To: Faculty Curriculum Committee  
Re: New First Year Experience Courses – First Year Experience Exploration

Research has shown that high impact learning experiences (HILE) such as study abroad, undergraduate research, and civic engagement are particularly powerful ways to improve student learning during the college years. George Kuh has outlined the beneficial student behaviors that are generated by participating in these types of high-impact practices and they include: interacting with faculty and peers about substantive matters, experiencing diversity, reflecting and integrating learning, and discovering relevance of learning through real world applications.\(^1\,\(^2\) NSSE data suggests that students, particularly under-represented minorities, that participate in at least one of these activities while in college show increased engagement and benefits in their other courses.\(^4\)

The College of Charleston’s strategic plan has acknowledged the importance of recent thinking on high-impact practices and made it the basis of two of its goals in the 2012 Strategic Plan:

- “Provide students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning.” (pg. 10)  
- “Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the 21st century.” (pg. 12)

The plan outlines a series of strategies the campus will use to achieve these goals, the first of which is to “provide each student a personalized experience that integrates classroom learning with at least two of the following: research and creative activities, civic engagement, study away, internships and peer education”. (pg. 16)

Often, students are not introduced to these high-impact practices until their Junior and Senior years. This is due in part to a lack of course preparation on the student side, but more significantly it is due to a lack of structures available in the first year to encourage participation on the academic programming side. To address the lack of academic programming, the First Year Experience is building a First Year Experience Exploration (FYE\(^3\)) component that proposes to offer one credit courses each spring that continue a conversation/theme that was part of the first semester First Year Experience for these students. These courses will be centered on the HILE practices of undergraduate research and study abroad. The research courses will be run under a First Year Experience Research (FYER) number, while the study abroad courses will be run under a First Year Experience Travel (FYET) number. In addition to the academic pieces, all FYE\(^2\) courses will also include peer-education components run in collaboration with the Center for Excellence in Peer Education. We are currently piloting two types of courses in the initial stages of FYE\(^2\): spring seminars with a short study abroad component during spring break and a spring introduction to undergraduate research in coordination with the College’s Howard Hughes
Medical Institute Grant. Syllabi for the spring 2013 courses are provided. Please direct any questions or concerns to Chris Korey. Thank you for your consideration of this proposal.

Sincerely,

Christopher Korey
Director, First Experience
Associate Professor, Biology

Pamela Riggs-Gelasco
Chair, Department of Chemistry and Biochemistry
Professor, Chemistry and Biochemistry


Attachments
- FYER Course Proposal and Syllabus
- FYET Course Proposal and Syllabus
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT INFORMATION.
Name: Christopher Korey Phone: 3-7178 Email: koreyc@cofc.edu
Department or Program: First Year Experience School: NA

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.
- [ ] Add a New Course (complete parts C, D, F, G, H, I, J, K)
- [ ] Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  - [ ] Course Number
  - [ ] Course Name
  - [ ] Course Description
  - [ ] Credit/Contact Hours
  - [ ] Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
- [ ] Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
- [ ] Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

Research has shown that high impact learning experiences such as study abroad, undergraduate research, and civic engagement are particularly powerful ways to improve student learning during the college years. Often, students are not introduced to these high-impact practices until their Junior and Senior years. This is due in part to a lack of course preparation on the student side and a lack of structures to encourage participation on the academic programming side. To address the lack of academic programming, the First Year Experience proposes to offer one credit First-Year Experience Research (FYER) courses each spring that introduce students to undergraduate research in particular disciplines. These courses will be designed to introduce students to independent undergraduate research in any discipline on campus. The new courses will be developed with interested FYE Faculty, Departments and Programs. These academic courses will be limited to one academic credit and be numbered FYER 1XX using the same numbering system created for FYSM courses. Similar to all other FYE courses, all FYER courses will be reviewed and approved by the Faculty Advisory Committee to the First Year Experience. FYER courses will not fulfill the FYE requirement placed on all incoming freshmen. The scheduling of approved courses will be coordinated by the faculty member/department offering the course and the Director of the First Year Experience and other appropriate campus offices, such as the Undergraduate Research and Creative Activities Office.
D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This request will have no impact on any other academic program or major at the College of Charleston.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

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<tr>
<th>Department:</th>
<th>School:</th>
<th>Subject Acronym:</th>
<th>Course number:</th>
</tr>
</thead>
</table>

Credit hours:  _ lecture _ lab _ seminar _ independent study
Contact hours:  _ lecture _ lab _ seminar _ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable?  ☐ yes  ☐ no  If yes, how many total credit hours may the student earn?  ____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department:  First Year Experience  School: NA  Subject Acronym: FYER  Course Number: 1XX

Credit hours:  _ lecture  1 lab  1 seminar _ independent study
Contact hours:  _ lecture  3 lab  or  1 seminar _ independent study

Course title:  First Year Experience Research

Course description (maximum 50 words, exactly as it appears in the catalog):

First Year Experience Research courses are interdisciplinary laboratories or seminars that connect an undergraduate research high impact learning experience to previous First-Year Experience course work. These courses will introduce students to research, its role in the generation of new knowledge, and their ability to participate in the process as undergraduates.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

This course may not count towards the First-Year Experience general education requirement. No pre-requisites and not open to students with more than 30 semester hours of credit

Cross-listing, if any (submit approval from relevant department):  None

Is this course repeatable?  ☐ yes  ☒ no  If yes, how many total credit hours may the student earn?  ____
Is there an activity, lab, or other fee associated with this course? □ yes  X  no
Note: All fees require approval from the Board of Trustees.

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes  X  no
If so, which course? ___________  Note: You must deactivate the course by submitting an additional Course Form.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no new costs associated with new faculty/staff requests, library, or equipment.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Undergraduate Research: Students will have a deeper understanding of research, its role in the generation of new knowledge, and their ability to participate in the process as undergraduates.</td>
<td>Classroom Undergraduate Research Experience (CURE) pre- and post-test available through the Grinnell College Center for Science. Other assessment methods will be explored for this outcome if non-science sections of this course are proposed</td>
</tr>
<tr>
<td>2. Overall: Students participating in FYER will be more likely to participate in high impact learning experiences later in their College Career</td>
<td>Students who participate in the FYER courses will be tracked longitudinally to examine their future engagement in these experiences.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

- Depending on the topic, these courses could support several different FYE student learning outcomes including: Familiarity with appropriate data, information and knowledge gathering techniques and research skills in the discipline; Engaging constructively in the College and local communities.
- All seminars will be introducing content and skills

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

None
J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:


Date: 1/18/13

2. Signature of Academic Dean: AVP


Date: 1/14/13

3. Signature of Provost:


Date: 2/4/13

4. Signature of Curriculum Committee Chair:


Date: 

5. Signature of Faculty Senate Secretary:


Date: 

Date Approved by Faculty Senate: 


Page 4 of 4
FYE\textsc{r}
Freshmen Research Rotation
Spring Semester 2013
Fridays, 2-5pm

\textit{Learning Outcomes}: Students will:
- Compare and contrast techniques used in chemistry and biology research at the College of Charleston
- Participate in framing research questions
- Collaborate in collecting data relevant to framed research questions
- Describe “big picture” of research projects in participating labs

\textit{Format of the Course}: Every two weeks, your section will rotate to a different Chemistry or Biology faculty member’s lab to learn about the research problems being addressed in that lab and to get exposure to the types of techniques used to address the problems.

\textit{Attendance}: Attendance is critical in this course. Each of the 12 research sessions is worth 4\% of your grade. Absence due to illness or other emergency can be excused at the discretion of the instructor in that session. Documentation of the illness will be required.

\textit{Lab Notebook}: Please bring a bound lab notebook to class each week to record your notes and data taken during the sessions. At the end of the term, lab notebooks will be collected and evaluated for organization, completeness and proper record keeping.

\textit{Grading}: At the conclusion of the semester, your grade will be calculated according to the following formula:

\textit{Participation}: The learning in this course comes from the process of doing, rather than from passive reading or lecturing. You are expected to participate in each session by carrying out assigned lab tasks related to the research project. Each session is worth 4\% of your grade, for a total of 48\%.
\textit{Lab Notebook}: Each student will keep a bound laboratory notebook of their notes and data that will be evaluated for proper lab notebook technique. The lab notebook is 10\% of your grade.
\textit{Lab Assignments}: After each two-week session, each faculty member will design an assignment that reinforces the techniques and topic of the research conducted. The instructor for that session will grade this assignment. Be sure to take careful note of due dates and instructions for each assignment. Each module’s assignment is 5\% for each module of your grade (total 30\%)
\textit{Final Exam}: The final exam in the course will count as 12\% of your final grade.
**Lab Assignments:**

Each two-week session will conclude with a small assignment. The instructor for that session will create and grade this assignment. Be sure to take careful note of due dates and instructions for each assignment.

Section 1: Homebase SSMB 125

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>January 11</td>
<td>Overview to Course</td>
<td>Korey</td>
<td>SSMB 125</td>
</tr>
<tr>
<td>January 18</td>
<td>Pharmaceutical Analysis</td>
<td>Cory</td>
<td>SSMB 125</td>
</tr>
<tr>
<td>January 25</td>
<td>HPLC Analysis of Photodegradation Products</td>
<td>Cory</td>
<td>SSMB 125</td>
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<tr>
<td>February 1</td>
<td>Anticancer Drug Development</td>
<td>Wyatt</td>
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</tr>
<tr>
<td>February 8</td>
<td>Anticancer Drug Development</td>
<td>Wyatt</td>
<td>SSMB 125</td>
</tr>
<tr>
<td>February 15</td>
<td>Biophysical Properties of Micelles</td>
<td>Forconi</td>
<td>SSMB 125</td>
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<tr>
<td>February 22</td>
<td>Biophysical Properties of Micelles</td>
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<td>March 1</td>
<td>Snapping Shrimp Behavior and Neurobiology</td>
<td>Korey</td>
<td>SSMB 300</td>
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<tr>
<td>March 15</td>
<td>Snapping Shrimp Behavior and Neurobiology</td>
<td>Korey</td>
<td>SSMB 300</td>
</tr>
<tr>
<td>March 22</td>
<td>Mitochondrial electron transport chain complexes</td>
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<td>March 29</td>
<td>Protein Chemistry</td>
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<tr>
<td>April 5</td>
<td>Phenotyping knockout mutants</td>
<td>Rutter</td>
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<tr>
<td>April 12</td>
<td>Estimating fitness in Arabidopsis</td>
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<tr>
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<td>Riggs-Gelasco</td>
<td>SSMB 300</td>
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Contact Information:

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<tbody>
<tr>
<td>Dr. Chris Korey</td>
<td>Biology</td>
<td><a href="mailto:koreyc@cofc.edu">koreyc@cofc.edu</a></td>
<td>Lightsey Annex 187</td>
<td>RHSC</td>
<td>3-7178</td>
</tr>
<tr>
<td>Dr. Wendy Cory</td>
<td>Chemistry</td>
<td><a href="mailto:coryw@cofc.edu">coryw@cofc.edu</a></td>
<td>SSMB 314</td>
<td>SSMB 349</td>
<td>3-1405</td>
</tr>
<tr>
<td>Dr. Justin Wyatt</td>
<td>Chemistry</td>
<td><a href="mailto:wyattj@cofc.edu">wyattj@cofc.edu</a></td>
<td>SSMB 310</td>
<td>SSMB 334</td>
<td>3-5587</td>
</tr>
<tr>
<td>Dr. Marcello Forconi</td>
<td>Chemistry</td>
<td><a href="mailto:forconim@cofc.edu">forconim@cofc.edu</a></td>
<td>SSMB 302</td>
<td>SSMB 307</td>
<td>3-3616</td>
</tr>
<tr>
<td>Dr. Jennifer Fox</td>
<td>Chemistry</td>
<td><a href="mailto:foxjl@cofc.edu">foxjl@cofc.edu</a></td>
<td>SSMB 304</td>
<td>SSMB 309</td>
<td>3-5587</td>
</tr>
<tr>
<td>Dr. Matthew Rutter</td>
<td>Biology</td>
<td><a href="mailto:rutterm@cofc.edu">rutterm@cofc.edu</a></td>
<td>RHSC</td>
<td>RHSC</td>
<td>3-7113</td>
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## Section 2: Homebase SSMB 300

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<td>Riggs-Gelasco</td>
<td>SSMB 300</td>
</tr>
<tr>
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<td>Metalloenzyme overview; protein expression</td>
<td>Riggs-Gelasco</td>
<td>SSMB 300</td>
</tr>
<tr>
<td>January 25</td>
<td>Isolation of ribonucleotide reductase</td>
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<td>SSMB 317</td>
</tr>
<tr>
<td>February 1</td>
<td>Mono-protection of a bisphenol</td>
<td>Heldrich</td>
<td>SSMB 343</td>
</tr>
<tr>
<td>February 8</td>
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<td>Heldrich</td>
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<tr>
<td>February 15</td>
<td>CSI Charleston: DNA Forensics</td>
<td>Shedlock</td>
<td>RHSC 222</td>
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<td>April 5</td>
<td>Amphibian Ecology</td>
<td>Welch</td>
<td>RHSC 228</td>
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<td>April 12</td>
<td>Tadpole behavior in response to environmental stress</td>
<td>Welch</td>
<td>RHSC 228</td>
</tr>
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<td>April 19</td>
<td>Final Exam</td>
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### Instructor Contact Information

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<tr>
<td>Dr. Pam Riggs-Gelasco</td>
<td>Chemistry</td>
<td><a href="mailto:gelascop@cofc.edu">gelascop@cofc.edu</a></td>
<td>SSMB 324B</td>
<td>SSMB 317</td>
<td>3-7455</td>
</tr>
<tr>
<td>Dr. Rick Heldrich</td>
<td>Chemistry</td>
<td><a href="mailto:heldrichr@cofc.edu">heldrichr@cofc.edu</a></td>
<td>SSMB 124</td>
<td>SSMB 343</td>
<td>3-5515</td>
</tr>
<tr>
<td>Dr. Andrew Shedlock</td>
<td>Biology</td>
<td><a href="mailto:shedlockam@cofc.edu">shedlockam@cofc.edu</a></td>
<td>RHSC 216B</td>
<td>RHSC 216B</td>
<td>3-5812</td>
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<tr>
<td>Dr. Chris Korey</td>
<td>Biology</td>
<td><a href="mailto:koreyc@cofc.edu">koreyc@cofc.edu</a></td>
<td>SSMB 302</td>
<td>SSMB 307</td>
<td>3-7178</td>
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<td>Chemistry</td>
<td><a href="mailto:coryw@cofc.edu">coryw@cofc.edu</a></td>
<td>SSMB 314</td>
<td>SSMB 349</td>
<td>3-1405</td>
</tr>
<tr>
<td>Dr. Allison Welch</td>
<td>Biology</td>
<td><a href="mailto:welcha@cofc.edu">welcha@cofc.edu</a></td>
<td>RHSC 217A</td>
<td>RHSC 217A</td>
<td>3-5451</td>
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FACULTY CURRICULUM COMMITTEE
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Name: Christopher Korey       Phone: 3-7178       Email: koreyc@cofc.edu
Department or Program: First Year Experience       School: NA

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☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
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This request will have no impact on any other academic program or major at the College of Charleston.

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Department: 
School: 
Subject Acronym: 
Course number: 

Credit hours:  __ lecture  __ lab  __ seminar  __ independent study
Contact hours:  __ lecture  __ lab  __ seminar  __ independent study

Course title: 

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable?  ☐ yes  ☐ no  If yes, how many total credit hours may the student earn?  ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: First Year Experience  School: NA  Subject Acronym: FYET  Course Number: 1XX

Credit hours:  __ lecture  __ lab  1 seminar  __ independent study
Contact hours:  __ lecture  __ lab  1 seminar  __ independent study

Course title: First Year Experience Travel

Course description (maximum 50 words, exactly as it appears in the catalog):

First Year Experience Travel courses are interdisciplinary seminars that connect study abroad high impact learning experiences to previous First-Year Experience course work. These seminars are used to introduce students to study abroad and global perspectives on particular subjects during their first year.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

This course may not count towards the First-Year Experience general education requirement. No pre-requisites and not open to students with more than 30 semester hours of credit.

Cross-listing, if any (submit approval from relevant department): None

Is this course repeatable?  ☐ yes  ☒ no  If yes, how many total credit hours may the student earn?  ___

Is there an activity, lab, or other fee associated with this course?  ☒ yes  ☐ no
Note: All fees require approval from the Board of Trustees.
There will be a course fee for the travel component. These courses would be run through the Center for International Education for which fees have already been approved for travel abroad courses.

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes ✗ no
If so, which course? ____________ Note: You must deactivate the course by submitting an additional Course Form.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no new costs associated with new faculty/staff requests, library, or equipment.

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<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Study Abroad: Students will have a deeper knowledge of the historical, political, scientific, cultural and socioeconomic interconnections between the United States and the rest of the world.</td>
<td>The specific assessment methods will be unique to each course, but in general students will be asked to do deep reflective writing in journals while abroad and a final reflective piece at the end of the course. The writing will be assessed by the FYE office using a rubric designed to examine their baseline achievement as first-year students in this particular learning outcome.</td>
</tr>
<tr>
<td>3. Overall: Students participating in FYEE will be more likely to participate in high impact learning experiences later in their College Career</td>
<td>Students who participate in the FYEE courses will be tracked longitudinally to examine their future engagement in these experiences.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

- While not providing general education credit, these seminars would align with the campus' general education competencies associated with International and Intercultural Perspectives, gained by knowledge of international and global contexts and experiencing, understanding and using multiple cultural perspectives
- All seminars will be introducing content and skills
I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

None

J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☑ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

[Signature]

Date: 1/10/13

2. Signature of Academic Dean:

[V.P.]

Date: 1/14/13

3. Signature of Provost:

[Signature]

Date: 2/4/13

4. Signature of Curriculum Committee Chair:

[Signature]

Date: 

5. Signature of Faculty Senate Secretary:

[Signature]

Date: 

Date Approved by Faculty Senate: 

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First Year Abroad - Berlin
Spring 2013

BIOL 250: Genetics, Ethics, and Disability

This course is a one-credit seminar for students interested in exploring the coming age of genetics, gene sequencing, and genetic testing through the lens of history. We will explore the history of human genetics and human experimentation in the 20th Century through readings and discussions. During the weekly pre-travel meetings, participants will look at the development of Eugenics during the 20th century in the United States, England, and Germany and the continued persistence of its ideas into the genomic age. Throughout the course and travel component, students will compare past and present conceptions of disease, disability, and race and how genetics and a country’s history have shaped a society’s view of these topics. Our visit to Berlin will take us through these topics during World War II, West/East Germany, and the current European Union to see how the history of the country has shaped its current view of genetics and genetic technology. German language proficiency is not required.

Course Instructor: Dr. Chris Korey
Course Meeting Time: Wednesday, 7-7:50 pm
Course Location: New Student Programs Conference Room

Course Readings:
- The Syllabus and all course content can be accessed through our OAKs page
- All readings are on OAKs and your course notebook will be provided to you.

Course Assignments:
- Reading Responses/Travel Journal (70%): You will be required to write a reflective response before each day’s discussion in Charleston and every day while we are in Berlin. The writing prompts will be handed out in class. I’ll randomly collect your course notebooks to grade the responses.
- Sense of Place Tumblr Project (30%): You will be creating a Tumblr blog page based on your reading of the first chapter of Outside Lies Magic. The blog page will have a Charleston focus before we leave and the shift to Berlin when we are there.

Missing Class Time: Students must provide a valid and documented excuse from the Undergraduate Dean’s Office for missing Class or for handing in assignments late. Acceptable excuses include illness, personal tragedy or circumstances beyond the student’s control.

Course Grade: There is no curve in this class; your grade depends only on your own performance in the class. Grades will be assigned based on the total points you have accumulated.

Grading Scale and Expectations: A (93.5-100), A- (90-93.49), B+ (88.5-89.9), B (83.5-88.49), B- (80-83.49), C+ (78.5-79.9), C (73.5-78.49), C- (70-73.49), D+ (68.5-69.9), D (63.5-68.49), D- (60-63.49), F (<60)
Course Meeting Times

January 9th: Course Introduction
  • Reading Assignments and Reflective Writing

January 16th: Genetic Testing Technologies: Now and in the Future
  • Introduction to Sense of Place Tumblr Project

January 30th: Eugenics in the United States and Britain - 1900 to 1940
  • *Berlin Places to See* (Kayla, Taylor, Kelsey)

February 13th: Sterilization Policies in the United States and Germany
  • *Berlin Places to See* (Emily, Patricia, Frankie)

February 20th: Eugenics in Germany under National Socialism - 1930s to 1945
  • Links to the American Holocaust Memorial Museum in OAKs
  • *Berlin Places to See* (Brittany, Craig, Thomas, Ben)

February 27th Sense of Place Charleston and Final Pre-Trip Plans
  • Chapter 1 of Outside Lies Magic by J. Stilgoe
  • Charleston Sense of Place Tumblr Blogs Due

March 2nd to 10th: Berlin (See Details Below)
  **Pre Trip Reading:** We will discuss these on our Friday class meeting in Berlin
  • Genomics Law Report: Genetic Exceptionalism and Paternalism Themes in new German Legislation. (Link on OAKs)
  • Genomics Law Report: Germany Struggles to Find Balance in Promoting, Regulating Genetic Technologies (Link on OAKs)

March 20th Current Genetic Testing in Context: The Case of Down Syndrome
  • Genetic Testing Websites on OAKs
  • Berlin Sense of Place Tumblr Projects Due
Spring Break Berlin Schedule

Saturday (March 2nd): Fly Out of Charleston as a Group.

Sunday (March 3rd): Arrive in Berlin
• Check in to BaxPax Hotel
• Talk about Berlin/Begin Berlin Sense of Place Projects

Monday (March 4th): The Rise of National Socialism
• 10:00 a.m. – 12:00 p.m.: "From the Weimar Republic to the NS-Regime"; Deutches Museum Presentation.
• Lutz Steiner – German Cultural Seminar

Tuesday (March 5th): Nazi Policy Towards the Disabled and “Genetically Inferior”
• Sachsenhausen Prison Camp with Berlin Walks
• Depart 9 a.m., Hackescher Market (S-Bahn Trip)
• Return 3 p.m. to Hackescher Market
• Post Tour Discussion and Dinner

Wednesday (March 6th): A Divided Germany
• 9:00 a.m. Berlin Underground, Tour M – The Berlin Wall
• 2:00 p.m., The East German State and its Relations to the Disabled and Genetic Disorders, Stasimuseum Berlin
• Post Tour Discussion and Dinner

Thursday (March 7th): Current European Union and German Genetic Testing Policies
• 9:00 a.m. Guided Tour of the Reichstag
• Meeting with a Doctor

Friday (March 8th): Final Discussion/Berlin Tumblr Project Completion

Saturday (March 9th): Free Day

Sunday (March 10th): Depart for Charleston
Sense of Place Project

Much of how we get to know a place is through the exploring of our physical space and our unconscious registering of sights, sounds, smells, and textures. It is only upon later reflection that we recognize the senses that connect us to our home, or school, or the city we live in—the smell of our favorite neighborhood deli or the sound of the subway line beneath the street outside an apartment. This connection through our senses will be as true of your move to Charleston as it is with our short stay in Berlin. The point of this project is to have you explore both cities and share what you see, smell, hear, and feel through a Tumblr blog.

You should proceed by doing the following:

1. Read the first chapter of Outside Lies Magic by John Stilgoe (available on OAKs) to prepare your mind for your exploration.
2. Follow his advice and set out on a journey off of campus and into the city and just walk around and observe. Don’t bring your phone, iPod or anything else to distract you on your first trip.
3. Identify the place or area you want to focus on and then travel to it a second (or third time) to begin documenting your experience through Tumblr. Remember you can make connections to other people in the Tumblr community using hashtags like twitter (#). In addition to other labels you might like to use, attach #fyeabroad to all of your posts.
4. Be as free and creative as you would like with you Tumblr blog—the goal is to communicate your experience of the place you choose. Remember to engage all the senses creatively online. Take some chances.

When we arrive in Berlin we will repeat the process. In the case of Berlin, you will be even more naive about the city and less comfortable in your surroundings. But, I think that it will allow you to more closely observe and experience this foreign city that will be our home for nine days. I hope that this short immersion will be a trial run for a longer study abroad experience during which you would have the opportunity to become more deeply connected to a place.

Project Reminders:

- Send me the name of your Tumblr site. These will be posted in our OAKs page and will be available to all the students in the course (and anyone on line that ends up following you)
- Charleston Tumblr Project Due Date: 2/27
- Berlin Tumblr Project Due Date: 3/20