



MEMORANDUM

TO: Collegiate Deans
Provost Office
University Faculty
University Staff

FROM: John D. Griffin, Associate Provost and Dean of Undergraduate Studies

DATE: May 4, 2018

RE: Progress and Concluding Activities of General Education Task Force

The work of the General Education Task Force has been completed.

The attached white paper shows the collective input of approximately 400 faculty and staff over the past two years.

Key Accomplishments of Task Force:

- Convened in November 2016. Worked to gain an understanding of our current General Education curriculum with respect to programs at our peer institutions, national trends & innovations, and best practices in General Education. Professional development was obtained through several Task Force members attending the AAC&U meeting on General Education and Assessment in Spring 2017.
- Reconvened in September 2017. Determined major goals for the academic year and how to facilitate faculty and staff input, focused on shared values for student learning. The goals of the General Education Task Force were to lead campus wide discussions around the development of a foundational set of student learning outcomes and to work with Faculty Senate to establish a standing General Education Committee.
- November 2017 - Led faculty and staff in a General Education open discussion around the question: "What should students know and do regardless of major?"
- January 2018 - Led faculty and staff in sorting and refining the categories created in November.
- January-March 2018 – Led a series of "Featured Week" discussions around twelve topic areas to shape General Education student learning outcomes and structure.
- February 2018 – Faculty Senate approved the creation of a General Education Committee.
- March-April 2018 – Created a white paper to provide a first draft of student learning outcomes and rubrics. Hosted Dr. Kate McConnell from AAC&U to facilitate an understanding of the purpose and promise of General Education.

The General Education Committee will convene in May 2018 and will take over the leadership of the General Education re-envisioning process, as described in ClemsonForward.

The next steps for the General Education Committee are to facilitate more campus-wide discussion of the white paper and to refine and revise the proposed learning outcomes and rubrics, moving toward developing plans for implementation, faculty development, resources, and transition. As an officially elected body with representatives from all Colleges and Libraries, the Committee should be able to work within the guidelines of shared governance to improve the academic experience of our undergraduate students and to uphold our academic values.

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Clemson University General Education Re-Envisioning: Introduction to White Paper on Student Learning Outcomes and Rubrics

Faculty have been asked this year to examine the question: “What do we want our students to learn and do regardless of major?” The goal of the General Education Task Force was to elicit and organize the qualitative data generated by our colleagues to create a series of student learning outcomes and rubrics. These student learning outcomes and rubrics will be the basis for creating a revised General Education curriculum.

We, the undersigned members of the General Education Task Force, believe that the white paper represents the input received from our faculty and staff colleagues this year, and we respectfully submit the document for further review and refinement.



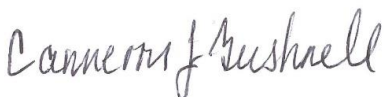
Paul Dawson

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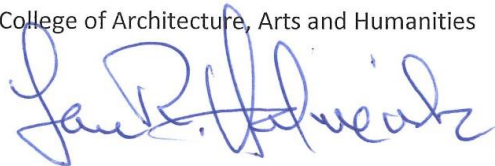
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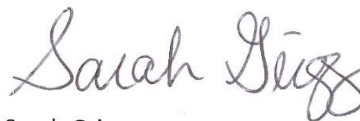
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Revised Student Learning Outcomes and Rubrics to Guide General Education Re-Envisioning

Requirements for General Education (i.e. – SACSCOC guidelines), in brief:¹

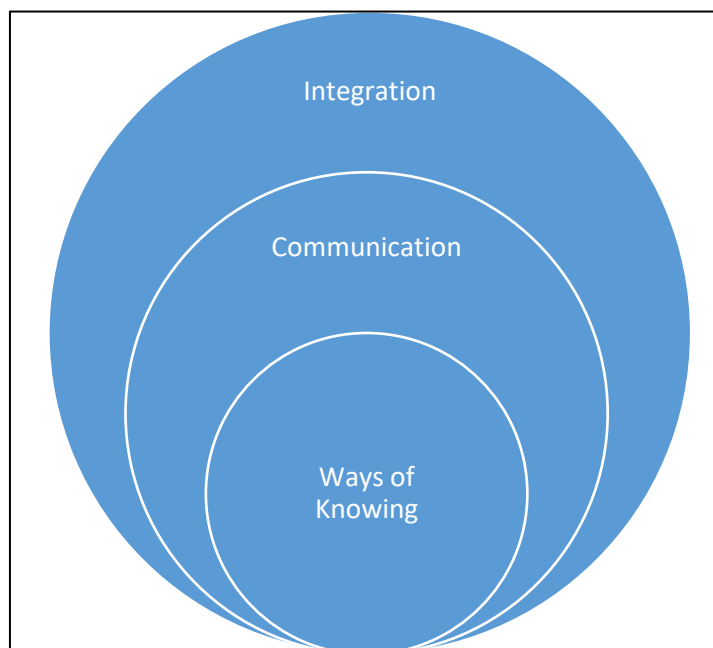
- Student learning outcomes are identified for collegiate-level General Education in undergraduate degree programs. Institution assesses the extent to which it achieves these outcomes and provides evidence of seeking improvement.
- General Education is based upon a coherent rationale.
- General Education for baccalaureate programs constitutes a minimum of 30 semester hours.
- General Education ensures breadth of knowledge. Credit hours include at least one course from: humanities/fine arts, social/behavioral sciences, and natural science/math. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

We begin with student learning outcomes and rubrics in order to create transparent rationale and metrics, making clear what we deem most valuable for General Education. While these tools facilitate assessment, they do not drive the process or the curriculum. Furthermore, the student learning outcomes and rubrics are not course specific, and it should not be assumed that any current General Education courses or competency areas should be eliminated. These student learning outcomes and rubrics represent what we will hold ourselves accountable for in eliciting approval for any future General Education curriculum and courses.

The graphic here provides a working diagram of how revised student learning outcomes could fit together for General Education at Clemson. Students will focus on acquiring knowledge and skill in three key areas – Ways of Knowing, Communication, and Integration.

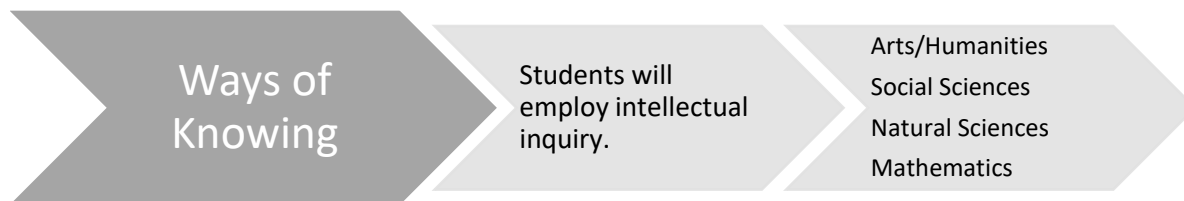
Revised student learning outcomes cover SACSCOC requirements, providing for 1) course content in Humanities, Social Sciences, Mathematics, and Natural Sciences in the “Ways of Knowing” category and 2) knowledge processing skills, such as critical thinking, writing, speaking, communicating digitally, and synthesizing information in the Communication and Integration categories.

Faculty – through the leadership of the General Education Committee - will have a chance to create a coherent curricular rationale through an implementation plan, resources plan, transition plan, and faculty development plan to be developed in academic year 18-19.



¹ See Principles of Accreditation documents for complete information. Standards for General Education are in Sections 8 and 9. <http://www.sacscoc.org/principles.asp>.

Part I. Ways of Knowing



Arts and Humanities

Proposed Student Learning Outcome 1: Synthesize sources to create a coherent narrative or argument.

Proposed rubric for assessing the student learning outcome:

	4	3	2	1
Coherent narrative or argument	Organizes evidence to reveal insightful patterns, differences, or similarities related to a narrative or argument	Organizes evidence to reveal important patterns, differences, or similarities related to a narrative or argument.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities to a narrative or argument.	Lists evidence, but is not organized and/or is unrelated to a central narrative or argument.
Synthesis of sources	Explores a topic in depth, yielding a rich awareness and/or little-known information.	Explores a topic in depth, yielding insight.	Explores a topic with some evidence of depth, providing occasional insight.	Explores a topic at a surface level, providing little insight and/or information beyond basic facts.

or

Proposed Student Learning Outcome 2: Create, interpret, or reinterpret artistic works through performance or criticism.

Proposed rubric for assessing the student learning outcome:

	4	3	2	1
Creation, interpretation, or reinterpretation	Demonstrates proficiency and innovation in knowledge and/or use of skills, tools, and methods for the artistic work.	Demonstrates proficiency in knowledge and/or use of skills, tools, and methods for the artistic work.	Demonstrates satisfactory knowledge and/or use of skills, tools, and methods for the artistic work.	Demonstrates limited knowledge and/or use of skills, tools, and methods for the artistic work.
Performance or criticism	Performance or criticism is supported with concrete details, intellectual associations, and personal perceptions about the artistic work.	Performance or criticism is supported with two of the following: concrete details, intellectual associations, and/or personal perceptions about the artistic work.	Performance or criticism is supported with one of the following: concrete details, intellectual associations, and/or personal perceptions about the artistic work.	Performance or criticism is missing concrete details, intellectual associations, or personal perceptions about the artistic work.

Social Science

Proposed Student Learning Outcome: Describe and explain factors that shape human activity, using social science concepts and evidence.

Proposed rubric for assessing the student learning outcome:

	4	3	2	1
Human Activity	Describes and explains factors that shape human activity, while critically articulating connections between social science concepts/evidence from multiple perspectives.	Describes and explains factors that shape human activity, while making relevant and meaningful connections to social science concepts/evidence.	Describes and explains factors that shape human activity.	Identifies some factors that shape human activity, but descriptions may be simple or not supported with evidence.
Social Science Concepts and Evidence	Identifies and applies relevant social science concepts and evidence, demonstrating a sophisticated understanding of multiple, interconnected contextual factors.	Identifies and applies relevant social science concepts and evidence with a clear understanding of the concepts/evidence and its interpretation.	Identifies and applies relevant social science concepts and evidence.	Identifies some relevant social science concepts and evidence, but identification may be inappropriate, anecdotal, or invalid.

Current Student Learning Outcome and rubric to still consider: Describe and explain human actions using social science concepts and evidence.

Criteria	1	2	3	4
Identifies social science concepts	Utilizes few, if any, relevant social science concepts that shape human behavior	Utilizes a limited number of social factors that shape human behavior	Utilizes many of the relevant social factors that shape human behavior	Displays the characteristics of a level 3 artifact, but with exceptional quality.
Applies social science concepts, models, and theories to explain human actions	Fails to go beyond simple description and to make connections between social science concepts and human behavior	Makes limited and/or superficial connections between social science concepts, models, and theories and human behavior	Makes a variety of relevant and meaningful connections between social science concepts, models, and theories and human behavior	Displays the characteristics of a level 3 artifact, but with exceptional quality.
Utilizes social science evidence to support conclusions	Lacks evidence to support conclusions and/or reaches logically inconsistent conclusions	Reaches reasonable and logical conclusions based upon limited evidence collected through social science methods	Reaches meaningful and logical conclusions based upon substantial evidence collected through social science methods	Displays the characteristics of a level 3 artifact, but with exceptional quality.

Natural Science

Proposed Student Learning Outcome: Demonstrate the process of scientific reasoning by performing an experiment and critically comparing the results to those predicted by accepted natural science principles.

Proposed rubric for assessing the student learning outcome:

	4	3	2	1
Experiment	Scientific experiment and its purpose is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Scientific experiment and its purpose is described and clarified so that understanding is not seriously impeded by omissions.	Scientific experiment is described, but description leaves some ambiguities.	Scientific experiment is missing or incorrectly described.

Results and Scientific Principles/Evidence	Evidence from experiment is analyzed and fully interpreted to reveal insightful patterns, differences, or similarities to accepted principles.	Evidence from experiment is analyzed to reveal important patterns, differences, or similarities to accepted principles.	Evidence from experiment is presented, but description leaves some ambiguities.	Evidence from experiment is listed, but is unrelated to accepted principles.
Scientific Reasoning	Scientific reasoning strategies demonstrate an insightful analysis of the key principles, using sophisticated, original and creative thinking.	Scientific reasoning strategies demonstrate a full analysis of the key principles.	Scientific reasoning strategies demonstrate an understanding of the key principles.	Scientific reasoning strategies are present, but may indicate a lack of understanding or biased perspectives.

Mathematics

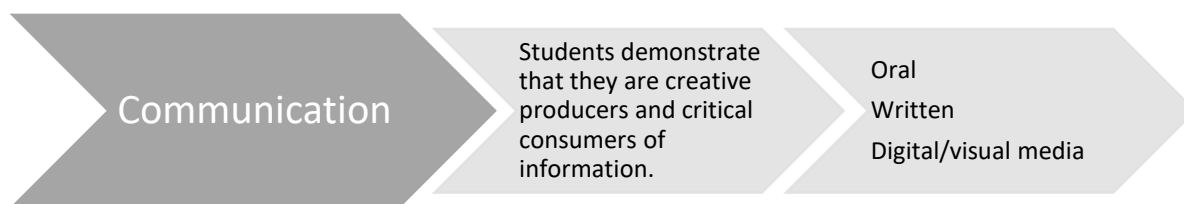
Proposed Student Learning Outcome: Demonstrate mathematical literacy through interpretation of mathematical forms and performing calculations.

Proposed rubric for assessing the student learning outcome:

	4	3	2	1
Interpretation	Provides accurate explanations of information presented in mathematical forms.* Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.

*Definition: mathematical forms = equations, graphs, diagrams, tables, words

Part II. Communication

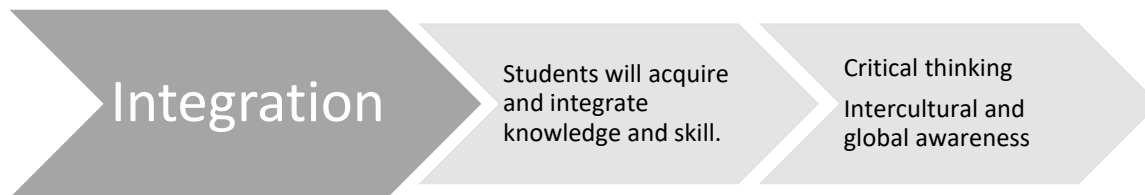


Proposed Student Learning Outcome: Demonstrate competence in communication through organization of a central message with supporting materials in the chosen medium.

Proposed rubric for assessing the student learning outcome:

	4	3	2	1
Organization	Organizational pattern is clearly and consistently observable. It is skillful and makes the content cohesive.	Organizational pattern is clearly and consistently observable.	Organizational pattern is intermittently observable.	Organizational pattern is not observable.
Central Message	Uses appropriate, relevant, and compelling content such that a clear central message is easy to identify. Central message is also vivid and memorable.	Uses appropriate and relevant content to develop and explore ideas such that a clear central message is easy to identify.	Uses appropriate and relevant content to develop ideas in some parts of the work. A clear central message may not be easily identifiable.	Content may be inappropriate or irrelevant to the central message, and/or a central message is not explicitly stated.
Supporting Material/Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas.	Demonstrates consistent use of credible, relevant sources to support ideas.	Demonstrates an attempt to use credible and/or relevant sources to support ideas.	Demonstrates an attempt to use sources to support ideas.
And one of the following:				
Oral Communication Delivery	Delivery techniques make the presentation compelling, and speaker appears polished and confident.	Delivery techniques make the presentation interesting, and speaker appears comfortable.	Delivery techniques make the presentation understandable, and speaker appears tentative	Delivery techniques detract from the coherence of the presentation, and speaker appears uncomfortable.
Written Communication Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers, with clarity and fluency. Virtually error-free language.	Uses straightforward language that generally conveys meaning to readers. Few language errors	Uses language that generally conveys meaning to readers with clarity. Might include some language errors.	Uses language that sometimes impedes meaning because of language usage errors.
Digital/Visual Media	Message is compellingly delivered. Represents a full understanding of the opportunities and constraints of the medium.	Message is appropriately delivered. Represents an understanding of the opportunities and the constraints of the medium.	Message is delivered with some limitations. Represents some understanding of the opportunities and constraints of the medium.	Message is unclear and inappropriately crafted for the medium.
<p>*Definitions:</p> <ul style="list-style-type: none"> • “Organizational pattern” refers to the grouping and sequencing of ideas and supporting material. It may often include a specific introduction and conclusion, sequenced material within the main body of the communication form, and transitions. • “Central message” refers to the main point/thesis/“bottom line”/“take-away” of a communication form. A clear central message is easy to identify and a compelling central message is also vivid and memorable. • Delivery techniques may include posture, gesture, eye contact, and vocal expressiveness. They enhance the effectiveness of a presentation when the speaker stands and moves with authority, looks more often at audience than at materials/notes, uses the voice expressively, and uses few vocal fillers (um, uh, like, you know, etc.) 				

Part III. Integration



Proposed Student Learning Outcome for Critical Thinking:

Integrate critical thinking through articulating connections between issues, problems, or ideas.

Proposed rubric for assessing the student learning outcome:

	4	3	2	1
Explanation of issues	Issue/problem/idea to be considered critically is stated clearly and described comprehensively, delivering relevant information necessary for thorough understanding.	Issue/problem/idea to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem/idea to be considered critically is stated and described, with ambiguities.	Issue/problem/idea to be considered critically is stated without clarification or description.
Transfer	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to explore complex issues.	Uses skills, abilities, theories, or methodologies gained in one situation to a new situation to understand issues.	Uses (in a basic way) skills, abilities, theories, or methodologies gained in one situation to a new situation.
Analysis of Ethical Issues	Insightfully and explicitly analyzes ethical issues in a complex, multilayered context. Integrates an explanation of cross-relationships among the issues.	Analyzes ethical issues fully and in a complex, multilayered context.	Identifies ethical issues fully.	Identifies basic and obvious ethical issues, but fails to grasp complexity or interrelationships.

Proposed Student Learning Outcome for Intercultural and Global Awareness:

Integrate issues of diversity and inclusion with global challenges/opportunities and worldview.

<i>Proposed</i>	4	3	2	1
Diversity and Inclusion	Insightfully and explicitly analyzes basic and complex advantages and challenges of diversity and inclusion in communities or organizations, while recommending strategies for	Insightfully and explicitly analyzes basic and complex advantages and challenges of diversity and inclusion in communities or organizations.	Identifies basic advantages and challenges of diversity and inclusion in communities or organizations.	Superficially or simplistically identifies advantages and challenges of diversity and inclusion in communities or organizations.

Global Challenges and Opportunities	Insightfully and explicitly analyzes significant and complex global challenges and opportunities in the natural and human world, while recommending strategies for	Insightfully and explicitly analyzes significant global challenges and opportunities in the natural and human world.	Identifies significant global challenges and opportunities in the natural and human world.	Superficially or simplistically identifies global challenges and opportunities in the natural and human world.
Worldview	Meaningfully and deliberately analyzes an intercultural worldview from multiple perspectives, demonstrating a sophisticated understanding of the complexity of elements involved.	Meaningfully and deliberately analyzes an intercultural worldview	Describes an intercultural worldview	Superficially or simplistically describes an intercultural worldview.

Appendix A. Alternate Way of Organizing General Education

Instead of Ways of Knowing within Communication within Integration, maybe General Education should be divided into Basic and Integration courses, with the bridge between them being communication and critical thinking.



18 April 2018

MEMORANDUM

TO: Bridget Trogden

FROM: Bob Kosinski

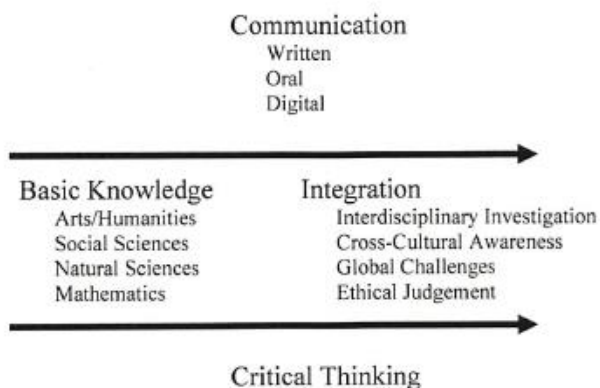
SUBJECT: An Alternative View of Gen Ed Organization

BIOLOGICAL SCIENCES

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Bridget, thanks for putting all the work you did into synthesizing very disparate comments from the faculty. I'd like to suggest another way of looking at the big-picture map of Gen Ed. It seems to me that Communication and Critical Thinking are not just competencies like Natural Science, but are the skills that allow the student to demonstrate achievement of the other competencies. My idea might be expressed like this:



In this formulation, "Basic Knowledge" courses plus courses like ENGL 1030 and COMM 1500 would give the student a foundation in their subject areas but also in communication and critical thinking. Demonstration that they do this would be part of their approval for Gen Ed status.

The "Integration" area would be more advanced and specialized courses, possibly in the discipline. As in the old COW requirements, courses that claimed to be interdisciplinary, cross-cultural, etc., would have to satisfy some criteria and be approved for that designation. Part of the approval process would be that these courses would have activities that would put pressure on the students to continue to develop their communication and critical thinking skills.

Appendix B. Input from Faculty and Staff on General Education Topics

The following ideas were elicited and shaped at November 2017 and January 2018 open forums and workshops on General Education. The ideas with the highest frequencies are shown in bold type. These qualitative data were used to organize the Featured Week discussions seen in Appendix II.

- **critical thinking**
- **ethical decision-making**
- **multiple/diverse perspectives**
- **intercultural competency and awareness**
- **global awareness**
- **global learning**
- **integration of learning across disciplines**
- **use of evidence**
- **land grant mission of Clemson**
- **citizenship in a democratic society**
- **evidence-based civil discourse**
- **writing**
- **communication**
- **digital literacy**
- principles of inquiry
- teamwork on authentic problems
- interdisciplinary faculty team teaching
- interdisciplinary, cohort-based education
- exploration as life skill
- information literacy
- concepts of sustainability
- multiple perspectives on politics/economics/religion
- self-management and life skills
- conflict resolution skills
- foreign language
- social justice
- environmental literacy
- entrepreneurship
- collaboration as life skill
- leadership
- foundational skills for one's specialized course of study
- health (mental & physical)
- civic engagement
- empathy
- reading and writing
- collaborative opportunities on faculty research
- Grand Challenges and big problems
- self-awareness
- Creative Inquiry
- whole-person development
- development of multiple intelligences

Appendix C. Input from Faculty and Staff in Featured Week Discussions

A series of twelve “Featured Week” discussions were held between January and March 2018 for faculty and staff to discuss the philosophy of General Education and what components of General Education we most value.

Part I. Ways of Knowing

Section A. Arts and Humanities

Direct link to Arts blog from featured week: <https://blogs.clemson.edu/undergraduate-studies/2018/02/02/arts-featured-week-feb-5-9/>

Direct link to Humanities blog from featured week: <https://blogs.clemson.edu/undergraduate-studies/2018/02/02/humanities-featured-week-feb-5-9/>

Problems & opportunities uncovered through featured weeks

- Important components of A/H courses that we may wish to incorporate into a learning outcome and/or rubric:
 - Intellectual curiosity
 - Thinking about the world through a humanities/arts lens and analyze/critique based upon these perspectives
 - Students are writing and/or creating about what they have read and thought
- Arts-specific:
 - If “Arts and Humanities” continues to be a grouping for any future General Education curriculum, can we: a.) Write an updated student learning outcome to reflect the active, production part of arts?, and b.) Create an updated rubric that makes clear the creative aspect of some Visual Arts and Performing Arts courses?
 - The arts courses seem to be in two categories, either study of creative arts or performance/production of creative arts. Current competency statement is for analysis and interpretation only.
 - Some students are doing concert reviews. Are there ways where assignments could involve more analysis or reflection?

Remaining questions

- Revisit the literature and non-literature labels. Are these still helpful to students and pedagogically appropriate? (Are students doing close reading in a number of courses?)
- We need to do some careful modeling of students in Arts & Humanities courses. Some are extremely large and some are very small. How will any structural changes in this area affect seats and enrollment patterns?

Section B. Social Science

Direct link to blog from featured week: <https://blogs.clemson.edu/undergraduate-studies/2018/01/18/social-sciences-featured-week-jan-22-26/>

Problems & opportunities uncovered through featured weeks

- No major problems. Some minor revisions to competency statement might be advantageous. Make sure that rubric is altered to match a revised student learning outcome statement.

Section C. Natural Science

Direct link to blog from featured week: <https://blogs.clemson.edu/undergraduate-studies/2018/01/25/natural-sciences-featured-week-jan-29-feb-2/>

Problems & opportunities uncovered through featured weeks

- Those present agreed that a natural science student learning outcome should include experimentation. If we only have one natural science requirement in any future General Education structure, experimentation is a key aspect of student learning.
- Having valuable natural science learning for non-science majors is important. Many of our offerings aren't designed as science for general students. This is also a resource issue.

- Approach to General Education natural science should not be content-free. They cannot just do an experiment in any course and call it a day. Need to ensure that students are still comparing results to areas in natural science.

Suggested revisions

Student Learning Outcome: *Demonstrate the process of scientific reasoning by performing an experiment and critically comparing the results to those predicted by accepted scientific principles.*

Other learning outcome language that the groups liked:

- Demonstrate proficiency in experimental science by: making observations, understanding the fundamental elements of experiment design, generating and analyzing data using appropriate quantitative tools, using abstract reasoning to interpret data and relevant formulae, and testing hypotheses with scientific rigor. (University of Maryland)
- Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.
- Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.
- Use current models and theories to describe, explain, or predict natural phenomena.
- Locate reliable sources of scientific evidence to construct arguments related to real-world issues. (Indiana University)

Questions to consider for rubric design:

- What do scientists do? Analyze data and interpret what it means and draw conclusions. Any rubric for assessing student work should focus on this. Want simple rubrics that will fit with what the faculty value and what the students actually do.
- With regard to a student learning outcome or rubric, it would be important to have the word “evidence” included. Students are analyzing data and evidence.

Section D. Mathematics

Direct link to blog from featured week: <https://blogs.clemson.edu/undergraduate-studies/2018/02/02/mathematics-featured-week-feb-5-9/>.

Problems & opportunities uncovered

- Current rubric is not directed at student learning. Current competency statement needs revision.

Proposed next steps for May 2018

- Try to use the Quantitative Literacy rubric from AAC&U with our May 2018 General Education assessment group to see what we learn from it. The Interpretation and Calculation rows are likely the best fit.
- Be sure to obtain some samples of student work from MATH 1010 (Essential Mathematics for the Informed Society) and STAT 2220 (Statistics in Everyday Life) for General Education assessment.

Part II. Communication

Direct link to blog from featured week: <https://blogs.clemson.edu/undergraduate-studies/2018/02/15/communication-featured-week-feb-19-23/>

Problems & opportunities uncovered

- No real problems. Faculty believe that oral and written communication have been historically important in General Education and should stay in any future General Education curriculum.
- Might be helpful to create a clear matrix of what students should be able to do based upon their General Education curriculum, so that majors and further experiences can build on this foundation (writing-enriched courses/curricula).
- We would like to include digital/visual literacy, but also leave room for emerging media. Having learning outcomes for oral, written, and digital/visual does not mean that we need to have one course in each. Can determine options for structure in 2018-2019 faculty conversations.

Remaining questions and concerns

- Oral and written communication General Education courses have not been assessed in recent history, although the first-year writing program does create an annual report in Weave and a selection of student speeches in COMM 1500 and 2500 are regularly recorded. How can these assessment needs be integrated to avoid duplication?
- How do we build a communication foundation with ENGL 1030 when so many students do not take this course (AP, dual enrollment, transfer, etc.)? Need to analyze enrollment patterns and how peer institutions deal with this issue.
- When we start to get into structure, it might be worth considering to see when students take their General Education oral communications courses. There are many reasons why students should take it in the first year, as they do ENGL 1030.

Part III. Integration

Problems & opportunities uncovered

- Many colleagues were greatly interested in the idea of having students engaging in a series of connected courses.
- As this idea evolved, we coded it as “Integration,” and this term and the model on page 1 resonated well with colleagues.
- These connected courses could also perhaps address real-world issues or themes and could move from courses into engaged experiences like CI. Key elements of global problems and inclusion and diversity were deemed important.
- Our current STS and CCA courses are good places to start and build upon.

Direct link to related blogs from featured weeks:

- STS: <https://blogs.clemson.edu/undergraduate-studies/2018/01/25/technology-societal-concerns-featured-week-jan-29-feb-2/>
- Humanity's Grand Challenges: <https://blogs.clemson.edu/undergraduate-studies/2018/02/09/humanitys-grand-challenges-featured-week-feb-12-16/>
- Global Literacy: <https://blogs.clemson.edu/undergraduate-studies/2018/02/09/global-literacy-featured-week-feb-12-16/>
- Critical Thinking: <https://blogs.clemson.edu/undergraduate-studies/2018/02/15/critical-thinking-featured-week-feb-19-23/>
- Citizenship: <https://blogs.clemson.edu/undergraduate-studies/2018/02/25/citizenship-featured-week-feb-26-mar-2/>
- (These blogs also includes examples of General Education learning outcomes from other institutions, AAC&U VALUE rubrics, and a number of other tools for articulating student learning.)

Remaining questions

- We need to do some careful modeling of existing courses or topics or themes that could be Integrative. What do we have currently and what are enrollment patterns?