M E M O R A N D U M

DEAN
UNDERGRADUATE
STUDIES

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

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TO: Debra Jackson, Institutional Effectiveness and Assessment
Nadim Aziz, Interim Vice President for Academic Affairs and Provost
James F. Barker, President

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

DATE: October 28, 2013

SUBJECT: Administrative Approval of Curriculum Items

The Undergraduate Curriculum Committee met on October 4, 2013 to approve the attached curriculum/course changes received in the Office of the Provost, October 28, 2013. The purpose of this memorandum is to respectfully request that you review this information and concur by giving final approval.

APPROVED:

_____ DATE ___11/4/2013___
DR. DEBRA JACKSON, INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT

_____ DATE ___11/27/13___
DR. NADIM AZIZ, INTERIM VICE PRESIDENT FOR ACADEMIC AFFAIRS & PROVOST

_____ DATE ___12/2/13___
JAMES F. BARKER, PRESIDENT CLEMSON UNIVERSITY

/rft

C: File

Attachments

AGENDA
University Undergraduate Curriculum Committee Meeting
Friday—October 4, 2013—1:30 PM
E304 Martin Hall

I. **Call to order**

II. **Introductions**

III. **Consideration of September meeting minutes**

IV. **Old Business**
   A. A White Paper to Address the Introduction of General Education – Jan Murdoch
   B. General Education Course Review by College – Jan Murdoch
   C. Issues with MGT 2180 – Jan Murdoch
   D. Proposed Revision to the Natural Science Competency (attached)– Bob Kosinski
   E. Proposed Revision to the Cross-Cultural Awareness Competency (attached)– Mike Coggeshall
   F. Comments on CU Social Science Courses – Mike Coggeshall

V. **New Business**
   A. Announcement: "Blanket" Substitutions Expiring – Jan Murdoch

VI. **Committee reports**
   A. Arts & Humanities – Bruce Whisler –The subcommittee recommends approval of CU 2500 for A&H literature credit.
   B. Mathematical & Natural Sciences – Bob Green
   C. Social Science – Laura Olson
   D. Cross Cultural Awareness – Mike Coggeshall – The subcommittee recommends approval of AAH 1020 for CCA credit.
   E. Science & Technology in Society – Pam Mack
   F. Ethical Judgment – Dan Wueste
   G. Critical Thinking – Sarah Winslow
   H. Communication – Michael LeMahieu

VI. **Curricula/course approvals - attached**

VII. **Other business**

VIII. **Adjourn**

CLEMSON
U N I V E R S I T Y

Clemson University
University Curriculum Committee

A White Paper to Address the Introduction of General Education Interest Areas

August 27th, 2013

DEAN
UNDERGRADUATE
STUDIES

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The purpose of this white paper is to provide a preliminary summary of thematic general education tracts, outline a proposed structure to be implemented within the Clemson University General Education core and provide connection in support of the Clemson 2020 Plan.

The General Education "core" is a thread which bonds students across the University. In light of this please consider the following information to continue improving the quality of the curricula, helping us strive forward in continued excellence.

Brief History of General Education at Clemson

In 2003 Clemson University's curricula were revised to reflect Clemson University's drive to push forward, increasing the quality of educational offerings at the University and further define the knowledge and capabilities students should take with them when they progress into their chosen career fields. Since the revision, modifications have resulted in the nine general education competency areas undergraduates master today.

In an ever changing global environment, where choice is emphasized, students need specialized attention and opportunities to engage in individualization. Undergraduate students at Clemson have not yet had the opportunity to engage with an integrated undergraduate core, navigating the curriculum with defined choice. Both students and faculty would benefit from increased flexibility in how requirements are met, to allow response to changing student demand and faculty interests.

During the 2013 SACSCOC accreditation reaffirmation, Clemson agreed to review its General Education program. That review could potentially result in:

- A complete revision of the goals and competencies for the General Education program
- Partial revision to the goals and competencies
- Restructuring of the course menus
- No changes

Any decision made by the faculty on revision will need to be based in assessment data. The General Education program will continue to be a focus of assessment efforts to ensure that the stated competency goals are being achieved.

General Education Thematic Emphasis

General Education requirements for the undergraduate student vary from institution to institution; however, they are more analogous than dissimilar in the current higher education environment. Undergraduate students in the United States spend a great deal of time completing general education requirements, approximately 30% over the course of their undergraduate career (Brint, Proctor, Murphy, Turk-Bicakci, & Hanneman, 2009). Institutions who strive to offer a different experience must work within the confines of their accrediting body, and strive to offer superior and varying experiences for the student in a limited amount of time.

Many higher education institutions in recent years have implemented a variety of successful initiatives to revamp the curricula, including the introduction of thematic "bundles". Brint et al. (2009) outlines thematic "bundles" of courses are offered to undergraduate students as part of the general education core in an effort to provide different perspectives on variety of important topics, such as environmental sustainability. Thematic bundles provide the opportunity for undergraduate students to choose a topic area of interest, enroll in a number of courses within the given theme to gain a greater understanding of a topic with momentum while fulfilling a general education requirement. Top-tier Universities including Duke University, University of North Carolina-Chapel Hill, University of Texas, Georgia Institute of Technology, and North Carolina State University offer varying opportunities for students to engage in related courses.

SACSCOC, Clemson University's regional accreditation body, requires only that every undergraduate student have at least 30 credits of general education course, defined as courses that are not discipline specific.

Section 2.7.3 of the SACSCOC Principles of Accreditation document outlines—

> In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The

courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Beyond the above mentioned specifications, the general education program is determined by the faculty. A window of opportunity exists for the general education core to be delivered and presented to students in a more dynamic and flexible way.

General Education Interest Areas at Clemson University

Clemson's approach to General Education has been to specify a set of competencies that apply to every undergraduate student. This approach facilitates change of major across colleges. Clemson has also developed some distinctive aspects to its General Education program, including the Science and Technology in Society competency and the Distributed Competency approach, in which students take a series of courses designed to address a particular competency.

Numerous top tier Research I Institutions across the United States offer a variety of varying options for undergraduates to complete general education curriculum requirements with and without specified course groupings, emphasizing choice within a defined structure.

The University of North Carolina at Chapel Hill, a high-ranking peer institution, offers dynamic opportunities for students to fulfill general education requirements; including the option to complete an Interdisciplinary Cluster Program. In the early 2000's UNC-Chapel Hill embarked on a journey to globalize their campus and in doing so chose to rework their curriculum, focusing on "Making Connections" to create a more cohesive and integrated general education curricula (Smith & Kruse, 2009).

In an effort to provide a menu of courses related to specific topics UNC unveiled Interdisciplinary Course Cluster Programs. UNC's General Education structure is similar to Clemson's, in that students can select courses to fulfill requirements from a large menu of options.

Currently, UNC offers eleven Cluster Programs within the College of Arts and Sciences, offering students the opportunity to make connections among courses offered across several disciplines. Students who choose an Interdisciplinary Cluster complete nine credit hours (normally three courses) which are linked in both theme and focus. Focus areas for Interdisciplinary Clusters are proposed by

Faculty members and listed in the University's "Undergraduate Bulletin" or Catalog. Examples of current Cluster Program topical offerings listed in the 2013-2014 Undergraduate Bulletin and on the website for The Office of Undergraduate Curricula include; but are not limited to:

- Border Crossings
- Defining Difference
- Food Cultures
- Global Environmental Change
- Human Rights
- Medicine and Culture
- Memory Studies

At Clemson University, general education Interest Areas would serve as a grouping of courses within the general education core, emphasizing topical areas of interest to the undergraduate student. Students would have the option to complete a thematic general education tract, known as an Interest Area (IA), by choosing a topic area starting their freshman year. Students would complete at least fifteen hours from an approved listing of classes at the 1000, 2000, 3000[xi] levels. Students would choose from the existing lists of approved general education courses, and would be required to meet the general education rules and the rules of their department while completing an IA.

Topic areas would be chosen based on student interest and the guidance of the faculty from the curriculum committee, with topics remaining the same for at least two catalog years.

Students would not receive additional merit for completion of the courses within general education Interest Area sequence; however, students might gain a greater understanding of a topical area of interest, which could be applied in experiential interdisciplinary team settings within their major in years three and four and then within their career field after graduation.

General Education Interest Area example:

Sustainability—
Completion of 15 hours from the following course listings

Lab Science—

BIOL 1030/1050: General Biology, BIOL 1090: Introduction to Life Sciences or BIOL 1100: Principles of Biology, CHEM 1050: Chemistry in Context I or GEOL 1120: Earth Resources

Non-Lab Science—

BIOL 1220: Keys to Biodiversity, BIOL 1230: Keys to Human Biology, BIOL 1240: Keys to Reproduction (add 1200 for lab), ENSP 2000: Into to Environmental Science, PHYS 2450: Physics of Global Climate Change or GEOL 3000: Environmental Geology

Social Science (two from different fields from the following list)—

HIST 1240: Environmental History, GEOG 1060: Geography of the Physical Environment,

Non-Literature Humanities—

Larch 116: History of Landscape Architecture, STS 101: Survey of Science and
Technology in Society

Cross Cultural Awareness—

APEC 2050: Agriculture and Society, GEOG 1030: World Regional Geography

Science Technology and Society—

APEC 2050: Agriculture and Society, ECON 3190: Environmental Economics, ENR 3120: Environmental Risks and Society, GEOL 3000: Environmental Geology, GEOL 2700: Experience in Sustainable Development, HLTH 4310: Public and Environmental Health, HIST 1240: Environmental History, HIST 3920: History of the Environment in the United States, LARCH 1160: History of Landscape Architecture, PHIL 3400: Technology, Environment and Sustainability, or PHIL 3450: Environment and Ethics, or PHYS 2450: Physics of Global Climate Change, SOC 2030: Technology, Environment and Society, STS 1010: Survey of Science and Technology in Society

Building IAs into the general education requirements could engage students in higher levels of thinking, and entice students to take a more in-depth interest in their general education studies and ultimately take greater ownership of their own educational experience.

Benefits and Costs of the Interest Areas Approach to General Education

Benefits:

- No changes to competencies or course maps needed
- Flexibility for students in choosing courses to support a particular interest
- Clearer understanding of purpose of General Education for students

- Encourages faculty creativity and fosters collaboration among faculty
- Could help in recruiting top undergraduate students

Cost

- Requires course development to support new Interest Areas
- Faculty would need to plan ahead to participant in Interest Areas
- Interest Areas would need to be marketed to students and academic advisors

Ties to Clemson's 2020 Road Map

General Education Interest Areas provide the opportunity for Clemson to continue to strive toward success to meet the goals outlined in Clemson's 2020 Road Map. The 2020 Road Map outlines key strategic priorities, which should be achieved by 2020, to help Clemson meet three overarching goal areas to become a top 20 public institution. Clemson houses many renowned opportunities for undergraduate students to engage in alongside their major studies including Clemson's well-known Creative Inquiry (CI) Course Program. As Clemson continues to push undergraduate students to be leaders and innovators in an ever changing global economy, new strategies to engage the millennial student have emerged. During students' first two years at Clemson University general education IAs paired with CT^2 would allow students to engage in educational experiences at Clemson that help build a better student, community and world while driving global innovation for the new economy in support of Clemson's 2020 Road Map. Promotion of general education IAs would continue to bolster undergraduates' critical thinking prior to digging into their rigorous major course work. Specific 2020 Road Map strategies IAs impact would include:

Improve Student Quality and Performance—

Directly impact:

- Expanding efforts to enhance student performance by introducing new teaching and delivery methods; increasing competiveness for national awards; providing more opportunities for students to attend and present at national conferences and symposia;

Indirectly impact:

- and continuing to improve retention and graduation rates

Provide Engagement Opportunities for All Students—

Directly impact:

- Teach differently to build a culture of creativity that stimulates new ideas
- Offer course credit for structured engagement experiences
- Nurture creativity, critical thinking, communication skills and ethical judgment in students

Indirectly impact:

- Double the number of students participating in Creative Inquiry; service-learning, and study abroad

2020 Strategies Supporting General Education Interest Area Efforts

Attract, retain and reward top people—

Faculty who value teaching and strive to include students in the research process may seek Clemson University to continue to share their intellectual knowledge with the next generation of young professionals. Viewing the classroom as a place to share innovative ideas and an environment where students can develop needed analytical and critical thinking skills is a must.

Curriculum Committee Charge

The Curriculum Committee's input and approval of General Education Interest Areas is essential to the continued progression of the Clemson curricula. As such, the Curriculum Committee is charged with the following:

- Consider whether Interest Areas could be an beneficial way of structuring General Education requirements
- Review thematic general education requirements, applicable topic areas
- Develop recommendations for integration of Interest Areas with CT^2 for coming academic catalogs
- Support Faculty across academic colleges to develop additional Interest Areas for undergraduate students
- Formulate a method to evaluate added value of General Education Interest Areas to the Clemson Undergraduate Educational Experience

References

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[i] 3000 courses would be limited in number in Interest Area course listings.

General Education Focus Areas

A new option for students to take a related set of general education courses and get credit for doing so on their transcript. Students will take four courses (at least 12 hours) from an approved list and write a reflective essay in ePortfolio. The lists will be composed entirely of approved general education courses. A variety of focus areas will be offered, from sustainability to global awareness.

Justification: Students want a more coherent general education program, and at the same time they want more choice. This proposal offers that while almost entirely using existing courses and resources. It automatically fits SACS requirements because the SACS 30 hours is built into the existing general education requirement. This plan simply gives students guidance to create a coherent program from the existing requirements. Such thematic bundles of courses have proved successful at other universities.

This proposal, therefore, is for a catalog change, to add the focus area lists to the catalog, and for a new optional ePortfolio item and transcript notation. In the future, CT^2 might be added to the focus area requirements, once sufficient courses are available.

Proposed Catalog text:

Focus Areas:
Students have the option to meet part of their general education requirement with four related courses (at least 12 hours) chosen from one of the lists below. If they do so and complete a reflective essay in ePortfolio, a general education focus area will be listed on their transcript. Students are responsible for ensuring that they meet the university-wide general education requirements while pursuing their focus area.

Proposed focus areas:
Sustainability
Global Awareness
Cultural Diversity
Health and Society

Possible focus areas for the future:
Design
Technological Innovation
Form and Function
Great Books/ Western Culture
Media

Proposed Focus Area Example Course Menus

Sustainability Focus Area Course Menu (Must Complete at least 12 hours from the following list)

Mathematical, Scientific, and Technological Literacy
  Natural Science with Lab
    BIOL 1030/1050—General Biology, BIOL 1090—Introduction to Life Sciences, BIOL 1100—Principles of Biology, CH 1050[1]—Chemistry in Context, GEOL 1120[1]—Earth Resources
  Mathematics or Natural Science
    ASTR 1010/1030, 1020/1040, BIOL 1220—Keys to Biodiversity, BIOL 1230—Keys to Human Biology, BIOL1240—Keys to Reproduction (add BIOL 1200 for lab), PHYS 2450—Physics of Global Climate Change, GEOL 300—Environmental Geology

Arts and Humanities
  Non-Literature
    LARC 1160[1]—History of Landscape Architecture, STS 10101—Survey of Science and Technology in Society

Social Science
    HIST 1240[1]—Environmental History, GEOG 1060—Geography of the Physical Environment

Cross-Cultural Awareness
    APEC 2050[2]—Agriculture and Society, GEOG 1030—World Regional Geography

Science and Technology in Society
    APEC 2050[2]—Agriculture and Society, ECON 3190—Environmental Economics, ENR 3120—Environmental Risks and Society, GEOL 2700—Experience in the Sustainable Development, GEOL 3000—Environmental Geology, HLTH 4310—Public and Environmental Health, HIST 1240: Environmental History, HIST 3920—History of the Environment in the United States, LARC 1160[1]—History of Landscape Architecture, PHIL 3040—Technology , Environment, and Sustainability, PHIL 3450—Environment and Ethics, PHYS 2450—Physics of Global Climate Change, SOC 2030—Technology, Environment, and Society, STS 1010—Survey of Science Technology and Society

Global Awareness Focus Area Course Menu (Must Complete at least 12 hours from the following list)

Arts and Humanities
  Literature
    ENGL 2120—World Literature
  Non-Literature
    MUSIC 3140—World Music, REL 1020—World Religions, REL 3150—Islam

Social Science
    ANTH 2010[2]—Introduction to Anthropology, HIST 1930[2]—Modern World History, GEOG 1030[2]—World Regional Geography, PAS 3010[2]—Introduction to Pan African Studies, POSC 1020[2]—Introduction to International Relations

Cross-Cultural Awareness
    ANTH 2010—Introduction to Anthropology, APEC 2050[2]—Agriculture and Society, GEOG 1030—World Regional Geography, HON H1930—Freshman Colloquium: Cross-Cultural, POSC 1020[2]—Introduction to International Relations, POSC 1040[2]—Introduction to Comparative Politics, PSYCH 2500[2]—Pursuing Happiness, REL 1010—Introduction to Religions, REL 1020—World Religions, WS 1030—Women in Global Perspective

Science and Technology in Society
    APEC 2050[2]—Agriculture and Society

1 This course also satisfies the Science and Technology in Society Requirement.
2 This course also satisfies the Cross-Cultural Awareness Requirement.

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26 August 2013

MEMORANDUM

TO: the University Undergraduate Curriculum Committee

FROM: Bob Kosinski, CAFLS representative to the UUCC

SUBJECT: Proposed revision to the Natural Science competency

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

Clemson University
132 Long Hall
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Over the summer, I evaluated ePortfolio Natural Science artifacts along with several other faculty. My group became convinced that some changes need to be made to the wording of the competency. The existing competency is:

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

We thought that this is misleading, vague, and too narrow. We don't want students to explain the scientific method, we want them to demonstrate it by applying it to a real problem. "Apply scientific principles" could be more specific. "Inside and outside of the laboratory or field setting" is so broad that it is meaningless. Trivial assignments like worksheets are sometimes submitted, and we want to avoid that. Finally, the only acceptable artifacts now describe experiments that gather data and test hypotheses. Those are certainly preferable, but we thought that artifacts that critically analyze scientific literature should also be allowed. This would help transfer students in non-science majors who no longer have access to work they did in their introductory courses and must do a substitute assignment close to graduation. Therefore, we propose the following rewording:

(Proposed) Demonstrate the process of scientific reasoning by performing an experiment and thoroughly discussing the results with reference to the scientific literature, or by studying a question through critical analysis of the scientific literature.

If this competency revision is approved, we would rewrite the "student tips" as follows:

Natural Science Student Tips:

* The simplest and most common way to address this competency is to submit a report on a formal laboratory or field study. The best artifacts

will report on a scientific experiment in which an hypothesis is tested, data are analyzed, and conclusions are drawn. These typically come from Biology, Chemistry, Physics, Geology, or Astronomy courses.

- Non-experimental (literature survey papers) may be submitted if they critically review natural science research, discuss and analyze issues raised by that research, and are best if they propose questions which arise from this analysis.
- Descriptions of routine measurement techniques, worksheets, short-answer assignments, book reports, PowerPoint presentations, lesson plans, and the like cannot demonstrate the Natural Science competency.

4 October 2013

MEMORANDUM

TO: the University Undergraduate Curriculum Committee

FROM: Bob Kosinski, CAFLS representative to the UUCC

SUBJECT: Proposed revision to the Natural Science competency

New wording is in blue.

Over the summer, I evaluated ePortfolio Natural Science artifacts along with several other faculty. My group became convinced that some changes need to be made to the wording of the competency. The existing competency is:

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

We thought that this is misleading, vague, and too narrow. We don't want students to explain the scientific method, we want them to demonstrate it by applying it to a real problem. "Apply scientific principles" was vague. "Inside and outside of the laboratory or field setting" is so broad that it is meaningless. Trivial assignments like worksheets are sometimes submitted, and we want to avoid that. Finally, the only acceptable artifacts now describe experiments that gather data and test hypotheses. Those are certainly preferable, but we thought that artifacts that critically analyze scientific literature should also be allowed. This would help transfer students in non-science majors who no longer have access to work they did in their introductory courses and must do a substitute assignment close to graduation. Therefore, we propose the following rewording:

(Proposed) **Demonstrate the process of scientific reasoning by performing an experiment and thoroughly discussing the results with reference to the scientific literature, or by studying a question through critical analysis of the evidence in the scientific literature.**

If this competency revision is approved, we would rewrite the "student tips" as follows:

- The simplest and most common way to address this competency is to submit a report on a formal laboratory or field study. The best artifacts will report on a scientific experiment in which an hypothesis is tested, data

are analyzed, and conclusions are drawn about the correspondence of the results to expected outcomes or values. These artifacts typically come from Biology, Chemistry, Physics, Geology, or Astronomy courses.

- Non-experimental (literature survey papers) may be submitted if they critically review natural science research, discuss and analyze issues raised by that research, and are best if they propose questions which arise from this analysis.
- The student's understanding of the science behind the experiment or literature should be evident in the artifact.
- Descriptions of routine measurement techniques, worksheets, short-answer assignments, book reports, PowerPoint presentations, lesson plans, and the like cannot demonstrate the Natural Science competency.

From:	Janice Murdoch
Sent:	Thursday, August 15, 2013 4:04 PM
To:	John Coggeshall
Cc:	Rhonda Todd
Subject:	RE: revised CCA statement

Yes, we need to bring it to UCC for discussion, then back down to colleges, then back to UCC.

From: John Coggeshall
Sent: Thursday, August 15, 2013 3:24 PM
To: Janice Murdoch
Subject: FW: revised CCA statement

Jan – James and Yanhua are OK with this revision. I'm assuming the next step would be to bring it to the UCC for approval? For information only? Then to Gail Ring?
    Mike

From: YANHUA ZHANG
Sent: Thursday, August 15, 2013 2:40 PM
To: John Coggeshall
Cc: Sharon Nagy; JAMES M BURNS
Subject: Re: revised CCA statement

Look good to me. I say "yes."

On Aug 15, 2013, at 2:33 PM, John Coggeshall <raucus@clemson.edu> wrote:

How's this look, y'all?

"Demonstrate an understanding of world cultures in historical and/or contemporary contexts with reference to the interrelatedness of multiple aspects of culture.(e.g., history, politics, religions, family types, languages, the arts,technology, and the environment)"

Comments on CU Social Science courses

The department representatives for the College of Business and Behavioral Science and the General Education Social Science Subcommittee have discussed the CU Social Science course proposals.

There is no support, among either group, for social science courses taught outside of a departmental rubric (or rubrics for possible cross-listed courses). If Critical Thinking courses are to be taught by social scientists, they should be discipline-based courses (e.g., a 200-level SOC course titled something like "Critical Thinking in Sociology" with variable content. There is no CBBS support for such classes counting for Gen Ed credit even if they are discipline-based, but that decision would be up to (a) each department, if they wanted to pursue Gen Ed credit for a CT/CU course, and then (b) the Gen Ed Social Science Subcommittee.

If innovation in Gen Ed Social Science is requested, then the various departments should develop those innovations, in mutual discussions with the QEP/CT and/or Gen Ed SS committees.

UCC
October 2013 Meeting Agenda
   VI. Committee Reports
      A. CU 2500

From: Bruce Whisler
Sent: Thursday, June 20, 2013 2:18 PM
To: Janice Murdoch
Cc: Rhonda Todd
Subject: RE: GENERAL EDUCATION COURSES SUBMITTED FOR REVIEW

Yes, Cameron's course is CU 250, and I said below that we have approved it for A & H lit.

Bruce

From: Janice Murdoch
Sent: Thursday, June 20, 2013 2:11 PM
To: Bruce Whisler; Rhonda Todd
Subject: RE: GENERAL EDUCATION COURSES SUBMITTED FOR REVIEW

Bruce,

What about Cameron Bushnell's course?

Thanks,

Jan

From: Bruce Whisler
Sent: Thursday, June 20, 2013 2:10 PM
To: Rhonda Todd; Janice Murdoch
Subject: FW: GENERAL EDUCATION COURSES SUBMITTED FOR REVIEW

Rhonda and Jan:

Kelly Smith, the professor proposing CU 211, tells me that this course is to be considered for Science and Mathematics, not A & H lit as it says below. And the committee just approved CU 250, so I think my committee has dealt with our items from this list now.

Thanks,
Bruce Whisler

From: Rhonda Todd
Sent: Thursday, June 13, 2013 9:18 AM
To: Bruce Whisler; Robert Green; Laura Olson; John Coggeshall; Pamela Mack; Christopher Cox; Michael LeMahieu
Cc: Janice Murdoch; William Surver; Jeffrey Appling
Subject: GENERAL EDUCATION COURSES SUBMITTED FOR REVIEW

Good morning,

Dr. Murdoch requested that I check the status (approved/not approved) of the following courses by your General Education subcommittee:

CU 250: Literature and the Sciences, Dr. Cameron Bushnell – A&H/Lit
CU 260: Global Ethical Challenges, Dr. Chris Grau – Approved A&H/Non-Lit at March meeting

UCC
October 2013 Meeting Agenda
  VI. Committee Reports
    D. AAH 1020

From:	John Coggeshall
Sent:	Friday, May 24, 2013 3:14 PM
To:	Anderson Wrangle
Cc:	JAMES M BURNS; YANHUA ZHANG; Rhonda Todd
Subject:	RE: AAH 102 syllabus

Hello, Anderson:

    The CCA Subcommittee of the UCC has agreed that AAH 1020 will meet CCA requirements.

    Rhonda, please add to the September agenda.
      Mike Coggeshall

From: Anderson Wrangle
Sent: Thursday, April 18, 2013 4:27 PM
To: John Coggeshall
Subject: AAH 102 syllabus

John,
Here is a copy of the syllabus. If there is anything we can address please let me know,
Thanks,
Anderson
- -

Anderson Wrangle
Assistant Professor
Photography
Department of Art
Clemson University

Thanks. Based on my reading of the questions vrs. the catalog description, the test doesn't quite match. Would you mind also forwarding me a syllabus as well?

From: Anderson Wrangle
Sent: Wednesday, April 17, 2013 9:25 AM
To: John Coggeshall
Subject: Regarding CCA documentation AAH 102

John,
I am forwarding the email and attachments from the professor teaching Art History Survey II AAH 102 with the CCA artifact. If you need anything further please let me know.
Regards,
Anderson
- -
Anderson Wrangle
Assistant Professor
Photography
Department of Art
Clemson University

1

Date: Wednesday, April 17, 2013 9:03 AM
To: Anderson Wrangle <awrangl@clemson.edu>
Subject: CCA documentation

Hi Anderson,
For CCA purposes, I am attaching artifacts from my most recent exam in AAH 102. The PDF demonstrates a range of student essay responses. I also include the T/F and Multiple Choice segment of the exam. Both illustrate student's study of material production across cultures.
Apologies for my delay getting these to you and certainly let me know what transpires or if I can be of further help.
Thanks!
Beth

Beth Anne Lauritis, Ph.D.
Assistant Professor, Modern & Contemporary Art History & Theory
Department of Art, Clemson University
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From: Anderson Wrangle <awrangl@clemson.edu>
Date: Wednesday, March 13, 2013 1:20 PM
To: John Coggeshall <raucus@clemson.edu>
Subject: RE: CCA course change

John
the course is Art and Architectural History 102. I have attached the syllabus and will ask the faculty for an anticipated artifact.
thanks,
Anderson

AAH 102 Course Overview:

This course is the second part of an introductory survey of global art & architecture from the Renaissance through the present day. We will consider how various economic, political, religious, and social contexts inform artistic production. The course acquaints students with a spectrum of art forms as well as key terms and methods deployed in art interpretation and historical analysis.

Anderson Wrangle
Assistant Professor
Photography
Department of Art
Clemson University

From: John Coggeshall
Sent: Wednesday, March 13, 2013 11:16 AM
To: Anderson Wrangle
Cc: JAMES M BURNS; YANHUA ZHANG
Subject: RE: CCA course change

Hello, Anderson:

What is the course? I have attached the requirements for the CCA designation, so please look them over and be prepared to explain how and in what ways the course meets these requirements. It would also help us if you could provide the syllabus and an anticipated student "artifact" to demonstrate the CCA competencies.

Mike Coggeshall

From: Anderson Wrangle
Sent: Wednesday, March 13, 2013 10:06 AM
To: John Coggeshall
Subject: CCA course change

John,
I understand that you are the Chair of the Cross Cultural Awareness subcommittee. I am seeking a course change for Art History 102 to a CCA class. This course change has just passed the AAH Curriculum Committee, and I understand that I need to present the course change to the CCA subcommittee. Can you advise me on how to proceed,
Thank you,
Anderson

Anderson Wrangle
Assistant Professor
Photography
Department of Art
Clemson University

I. **College of Agriculture, Forestry, and Life Sciences**

    A.   **Animal and Veterinary Sciences**

AVS 4150	Contemporary Issues - change prerequisites	3(3,0)	1
AVS 4050	Advanced Sel & Eval - change prerequisites	2(2,0)	3
	Animal and Veterinary Sciences - change minor requirements		5
	Equine Busiess - change minor name, change minor requirements		6
	BS Animal and Veterinary Sciences - change curriculum requirements		7

    B.   **Biological Sciences**

BIOSC 4810	Web Design Life Sci - change catalog description	3(2,2)	10
BIOSC 1020	Frontiers in BIOL II - delete course	3(3,0)	12

II. **College of Architecture, Arts and Humanities**

    A.   **Construction Science and Management**

CSM 2010	Structures I - change prerequisites	3(3,0)	13
CSM 3040	Envir Systems I - change prerequisites	3(3,0)	15
CSM 3510	Const Estimating - change prerequisites	3(2,2)	16

    B.   **Religion**

REL 3120	Hinduism - new course	3(3,0)	17
REL 3200	Jesus in History, Faith, and Film - new course	3(3,0)	19
REL 3130	Buddhism - new course	3(3,0)	21
REL 4100	Holy Lands	3-6(3-6)	23

    C.   **Performing Arts**

	Editorial changes	25

III. **College of Business and Behavioral Science**

    A.   **Anthropology**

ANTH 4960	CR Inquiry-Cul Ant - change catalog description	1-3(1-3)	28
ANTH 4530	Human Remains Recovery - new course	3(3,0)	30

    B.   **Political Science**

PO SC 4480	Studies Pol Econ - change catalog type, catalog description, and prere	(,)	35
	BA Political Science - change emphasis area		40
	Political Science - change minor requirements		44
	Global Politics - change minor requirements		45
	BS Political Science - change emphasis area		46

IV. **College of Health, Education, and Human Development**

    A.   **Health Science**

	BS Health Science (Health Services Admin) - change curriculum requirements	54

    B.   **Cardiovascular Technology**

CVT 4250	Field Experience II - change credit	6(0,)	57
CVT 4260	Field Experience III - change credit	6(0,)	59

    C.   **Health**

HLTH 3100	Women's Health Issues - change prerequisites	3(3,0)	61
HLTH 3200	HLTH Maint of Men - change prerequisites	3(3,0)	62
HLTH 3800	Epidemmiology - change prerequisites	3(3,0)	63
HLTH-H 3950	Honors Res Sem - change prerequisites	3(3,0)	64
HLTH 4010	Health Consumerism - change prerequisites	3(3,0)	65
HLTH 4300	HLTH Pro of Aged - change prerequisites	3(3,0)	67
HLTH 4500	Appl HLTH Strategies - change prerequisites	3(3,0)	69

	HLTH 4980	Improving Pop HLTH - change prerequisites	3(3,0)	71
D.	PRTM	Substituting PRTM 301 for PRTM 200/220/226/227 for 221/222/223/224 (and vice versa)		73

V. College of Engineering and Science

A. Industrial Engineering

IE 4400	Decision Support Sys - change prerequisites	3(2,3)	74
IE 4180	HF ACC AN & Exp Test - delete course		75

B. Environmental Engineering and Science

	Environmental Engineering - delete minor		76
EN SP 2000	Into Environ Sci - change prerequisites	3(3,0)	77
EE&S 3000	Honors Seminar - new course	1(1,0)	79
EE&S 3010	Honors Res I Env Eng - new course	3(0,9)	80
EE&S 4000	Honors Res II Eng Eng - new course	3(0,9)	81
EE&S 4950	Honors Thesis Env Eng - new course	1(1,0)	82
EE&S 4370	Bioremediation - new course		

C. Electrical and Computer Engineering

ECE 4490	Comp Network Security - change prerequisites	3(1,4)	85

Members Present: Jan Murdoch, chair; Michael Silvestri; Mike Coggeshall; Angela Morgan; Bob Kosinski; Cheryl Ingram-Smith; Mary Beth Kurz; Brian Dominy; Bob Horton; John Whitcomb; Chris Colthorpe; Maddy Thomas; Jeff Appling; Julie Pennebaker; Cecelia Hamby; Mary Huff; Shannon Clark; Pam Mack; David Knox; Gail Ring; Daniel Wueste; Aubrey Childress and Rhonda Todd

Murdoch convened the meeting at 1:33 PM

Approval of minutes

The committee approved the May meeting minutes.

Old Business

A. **General Education** – Murdoch reported that spring was eventful with preparation for SACS reaffirmation. The SACS visit and evaluation went really well, and no recommendations were made for curriculum changes. However, she stated, we will continue to review and revise general education, and improve assessment, and close the loop on curriculum matters. She stated that Gail Ring was present to report on summer assessment of ePortfolio and the disconnection between competencies and courses. Murdoch reported that Jackson is reviewing tracking systems for students to evaluate their experiences, and she will invite her to one of our meetings to share. Thompson reported that students are still interested in an overhaul of general education and are currently working on another proposal. Coggeshall encouraged Thompson to find out exactly what students do not like about the current general education program. Members discussed importance of faculty and students working together to resolve issues and avoid the circumstance of faculty verses students.
Murdoch distributed copies *of A White Paper to Address the Introduction of General Education Interest Areas* (copy attached). Murdoch and her intern, Aubrey Childress, worked on this paper over the summer. Murdoch reported the paper will explain different models for the approach to general education, and she wanted members to review the document for discussion at the October meeting.

New Business

A. **Syllabus Survey** – Ring reported that the summer assessment team of faculty volunteers worked to review general education competencies and how to assist students in their selection of good artifacts. During this review it became clear there is a disconnect between courses and competencies, so the assessment team decided to go to the Syllabus Repository and review each syllabus for courses listed for general education credit. The team began to evaluate syllabi for general education courses and determined that an overwhelming number of syllabi fail to mention the general education competency, and many syllabi had the wrong competency listed. Ring reported concern that some faculty do not know that several years ago this committee changed general education from 22 competencies down to only eight competencies. Members discussed the Class Regulations letter that Murdoch distributes before each semester which includes instructions for general education and information required on course syllabus. Ring encouraged members to share this information with their college faculty. Murdoch encouraged

members to review general education courses within the college to ensure guidelines are met and exceeded for each course. Ring encouraged members to seek help if needed. She stated that she is always glad to provide workshops and talk to college faculty. Kosinski reported that he had enjoyed participating in the ePortfolio summer assessment, and commended Ring for being well organized. He encouraged others to volunteer next year.

B. **Curriculum and Course Change System** – Clark reported that preprogramming activities are coming to a close and expectations are to begin a testing phase in late October or early November. The latest "go live" date is January 2014. Clark stated they are currently pulling course information from current system into Banner with special attention to the new abbreviations. She said that Nancy Griffis expects the system to be operational by September 15th. If you have questions or concerns, please email Shannon Clark.

C. **Update Music Theory AP Policy (email attached)** – Appling shared an email from Andrew Levin and Bonnie Duncan showing the following updates to Music Theory AP Policy:

Advanced Placement Credit Chart
Discipline: Humanities
AP Exam: Music Theory
Score: 3, 4, 5
Clemson Course(s) for which credit is awarded: (MUSC 1420/1430)
Credit hours: 4 [note: 1420 is for 3 hours, 1430 is 1]

D. **Proposed Revision to the Natural Science Competency (attached)** – Kosinski stated that after working with ePortfolio assessment this summer, it became clear that changes were needed to the competencies. The four faculty members who worked with the natural science competency thought the competency was too vague. Appling stated that student evaluations of this competency must include more than the scientific measure, but must articulate the understanding of the science behind the experiment. Merely providing the lab report is not enough to show an understanding was met. Ring stated this is why the rationale statement is so important. Students seldom read the feedback provided to improve the rational statement or ideas to make a lab report usable. Murdoch encouraged members to carry back to their college for discussion and provide feedback at the October meeting.

E. **Proposed Revision to the Cross-Cultural Awareness Competency (attached)** – Coggeshall reported that Nagy and faculty members who reviewed student's cross-cultural awareness artifacts this summer were appalled at the lack of understanding of the competency and recommended the changes to this competency. Members discussed word changes to the proposed competency, but nothing was finalized. *"Demonstrate an understanding of world cultures in historical and/or contemporary contexts with reference to the interrelatedness of multiple aspects of culture. (e.g., history, politics, religions, family types, languages, the arts, technology, and the environment)"*. Murdoch encouraged members to carry this item back to their college for discussion and provide feedback at the October meeting.

F. **Committee reports**
    a.   Arts & Humanities – Bruce Whisler
    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

B. **Curriculum/course approval** – See attached. Courses not approved are highlighted in grey. No courses were approved due to poor structure, weak application and rationale statements. Members agreed to work with instructors to improve course information and resubmit at a later date.

Other Business

Kurz brought a signed copy of the Minor in Sustainability. The committee reviewed the minor at the March meeting and the only concern was where the minor will be housed. Kurz agreed that the minor will be housed in CES. Committee members approved minor pending signatures by the College of Engineering and Science at the May meeting. Minor in Sustainability is approved and sent forward for signatures.

Kurz questioned if issues with prerequisites can still be fixed without coming to the Curriculum Committee. Pennebaker encouraged members with prerequisite issues to contact her and they can work together to resolve as long as major changes to curriculum is not needed.   Editorial changes may be addressed outside the committee meeting.

Committee members discussed problems and issues with MGT 2180. Murdoch charged the BBS Curriculum Committee to look into the problems with the course, in addition to finding out what other AACSB institutions require and how they deliver to students.

Adjourned 4:07 PM

Minutes respectfully submitted by Rhonda Todd
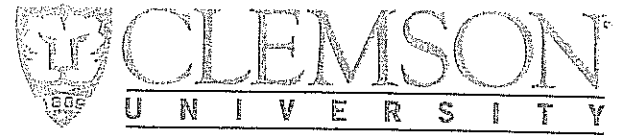
Clemson University
University Curriculum Committee

A White Paper to Address the Introduction of General Education Interest Areas

August 27th, 2013

The purpose of this white paper is to provide a preliminary summary of thematic general education tracts, outline a proposed structure to be implemented within the Clemson University General Education core and provide connection in support of the Clemson 2020 Plan.

The General Education "core" is a thread which bonds students across the University. In light of this please consider the following information to continue improving the quality of the curricula, helping us strive forward in continued excellence.

Brief History of General Education at Clemson

In 2003 Clemson University's curricula were revised to reflect Clemson University's drive to push forward, increasing the quality of educational offerings at the University and further define the knowledge and capabilities students should take with them when they progress into their chosen career fields. Since the revision, modifications have resulted in the nine general education competency areas undergraduates master today.

In an ever changing global environment, where choice is emphasized, students need specialized attention and opportunities to engage in individualization. Undergraduate students at Clemson have not yet had the opportunity to engage with an integrated undergraduate core, navigating the curriculum with defined choice. Both students and faculty would benefit from increased flexibility in how requirements are met, to allow response to changing student demand and faculty interests.

During the 2013 SACSCOC accreditation reaffirmation, Clemson agreed to review its General Education program. That review could potentially result in:

- A complete revision of the goals and competencies for the General Education program
- Partial revision to the goals and competencies
- Restructuring of the course menus
- No changes

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Any decision made by the faculty on revision will need to be based in assessment data. The General Education program will continue to be a focus of assessment efforts to ensure that the stated competency goals are being achieved.

General Education Thematic Emphasis

General Education requirements for the undergraduate student vary from institution to institution; however, they are more analogous than dissimilar in the current higher education environment. Undergraduate students in the United States spend a great deal of time completing general education requirements, approximately 30% over the course of their undergraduate career (Brint, Proctor, Murphy, Turk-Bicakci, & Hanneman, 2009). Institutions who strive to offer a different experience must work within the confines of their accrediting body, and strive to offer superior and varying experiences for the student in a limited amount of time.

Many higher education institutions in recent years have implemented a variety of successful initiatives to revamp the curricula, including the introduction of thematic "bundles". Brint et al. (2009) outlines thematic "bundles" of courses are offered to undergraduate students as part of the general education core in an effort to provide different perspectives on variety of important topics, such as environmental sustainability. Thematic bundles provide the opportunity for undergraduate students to choose a topic area of interest, enroll in a number of courses within the given theme to gain a greater understanding of a topic with momentum while fulfilling a general education requirement. Top-tier Universities including Duke University, University of North Carolina-Chapel Hill, University of Texas, Georgia Institute of Technology, and North Carolina State University offer varying opportunities for students to engage in related courses.

SACSCOC, Clemson University's regional accreditation body, requires only that every undergraduate student have at least 30 credits of general education course, defined as courses that are not discipline specific.

Section 2.7.3 of the SACSCOC Principles of Accreditation document outlines—

> In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The

courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Beyond the above mentioned specifications, the general education program is determined by the faculty. A window of opportunity exists for the general education core to be delivered and presented to students in a more dynamic and flexible way.

General Education Interest Areas at Clemson University

Clemson's approach to General Education has been to specify a set of competencies that apply to every undergraduate student. This approach facilitates change of major across colleges. Clemson has also developed some distinctive aspects to its General Education program, including the Science and Technology in Society competency and the Distributed Competency approach, in which students take a series of courses designed to address a particular competency.

Numerous top tier Research I Institutions across the United States offer a variety of varying options for undergraduates to complete general education curriculum requirements with and without specified course groupings, emphasizing choice within a defined structure.

The University of North Carolina at Chapel Hill, a high-ranking peer institution, offers dynamic opportunities for students to fulfill general education requirements; including the option to complete an Interdisciplinary Cluster Program. In the early 2000's UNC-Chapel Hill embarked on a journey to globalize their campus and in doing so chose to rework their curriculum, focusing on "Making Connections" to create a more cohesive and integrated general education curricula (Smith & Kruse, 2009).

In an effort to provide a menu of courses related to specific topics UNC unveiled Interdisciplinary Course Cluster Programs. UNC's General Education structure is similar to Clemson's, in that students can select courses to fulfill requirements from a large menu of options.

Currently, UNC offers eleven Cluster Programs within the College of Arts and Sciences, offering students the opportunity to make connections among courses offered across several disciplines. Students who choose an Interdisciplinary Cluster complete nine credit hours (normally three courses) which are linked in both theme and focus. Focus areas for Interdisciplinary Clusters are proposed by

Faculty members and listed in the University's "Undergraduate Bulletin" or Catalog. Examples of current Cluster Program topical offerings listed in the 2013-2014 Undergraduate Bulletin and on the website for The Office of Undergraduate Curricula include; but are not limited to:

- Border Crossings
- Defining Difference
- Food Cultures
- Global Environmental Change
- Human Rights
- Medicine and Culture
- Memory Studies

At Clemson University, general education Interest Areas would serve as a grouping of courses within the general education core, emphasizing topical areas of interest to the undergraduate student. Students would have the option to complete a thematic general education tract, known as an Interest Area (IA), by choosing a topic area starting their freshman year. Students would complete at least fifteen hours from an approved listing of classes at the 1000, 2000, 3000[*i] levels. Students would choose from the existing lists of approved general education courses, and would be required to meet the general education rules and the rules of their department while completing an IA.

Topic areas would be chosen based on student interest and the guidance of the faculty from the curriculum committee, with topics remaining the same for at least two catalog years.

Students would not receive additional merit for completion of the courses within general education Interest Area sequence; however, students might gain a greater understanding of a topical area of interest, which could be applied in experiential interdisciplinary team settings within their major in years three and four and then within their career field after graduation.

General Education Interest Area example:

Sustainability—
Completion of 15 hours from the following course listings

Lab Science—

BIOL 1030/1050: General Biology, BIOL 1090: Introduction to Life Sciences or BIOL 1100: Principles of Biology, CHEM 1050: Chemistry in Context I or GEOL 1120: Earth Resources

Non-Lab Science—

BIOL 1220: Keys to Biodiversity, BIOL 1230: Keys to Human Biology, BIOL 1240: Keys to Reproduction (add 1200 for lab), ENSP 2000: Into to Environmental Science,   PHYS 2450: Physics of Global Climate Change or GEOL 3000: Environmental Geology

Social Science (two from different fields from the following list)—

HIST 1240: Environmental History, GEOG 1060: Geography of the Physical Environment,

Non-Literature Humanities—

Larch 116: History of Landscape Architecture, STS 101: Survey of Science and
Technology in Society

Cross Cultural Awareness—

APEC 2050: Agriculture and Society, GEOG 1030: World Regional Geography

Science Technology and Society—

APEC 2050: Agriculture and Society, ECON 3190: Environmental Economics, ENR 3120: Environmental Risks and Society, GEOL 3000: Environmental Geology, GEOL 2700: Experience in Sustainable Development, HLTH 4310: Public and Environmental Health, HIST 1240: Environmental History, HIST 3920: History of the Environment in the United States, LARCH 1160: History of Landscape Architecture, PHIL 3400: Technology, Environment and Sustainability, or PHIL 3450: Environment and Ethics, or PHYS 2450: Physics of Global Climate Change, SOC 2030: Technology, Environment and Society, STS 1010: Survey of Science and Technology in Society

Building IAs into the general education requirements could engage students in higher levels of thinking, and entice students to take a more in-depth interest in their general education studies and ultimately take greater ownership of their own educational experience.

Benefits and Costs of the Interest Areas Approach to General Education

Benefits:

- No changes to competencies or course maps needed
- Flexibility for students in choosing courses to support a particular interest
- Clearer understanding of purpose of General Education for students

- Encourages faculty creativity and fosters collaboration among faculty
- Could help in recruiting top undergraduate students

Cost

- Requires course development to support new Interest Areas
- Faculty would need to plan ahead to participant in Interest Areas
- Interest Areas would need to be marketed to students and academic advisors

Ties to Clemson's 2020 Road Map

General Education Interest Areas provide the opportunity for Clemson to continue to strive toward success to meet the goals outlined in Clemson's 2020 Road Map. The 2020 Road Map outlines key strategic priorities, which should be achieved by 2020, to help Clemson meet three overarching goal areas to become a top 20 public institution. Clemson houses many renowned opportunities for undergraduate students to engage in alongside their major studies including Clemson's well-known Creative Inquiry (CI) Course Program. As Clemson continues to push undergraduate students to be leaders and innovators in an ever changing global economy, new strategies to engage the millennial student have emerged. During students' first two years at Clemson University general education IAs paired with CT^2 would allow students to engage in educational experiences at Clemson that help build a better student, community and world while driving global innovation for the new economy in support of Clemson's 2020 Road Map. Promotion of general education IAs would continue to bolster undergraduates' critical thinking prior to digging into their rigorous major course work. Specific 2020 Road Map strategies IAs impact would include:

Improve Student Quality and Performance—

Directly impact:

- Expanding efforts to enhance student performance by introducing new teaching and delivery methods; increasing competiveness for national awards; providing more opportunities for students to attend and present at national conferences and symposia;

Indirectly impact:

- and continuing to improve retention and graduation rates

Provide Engagement Opportunities for All Students—

Directly impact:

- Teach differently to build a culture of creativity that stimulates new ideas
- Offer course credit for structured engagement experiences
- Nurture creativity, critical thinking, communication skills and ethical judgment in students

Indirectly impact:

- Double the number of students participating in Creative Inquiry; service-learning, and study abroad

2020 Strategies Supporting General Education Interest Area Efforts

Attract, retain and reward top people—

Faculty who value teaching and strive to include students in the research process may seek Clemson University to continue to share their intellectual knowledge with the next generation of young professionals. Viewing the classroom as a place to share innovative ideas and an environment where students can develop needed analytical and critical thinking skills is a must.
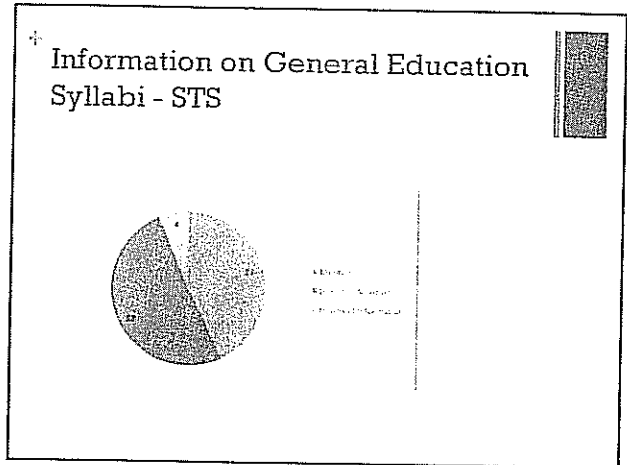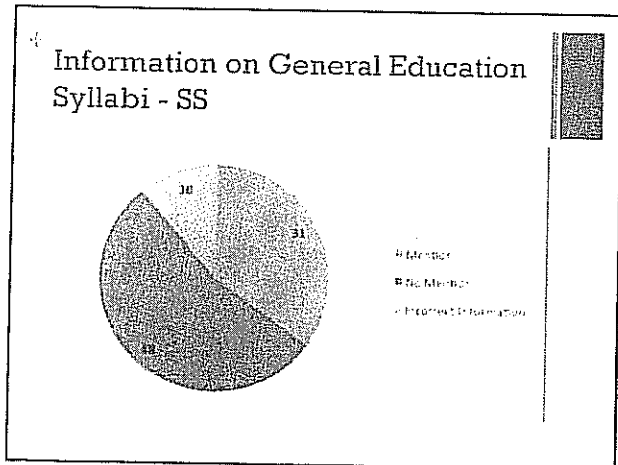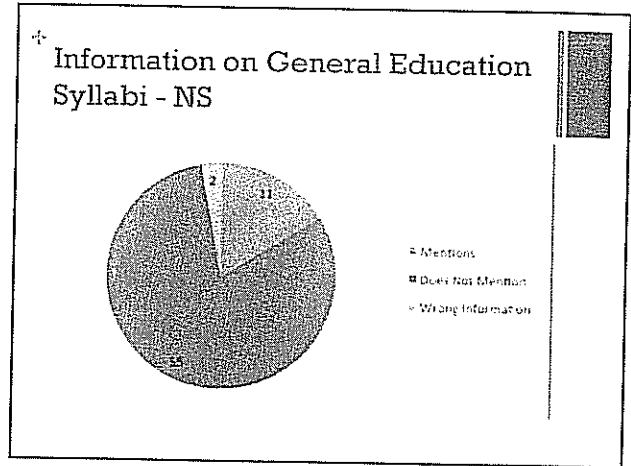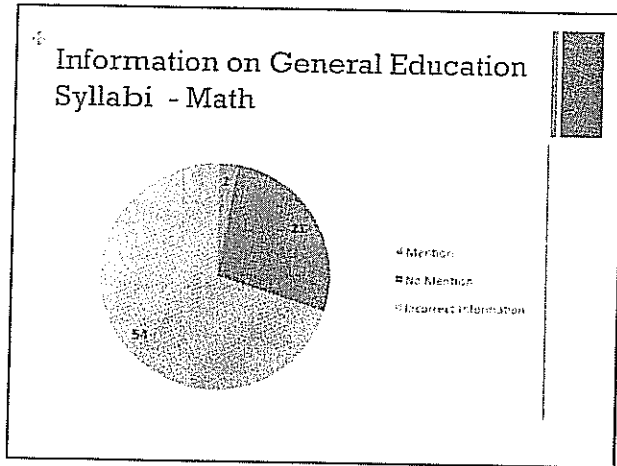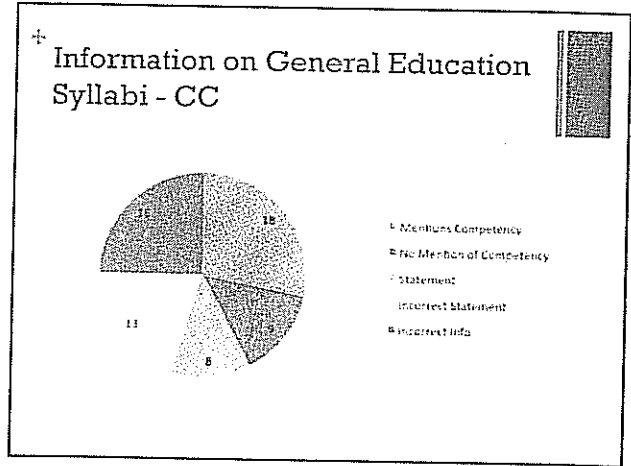
Curriculum Committee Charge

The Curriculum Committee's input and approval of General Education Interest Areas is essential to the continued progression of the Clemson curricula. As such, the Curriculum Committee is charged with the following:

- Consider whether Interest Areas could be an beneficial way of structuring General Education requirements
- Review thematic general education requirements, applicable topic areas
- Develop recommendations for integration of Interest Areas with CT^2 for coming academic catalogs
- Support Faculty across academic colleges to develop additional Interest Areas for undergraduate students
- Formulate a method to evaluate added value of General Education Interest Areas to the Clemson Undergraduate Educational Experience

References

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[*] 3000 courses would be limited in number in Interest Area course listings.

Information on General Education Syllabi - AH

Information on General Education Syllabi - CC

Information on General Education Syllabi - Math

Information on General Education Syllabi - NS

Information on General Education Syllabi - SS

Information on General Education Syllabi - STS

From:	Bonnie Duncan
Sent:	Monday, August 05, 2013 1:59 PM
To:	Andrew Levin
Cc:	Jeffrey Appling
Subject:	Updated Music Theory AP Policy

Andrew,

Thank you for the information. It is exactly what we needed. This policy will go into effect for the 2014-15 *Undergraduate Announcements*. I have copied Dr. Jeff Appling on this e-mail so that he is aware of the change, and he can notify the Undergraduate Curriculum Committee. Please let me know if you have any further questions.

Sincerely,

Bonnie G. Duncan
Transfer Credit Coordinator/Counselor
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bonnieg@clemson.edu

From: Andrew Levin
Sent: Saturday, August 03, 2013 12:35 PM
To: Bonnie Duncan
Subject: Re: Catalog question

Hi, Bonnie,

Here's what we've agreed on:

ADVANCED PLACEMENT CREDIT CHART

Discipline: HUMANITIES
AP Exam: Music Theory
Score: 3, 4, 5
Clemson Course(s) for which credit is awarded: (MUSC 1420/1430)
Credit hours: 4 [note: 1420 is for 3 hours, 1430 is 1]

Thanks for your help.

Andrew Levin

CLEMSON
U N I V E R S I T Y

26 August 2013

MEMORANDUM

TO: the University Undergraduate Curriculum Committee

FROM: Bob Kosinski, CAFLS representative to the UUCC *RJK*

SUBJECT: Proposed revision to the Natural Science competency

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

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Over the summer, I evaluated ePortfolio Natural Science artifacts along with several other faculty. My group became convinced that some changes need to be made to the wording of the competency. The existing competency is:

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

We thought that this is misleading, vague, and too narrow. We don't want students to explain the scientific method, we want them to demonstrate it by applying it to a real problem. "Apply scientific principles" could be more specific. "Inside and outside of the laboratory or field setting" is so broad that it is meaningless. Trivial assignments like worksheets are sometimes submitted, and we want to avoid that. Finally, the only acceptable artifacts now describe experiments that gather data and test hypotheses. Those are certainly preferable, but we thought that artifacts that critically analyze scientific literature should also be allowed. This would help transfer students in non-science majors who no longer have access to work they did in their introductory courses and must do a substitute assignment close to graduation. Therefore, we propose the following rewording:

(Proposed) Demonstrate the process of scientific reasoning by performing an experiment and thoroughly discussing the results with reference to the scientific literature, or by studying a question through critical analysis of the scientific literature.

If this competency revision is approved, we would rewrite the "student tips" as follows:

Natural Science Student Tips:

* The simplest and most common way to address this competency is to submit a report on a formal laboratory or field study. The best artifacts

will report on a scientific experiment in which an hypothesis is tested, data are analyzed, and conclusions are drawn. These typically come from Biology, Chemistry, Physics, Geology, or Astronomy courses.

- Non-experimental (literature survey papers) may be submitted if they critically review natural science research, discuss and analyze issues raised by that research, and are best if they propose questions which arise from this analysis.

- Descriptions of routine measurement techniques, worksheets, short-answer assignments, book reports, PowerPoint presentations, lesson plans, and the like cannot demonstrate the Natural Science competency.

From:	Janice Murdoch
Sent:	Thursday, August 15, 2013 4:04 PM
To:	John Coggeshall
Cc:	Rhonda Todd
Subject:	RE: revised CCA statement

Yes, we need to bring it to UCC for discussion, then back down to colleges, then back to UCC.

From: John Coggeshall
Sent: Thursday, August 15, 2013 3:24 PM
To: Janice Murdoch
Subject: FW: revised CCA statement

Jan – James and Yanhua are OK with this revision. I'm assuming the next step would be to bring it to the UCC for approval? For information only? Then to Gail Ring?
    Mike

From: YANHUA ZHANG
Sent: Thursday, August 15, 2013 2:40 PM
To: John Coggeshall
Cc: Sharon Nagy; JAMES M BURNS
Subject: Re: revised CCA statement

Look good to me. I say "yes."

On Aug 15, 2013, at 2:33 PM, John Coggeshall <raucus@clemson.edu>
wrote:

How's this look, y'all?

"Demonstrate an understanding of world cultures in historical and/or contemporary contexts with reference to the interrelatedness of multiple aspects of culture.(e.g., history, politics, religions, family types, languages, the arts,technology, and the environment)"

CLEMSON
U N I V E R S I T Y

Date: September 17, 2013
From: Andrew Levin, chair of Performing Arts Curriculum Committee
To: Rhonda Todd
Re: Curriculum items for the next UUCC meeting

As per emails and conversations with Jan Murdoch, Michael Silvestri, and Shannon Clark, I am submitting the following list of courses for consideration by the UUCC as "editorial changes," bypassing the need for separate curriculum forms. Please let me know if you have any any questions.

Remove the preq "(and) consent of instructor." *This is to enable as many students as possible to sign up for these classes. Some students may get turned away after auditions or consultation with faculty, but the alternative -- filling out override forms for all students who want to, say, participate in Tiger Band -- is unreasonable.*

  MUSC 1010: Beginning Class Piano I
  MUSC 1110: Beginning Class Guitar I
  MUSC 1210: Beginning Class Voice I
  MUSC 3230: Piano Accompanying
  MUSC 3250: CU Carillonneurs
  MUSC 3290: Musical Theatre Vocal Performance
  THEA 3290: Musical Theatre Vocal Performance
  MUSC 3320: Woodwind Quintet
  MUSC 3330: String Quartet
  MUSC 3340: Flute Choir
  MUSC 3980: Special Topics in Music

Remove the preq "(and) consent of director." *Same as above, though more often referring to large ensembles than smaller classes or lessons*

  MUSC 3300: Small Ensemble
  MUSC 3310: Pep Band
  MUSC 3370: Steel Drum Band
  MUSC 3610: Marching Band
  MUSC 3620: Symphonic Band
  MUSC 3630: Jazz Ensemble
  MUSC 3640: Concert Band
  MUSC 3690: Symphony Orchestra
  MUSC 3700: Clemson University Singers
  MUSC 3710: Women's Glee
  MUSC 3720: Men's Glee

Move "audition required" from the preq to the body of the course description. *BANNER cannot determine whether an audition was passed, so this clause will be moved to the body of the course description.*

MUSC 3320 Woodwind Quintet
MUSC 3330: String Quartet
MUSC 3340: Flute Choir

Add "audition required" to the body of the course description. *This is for ensembles that used to have the "consent of instructor" language; it's to inform students that they'll need to pass an audition to remain in the group (as with the ensembles in the above list). Most students make the auditions—and, frankly, expect them—so it's easier to allow all interested students to register for the courses and later to ask a few to drop them rather than to put up a barrier to participation and later having to fill out dozens of override forms. It is essentially how we operate right now.*

MUSC 3310: Pep Band
MUSC 3320 Woodwind Quintet
MUSC 3330: String Quartet
MUSC 3340: Flute Choir
MUSC 3360: Percussion Ensemble
MUSC 3370: Steel Drum Band
MUSC 3410: Men's Breakout Ensemble
MUSC 3420: Women's Breakout Ensemble
MUSC 3620: Symphonic Band
MUSC 3630: Jazz Ensemble
MUSC 3690: Symphony Orchestra
MUSC 3700: Clemson University Singers

Change "Preq or concurrent enrollment" to "concurrent enrollment." *Students who play in certain small ensembles are required to participate in the corresponding large ensemble during the same semester (for instance, string quartet members must also play in the orchestra). The former catalog used the term "Coreq"; however, BANNER treats this word differently than before. It now means, for instance, that not only must all quartet members play in orchestra, but that all orchestra members play in quartet, too! The replacement language provided by the catalog folks allows for someone who took the larger ensemble in the past to take the smaller ensemble in the present, but we strongly believe that the enrollment be concurrent.*

MUSC 3320 Woodwind Quintet
MUSC 3330: String Quartet
MUSC 3360: Percussion Ensemble
MUSC 3410: Men's Breakout Ensemble
MUSC 3420: Women's Breakout Ensemble
MUSC 3430: Men's Small Ensemble
MUSC 3440: Vocal Jazz Ensemble

Change preq of "Consent of faculty member/mentor" to "Consent of instructor." *Since BANNER can't identify a course's "faculty member" or mentor, we request the standard language BANNER will recognize.*

MUSC 1950: Creative Inquiry—Music
MUSC 2950: Creative Inquiry—Music
MUSC 3950: Creative Inquiry—Music
MUSC 4950: Creative Inquiry—Music
THEA 1950: Creative Inquiry—Theatre
THEA 2950: Creative Inquiry—Theatre
THEA 3950: Creative Inquiry—Theatre
THEA 4950: Creative Inquiry—Theatre
PA 1950: Creative Inquiry—Performing Arts
PA 2950: Creative Inquiry—Performing Arts
PA 3950: Creative Inquiry—Performing Arts
PA 4950: Creative Inquiry—Performing Arts

Add preq "Consent of instructor." *To match similar courses in Music, Theatre and Performing Arts*

AUD 1950: Creative Inquiry—Audio
AUD 2950: Creative Inquiry—Audio
AUD 3950: Creative Inquiry—Audio
AUD 4950: Creative Inquiry—Audio

"Editorial changes"

MUSC 1450: Aural Skills II, change "taking direction" to "taking dictation"
Remove footnote from end of course listings, which applies to most ensembles: "This course may be repeated for credit with a maximum of 16 hours of ensemble credit allowable toward a degree."

I. **College of Agriculture, Forestry, and Life Sciences**

    A.   **Animal and Veterinary Sciences**

AVS 4150	Contemporary Issues - change prerequisites	3(3,0)	1
AVS 4050	Advanced Sel & Eval - change prerequisites	2(2,0)	3
	Animal and Veterinary Sciences - change minor requirements		5
	Equine Busiess - change minor name, change minor requirements		6
	BS Animal and Veterinary Sciences - change curriculum requirements		7

    B.   **Biological Sciences**

BIOSC 4810	Web Design Life Sci - change catalog description	3(2,2)	10
BIOSC 1020	Frontiers in BIOL II - delete course	3(3,0)	12

II. **College of Architecture, Arts and Humanities**

    A.   **Construction Science and Management**

CSM 2010	Structures I - change prerequisites	3(3,0)	13
CSM 3040	Envir Systems I - change prerequisites	3(3,0)	15
CSM 3510	Const Estimating - change prerequisites	3(2,2)	16

    B.   **Religion**

REL 3120	Hinduism - new course	3(3,0)	17
REL 3200	Jesus in History, Faith, and Film - new course	3(3,0)	19
REL 3130	Buddhism - new course	3(3,0)	21
REL 4100	Holy Lands	3-6(3-6)	23

    C.   **Performing Arts**   Editorial changes   25

III. **College of Business and Behavioral Science**

    A.   **Anthropology**

ANTH 4960	CR Inquiry-Cul Ant - change catalog description	1-3(1-3)	28
ANTH 4530	Human Remains Recovery - new course	3(3,0)	30

    B.   **Political Science**

PO SC 4480	Studies Pol Econ - change catalog type, catalog description, and prere	(,)	35
	BA Political Science - change emphasis area		40
	Political Science - change minor requirements		44
	Global Politics - change minor requirements		45
	BS Political Science - change emphasis area		46

IV. **College of Health, Education, and Human Development**

    A.   **Health Science**

	BS Health Science (Health Services Admin) - change curriculum requirements		54

    B.   **Cardiovascular Technology**

CVT 4250	Field Experience II - change credit	6(0,)	57
CVT 4260	Field Experience III - change credit	6(0,)	59

    C.   **Health**

HLTH 3100	Women's Health Issues - change prerequisites	3(3,0)	61
HLTH 3200	HLTH Maint of Men - change prerequisites	3(3,0)	62
HLTH 3800	Epidemmiology - change prerequisites	3(3,0)	63
HLTH-H 3950	Honors Res Sem - change prerequisites	3(3,0)	64
HLTH 4010	Health Consumerism - change prerequisites	3(3,0)	65
HLTH 4300	HLTH Pro of Aged - change prerequisites	3(3,0)	67
HLTH 4500	Appl HLTH Strategies - change prerequisites	3(3,0)	69

HLTH 4980	Improving Pop HLTH - change prerequisites		3(3,0)	71

D.	**PRTM**	Substituting PRTM 301 for PRTM 200/220/226/227 for 221/222/223/224 (and vice versa)		73

V. College of Engineering and Science

A. Industrial Engineering

IE 4400	Decision Support Sys - change prerequisites	3(2,3)	74
IE 4180	HF ACC AN & Exp Test - delete course		75

B. Environmental Engineering and Science

	Environmental Engineering - delete minor		76
EN SP 2000	Into Environ Sci - change prerequisites	3(3,0)	77
EE&S 3000	Honors Seminar - new course	1(1,0)	79
EE&S 3010	Honors Res I Env Eng - new course	3(0,9)	80
EE&S 4000	Honors Res II Eng Eng - new course	3(0,9)	81
EE&S 4950	Honors Thesis Env Eng - new course	1(1,0)	82
EE&S 4370	Bioremediation - new course		

C. Electrical and Computer Engineering

ECE 4490	Comp Network Security - change prerequisites	3(1,4)	85