

MEMORANDUM

TO: Debra Jackson, Institutional Effectiveness and Assessment
Doris R. Helms, Vice President for Academic Affairs and Provost
James F. Barker, President

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

DATE: February 21, 2013

SUBJECT: Administrative Approval of Curriculum Items

DEAN
UNDERGRADUATE
STUDIES

Clemson University
E101 Martin Hall
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The Undergraduate Curriculum Committee met on February 1, 2013 to approve the attached curriculum/course changes received in the Office of the Provost, February 21, 2013. The purpose of this memorandum is to respectfully request that you review this information and concur by giving final approval.

APPROVED:

Debra B Jackson DATE 2/28/13
DR. DEBRA JACKSON, INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT

Doris R Helms DATE 3/5/13
DR. DORIS HELMS, VICE PRESIDENT FOR ACADEMIC AFFAIRS & PROVOST

Doris R Helms for James F Barker DATE 3/5/13
JAMES F. BARKER, PRESIDENT CLEMSON UNIVERSITY

/rft

C: File

Attachments

AGENDA
University Undergraduate Curriculum Committee Meeting
Friday—February 1, 2013—1:30 PM
E304 Martin Hall

- I. Call to order**
 - II. Introductions**
 - III. Consideration of December and January meeting minutes**
 - IV. New Business**
 - A. Student Government – General Education – Perry Austin**
 - B. Committee Reports**
 - a. Arts & Humanities – Bruce Whisler**
Subcommittee recommends the approval of CU260 for Arts and Humanities Non-Literature.
 - b. Mathematical & Natural Sciences – Bob Green**
 - c. Social Science – Laura Olson**
 - d. Cross Cultural Awareness – Mike Coggeshall**
 - e. Science & Technology in Society – Pam Mack**
 - f. Ethical Judgment – Dan Wueste**
 - g. Critical Thinking – Sarah Winslow**
 - h. Communication – Michael LeMahieu**
- V. Curricula/course approvals - attached**
- VI. Other business**
- VII. Adjourn**

What is General Education?

The task force believes that general education is a collection of appropriate curricula that represents knowledge that every student should acquire throughout his or her undergraduate career at Clemson University. We also feel that the general education curriculum should represent a logical flow of ideas and prepare students to be effective world citizens.

What is the purpose of the task force?

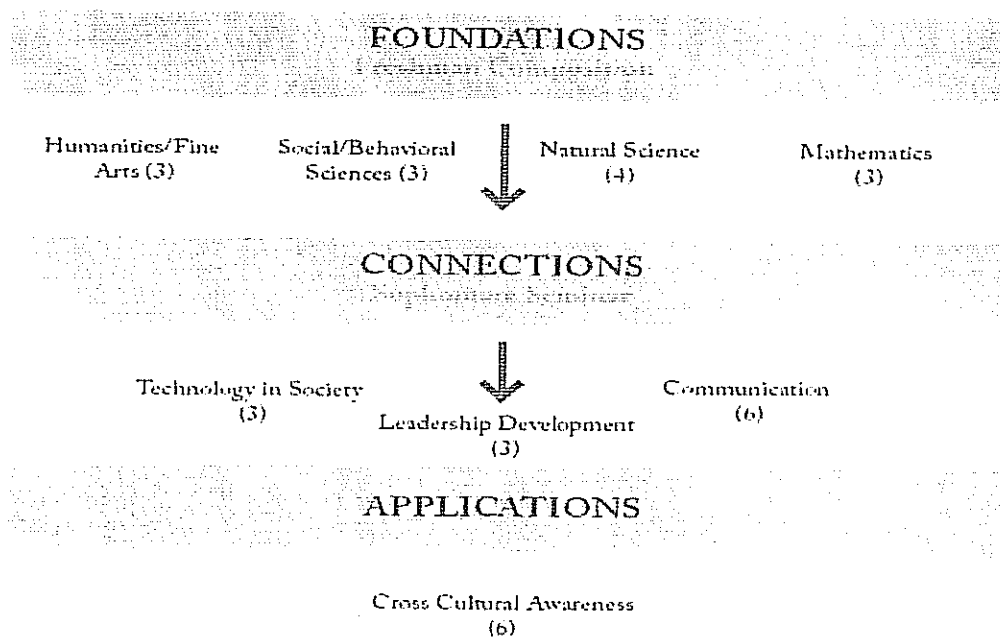
In light of recent developments with the Quality Enhancement Plan (QEP) and issues surrounding the ePortfolio, Clemson Undergraduate Student Government felt that our current general education curriculum needed to be revisited. The Academic Affairs Chair tasked the Academic Advisory Board with the project of proposing reforms to the general education curriculum. The Academic Advisory Board housed within Student Senate consists of the two senators from each college who received the most votes in the student body election, creating a board that is truly representative of students across campus.

What is not being accomplished by the current curriculum?

Members of the task force expressed concerns that the offerings of the current curriculum lack a general structure in that courses can be taken at any point during the undergraduate career. We believe that the current structure of the general education program and the execution and makeup of existing courses provide little value added to the Undergraduate educational experience. We also felt that the relationship between competencies and courses is unclear in that what is required as part of the curriculum should be explicitly stated via the competencies.

Our proposal: An academic core

In order to incorporate continuity within the general education curriculum, the task force felt that a general education program core would mitigate the problem of a curriculum that is representative of the silo effect—“towers” of courses that are unrelated and disjointed in nature. We also felt that the current listing of competencies could logically follow a three-step process: fundamentals, connections, and applications. A general education core would represent an appropriate shift in students’ perception of general education. We also recognize that the proposed general education core would be only part of a larger academic core. The below diagram outlines our proposal:



General Education Revision Task Force - Final Report

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Competencies

Our proposal represents a philosophical shift in that competencies directly match requirements. As a result, distributed competencies will no longer exist. The academic core would allow all competencies to logically flow and match existing or proposed courses or series of courses.

Fundamentals

These competencies represent the fundamentals of the academic experience. The task force is not proposing changes to these requirements, as they are required by Southern Association of Colleges and Schools (SACS), and no further revision was necessary.

- Humanities/Fine Arts (3)
- Social/Behavioral Sciences (3)
- Natural Sciences (4)
- Mathematics (3)

Connections

At this stage in the academic career, students will be able to draw conclusions based on the skills they will acquire in the fundamentals component of the general education core. The "Technology in Society" competency will replace "Science and Technology in Society." The "Communication" competency will consist of both freshman composition and an additional communication course.

- Communication (6)
- Technology in Society (3)
- Leadership Development (3)

Applications

At the final stage of the academic career, students will be able to connect the theoretical skills that they have acquired and apply them to practical circumstances. Students will also apply the aforementioned skills to gain further knowledge about the world as a whole, effectively preparing them to be well versed in both a practical and theoretical sense.

- Cross-Cultural Awareness (6)

The proposed core curriculum will:

- Satisfy the SACS requirement of 30 hours and should not propose a challenge in terms of staffing or funding.
- Introduce a new competency called "Leadership Development" that will prepare students to be leaders in any arena of life. Courses will approach the study of leadership in a theoretical and intellectual manner and from historical, philosophical, sociological, and political perspectives.
- Propose significant changes to the "Cross-Cultural Awareness" competency. Courses involving emerging world cultures and markets would be beneficial to the educational experience. Because many students have trouble satisfying this competency, we feel that the upper-level humanities courses that explore these topics should be open to all students.
- Remove the science component of the "Science and Technology in Society" competency. We felt that students will attain sufficient scientific knowledge from the required "Natural Sciences" competency. "Technology in Society" allows more flexibility, as students would apply practical technological skills to a broader technological understanding of the world.
- Relocate the "Critical Thinking" competency to the larger academic core, as this competency will be satisfied upon the university's installation of the QEP.

In order to implement the academic core, our proposal will:

- Remove "Academic and Professional Development" from the general education core as the skills gained by this competency will be accomplished via the larger academic core.
- Remove "Ethical Judgment" from the list of competencies. We felt that it is important for all students to be ethical thinkers, but it is not necessary for students to prove as an educational outcome.

Rhonda Todd

From: Bruce Whisler
Sent: Friday, January 18, 2013 8:33 AM
To: Rhonda Todd; Eric Touya; Joseph P Mazer
Subject: RE: 200 level CT courses

Hi Rhonda:

The Arts & Humanities Gen Ed Subcommittee does approve CU 260 for Arts & Humanities Non-Literature Gen Ed credit.

Bruce Whisler

From: Rhonda Todd
Sent: Tuesday, January 15, 2013 8:09 AM
To: Bruce Whisler; Eric Touya; Joseph P Mazer
Cc: Rhonda Todd
Subject: FW: 200 level CT courses

Good morning,

Dr. Murdoch requested that I forward the following information to your committee:

From: Janice Murdoch
Sent: Tuesday, January 15, 2013 7:46 AM
To: Rhonda Todd
Subject: FW: 200 level CT courses

For the chair of the AH non-lit committee

From: LEIDY E KLOTZ
Sent: Monday, January 14, 2013 9:20 AM
To: Janice Murdoch
Cc: Debra Jackson; William Surver
Subject: RE: 200 level CT courses

Attached is the last straggler - that should be it for a while

Leidy Klotz, Ph.D.
Clemson University
@leidyklotz
www.essoreresearch.org

From: LEIDY E KLOTZ
Sent: Friday, January 11, 2013 5:24 PM
To: Janice Murdoch
Cc: Debra Jackson; William Surver
Subject: 200 level CT courses

Hi Jan,

Attached is an initial batch of the 200-level critical thinking courses. We are waiting on one or two more stragglers, but I didn't want to hold these up in the meantime. Please let me know if you need anything else from us, or if there is someone else I should send them to.

thanks & enjoy the wkend, leidy

Leidy Klotz, Ph.D.
Clemson University
@leidyklotz
www.essoresearch.org

University Undergraduate Curriculum Committee
Special Meeting – General Education
Minutes Meeting
E304 Martin Hall
January 11, 2013

Members Present: Jan Murdoch, chair; Cameron Bushnell for Michael Silvestri; Eric Touya; Mike Coggeshall; Angela Morgan; Bob Kosinski; Mary Beth Kurz; Cheryl Ingram-Smith, Brian Dominy; Bob Horton; Deborah Willoughby for Roxanne Amerson; Chris Colthorpe; Perry Austin; Jeffrey Appling; Julie Pennebaker; Cecelia Hamby; Pam Mack; Bill Lasser and Rhonda Todd

Guests Present: Debbie Jackson; Provost Helms; Holly McKissick; Barbara Speziale; Ben Winter; and Bill Surver

Murdoch convened the meeting at 1:33 PM

Welcome and introductions

New Business

General Education Discussion – Murdoch opened the discussion by explaining that a shortage of hours was identified in the general education program after our recent report was submitted. She stated that the members of this Curriculum Committee were charged at the December meeting to come up with a solution that would be in the best interest of the integrity of general education and for department curriculum programs. She opened the floor to college representatives first.

- A. College of Agriculture, Forestry, and Life Science - Kosinski reported that he had submitted a solution (attached, Item A) that would not require reworking many of the present curriculum programs and would be simple to implement. He stated that he hoped his proposal will be approved.
- B. College of Business and Behavioral Science – Coggeshall reported that his college was in favor of adding the three hours back to general education, but was hopeful about sticking with a plan that had less impact on current programs.
- C. College of Architecture, Arts, and Humanities – Bushnell reported that she had come to the meeting in favor of adopting the Kosinski plan, but after reviewing documents from Jackson, she was inclined to hear these options.
- D. College of Health, Education, and Human Development – Horton reported that his college wants a plan that is less intrusive; however, it was only recently that he realized it was one of the programs in his college with an issue.
- E. College of Engineering and Science – Kurz reported that her college was in favor of the Kosinski plan and less intrusion in the curriculum.
- F. Assessment – Jackson distributed copies of a general education recommendation (attached, Item B) from department chairs meeting. She reported that department chairs expressed the importance of communicating to students that they must have 31 credit hours of general education. Jackson reported that only a few graduating students and current curriculum programs are not meeting the 31 credit hour requirement. She stated that department chairs are concerned about adding sections and what the time and cost would do to their budgets. Jackson recommended general education subcommittees take a deeper look into general

education courses to assure they meet the criteria of being open across all disciplines. Committee members discussed their desire for today's recommendations to be more than patch work or a band aid for general education.

- G. Provost Helms agreed with members that this recommendation should be more about taking a long hard look at general education than just finding a quick fix for current lacking credit hours. Helms stated this is an opportunity to look at a 40 hour academic core with 31 hours of general education, 3 hours for critical thinking (QEP), and 6 hours of student engagement. She reported that engagement hours could be used for professional development and/or leadership skills. Helms stated that a budget has been put behind this initiative to prove the seriousness of this idea. She reported they are currently looking to purchase new software that will make the ePortfolio system easy for students and obtaining assessment data. Helms stated that a task force would be essential to reviewing and making recommendations for a revised general education program.

Jackson reminded members that a short-term solution must be reached today. After discussion of the two recommendations, committee members decided to use a combination of both recommendations which they edited together. Murdoch called for a vote to accept, all were in favor and none opposed. The final document is attached (Item C).

Committee members discussed a timeline for currently enrolled students to complete 31 hours of general education. Everyone agreed that graduates must meet the 31 hour general education requirement by December 2013. The committee discussed opening up some online summer session hours to assure enough general education classes were available to students who need the class to graduate.

Jackson questioned when the committee could present a plan for the academic core. After members discussed, it was determined that by May 2014 the committee would have the revision completed.

Adjourned 4:33 PM

GENERAL EDUCATION

An undergraduate student whose enrollment in a curriculum occurs after May 15, 2005, must fulfill the general education requirements in effect at that time. If a student withdraws from the University and subsequently returns or does not remain continuously enrolled (summers excluded), the requirements in effect at the time of return will normally prevail. Any variation in curricular or general education requirements shall be considered under the curriculum year change or the substitution procedure.

MISSION STATEMENT

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the intellectual and ethical development of students, and the general well-being of society. Undergraduate students must be broadly educated and technically skilled to be informed and productive citizens. As citizens, they need to be able to think critically about significant issues. Students also need to be prepared to complete undergraduate work and a major course of study. The mission requires a high level of knowledge about and competence in the following areas:

General Education Competencies

A. Arts and Humanities

Demonstrate an understanding of the arts and humanities in historical and cultural contexts.

B. Mathematics

Demonstrate mathematical literacy through solving problems, communicating concepts, reasoning mathematically, and applying mathematical or statistical methods, using multiple representations where applicable.

C. Natural Sciences

Demonstrate scientific literacy by explaining the process of scientific reasoning and applying scientific principles inside and outside of the laboratory or field setting.

D. Social Sciences

Demonstrate an understanding of social science methodologies in order to explain the consequences of human actions.

E. Cross-Cultural Awareness

Demonstrate the ability to critically compare and contrast world cultures in historical and/or contemporary contexts.

F. Science and Technology in Society

Demonstrate an understanding of issues created by the complex interactions among science, technology, and society.

G. Communication

Effective oral and written communication is the means by which all competencies will be demonstrated.

H. Critical Thinking

Demonstrate the ability to assemble information relevant to a significant, complex issue, evaluate the quality and utility of the information, and use the outcome of the analysis to reach a logical conclusion about the issue.

I. Ethical Judgment

Demonstrate an ability to identify, comprehend, and deal with ethical problems and their ramifications in a systematic, thorough, and responsible way.

REQUIREMENTS

33 credit hours

To meet general education competencies, 33 total credit hours are required, distributed as follows: I. General Education Coursework - 31 credit hours; II. Distributed Coursework - 2 credit hours; and III.

Documentation of general education competencies, including examples of student work that document the student's achievement of general education competencies via an ePortfolio.

I. General Education Coursework—31 hours required

General education requirements in some curricula are more restrictive than those shown below. Science and Technology in Society and Cross-Cultural Awareness requirements may be satisfied by other General Education courses, as indicated in the footnotes below, as long as the student completes a total of 31 hours in area I., and satisfies requirements A-F below:

A. Communication: at least 6 credits

English Composition 3 credits
ENGL 103 (ENGL 102 for transfer students)

Oral Communication* 3 credits
COMM 150, 250, HON H223

*May be satisfied either by the courses above or by an approved departmental cluster of course, see II. Distributed Coursework. Students taking clusters must still earn at least 31 hours from the General Education Coursework list.

B. Mathematical, Scientific, and Technological Literacy: at least 10 credits

Mathematicsat least 3 credits
EX ST 222¹, 301, MTHSC 101, 102, 106, 107, 108, 203, 207, 301, 309. For Early Childhood Education, Elementary Education, and Special Education majors only, the approved cluster of MTHSC 115, 116 and 216 satisfies the requirement.

Natural Science with Lab.....at least 4 credits
ASTR 101/103, 102/104, BIOL 103/105, 104/106, 109, 110, 111, 120/121, 120/122, 120/123, 120/124, CH 101, 102, 105¹, 106¹, GEOL 101/103, 102, 112¹/114, PH SC 107, 108, PHYS 122/124, 207/209, 208/210, 221/223, 222/224

Mathematics or Natural Scienceat least 3 credits
Any general education Mathematics or Natural Science course listed above or AGRIC (EN SP) 315¹, BIOL 201¹, 203¹, 210¹, 220¹, BIOSC 200¹, 203¹, ENT 200¹, EN SP 200¹, GEOL 120, 300¹, PH SC 117, 118, PHYS 240, 245¹, 280, PL PA 213¹, S T S 216¹

C. Arts and Humanities: at least 6 credits

Literature..... at least 3 credits
Any 200-level ENGL literature course, CHIN 401, FR 300, 304, GER 260, 306, 360, 361, HON H190, H221, ITAL 301, 302, JAPN 401, 406, RUSS 360, 361, SPAN 311, 313

Non-Literature..... at least 3 credits
A A H 101, 210², A S L 305², CAAH 201, CHIN 499, COMM 303, 304, 308, 309, 402, ENGL 355, 357, FR 307, G W (ENGL) 301, 405, GER 340, HON H191, H201¹, H203, H210, H222, HUM 301, 302, 306, 309², JAPN 307, 308, LANG 340, 342, 356, (ENGL) 454, LARCH 116¹, MUSIC 210², 308, 309, 311, 312, 313, 314², 317, 361, 362, 363, 364, 369, 370, 371, 372, PHIL 101, 102, 103, 124¹, 210¹, (CHIN) 312, (CHIN) 313, 316, 317, 318, 323, 324¹, 325, 326¹, 327, 344, 345¹, REL 101², 102², 301, 302, 303, 306, 307, 315, RUSS 340, S T S 101¹, 102¹, 301¹, 303¹, SPAN 307, 308, THEA 210, 279, 308, 309, 315, 316, 317, W S 301

D. Social Sciences: at least 6 credits

Selected from two different fields.....at least 6 credits
ANTH 201², AP EC 202, 257, ECON 200, 211, 212, GEOG 101, 103², 106, HIST 101, 102, 122¹, 124¹, 172², 173², 193², HON H192, H202, H220, P A S 301², PO SC 101, 102², 104², PSYCH 201, 250², 275¹, R S 301, SOC 201, 202

Note: AP EC and ECON are considered the same field.

Science and Technology in Society and Cross-Cultural Awareness requirements may be satisfied by other General Education courses, as indicated in the footnotes below, as long as the student completes a total of 31 hours in area I.

E. Cross-Cultural Awareness: at least 3 credits

AAH 210, A S L 305, ANTH 201, AP EC 205¹, CAAH 201, GEOG 103, HIST 172, 173, 193, HON H193, H209, HUM 309, IS 101, 210, LANG 250, MUSIC 210, 314, P A S 301, PO SC 102, 104, PSYCH 250, REL 101, 102, W S 103, or through a University-approved cross-cultural experience (which may be 0 credit, the 31 credit requirement for Gen Ed still applies).

F. Science and Technology in Society: at least 3 credits

AGRIC (EN SP) 315, AP EC 205², 457, AVS 315, 415, BIOL 201, 203, 210, 220, BIOSC 200, 204, 211, 473, CH 105, 106, COMM 107, 307, CTE 115, 221, ECON 319, EN SP 200, ENGL 349, E N R 312, ENT 200, EX ST 222, FD SC 214, FOR (E N R) 416, GEOL 112, 120, (EN SP) 125, 270, 300, HIST 122, 124, 321, 323, 392, 424, 491, HLTH 431, I E 488, HON H194, H201, H206, LARCH 116, MKT 445, MS&E 101, MUSIC 318, NURS 140, (HCG) 333, NUTR 203, 210, PHIL 124, 210, 324, 326, 328, 340, 345, PHYS 245, PKGSC 368, PL PA 213, PRTM 211, PSYCH 275, R S (SOC) 401, S T S 101, 102, 120, 171, 216, 301, 303, 498, 499, SOC 203

¹This course also satisfies the Science and Technology in Society Requirement.

²This course also satisfies the Cross-Cultural Awareness Requirement.

II. Distributed Coursework: 2 credits

A. Academic and Professional Development: at least 2 credits

Departmental courses approved by the Undergraduate Curriculum Committee addressing the general academic and professional development of the student.

B. Distributed Competencies Coursework

Courses in general education and the disciplines incorporate critical thinking, ethical judgment, and both written and oral communication skills into the curriculum. Some curricula use a cluster of courses to meet the oral communication competency.

III. Documentation of General Education Competencies.

Students must provide appropriate documentation of achievement of their General Education competencies as outlined above. The documentation is provided through an ePortfolio. Students should include an example of their best work in each of the following eight areas: arts and humanities, mathematics, natural science, social science, cross cultural awareness, science and technology in society, ethical judgment, and critical thinking. Excellent communication is an overarching competency and should be demonstrated in every ePortfolio artifact.

General Education Summary

1. Total of 33 credit hours fulfilled as stated above between General Education Coursework and Distributed Coursework
2. Completion and approval of an ePortfolio

For more information and instructions about ePortfolio, visit <http://www.clemson.edu/academics/programs/eportfolio/index.html>

Agenda Courses/Curricula
February 1, 2013
University Undergraduate Curriculum Committee

I. College of Architecture, Arts and Humanities

A. Languages

ARAB 100	Intro to Arabic - new course	3(3,0)	1
FR 306	Intensive Language and Culture in Belgium - new course	3(3,0)	3

II. College of Health, Education, and Human Development

A. Education

ED SP 371	Char Mild HDCP - delete course		5
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