

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 Coggeshall  
The 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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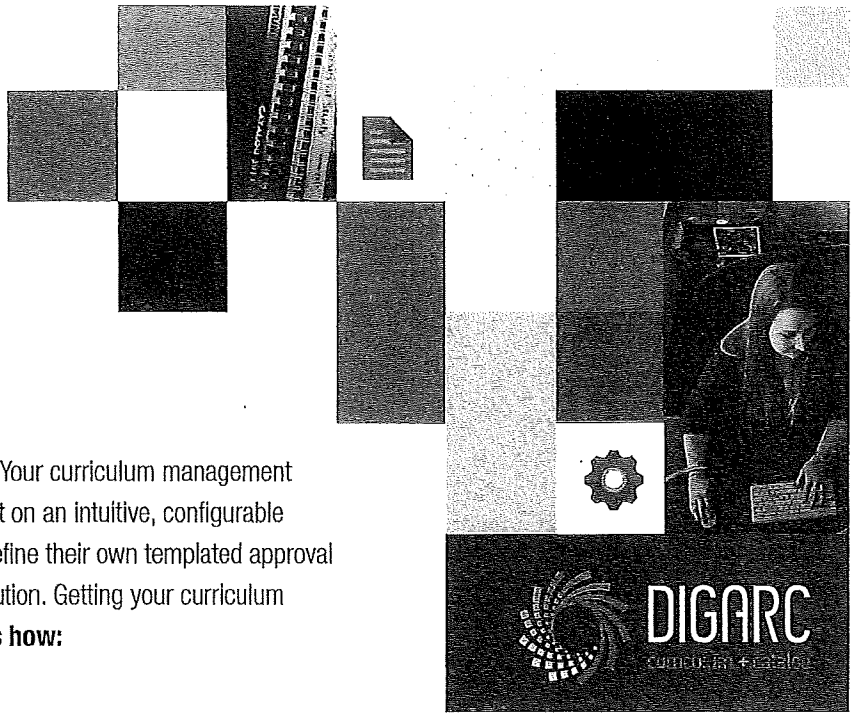
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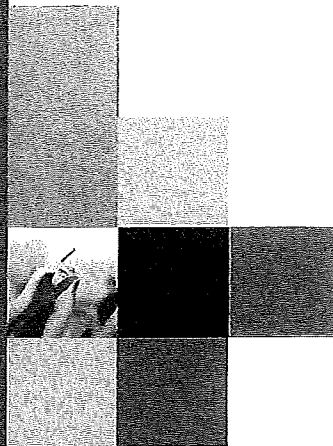
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## **Executive Summary**

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.

- **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.

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				