CLEMSON
UNIVERSITY **Curriculum and Course Change System – General Education Checklist**

Major Name: 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
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: The objective is "within the Management context, demonstrate an ability to identify, comprehend, and deal with ethical problems and their ramifications in a systematic, reflective, and responsible way." Ethical judgment is stressed in many upper-level classes. Fundamental tenets include: a) responsibility (is our duty to take ownership for the decisions we make or fail to make, the actions we take or fail to take, and the consequences that result), b) respect (is our duty to show a high regard for ourselves, others, and the resources entrusted to us), c) fairness (is our duty to make decisions and act impartially and objectively. Our conduct must be free from competing self interest, prejudice, and favoritism), d) honesty is our duty to understand the truth and act in a truthful manner both in our communications and in our conduct.

However, ethics is a major unit in MGT 415 Strategic Management, the capstone course within the Business and Management majors. This class requires each student to critique a case study and write a paper that is evaluated according to guidelines published in the course syllabus. This artifact is collected within the student's e-portfolio. A random sample of 25% of each artifact will be assessed using a rubric to assess ethical judgment competency. The benchmark for demonstration of the ethical judgment competency is 70% of the students achieving at least an "Acceptable" rating (70%, or C).

If, during annual reviews, less than 70% of the students assessed for the ethical portion of the paper (separate from the writing/communication competence) is deemed as not meeting the benchmark, faculty on the Assessment Committee will devise and implement plans (close the loop) to increase that competency to expected levels. Specific measurements, plans and the implementation of plans will be documented within WEAVE.

Communication Integration Plan - Address competencies, implementation, and assessment: The objectives are "within the Management context, a) demonstrate effective communication skills appropriate for the topic, audience and occasion, b) compose coherent, well-supported and carefully edited essays and reports suitable for a range of different audiences and purposes, c) employ the full range of the writing process, from rough draft to edited product, d) incorporate both print and electronic resources into presentations and written documents, and e) demonstrate effective verbal and nonverbal delivery skills for speeches and presentations."

Clear communication is stressed in all upper-level classes, all of which have significant written and/or oral communication requirements. However, writing is a major unit in MGT 415 Strategic Management, the capstone course within the Business and Management majors. This class requires each student to write a final paper that is evaluated according to guidelines published in the course syllabus. In addition, this class requires each student to develop a presentation. Each of these artifacts is collected within the student's e-portfolio. A random sample of 25% of each artifact will be assessed using a rubric to assess both written and presentation competencies. For both assignments, the benchmark for demonstration of the communication competency is 70% of the students achieving at least an "Acceptable" rating (70%, or C).

If, during annual reviews, less than 70% of the students assessed for the writing/communication portion of the paper (separate from the competence of the strategic analysis) or presentation competency is judged as not meeting the competency, faculty on the Assessment Committee will devise and implement plans (close the loop) to increase that competency to expected levels. Specific measurements, plans and the implementation of plans will be documented within WEAVE.

Critical Thinking Integration Plan - Address competencies, implementation, and assessment: The objective is "to demonstrate the ability to critically analyze the quality and utility of knowledge gained throughout the undergraduate experience in Management and apply this knowledge to a wide range of problems." This is supported within all required courses that are mapped below to specific competencies.

Obj 1: (MGT 310) Statistics for Business (Supports General Education Objective B. Mathematics)
Quantitative methods of the management scientist with applications to business and industrial problems. Topics include regression

analysis, correlation analysis, analysis of variance, sampling, and nonparametric methods.

Obj 2: (MGT 312) Decision Models for Management (Supports General Education Objective B. Mathematics)
Exploration of ways in which management science decision models can help in making sound managerial decisions. Problem solving is Excel-based. Topics include linear programming, project scheduling, and simulation.

Obj 3: (MGT 318) Manage Information Systems (Supports General Education Objective H. Science and Technology in Society)
Introduction to information systems concepts and applications in business. Topics include
software, hardware, decision support and knowledge based systems, database, information systems design and implementation, and the management of information systems.

Obj 4: (MGT 390) Manage Operations (Supports General Education Objective H. Science and Technology in Society)
Examines the role of operations management in both manufacturing and service organizations. Discusses the concepts, tools, and techniques for managing the operations function. Topics include operations strategy, design, planning, and control.

Obj 5: (MGT 400) Manage Organizational Behavior
Provides management students with a framework for understanding how behavior within
business organizations is managed. Particular emphasis is on integrating management theory with recent developments in the behavioral sciences with distinct management applications. Theory, research, and business applications are considered.

Obj 6: (MGT 415) Management Business Strategy
Various methods are used in analyzing complex business problems, requiring students to integrate their knowledge of all areas of business.

Obj 7: (MGT 423) Management International Business (Supports General Education Objective F. Cross-Cultural Awareness)
Survey of theoretical and institutional complexities of international business operations. Topics include exporting, importing, foreign investment, multinational corporations, and international payment system.
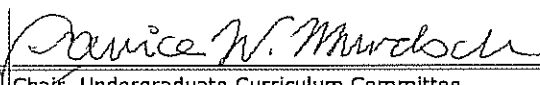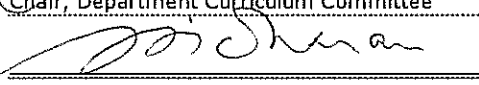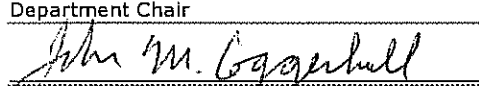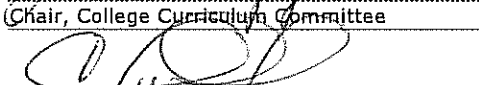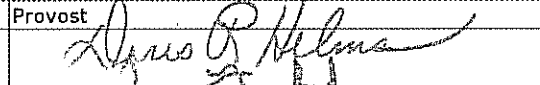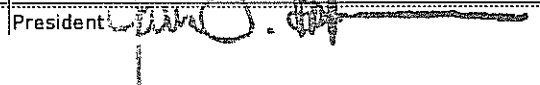
Assessments for each of the critical thinking objectives will come from embedded questions within tests and quizzes within the courses defined above. The benchmark for demonstration of the critical thinking competency is 70% of the students achieving at least an "Acceptable" rating (70%, or C).

If, during annual reviews, less than 70% of the students assessed is judged as not meeting the competency, faculty teaching the course will develop strategies and potential plans that will be presented to the Assessment Committee. Plans will be discussed and approved by the Assessment Committee to ensure implementation (close the loop) is integrated across the curriculum to increase that competency to expected levels. Specific measurements, plans and the implementation of plans will be documented within WEAVE.

Form Originator: RLPURVI, Russell Purvis **Date Form Created:** 4/15/2011
Form Last Updated by: RLPURVI, Russell Purvis **Date Form Last Updated:** 4/15/2011 **Form Number:** 4042

Approval

	Date		Date
Chair, Department Curriculum Committee	4/25/11	Chair, Undergraduate Curriculum Committee	5/6/2011
Department Chair	4/25/11	Chair, Graduate Curriculum Committee	
Chair, College Curriculum Committee	4/28/11	Provost	Date 6/17/2011
College Dean	5/2/11	President	Date 6/17/2011

CLEMSON
U N I V E R S I T Y **Curriculum and Course Change System - General Education Checklist**

Major Name: Psychology (BS)
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: Research ethics (collection of data from human participants or nonhuman animal subjects, honesty in recording and preserving data, admitting research design and implementation flaws, and proper credit given to prior investigators) and more general scholarly ethics (such as avoiding plagiarism) are taught throughout the curriculum. In our required PSYCH 310 class, students must complete an ethics module, including didactic presentation from the instructor and the textbook, training for investigators using human participants from the CITI training (https://www.citiprogram.org; as of May 2010, the CITI Program is used for research ethics education by over 1130 institutions and facilities worldwide), and usually must complete an IRB application for an exempt independent project of their own design. The IRB applications for 310 are reviewed by psychology faculty members experienced with the course, and students are given developmental feedback on their protocols as appropriate. Both the CITI training and the IRB applications themselves provide assessment of learning, and students with deficiencies are provided feedback and a chance to improve. Faculty will verify that at least 80% of students enrolled in PSYCH 310 during either the Fall or Spring semester pass the CITI training module. Faculty will strengthen that component of the course if less than 80% of these students pass this on-line training certification.
Communication Integration Plan - Address competencies, implementation, and assessment: While clear communication of psychology is stressed in all upper-level classes, all of which have significant written and/or oral communication requirements, scholarly research report writing is a major unit in our required PSYCH 310 class. This class requires each student to write a final paper that is evaluated according to guidelines published in the course syllabus. If, during biennial review, less than 75% of students in PSYCH 310 write a paper for which the writing/communication portion of the paper (separate from the methodological soundness of the study, appropriate use of statistical tests, etc.) is judged competent, the faculty will revise and strengthen that portion of the course.
Critical Thinking Integration Plan - Address competencies, implementation, and assessment: Beginning in PSYCH 201, our students are given extensive instruction on the analysis and interpretation of scientific data. As part of the Senior Lab in Psychology (PSYCH 492), all students are required to develop a reflective portfolio, one component of which is to describe critical thinking skills that the student has acquired by completing courses in the psychology major. This portion of the course requirement will be subject to a critical thinking rubric with a criterion of 70% reaching competency, as assessed in a biennial review. Failing this minimum, PSYCH 492 faculty will call upon the departmental faculty teaching courses that contribute to critical thinking to revise or enhance critical thinking in their course(s).

Form Originator: PRAYMAR, Patrick Raymark **Date Form Created:** 5/6/2011
Form Last Updated by: PRAYMAR, Patrick Raymark **Date Form Last Updated:** 5/6/2011 **Form Number:** 4086

Approval

Chair, Department Curriculum Committee	5/6/11 Date	Chair, Undergraduate Curriculum Committee	9/2/20 Date
Department Chair	5-6-11 Date	Chair, Graduate Curriculum Committee	Date
Chair, College Curriculum Committee	5/9/11 Date	Provost	8/31 Date
College Dean	5/11/11 Date	President	10/31 Date

CLEMSON
U N I V E R S I T Y **Curriculum and Course Change System - General Education Checklist**

Major Name: Psychology (BA)

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: Research ethics (collection of data from human participants or nonhuman animal subjects, honesty in recording and preserving data, admitting research design and implementation flaws, and proper credit given to prior investigators) and more general scholarly ethics (such as avoiding plagiarism) are taught throughout the curriculum. In our required PSYCH 310 class, students must complete an ethics module, including didactic presentation from the instructor and the textbook, training for investigators using human participants from the CITI training (https://www.citiprogram.org; as of May 2010, the CITI Program is used for research ethics education by over 1130 institutions and facilities worldwide), and usually must complete an IRB application for an exempt independent project of their own design. The IRB applications for 310 are reviewed by psychology faculty members experienced with the course, and students are given developmental feedback on their protocols as appropriate. Both the CITI training and the IRB applications themselves provide assessment of learning, and students with deficiencies are provided feedback and a chance to improve. Faculty will verify that at least 80% of students enrolled in PSYCH 310 during either the Fall or Spring semester pass the CITI training module. Faculty will strengthen that component of the course if less than 80% of these students pass this on-line training certification.
Communication Integration Plan - Address competencies, implementation, and assessment: While clear communication of psychology is stressed in all upper-level classes, all of which have significant written and/or oral communication requirements, scholarly research report writing is a major unit in our required PSYCH 310 class. This class requires each student to write a final paper that is evaluated according to guidelines published in the course syllabus. If, during biennial review, less than 75% of students in PSYCH 310 write a paper for which the writing/communication portion of the paper (separate from the methodological soundness of the study, appropriate use of statistical tests, etc.) is judged competent, the faculty will revise and strengthen that portion of the course.
Critical Thinking Integration Plan - Address competencies, implementation, and assessment: Beginning in PSYCH 201, our students are given extensive instruction on the analysis and interpretation of scientific data. As part of the Senior Lab in Psychology (PSYCH 492), all students are required to develop a reflective portfolio, one component of which is to describe critical thinking skills that the student has acquired by completing courses in the psychology major. This portion of the course requirement will be subject to a critical thinking rubric with a criterion of 70% reaching competency, as assessed in a biennial review. Failing this minimum, PSYCH 492 faculty will call upon the departmental faculty teaching courses that contribute to critical thinking to revise or enhance critical thinking in their course(s).

Form Originator: PRAYMAR, Patrick Raymark **Date Form Created:** 4/8/2011
Form Last Updated by: PRAYMAR, Patrick Raymark **Date Form Last Updated:** 5/6/2011 **Form Number:** 4022

Approval

signature	5/6/11	_signature_	9/02/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
signature	5-6-11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
signature	5/9/11	_signature_	9/31/11
Chair, College Curriculum Committee	Date	Provost	Date
signature	9/7/11	_signature_	10/31/11
College Dean	Date	President	Date

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

Major Name: B.S. Graphic Communications

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 or COMM 150	..
Academic & Professional Development			..	X
Mathematics	..	..	X EX ST 301, EX ST 309 or MTHSC 301	..
Natural Science with lab	..	..	X CH 101 or PHYS 122/124	..
Math or Natural Science	..	..	X CH 105 or PHYS 207	..
Arts & Humanities (Literature)	X	..	..	..
Arts & Humanities (Non-Literature)	X	..	..	..
Social Sciences	..	..	X ECON 200 or ECON 211	..
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 and implementation.)

Primarily, academic honesty is integral to each course. All Graphic Communications courses approach content and individual behavior within an ethical framework; students are asked to sign a "Statement of Standards and Policies for Equipment and Software Use" at the beginning of every semester. Additionally, ethical considerations are woven throughout the many Graphic Communications courses. For example, issues such as copyright restrictions and implications of digital image editing are addressed in GC 102, 104, 207, 340, 405 and GC 440. Safety and environmental issues are addressed in all GC courses. Also, discussions of business ethics are undertaken in GC 448 448 as well as personal ethics, which are addressed in GC480. Presentation of content that stresses the ability to recognize ethical conflicts is also made and reinforced in ECON 211, ACCT 201/202, MGT 301, and MKT 301. These courses examine situations where ethical judgments are required in business situations. As sophomores and again as juniors, Graphic Communications majors are required to perform as interns in the printing, packaging, publishing, imaging industry for 15 weeks. During this time, students compile weekly journals of their experiences often including the ethical climate of their particular workplace.

In class assessment is used specifically to evaluate ethics in both the senior level print management course, GC 448 and the senior seminar course, CG 480. In GC 448, a business ethics case study is presented, discussed and reviewed by the students and individual response papers are written and submitted to the teaching faculty. In GC 480, a personal ethics case study (within a business setting) is also presented, discussed and reviewed by the students and an individual response paper is written and presented to that teaching faculty as well. In both cases the submissions are graded in accordance to the objectives listed in the syllabus.

If, during annual reviews, less than least 70% of the students assessed fail to meet the competency, faculty teaching the course will present possible remedies to increase the competencies to expected levels. The recommendations will be submitted for review and approval by the Department Curriculum committee and then implemented in the classroom by the teaching faculty.

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

As a technical management degree graduates are required to communicate in a variety of industrial and business situations. To that end the Graphic Communications degree incorporates oral and communication skills throughout the curriculum. The foundations of both are gained via ENGL 103 and either COMM 150 or 250 during the student's curriculum. They also take either ENGL 304 or 314 to further develop their written communication skills. Competencies are further honed in all upper division courses within the Graphic Communications curriculum. Students are required to write technical papers in GC 446, 444 and 448. They are also required to write technical reports concerning lab research in GC 207, 405 and 444. Finally, students conduct both group and individual oral presentations involving technical research and manufacturing problems in GC 405, 446 and 448. All technical papers, projects and presentations are evaluated by the instructor and graded accordingly throughout out the curriculum following departmentally approved objectives. Students have the opportunity to present technical presentations and/or written research projects for judging at collegiate competitions at professional conferences such as The Technical Association of the Graphic Arts, Association of Independent Corrugated Converters and The Foundations of the Flexographic Technical Association.

Assessment will occur by evaluating one of these assignments according to a communication rubric to be included in the syllabus for each of these courses. If less than 70% of the students achieve an evaluation at or above "Acceptable", the faculty will discuss and develop ways to strengthen students' communication skills.

Critical Thinking Integration Plan - Address competencies, implementation, and assessment: Critical Thinking and Problem Solving Integration Plan (Address competencies and implementation.)

The mission of the Graphic Communications Department is to develop dedicated, practical problem solving people for the printing, publishing, imaging, packaging and allied industries. Accordingly, the faculty of the department has acted in concert to construct a cohesive, "spiraling" curriculum that integrates reasoning, critical thinking, and problem solving into all of the projects assigned in each GC course. Many of these projects incorporate hands-on experiences that stress proper planning and critical thinking based upon conceptual knowledge within the dynamics of a lab environment. Students are called upon to engage their minds to seek answers independently and systematically within technical and time constraints, rather than being asked to merely repeat a demonstrated task. Ultimately, the success of a student project is the culmination of a lengthy process of inquiry and troubleshooting. Research and testing is the primary focus of GC 446; this course incorporates research methods in the pursuit of a specific print related inquiry.
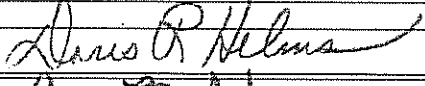
If, during annual reviews, less than 70% of the students assessed fail to meet the competency, faculty teaching the course will present possible remedies to increase the competencies to expected levels. The recommendations will be submitted for review and approval by the Department Curriculum committee and then implemented in the classroom by the teaching faculty.

Additional, implementation of these competencies is achieved through the mathematics, chemistry, and physics requirements (including MTHSC 301, 309 or EX ST 301; CH 101, 105 or PHYS 122/124, 207).

Approval

	Date		Date
Chair, Department Curriculum Committee		Chair, Undergraduate Curriculum Committee	5/6/2011
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
Samuel T. Ingram			
Chair, College Curriculum Committee	Date	Provost	Date 6/17/2011
College Dean	Date	President	Date 6/17/2011

From:	Janice Murdoch
Sent:	Wednesday, May 04, 2011 3:36 PM
To:	Rhonda Todd
Subject:	FW: UCC agenda
Attachments:	image.png; ATT00001..htm; GC Curriculum and Course Change System.pdf; ATT00002..htm

Jan W. Murdoch
Vice-Provost and Dean of Undergraduate Studies
Professor of Psychology
Clemson University
E-101 Martin Hall
Clemson, SC 29634

From: John Coggeshall
Sent: Wednesday, May 04, 2011 3:36 PM
To: Janice Murdoch
Subject: FW: UCC agenda

From: Nona Woolbright [mailto:nwoolbr@clemson.edu]
Sent: Wednesday, May 04, 2011 8:33 AM
To: John Coggeshall
Subject: Re: UCC agenda

Mike,

Sam attached the signature sheet with an electronic signature at the bottom of his email. But if that will not work we will be back in town late today.

Nona

Dr. Nona Woolbright
Associate Professor
Graduate Coordinator
Graphic Communications
Clemson University
nwoolbr@clemson.edu

On May 3, 2011, at 2:04 PM, John Coggeshall wrote:

1

CLEMSON
U N I V E R S I T Y **Curriculum and Course Change System - General Education Checklist**

Major Name: Economics BA

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: An understanding of ethics is integral in the economic concepts that underly welfare analysis. These are explored most thoroughly in a required course, Econ 314, Intermediate Microeconomic Theory. Several welfare criteria which are used to evaluate policy changes are examined in depth in this course. Students must learn how to evaluate the impacts of private and public policy changes using microeconomic analysis, and to translate these findings into their impact on human welfare. Annual assessment focuses on student performance on exams in Econ 314, and their answers to specific questions related to policy analysis and welfare concepts. If during the review, less than 70% of the students's answers display competency in this requirement, the Assessment Committee, in conjunction with the Instructors responsible for Econ 314, will make recommendations and implement plans to improve student performance in this area. Assessment results and action plans will be documented in WEAVE.

Communication Integration Plan - Address competencies, implementation, and assessment: Economics students are required to take COMM 150 or COMM 250. In addition, a number of junior and senior level courses have advanced, extensive writing requirements. Students are required to take at least one of the following such courses to satisfy the requirement: ECON 344, 350, 360, 402, 404, 410, 424, 426, 435, or 455. A random sample of writing assignments from a subset of these courses will be evaluated for competency by the Assessment Committee. If less than 70% of these assignments display competency in this requirement, the Assessment Committee, in conjunction with the Curriculum Committee, will make recommendations and implement plans to improve student performance in this area. Assessment results and action plans will be documented in WEAVE.

Critical Thinking Integration Plan - Address competencies, implementation, and assessment: Critical thinking is essential to the study of Economics. An emphasis on careful, logical analysis of economic and social problems is infused throughout the economics curriculum. Assessment of competency in critical thinking will be based on an integrated analytical assignment in Econ 314 (Intermediate Microeconomics) which requires that students employ logical skills in analyzing economic problems. If during the review, less than 70% of student answers display competency in this requirement, the Assessment Committee, in conjunction with the Instructors responsible for Econ 314 will make recommendations and implement plans to improve student performance in this area. Assessment results and action plans will be documented in WEAVE.

Form Originator: SAUERR, Raymond Sauer **Date Form Created:** 5/3/2011
Form Last Updated by: SAUERR, Raymond Sauer **Date Form Last Updated:** 11/14/2011 **Form Number:** 4072

Approval

Chair, Department Curriculum Committee	11-14-11 Date	Chair, Undergraduate Curriculum Committee	12/8/2011 Date
Department Chair	11-14-11 Date	Chair, Graduate Curriculum Committee	Date
Chair, College Curriculum Committee	4/11/11 Date	Provost	12/20/11 Date
College Dean	11/14/11 Date	President	12/21/11 Date

CLEMSON
U N I V E R S I T Y **Curriculum and Course Change System – General Education Checklist**

Major Name: Economics BS

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: An understanding of ethics is integral in the economic concepts that underly welfare analysis. These are explored most thoroughly in a required course, Econ 314, Intermediate Microeconomic Theory. Several welfare criteria which are used to evaluate policy changes are examined in depth in this course. Students must learn how to evaluate the impacts of private and public policy changes using microeconomic analysis, and to translate these findings into their impact on human welfare. Annual assessment focuses on student performance on exams in Econ 314, and their answers to specific questions related to policy analysis and welfare concepts. If during the review, less than 70% of the students's answers display competency in this requirement, the Assessment Committee, in conjunction with the Instructors responsible for Econ 314, will make recommendations and implement plans to improve student performance in this area. Assessment results and action plans will be documented in WEAVE.

Communication Integration Plan - Address competencies, implementation, and assessment: Economics students are required to take COMM 150 or COMM 250. In addition, a number of junior and senior level courses have advanced, extensive writing requirements. Students are required to take at least one of the following such courses to satisfy the requirement: ECON 344, 350, 360, 402, 404, 410, 424, 426, 435, or 455. A random sample of writing assignments from a subset of these courses will be evaluated for competency by the Assessment Committee. If less than 70% of these assignments display competency in this requirement, the Assessment Committee, in conjunction with the Curriculum Committee, will make recommendations and implement plans to improve student performance in this area. Assessment results and action plans will be documented in WEAVE.

Critical Thinking Integration Plan - Address competencies, implementation, and assessment: Critical thinking is essential to the study of Economics. An emphasis on careful, logical analysis of economic and social problems is infused throughout the economics curriculum. Assessment of competency in critical thinking will be based on an integrated analytical assignment in Econ 314 (Intermediate Microeconomics) which requires that students employ logical skills in analyzing economic problems. If during the review, less than 70% of student answers display competency in this requirement, the Assessment Committee, in conjunction with the Instructors responsible for Econ 314 will make recommendations and implement plans to improve student performance in this area. Assessment results and action plans will be documented in WEAVE.

Form Originator: SAUERR, Raymond Sauer **Date Form Created:** 5/3/2011
Form Last Updated by: SAUERR, Raymond Sauer **Date Form Last Updated:** 11/14/2011 **Form Number:** 4072

Approval

Chair, Department Curriculum Committee	11-14-11	Chair, Undergraduate Curriculum Committee	12/2/2011
Department Chair	11-14-11	Chair, Graduate Curriculum Committee	
Chair, College Curriculum Committee	11/11/11	Provost	12/20/11
College Dean	11/14/11	President	12/21/11

000011

CLEMSON
U N I V E R S I T Y **Curriculum and Course Change System - General Education Checklist**

Major Name: Sociology BA

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: In SOC 205 (Sociology Laboratory), the Ethical Judgment competency is addressed through class sessions and one assignment focused on Ethics. Students are required to write an essay in which they explain what "ethics" are, personal and professional sources for ethical judgment, Clemson's Core Values, the Ethical Code of the American Sociological

Association, and research ethics as per IRB stipulations and disciplinary expectations. They include a synopsis of a work that illustrates selected sociologists' contributions either to understanding ethics or to stipulating ethics for Sociologists (beyond the ASA code); and discuss a situation wherein they faced a serious ethical dilemma and how they handled it. The essay will be evaluated according to a rubric published with the assignment. The benchmark for demonstration of Ethical Judgment Integration competency is 70% of the students achieving at least an "Acceptable" rating (70%, or C) for the exercise. If the identified benchmark is not achieved, faculty will use evaluation data to make needed revisions to the exercise, strengthening ethics instruction and increasing student understanding of these issues.

In SOC 302 (Methods of Social Research I), the Ethical Judgment competency is addressed through a class session on social science research ethics in which ethical principles in achieving valid results, honesty and openness, protecting research participants are discussed and Institutional Review Board (IRB) and American Sociological Association's (ASA) code of ethics are reviewed. Student mastery of these issues is evaluated through completion of an essay assignment requiring students to read case studies and identify and discuss ethical issues involved. The essay will be evaluated according to an ethics rubric published with the assignment. Benchmark for demonstration of Ethical Judgment Integration competency is 75% or more students achieve an evaluation of "Excellent" or "Good" on the essay. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions, strengthening ethics instruction and increasing student understanding of these issues.

In SOC 497 (Senior Capstone), students revisit the Ethics work they completed in Soc 205, refine it, and further elaborate on insights that they have garnered since they wrote that initial essay. They will discuss one more sociologist who or sociological work that contributes to a sociocultural understanding of ethics and factors affecting ethical judgment. Students are to include this essay in the professional ePortfolio they create in the course. A grading rubric will be published with the assignment. The benchmark for demonstration of Ethical Judgment Integration competency is 85% of students achieving at least an "Effective" rating (85%, or B) for this exercise. If the identified benchmark is not achieved, faculty will use evaluation data to make needed revisions to the exercise, strengthening ethics instruction and increasing student understanding of these issues.

Communication Integration Plan - Address competencies, implementation, and assessment: In SOC 205 (Sociology Laboratory), students create a PowerPoint presentation, "Sociology and Me," wherein they explain why they have chosen to attend Clemson, why they have chosen to major in Sociology, their favorite Sociologist or their favorite sociological theory or piece of sociological work, and the links between their courses and distributed competencies and future plans. PowerPoint products are assessed for the degree to which an anonymous reader could go through the presentation and

understand what is being conveyed without assistance; thus, students master the elements of PowerPoint that make possible dynamic and comprehensible presentations. Also in SOC 205 (Sociology Laboratory), students write essays in which they (1) identify all of the requirements of their major and minors and discuss the interfaces between them and (2) reflect on one of the courses that they have taken that contributes to one of the Core Areas of Sociology. These essays are evaluated according to a rubric published with the respective assignment. For both assignments, the benchmark for demonstration of the Communication competency is 70% of the students achieving at least an "Acceptable" rating (70%, or C). If the identified benchmark is not achieved, faculty will use evaluation data to make needed revisions to the exercise and course, strengthening students' communication skills.

In SOC 304 (Methods of Social Research II), the communication competency is achieved through three writing assignments, class presentation, and two exams. Students are required to complete an essay in which they critically review a research paper. The term project requires students to complete a proposal, a final research report, and present their findings in class. The exams include essay questions. Evaluation of class assignments will be completed through use of an instructor-developed rubric which is published with the assignments. Benchmark for demonstration of Communication Integration competency is 75% or more students achieve "Excellent" or "Good" on all assignments. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' oral and written communication skills.

In SOC 404 (Social Theory), the communication competency is met through successful completion of a summary report of the main claims, arguments and conclusions of the classical (19th and early 20th century) functionalist and conflict theorists. Evaluation will be completed through use of an instructor-developed rubric which will be published in the course syllabus. Benchmark for demonstration of communication competency is student achievement of 80% on this summary essay. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' communication skills.

In SOC 497 (Senior Capstone) students write a professional essay (written into the pages of the eportfolio and also attached as a Word document on that page) in which they thoughtfully explore why they want to be accepted into a graduate program, receive an award or fellowship or have a job placement with a particular employer. This essay must convey the decisions that the student made that got them to this point, courses and experiences at Clemson that helped them mature both intellectually and socially, and the knowledge, skills and abilities that they can bring to the particular school, program, or place of employment. Essays will be evaluated according to a rubric published with the assignment. A benchmark of success on the professional essay is 75% of the

students turning in professional essays that are rated as "Acceptable" (B) or "Excellent" (A). If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' communication skills.

Critical Thinking Integration Plan – Address competencies, implementation, and assessment: In SOC 304 (Methods of Social Research II), the critical thinking competency is achieved through a term project in which students independently select a research question, critically review existing literature, develop hypotheses, analyze social survey data, and evaluate the results. Students will complete a proposal and a final report on the project. Evaluation of these assignments will be completed through use of an instructor-developed rubric which is published with the term project assignment. Benchmark for demonstration of Critical Thinking competency is 75% or more students achieve "Excellent" or "Good" on all assignments. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' critical thinking skills.

Students in SOC 404 (Social Theory) must demonstrate the ability to assess and critically analyze comparatively the core theoretical ideas of contemporary (mid- to late-20th century) sociological theorists through successful completion of an essay on the topic. Evaluation of this assignment will be completed through use of an instructor-developed rubric which will be published in the course syllabus. Benchmark for demonstration of communication competency is student achievement of 80% on this essay. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' ability to critically analyze the various tenets of core sociological theories.
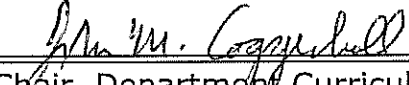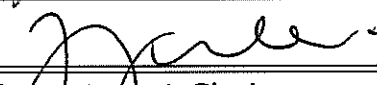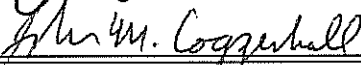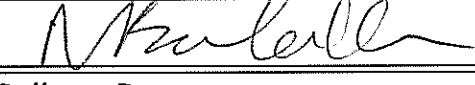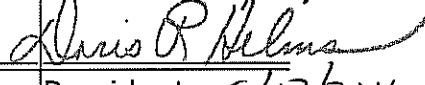
In SOC 497 (Senior Capstone), students write an integrative and critical thinking essay in which they very mindfully identify and examine what they see to be significant courses taken at Clemson and experiences as a Clemson student that provided insight as they grappled with intellectual, personal and other challenges. They are to include courses from their minor and are instructed to use their "Sociological Imagination." A benchmark of success on the integrative and critical thinking essay is 75% of the students turning in professional essays that are rated as "Acceptable" (B) or "Excellent" (A). In the event that this benchmark is not achieved, essays not making the cutoff will be inspected to see if the exercise should be revised. These essays also will be compared with the professional essays (described above), in case one of these essays can be dropped without losing quality and still contributing to the students' professional development and the Communication and Critical Thinking competencies, or there is a way to combine the essays for greater impact.

Form Originator: SWINSLO, Sarah Winslow **Date Form Created:** 4/4/2011
Form Last Updated by: SWINSLO, Sarah Winslow **Date Form Last Updated:** 4/4/2011 **Form Number:** 4017

Approval

	Date	Chair, Undergra
John M. Coggeshall 4/1/11		
Chair, Department Curriculum Committee		
	4/11/11	
Department Chair	Date	Chair, Graduate
John M. Coggeshall 4/8/11		
Chair, College Curriculum Committee	Date	Provost 6/17/2011
	4/13/11	_Chris R Helms_
College Dean	Date	President 6/17/2011

Janice W. Murdoch

Chair, Undergraduate Curriculum Committee

5/6/20

000016

CLEMSON
U N I V E R S I T Y **Curriculum and Course Change System - General Education Checklist**

Major Name: Sociology BS

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: In SOC 205 (Sociology Laboratory), the Ethical Judgment competency is addressed through class sessions and one assignment focused on Ethics. Students are required to write an essay in which they explain what "ethics" are, personal and professional sources for ethical judgment, Clemson's Core Values, the Ethical Code of the American Sociological

Association, and research ethics as per IRB stipulations and disciplinary expectations. They include a synopsis of a work that illustrates selected sociologists' contributions either to understanding ethics or to stipulating ethics for Sociologists (beyond the ASA code); and discuss a situation wherein they faced a serious ethical dilemma and how they handled it. The essay will be evaluated according to a rubric published with the assignment. The benchmark for demonstration of Ethical Judgment Integration competency is 70% of the students achieving at least an "Acceptable" rating (70%, or C) for the exercise. If the identified benchmark is not achieved, faculty will use evaluation data to make needed revisions to the exercise, strengthening ethics instruction and increasing student understanding of these issues.

In SOC 302 (Methods of Social Research I), the Ethical Judgment competency is addressed through a class session on social science research ethics in which ethical principles in achieving valid results, honesty and openness, protecting research participants are discussed and Institutional Review Board (IRB) and American Sociological Association's (ASA) code of ethics are reviewed. Student mastery of these issues is evaluated through completion of an essay assignment requiring students to read case studies and identify and discuss ethical issues involved. The essay will be evaluated according to an ethics rubric published with the assignment. Benchmark for demonstration of Ethical Judgment Integration competency is 75% or more students achieve an evaluation of "Excellent" or "Good" on the essay. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions, strengthening ethics instruction and increasing student understanding of these issues.

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understand what is being conveyed without assistance; thus, students master the elements of PowerPoint that make possible dynamic and comprehensible presentations. Also in SOC 205 (Sociology Laboratory), students write essays in which they (1) identify all of the requirements of their major and minors and discuss the interfaces between them and (2) reflect on one of the courses that they have taken that contributes to one of the Core Areas of Sociology. These essays are evaluated according to a rubric published with the respective assignment. For both assignments, the benchmark for demonstration of the Communication competency is 70% of the students achieving at least an "Acceptable" rating (70%, or C). If the identified benchmark is not achieved, faculty will use evaluation data to make needed revisions to the exercise and course, strengthening students' communication skills.

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In SOC 404 (Social Theory), the communication competency is met through successful completion of a summary report of the main claims, arguments and conclusions of the classical (19th and early 20th century) functionalist and conflict theorists. Evaluation will be completed through use of an instructor-developed rubric which will be published in the course syllabus. Benchmark for demonstration of communication competency is student achievement of 80% on this summary essay. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' communication skills.

In SOC 497 (Senior Capstone) students write a professional essay (written into the pages of the eportfolio and also attached as a Word document on that page) in which they thoughtfully explore why they want to be accepted into a graduate program, receive an award or fellowship or have a job placement with a particular employer. This essay must convey the decisions that the student made that got them to this point, courses and experiences at Clemson that helped them mature both intellectually and socially, and the knowledge, skills and abilities that they can bring to the particular school, program, or place of employment. Essays will be evaluated according to a rubric published with the assignment. A benchmark of success on the professional essay is 75% of the

students turning in professional essays that are rated as "Acceptable" (B) or "Excellent" (A). If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' communication skills.

Critical Thinking Integration Plan - Address competencies, implementation, and assessment: In SOC 304 (Methods of Social Research II), the critical thinking competency is achieved through a term project in which students independently select a research question, critically review existing literature, develop hypotheses, analyze social survey data, and evaluate the results. Students will complete a proposal and a final report on the project. Evaluation of these assignments will be completed through use of an instructor-developed rubric which is published with the term project assignment. Benchmark for demonstration of Critical Thinking competency is 75% or more students achieve "Excellent" or "Good" on all assignments. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' critical thinking skills.

Students in SOC 404 (Social Theory) must demonstrate the ability to assess and critically analyze comparatively the core theoretical ideas of contemporary (mid- to late-20th century) sociological theorists through successful completion of an essay on the topic. Evaluation of this assignment will be completed through use of an instructor-developed rubric which will be published in the course syllabus. Benchmark for demonstration of communication competency is student achievement of 80% on this essay. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' ability to critically analyze the various tenets of core sociological theories.

In SOC 497 (Senior Capstone), students write an integrative and critical thinking essay in which they very mindfully identify and examine what they see to be significant courses taken at Clemson and experiences as a Clemson student that provided insight as they grappled with intellectual, personal and other challenges. They are to include courses from their minor and are instructed to use their "Sociological Imagination." A benchmark of success on the integrative and critical thinking essay is 75% of the students turning in professional essays that are rated as "Acceptable" (B) or "Excellent" (A). In the event that this benchmark is not achieved, essays not making the cutoff will be inspected to see if the exercise should be revised. These essays also will be compared with the professional essays (described above), in case one of these essays can be dropped without losing quality and still contributing to the students' professional development and the Communication and Critical Thinking competencies, or there is a way to combine the essays for greater impact.

Form Originator: SWINSLO, Sarah Winslow **Date Form Created:** 4/4/2011 **Form Last Updated by:** SWINSLO, Sarah Winslow **Date Form Last Updated:** 4/4/2011 **Form Number:** 4016

000020

Approval

Jhn M. Coggeshall 4/1/11		Date	Chair, Undergra
Chair, Department Curriculum Committee			
(signature) 4/11/11		Date	Chair, Graduate
Department Chair			
Jhn M. Coggeshall 4/8/11		Date	Provost 6/17/2011
Chair, College Curriculum Committee			
(signature)		4/13/11	_(signature)_
College Dean		Date	President 6/17/2011

(signature) Patrice W. Murdoch   5/6/2014 _(signature) J._

CLEMSON
U N I V E R S I T Y **Curriculum and Course Change System - General Education Checklist**

Major Name: Political Science BS

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: Social scientific ethics (honesty in the presentation of information and giving credit to prior studies) and more general academic ethics (especially avoiding plagiarism) are taught throughout our curriculum. At the beginning of our curriculum, a module on ethics is included in all sections of PO SC 199 (a course required of all majors) and reinforced to varying degrees in our other 100-level courses. Academic honesty issues are discussed in every political science course. In addition, in all of our upper-level courses on public administration and political philosophy and most of our upper-level courses on American politics and global politics, students learn about a range of ethical issues that confront policymakers and political systems. At the end of our curriculum, students in PO SC 499 (a course required of all majors) are required to write an essay consisting of a personal framework in which ethical decisions may be made in a systematic, reflective, and responsible way. These essays are evaluated using a departmental rubric. The instructor in PO SC 499 also examines students' ePortfolios to discern evidence of growth in their ethical judgment ability over the course of their undergraduate education. If more than 25 percent of PO SC 499 students fail to achieve an evaluation of "Excellent" or "Good" on the ethics evaluations, the faculty will strengthen the ethics instruction throughout the political science curriculum so the standards are met.
Communication Integration Plan - Address competencies, implementation, and assessment: As clear communication ability is one of the most important skills to be gleaned from a liberal arts education, it is essential to all political science courses. Students prepare essays, oral presentations, and/or research papers in every upper-level political science course. They are required in each case to adhere to professional standards of format and presentation. Student essays, presentations, and research papers are graded carefully by department faculty and evaluated not only on the basis of substantive content but also clarity of argument. Moreover, at the end of our curriculum, students in PO SC 499 (a course required of all majors) are required to write several capstone essays. These essays are evaluated using a departmental rubric. If more than 25 percent of PO SC 499 students fail to achieve an evaluation of "Excellent" or "Good" on these evaluations of their communication skills, the faculty will find ways of strengthening students' communication skills throughout the political science curriculum so the standards are met.
Critical Thinking Integration Plan - Address competencies, implementation, and assessment: As critical thinking skills also should be essential end results of a liberal arts education, all political science courses push students to develop the ability to think critically and to evaluate the quality of various arguments and evidence. Critical thinking underlies all political science class discussions, and is required

in all student essays, oral presentations, and research papers. Student essays, presentations, and research papers are graded carefully by department faculty and evaluated on the basis of the extent to which students are able to explain the political phenomena about which they write rather than merely describing them. At the end of our curriculum, all students are required to take PO SC 499. The instructor in PO SC 499 examines students' ePortfolios to discern evidence of growth in their critical thinking ability over the course of their undergraduate education. Moreover, the political science faculty collect representative samples of student coursework illustrating the range of students' critical thinking and reasoning ability to look for deficiencies in this area. If more than 25 percent of PO SC 499 students fail to achieve an evaluation of "Excellent" or "Good" on these evaluations of their critical thinking skills, or if the faculty perceive a systematic problem in the representative samples of student coursework, the faculty will find ways of strengthening students' critical thinking skills throughout the political science curriculum so the standards are met.

Form Originator: LAURAO, Laura Olson **Date Form Created:** 3/24/2011
Form Last Updated by: LAURAO, Laura Olson **Date Form Last Updated:** 3/24/2011 **Form Number:** 3992

Approval

Laura R. Olson	3/24/11	*Denice W. Murdoch*	5/6/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
[signature]	3/28/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
John M. Coggeshall	4/11/11		
Chair, College Curriculum Committee	Date	Provost	Date 6/17/1
[signature]	4/12/11	*Doris R. Helms*	
College Dean	Date	President *[signature]*	Date 6/17/2

CLEMSON
U N I V E R S I T Y **Curriculum and Course Change System - General Education Checklist**   J00004

Major Name: Financial 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
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 covered in several courses in the finance curriculum but is a particular focus in ACCT201 which introduces students to the analysis and resolution of ethical issues in financial reporting. Students are required to analyze ethics cases during the semester. One of these essays will be assessed using a rubric provided in the course syllabi. If less than 70% of the students achieve an evaluation above "Fair" (2 out of 4), we will strenghten our treatment of ethical issues.
Communication Integration Plan - Address competencies, implementation, and assessment: Finance students are required to take Business Writing and COMM 150 or COMM 250. Communication assignments are featured in several FIN courses. For example, FIN 404, 411, and 416 include the preparation of written reports on different financial problems and cases.   Student assignments will be evaluated using a communications rubric provided in the course syllabi. If less than 70% of the students achieve an evaluation above "Fair" (2 out of 4), we will meet as a faculty ways to discuss and develop ways to strengthen our student's communication skills.
Critical Thinking Integration Plan - Address competencies, implementation, and assessment: Our financial curriculum encourages critical thinking particularly in the areas of the gathering and analyzing data. FIN 312 (required of all FIN majors) requires students to download stock returns from the Internet and to estimate stock betas using regression analysis in Excel in order to evaluate the stocks' riskiness. Students compare their beta estimates to betas calculated by an outside firm (Zack's) and analyze and explain why differences may exist.   Evaluation of these projects will be subject to a critical thinking rubric which we will include on the course syllabi. If less than 70% of the students achieve an evaluation above "Fair" (2 out of 4), we will meet and discuss ways to strengthen the students critical thinking skills.

Form Originator: AM, Angela Morgan **Date Form Created:** 2/17/2011
Form Last Updated by: AM, Angela Morgan **Date Form Last Updated:** 4/12/2011 **Form Number:** 3809
Approval

Angela Morgan	4/12/11	_Bernice W. Murdoch_	5/6/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
K. Wells	4/12/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
John M. Coggeshall	4/11/11		
Chair, College Curriculum Committee	Date	Provost _Dario R. Helms_	Date 6/17/2011
_____	4/12/11		
College Dean	Date	President	Date 6/17/2011

CLEMSON
U N I V E R S I T Y **Curriculum and Course Change System - General Education Checklist**

J00003

Major Name: Accounting

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 is covered in several accounting courses (Acct 20 1, ACCT 311, ACCT 313, ACCT 415), which require students to write about an ethical dilemma. Assessment occurs in ACCT 201. Students in ACCT 201 are required to write an ethics paper during the semester, dealing with the identification, analysis, and resolution of ethical issues in financial reporting. These papers are based on cases that present ethical dilemmas relating to external and internal financial reporting. The ethics papers will be assessed using a rubric provided in the course syllabi. If less than 70% of the students achieve an evaluation at or above "Acceptable", the faculty will discuss and develop ways to strengthen our treatment of ethical issues.

Communication Integration Plan - Address competencies, implementation, and assessment: Accounting students take English Composition (ENGL 103), Business Writing (ENGL 304) and COMM 150 or COMM 250. Written and oral communication assignments are included in several ACCT courses (ACCT 201, ACCT 311, ACCT 312, ACCT 313, and ACCT 415) as well as other required courses (MGT 415). Students in ACCT 311, ACCT 313, and ACCT 415 are required to write papers about topics related to ethics. Assessment will occur by evaluating one of these assignments according to a communication rubric to be included in the syllabus for each of these courses. If less than 70% of the students achieve an evaluation at or above "Acceptable", the faculty will discuss and develop ways to strengthen students' communication skills.

Critical Thinking Integration Plan - Address competencies, implementation, and assessment: Critical thinking is integrated into all upper level accounting, finance, and legal studies courses required of accounting majors. MGT 310, also required of accounting majors, includes a project, involving analysis of a large dataset, which involves critical thinking. Assessment will occur in FIN 312. FIN 312 requires students to download stock returns from the Internet and to estimate stock betas using regression analysis in Excel in order to evaluate the stocks' riskiness. Students compare their beta estimates to betas calculated by an outside firm (Zack's) and analyze and explain why differences may exist. Evaluation of these projects will be done according to a critical thinking rubric included in the course syllabi. If less than 70% of the students achieve an evaluation above "Fair" (2 out of 4), the faculty will discuss ways to implement or adapt teaching methods to strengthen students' critical thinking skills.

Form Originator: , **Date Form Created:** 4/15/2011
Form Last Updated by: , **Date Form Last Updated:** 4/15/2011 **Form Number:** 4037

Approval

Lydia L.S. Schleifer	4/20/11	*Janice W. Murdoch*	5/6/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
KE Webb	4/20/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
John M. Coggeshall	4/20/11	*Provost signature*	Date 6/17/2011
Chair, College Curriculum Committee	Date	Provost	
signature	4/20/11	*signature*	Date 6/1/8/2011
College Dean	Date	President	

CLEMSON
U N I V E R S I T Y **Curriculum and Course Change System - General Education Checklist**

Major Name: Political Science BA

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: Social scientific ethics (honesty in the presentation of information and giving credit to prior studies) and more general academic ethics (especially avoiding plagiarism) are taught throughout our curriculum. At the beginning of our curriculum, a module on ethics is included in all sections of PO SC 199 (a course required of all majors) and reinforced to varying degrees in our other 100-level courses. Academic honesty issues are discussed in every political science course. In addition, in all of our upper-level courses on public administration and political philosophy and most of our upper-level courses on American politics and global politics, students learn about a range of ethical issues that confront policymakers and political systems. At the end of our curriculum, students in PO SC 499 (a course required of all majors) are required to write an essay consisting of a personal framework in which ethical decisions may be made in a systematic, reflective, and responsible way. These essays are evaluated using a departmental rubric. The instructor in PO SC 499 also examines students' ePortfolios to discern evidence of growth in their ethical judgment ability over the course of their undergraduate education. If more than 25 percent of PO SC 499 students fail to achieve an evaluation of "Excellent" or "Good" on the ethics evaluations, the faculty will strengthen the ethics instruction throughout the political science curriculum so the standards are met.
Communication Integration Plan - Address competencies, implementation, and assessment: As clear communication ability is one of the most important skills to be gleaned from a liberal arts education, it is essential to all political science courses. Students prepare essays, oral presentations, and/or research papers in every upper-level political science course. They are required in each case to adhere to professional standards of format and presentation. Student essays, presentations, and research papers are graded carefully by department faculty and evaluated not only on the basis of substantive content but also clarity of argument. Moreover, at the end of our curriculum, students in PO SC 499 (a course required of all majors) are required to write several capstone essays. These essays are evaluated using a departmental rubric. If more than 25 percent of PO SC 499 students fail to achieve an evaluation of "Excellent" or "Good" on these evaluations of their communication skills, the faculty will find ways of strengthening students' communication skills throughout the political science curriculum so the standards are met.
Critical Thinking Integration Plan - Address competencies, implementation, and assessment: As critical thinking skills also should be essential end results of a liberal arts education, all political science courses push students to develop the ability to think critically and to evaluate the quality of various arguments and evidence. Critical thinking underlies all political science class discussions, and is required

in all student essays, oral presentations, and research papers. Student essays, presentations, and research papers are graded carefully by department faculty and evaluated on the basis of the extent to which students are able to explain the political phenomena about which they write rather than merely describing them. At the end of our curriculum, all students are required to take PO SC 499. The instructor in PO SC 499 examines students' ePortfolios to discern evidence of growth in their critical thinking ability over the course of their undergraduate education. Moreover, the political science faculty collect representative samples of student coursework illustrating the range of students' critical thinking and reasoning ability to look for deficiencies in this area. If more than 25 percent of PO SC 499 students fail to achieve an evaluation of "Excellent" or "Good" on these evaluations of their critical thinking skills, or if the faculty perceive a systematic problem in the representative samples of student coursework, the faculty will find ways of strengthening students' critical thinking skills throughout the political science curriculum so the standards are met.

Form Originator: LAURAO, Laura Olson **Date Form Created:** 3/24/2011
Form Last Updated by: LAURAO, Laura Olson **Date Form Last Updated:** 3/24/2011 **Form Number:** 3991

Approval

Laura R. Olson	3/24/11	*Denise W. Murdoch*	5/6/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
[signature]	3/28/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
Ann M. Coggeshall	4/11/11		
Chair, College Curriculum Committee	Date	Provost	Date 6/7/12
[signature]	4/13/11	President *[signature]*	Date 6/7/12
College Dean	Date		

CLEMSON
U N I V E R S I T Y **Curriculum and Course Change System - General Education Checklist**   J00005

Major Name: MARKETING

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 covered in almost all courses in Marketing, as suggested by AACSB accreditation. The culmination of the integration of ethics is the capstone Marketing course MKT 450. Ethical concepts are reviewed, and students are required to evaluate ethical dilemas. Faculty review the performance of the students on multiple facets of ethics to consider the need for altering course content or curriculum within the degree plan. If 80% of students fail to achieve 80% correct scores, then faculty will strengthen ethical treatment throughout the curriculum.
Communication Integration Plan - Address competencies, implementation, and assessment: Oral communications are crucial to success of Marketing students. The Comm 150/250 is followed by MKT 420 Professional Selling required of all majors. Stucture and flow of oral communicaitons is developed. Multiple individual presentations/interactions are recorded and evaluated. If 80% of students fail to achieve 80% of oral communications concepts, then faculty will strengthen oral communications in the Marketing curriculum. Written communications extend from Engl 103/Literature/304 into most of the courses in the Marketing major. Substantial written group project reports as well as individual writing assignments are required in almost all courses. The culmination of the integration of written communications is the capstone Marketing course MKT 450. If 80% of students fail to achieve 80% score on writing skills for projects, then the faculty will strengthen written communications throughout the curriculum.
Critical Thinking Integration Plan - Address competencies, implementation, and assessment: Critical thinking and analytical skills are developed throughout the curriculum, and are evaluated at mulitple courses required of all majors from entry level (MKT 301) through intermediate (MKT 302, 427, 431) and capstone (MKT 450). Multiple facets are evaluated on pretest versus posttest in each course and across courses. If 80% of students fail to achieve 80% of the critical thinking concepts, then faculty will strenthen each course used in testing as well as across the curriculum.

Form Originator: DCHARLE, Charles Duke **Date Form Created:** 4/11/2011
Form Last Updated by: DCHARLE, Charles Duke **Date Form Last Updated:** 4/11/2011 **Form Number:** 4026

Approval

Charles R Duke	4/11/11	*Janice W. Murdoch*	5/6/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
Mary Anne Raymond	4/11/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
John M. Coggeshall	4/11/11		
Chair, College Curriculum Committee	Date	Provost	Date 6/7/2011
Nola Ca...	4/13/11	*Doris R Helms*	
College Dean	Date	President	Date 5/17/2011