


CLEMSON

U N I V E R S I T Y

March 15, 2004

MEMORANDUM

TO: University Faculty, Collegiate Deans, Academic Deans,
and Provost

FROM: Jerome V. Reel, Jr. 
Dean of Undergraduate Studies

RE: General Education

Attached are the General Education guidelines as developed by the Undergraduate Curriculum Committee (UCC) after three years of work and with much support from a large number of faculty. The new general education will be in effect 15 May 2005. To meet that goal, departmental and collegiate requirements need to be selected and new curricula sent to the Undergraduate Studies office by 1 October 2004 in order to make the **Announcements** for 2005.

Where there are choices to be made, you may select courses from the existing list or you may propose another or a new course or courses for the UCC consideration.

This has been a lengthy process and I personally want to thank the faculty, and especially those who have served on the curriculum committees for the dedication and commitment to this process.

If you have questions, your two collegiate representatives will serve as your resource. The list is attached.

Thank you for your continued support of this very important part of our academic life at Clemson.

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Attachments



SENIOR VICE PROVOST & DEAN
UNDERGRADUATE STUDIES

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GENERAL EDUCATION 2005

I. General Education Competencies

Through the General Education experience at Clemson University, undergraduate students will:

Written & Oral Communication Skills

1. Demonstrate effective communication skills¹ appropriate for topic, audience, and occasion.
2. Write coherent, well-supported, and carefully edited essays and reports suitable for a range of different audiences and purposes.
3. Employ the full range of the writing process, from rough draft to edited product.
4. Incorporate both print and electronic resources into speeches, presentations, and written documents.

Reasoning, Critical Thinking, and Problem Solving

1. Summarize, analyze, and evaluate fictional and non-fictional texts.
2. Differentiate deductive and inductive reasoning processes.
3. Acquire and analyze information to determine its quality and utility.
4. Recognize parallels between and among disciplines and apply knowledge, skills, or abilities learned in one discipline to another.

Mathematical, Scientific & Technological Literacy

1. Demonstrate mathematical literacy through solving problems, communicating concepts, reasoning mathematically, and applying mathematical or statistical methods using multiple representations.
2. Develop an understanding of the principles and theories of a natural science² and its applications.
3. Explain and apply the methods of a natural science in laboratory or experimental settings.
4. Apply information technologies to intellectual and professional development.
5. Understand the role of science and technology in society.

Social & Cross-Cultural Awareness

1. Develop an understanding of social science methodologies.
2. Explore the causes and consequences of human actions.
3. Develop an understanding of world cultures in historical and contemporary perspectives.
4. Recognize the importance of language in cultural contexts.

Arts & Humanities

1. Develop an understanding of the history and cultural contexts of the arts and humanities.
2. Examine the arts and humanities as expressions of the human experience.
3. Experience and evaluate productions of the performing and visual arts.

Ethical Judgment

1. Demonstrate knowledge of what ethics is and is not, its relation to academic integrity, and its importance as a field of study.
2. Demonstrate understanding of common ethical issues, and construct a personal framework in which ethical decisions can be made in a systematic, reflective and responsible way.

The General Education competencies may be met in a variety of ways. In some areas specific courses will be selected from a list of approved courses. In other areas, more flexibility is afforded to each degree program. In all cases, the UCC will be the faculty body to define approval criteria, to approve courses as meeting these criteria, and to approve curricula as meeting these general education requirements.

¹ Objective is primary focus on oral and written communication

² includes biological, physical science

II. General Education 2005 (Revised November 5, 2004)

Communication

English Composition 3 credits
ENGL 103, (ENGL 102 for AP or transfer students)

Advanced Writing 3 credits
A S 410, ENGL 304, 312, 314, 316, 345, 346, 348, M L 402, THEA (ENGL) 347, or an approved cluster of courses

Oral Communication 3 credits
COMM 150, 250, or an approved cluster of courses such as (A S 309, 310, 409, 410) (M L 101, 102)

Academic and Professional Development 2 credits

Participation in the Pilot Digital Portfolio Program or departmental courses approved on an interim basis by the UCC addressing the general academic and professional development of the student.

Mathematical, Scientific and Technological Literacy

Mathematics 3 credits
EX ST 222, EX ST 301, MTHSC 101, 102, 106, 108, 203, 207, 301, 309
For Elementary and Early Childhood Education majors only: MTHSC 117, 118

Natural Science with Lab 4 credits
ASTR 101/103, 102/104, BIOL 101, 102, 103, 104, 110, 111, CH 101, 102, 105, 106,
GEOL 101/103, 102, 112/114, PH SC 107, 108, PHYS 122/124, 207/209, 208/210, 221/223, 222/224

Mathematics or Natural Science 3 credits
Any general education Mathematics or Natural Science with Lab course or AGRIC (EN SP) 315,
BIOSC 200, EN SP 200, EX ST 422, GEOL 112, 300 PHYS 240. Other courses to be developed.

****STS--Mathematics or Natural Science** AGRIC (EN SP) 315, BIOSC 200, CH 105, 106, EN SP 200, EX ST 222,
GEOL 112, 300

Arts and Humanities

Literature 3 credits

Bachelor of Science degree programs ENGL Any 200-level literature course, CHIN 201, 202,
FR 201, 202, 300, GER 201, 202, ITAL 201, 202, 301, 302, 400,
JAPN 201, 202, PORT 202, REL 302, RUSS 202, SPAN 202, 303, 311

Bachelor of Arts degree programs ENGL Any 200-level literature course, FR 300, ITAL 301, 302, 400,
REL 302, SPAN 303, 311

* **Cross Cult--Literature** FR 300, ITAL 301, 302, 400, SPAN 303, 311

Humanities (Non literature) 3 credits

A A H 101, A A H 210, C H S H203, CHIN 499, COMM 369, 402, ENGL 350, 353, 355, 356, 357, 380, 385, 386,
GW (ENGL) 301, HUM 301, 302, 306, 309, MUSIC 210, 311, 312, 313, 314, 317, 361, 362, 363, 364
369, 370, 371, 372, PHIL 101, 102, 103, 303, 304, 315, 316, 317, 318, 320, 323, 324, 325, 326, 327, 343,
344, 345, REL 101, 102, 301, 306, 307, THEA 210, 279, 315, 316, 317, W S 301

* **Cross Cult--Humanities** A A H 210, CHIN 499, ENGL 353, 380, HUM 309, MUSIC 210, 314,
PHIL 312, 313, 314, REL 102, 301, 306, 307, THEA 315, 316, 317

****STS--Humanities** PHIL 324, 326, 345. Other courses to be developed.

Social Sciences

Social Science (must be from two fields) 6 credits

A A S 301, ANTH 201, AP EC 202, 257, C H S H202, ECON 200, 211, 212, GEOG 101, 103, 106,
HIST 101, 102, 122, 172, 173, 193, PO SC 101, 102, 104, PSYCH 201, R S 301, SOC 201, 202

* **Cross Cult--Social Science** A A S 301, ANTH 201, GEOG 103, HIST 172, 173, 193, PO SC 102, 104

****STS--Social Science** HIST 122. Other courses to be developed.

Cross-Cultural Awareness: A A H 210, A A S 301, ANTH 201, CHIN 499, ENGL 353, 380, FR 300, GEOG 103, 340,
HIST 172, 173, 193, 338, 339, 340, 341, 342, 351, 352, 353, 355, 361, 363, 370, 372, 373,
374, 375, 377, 378, 380, 381, 384, 385, 386, 387, 391, HUM 309, ITAL 301, 302, 400, MUSIC 210, 314,
PHIL 312, 313, 314, PO SC 102, 104, 363, REL 102, 301, 306, 307, SPAN 303, 311,
THEA 315, 316, 317, or through a University approved Cross-cultural experience.

* **Cross-Cultural Awareness** courses also designated as General Education in the Arts and Humanities area or the Social Sciences area. Other courses to be developed.

Science & Technology in Society AGRIC (EN SP) 315, BIOSC 200, CH 105, 106, COMM 307, EN SP 200, EX ST 222,
GEOL 112, 300, HIST 122, 323, 491, LARCH 116, PHIL 324, 326, 345, RS (SOC) 401

****Science and Technology in Society (STS)** courses also designated as General Education in the Arts and Humanities area, the Social Sciences area or the Mathematical, Scientific and Technological Literacy area. Other courses to be developed.

Distributed Competencies Each degree program will integrate into the program of study competencies in the following area and provide an integration plan, which addresses competencies and implementation.

Ethical Judgment

Information Technology

Reasoning, Critical Thinking and Problem Solving

II. General Education 2005 (Revisions)

Communication

English Composition

Advanced Writing

Oral Communication

Academic and Professional Development

Mathematical, Scientific and Technological Literacy

Mathematics

Natural Science with Lab PHYS 207/209, 208/210

Mathematics or Natural Science PHYS 240

**STS--Mathematics or Natural Science EX ST 222

Arts and Humanities

Literature

Bachelor of Science degree programs

Bachelor of Arts degree programs

* Cross Cult--Literature

Humanities (Non literature) A A H 101

* Cross Cult--Humanities

**STS--Humanities

Social Sciences

Social Science

* Cross Cult--Social Science

**STS--Social Science

Cross-Cultural Awareness:

*Cross-Cultural Awareness courses also designated as General Education in the Arts and Humanities area or the Social Sciences area. Other courses to be developed.

Science & Technology in Society COMM 307, EX ST 222, LARCH 116

**Science and Technology in Society (STS) courses also designated as General Education in the Arts and Humanities area, the Social Sciences area or the Mathematical, Scientific and Technological Literacy area. Other courses to be developed.

Deleted/Dropped Courses

Literature

Bachelor of Science Degree Programs GER 301, 302

Bachelor of Arts Degree Programs GER 301, 302

Cross-Cultural Literature GER 301, 302

Cross-Cultural Non-Literature ENGL 351

Humanities (Non Literature) ENGL 350, 351, 353, 356, 380, 385, 386

Cross Cultural Awareness GER 301, 302

III. General Education Implementation Guidelines

English Composition

This requirement will be met by the completion of ENGL 103. (ENGL 102 for Advanced Placement or transfer students).

Advanced Writing

This requirement will be met by selecting from a list of approved courses or through an approved cluster of courses containing appropriate learning experiences that together provide content equivalent to at least a three-credit course. The cluster may be composed of courses within and/or outside the home discipline. Disciplines electing to use the cluster approach will also develop and implement assessment processes to aid in continuous improvement and to aid the Undergraduate Curriculum Committee (UCC) in evaluating the effectiveness of the cluster in meeting this competency.

The prerequisite for English Department advanced writing courses is Junior standing.

The Roy and Marnie Pearce Center for Professional Communication can support faculty interested in bringing writing-intensive and oral communication activities into their classes. The Center offers individual consultations as well as workshops that faculty will find helpful. All faculty are invited to take advantage of both: simply call the Center at 656-1520, or email the Center Director, Kathleen Yancey, at kyancey@clemsun.edu.

In addition, the Center can assist departments and programs to develop a focus on discipline-specific writing and oral assignments, activities, and assessment. The Center can help with technologically enhanced activities such as power point presentations, posters, and portfolios.

The Pearce Center Class of 1941 Studio for Student Communication is also staffed and equipped to work with students on all their communication assignments.

Oral Communication

This requirement will be met by selecting from a list of approved courses or through an approved cluster of courses containing appropriate learning experiences that together provide content equivalent to at least a three-credit course. The cluster may be composed of courses within and/or outside the home discipline. Disciplines electing to use the cluster approach will also develop and implement assessment processes to aid in continuous improvement and to aid the UCC in evaluating the effectiveness of the cluster in meeting this competency.

The approved oral communication competencies (as outlined by the National Communication Association) include the:

Ability to adapt to the Communication Environment

Students should, for example:

1. Communicate in a manner appropriate to the context.
2. Recognize when it is appropriate to communicate.
3. Recognize and adapt to the needs and responses of the intended audiences.

Ability to Critically Think and Reason

Students should, for example:

1. Be able to locate appropriate supporting materials.
2. Recognize and use basic reasoning.
3. Identify supporting information relevant to their communication goals.
4. Support claims with relevant and adequate evidence.

Ability to Develop Messages Effectively

Students should, for example:

1. Establish communication goals.
2. Organize thoughts effectively.
3. Answer questions thoroughly.

Ability to Communicate Ethically

Students should, for example:

1. Communicate candidly.
2. Accept responsibility for their own communication behaviors.
3. Communicate with open minds.
4. Demonstrate credibility.
5. Rely on responsible knowledge when communicating.

Ability to Speak Effectively

Students should, for example:

1. Speak clearly and expressively.
2. Use grammatically correct language.
3. Use unbiased language.
4. Present ideas in a manner appropriate to the context.

Ability to Listen Effectively

Students should, for example:

1. Listen attentively.
2. Listen with open minds.
3. Paraphrase accurately.
4. Ask appropriate follow-up questions.

Three credit courses that will satisfy the oral communication component should emphasize the above competencies in two of the three communication contexts (interpersonal, group, public).

Clusters of courses that are designed to provide oral communication competence should emphasize the above competencies in two of the three communication contexts (interpersonal, group, public).

Departments wishing to integrate oral communication into their courses should provide narratives explaining where in their curricula the skills are emphasized and should provide plans to assess student outcomes.

Academic and Professional Development

This component addresses the holistic development of the student. The proposed methodology is a digital portfolio program (with two credit hours assigned to the classes used for implementation) that provides an integrating learning experience. This program calls upon students to think beyond individual courses in their curricula, to address the connections among these courses, and to describe their impact upon their intellectual development especially with respect to the defined general education competency goals. To determine whether this ambitious concept can be effectively realized, the digital portfolio program will undergo a three-year pilot implementation and development period during which the UCC will assess its ability to meet the objectives and be implemented on a university-wide basis. A faculty task force will carry out this pilot program with representatives from each of the colleges under the jurisdiction of the UCC.

During the pilot/development period, individual degree programs may elect to have their students fulfill the Academic and Professional Development component of General Education by participation in the pilot program, subject to procedures developed by the UCC. Degree programs not participating in the portfolio pilot program will fulfill the General Education component on an interim basis by selecting two credits of coursework addressing the general academic and professional development of the student. If upon completion of a portfolio pilot the UCC finds that it meets the objective outlined above (including practical and effective implementation), the UCC may initiate the process of adopting a university-wide portfolio requirement.

A faculty task force will be established to further define the content and delivery of the portfolio experience.

Mathematical, Scientific and Technological Literacy

This requirement will be met by selecting from the approved list of mathematics and natural science (biological and physical science) courses. Students must take at least one three-credit mathematics course and one four-credit natural science course with a laboratory component, and one course from the approved mathematics or natural science courses.

Social Sciences

This requirement will be met by selecting two courses from a list of approved courses. Selected courses must be from two different disciplines.

Arts and Humanities

This requirement will be met by selecting a three-credit literature course and three credits of humanites, non-literature courses.

Many programs will be affected by changes in the sophomore literature courses, particularly those programs that require a specific course instead of letting students choose. The ENGL 202-H210 courses are being replaced by only four courses: ENGL 212, ENGL 213, ENGL 214, and ENGL 215. The two current British literature courses (ENGL 203 and 204) are being replaced by the single course ENGL 213 (British Literature). The two current American literature courses (ENGL 205 and 206) are being replaced by the single course ENGL 214 (American Literature). The two current World Literature courses (ENGL 207 and 208) are being replaced by the single course ENGL 212 (World Literature) [pending approval]. The current Contemporary Literature course (ENGL 209) is being replaced by ENGL 215 (20th-21st Century Literature). None of the old courses will be dropped from the *Announcements* immediately because students already in the system will need them to complete their degree requirements.

English 310 will be deleted as a prerequisite for 300-level literature courses pending approval.

Cross-Cultural Awareness

This requirement will be met by selecting a course from the approved list of Cross Cultural Awareness courses or through a University approved Cross Cultural experience. The selected

course or experience may be incorporated in the six required credits in the Arts and Humanities or the six required credits in the Social Sciences, or as an additional requirement within the major.

Degree programs may select the context of their Cross Cultural Awareness course/experience in such a way that benefits the total curriculum.

Objective: Students will examine cultures, societies, and value systems typically different from their own. Contrasts will be presented between the dominant cultures of European-based societies and those of other places, other peoples, and/or other times. Through this exposure, students will develop a greater sensitivity to other cultures, societies, and value systems, thus expanding their cultural and intellectual horizons.

Rationale: On the one hand, we live in a world rapidly homogenizing under an inter-linked global system. At the same time, many indigenous peoples struggle to regain cultural, economic, and political independence from these homogenizing trends. Such homogenization and retaliation, moreover, have occurred periodically throughout human history. As global inequalities and environmental problems follow from these trends, it becomes critical for Clemson students to recognize the causes and consequences of these issues and to discuss the responsibility of our own society within the global community. Informed decision-making arises from understanding the issues involved. Students will learn to put their own cultural values and biases into perspective, to compare and contrast cultural differences, and develop a respect for such differences.

The Faculty is encouraged to develop and recommend additional courses to meet this requirement. To qualify for CCA designation, courses should have a major focus on non-Western societies or minority cultural groups within such societies. All CCA courses will have a common goal of establishing cultural knowledge and the understanding of relationships, impacts, and interactions between Western and non-Western societies, both present and past. Content and methods will be appropriate to the general education area in which the courses are offered.

Courses are particularly encouraged that allow the detailed exploration of non-Western and/or cross-cultural values within their social, historical, or environmental contexts. Such courses will allow the professor both to teach enough of the culture(s) so that the students can understand the society(ies) in some depth and also expose students to a wide range of questions, perspectives, and concerns. Courses team-taught by instructors from different disciplines might also be particularly effective.

Science and Technology in Society (STS)

This requirement will be met by selecting a science and technology course from the approved list of courses. The selected course may be incorporated in the ten required credits in the Mathematical, Scientific and Technological Literacy area, the six required credits in the Arts and Humanities, the six required credits in the Social Sciences, or as an additional requirement within the major.

Degree programs may select the context of their STS course in such a way that benefits the total curriculum.

Objective: Students will study interactions among the natural sciences, technology, and society. They will explore how these systems affect each other and are affected by humans.

Students will learn how to make informed decisions about science and technology in a social context.

Rationale: We live in a world shaped largely by science and technology. It is important that as citizens our graduates are able to come to educated opinions about interactions that involve science, technology and society. This requires an introduction to the methods of science and the ability to ask informed questions and think critically about how science and technology interact with society. For example:

- How are informed choices made about future human successes within global systems (natural, economic, social)?
- How do our values shape science and technology?
- How do new scientific and technological developments require us to refine our values and ethical judgment?
- What have we gained and what have we lost from the progress of science and technology?
- How does our political system handle controversies about science and technology?
- How are developments in science and technology affected by and how do they affect economic, security, environmental, educational and other policy decisions at local, national, international and global levels?
- Can we predict the impact on society of a new technology?
- To what extent are current technological and social systems sustainable?

Informed decision-making arises from understanding the issues involved. Students will learn to put emotion and bias into perspective, evaluate information and claims of fact, identify alternatives, characterize choices, and assess results.

The Faculty is encouraged to develop and recommend additional courses to meet this requirement. To qualify for STS designation, courses should deal with choices, not simply present the development of a particular science or technology. All STS courses will have a common goal of establishing knowledge and understanding of relationships, impacts, and interactions between science, technology and societal systems. It is not sufficient for an STS course simply to examine how and where science and technology are applied in society. Content and methods will be appropriate to the general education area in which the courses are offered.

Courses are particularly encouraged that deal with a case study, because focus on a single issue like genetics allows the professor both to teach enough of the science so that the students can understand the issue in some depth and also expose students to a wide range of questions, perspectives, and concerns. Courses team-taught by instructors from different disciplines might also be particularly effective.

Faculty submitting proposals for courses to meet the STS General Education requirement should include a separate justification statement which addresses how the course will prepare students to be good citizens in a technological society, able to have useful opinions about complex technological issues. Components of the course addressing science and technology issues in society should be identified and explained.

Distributed Competencies

Ethical Judgment

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in this area. This integration plan and evidence of its implementation will be presented to the UCC for validation of this general education requirement. Quantification of the treatment of ethical judgment is avoided in favor of the presumption that faculties will want to place a serious effort in this critical area and distribute this effort to a significant degree throughout their curricula.

The staff of the Rutland Center for Ethics has agreed to assist degree programs in defining methods and content that faculties may choose to use to provide development of ethical judgment in their students. This assistance will be provided at the request of a degree program. The Rutland Center has also agreed to assist the UCC in evaluating the effectiveness of each program's approach to satisfying the ethical judgment requirement. Validation of the ethical judgment component within each program is the duty of the UCC.

Reasoning, Critical Thinking, and Problem Solving

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in this area. This integration plan and evidence of its implementation will be presented to the UCC for validation of this general education requirement. Quantification of the treatment of this area is avoided in favor of the presumption that faculties will want to place a serious effort in this critical area and distribute this effort to a significant degree throughout their curricula.

Information Technology

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in this area. This integration plan and evidence of its implementation will be presented to the UCC for validation of this general education requirement. Quantification of the treatment of this area is avoided in favor of the presumption that faculties will want to place a serious effort in this critical area and distribute this effort to a significant degree throughout their curricula.

Guidelines for Distributed Competencies Narrative

It is important that faculty preparing distributed competencies narratives carefully read the UUCS memo of March 15, 2004 that provides the General Education guidelines. The guidelines state that “each degree program will integrate into the program of study...and provide an integration plan” for competencies in ethical judgment, reasoning and critical thinking, and information technology. The expectation is that these areas will be treated in a fashion similar to that required when responding to accreditation standards. That is, faculty should provide evidence of where and how these competencies are integrated throughout the curriculum. Therefore, narratives provided for committee review should include 1) clear linkages to the competencies themselves; 2) courses in which they are addressed; and 3) specifically how they are addressed within those courses. Note that these experiences should be distributed throughout the curriculum. That is, treatment in a single course will be insufficient. Following are excerpts from narratives provided by Chemical Engineering, Public Health Sciences and Production Studies in Performing Arts and approved by the UUCS. The first two excerpts address Ethical Judgment, the third addresses Information Technology. Each of these examples reflects the three points above.

Chemical Engineering – Narrative addressing Ethical Judgment

“Implemented through CES 102 and the following ChE courses: 307, 407, 431, 433 and 444. This collection of courses addresses ethics from multiple approaches and at various levels. At the freshmen level, students discuss basic issues such as what is ethics, why is it important, and what constitutes academic dishonesty. Students complete self-directed surveys and discuss these (their findings about themselves) and other common ethical issues in class. In the Chemical Engineering Unit Operations laboratory courses (307 and 407), the subject of ethics is approached from the point-of-view of making judgments about data (e.g., discarding or including outliers, statistical significance of data, appropriateness of fits or correlations, etc.) and how those judgments impact the appropriateness of conclusions drawn from that data. Illustrations and examples that yield incongruous interpretations are presented and discussed. In ChE 431 and 433, the “design” courses, students are exposed to interrelated issues such as the connections between design choices and environmental impact, societal impact, and corporate responsibility. In ChE 444, the students research, present, and discuss case studies that are at the intersection of ethics, business, the environment, industrial safety and professional responsibility. These activities help students confront difficult and complex ethical issues and develop their own personal framework and value system that they can use when they confront person and/or professional situations that require ethical judgment.”

Public Health Sciences - Narrative addressing Ethical Judgment (excerpt)

HLTH 202 Introduction to Public Health

Ethics as they pertain to health care and public health are presented during class periods at the beginning of the semester. Two sessions are devoted specifically to medical ethics and the human dimension and there are assigned readings on health care issues of an ethical or problem solving nature. This material is covered early in the semester and then

integrated into the lectures and class discussion during the remainder of the semester. The students are required to write a personal ethics statement, which is the foundation for class discussion, team projects and to group participation in a consensus building exercise. Topics for team projects focus on Public Health issues, which include both the public and private sector of health care and concentrate on ethics, access, quality and cost.

HLTH 380 Principles of Epidemiology

The student readings contain articles that address ethical issues in investigating disease outbreaks, in handling data on human subjects, and in the use of new technologies such as genetic epidemiology and genetic screening for disease. Specifically, they address the need to protect the identity of subjects in the collection of epidemiological data, the ethical implications of genetic screening for disease, and the importance of maintaining the validity and reliability of data created in disease outbreak investigations that have social, economic, political and moral implications.

HLTH 440 – Managing Health Services Organizations:

Student groups complete managerial case studies, many of which involve the analysis of ethical dilemmas faced by health services organizations. Typical situations considered are end-of-life decisions or financial rationing in health services. Students must work with each other, faculty and health services executives in considering alternatives and proposing an appropriate course of action in response to a managerial conflict or ethical dilemma.

(The narrative from PHS goes on to include several more courses that address the Ethical Judgment competency.)

Production Studies in Performing Arts – Narrative addressing Information Technology (excerpt)

PA 101: Introduction to the Performing Arts

Students attend a number of performing arts events then write about and discuss them. They use the track Changes and Comments features in Microsoft Word as well as the Discussion Boards in the online course management system. Students are also required to read the online version of the New York Times.

PA 103: Portfolio I

The development of a performing arts portfolio requires special knowledge and techniques. In addition to constructing basic web pages, students will learn about various formats for graphics, audio, and video, and the software used to prepare these formats for the web.

PA 279: Performing Arts Laboratory

In two semesters of this course, students will actively participate in all aspects of running a performing arts facility. In addition to non-technical experiences, students will also use information technology in the following areas: artist presenting (Excel spreadsheets and database software), box office (box office and ticketing software), theatrical lighting (professional computerized lighting software and hardware), sound reinforcement and

recording (microphones, speakers, amplifiers, professional sound board hardware, and professional audio recording hardware).

PA 403: Portfolio II

To complete their performing arts portfolio students will again make use of available web techniques, as well as learning about technologies new since their first year portfolio course. Students will refine their portfolio – including graphics, audio, and video samples, resumes, and other examples of their works – into a well-organized, professional document or series of documents.

(The narrative from PSPA goes on to include several more courses that address the Information Technology competency.)

Please note that although these treatments come from a wide range of disciplines and take slightly different approaches, they all include clear linkages to the competencies (e.g., use of language in the competency statements), identify courses in which the competencies are addressed, and describe specifically how the competencies are addressed within those courses. Note that these experiences are distributed throughout the curriculum.