courses as indicators of internship participation parallel the use of zero-credit courses for Cooperative Education and Study Abroad.
2. The Career Center offers two zero-credit internship courses, INT 1010 and 2010, that can be used for students in the summer, spring or fall (INT 2010 maintains full-time enrollment status during spring and fall semesters). Departments could combine these with follow-up courses as in #3.
3. Some departments have students take a zero credit course during the term of the internship and then take a credit-bearing course during the following semester. The pedagogical content of the follow-up course, typically offered in the fall, is geared toward the shared experiences of the class.

We realize that some of these options might require course or curriculum changes and are easier to implement for elective internships. But it would be worth the effort if departments could reconsider their approach with cost in mind and make changes that improve the internship experience for their students.

For information on unpaid internships from the U.S. Department of Labor, see <http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>

General Education Assessment Pilot

The primary purpose of this study is to thoroughly review the suggested plan for the assessment of General Education particularly related to collecting evidence, faculty time involved, and the technology used to facilitate this activity. Monthly meetings will occur to monitor the project and document the procedure. Participants will be provided professional development funds and are encouraged to take part in the 2015 Summer Assessment.

- There are 15 participants roughly 3 participants for each competency with the exception of the distributed competencies which are not included in this pilot. Some participants are teaching double-dip classes.
- We have had two group meetings to date and individual consultations with some participants.
- Syllabi have been reviewed and when necessary revised to better articulate learning objectives related to the competencies.
- CCIT setup a new server for general education assignment submissions.
- UGS graduate student is making changes to the artifact repository to improve the functionality of the system so that faculty can batch upload student work.
- Methods of gathering student evidence include:
 - faculty upload student assignments
 - students upload assignments as part of the course (reward for efforts)
 - students upload assignments in a class (successfully tested March 6, 2015)
 - faculty batch upload
- Participants are keeping a log of the time involved in this process as well as a record of adjustments made to their syllabi/assignments/courses.etc.
- The website for the pilot is up and located in Undergraduate Studies under faculty resources for gen ed. The site provides information on the pilot.
- Participant led brownbag lunches are underway. We had three lunches with an average of 4 faculty in attendance at each.

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Agenda Courses/Curricula
 March 6, 2015
 University Undergraduate Curriculum Committee

I. College of Health and Human Development				
A. Parks, Recreation and Tourism Management				
		PRTM 3250	Global Persp in Rec	4(4,0) 1
		PRTM 3210	Recreation Admin	4
II. College of Engineering and Science				
A. General Engineering				
		ENGR 1050	Engineering Discipline and Skills I - change prerequisite	6
B. Mechanical Engineering				
		ME 2220	Mechanical Engineering Lab I - change prerequisite	9
		ME 3100	Thermo/Heat Transfer - change prerequisite	10
III. College of Architecture, Arts and Humanities				
A. Department of English				
			English Minor - change minor	11
		ENGL 3370	Creative Inquiry - new course	1-3 12
		ENGL 4990	Practicum in Writing - change course credit, description	3(3,0) 14
B. Department of History				
		HIST 4150	Intro to Digital History - change title, descript,	16
		HIST 4880/6880	Studies in Middle East History - new course	19
IV. College of Business and Behavioral Science				
A. Department of Financial Management				
		FIN 4090	Prof Fin Plan - change prerequisite	22
		FIN 2010	Introduction to Personal Finance - add new course	1(1,0) 25
B. Department of Management				
		MGT 3500	Intro to Business Analytics - new course	3(3,0) 28
		MGT 3510	Statistical Modeling and Analytics - new course	3(3,0) 30
		MGT 4500	Advanced Business Analytics - new course	3(3,0) 32
		MGT 4510	Business Application Development - new course	3(3,0) 34
			BA Management	36
			BA Management	38
C. Department of Sociology and Antropology				
			Anthropology - change requirement	40
D. Justice Studies - New Major				
			General Education Checklist -	41
		SOC 4500	Sociology of Groups and Group Processes - add course	3(3,0) 44
			General Education Checklist -	46
		JUST 4290	Justice Administration - new course	3(3,0) 49
		JUST 4280	Criminal Law - new course	3(3,0) 51
		JUST 4970	Criminal Justice Senior Capstone - new course	2(2,0) 54
		JUST 4920	Justice Leadership Practicum - new course	3(1,0) 56

Approved Courses/Curricula
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University Undergraduate Curriculum Committee

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*	Items in gray are tabled			