



MEMORANDUM

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 *JWM*

DATE: November 20, 2013

SUBJECT: Administrative Approval of Curriculum Items

OFFICE OF UNDERGRADUATE
STUDIES
Bridge to Clemson
University Program

Clemson University
E-103 Martin Hall
Clemson, SC
29634

P 864-656-3942
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The Undergraduate Curriculum Committee met on November 1, 2013 to approve the attached curriculum/course changes received in the Office of the Provost, November 20, 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 *12/2/13*
DR. DEBRA JACKSON, INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT

Nadim M. Aziz DATE *1/18/14*
DR. NADIM AZIZ, INTERIM VICE PRESIDENT FOR ACADEMIC AFFAIRS & PROVOST

DATE _____
JAMES F. BARKER, PRESIDENT CLEMSON UNIVERSITY

/rft

C: File

Attachments

AGENDA
University Undergraduate Curriculum Committee Meeting
Friday—November 01, 2013—1:30 PM
E304 Martin Hall

- I. **Call to order**
- II. **Introductions**
- III. **Consideration of October 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. Proposed Revision to the Natural Science Competency (attached)– Bob Kosinski
 - D. Proposed Revision to the Cross-Cultural Awareness Competency (attached)– Mike Coggeshall
- V. **New Business**
 - A. Language Requirement for International Students – Jan Murdoch
- VI. **Committee reports**
 - A. Arts & Humanities – Bruce Whisler –The subcommittee recommends approval of STS 215 for A&H Non-Literature credit.
 - B. Mathematical & Natural Sciences – Bob Green
 - C. Social Science – Laura Olson
 - D. Cross Cultural Awareness – Mike Coggeshall – Syllabi Report
 - 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**

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

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; Lee Cochrane; Jeff Appling; Julie Pennebaker; Cecelia Hamby; Mary Huff; Shannon Clark; Pam Mack; David Knox; Gail Ring; Bob Brookover and Rhonda Todd

Murdoch convened the meeting at 1:30 PM

Approval of minutes

The committee approved the September meeting minutes.

Old Business

- A. **General Education** – The committee members discussed the review of the *White Paper to Address the Introduction of General Education Interest Area*. Several committee members were open to the idea, but were concerned about available seats. Kurz stated that much of a student's general education choice is now based on available seats and not what they really desire to learn. Committee members discussed a need for funding for general education, so that more options, not less, can be offered.

Murdoch opened discussion about *General Education Focus Areas* proposed by Mack. Mack stated that this idea came from the committee discussion about using a general education minor. This proposal uses courses already in place, but it gives students a lot of choices, and provides an award of sorts for completing general education. Murdoch stated that we need the full support and enthusiasm of faculty to present something like this. Committee members again discussed a lack of funding and the fact that colleges will not support anything that will bring more costs to their college. Kosinski expressed concern about the lack of funding and support for general education, and general education issues are proof that the money does not follow students.

Cochran who is representing Student Government stated that issues for students are that general education is too wide ranging; there is no continuity and structure flow; general education is disjointed in nature and unrelated and provides little value toward the degree as a whole. Cochran reported that students want to see general education revised or provide a different implementation. Students pay a lot of money to attend Clemson and should be able to get into any class they so choose. Cochran stated that he personally likes the idea of themed general education, but he is still unable to see how this will help with the available seating issues. Kosinski suggested letting each Gen Ed course describe itself with key words, which would allow students to locate courses that interested them without changing the Gen Ed structure. Colthorpe stated this sounds like a cataloging issue and he is an expert at connecting the dots since much of his work at the Library involves resolving such issues. Colthorpe agreed to discuss with Library Dean and provide feedback at the November meeting.

- B. General Education Course Review** – Murdoch opened the floor for discussion of college subcommittee reviews of course syllabi to determine if the courses are truly meeting general education competencies. Morgan reported that she recently met with a student who was frustrated that she made an excellent grade in class, but when the paper was submitted as an artifact, she received a zero. Murdoch agreed that this is happening all over campus. The artifacts being submitted do not show that the competency is being met within the course. Appling stated that feedback and comments are provided to students so they can find another artifact to submit, or make changes to the current artifact to meet the competency. Murdoch recommended that these discussions should be going on in college meetings to help faculty become knowledgeable about meeting the general education competency and providing an acceptable artifact.
- C. Proposed Revision to the Natural Science Competency (attached)** – Kosinski stated that his college had wanted one alteration to add the word evidence. Kosinski agreed to send the new wording to the committee members for discussion with your college departments.
- D. Proposed Revision to the Cross-Cultural Awareness Competency (attached)** – Coggeshall stated that his area has not met for discussion, but should be ready by the November meeting. Murdoch encouraged members to be prepared to discuss at the next meeting.

New Business

- A. Blanket Substitutions Expired** – Murdoch reported that all blanket substitutions have expired and colleges must now change their curriculum to match exactly what students need to obtain the degree. Hamby reported that she has two notebooks of blanket substitutions and anyone is invited to review the materials. Todd agreed to copy the notebook and email to the committee members.
- B. Committee reports**
- a. Arts & Humanities – Bruce Whisler - The subcommittee recommends approval of CU 2500 for A&H Literature credit. Murdoch stated that the course was never approved, so we cannot consider the general education 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. The course was approved in May. The committee approved.
 - e. Science & Technology in Society – Pam Mack
 - f. Ethical Judgment – Dan Wueste
 - g. Critical Thinking – Sarah Winslow
 - h. Communication – Michael LeMahieu
- C. Curriculum/course approval** – See attached. Courses not approved are highlighted in grey.

Other Business

Committee members discussed elimination of graduate level courses (6000) from the Undergraduate catalog.

Adjourned 3:56 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.

DEAN
UNDERGRADUATE
STUDIES

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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^{ai} 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 CT² 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 competitiveness 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 CT² 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

- Brint, S., Proctor, K., Murphy, S. P., Turk-Bicakci, L., & Hanneman, R. A. (2009). General education models: Continuity and change in the U.S. undergraduate curriculum, 1975-2000. *Journal of Higher Education*, 80, 605-642. Retrieved from <http://ehis.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=54806bb2-47f6-4d50-8bd1-05c7acb6d5bc%40sessionmgr113&vid=3&hid=107>
- Huber, M. T., & Hutchings, P. C. (2004). *Integrative learning: Mapping the terrain*. Washington, DC: Association of American Colleges and Universities. Retrieved from http://www.aacu.org/peerreview/pr-sufa05/pr_sufa05_analysis.pdf
- Lumina Foundation (2011). *The degree qualifications profile*. Retrieved from http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf
- Miller, B. J., & Sundre, D. L. (2008). Achievement goal orientation toward general education versus overall coursework. *Journal of General Education*, 57(3), 152-169. Retrieved from <http://muse.jhu.edu/journals/jge/summary/v057/57.3.miller.html>
- Smith, J. M., & Kruse, J. (2009). "Making connections" at the University of North Carolina: Moving toward a global curriculum at a flagship research university. *Journal of General Education*, 58 (2), 106-120. Retrieved from <http://muse.jhu.edu/journals/jge/summary/v058/58.2.smith.html>

¹ 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, CT² 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 1050¹—Chemistry in Context, GEOL 1120¹—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 1160¹—History of Landscape Architecture, STS 10101—Survey of Science and Technology in Society

Social Science

HIST 1240¹—Environmental History, GEOG 1060—Geography of the Physical Environment

Cross-Cultural Awareness

APEC 2050²—Agriculture and Society, GEOG 1030—World Regional Geography

Science and Technology in Society

APEC 2050²—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 1160¹—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 2010²—Introduction to Anthropology, HIST 1930²—Modern World History, GEOG 1030²—World Regional Geography, PAS 3010²—Introduction to Pan African Studies, POSC 1020²—Introduction to International Relations

Cross-Cultural Awareness

ANTH 2010—Introduction to Anthropology, APEC 2050²—Agriculture and Society, GEOG 1030—World Regional Geography, HON H1930—Freshman Colloquium: Cross-Cultural, POSC 1020²—Introduction to International Relations, POSC 1040²—Introduction to Comparative Politics, PSYCH 2500²—Pursuing Happiness, REL 1010—Introduction to Religions, REL 1020—World Religions, WS 1030—Women in Global Perspective

Science and Technology in Society

APEC 2050²—Agriculture and Society

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

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

26 August 2013

MEMORANDUM

TO: the University Undergraduate Curriculum Committee

FROM: Bob Kosinski, CAFLS representative to the UGCC *BK*

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.

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.

UCC
October 2013 Meeting Agenda
Item E Old Business
Proposed Revision to Cross Cultural

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@clermson.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

From: Beth Lauritis <blaurit@clemsun.edu>
Date: Wednesday, April 17, 2013 9:03 AM
To: Anderson Wrangle <awrangl@clemsun.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
Lee Hall 163, Clemson, SC 29634-0509
blaurit@clemsun.edu

From: Anderson Wrangle <awrangl@clemsun.edu>
Date: Wednesday, March 13, 2013 1:20 PM
To: John Coggeshall <raucus@clemsun.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

Agenda Courses/Curricula
 October 4, 2013
 University Undergraduate Curriculum Committee

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
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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 preri	(,)	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
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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

Approved Courses/Curricula
October 4, 2013
University Undergraduate Curriculum Committee

I. College of Agriculture, Forestry, and Life Sciences				
A. Animal and Veterinary Sciences				
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		BS Health Science (Health Services Admin) - change curriculum requirements		54
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	HLTH 4300	HLTH Pro of Aged - change prerequisites	3(3,0)	67
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V. College of Engineering and Science

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IE 4400	Decision Support Sys - change prerequisites	3(2,3)	74
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	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
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Rhonda Todd

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@clermson.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)”

4 October 2013

MEMORANDUM

TO: the University Undergraduate Curriculum Committee

FROM: Bob Kosinski, CAFLS representative to the UUC

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.

Rhonda Todd

From: Bruce Whisler
Sent: Monday, October 14, 2013 9:39 AM
To: Rhonda Todd
Cc: Joseph P Mazer; Thomas Oberdan; Pamela Mack
Subject: STS 215

Hi Rhonda:

Would you report to the UCC that the Arts & Humanities sub-committee has voted to approve STS 215 for A & H Non-Literature Gen Ed credit please? We had originally denied that course last year, but after meeting with the professor we have voted to approve it.

Thanks,
Bruce Whisler

Rhonda Todd

From: John Coggeshall
Sent: Friday, October 25, 2013 2:50 PM
To: Rhonda Todd
Subject: FW: UCC Syllabi Report
Attachments: Syllabi Report.xlsx

Hey, Rhonda:

Please distribute the attachment and notes as part of the Social Science Subcommittee report for the next UCC meeting.

Thanks—

Mike Coggeshall

From: Samuel Micah Hall [<mailto:shall7@g.clemson.edu>]
Sent: Friday, October 25, 2013 12:57 PM
To: John Coggeshall
Subject: UCC Syllabi Report

Dr. Coggeshall,

Attached is the Excel spreadsheet containing information from my syllabus search. I have a few notes of explanation to include:

1- I changed the "Semester" column to "Most Recent Syllabus" because there were a couple classes which had a more recent syllabus listed in the repository, but the links were broken. I included this explanation in the "Notes" column for the affected classes.

2- I added the column "E-Portfolio Instructions" to indicate whether specific mention was made of how the course activities fit into the e-portfolio assignment.

3- I altered the color of the rows in order to visually separate the courses. The intent was to make it easier to distinguish subtle differences (HIST 1010 vs 1020, etc.) and allow for easier comparison of individual sections within a specific course.

4- I tried to standardize the language of the notes and keep them as brief as possible.

5- There are three classes for which I could find no information, past or present (CAAH 2010, HIST 1930, & HUM 3090). I included them on the list and indicated their absence in the "Notes" column.

Let me know if there is anything you would like me to change or add.

Micah

Approved Agenda Courses/Curricula
November 1, 2013
University Undergraduate Curriculum Committee

I. College of Agriculture, Forestry, and Life Sciences

A.	Environmental Science EN SP 200	Intro. Environ. Sci - change prerequisites	3(3,0)	1
B.	Biological Sciences BIO SC 482	Lab Tec for Teachers - add cross-listing	3(1,6)	3
C.	Biochemistry	BS Biochemistry - change curriculum requirements		5
D.	Genetics	BS Genetics - change curriculum requirements		11
E.	Entomology ENT 407	Applied AG Entomology - change credit	4(3,3)	17
F.	Plant Physiology PL PH 340	Plant Med & Magic - change catalog title	3(3,0)	19
G.	Soils and Sustainable Crop Systems			
	SSCS 445	Regulatory Issues - change credit, change catalog description	1(1,0)	20
	SSCS 101	Surv Soil & Sus Crop - delete course		22
	SSCS 333	Agric. Genetics - delete course		23
	SSCS 450	Agri. Bio & Risk Asmt. - delete course		24
		BS SSGS (Sustainable Crop Production) - change major name, curriculum req		25
		BS SSGS (Agricultural Biotechnology) - change major name, curriculum req		33
		BS SSGS (Soil/Water Environmental Sci) - change major name, curriculum req		40

II. College of Art, Architecture, and Humanities

A.	Performing Arts			
		BA Production Studies in Performing Arts (Audio Tech) - concentration change		47
	PA 279	Perf Arts Pract I - change prerequisites	1(1,0)	48
	PA 401	Senior Project - change catalog title, prerequisites	4(3,3)	50
	PA 403	Portfolio II - change catalog description	1(0,0)	52
	PA 491	Honors Research - change prerequisites	3(3,0)	54
	PA 492	Honors Projects - change prerequisites	3(3,0)	56
B.	Music			
		BA Prod Studies in Performing Arts (Music) - concentration change		57
	MUSIC 101	Beg Class Piano I - change catalog title, transcript title	1(0,0)	58
	MUSIC 102	Beg Class Piano II - change catalog title, transcript title	1(0,0)	60
	MUSIC 111	Beg Class Guitar I - change catalog title, transcript title	1(0,0)	62
	MUSIC 112	Beg Class Guitar II - change catalog title, transcript title	1(0,0)	64
	MUSIC 131	Beg Instr Class - delete course		66
	MUSIC 321	Prin of Piano Performance - delete course		67
	MUSIC 342	Women's Breakout - change catalog description	1(0,0)	68
	MUSIC 369	Symphony Orchestra - change catalog description	1(0,0)	70
	MUSIC 373	University Chorus - change prerequisites	1(0,0)	72
	MUSIC 405	Instr & Vocal Arr - change prerequisites	3(2,3)	73
	MUSIC 415	Music Hist to 1750 - change catalog description, prerequisites	3(3,0)	75
	MUSIC 416	Music Hist since 1750 - change catalog description, prerequisites	3(3,0)	77
	MUSIC 430	Conducting - change prerequisites	3(3,0)	79
C.	Theatre			

	BA Prod Studies in Performing Arts (Theatre) - concentration change		81
THEA 315	Theatre History I - change catalog description	3(3,0)	82
THEA 368	Voice for the Stage - change prerequisites	3(2,3)	84
THEA 372	Creative Drama - change catalog description	3(3,0)	86
THEA 374	Movement for Actors - change prerequisites	3(1,1)	88
THEA 376	Stage Directing I - change prerequisites	3(2,3)	90
THEA 467	Costume Design - change prerequisites	3(3,0)	92
THEA 472	Improve: Intr, Dev Tex - change catalog title, transcript title, catalog d	3(3,0)	94
THEA 476	Stage Directing II - change catalog description	3(2,3)	97
THEA 479	Acting II - change prerequisites	3(2,3)	99
THEA 480	Advanced Scene Study - change catalog description	3(2,3)	101
THEA 499	Indep Studies - change prerequisites	(,)	104

III. College of Business and Behavioral Science

A. Sociology

	BA Sociology - change gen ed requirements		106
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IV. College of Engineering and Science

	Overview of curriculum changes		109
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A. Environmental Engineering and Earth Sciences

EE&S 403	Water Waste Lab - change catalog title, transcript title, catalog desc.,	1(0,0)	111
EE&S 303	Water Treatment - new course	2(2,0)	113
EE&S 304	Wastewater Trmt Syst - new course	2(2,0)	115

B. Electrical and Computer Engineering

	BS Electrical Engineering - change curriculum requirements		117
	BS Computer Engineering - change curriculum requirements		120
ECE 875	P2P Wireless & Cloud - new graduate course	3(3,0)	123

C. Environmental Engineering

	BS Environmental Engineering - change curriculum requirements		125
EE&S 486	Pollution Prevention - change catalog title, catalog description	3(3,0)	130

D. Mechanical Engineering

	BS Mechanical Engineering - add major name		132
ME 202	Founda Mech Syst - change prerequisites	3(3,0)	135
ME 302	Mech of Materials - change prerequisites	3(3,0)	137
ME 306	Fund Machine Design - change catalog description	3(3,0)	139

E. Computer Information Systems

	BS Computer Information Systems - change curriculum req.		141
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F. Computer Science

	BS Computer Science - change curriculum requirements		143
	BA Computer Science - change curriculum requirements		145
	Digital Production Arts - change minor requirements		147
CPSC 352	Programming Systems - change prerequisites	3(3,0)	148
CPSC 1990	Creating Inquiry Computing - new course	1-3(1-3)	149
CPSC 3990	Adv Creative Inquiry Computing - new course	1-3(1-3)	151
CPSC 4820	Spec Topics Computing - new course	3(3,0)	153

G. Engineering

ENGR 1051	Eng Disc & Skills I - new course	1(0,2)	155
ENGR 1061	Eng Disc & Skills II - new course	1(0,2)	157
ENGR 1071	Prog/Prob Solv I - new course	1(0,2)	159
ENGR 1081	Prog/Prob Solv II - new course	1(0,2)	161

Approved Agenda Courses/Curricula

November 1, 2013

University Undergraduate Curriculum Committee

ENGR 1091 Prog/Prob Solve Apps - new course 1(0,2) 163

V. College of Health, Education, and Human Development

A. Secondary Education

BS Mathematics Teaching - change curriculum requirements 165
 BA Secondary Education (Math) - change curriculum requirements 169

B. Parks, Recreation, and Tourism Management

Revisions to the Therapeutic Recreation Program 173
 BS PRTM (Therapeutic Recreation) - change curriculum req. 175
 PRTM 2600 Foundations of Rec Therapy - new course 3(3,0) 178
 PRTM 2650 Terminology in RT Practice - new course 1(1,0) 180
 PRTM 3220 Facilitation Techniques in RT - new course 3(3,0) 182
 PRTM 3230 Prof Prep for RT Practice - new course 3(3,0) 184
 PRTM 3240 Assessment & Planning in RT - new course 4(4,0) 186
 PRTM 3260 RT Imp & Eval: Phys Hlth Cond - new course 3(3,0) 188
 PRTM 3270 RT Imp & Eval: Ment Hlth Cond - new course 3(3,0) 190
 PRTM 3280 Preceptionship in RT - new course 2(0,4) 192
 PRTM 4220 Management of RT Services - new course 3(3,0) 194
 PRTM 4260 Trends & Issues in RT - new course 3(3,0) 196
 Therapeutic Recreation - change minor name, requirements 198

** Items in gray have been pulled until the December meeting for further review or explanation.