Approval of courses for inclusion in General Education curriculum

A standing General Education Committee was created this year and is now in the Clemson Faculty Manual. The approval of courses for inclusion in the Clemson General Education curriculum will now flow from the General Education Committee to the UCC. However, we will still have a need for groups of faculty experts (now called "General Education Learning Outcome Councils") to review courses and make recommendations to the General Education Committee on the appropriateness of Clemson courses for the learning outcome areas.

Generating a proposal using Curriculog


As long as the proposal is routed correctly (i.e.: triggering Bridget Trogden in the hierarchy), it will be reviewed appropriately for General Education attributes.

Proposing a course for Social Science credit

We have a revised student learning outcome for the Social Science area starting with the fall 2019 catalog. Any proposals for courses to obtain a Social Science attribute in fall 2019 or after need to address the revised learning outcome.

Tips:

- Either in the rationale submitted in Curriculog or in the syllabus, make clear how the proposed course is a Social Science course and how it addresses the student learning outcome.
- Either through a sample uploaded assignment, through the rationale submitted in Curriculog, or through the syllabus, make it clear how the students in the course will have an assignment (or more than one assignment) that addresses the rubric criteria for the general education student learning outcome (far left row in the table below).

Social Science student learning outcome: Students will use social science concepts and evidence to explain human actions or behaviors in the past, the present, and/or the future.

Rubric for assessing the student learning outcome:

<table>
<thead>
<tr>
<th>Rubric criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzes, with insight, the connections between social science concepts/evidence and human actions or behavior.</td>
<td>Produces accurate and appropriate connections between social science concepts/evidence and human actions or behavior.</td>
<td>Produces limited and/or superficial connections between social science concepts/evidence and human actions or behavior.</td>
<td>States social science concepts/evidence with no connection to human actions or behavior, or States human actions or behaviors with no</td>
<td></td>
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<tr>
<td>Effectiveness of explanations</td>
<td>Reaches meaningful and logical conclusions based upon evidence, demonstrating a sophisticated understanding of multiple, interconnected contextual factors.</td>
<td>Reaches meaningful and logical conclusions based upon evidence.</td>
<td>Reaches conclusions based upon limited evidence.</td>
<td>States conclusions with little evidence.</td>
</tr>
</tbody>
</table>

Additional information used by the competency council:

“Describe” would involve any appropriate method for the social sciences.

“Explain” would involve concepts, methods, and theories appropriate to a social science. Students might be asked to use theories for explanation, to interpret mathematical models or statistical tables, to review historical antecedents to explain events, or apply concepts (such as culture) to explain why people act the way they do.

“Human actions or behaviors” should be interpreted within the frame of the social sciences. Such actions/behaviors might include (but not be limited to) actions of individuals, collectivities, cultures, nations, or world systems.

Social Science “concepts” would be those appropriate to a particular social science discipline (e.g., culture, social inequality, gender, political or economic behavior) and “evidence” includes anything collected by social science methods (e.g., observations, statistical data, experiments, interviews, historical records).