



MEMORANDUM

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

DEAN
UNDERGRADUATE
STUDIES

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

DATE: January 3, 2013

SUBJECT: Administrative Approval of Curriculum Items

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

P 864-656-3942
F 864-656-1363

The Undergraduate Curriculum Committee met on December 7, 2012 to approve the attached curriculum/course changes received in the Office of the Provost, January 3, 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 1/14/13
DR. DEBRA JACKSON, INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT

Doris R Helms DATE 2/3/13
DR. DORIS HELMS, VICE PRESIDENT FOR ACADEMIC AFFAIRS & PROVOST

Doris R Helms for James F Barker 2/3/13
JAMES F. BARKER, PRESIDENT CLEMSON UNIVERSITY

/rft

C: File

Attachments

AGENDA
University Undergraduate Curriculum Committee Meeting
Friday—December 07, 2012—1:30 PM
Jordan Hall Breezeway

- I. Call to order**
- II. Introductions**
- III. Consideration of November meeting minutes**
- IV. New Business**
 - A. Provost Helms and Dr. Jackson – General Education**
 - B. Student Government – Perry Austin**
 - C. 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**
Ian Walker, Chris Minor, and Pam Mack recommend that ED F480: Foundations of Digital Media and Learning be approved for STS credit.
 - f. Ethical Judgment – Dan Wueste**
 - g. Critical Thinking – Sarah Winslow**
 - h. Communication – Michael LeMahieu**
- V. Curricula/course approvals - attached**
- VI. Other business**
- VII. Adjourn**

Agenda Courses/Curricula
December 7, 2012
University Undergraduate Curriculum Committee

I. Academic Success Center				
	ED 110	Intro to Tutoring - change abbev to CU	1(1,0)	1
	ED 111	Intro Suppl Instruct - change abbev to CU	1(1,0)	3
II. College of Agriculture, Forestry, and Life Sciences				
A. Packaging Science				
	PKGSC 499	Change credit, method, course modifier	2-4(1-2),(3-6)	5
B. Food Science				
	FDSC 407/607	Quantity Food Prod - change prerequisites	2(1,3)	7
	NUTR 418	Prof Dev Dietetics - change prerequisites	1(1,0)	9
	FDSC 101	Epoch Man Strug Food - change catalog/transcrip title, catalog descri	1(1,0)	10
	FDSC 306	Food Service-change catalog/transcript title and description	3(3,0)	12
	NUTR 203	Prin of Human Nutr-change catalog/transcript title, catalog descripti	3(3,0)	14
	NUTR 216	Curr Issues Nutr-change catalog/transcript title, catalog description	1(1,0)	16
	NUTR 419	Prof Dev Nutr-change catalog description, prerequisites	1(1,0)	18
	NUTR 451/651/H	Human Nutri-change catalog description, prerequisites	3(3,0)	20
C. Biological Sciences				
		BS Biological Sciences change curriculum requirements		22
		BS Biological Sciences change curriculum requirements		25
		BS Biological Sciences change curriculum requirements		27
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		BS Biological Sciences change curriculum requirements		31
		BA Biological Sciences change curriculum requirements		33
		BA Biological Sciences change curriculum requirements		35
		Biological Sciences - change minor requirement		37
	AFLS-191	Directed Research - change abbrev to BIOSC	1-3	38
D. Horticulture				
	HORT 305	Plant Propagation-change credit, catalog description	3(3,0)	40
	HORT 306	Plant Prop Tech Labe - change number 405	1(0,3)	42
E. Agricultural Education				
		Agricultural Education - change curriculum requirements		43
F. Applied Economics and Statistic				
		Change name, curriculum requirements, gen ed, emphasis area		46
		Agribusiness - General Education Checklist		50
G. Crop and Soil Environmental Science				
	CSENV 455	Seminar - change catalog description	1(1,0)	51
III. College of Architecture, Arts and Humanities				
A. Communication Studies				
		Minor - change minor requirements		53
B. Languages				
		BS Lang&International Hlth(Span) change requirement		55
C. English				
	ENGL 316	Writing & Intl Trade - delete		57
	ENGL 217	Vocabulary Building - delete		58
	ENGL 190	Intro to Engl Major - delete		59
		Health Communicaiton Certificate - Memo of Agreement		60
	ENGL 806	Medical rhet/wrtg - reverse parent/child relation - COMM 806	3(3,0)	61

	ENGL 807	HLT Comm Plan Eval - reverse parent/child relation-COMM 807	3(3,0)	63
	PCPC 499	Pearce Center Internship - new course	1-3(1-3)	65
D.	History			
	HIST 361	England to 1688- change catalog/transcript title, course description	3(3,0)	67
	HIST 472/672	Medieval Conquest and Crusades - new course	3(3,0)	69
IV. College of Engineering & Science				
A.	Bioengineering			
	BIO E 431/631	Medical Imaging - change credit and method of instruction	3(2,2)	71
	BIO E 490	Internship- change in course modifier	1(0,3)	73
	BIO E 471/671	Biophotonics - change prerequisite	3(3,0)	75
	BIO E 448	Tissue Engineering - change prerequisites	3(2,3)	76
B.	Chemistry			
		BS Chemistry - change curriculum requirements		77
		BA Chemistry - change curriculum requirements		79
C.	Civil Engineering			
	CE 201/H	Statics - change prerequisites	3(3,0)	81
	CE 206	Structural Mechanics - change prerequisites	4(3,3)	82
	CE 208	Dynamics - change prerequisites	2(2,0)	83
	CE 321	Geotechnical Engr - change prerequisites	4(3,3)	84
	CE 404/604	Masonry Struct Des - change prerequisites	3(3,0)	85
	CE 407/607	Wood Design- change prerequisites	3(3,0)	86
	CE 408/608	Struct Loads & Sys - change prerequisites	3(3,0)	87
D.	General Engineering -			
		GE Catalog Changes		88
	ENGR 141	Prog/Prob Solv - change prerequisites	3(2,2)	89
E.	Environmental Engineering & Earth Science			
	EE&S 201	Environ Fund I - change prerequisites	3(3,0)	90
	EE&S 202	Environ Fund II - change prerequisites	4(3,3)	91
	EE&S 410/610	Env Radiation Protec - change prerequisites	3(3,0)	92
	EE&S 450	Professional Seminar - change prerequisites	1(1,0)	93
	EE&S 475	Capstone Design Proj - change prerequisites	3(1,6)	94
	EE&S 480	Env Risk Assessment- change prerequisites	3(3,0)	96
	EE&S 485/685	Hazard Waste Mgt - change prerequisites	3(3,0)	97
	GEOL 205	Mineral & Intro Pet - change prerequisites	3(3,0)	98
	GEOL 313	Sed & Stratigraphy - change prerequisites	4(3,3)	99
	GEOL 314	Sed Petrology - change prerequisites	3(2,3)	100
	GEOL 316/H	Ign & Meta Petrology - change prerequisites	3(2,3)	101
	GEOL 318	Intro Geochemistry - change prerequisites	3(2,3)	102
	GEOL 403	Invert Paleontology - change prerequisites	3(2,3)	103
	GEOL 408/608/H	Geohydrology - change prerequisites	3(3,0)	104
	GEOL 409/609/H	Env & Exp Geophysics - change prerequisites	4(3,3)	105
	GEOL 459/659	Biogeochemistry - change prerequisites	3(3,0)	106
	PH SC 107	Intro to Earth Sci - change method of instruction	4(3,3)	107
	PH SC 108	Intro to Phys Sci - change method of instruction	4(3,3)	109
F.	Biosystem Engineering			
		Biosystem Eng. - change curriculum requirement		111
	BE 222	Geomeasurements - change credit hours	2(1,3)	117
	BE 440/640/H	Renewable Energy Eng - change catalog title and prerequisites	3(2,2)	119
	BE 438/638	Bioprocess Eng Des - change prerequisites	3(2,2)	121
	EN SP 201	Intro Env Sci Edu Major - new course	3(3,0)	122

Agenda Courses/Curricula

December 7, 2012

University Undergraduate Curriculum Committee

G. Mathematical Science

MTHSC 411/611	Introduction to Combinatorics - new course	3(3,0)	124
MTHSC 442/642/H	Adv Math Prog - new course	3(3,0)	127
MTHSC 455/655/H	Topics in Geometry - new course	3(3,0)	129
MTHSC 456/656/H	Topology - new course	3(3,0)	131
EX ST 311	Intro Statistics - delete course		133

H. Physics & Astronomy

	BS Physics - change curriculum requirements		134
	BS Physics - BS/Biophysics Concentration - change curriculum		136
	BA Physics - change curriculum requirements		138
	BA Science Teaching Physics - change curriculum		140
PHYS 315	Intr Comp Phys - new course	3(3,0)	142
PHYS 445/645	Solid State Phys I - change prerequisites	3(3,0)	145

V. College of Health, Education, and Human Development

A. Education

ED EC 420	Early Child Science - change credit, method of instruction	3(2,2)	146
ED SP 372	Char & Inst Ind LD - change credit, method of instruction	3(3,1)	149
ED SP 373	Char & Inst Ind ID - change credit, method of instruction	3(3,1)	151
ED SP 374	Char & Strat EBD - change credit, method of instruction, catalog desc	3(3,1)	153
ED SP 375	Early Intervention - change credit, method of instruction	3(3,1)	155
	Elementary Education - change curriculum requirements		157
ED F 480/680	Digital Classroom - change catalog title/descript, prerequisites	3(2,2)	160
	Special Education - change curriculum requirements		162

B. PRTM

NOT APPROVED

	BS Certificate in Non-Profit Leadership		168
	Non-Profit Leadership - change minor requirements		169
NPL 300	Non-Profit Leadership - change credit	3(3,0)	170
NPL 301	NPL Stakeholders - new course	3(3,0)	172
NPL 302	NPL Fundraising - new course	3(3,0)	174
NPL 303	NPL Personnel - new course	3(3,0)	176
NPL 304	NPL Risk Management - new course	3(3,0)	178
NPL 390	Practicum - delete		180
NPL 490	Practicum II - change title, credit, description, prerequisites	3(0,9)	181
PRTM 310	Seminar TR - new course	1(1,0)	183
PRTM 347	Sport Tourism - new course	3(3,0)	185
LS 135	Women's Riflery - new course	1(0,3)	187
LS 188	Disc Golf - new course	1(0,3)	189
LS 212	Belly Dance II - new course	1(0,2)	191
LS 213	Middle Eastern Dance - new course	1(0,2)	193
LS 246	Intermediate Pilates - new course	1(0,3)	195
LS 250	Marathon Training - new course	1(0,3)	197
LS 356	Riflery II - new course	1(0,2)	199
LS 358	Adv Shotgun Skeet - new course	1(0,2)	201
	Request for Certificate in Camp Leadership		203
PRTM 353	Foundations of Camp Counseling - new course	3(3,0)	205
PRTM 354	Youth Development in Camp - new course	3(3,0)	207
PRTM 355	Trends and Issues in Camp - new course	3(3,0)	209

C. Health

HLTH 419	Hlth SC Int Prep Sem - change change prerequisite	1(1,0)	211
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VI. College of Business and Behavioral Science

A. Management

	BS Management Curriculum Map	3(3,0)	213
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	MGT 415/H	Business Strategy -change catalog description	3(3,0)	216
B.	Sociology			
	SOC 203	Tech, Envir & Soc - change prerequisites	3(3,0)	220
C.	Marketing			
		BS Marketing - change curriculum requirements		222
D.	Financial Management			
		BS Financial Management - change curriculum requirements		227
E.	Economics			
	APEC 899	Sel Topics Appl Econ	1-3	230
	ECON 804	Applied Math Econ - reverse parent/child relation APEC 804	3(3,0)	222
	ECON 806	Econometrics I - reverse parent/child relation APEC 806	3(3,0)	235
		BS Economics - change curriculum requirements		237
F.	Accounting			
		BS Accounting - change curriculum requirements		240

University Undergraduate Curriculum Committee
Minutes Meeting
E304 Martin Hall
November 2, 2012

Members Present: Jan Murdoch, chair; Michael Silvestri; Eric Touya; Mike Coggeshall; Angela Morgan; Bob Kosinski; Mary Beth Kurz; Cheryl Ingram-Smith, Brian Dominy; Roxanne Amerson; Chris Colthorpe; Perry Austin; Jeffrey Appling; Julie Pennebaker; Mary Bryant; Shannon Clark; Pam Mack; David Knox and Rhonda Todd

Guests Present: Andrew Levin; Kathleen OKinaga; Abel Bartley

Murdoch convened the meeting at 1:34 PM

Welcome and introductions

Approval of minutes

The committee approved the October meeting minutes.

New Business

- A. iRoar Update** – Pennebaker reported that things had slowed down a bit due to technical issues. She stated that mock registration will still go on after Thanksgiving holiday, but the group will be much smaller. Pennebaker stated that Degree Works has been stalled due to a lack of consultants, so they hope to have it up and running next year.
- B. Suggested Revision of the Critical Thinking Competency** – Kosinski reported that he had worked through email communication to revise the critical thinking competency. The final statement: *Demonstrate the ability to assemble information relevant to a significant, complex issue, evaluate the quality and utility of the information, and use the outcome of the analysis to reach a logical conclusion about the issue.*
- Rubric:*
1. *Demonstrate the ability to assemble information relevant to an issue.*
 2. *Critically evaluates the quality and utility of the assembled information.*
 3. *Analyze the information and come to a logical conclusion about the issue.*

Murdoch called for a motion to accept. All approved and none opposed.

C. 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

D. Curriculum/course approval – See attached. Items in grey were not approved.

Other Business

Minutes respectfully submitted by Rhonda Todd.

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December 7, 2012

University Undergraduate Curriculum Committee

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NPL 304	NPL Risk Management - new course-tabled		3(3,0)	178
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NPL 490	Practicum II - change title, credit, description, prerequisites - tabled		3(0,9)	181
PRTM 310	Seminar TR - new course		1(1,0)	183
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LS 356	Riflery II - new course		1(0,2)	199
LS 358	Adv Shotgun Skeet - new course		1(02)	201
	Request for Certificate in Camp Leadership			203
PRTM 353	Foundations of Camp Counseling - new course		3(3,0)	205
PRTM 354	Youth Development in Camp - new course		3(3,0)	207
PRTM 355	Trends and Issues in Camp - new course		3(3,0)	209

C. Health

HLTH 419	Hlth SC Int Prep Sem - change change prerequisite		1(1,0)	211
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VI. College of Business and Behavioral Science

A. Management

	BS Management Curriculum Map		3(3,0)	213
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		BS Accounting - change curriculum requirements		240

What is General Education?

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

What is the purpose of the task force?

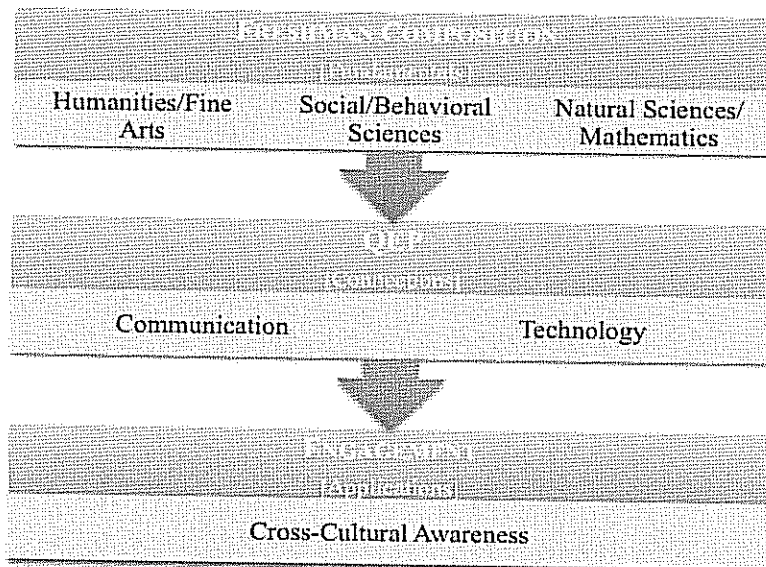
In light of recent developments with the Quality Enhancement Plan (QEP) and issues surrounding the ePortfolio, Clemson Undergraduate Student Government felt that our current general education curriculum needed to be revisited. The Academic Affairs Chair tasked the Academic Advisory Board with the project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

What is not being accomplished by the current curriculum?

Members of the task force expressed concerns that the offerings of the current curriculum lack a general structure in that courses can be taken at any point during the undergraduate career. We believe that the current structure of the general education program is ineffective, and that the execution and makeup of existing courses provides little value added to the Undergraduate educational experience. In its current form, the program offers a selection of unrelated and disjointed courses and disallows students of increasing promise the flexibility to explore their academic interests. We also felt that the relationship between competencies and courses is unclear in that what is required as part of the curriculum should be explicitly stated via the competencies.

Our proposal: An academic core

In order to incorporate continuity within the general education curriculum, the task force felt that an academic core would mitigate the problem of a curriculum that is representative of the "silo effect." We also felt that the current listing of competencies could logically follow a three-step process: fundamentals, connections, and applications. An academic core would represent an appropriate shift in students' perception of general education. The below diagram outlines our proposal:



Competencies

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

Fundamentals

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

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

Connections

At this stage in the academic career, students will be able to draw conclusions based on the skills they will acquire in the fundamentals component of the academic core. The critical thinking competency will be accomplished via the sophomore seminar course taken upon the university's installation of the QEP. The technology competency will replace "Science and Technology in Society." The communication competency will consist of both freshman composition and an additional communication course.

- Critical Thinking (3)
- Communication (6)
- Technology (3)

Applications

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

- Engagement (6)
- Cross-Cultural Awareness (3)

The proposed core curriculum will:

- Satisfy the SACS requirement of 30 hours and should not propose a challenge in terms of staffing or funding.
- Introduce a new competency called "Engagement" that will incorporate significant co-curricular experiences such as study abroad, internships, cooperative education, undergraduate research, Creative Inquiry, and other related endeavors that draw conclusions in practice based on theoretical knowledge. Students will also be able to take a series of two related courses of interest in one department outside of their college to satisfy the competency. For example, a student majoring in engineering could take two related business courses.
- Propose significant changes to the "Cross-Cultural Awareness" competency. Courses involving emerging world cultures and markets would be beneficial to the educational experience. Because many students have trouble satisfying this competency, we feel that existing upper-level courses should be made available that truly educate students to be knowledgeable of other cultures.
- Propose changes to the "Natural Sciences/Mathematics" competency. Courses involving more practical mathematical knowledge could better benefit students. Overall, the task force felt that collegiate level theoretical mathematical knowledge could be replaced with mathematical skills that are useful in everyday life.
- Propose the creation of a "Technology" competency that would replace "Science and Technology in Society." This competency would allow students the flexibility to enroll in courses that develop broad technological skills and to remain current in an ever-changing world. For example, any course in computer science, graphic communications, or agricultural technology would fulfill this competency.

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

- Remove "Academic and Professional Development" as the skills gained by this competency will necessarily be acquired as a result of the proposed "Engagement" competency.
- Remove "Ethical Judgment" from the list of competencies. We felt that it is important for all students to be ethical thinkers, and "Ethical Judgment" should instead be imbedded at the departmental level.
- Remove one credit hour from the "Natural Sciences/Mathematics" competency. This would remove the lab requirement for science or mathematics courses, as the task force did not deem such an experience necessary for all students.

UNDERGRADUATE CURRICULUM COMMITTEE MEETING

December 7, 2012

Discussion related to the Off-Site Review by the SACSCOC review committee.

The attached document is the summary of the criteria and the comments from the off-site review committee related to the Core Requirement on General Education. The asterisk means that the Federal Government (US Department of Education) considers this a critical criterion and even when in compliance the on-site team must review the findings.

Action is needed by the University to address the finding.

1. The University needs a minimum of two additional hours in its general education program.
2. The University must demonstrate that students graduate with 30 hours of general education—we have the following opportunities to provide evidence that students complete 30 hours: in our Focus Report submitted to SACSCOC in February 2013, the On-Site team visit in April 2013 and finally in any required follow up due to SACSCOC in October 2013.
3. It is possible to have a plan in place for the incoming class of 2013—published and approved, but not implemented for four years.
4. So, we need to have a plan for all students graduating from May 2012 until the students enrolled in the 2013 curriculum graduate.

Possible Solutions:

1. Allow students to take additional three hours of courses approved for General Education in the Undergraduate Announcements.
2. Change Library 100 to a graded class and add another hour in the senior year.
3. Add the three hours of critical thinking proposed in the Quality Enhancement Plan.
4. Add additional hours to any current area in general education—such as CCA.

SACSCOC Findings

“*2.7.3 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. **(General Education)**”

Non-Compliance

The core at Clemson is 30 credits hours and based on the university's mission:

The core of Clemson's educational experience for undergraduate and graduate students is based on providing every student with a real-world, problem-based engagement experience or leadership opportunity within an environment that supports personal development and responsible citizenship. The University is committed to nurturing critical thinking, communication capabilities and ethical judgment. The overarching goal is that graduates are creative and entrepreneurial but also are knowledgeable in a discipline and prepared for future opportunities in the global marketplace.

Clemson's institutional goal is student competence in communication, mathematics, natural science, arts and humanities, social sciences, cross-cultural awareness, ethical judgment and critical thinking.

The student selects 28 semester credits hours divided among four of six categories: communication; mathematics, scientific and technical literacy; arts and humanities; and social sciences. This Core Requirement states that "The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession." Yet, the seventh category is unique to Clemson and is a discipline-specific general education requirement. Clemson describes the seventh category, "Academic and Professional Development (2 credits)" in this manner:

Departmental courses are approved by the Undergraduate Curriculum Committee to address the general academic and professional development of the student. The approved courses do not focus on skills, techniques and procedures specific to an occupation. The initial rationale for the allocation of two credit hours was to allow departments to design two one-hour courses that would be used to introduce students to the discipline, provide a basis for the student to understand the role of general education within the discipline, guide students in the development of an electronic portfolio (ePortfolio) used to demonstrate general education competencies, and finally, provide a course where students have an opportunity to ensure that all the components of general education are brought together.

However, no syllabi or course descriptions were provided to review course content to determine breadth. This implies that students take fewer than the 30 hours required by SACSCOC in general education areas. Specifically, the General Education Checklist for Civil Engineering provided as evidence in section 3.5.1 includes courses in the seventh category that are upper-division civil engineering courses that do not appear to meet the Core Requirement's definition. "