



## MEMORANDUM

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

**FROM:** John D. Griffin, Chair, Undergraduate Curriculum Committee

**DATE:** November 2, 2015

**SUBJECT:** Administrative Approval of Curriculum Items

DEAN  
UNDERGRADUATE  
STUDIES

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

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**APPROVED:**

Debra B Jackson DATE 11/11/15  
DR. DEBRA JACKSON, INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT

Robert J Jones DATE 12/5/15  
DR. ROBERT JONES, VICE PRESIDENT FOR ACADEMIC AFFAIRS & PROVOST

/rft

C: File

Attachments

AGENDA  
University Undergraduate Curriculum Committee Meeting  
Friday—October 2, 2015 —1:30 PM  
E304 Martin Hall

- I. Call to order
- II. Introductions
- III. Consideration of September meeting minutes
- IV. New Business
  - A. 2020 Forward Plan - Granberg
- V. Old Business
  - A. CHE Task Force AP/IB Credits - Appling
  - B. ASL – Meeting Modern Language Requirements Campus-Wide – Mazer
  - C. Proposed Change to CCA Competency - Coggeshall
- 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  
September 4, 2015, 1:30 PM

**Members Present:** Jeff Appling, interim chair; Joe Mazer, Mike Coggeshall; Jack Wolf; Bob Kosinski; Michael Sehorn; Mary Beth Kurz; Brian Dominy; Andy Tyminski; Pamela Dunston; Hugh Spitler; John Whitcomb; Chris Vinson; Shiva Mohan; Cecelia Hamby; Donna Barrett; Shannon Clark; Pam Mack; Penny Brunner; Barbara Speziale and Rhonda Todd

**Guests:** Matt Klein, John Hannon, Nancy Griffis, Michael Alphonso, Sue Whorton, Leidy Klotz, Justin Love

Appling convened the meeting at 1:30 PM

**Introductions**

Appling welcomed the committee along with introductions.

**Approval of minutes**

The committee approved the May meeting minutes.

**New Business**

- A. CU Rubric** – Whorton stated that the original CU rubric was developed for learning and success strategy courses, but excellent courses (Sustainability and Entrepreneurial) are being presented to the CU committee that do not go along with the current rubric. Whorton expressed concern about certifying instructors for proper accreditation since this is not her area of expertise, and she stated that members of this committee had also expressed similar concern.

Klein agreed with Whorton's comments, and stated that the use of the CU committee was to take the courses across campus without what can be a department silo, and offering a certificate program that can be achieved from any major on campus. Klein stated that these courses have been developed from Entrepreneurship faculty which will also teach the courses. Klein proposed a new rubric for these courses and setting up a similar committee as the CU courses with representatives from each college.

Klotz stated that Sustainability has already been approved under the CU, but he proposed doing a similar thing as Klein proposed. Mack stated that the STS committee might be able to incorporate approval of Sustainability courses. Appling explained that the STS courses live under General Education and are overseen by the STS subcommittee.

Coggeshall requested time to review with his college. Wolf suggested using the ELE rubric, but Klein stated that he, along with the Provost, would like to keep these courses from departments, so the courses can be available to freshmen and not just upper

classmen. Appling reminded Klein that he needs to meet with Management and Marketing to insure these courses do not duplicate. Klein stated that he will meet with the CBBS Curriculum Committee in a few weeks. Mack suggested that these new committees could replicate what the Honor's College does today.

- B. **Acalog Online Catalog System** – Appling stated that the current catalog is in PDF format. He reported that efforts are being made to move the catalog to a web-based system, and you may be invited to a webinar demo on September 21<sup>st</sup>. Clark stated that the current printed catalog will not go away, but it may look different.

### Old Business

- A. **Course and Curriculum Change System/Workflow** – Appling introduced Nancy Griffis and Michael Alphonso from CCIT who demonstrated the new course and curriculum change system and workflow. Appling reminded the committee that it is very important that as many people as possible need to test the system, so we can determine areas that need attention and/or changes. Tyminski asked if the system was ready to support the new college. Griffis requested that he send her all the new departments from School of Education. He agreed. Alphonso stated that the new system with workflow is not live to date, but this will be available soon.
- B. **Update General Education Assessment** – Appling reported that Dr. Ring is leaving the university on 9/15. He stated that the current pilots should continue to collect data, and thanks to Ring's hard work, system uploads in the classes are taking ten minutes or less. Appling stated that Rhonda will provide the current summer assessment report (report attached). Please review and share with your colleagues. Appling reported that he expects changes to General Education with the 2020 Forward Plan after some conversations with the Provost. Brunner stated that it is important that we continue documenting General Education at all times for SACS. Appling requested that Brunner might want to share with the committee exactly what SACS is looking for.
- C. **CHE Task Force AP/IB Credits** – Appling stated that he reported this at the May meeting after attending a meeting with CHE. He ask committee members to provide feedback from their prospective colleges. Many members had not had an opportunity to discuss, so Appling stated we can discuss at the October meeting.
- D. **Committee Reports**
  - a. Arts & Humanities – Bruce Whisler
  - b. Mathematical & Natural Sciences – Bob Kosinski
  - c. Social Science – Laura Olson
  - d. Cross Cultural Awareness – Mike CoggeshallThe subcommittee recommends Dr. Steve Marks (History) to replace Dr. James Burns on the CCA subcommittee. All approved and none opposed. Coggeshall stated that he had worked with Dr. Sharon Nagy and Penny Brunner to update the CCA competency (proposal attached). Coggeshall requested that they discuss at the college level.

- e. Science & Technology in Society – Pam Mack
- f. Ethical Judgment – Dan Wueste
- g. Critical Thinking – Sarah Winslow
- h. Communication – Cameron Bushnell

**Curriculum/course approval** – See attached

**Other Business**

**American Sign Language (ASL) Meets Modern Language Requirements Campus-Wide**  
(proposal attached) - Mazer stated the Department of Languages would like to endorse ASL as meeting any modern language requirement for any degree at Clemson. The committee discussed, Appling stated that there is debate on this topic here at this university and across the country. Appling requested that everyone review with their college, and we will discuss at the October meeting. A subcommittee was formed to review and make recommendations to this committee, Joe Mazer, Andy Tyminski, John Whitcome, Stephen Fizmaurice, and Margaret Camp.

The meeting adjourned at 3:05 PM.

Minutes respectfully submitted by Rhonda Todd



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— Jamie Grimes,  
Academic Publications  
Kennesaw State University

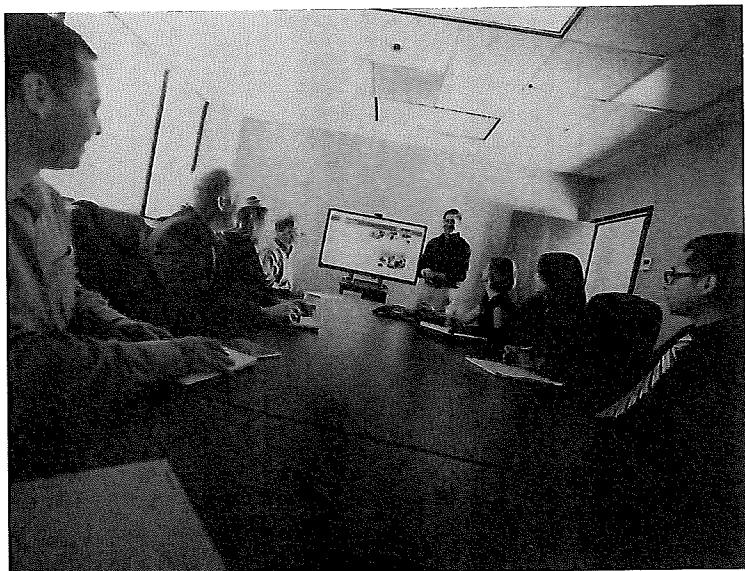
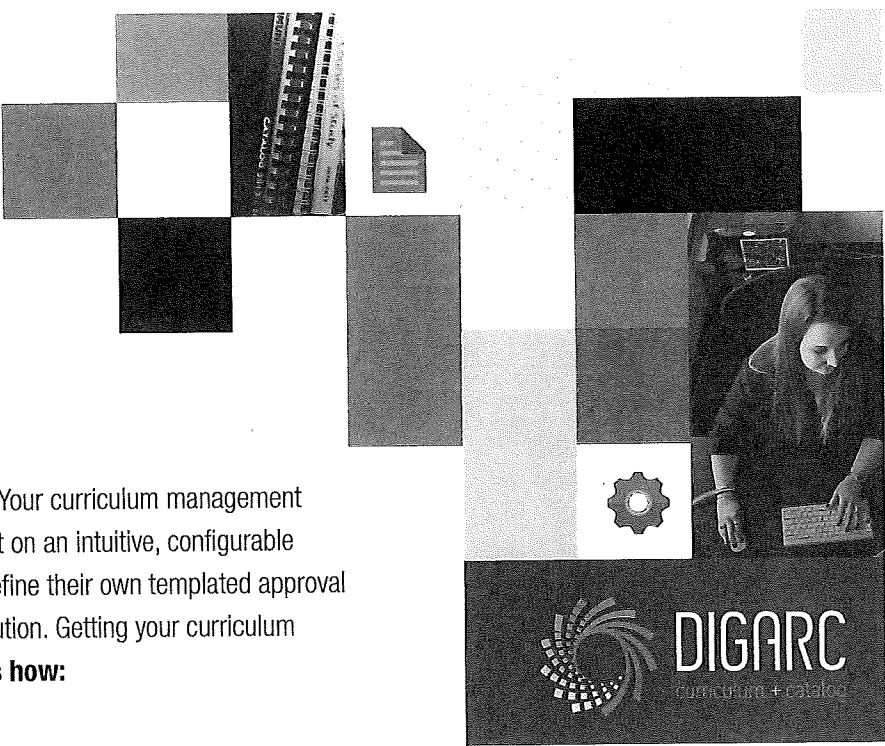






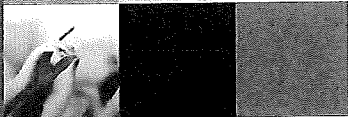
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— Holly Halmo, Assistant to the Dean  
NYU Polytechnic

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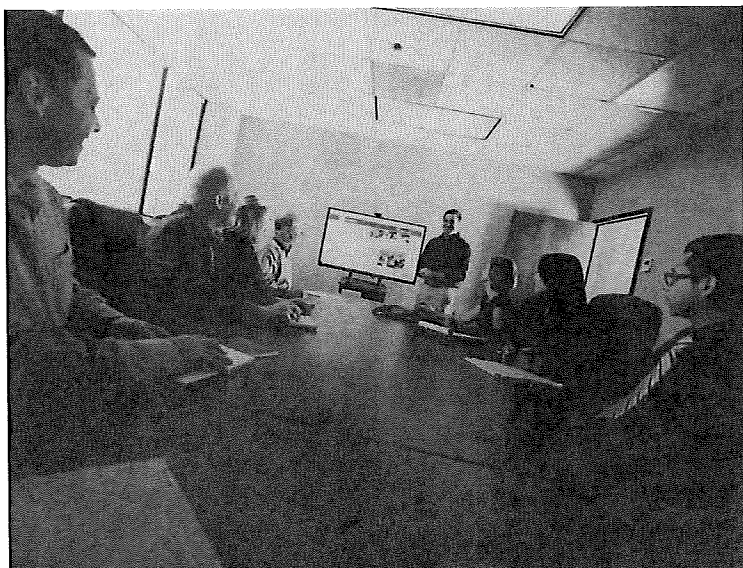






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## **Executive Summary**

This report provides evaluation data from the Spring 2015 General Education Pilot and the 8th Annual Summer Assessment conducted Summer 2015. It includes data generated from the pilot designed to address concerns related to collecting student evidence, faculty time involved, and the technology used to facilitate this activity. Also included in this report are faculty scores of the student artifacts and faculty recommendations on how to help students better understand and subsequently demonstrate their understanding of these competencies. The faculty evaluation process was intended to provide insight on the quality of student artifacts tagged to Clemson's general education competencies, as well as the clarity of the scoring rubrics.

## **Key Findings**

### **Spring General Education Pilot**

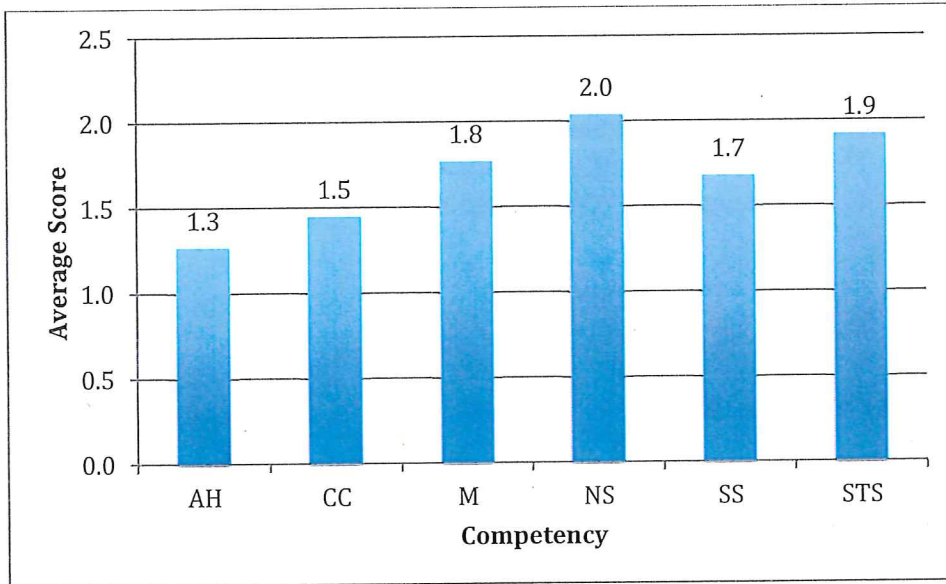
- Fourteen faculty members participated in the pilot: 7 from AAH, 2 from BBS, 2 from CAFLS, and 3 from CES.
- Thirteen courses (encompassing all course-related competencies, AH, CC, M, NS, SS, STS) some with multiple sections, were included in the study, generating 1607 artifacts as presented in Table 1 below. Overall, the submission rate was 89%.
- Instructor time varied, with the average time spent on the pilot being 3.45 hours, which included the monthly meetings and brown bag lunches. The average time instructors spent on the actual upload process was 41 minutes.
- Faculty participants ended their reports with their final thoughts on the pilot. Overall, everyone thought the process was simple and straightforward.
- Of the 14 faculty who were part of the pilot, 10 participated in the Summer Assessment Institute, the goal of which was to review a comprehensive sample of student artifacts from the Spring 2015 general education pilot.

### **General Education Summer Assessment**

- The summer assessment team included 16 faculty members from a variety of disciplines across campus. The faculty members worked in groups within the competency areas. Each group was assigned to specific competencies to allow for greater inter-rater reliability.
- Student artifacts for 6 of the 8 general education competencies were examined and scored by 16 faculty evaluators across the university. Over 800 artifacts were scored for content and communication.
- The most frequently assessed competency was Arts and Humanities (AH) with 196 (68%) artifacts reviewed, followed by the Social Sciences (SS) with 72% (N=179) of the total number of artifacts evaluated.

- In terms of scores, NS received the highest average overall score of 2.0 closely followed by STS with an average score of 1.9 (See Figure 1).

Figure 1. Average Score By Competency



The most pressing recommendation is to revise most of the competencies. Most participants agreed that a closer evaluation of the competencies must occur as some seem to be written beyond an introductory level. Listed below are the competencies and the extent to which they need revising<sup>1</sup>:

- **Arts and Humanities** – The competency should be changed. Suggested competency - **Demonstrate an ability to analyze and/or interpret the Arts and Humanities as a reflection of human expression.**  
**Or Demonstrate an ability to analyze and/or interpret the Arts and Humanities as an expression of the human condition.**
- **Cross Cultural Awareness** – The competency as written is reaching beyond what should be expected for a general education course to accomplish, especially for these introductory level courses and should be revised.
- **Mathematics** -
- **Natural Sciences** – We found that the NS competency as written is too exclusive for all Natural Sciences. The NS competency appears to be biased towards artifacts that are written like manuscripts (lab reports with literature review and literature review articles).
- **Social Sciences** – We welcome the change from the old to the new competency in terms of the fact that the new competency better reflects the kinds of artifacts that are being submitted by students. Even the new competency, though, continues to limit flexibility in terms of the types of assignments that faculty members may require.

<sup>1</sup> Rationale and additional comments can be found in Appendix B

- **Science and Technology in Society** - Competency is fine as written

Also, double-dip artifacts seemed to address only one of the competencies. A review should be made of double-dip courses to make sure all relevant competencies are addressed in the course. All participants agreed that professional development that addresses writing student learning outcomes for syllabi, developing assignments appropriate for the competencies, etc. should be provided to everyone teaching general education courses.

At the University/College levels participants urged for an internal audit of general education courses to ensure faculty understand and implement the competency throughout the general education curriculum. It was suggested a University or college-level ad hoc committee should be created to guide and oversee general education. The work of this committee could make reporting to SACSCOC an easier process.

The full list of participant recommendations can be found beginning on page 17 in Appendix A.

## Cross-Cultural Awareness Requirement

This requirement will be met by selecting a course from the approved list of Cross Cultural Awareness (CCA) courses or through a University approved Cross Cultural experience. The selected course or experience may be incorporated in the six required credits in the Arts and Humanities, the six required credits in the Social Sciences, the three required credits in Science and Technology in Society, or as an additional requirement within the major.

Degree programs may select the context of their Cross Cultural Awareness course/experience in such a way that benefits the total curriculum.

**Current Competency:** demonstrate the ability to critically compare and contrast world cultures in historical and/or contemporary contexts.

**Proposed Competency:** explain culture as an integrated world view; and then demonstrate how culture influences human behavior.

**Rationale for change:** faculty reviewers of Clemson students' e-portfolio CCA artifacts have observed consistently that most students compare and contrast customs from various societies without really understanding how these cultural practices make sense within various cultures (typical: "Culture A does X behavior; Culture B does Y behavior.") Faculty reviewers have argued that such superficiality does not prepare students for functioning in a globalized world, and does not help students appreciate and respect cultural differences. Given Clemson University's 2020Forward emphasis on increasing our students' global awareness, and given Clemson's commitment to increasing student sensitivity to multiculturalism in the United States, it is time to revise the university's CCA requirement.

**Explanation of terms:** "Integrated" refers to the idea that parts of cultures (e.g., belief systems, political systems, family concepts, historical events) systemically reinforce each other. "World view" refers to a culture's perspective on the physical, social, and supernatural realms of existence.

**To qualify for CCA designation,** courses should have an emphasis on non-U.S. cultures and courses should also be broadly-based, introductory level, and with general content. By the end of the course, students should also have a recognition of, and appreciation for, the fact that cultural differences exist. Content and methods will be appropriate to the general education area in which the courses are offered.



**Examples of artifacts:** successful artifacts should demonstrate that students can relate a society's beliefs and practices to that society's culture (integrated world view).

Example 1: extensive maternity leave in European countries may be examined by relating the practice to economic systems, political systems, religious beliefs, cultural values, and historical events.

Example 2: Italian Renaissance art may be understood in relationship to political and economic conditions as well as to philosophical, religious and cultural values.

Reviewed by: Mike Coggeshall (Chair, CCA Subcommittee)  
Yanhua Zhang (Member, CCA Subcommittee)  
Steve Marks (Member-elect, CCA Subcommittee)  
Sharon Nagy (Vice-Provost for Global Engagement)  
Katy Weisensee (CBBS Lead Faculty Senator)  
Penny Brunner (Office of Institutional Assessment)

To: Joe Mazer, Chair, CAAH Curriculum Committee  
From: Salvador Oropesa, Chair, Department of Languages  
Date: 1 September 2015  
Re: ASL meeting modern language requirements campus-wide

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The Department of Languages unanimously endorses the acceptance of American Sign Language (ASL) as meeting any modern language requirement for any degree Clemson confers.

ASL has been offered at Clemson for the last sixteen years as a course of study and serves as one of 172 other four-year institutions (including Brown, Harvard, University of Pennsylvania, Virginia Tech, and Yale) (Wilcox, 2014<sup>1</sup>) that do the same.

Further, the Modern Languages Association (MLA) (2015<sup>2</sup>) indicated nationwide enrolment in ASL courses increased 19.0% in between 2009 and 2013. This repositioned ASL as the third most studied languages on college campuses in the United States.

Students find that studying an indigenous American language gives them another perspective on American life and culture. Those who receive advanced training and certification in sign language interpreting will also find that there is demand for highly qualified interpreters in education, government, and business (MLA, 2009<sup>3</sup>, p. 3).

In brief, it becomes evident that ASL has gained significant footing in the academy and is being recognized and taught at sister institutions throughout the nation. Further since 2010 ASL has been recognized by the South Carolina Department of Education as meeting the high school World Languages credit requirement.

It is, however, our understanding there are some degree programs and departments that do not recognize ASL as a viable language worthy meeting the modern language requirement here at Clemson. This is admittedly a bit shocking as ASL is a larger modern language major here at Clemson and has been a minor for many years. The notion that some departments or degree programs do not recognize one of our own programs is astounding.

Concerns remain as to whether ASL can be understood as a language separate from American English. Some in the academy believe that "American Sign Language should not count as a language." ASL has linguistically been recognized as a distinct language since the mid-1960s.

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<sup>1</sup> Wilcox, S. (2014). Universities that Accept ASL in Fulfillment of Foreign Language Requirements. University of New Mexico. <http://www.unm.edu/~wilcox/UNM/univlist.html>

<sup>2</sup> Modern Languages Association. (2015). Enrollments in languages other than English in United States institutions of higher education: Fall 2013. Retrieved from: [https://www.mla.org/enroll\\_survey13](https://www.mla.org/enroll_survey13)

<sup>3</sup> Modern Languages Association. (2010). New MLA survey report finds that the study of languages other than English is growing and diversifying at US colleges and universities [Press Release]. Retrieved from: [http://www.mla.org/pdf/2009\\_enrollment\\_survey\\_pr.pdf](http://www.mla.org/pdf/2009_enrollment_survey_pr.pdf)

All languages, including ASL, have properties of productivity, recursivity and displacement.<sup>4</sup>

More narrowly:

Language is the systematic use of symbols, to express and perceive information, between members of a community, in which the system is rule governed, has infinite production possibilities, is intergenerational, and changes over time. (Cerney, 2005, p. 32<sup>5</sup>).

I will address each of these claims as they apply to ASL.

ASL has a systematic use of symbols. ASL has a specific lexicon uses a visuo-spatial channel and mode. While this is entirely different when contrasted with spoken languages, the symbols systematically used in ASL exhibit all of the same characteristics. For example, English uses approximately 44 different phonemes that are made with various placements of the tongue, lips and vocal chords. ASL uses approximately the same number of phonemes through orientation of the palm, general location, movements and shape of the hand. The iconicity of some lexical items in ASL may be easier to identify however, there is a predominant body of arbitrary symbols within the language. Lastly, the semiotics of ASL is generally agreed upon as the signified and the signifier (in accordance with Saussure) by interpretants (ASL users throughout North America). In brief, ASL has a systematic use of symbols – one cannot just invent signs.

“ASL has an autonomous linguistic systems and it is independent of English. It has all of the features that make a language a unique communication system. ASL is a language (Valli, Lucas & Mulrooney, 2011, p. 14<sup>6</sup>).

“Sign languages are as grammatical and systematic as spoken languages” (Fromkin, Rodman, Hyams, 2010<sup>7</sup>).

ASL is used to express and perceive information. Members of the Deaf Community have been using ASL to express and perceive information for well over 200 years in America. From an international scope (ASL is not international), signed languages have been documented for nearly 1,000 years throughout various cultures to express and perceive information. One myth that can also be addressed herein is the notion that Deaf individuals can read lips – given the phonetics of English, none of the vowels are visible on the lips. Whether a consonant is voiced or not voiced is also not evident on the lips. Typically, only 60% of information can be seen on the lips, which creates a holistically ineffective communicative measure.

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<sup>4</sup> Saussure, Ferdinand de ([1916] 1974): *Course in General Linguistics* (trans. Wade Baskin). London: Fontana/Collins

<sup>5</sup> Cerney, B. (2005). *The interpreting handbook: Part 1*. Rochester, NY: Hand and Mind Publishing.

<sup>6</sup> Valli, C., Lucas, C., & Mulrooney, K. (2011). *Linguistics of American Sign Language: An Introduction* (5th Edition ed.). Washington, DC: Gallaudet University Press.

<sup>7</sup> Fromkin, V., Rodman, R. & Hyams, N. (2010). *An introduction to language*. Cengage Learning.

ASL is used between members of a community. Members of the Deaf Community do not readily identify themselves as handicapped or disabled. Rather, they identify as a cultural and linguistic minority who use ASL to communicate. The Deaf Community is a very cohesive, vibrant, living culture that has been studied extensively (see Bragg, 2001<sup>8</sup>; Branson and Miller, 2002<sup>9</sup>; Lane, Hoffmeister, and Bahan, 1996<sup>10</sup>, and Padden and Humphries, 2005<sup>11</sup>). Although a linguistic minority, each member of the community must still struggle to survive in a non-Deaf world.

ASL is rule governed. Starting with Stokoe in the early 1960s the phonemes, morphemes, syntax, semantics and pragmatics of ASL have been studied by fleets of linguists. What continues to resonate is the syntax of ASL is not reflective of spoken English (a subject-verb-object order) rather it demonstrates syntax flexibility and is often described as a topic-comment order (Valli, Lucas, and Mulrooney, 2011). One of the most prevalent myths outside of the academy is that sign language is simply gestured English. The data indicates this is simply untrue.

ASL has infinite production possibilities. An individual can produce and comprehend endless utterances in ASL; each original and never to be reduplicated.

ASL is intergenerational. The origins of ASL can be traced back to Abee de l'Epee in Paris, France in the mid 18<sup>th</sup> century. From there it can be traced to Laurent Clerc and Thomas Gallaudet bringing French Sign Language (FSL) to America in 1817 (Lane, Hoffmeister, and Bahan, 1996) The blending of FSL and the signed language of the early 1600's used by English settlers on Martha's Vineyard in Massachusetts, were the linguistic skeletons for modern ASL. As all languages grow, so too did ASL and it has been passed from one generation among members of the Deaf Community to the next to remain a viable language to this day.

ASL changes over time. Just as all languages change, so too does ASL. Linguistic assimilation, dissimilation, metathesis, visuo-gliding and epenthesis are just some of the changes that have been well researched and documented (Valli, Lucas, and Mulrooney, 2011).

“American Sign Language is a natural language used by members of the North American Deaf community. It is a language that has developed naturally over time among a community of users. ASL exhibits all of the features of language” (Valli, Lucas & Mulrooney, 2011, p. 13).

In brief, ASL is a language and it does count.

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<sup>8</sup> Bragg, L. (2001). *Deaf-World: A historical reader and primary sourcebook*. New York: New York University Press.

<sup>9</sup> Branson, J. & Miller, D. (1998). Achieving Human Rights: Educating Deaf immigrant students from non-English-speaking families in Australia. In *Issues Unresolved: New Perspectives on Language and Deaf Education*. A. Weisel (Ed.), Washington, DC: Gallaudet University Press, 88-100.

<sup>10</sup> Lane, H. Hoffmeister, R. & Bahan, B. (1996). *A Journey into the Deaf-World*. San Diego, California: DawnSign Press.

<sup>11</sup> Padden, C. & Humphries, T. (2005). *Inside Deaf Culture*. Cambridge, Mass.: Harvard University Press.

Whether or not ASL should be credited as a 'foreign' language is an interesting notion. If the academy elects to require all languages be from another country, one could argue the history of ASL is foreign (deriving from French Sign Language or FSL). However, the Modern Languages Association does not advocate using the term 'foreign' as it would discount the study of many indigenous languages used by First Nations and Native Americans. In the same vein, could one also not count Spanish as foreign as it is pre-dominantly used in North America? Rather, it might be helpful to reframe the perspective of foreign as in 'foreign-to-the-student' and foster a language-learning perspective that encourages learners to explore new ways to examine the world and how it functions from another cultural lens.

Another claim thrown about is: "ASL does not have enough culture and background to learn and teach about." Culture is the system of shared beliefs, values, customs, behaviors, and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning (Bates and Fratkin, 2002<sup>12</sup>). The research investigating the Deaf community and their system of shared beliefs, values, customs and behaviors is extensive and well documented in the literature (Lane, Hoffmeister, and Bahan, 1996). There are entire anthropological courses dedicated to teaching the culture and background of ASL (we offer such here at Clemson).

In fact, the study of ASL raises for us at Clemson many important questions about the true universals of language, language variation, machine deciphering, metanotative impressions by language users, second language acquisition, and the neurological housing of language.

To that end, false claims such as "American Sign Language can not be offered because it is too easy, all the students will take it as a cop out of their language requirement" -- this idea must be offered by someone who has never tried to learn the language. It is entirely impossible to quantify the level of difficulty in learning individual languages. Rhetorically some individuals have a 'better knack' for acquiring spoken languages -- a similar factor can be noticed for kinesthetic oriented students learning ASL. That said, Jacobs (1996<sup>13</sup>) found to reach a high level of proficiency in ASL requires over 1,350 hours of learning. It has, in fact, been argued that the modality and syntax difference makes ASL, not a manual code of English, more difficult to learn than other languages (Jacobs, 1996; McKee and McKee, 1992<sup>14</sup>).

The bottom line is the Department of Languages is strongly suggesting all programs recognize ASL as meeting modern language requirements campus-wide. The only exception would be on a program-by-program basis where a different modern language is an essential component to the program. This action will create uniformity across campus, facilitate major changes, and reduce substitution paperwork.

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<sup>12</sup> Bates, D. & Fratkin, E. (2002). *Cultural Anthropology*, 3<sup>rd</sup> edition. Pearson.

<sup>13</sup> Jacobs, R. (1996). Just how hard it is to learn ASL: The case for ASL as a truly foreign language. In C. Lucas (Ed.), *Multicultural aspects of sociolinguistics in deaf communities*. Washington, D.C.: Gallaudet University Press.

<sup>14</sup> McKee, R. & McKee, D. (1992). What's so hard about learning ASL? Students' and teachers' perceptions. *Sign Language Studies* 75: 129-158.



Agenda Courses/Curricula  
 September 4, 2015  
 University Undergraduate Curriculum Committee

<b>I. College of Agriculture, Forestry and Life Sciences</b>				
<b>A. Agricultural Mechanization and Business</b>				
	AGM 3031	Cal for Mech Ag Lab - change hours		1
	AGM 4601/6601	Electrical Systems Laboratory - change hours		7
	AGM 4021/6021	Landscape Drainage and Irrigation Lab - change hours		14
<b>II. College of Business and Behavioral Science</b>				
<b>A. Management</b>				
		BS Management - change of major - offer emphasis		20
	MGT 3500	Introduction to Business Analytics - new course	3(3,0)	22
		BS Management - change curriculum requirements		25
	MGT 3510	Business Modeling, Analytics, and Problem Solving - new	3(3,0)	27
	MGT 4500	Advanced Business Analytics - new course	3(3,0)	30
	** All courses were tabled			

Approved Courses/Curricula  
October 2, 2015  
University Undergraduate Curriculum Committee

<b>I. College of Agriculture, Forestry and Life Sciences</b>				
<b>A. Agricultural Mechanization and Business</b>				
	AGM 3031	Cal for Mech Ag Lab - change hours	2(2,0)	1
	AGM 4601/6601	Electrical Systems Laboratory - change hours	2(2,0)	8
	AGM 4021/6021	Landscape Drainage and Irrigation Lab - change hours	2(2,0)	15
<b>B. Biological Sciences</b>				
		BS Biological Sciences-change curriculum requirements		21
<b>C. Biochemistry</b>				
	BCHM 4330	General Biochemistry Lab I-change title		24
	BCHM 4340	General Biochemistry Lab II-change title/description		27
	BCHM 4430	Mol Basis Disease-change prerequisites/corequisites		30
	BCHM 4910	Dir Research in Biochemistry-change schedule type/course modifier		32
<b>D. Genetics</b>				
	GEN 4500	Comparative Genetics-change prerequisites/corequisites		35
	GEN 4700	Human Genetics-change prerequisites/corequisites		37
	GEN 4910	Directed Research in Genetics-change schedule type/course modifier		39
	GEN 4950	Insect Biotechnology-delete course		42
<b>II. College of Health and Sciences</b>				
<b>A. Health Science</b>				
	HLTH 3150	Social Epidemiology-change prerequisites/corequisites		44
	HLTH 4400	Manag Hlth Serv Org-change prerequisites/corequisites		46
<b>III. College of Architecture, Arts and Humanities</b>				
<b>A. Department of Architecture</b>				
		BA Architecture-change undergraduate curriculum	Tabled	48
	ARCH 1010	Intro to Arch-change undergraduate course/credit	Tabled	54
	ARCH 1011	Intro to Arch-change undergraduate course	Tabled	57
	ARCH 3500	Intro to Urban Contexts-new undergraduate course	Tabled	60
	ARCH 3501	Intro to Urban Contexts-new undergraduate course	Tabled	63
<b>B. Department of Languages</b>				
	FR 1020	Elementary French-change prerequisites/corequisites		66
	FR 2010	Intermediate French-change prerequisites/corequisites		68
	FR 2020	Intermediate French-change prerequisites/corequisites		70
	FR 3050	Int Fr Con & Comp I-change prerequisites/corequisites		72
	GER 1020	Elementary German-change prerequisites/corequisites		74
	GER 2010	Intermediate German-change prerequisites/corequisites		76
	GER 2020	Intermediate German-change prerequisites/corequisites		78
	GER 3050	Ger Conv & Comp-change prerequisites/corequisites		80
	GER 3060	German Short Story-change prerequisites/corequisites		82
	SPAN 1020	Elementary Spanish-change prerequisites/corequisites		84
	SPAN 2010	Intermediate Spanish-change prerequisites/corequisites		86
	SPAN 2020	Intermediate Spanish-change prerequisites/corequisites	Exact List Needed	88
	SPAN 3050	Int Con Comp Span I-change prerequisites/corequisites		90
<b>C. Department of Philosophy and Religion</b>				
		Religious Studies-change minor		92
	REL 3000	Studying Rel; Theories and Methods-change prerequisites/corequisites		94
	REL 4900	Independent Study-change prerequisites/corequisites		96
<b>IV. Internship Studies</b>				
	INT 1010	Career Center Internship Pt 1-change title		98
	INT 1020	Career Center Internship Pt 2 -change title		100

		INT 1030	Career Center Internship Pt 3 - change title		102
		INT 2010	Career Center Internship Ft 1 - change title		104
		INT 2020	Career Center Internship Ft 2 - change title		106
		INT 2030	Career Center Internship Ft 3 - change title		108
		INT 1510	UPIC Internship - Part-time Experience I - new course		115
		INT 1520	UPIC Internship - Part-time Experience II - new course		118
		INT 1530	UPIC Internship - Part-time Experience III - new course		121
		INT 1540	UPIC Internship - Part-time Experience IV-new course		124
		INT 2510	UPIC Internship - Full-time Experience I - new course		127
		INT 2520	UPIC Internship - Full-time Experience II - new course		130
		INT 2530	UPIC Internship - Full-time Experience III-new course		133
		INT 2540	UPIC Internship - Full-time Experience IV - new course		136
		INT 3010	International Internship - new course		147
<b>V. College of Engineering and Science</b>					
<b>A.</b>	<b>Environmental Engineering and Earth Science</b>				
		EEES 4140/6140	Radioecology - new course	3(3,0)	156
<b>B.</b>	<b>Materials Science and Engineering</b>				
		MSE 4810	Undergraduate Research Fundamentals -new course	1(1,0)	159
<b>C.</b>	<b>Mechanical Engineering</b>				
		ME 4560/6560	Additive Manufacturing - new course	Tabled	161
		ME 4561/6561	Additive Manufacturing Lab - new course	Tabled	164
<b>D.</b>	<b>Physics</b>				
			BS/MS - Thesis Option		167
		PHYS 1220	Physics with Calculus I - change prerequisites		170
		PHYS 2070	General Physics I - change prerequisites		172
		PHYS 2210	Physics with Calculus II - change prerequisites		174
		PHYS 4450/6450	Solid State Physics I - add Honor's sections		176