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

	Date		Date
Chair, Department Curriculum Committee	5/6/11	Chair, Undergraduate Curriculum Committee	9/2/2011
Department Chair	5-6-11	Chair, Graduate Curriculum Committee	Date
Chair, College Curriculum Committee	5/9/11	Provost	Date
College Dean	5/11/11	President	Date

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

Major Name: Psychology (BA)

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Arts & Humanities (Non-Literature)	..	..	..	X
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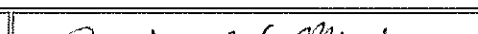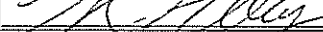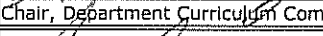
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Form Originator: PRAYMAR, Patrick Raymark **Date Form Created:** 4/8/2011
Form Last Updated by: PRAYMAR, Patrick Raymark **Date Form Last Updated:** 5/6/2011 **Form Number:** 4022

Approval

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