

000099



## Curriculum and Course Change System - General Education

## Checklist

Major Name: History

## Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:**

Professional ethical issues for historians are emphasized in two required classes for History majors: HIST 299 (The Historian's Craft), a course in historical methodology which is the gateway course for the major, and HIST 490 (Senior Seminar in History), the capstone course. In HIST 299, students learn about ethical issues facing historians, including issues of plagiarism and academic dishonesty, the ethical use of historical evidence in argumentation and the proper attribution of the work of other scholars. These issues are illustrated with case studies of ethical problems which have arisen in the historical profession.

These topics are reviewed and further explored in HIST 490, a course in which students carry out their own original historical research. Students write short papers analyzing ethical issues relating to the practice of history in both HIST 299 and HIST 490. The department will use papers on ethical issues written in HIST 490 as the basis of assessment. The papers will be assessed on the basis of a rubric evaluating the students' understand of ethical issues relating to the practice of history. The expectation is that 80% of all student papers will be scored a "2" on a scale from zero to two. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' Ethical Judgment competency.

000100

**Communication Integration Plan - Address competencies, implementation, and**

**assessment:** Written and oral communication forms an important component of all History courses. According to department policy, student evaluation in all History courses is based primarily on essay examinations and papers which emphasize the critical analysis of primary and secondary historical sources. Oral and written communication is emphasized in particular in the two core classes of the History major: HIST 299 (The Historian's Craft), a course in historical methodology which is the gateway course normally taken in the sophomore year, and HIST 490 (Senior Seminar in History), the capstone course. In both courses, students carry out original historical research under the supervision of a faculty member, and present their findings in both written and oral form. The lab component of HIST 299 includes instruction in oral communication and presentation skills.

There are two bases for the assessment of this competency. First, the department will evaluate the student research papers in HIST 490 on the basis of a rubric evaluating students' writing and research. The expectation is that 80% of all student papers will be scored a "2" on a scale from zero to two. Second, the department will evaluate the oral presentations on student research in HIST 490 on the basis of a rubric evaluating the quality of the presentations' arguments and evidence and the effectiveness of the delivery. The expectation is that 80% of all student presentations will be scored a "2" on a scale from zero to two. If the identified benchmarks are not achieved, faculty will use evaluation data to make needed course revisions which will increase students' Communication competency.

**Critical Thinking Integration Plan - Address competencies, implementation, and**

**assessment:** Attention to critical analysis and argumentation forms an important component of all History classes. Department faculty strive to educate students about the nature of historical research and writing and how, as the American Historical Association states in its Standards of Professional Conduct, the "practice of history means respecting the integrity of primary and secondary sources while subjecting them to critical scrutiny and contributing in a fair-minded way to ongoing scholarly and public debates over what those sources tell us about the past."


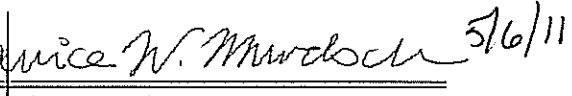
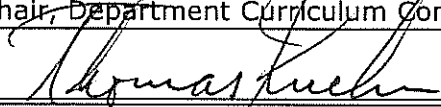

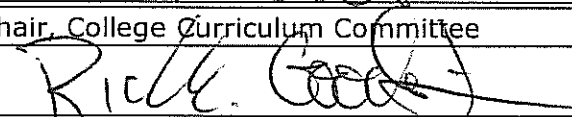
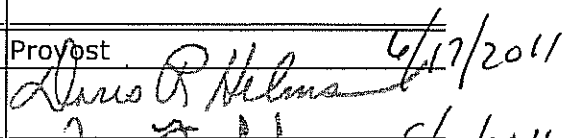
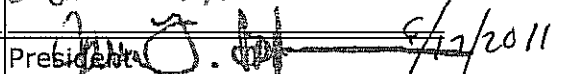
The department will use student research papers in HIST 490 as the basis of assessment. The department will evaluate the research papers on the basis of a rubric evaluating students' writing and research. The expectation is that 80% of all student papers will be scored a "2" on a scale from zero to two in categories relating to the critical analysis of primary and secondary historical sources. If the identified benchmarks are not achieved, faculty will use evaluation data to make needed course revisions which will increase students' Critical Thinking competency.

**Form Originator:** MSILVES, Michael Silvestri **Date Form Created:** 3/8/2011

**Form Last Updated by:** MSILVES, Michael Silvestri **Date Form Last Updated:** 4/20/2011

**Form Number:** 3926

**Approval**

	4-20-11	 5/6/11
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum
	4/20/11	
Department Chair	Date	Chair, Graduate Curriculum Corr
	4/20/11	
Chair, College Curriculum Committee	Date	Provost
	4-20-11	 6/17/2011
College Dean	Date	President  6/17/2011



Curriculum and Course Change System - General Education Checklist

000088

Major Name: Landscape Architecture

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** Ethical judgement is introduced, discussed and applied in advanced studios (LARCH 351, 352, 451, 452, 552). Benchmark for demonstration of competency of Ethical Judgement is successful student performance in LARCH 581-Professional Practice, specifically a reflection paper on an ethical issue in landscape architecture. In addition to the assessment conducted by an instructor-developed rubric published in the course syllabus for the paper grade, the instructor will separately assess how well the student demonstrates 'ethical judgement.' If in that separate 4 point rubric assessment 75% of the students do not score good or excellent, that result will trigger an improvement mechanism; assessment results will be used by instructors to reassess and improve existing courses and to inform curricula decisions.

**Communication Integration Plan - Address competencies, implementation, and assessment:** Building on the required ENG 103 and COMM 150 or 250, basic tenets of the Landscape Architecture profession demand effective oral, written and graphic communication. This collection of communication forms (oral, written, graphic) is addressed in every studio (LARCH 128, 151, 152, 251, 252, 351, 352, 451, 452). Benchmark for demonstration of competency of communication integration is successful student performance in the capstone course - LARCH 552-Landscape Architecture Exit Project. Specifically, students present and defend their work in front of the faculty as a whole. In addition to the instructor-developed assessment rubric published in the course syllabus, the instructor will separately assess how well the student demonstrates oral, written and graphic communication. If in that separate 4 point rubric assessment 75% of the students do not score good or excellent, it will trigger an improvement mechanism; assessment results will be used by instructors to reassess and improve existing courses and to inform curricula decisions.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Critical thinking is integral to all of the design studios (LARCH 151, 152, 251, 252, 351, 352, 451, 452). Contemporary landscape architecture practice relies on research, analysis, creative production and evaluation. Students are expected to work through each step in the consecutive studios. Benchmark for demonstration of competency of critical thinking is successful student performance in the capstone course - LARCH 552-Landscape Architecture Exit Project. Specifically, students research problems and topics, select particular solutions, execute the project, evaluate the final result with individual and collective critique methods, and carry out revisions. In addition to assessment conducted by an instructor-developed rubric published in the course syllabus for a grade, the instructor will assess separately how well the student demonstrates critical thinking and problem solving. If in that separate 4 point rubric assessment 75% of the students do not score good or excellent it will trigger an improvement mechanism; assessment results will be used by instructors to reassess and improve existing courses and to inform curricula decisions.

Form Originator: CGOETCH, Cari Goetcheus Date Form Created: 2/15/2011  
 Form Last Updated by: CGOETCH, Cari Goetcheus Date Form Last Updated: 4/13/2011 Form Number: 3805

Approval

	4/13/11		5/6/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	4/13/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	4/18/11		
Chair, College Curriculum Committee	Date	Provost	Date
	4/18/11		6/17/2011
College Dean	Date	President	Date
			6/17/2011

000115



Curriculum and Course Change System - General Education Checklist

Major Name: Language and International Trade (L&IT)

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. In Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

<p><b>Distributed Competencies</b></p> <p>The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.</p> <p><b>Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:</b> Ethical Judgment Integration Plan – address competencies, implementation and assessment: Competency in Ethical Judgment is emphasized at all levels of the L&amp;IT curriculum. Students receive a formal introduction to issues concerning academic honesty and the proper citation of scholarship (CH/FR/GER/JAP/SPA 201, 202). They also learn to participate in class discussion in a respectful and non-demeaning way (CH/FR/GER/JAP/SPA 305). All advanced culture, literature, and film courses in the department are by definition explorations of cultural diversity, difference, conflict, and dialogue; students must choose from CH/FR/GER/JAP/SPA 317 (Contemporary Civilization). Assessment takes place in required advanced Literature and Film courses (chosen from CH/FR/GER/JAP/SPA 400, 410), which demand that students identify, describe, and analyze ethical situations as exemplified in diverse narrative and cultural contexts. Evaluation methods include a final paper that is assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.</p> <p><b>Communication Integration Plan - Address competencies, implementation, and assessment:</b> Communication Integration Plan – address competencies, implementation and assessment: Building on the required ENG 103 and COMM 150 or 250, L&amp;IT majors learn to express clear and intelligible thoughts orally and in writing, in English and in their target language, in all courses. In required 300- and 400- level literature courses they receive in-depth training in library resources such as the MLA bibliography and other online sources (CH/FR/GER/JAP/SPA 300). L&amp;IT majors are also required to create an electronic portfolio (LANG 499) that reflects their ability to integrate technology-based communication. Assessment takes place in the E-portfolio and in required civilization courses where students must integrate and evaluate Web resources, news media, and the visual presentation of information in film and video (CH/FR/GER/JAP/SPA 307). Evaluation methods include a final project, assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.</p> <p><b>Critical Thinking Integration Plan - Address competencies, implementation, and assessment:</b> Critical Thinking Integration Plan – address competencies and implementation: Skills in critical thinking are first introduced through the study of language structures and the introduction to cultural practices (in CH/FR/GER/JAP/SPA 101, 102, 201, 202). CH/FR/GER/JAP/SPA 300, 307, and 317 provide a foundation for L&amp;IT majors to engage critically with literary and cultural artifacts, events, and ideas, throughout their career as scholars. Building on this foundation, comparative studies courses (students choose between LANG 450, 454, 460, 462) require research, analysis, and evaluation, as well as the mastery of techniques of close reading, debate, and critical reasoning. Assessment takes place in required Business courses (CH/FR/GER/JAP/SPA 416) which require students to apply reasoning to problems in economics, marketing, languages and cultures, through a variety of perspectives. Evaluation methods include a final paper, assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.</p>
--

Form Originator: ETOUYA, Eric Touya Date Form Created: 3/11/2011

Form Last Updated by: ETOUYA, Eric Touya Date Form Last Updated: 4/19/2011 Form Number: 3951

Approval

	4/18/11		5/6/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	4/18/11		

Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Michael Silvestri</i>	<i>4/19/11</i>		
Chair, College Curriculum Committee	Date	Provost	Date
<i>[Signature]</i>	<i>4/17/11</i>	<i>James R. Helms</i>	<i>6/17/2011</i>
College Dean	Date	President	Date
		<i>[Signature]</i>	<i>4/17/2011</i>

000117



Curriculum and Course Change System - General Education Checklist

Major Name: Language and International Health. Tracks: Chinese and Spanish

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** Competency in Ethical Judgment is emphasized at all levels of the Language and International Health curriculum. Students receive a formal introduction to issues concerning academic honesty and the proper citation of scholarship (CHIN 201, 202 or SPAN 201, 202, 302, 304, 311, 313). They also learn to participate in class discussion in a respectful and non-demeaning way (CHIN 305 or SPAN 305). All advanced culture, literature, and film courses in the department are by definition explorations of cultural diversity, difference, conflict, and dialogue; students must choose from CHIN 418 or SPAN 307, 308, 318, 435 (Chinese or Hispanic Civilization). Assessment takes place in required advanced Literature and Film courses (chosen from CHIN 401 or SPAN 401, 403, 404, 405, 406, 407, 420, 421, 422) which demand that students identify, describe, and analyze ethical situations as exemplified in diverse narrative and cultural contexts. Evaluation methods include a final paper that is assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of the Exit Exam, the final oral interview, and the internship research paper.

**Communication Integration Plan - Address competencies, implementation, and assessment:** Building on the required ENG 103 and COMM 150 or 250, L&IH majors learn to express clear and intelligible thoughts orally and in writing, in English and in their target language, in all courses. In required 300- and 400- level literature courses they receive in-depth training in library resources such as the MLA bibliography and other online sources (CHIN 401 or SPAN 304, 311, 313). L&IH majors are also required to have a final interview with an interactive presentation that reflects their ability to integrate technology-based communication. Assessment takes place in required civilization courses where students must integrate and evaluate Web resources, news media, and the visual presentation of information in film and video (CHIN 418 or SPAN 307, 308, 318, 435). Evaluation methods include a final project assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of the Exit Exam, the final oral interview, and the internship research paper.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Skills in critical thinking are first introduced through the study of language structures and the introduction to cultural practices (in CHIN 101, 102, 201, 202 or SPAN 101, 102, 201, 202). CHIN 401 and 418 or SPAN 304, 311, 313, 307, 308, 318, and 435 provide a foundation for majors to engage critically with literary and cultural artifacts, events, and ideas, throughout their career as scholars. Building on this foundation, advanced literature courses (CHIN 401 or SPAN 401, 403, 404, 405, 406, 420, 421, and 422) and required Chinese or Spanish for healthcare courses (CHIN 317 and 417 or SPAN 418 and 419) require research, analysis, and evaluation, as well as the mastery of techniques of close reading, debate, and critical reasoning. Assessment takes place in required emphasis areas (students choose between Health Administration and Community Development) which require students to apply reasoning to problems in administration or community issues through a study of a variety of perspectives. Evaluation methods include a final paper assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of the Exit Exam, the final oral interview, and the internship research paper.

Form Originator: GTISSER, Graciela Tissera Date Form Created: 3/9/2011  
 Form Last Updated by: ETOUYA, Eric Touya Date Form Last Updated: 4/19/2011 Form Number: 3941

Approval

	4/18/11		5/16/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	4/18/11		

000118

Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Michael Silvestri</i>	<i>4/19/11</i>		
Chair, College Curriculum Committee	Date	Provost	Date
<i>Robert S. ...</i>	<i>4/19/11</i>	<i>Dennis R. Helms</i>	<i>6/17/2011</i>
College Dean	Date	President	Date
			<i>6/17/2011</i>



Curriculum and Course Change System - General Education Checklist

000101

Major Name: Modern Languages with Concentration in American Sign Language

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

<p><b>Distributed Competencies</b></p> <p>The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.</p>
<p><b>Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:</b> Competency in Ethical Judgment is emphasized at all levels of American Sign Language (ASL) curricula. Students receive a formal introduction to issues concerning academic honesty and the proper citation of scholarship (ASL 201, 202, 305, 301, 315 and 460). They also learn to participate in class discussion in a respectful and non-demeaning way (ASL 305). All advanced culture, literature, and film courses in the department are by definition explorations of cultural diversity, difference, conflict, and dialogue; students are encouraged to take ASL 305 (ASL History and Culture). Assessment takes place in required advanced Literature, Film and Art course (ASL 460) which demands that students identify, describe, and analyze ethical situations as exemplified in diverse narrative and cultural contexts. Evaluation methods include a final paper that is assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.</p>
<p><b>Communication Integration Plan - Address competencies, implementation, and assessment:</b> Building on the required ENG 103 and COMM 150 or 250, ASL majors learn to express clear and intelligible thoughts orally and in writing, in English and translating their target language, in all courses. In required 300- and 400- level literature courses they receive in-depth training in library resources such as the MLA bibliography and other online sources (ASL 305, 401 and 402). ASL majors are also required to create an electronic portfolio (LANG 499) that reflects their ability to integrate technology-based communication. Assessment takes place in the E-portfolio and in required civilization courses where students must evaluate and integrate Web resources, news media, and the visual presentation of information in film and video (ASL 402 &amp; 460). Evaluation methods include a final project, assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.</p>
<p><b>Critical Thinking Integration Plan - Address competencies, implementation, and assessment:</b> Skills in critical thinking are first introduced through the study of language structures and the introduction to cultural practices (in ASL101, 102, 201, 202). ASL 305, 397, 401, 497 and 402 provide a foundation for majors to engage critically with literary and cultural artifacts, events, and ideas, throughout their career as scholars. Building on this foundation, literature courses and required Advanced Seminars (ASL 397, 460, &amp; 497) require research, analysis, and evaluation, as well as the mastery of techniques of close reading, debate, and critical reasoning. Assessment takes place in required comparative studies courses (students choose between LANG 450, 460, 462) which require students to apply reasoning to problems in artistic, literary, and philosophical texts through a study of a variety of perspectives on one issue (these courses are based on a theme and include works from several national and linguistic traditions). Evaluation methods include a final paper assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.</p>

Form Originator: ALTON, William Brant Date Form Created: 3/9/2011  
 Form Last Updated by: ETOUYA, Eric Touya Date Form Last Updated: 4/19/2011 Form Number: 3940

Approval

	4/18/11		5/6/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	4/18/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date



000103

<i>Michael Silvestri</i>	<i>4/19/11</i>		
Chair, College Curriculum Committee	Date	Provost	Date <i>6/17/2011</i>
<i>Hakuma</i>	<i>4/19/11</i>	<i>Louis P. Helms</i>	
College Dean	Date	President	Date <i>6/19/2011</i>

*James O. Helms*



Curriculum and Course Change System - General Education Checklist

000103

Major Name: Modern Languages (Chinese)

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

<p><b>Distributed Competencies</b></p> <p>The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.</p> <p><b>Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:</b> Ethical Judgment Integration Plan – address competencies, implementation and assessment: Competency in Ethical Judgment is emphasized at all levels of the Chinese curriculum. Students receive a formal introduction to issues concerning academic honesty and the proper citation of scholarship (Chin 201 and 202). They also learn to participate in class discussion in a respectful and non-demeaning way (Chin 305). All advanced literature and philosophy courses in the department are by definition explorations of cultural diversity, difference, conflict, and dialogue; students must choose from Chin/Phil 312, 313. Assessment takes place in required advanced Literature courses (chosen from Chin 401, 418), which demand that students identify, describe, and analyze ethical situations as exemplified in diverse narrative and cultural contexts. Evaluation methods include a final paper, that is assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.</p> <p><b>Communication Integration Plan - Address competencies, implementation, and assessment:</b> Communication Integration Plan – address competencies, implementation and assessment: Building on the required ENG 103 and COMM 150 or 250, Chinese majors learn to express clear and intelligible thoughts orally and in writing, in English and in their target language, in all courses. In required 300- and 400- level literature courses they receive in-depth training in library resources such as the MLA bibliography and other online sources (Chin 305 and 306). Chinese majors are also required to create an electronic portfolio (LANG 499) that reflects their ability to integrate technology-based communication. Assessment takes place in the E-portfolio and in required civilization courses where students must integrate and evaluate Web resources, news media, and the visual presentation of information in film and video (Chin 307, 317). Evaluation methods include a final project, assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.</p> <p><b>Critical Thinking Integration Plan - Address competencies, implementation, and assessment:</b> Critical Thinking Integration Plan – address competencies and implementation: Skills in critical thinking are first introduced through the study of language structures and the introduction to cultural practices (in Chin 101, 102, 201, 202). Chin 305 and 306 provide a foundation for majors to engage critically with literary and cultural artifacts, events, and ideas, throughout their career as scholars. Building on this foundation, Literature courses and required Advanced Seminars (Chin 401, 411 and 412) require research, analysis, and evaluation, as well as the mastery of techniques of close reading, debate, and critical reasoning. Assessment takes place in required comparative studies courses (students choose between LANG 450, 454, 460, 462) which require students to apply reasoning to problems in artistic, literary, and philosophical texts through a study of a variety of perspectives on one issue (these courses are based on a theme and include works from several national and linguistic traditions). Evaluation methods include a final paper, assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.</p>
--

Form Originator: YANMING, Yanming An Date Form Created: 3/10/2011

Form Last Updated by: ETOUYA, Eric Touya Date Form Last Updated: 4/18/2011 Form Number: 3943

Approval

	4/18/11		5/6/11
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	4/18/11		

109104

Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Michael Silvestri</i>	<i>4/19/11</i>		
Chair, College Curriculum Committee	Date	Provost	Date
<i>[Signature]</i>	<i>4/19/11</i>	<i>Devin R. Williams</i>	<i>6/17/2011</i>
College Dean	Date	President	Date
		<i>[Signature]</i>	<i>6/17/2011</i>

000105



Curriculum and Course Change System - General Education Checklist

Major Name: Modern Languages (French)

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			X Departmental requirement, Lang 499	..
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** Ethical Judgment Integration Plan - address competencies, implementation and assessment: Competency in Ethical Judgment is emphasized at all levels of the French curriculum. Students receive a formal introduction to issues concerning academic honesty and the proper citation of scholarship (FR 201, 202, 300, 304, 312). They also learn to participate in class discussion in a respectful and non-demeaning way (FR 305). All advanced culture, literature, and film courses in the department are by definition explorations of cultural diversity, difference, conflict, and dialogue; students must choose from FR 307, 317 (French and Contemporary French Civilization). Assessment takes place in required advanced Literature and Film courses (chosen from FR 400, 410, 412, 420), which demand that students identify, describe, and analyze ethical situations as exemplified in diverse narrative and cultural contexts. Evaluation methods include a final paper that is assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.

**Communication Integration Plan - Address competencies, implementation, and assessment:** Communication Integration Plan - address competencies, implementation and assessment: Building on the required ENG 103 and COMM 150 or 250, French majors learn to express clear and intelligible thoughts orally and in writing, in English and in their target language, in all courses. In required 300- and 400- level literature courses they receive in-depth training in library resources such as the MLA bibliography and other online sources (FR 300, 304). French majors are also required to create an electronic portfolio (LANG 499) that reflects their ability to integrate technology-based communication. Assessment takes place in the E-portfolio and in required civilization courses where students must integrate and evaluate Web resources, news media, and the visual presentation of information in film and video (FR 307, 317). Evaluation methods include a final project, assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Critical Thinking Integration Plan - address competencies, implementation and assessment: Skills in critical thinking are first introduced through the study of language structures and the introduction to cultural practices (In FR 101, 102, 201, 202). FR 300, 307, and 317 provide a foundation for majors to engage critically with literary and cultural artifacts, events, and ideas, throughout their career as scholars. Building on this foundation, Literature courses and required Advanced Seminars (FR 475 and 477) require research, analysis, and evaluation, as well as the mastery of techniques of close reading, debate, and critical reasoning. Assessment takes place in required comparative studies courses (students choose between LANG 450, 454, 460, 462) which require students to apply reasoning to problems in artistic, literary, and philosophical texts through a study of a variety of perspectives on one issue (these courses are based on a theme and include works from several national and linguistic traditions). Evaluation methods include a final paper, assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.

Form Originator: JMAI, Joseph Mai Date Form Created: 9/24/2009

Form Last Updated by: ETOUYA, Eric Touya Date Form Last Updated: 4/18/2011 Form Number: 2443

Approval

	4/18/11		5/6/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	4/18/11		



000107



Curriculum and Course Change System - General Education Checklist

Major Name: Modern Languages (German)

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** Competency in Ethical Judgment is emphasized at all levels of the German curriculum. Students receive a formal introduction to issues concerning academic honesty and the proper citation of scholarship (GER 201, 202, 306, 360). They also learn to participate in class discussion in a respectful and non-demeaning way (GER 305). All advanced culture, literature, and film courses in the department are by definition explorations of cultural diversity, difference, conflict, and dialogue; students must choose from GER 340 (German culture). Assessment takes place in required advanced Literature and Film courses (chosen from GER 450, 455, 460, 461) which demand that students identify, describe, and analyze ethical situations as exemplified in diverse narrative and cultural contexts. Evaluation methods include a final paper that is assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.

**Communication Integration Plan - Address competencies, implementation, and assessment:** Building on the required ENG 103 and COMM 150 or 250, German majors learn to express clear and intelligible thoughts orally and in writing, in English and in their target language, in all courses. In required 300- and 400- level literature courses they receive in-depth training in library resources such as the MLA bibliography and other online sources (GER 306, 360). German majors are also required to create an electronic portfolio (LANG 499) that reflects their ability to integrate technology-based communication. Assessment takes place in the E-portfolio and in required advanced language and civilization courses where students must integrate and evaluate Web resources, news media, and the visual presentation of information in film and video (GER 305, 340, 405). Evaluation methods include a final project assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Skills in critical thinking are first introduced through the study of language structures and the introduction to cultural practices (in GER 101, 102, 201, 202). GER 306, 340, and 360 provide a foundation for majors to engage critically with literary and cultural artifacts, events, and ideas, throughout their career as scholars. Building on this foundation, Literature courses and required Advanced Seminars (GER 475 and 476) require research, analysis, and evaluation, as well as the mastery of techniques of close reading, debate, and critical reasoning. Assessment takes place in required comparative studies courses (students choose between LANG 450, 454, 460, 462) which require students to apply reasoning to problems in artistic, literary, and philosophical texts through a study of a variety of perspectives on one issue (these courses are based on a theme and include works from several national and linguistic traditions). Evaluation methods include a final paper assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.

Form Originator: SCHMIDJ, Johannes Schmidt Date Form Created: 4/17/2011

Form Last Updated by: ETOUYA, Eric Touya Date Form Last Updated: 4/18/2011 Form Number: 4043

Approval

	4/18/11		5/6/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	4/18/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date

000108

<i>Michael Livestri</i>	<i>4/19/11</i>		
Chair, College Curriculum Committee	Date	Provost	Date <i>6/17/2011</i>
<i>A. Akumaf</i>	<i>4/19/11</i>	<i>Alexis R Helms</i>	
College Dean	Date	President	Date <i>6/17/2011</i>

*Gen Ed. list*



Curriculum and Course Change System - General Education Checklist

000109

Major Name: Modern Languages (Italian)

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. In Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** Ethical Judgment Integration Plan – address competencies, implementation and assessment: Competency in Ethical Judgment is emphasized at all levels of the Italian curriculum. Students receive a formal introduction to issues concerning academic honesty and the proper citation of scholarship (ITAL 201, 202, 301, 302, 360). They also learn to participate in class discussion in a respectful and non-demeaning way (ITAL 305). All advanced culture, literature, and film courses in the department are by definition explorations of cultural diversity, difference, conflict, and dialogue; students must choose from ITAL 307 (Italian Civilization and Culture). Assessment takes place in required advanced Literature and Film courses (chosen from ITAL 400, 455, 475, 498), which demand that students identify, describe, and analyze ethical situations as exemplified in diverse narrative and cultural contexts. Evaluation methods include a final paper that is assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.

**Communication Integration Plan - Address competencies, implementation, and assessment:** Communication Integration Plan – address competencies, implementation and assessment: Building on the required ENG 103 and COMM 150 or 250, Italian majors learn to express clear and intelligible thoughts orally and in writing, in English and in their target language, in all courses. In required 300- and 400- level literature courses they receive in-depth training in library resources such as the MLA bibliography and other online sources (ITAL 301, 302, 360, 398, 498). Italian majors are also required to create an electronic portfolio (LANG 499) that reflects their ability to integrate technology-based communication. Assessment takes place in the E-portfolio and required civilization courses where students must integrate and evaluate Web resources, news media, and the visual presentation of information in film and video (ITAL 307). Evaluation methods include a final project, assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Critical Thinking Integration Plan – address competencies, implementation and assessment: Skills in critical thinking are first introduced through the study of language structures and the introduction to cultural practices (in ITAL 101, 102, 201, 202). ITAL 301, 302, and 307 provide a foundation for majors to engage critically with literary and cultural artifacts, events, and ideas, throughout their career as scholars. Building on this foundation, Literature courses and the required Advanced Seminar (ITAL 475) require research, analysis, and evaluation, as well as the mastery of techniques of close reading, debate, and critical reasoning. Assessment takes place in required comparative studies courses (students choose between LANG 450, 454, 460, 462) which require students to apply reasoning to problems in artistic, literary, and philosophical texts through a study of a variety of perspectives on one issue (these courses are based on a theme and include works from several national and linguistic traditions). Evaluation methods include a final paper, assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.

Form Originator: LBARATT, Luca Barattoni Date Form Created: 3/7/2011  
 Form Last Updated by: ETOUYA, Eric Touya Date Form Last Updated: 4/18/2011 Form Number: 3913

Approval

	4/18/11		5/6/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	4/18/11		



000110

Department Chair	Date	Chair, Graduate Curriculum Committee	Date
Michael Livestri	4/19/11		
Chair, College Curriculum Committee	Date	Provost	Date
<i>[Signature]</i>	4/19/11	David P. Helms	6/17/2011
College Dean	Date	President	Date
		<i>[Signature]</i>	6/17/2011

000111



Curriculum and Course Change System - General Education Checklist

Major Name: Modern Languages (Japanese)

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

<p><b>Distributed Competencies</b></p> <p>The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.</p>
<p><b>Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:</b> Ethical Judgment Integration Plan – address competencies, implementation and assessment: Competency in Ethical Judgment is emphasized at all levels of the Japanese curriculum. Students receive a formal introduction to issues concerning academic honesty and the proper citation of scholarship (JAPN 201, 202). They also learn to participate in class discussion in a respectful and non-demeaning way (JAPN 305). All advanced culture, literature, and film courses in the department are by definition explorations of cultural diversity, difference, conflict, and dialogue; students must choose from JAPN 307, 308, 417 (Japanese and Contemporary Japanese Civilization). Assessment takes place in required advanced Literature and Film courses (chosen from JAPN 401, 406, 499), which demand that students identify, describe, and analyze ethical situations as exemplified in diverse narrative and cultural contexts. Evaluation methods include a final paper that is assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.</p>
<p><b>Communication Integration Plan - Address competencies, implementation, and assessment:</b> Communication Integration Plan – address competencies, implementation and assessment: Building on the required ENG 103 and COMM 150 or 250, Japanese majors learn to express clear and intelligible thoughts orally and in writing, in English and in their target language, in all courses. In required 300- and 400- level literature courses they receive in-depth training in library resources such as the MLA bibliography and other online sources (JAPN 406). Japanese majors are also required to create an electronic portfolio (LANG 499) that reflects their ability to integrate technology-based communication. Assessment takes place in the E-portfolio and in required civilization courses where students must integrate and evaluate Web resources, news media, and the visual presentation of information in film and video (JAPN 307, 308, 417). Evaluation methods include a final project, assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.</p>
<p><b>Critical Thinking Integration Plan - Address competencies, implementation, and assessment:</b> Critical Thinking Integration Plan – address competencies and implementation: Skills in critical thinking are first introduced through the study of language structures and the introduction to cultural practices (in JAPN 101, 102, 201, 202). JAPN 307, 308 and 417 provide a foundation for majors to engage critically with literary and cultural artifacts, events, and ideas, throughout their career as scholars. Building on this foundation, Literature courses (JAPN 406, 401) require research, analysis, and evaluation, as well as the mastery of techniques of close reading, debate, and critical reasoning. Assessment takes place in required comparative studies courses (students choose between LANG 450, 454, 460, 462) which require students to apply reasoning to problems in artistic, literary, and philosophical texts through a study of a variety of perspectives on one issue (these courses are based on a theme and include works from several national and linguistic traditions). Evaluation methods include a final paper, assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.</p>

Form Originator: KTOSHIK, Toshiko Kishimoto Date Form Created: 3/10/2011  
 Form Last Updated by: ETOUYA, Eric Touya Date Form Last Updated: 4/18/2011 Form Number: 3946

Approval

	4/18/11		5/16/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	4/18/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date



000113



Curriculum and Course Change System - General Education Checklist

Major Name: Modern Language/Spanish

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

<p><b>Distributed Competencies</b></p> <p>The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.</p> <p><b>Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:</b> Ethical Judgment Integration Plan – address competencies, implementation and assessment: Competency in Ethical Judgment is emphasized at all levels of the Spanish curriculum. Students receive a formal introduction to issues concerning academic honesty and the proper citation of scholarship (SPAN 201, 202, 304, 307, 308, 311, 313). They also learn to participate in class discussion in a respectful and non-demeaning way (SPAN 305). All advanced culture, literature, and film courses in the department are by definition explorations of cultural diversity, difference, conflict, and dialogue; students must choose from SPAN 307, 308, 435 (The Hispanic World: Spain, Latin America, and Contemporary Hispanic Culture). Assessment takes place in required advanced Literature and Film courses (chosen from SPAN 401, 403, 404, 405, 406, 407, 420, 421, 422) which demand that students identify, describe, and analyze ethical situations as exemplified in diverse narrative and cultural contexts. Evaluation methods include a final paper that is assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.</p> <p><b>Communication Integration Plan - Address competencies, implementation, and assessment:</b> Communication Integration Plan – address competencies, implementation and assessment: Building on the required ENG 103 and COMM 150 or 250, Spanish majors learn to express clear and intelligible thoughts orally and in writing, in English and in their target language, in all courses. In required 300- and 400- level literature courses they receive in-depth training in library resources such as the MLA bibliography and other online sources (SPAN 311, 313, 404). Spanish majors are also required to create an electronic portfolio (LANG 499) that reflects their ability to integrate technology-based communication. Assessment takes place in the E-portfolio and in required civilization courses where students must integrate and evaluate Web resources, news media, and the visual presentation of information in film and video (SPAN 307, 308, 435). Evaluation methods include a final project, assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.</p> <p><b>Critical Thinking Integration Plan - Address competencies, implementation, and assessment:</b> Critical Thinking Integration Plan – address competencies and implementation: Skills in critical thinking are first introduced through the study of language structures and the introduction to cultural practices (in SPAN 101, 102, 201, 202). SPAN 307, 308, 311, and 313 provide a foundation for majors to engage critically with literary and cultural artifacts, events, and ideas, throughout their career as scholars. Building on this foundation, advanced Literature and film courses (SPAN 401, 403, 404, 405, 406, 407, 420, 421, 422) require research, analysis, and evaluation, as well as the mastery of techniques of close reading, debate, and critical reasoning. Assessment takes place in required comparative studies courses (students choose between LANG 450, 454, 460, 462) which require students to apply reasoning to problems in artistic, literary, and philosophical texts through a study of a variety of perspectives on one issue (these courses are based on a theme and include works from several national and linguistic traditions). Evaluation methods include a final paper assessed through a separate four-point rubric published in the course syllabus. If more than 20% of the students are evaluated at less than 3 (competent), the faculty will review and revise instructional methods. Benchmark for the demonstration of this competency is determined by a relevant faculty committee during the annual assessment of electronic portfolios.</p>
---

Form Originator: ETOUYA, Eric Touya Date Form Created: 3/11/2011

Form Last Updated by: ETOUYA, Eric Touya Date Form Last Updated: 4/18/2011 Form Number: 3950

Approval

	4/18/11		5/6/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date

000114

<i>Michael Murphy</i>	4/8/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Michael Anveshni</i>	4/19/11		
Chair, College Curriculum Committee	Date	Provost	Date 6/17/2011
<i>Pharmacia</i>	4/19/11	<i>Louis P. Helms</i>	
College Dean	Date	President	Date 6/17/2011

*John O. ...*

000099



## Curriculum and Course Change System - General Education Checklist

Major Name: Construction Science &amp; Management

## Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	X COMM 150 or 250	..
Academic & Professional Development			X CSM 150 and 450	..
Mathematics	..	..	X MTHSC 106 and 309 or MTHSC 102,207 and 309	..
Natural Science with lab	..	..	X PHYS 207, 209	..
Math or Natural Science	..	..	X PHYS 209 and 210	..
Arts & Humanities (Literature)	..	..	X ENGL 202-209; select one	..
Arts & Humanities (Non-Literature)	..	..	X AAH 210	..
Social Sciences	..	..	X ECON 211 and 212	..
Cross-Cultural Awareness	..	..	X AAH 210	..
Science and Tech. in Society	X	..	..	..

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** As part of the American Council for Construction Education General Education Accreditation Curriculum Standards, students must receive a minimum of 15 hours of instruction in ethics and it must be distributed among at least five (5) CSM courses. Based on the department's last accreditation report the subject of ethics is included in the following courses:

CSM 100 - Introduction to Construction - 2 hours - fundamentals and application  
 CSM 150 - Construction Problem Solving - 6 hours - fundamentals and application  
 CSM 202 - Structures - 2 hours - application  
 CSM 351 - Construction Estimating I - 2 hours - application  
 CSM 352 - Construction Scheduling - 2 hours - application  
 CSM 353 - Estimating II - 1 hour - application  
 CSM 411 - Construction Safety - 2 hours - application  
 CSM 450 - Construction Internship - 5 hours  
 CSM 453 - Project Management - 2 hours - application  
 CSM 454 - Capstone Course - 4 hours - application  
 CSM 461 - Construction Economics - 1 hour - application

In all of the above courses the topic of ethics is included in the syllabi and students are formally assessed through written assignments and/or quizzes and examinations. 85% of the students will receive at least a 3.0 out of a possible 5.0 on the standard format that assesses ethics in CSM 454 - Capstone Course. At least 85% of the students will pass the Project Administration section of the AIC Level I Certification Exam. Faculty will review the results of the evaluation, determine causes and take necessary corrective action if these benchmarks are not achieved.

**Communication Integration Plan - Address competencies, implementation, and assessment:** As part of the American Council for Construction Education General Education Accreditation Curriculum Standards, students must receive a minimum of eight (8) credits of instruction in written and oral communications. In addition the application of the fundamentals of oral and written communications must be distributed or incorporated into at least one-third of all the total number of CSM courses (18 courses). The fundamentals of oral and written communications are applied in the following courses:

CSM 100 - Introduction to Construction - written communication  
 CSM 150 - Construction Problem Solving - oral and written communication  
 CSM 203 - Construction Materials and Methods I - oral and written communication  
 CSM 205 - Construction Materials and Methods II - oral and written communication  
 CSM 204 - Construction Documents - written communication  
 CSM 303 - Construction Soils and Foundations - written communication  
 CSM 304 - Environmental Systems I - oral and written communication  
 CSM 305 - Environmental Systems II - oral and written communication  
 CSM 411 - Construction Safety - oral and written communication  
 CSM 461 - Construction Financial Management - oral and written communication  
 CSM 454 - Capstone - oral and written communication

The competencies related to communication are contained as objectives in the respective course syllabi, implementation is through course instruction and utilization by students to complete their assignments and assessment is through review of assignments and quizzes and examinations as noted in the respective syllabi. 85% of the students will receive at least a 3.0 out of a possible 5.0 on the standard format that assesses written and oral communication skills in CSM 454 - Capstone Course. At least 70% of the students will pass the Written Communication section of the AIC Level I Certification Exam. Faculty will review the results of the evaluation, determine causes and take necessary corrective action if these benchmarks are not achieved.

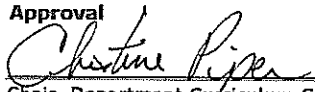
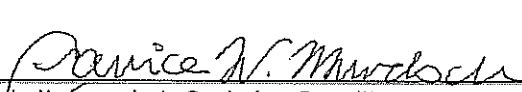
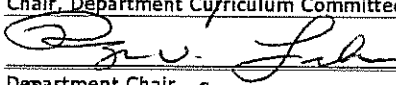
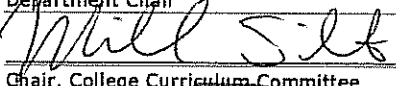
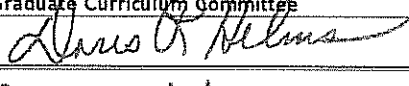
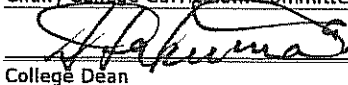

000200

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Students will learn the basic fundamentals of critical thinking and problem solving by taking CSM 150 - Construction Problem Solving and being assessed in accordance with the respective course syllabi. The student will then apply the fundamentals in their junior and senior level CSM courses culminating with participating in the department's capstone course - CSM 454. In all of the courses in which the fundamentals will be applied students will be assessed for their problem solving and critical thinking ability in accordance with the respective course syllabi. In the capstone course students are required to synthesize all of the major concepts they learned in their previous CSM and non-CSM courses and plan, organize, estimate, schedule and develop various construction management processes to complete an assigned project in a team environment and present the results of their work both orally and in writing to a group of faculty, peers and construction practitioners for assessment. 85% of the students will receive at least a 3.0 out of a possible 5.0 on the standard format that assesses problem solving and critical thinking in CSM 454 - Capstone Course. At least 80% of the students will pass the AIC Level I Certification Exam. Faculty will review the results of the evaluation, determine causes and take necessary corrective action if these benchmarks are not achieved.

Form Originator: CPIPER, Christine Piper Date Form Created: 2/14/2011

Form Last Updated by: CPIPER, Christine Piper Date Form Last Updated: 3/9/2011 Form Number: 3803

## Approval

	3/11/11		4/1/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	3/11/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3/17/11		5/18/11
Chair, College Curriculum Committee	Date	Provost	Date
	3/14/11		5/19/11
College Dean	Date	President	Date



## Curriculum and Course Change System - General Education Checklist

000097

Major Name: B.A., Communication Studies

## Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	X Comm 250	..
Academic & Professional Development			X Comm 101 and 498	..
Mathematics	..	X Ex St 222 or 301, Mthsc 203	..	..
Natural Science with lab	X	..	..	..
Math or Natural Science	X	..	..	..
Arts & Humanities (Literature)	X	..	..	..
Arts & Humanities (Non-Literature)	X	..	..	..
Social Sciences	X	..	..	..
Cross-Cultural Awareness	X	..	..	..
Science and Tech. in Society	X	..	..	..

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:**

All Communication Studies majors complete a required core of theory and methods courses: Comm 201, Comm Theory (Comm 301 or Comm 302 or Comm 315), Comm Methods (Comm 306 or Comm 310 or Comm 311), and Comm 495. Instruction in ethical judgment is integrated into all of these courses. Students complete content-appropriate written assignments and/or presentations incorporating attention to ethical judgment in each of these classes. As a part of the department's ongoing assessment activities, in the Comm 498, Professional Development, class, students submit artifacts demonstrating their competence in ethical judgment. A randomly selected sample of all artifacts submitted is reviewed by the department's Assessment Committee. The committee judges the artifacts against a discipline appropriate standard for excellence. The average rating for samples reviewed should be 4.0 or higher on a 5.0 scale.

**Communication Integration Plan - Address competencies, implementation, and assessment:**

All Communication Studies majors complete a required core of theory and methods courses: Comm 201, Comm Theory (Comm 301 or Comm 302 or Comm 315), Comm Methods (Comm 306 or Comm 310 or Comm 311), and Comm 495. Instruction in effective communication is integrated into all of these courses. Students complete content-appropriate written assignments and/or oral presentations demonstrating their advanced proficiency in the skill set in oral, visual, written and digital communication we expect of all of our students. As a part of the department's ongoing assessment activities, in the Comm 498 class, students submit artifacts demonstrating their competence in communication. A randomly selected sample of all artifacts submitted is reviewed by the department's Assessment Committee. The committee judges the artifacts against a discipline appropriate standard for excellence. The average rating for samples reviewed should be 4.0 or higher on a 5.0 scale.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:**

All Communication Studies majors complete a required core of theory and methods courses: Comm 201, Comm Theory (Comm 301 or Comm 302 or Comm 315), Comm Methods (Comm 306 or Comm 310 or Comm 311), and Comm 495. Instruction in critical thinking is integrated into all of these courses. Students complete content-appropriate written assignments and/or presentations incorporating attention to critical thinking in each of these classes. As a part of the department's ongoing assessment activities, in Comm 498, students submit a "culminating exercise" demonstrating their competence in critical thinking. A randomly selected sample of all artifacts submitted is reviewed by the department's



Assessment Committee. The committee judges the artifacts against a discipline appropriate standard for excellence. The average rating for samples reviewed should be 4.0 or higher on a 5.0 scale.

05093

Form Originator: HAWKINS, Katherine Hawkins Date Form Created: 2/17/2011  
 Form Last Updated by: HAWKINS, Katherine Hawkins Date Form Last Updated: 2/17/2011 Form Number: 3808

Approval

<i>B. M.</i>	3/8/11	<i>Carmice W. Murock</i>	4/1/2011
Chair, Department Curriculum Committee	Date	Chair Undergraduate Curriculum Committee	Date
<i>Katherine Hawkins</i>	3/8/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Will Silb</i>	3/9/11	<i>Louis R. Helms</i>	5/18/11
Chair, College Curriculum Committee	Date	Provost	Date
<i>Stakunias</i>	3/9/11	<i>James O. ...</i>	5/19/11
College Dean	Date	President	Date



## Curriculum and Course Change System - General Education Checklist

Major Name: English

000102

## Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			X Engl 390	..
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:**

Nearly all literature and writing courses address major ethical issues such as human nature and communication, conflict within societies, and the critical reception of texts. We continue to develop teaching practices that engage students in ethical thinking and decision-making within our courses. Instead of a single course in ethics, English majors receive instruction in ethics through numerous courses within the major. English majors are introduced to the ethical frameworks surrounding issues of intellectual property, correct citation and legitimate integration of research in Introduction to the English Major (Engl 190) and Critical Writing about Literature (Engl 310). In these foundation courses, students learn to situate their voices with others in the discipline, respecting the value and recognizing the intellectual property of existing scholarship. This instruction includes the ethics of citing existing scholarship, disagreeing with ideas in appropriate ways, and establishing viewpoints without demeaning others. English majors also acquire ethical competencies in understanding the nature of inclusion and exclusion of voices within any culture: the ethical implications of diverse audiences are a primary component for the Diversity requirement of the major (Group VI allows a choice among courses in Ethnic Literature, Women's Literature, Feminist Literary Criticism, and Post-Colonial Literature among others); in the WPS emphasis area advanced courses in rhetoric (English 491 or 492) engage the ethics of communication throughout history, while additional courses in publication and production (such as Engl 322 Visual Communication; 469 Issues in Writing Technology, 475 Writing for Electronic Media) also present contemporary issues of professional ethics. All English students are required to take a critical theory course as well (such as Engl 435 Literary Criticism, Engl 436 Feminist Literary Criticism, Engl 440 Literary Theory) which includes frameworks and discussions of ethical issues.

**Communication Integration Plan - Address competencies, implementation, and assessment:**

English majors use electronic resources to learn and to create. For instance, they use electronic databases and research engines such as the MLA (Modern Language Association) Bibliography, the World Shakespeare Bibliography, ERIC, and Expanded Academic Index, when researching literary topics. Likewise, they can access the most recent information about visual rhetoric on the web, where it is also displayed. Key to successful usage is the ability to evaluate the information provided through discussion of the credibility of web sites. English majors also use electronic resources (software programs such as MS-Word, Photoshop, PowerPoint) to design and create new documents—in-class presentations, posters, and websites in addition to standard papers, themselves composed in digital form.

The electronic portfolio is an ideal vehicle for documenting the learning of students and the

603101

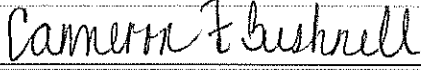


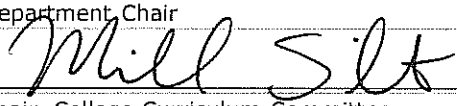



technological skills they have acquired. Two credits will be earned in English 300, the professional development course that introduces students to the English major. Students will create an electronic shell, a web site or PowerPoint presentation, that will provide a foundation for showcasing their developing general education competencies, their English major competencies, and other personal activities that are important to them. Design (both in terms of visual aesthetics and in terms of functional organization) and linking to student's own work as well as that of other students and a wider community of sites on the Internet will be central elements of this portfolio, image a key concept uniting both consumption of the curriculum and creation of new learning. In addition, we will include in the portfolio reflective questions one about how technology has enhanced students' design and critique of the curriculum and the creation of new learning.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:**

Students of literature, writing, and rhetoric must apply reasoning, critical thinking, and problem solving in the very core of their work. Acts of reading and writing involve reasoning and problem solving in the interpretation of literature. Acts of criticism, which constitute the art of literary criticism, occur when the consideration of theoretical constructs is applied to the rhetorical analysis of texts and are thus crucially concerned with acquiring and analyzing information to determine its quality and utility. Literary scholarship and pedagogy employ all these competencies so that students learn to think critically in complicated, interrelated contexts—social, historical, cultural, political, personal, artistic, etc. English majors solve problems as they analyze the organization, content, and linguistic texture of works and genres, and they employ reasoning and critical thinking and acquire and analyze information to determine its quality and utility as they undertake original research problems and persuasively develop a stance in essays or longer research projects. These competencies are, without exception, practiced in every course of the major, from ENGL 300 (Professional), where students are introduced to critical approaches such as textual explication and reader-response and to critical controversies such as censorship and canonization issues, to 310 (Critical Writing about Literature), where students learn to analyze and write about plot, character, themes, archetypes, and historical contexts, are exposed to an array of critical approaches to literary works, and are asked to determine which approaches are most relevant and viable. In addition, all English majors are required to take at least one course from Group V, Rhetoric and Critical Theory (ENGL 400, 401, 435, 436, 440, 491, 492); these courses – History of Rhetoric, Literary Criticism, Feminist Criticism, Literary Theory etc. -- all address sophisticated professional debates about topics such as the nature of literature, the function of criticism, and the criteria for literary value that engage students in the highest levels of reasoning, critical thinking, problem solving, and analysis of the quality and utility of information. Finally, all upper-level English courses require several papers including an extended critical or research project; competency in critical thinking, reasoning, problem solving, and analysis of information will be assessed by the committee of faculty assigned to evaluate student portfolios and in the department's annual assessment of writing by English majors.

**Form Originator:** , **Date Form Created:** 9/27/2010  
**Form Last Updated by:** CBUSHNE, Cameron Bushnell **Date Form Last Updated:** 11/10/2010 **Form Number:** 3450

**Approval**

	11-11-10		12/3/2010
Chair, Department Curriculum Committee	Date	Chair Undergraduate Curriculum Committee	Date
	11/11/10		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11/15/10		2/7/11
Chair, College Curriculum Committee	Date	Provost	Date
	11/15/10		2/10/11
College Dean	Date	President	Date

Memorandum

000100

To: Undergraduate Curriculum Committee

Fr: Cameron Bushnell

*cfb*

Re: General Education Checklist

Date: November 10, 2010

---

Dear Committee,

The English Department is filing a General Education Checklist in support of a change to its Major involving: 1) the deletion of Engl 190 and Engl 390; 2) the addition of Engl 300.

The classes affected are those satisfying the Gen Ed requirement for Academic & Professional Development. Therefore, the form states that Engl 390 will fulfill the requirement, but only because Engl 300 is not yet approved.

In the new configuration, Engl 300 Professional Development will fulfill the Academic & Professional Development requirement for the English Major.


**Curriculum and Course Change System - General Education Checklist**

000068

**Major Name:** Dual B.A. Major in English and Secondary Education--English

**Specific General Education Requirements**

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox: Students may choose either COMM 150 or 250 to enable them to partially fulfill the oral communication competency by learning about and practicing oral communications. Then, in their senior EDSEC 444 Teaching Internship in Secondary English, they must give a formal oral presentation that is evaluated by at least a university supervisor and a cooperating teacher. This oral presentation requires the use of multimedia technologies, awareness of visual semiotics and their effects, projection and ability to organize a coherent and persuasive defense of their teaching in terms of standards recommended within South Carolina's Assisting, Developing and Evaluating Professional Teaching (ADEPT) standards.

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** The Eugene T. Moore School of Education Conceptual Framework concerns ethical judgment under the "Caring" umbrella. ED 105 has a class discussion on ethics. In EDSEC 424 as well as during the student internship EDSEC 444, students must demonstrate that they provided opportunities for all to learn. In EDF 302 bias and validity issues in testing (both teacher-made tests and standardized testing) are studied, and case studies are used. In EDF 335 consistency and fairness are essential as students study classroom management, including reflection on management styles. Prospective teachers learn how to structure a classroom and respond to students in ways that 1) treat students with respect and without any favoritism, b) establish clear routines, rules and consequences in the classroom so that students feel secure and protected in the classroom, c) provide students full-time instruction, never putting students in the position of having to teach themselves without the guidance of the teacher. Prospective teachers also learn that they have an ethical obligation to know their subject matter, prepare for each class, and be committed to professional standards and institutional objectives. Finally, the capstone experiences for majors, EDSEC 424 and EDSEC 454, require students to deal ethically with all of their high school students, support for which is provided in their required portfolios. During their internship, students develop their Philosophy of Education, which must, in part, address how they will make ethical decisions.

Faculty that teach relevant courses will use evaluation data from the assignments and activities listed above to make needed course revisions that will increase students' Ethical Judgment Integration competency.

The culminating evaluation of the ethical judgement competencies transpires within EDSEC 444. This evaluation is completed by the university supervisor and cooperating teacher as part of the final evaluation of the Eugene T. Moore School of Education Conceptual Framework. Two items within this assessment address ethical competencies: 1) Caring Beliefs--Candidate is committed to ethical and democratic dispositions including respecting the rights and responsibilities of all and recognizing diverse points of view; and 2) Caring Actions--Candidate acts in accord with the rights and responsibilities of all, is sensitive to developmental, social, and cultural differences, and encourages a democratic culture. Possible scores include 1(unsatisfactory), 2 (developing), 3 (proficient) and 4 (distinguished). These scores are shared and discussed with the candidates. Candidates who are not effective in this area cannot be recommended for certification. Our faculty monitors the results from all teacher candidates to ensure that we adequately address these competencies with all of them. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 424, and 454, and make modifications to ensure that the area is addressed more fully.

**Communication Integration Plan - Address competencies, implementation, and assessment:** Communications Integration permeates the entire dual major in both English and Secondary Education--English. Teacher candidates complete a basic communications course (COMM 150 or 250) early in their academic careers. They then use and build upon these skills within various courses. For example, they develop communicative competencies in a second language as part of their general education requirements. They also learn to write critically and clearly about literature as they write for various audiences within English 310. In both their English Senior Seminar and their Secondary English Capstone Seminar, they write and present their work among their peers and professors. In

00069

EDSEC 454, for example, they must demonstrate in their final teacher research essays that are written for a broad professional community that they can explain their philosophy of teaching, the principles behind the practices they employ, the reasons for their evaluative procedures and their insights about the effectiveness of their instruction based on their careful observation and analysis. Students have many opportunities to hone their communications skills both within their fieldwork and rigorous and academic and professional preparation.

Faculty that teach relevant courses will use evaluation data from the assignments and activities listed above to make needed course revisions that will increase students' "Communications" competency.

The culminating evaluation on effective communication is conducted jointly by the university supervisor and cooperating teacher within EDSEC 444 at the conclusion of the student teaching semester. One specific item on the ETMSE Conceptual Framework evaluation assesses whether the candidate communicates effectively through a variety of representations (spoken, written, and digital). Possible scores include 1 (unsatisfactory), 2 (developing), 3 (proficient) and 4 (distinguished). These scores are shared and discussed with the candidates. Candidates who are not effective in this area cannot be recommended for certification. Our faculty monitors the results from all teacher candidates to ensure that we adequately address these competencies with all of them. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 424, and 454, and make modifications to ensure that the area is addressed more fully.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** These areas are essential for a program in English education. Reasoning and problem solving are core processes emphasized the the National Council of Teachers of English and are fundament to our NCATE-approved secondary English program. Within all English courses, students are expected to reason logically and solve problems as they analyze and produce multiple texts. These processes are also important within the required philosophy courses that are a part of the Arts and Humanities (Non-Lit) general education program. In addition, in ED F 302 students integrate theories of learning, motivation, classroom management, and assessment. Also, they analyze classroom-based case studies for problems and possible solutions. In ED F 335, prospective teachers learn that the key to "critical thinking" is thorough and well-integrated factual knowledge about one's discipline. The artifact used to document students' reasoning, critical thinking, and problem-solving is a teacher-research project submitted in EDSEC 454 Secondary English Capstone Seminar. Teacher candidates have to provide evidence that they have carefully designed an integrated language arts unit that enables students to participate in a meaningful literary enterprise, that they have successfully implemented it through a series of problem-solving efforts, and then reflected on the effectiveness of their instruction in terms of whether students were engaged in their learning and that they performed in accord with S.C. English course standards.



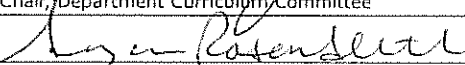
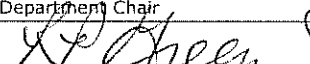
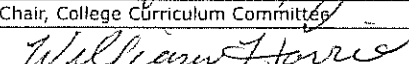
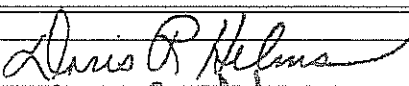

Faculty that teach relevant courses will use evaluation data from the assignments and activities listed above to make needed course revisions that will increase students' Critical Thinking competency.

The culminating evaluation of the critical thinking competencies transpires within EDSEC 444. This evaluation is completed by the university supervisor and cooperating teacher at the conclusion of the student teaching semester. One specific item on the ETMSE Conceptual Framework evaluation assesses whether the candidate evidences the critical thinking competencies. The item Capable Practice is related to the candidates' ability to apply their knowledge through best practices such as critically reflecting on their teaching experiences as they provide evidence that the experiences have altered pre-conceptions and will improve future practice. Possible scores include 1 (unsatisfactory), 2 (developing), 3 (proficient) and 4 (distinguished). These scores are shared and discussed with the candidates. Candidates who are not effective in this area cannot be recommended for certification. Our faculty monitors the results from all teacher candidates to ensure that we adequately address these competencies with all of them. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 424, and 454, and make modifications to ensure that the area is addressed more fully.

Form Originator: CBEATRI, Beatrice Bailey Date Form Created: 9/11/2010

Form Last Updated by: CBEATRI, Beatrice Bailey Date Form Last Updated: 4/13/2011 Form Number: 3362

Approval

	3/3/11		5/6/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	3/18/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	4/6/11		
Chair, College Curriculum Committee	Date	Provost	Date
	4/14/11		6/17/2011
College Dean	Date	President	Date
			4/17/2011

**Major Name:** Production Studies in Performing Arts

**Specific General Education Requirements**

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:**

Critical ethical issues in the arts are introduced in PA 101 (Introduction to the Performing Arts); specific topics include copyright infringement, music downloads, and arts criticism. Class discussions in PA 201 (Performing Arts Seminar I) are continued from PA 101, with writing exercises and oral discussions are structured to address ethical issues in the arts. In PA 301 students design their service learning project that forms the basis of the capstone course in Performing Arts, PA 401. Students discuss how the arts can be a vehicle for significant change in the community (in often disadvantaged communities), in political, social and community terms. While the course syllabus addresses ethical concerns in assigning grades for the course, the instructor will separately assess ethical judgment for General Education according to a 4-point rubric. If more than 20% of these students score less than good or excellent according to this rubric, the faculty will then reevaluate the ethics instruction throughout the curriculum and make suitable changes.

**Communication Integration Plan - Address competencies, implementation, and assessment:**

Oral and visual communication skills are developed throughout the Performing Arts curriculum, within the disciplines (music, theatre and audio technology), but more intensely in the core curriculum. In PA 101 and 201 students evaluate live performances in the form of class presentations. Students also prepare for and participate in mock auditions. At the end of PA 301 students present their proposals for their capstone course project. Groups of three to eight students collaborate in presenting the project, which is supplemented by various visual and audio media. In PA 401 students are coached and go through mock interviews to develop rhetorical and marketing skills needed to pursue their capstone project. In pursuit of their final project students have spoken with university officials, mayors, police, chambers of commerce and more in order to secure venues, legal approvals and funding. Finally, students make a formal presentation in follow-up of their project to discuss the success of the project. While the course syllabus addresses communications concerns in assigning grades for the course, the instructor will separately assess communication integration for General Education according to a 4-point rubric. If more than 20% of these students score less than good or excellent according to this rubric, the faculty will then reevaluate the ethics instruction throughout the curriculum and make suitable changes.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:**

Throughout the entire Performing Arts curriculum students critically evaluate their text (music or scripts) and make reasoned artistic responses based on these readings, as well as to determine the quality of the text itself. They accomplish these through performances (as soloists, ensemble musicians, actors, theatre technicians, etc) as well as in written and oral responses in their history courses and the core curriculum (PA 101, 201, 301, 401). In the capstone course, PA 401, students spend four weeks discussing aesthetics in an intellectually challenging manner, evaluating the concepts of "lumping" vs. "splitting" as they relate to the arts. They define their own sense of aesthetics and defend them, through two papers subject to a rigorous re-writing process and through open roundtable discussions.

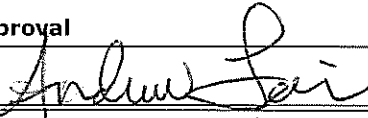
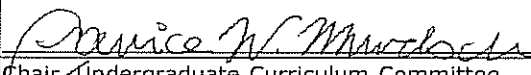
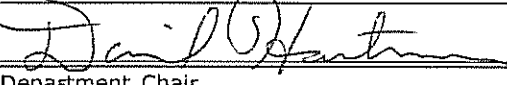
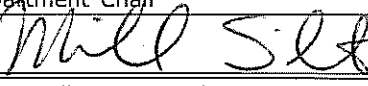
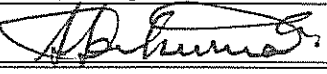
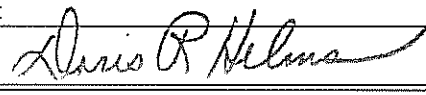
Students, with faculty guidance, challenge each other to present clear, thorough, and logical arguments in support of their stance. While the course syllabus addresses critical thinking concerns in assigning grades for the course, the instructor will separately assess critical thinking for General Education according to a 4-point rubric. If more than 20% of these students score less than good or excellent according to this rubric, the faculty will then reevaluate the ethics instruction throughout the curriculum and make suitable changes.

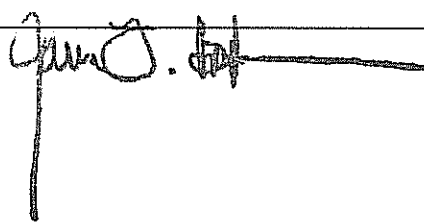
000094

**Form Originator:** ALEVIN, Andrew Levin **Date Form Created:** 2/23/2011

**Form Last Updated by:** ALEVIN, Andrew Levin **Date Form Last Updated:** 4/14/2011 **Form Number:** 3849

**Approval**

	4-14-11		5/6/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	4/15/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	4/18/11		
Chair, College Curriculum Committee	Date	Provost	Date
	4/18/11		4/17/2011
College Dean	Date	President	Date





Major Name: Philosophy

Specific General Education Requirements

000095

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:**

1. PHIL 103 Introduction to Ethics: Students become acquainted with a variety of contemporary moral problems and the major ethical traditions by which they may be addressed. Other topics covered include the relations between ethics and reasons, emotions, other types of evaluation, egoism, cultural relativism, and religion. Example cases concern issues such as abortion, euthanasia, sexual morality, pornography, equality and discrimination, economic justice, legal punishment, environmental ethics, animal rights, stem-cell research, cloning, genetic engineering, war, terrorism, and globalization.

2. Focus on particular sets of ethical issues and increasingly sophisticated theoretical analysis and reasoning are emphasized in an array of other courses directly relevant to the Ethical Judgment distributed competency. In these courses students demonstrate knowledge of what ethics is and is not, demonstrate that they construct a personal framework in which ethical decisions can be made in a systematic, reflective and responsible way. Some of these courses include: PHIL 124 Technology and Its Discontents, PHIL 201 Responsibilities in Leadership, PHIL 304 Moral Philosophy, PHIL 320 Social and Political Philosophy, PHIL 321 Crime and Punishment, PHIL 326 Science and Values, PHIL 328 Philosophy and Technology of the Body, PHIL 340 Technology, Environment, and Sustainability, PHIL 343 Philosophy of Law, PHIL 344 Business Ethics, PHIL 345 Environmental Ethics, PHIL 346 Medical Ethics, and PHIL 370 Philosophy of War.

3. PHIL 399 Philosophy Portfolio is a 2 credit course intentionally designed for the assessment of a philosophy major's success at developing the distributed competencies as well as other skills and knowledge characteristic of a student who majors in philosophy. Once students declare philosophy as a major, they are directed to collect artifacts from their courses that could be used to demonstrate the distributed competencies. During the second semester of their junior year philosophy majors assemble an electronic portfolio designed to demonstrate that they have achieved the distributed competencies. In addition to assembled relevant artifacts, in this required course philosophy majors must compose a reflective essay of no less than 750 words connecting the competencies to the artifacts in their portfolio. A committee of departmental faculty assess these portfolios according to a five point rubric for each competency (poor, weak, fair, good, excellent). If 75% of the portfolios do not score good or excellent, then adjustments will be made to improve individual courses and the structure of the department's curriculum.

**Communication Integration Plan - Address competencies, implementation, and assessment:**

1. Communications integration informs almost every class in the philosophy course offerings because of a particular kind of gap that characterizes most philosophical investigations in the modern academy. On one hand, the questions explored in philosophy classes press deep into the basic nature of our human condition: what can I know? what is really exists? what should do or what sort of person should I be? and what is a good society, for example. These are questions that confront anyone and everyone who has time to reflect on his or her life. On the other hand, the language with which academic philosophy address these questions is highly specialized and difficult to master. Doing good philosophy, then, requires communicating clearly, in writing, oral presentations, and occasionally other media, how sophisticated ideas developed in a technical language bear on important questions that confront all rational and curious human beings.

2. In most philosophy courses, including most at the 100-level, students are required to develop the

000096

skills to communicate complicated ideas effectively, because most philosophy classes are relatively writing intensive. In many philosophy classes, for example, PHIL 312 Crime and Punishment and PHIL 343 Philosophy of Law, students are required to make oral presentations, as well as produce argumentative essays. Other methods of developing the students communication skills, including the production of "podcasts," video presentations, in-class debates, and slideshows are frequently employed in, for example PHIL 101 Introduction to Philosophy, PHIL 102 Introduction to Logic, PHIL 210 Evolution and Creation, PHIL326 Science and Values, and PHIL 328 Philosophy of Technology and the Body.

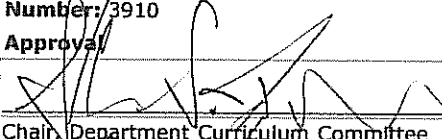

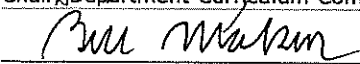

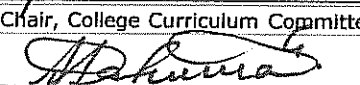
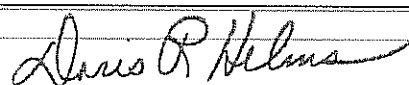
3. Assessment of the effectiveness of the philosophy program's capacity to provide students with the competency to communicate well is accomplished through the requirement that all philosophy major complete PHIL 399 Philosophy Portfolio. While the major assignment of PHIL 399 presents its own communication challenge, i.e., crafting a reflective narrative that intelligibly explains how the student's artifacts indeed demonstrate his or her mastery of the distributed competencies, nonetheless, PHIL 399 also indirectly assesses a student's ability to communicate even more, for the artifacts in the portfolio themselves must successfully communicate their relevant content, either logic and critical engagement or ethical analysis, or both. As with both the Ethical Judgments and Critical Thinking distributed competencies, PHIL 399 is designed to be the department's key assessment tool. A committee of departmental faculty assess these portfolios according to a five point rubric for each competency (poor, weak, fair, good, excellent). If 75% of the portfolios do not score good or excellent, then adjustments will be made to improve individual courses and the structure of the department's curriculum.

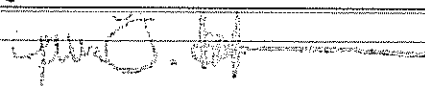
**Critical Thinking Integration Plan - Address competencies, implementation, and assessment: 1.** PHIL 103 Introduction to Logic introduces students the skills required to critically assess various claims and, specifically, criteria by which the arguments offered in defense of a claim may be critically evaluated. Topics include distinguishing deductive from inductive arguments, ambiguity, vagueness, validity, soundness, statistical syllogisms, inductive generalization, argument from analogy, causal reasoning, probabilities, hypothesis testing, categorical logic, truth-tables and first-order propositional logic.

2. Attention to critical analysis and argumentation is characteristic of all philosophy courses. The ability to summarize, analyze, and evaluate fictional and non-fictional texts, to acquire and analyze information to determine its quality and utility, to recognize parallels between and among disciplines is emphasized in philosophy courses, including: PHIL 210 Evolution and Creation, PHIL 225 Art and Logic of Scientific Reasoning, PHIL 303 Philosophy of Religion, PHIL 305 Existentialism, PHIL 321 Social and Political Philosophy, PHIL 324 Philosophy of Technology, PHIL 325 Philosophy of Science, PHIL 326 Science and Values, PHIL 327 Philosophy of Social Science, PHIL343 Philosophy of Law, PHIL 348 Philosophies of Art, PHIL 349 Theories of Gender and Sexuality, PHIL 351 Philosophy of Emotion, PHIL 375 Minds and Machines, and PHIL 393 Science and Religion.

3. PHIL 399 Philosophy Portfolio is a 2 credit course intentionally designed for the assessment of a philosophy major's success at developing the distributed competencies as well as other skills and knowledge characteristic of a student who majors in philosophy. Once students declare philosophy as a major, they are directed to collect artifacts from their courses that could be used to demonstrate the distributed competencies. During the second semester of their junior year philosophy majors assemble an electronic portfolio designed to demonstrate that they have achieved the distributed competencies. In addition to assembled relevant artifacts, in this required course philosophy majors must compose a reflective essay of no less than 750 words connecting the competencies to the artifacts in their portfolio. A committee of departmental faculty assess these portfolios according to a five point rubric for each competency (poor, weak, fair, good, excellent). If 75% of the portfolios do not score good or excellent, then adjustments will be made to improve individual courses and the structure of the department's curriculum.

**Form Originator:** ATHOMP6, Allen Thompson **Date Form Created:** 3/7/2011  
**Form Last Updated by:** ATHOMP6, Allen Thompson **Date Form Last Updated:** 4/15/2011 **Form Number:** 3910

Approval			
	4/15/11		5/6/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	4/15/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	4/18/11		
Chair, College Curriculum Committee	Date	Provost	Date 6/13/2011
	4/18/11		
College Dean	Date	President	Date 6/17/2011

  
 \_\_\_\_\_  
 President



## Curriculum and Course Change System - General Education Checklist

Major Name: English

000102

## Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:**

Nearly all literature and writing courses address major ethical issues such as human nature and communication, conflict within societies, and the critical reception of texts. English majors are introduced to the ethical frameworks surrounding issues of intellectual property, correct citation and legitimate integration of research in Professional Development (Engl 300) and Critical Writing about Literature (Engl 310). Students learn the ethics of citing existing scholarship, disagreeing with ideas in appropriate ways, and establishing viewpoints without demeaning others. Additionally, English majors acquire ethical competencies in the area of cultural diversity; students choose from among courses in African American Literature (Engl 482, Engl 483), American Ethnic Literature (Engl 353), Postcolonial & World Literatures (Engl 419); Literature and Arts of the Holocaust (Engl 456). Finally, English majors engage ethical issues in the framework of critical theory, choosing from among Literary Criticism (Engl 435), Feminist Literary Criticism (Engl 436), Literary Theory (Engl 440), and Sexuality and the Cinema (Engl 453). Evaluation methods include class participation, informal writing, formal essays, research projects, and examinations. Assessment is conducted by an instructor-developed rubric published in the course syllabus. Benchmark for demonstration of competency of Ethical Judgment is made during an end-of-year assessment, which is conducted by relevant committees of faculty assigned to evaluate student portfolios and in the department's annual assessment of essays written by English majors. The selection of essays is made from 200 essays collected from complete sets of student papers in 300 and/or 400-level courses in English. A randomly selected sample of these papers is assessed by two separate readers on a scale from Weak to Strong (1 to 4). If more than 20% of the assessed essays evaluated less than 3 (competent) or 4 (strong) in their understanding of ethical issues, demonstrated both in proper citation and in thematic content (engaging social, cultural, racial, and gender issues of the material), the Faculty will strengthen instruction to improve courses and increase students' skill in Ethical Judgment.

**Communication Integration Plan - Address competencies, implementation, and assessment:**

English majors learn to think and write clearly in all courses in the English curriculum; they receive extensive training in using multiple electronic databases and research engines such as the MLA (Modern Language Association) Bibliography, the World Shakespeare Bibliography, and EBSCO Academic Search Premier, when researching literary topics. Students also learn to evaluate the legitimacy of Web-based sources, to read visual rhetoric, and to handle a wide variety of media types, including social and news media. English majors prepare an electronic portfolio (Engl 300 Professional Development) that reflects upon their ongoing academic work and the ways in which technology has enhanced students' ability to

communicate concepts and ideas learned in both General Ed and English major curriculums. Specifically, the Writing and Publishing Studies (WPS) emphasis offers advanced courses in rhetoric (English 491 or 492) that study communication throughout history and advanced courses in digital communication, including publication and production (Engl 322 Visual Communication, Enl 440 Literary Editing, Engl 460 Issues in Writing Technology, and 475 Writing for Electronic Media). Evaluation methods include class participation, informal writing, formal essays, research projects, and examinations. Assessment is conducted by an instructor-developed rubric published in the course syllabus. Benchmark for demonstration of competency of Communication is made during an end-of-year assessment, which is conducted by relevant committees of faculty assigned to evaluate student portfolios and in the department's annual assessment of writing by English majors. The selection of essays is made from 200 essays collected from complete sets of student papers in 300 and/or 400-level courses in English. A randomly selected sample of these papers is assessed by two separate readers on a scale from Weak to Strong (1 to 4). If more than 20% of the assessed essays are evaluated less than 3 (competent) or 4 (strong) in their demonstration of communication skills, including organization, fluidity, readability, and clear expression, then the Faculty will strengthen instruction to improve courses and increase students' skill in Communication.

000101

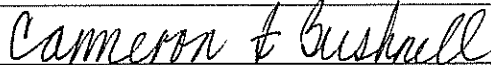
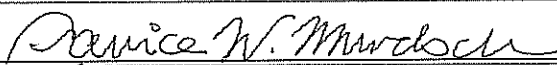

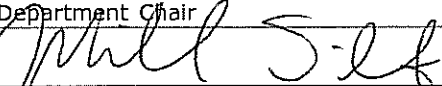
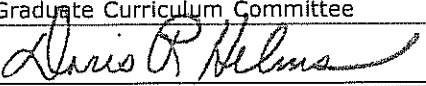


**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:**

Engl 310 Critical Writing About Literature provides the foundation for English majors engaged throughout their academic career in literature, writing, and rhetoric, which requires students to employ reasoning, critical thinking, and problem solving in the very core of their work. Engl 310 introduces students to acts of close reading that result in an interpretation of literature. In this class, students learn the art of literary criticism and consider the significance of theoretical constructs to rhetorical analysis of texts. This study ensures that students learn to think critically in complicated, interrelated contexts—social, historical, cultural, political, personal, and aesthetic. This foundation is further utilized in all subsequent courses in the English major, which demands textual and content analysis of a wide variety of genres, including digital media. English majors must also take courses in Rhetoric and Critical Theory (ENGL 400, 401, 435, 436, 440, 450, 491, 492), which address sophisticated professional debates about topics such as the nature of literature, the function of criticism, and the criteria for literary value, engaging students in the highest levels of reasoning, critical thinking, problem solving, and analysis of the quality and utility of information. Evaluation methods include class participation, formal and informal writing, an extended critical or research project. Assessment is conducted by an instructor-developed rubric published in the course syllabus. Benchmark for demonstration of competency of Critical Thinking is made during an end-of-year assessment, which is conducted by relevant committees of faculty assigned to evaluate student portfolios and in the department's annual assessment of writing by English majors. The selection of essays is made from 200 essays collected from complete sets of student papers in 300 and/or 400-level courses in English. A randomly selected sample of these papers is assessed by two separate readers on a scale from Weak to Strong (1 to 4). If more than 20% of the assessed essays are evaluated less than 3 (competent) or 4 (strong) in their understanding of critical thinking, demonstrated by their ability to identify important passages from a text, interpret them, and fully explain their significance in terms of the text itself and in terms of the society and culture in which it is both written and received (i.e., read), the Faculty will strengthen instruction to improve courses and increase students' skill in Critical Thinking.

**Form Originator:** CBUSHNE, Cameron Bushnell **Date Form Created:** 2/16/2011

**Form Last Updated by:** , **Date Form Last Updated:** 3/14/2011 **Form Number:** 3807

**Approval**

	3.14.11		4/1/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	3/14/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3/14/11		5/18/11
Chair, College Curriculum Committee	Date	Provost	Date
	3/14/11		5/19/11
College Dean	Date	President	Date


**Curriculum and Course Change System - General Education Checklist**
**Major Name: Visual Arts**
**Specific General Education Requirements**

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development				X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** Studio and art history courses engage issues of ethical judgment with respect to art practice and content. Both sets of courses require students to negotiate concerns about the appropriation and reproduction of imagery and to navigate past and current debates about challenging subject matter. The disciplines of visual art and art history generate discussion and inquiry into the changing roles and responsibilities of the visual artist, subject matter that directly addresses the intentions, actions, and consequences of creating art. This conversation is continued and further probed in Art 472 (Senior Studio II) as students identify, present and discuss their respective pathways and positions as artists. Ethically charged material and related exercises are defined and established in the content of required art history courses through the historical context of political events. AAH 205, 206, and 305 examine how artists have embraced or rejected the premise that art can impact social change. Assigned writing projects require students to investigate the specifics of this. AAH 205 includes content on the French Revolution and addresses artists such as Daumier and David, who used art as vehicle for political commentary. AAH 206 includes content on the repression of artistic freedom, using the Soviet Union as one example of this. AAH 305 presents the study of art history from World War II to the present, and ethical considerations and discussions are embedded in the complex response of artists to the rise of fascist governments in Europe throughout the World War II era. Instructors measure students' understanding of ethics and art with a variety of assessment vehicles. In art history courses, instructors incorporate test questions and writing topics that deal with ethical subjects into course evaluation tools such as exams and papers. In studio courses, students are required to respond to ethical matters with respect to their work in artist statements and artwork critique sessions. The faculty as a whole is able to determine how students ultimately synthesize and integrate what they learn about ethical judgment in student BFA exhibitions, which consist of a complete body of artwork, oral exam and a written statement about the production. A panel of a minimum of 3 faculty reviews the exhibition, oral exam and written statement and assesses the student on a 4 point scale, from weak (1) to strong (4). If more than 20% of students achieve less than 3 in demonstrating their understanding of ethical issues, faculty will strengthen courses to increase students' skill in ethical judgment.

**Communication Integration Plan - Address competencies, implementation, and assessment:** As students move through the BFA curriculum, the development of professional and scholarly writing skills are addressed in the following writing-intensive courses: AAH 205 History and Theory of Art I, AAH 206 History and Theory of Art II, AAH 305 Contemporary Art History, and Art 473 Senior Seminar in Career Preparation. The sequence of required upper level Art History courses dedicate a significant proportion of course content to the writing process and consistently require students to produce written materials in the form of essays, research papers, and journals. These courses will each include a writing module that deals with writing concerns specific to the discipline of art history. Students are instructed in the writing process as they undertake assigned essays and research projects that require and assess various stages of concept generation, draft formation, and revision. Students are continually evaluated on writing skills and interpretive abilities; as students move through the layered stages of writing projects, timelines are clearly established for the preparation and submission of various writing phases. Development of thematic content and writing mechanics are integrated into art history courses as students learn to construct hypotheses, develop and present ideas in well-supported and persuasive fashions, and adhere to professional guidelines of writing standards in creating bibliographies, footnotes, etc. Art 473 (Senior Seminar in Career Preparation - required) will present, instruct, and assess students in business writing formats relevant to the visual arts field such as grants, artist statements, press releases, letters of introduction for galleries and curators, and resume creation. Oral Communication specific to the Visual Arts is addressed in every Studio Art course as a component of critique, and is assessed as part of the student's grade in every studio class. Specifically, students present and defend their work, and must formulate considered responses to other students work. The sequence of Senior Studio courses, 471 and 472 (Senior Studio I and II) and 473 require written and oral presentations on research, and specifically four written artist statements and oral defenses of their senior projects, culminating in the BFA Exhibition, the gateway to graduation. A

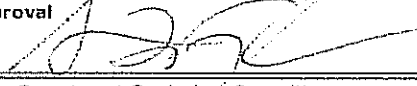

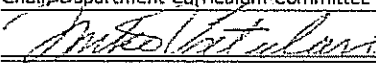
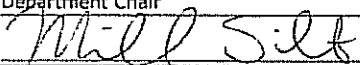


panel of a minimum of 3 faculty reviews the exhibition, oral exam and written statement and assesses the student on a 4 point scale, from weak (1) to strong (4). If more than 20% of students achieve less than 3 in demonstrating written and oral communication skills, faculty will assess the curriculum and strengthen courses to increase students' skill in communication.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** This is addressed throughout the Studio Art and Art History curriculum. At the heart of contemporary art practice lies the bedrock of research, analysis, creative production, and evaluation. Students are expected to work through each step, which results in a finished project, then to analyze, articulate, and present their experience. This approach is formally introduced in required first year foundation courses (Art 151 Foundations in 2-D Art, Art 152 Foundations in 3-D Art, Art 205 Basic Drawing). Foundation classes require students to consider the artistic process as a sequence of generative and analytical exercises. Initial steps involve researching problems and topics, selecting particular solutions, executing the project, evaluating the final result with individual and collective critique methods, and carrying out revisions. Students are assessed at intervals during the exercise and on the final product. Advanced courses and Directed Studies in drawing, painting, sculpture, ceramics, photography, and printmaking all require submission of proposals, ongoing dialog during project execution, and critique sessions on works in progress and on final results. In required Art History classes (AAH 101 and 102 Survey of Art and Arch. I and II, AAH 205 and 206 History and Theory of Art I and II, AAH 305 Contemporary Art History), students are expected to understand and discuss art as a complex reaction to a particular historical context and to realize its responsive qualities to cultural forces. Results are assessed through examinations, essays, and research projects in art history courses, and in presentations and critique sessions in studio courses. At the senior level, assessment takes place through oral examinations and written statements in Art 471 and 472 (Senior Studio I and II) in which senior art students undertake and exhibit a body of artwork. A panel of a minimum of 3 faculty reviews the exhibition, oral exam and written statement and assesses the student on a 4 point scale, from weak (1) to strong (4). If more than 20% of students achieve less than 3 in demonstrating critical thinking skills, faculty will assess the curriculum and strengthen courses to increase students' skill in critical thinking.

Form Originator: AWRANGL, Anderson Wrangle Date Form Created: 2/25/2011

Form Last Updated by: , Date Form Last Updated: 4/15/2011 Form Number: 3860

Approval

	4/15/11		5/6/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	4/15/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	4/18/11		
Chair, College Curriculum Committee	Date	Provost	Date 5/17/2011
	4/18/11		Date 6/17/2011
College Dean	Date	President	Date