

**New Program Proposal
Bachelor of Arts, Pan African Studies
Clemson University**

Summary

Clemson University requests approval to offer a program leading to the Bachelor of Arts degree in Pan African Studies to be implemented in Fall 2013. The proposed program is to be offered through traditional instruction on campus. The following chart outlines the stages for approval of the proposal. The full program proposal **is attached**.

Stages of Consideration	Date	Comments
Program Planning Summary received and posted for comment	5/1/2012	
Program Planning Summary considered at ACAP	7/12/2012	CHE staff expressed concern about projected low enrollment and that the proposed program will take seven years to reach productivity standards.
Program Proposal Received	1/15/2013	
Comments and suggestions from CHE staff to the institution	2/1/2013	Staff suggested correcting the CIP code; including data for the survey cited; strengthening the discussion of employment opportunities; including complete information and comparison of a program at Claflin; defining admission criteria; being consistent when discussing the number of faculty members expected to teach in the proposed program; including a statement as to whether library resources are adequate for the proposed program; making additional edits for clarity and consistency; and following the proper format for program.
Revised Program Proposal received	2/5/2013	Revisions to information provided about job opportunities; library resources addressed; and edits made for clarity and consistency.
Program Proposal posted to ACAP members for review	2/28/2013	

Stages of Consideration	Date	Comments
ACAP Consideration	3/21/2013	<p>ACAP members expressed concern about not offering African languages to support the proposed program. Clemson explained that it plans to add languages such as Swahili and has also discussed the possibility of Clemson students taking language courses at USC Columbia.</p> <p>Several members expressed strong support for Clemson expanding its offerings to add programs in the liberal arts.</p> <p>ACAP voted to recommend approval of the program.</p>
Program Proposal posted to CAAL members for review	4/16/2013	
Comments received from CAAL Members	4/24/2013	Commissioner Munns asked questions concerning data, a comparison of the program with other institutions, and the curriculum. Staff requested the institution address the issues, received responses, and distributed the information to CAAL.
Responses provided to CAAL	5/1/2013	Responses addressed the items listed and are attached.
CAAL consideration	5/2/2013	Commissioner Munns acknowledged that the response from the institution addressed his concerns. Dr. Helms described Clemson's online admissions process where applicants indicate their intended major. She also addressed the marketing data which is a factor for developing programs in response to interests of potential applicants. Dr. Helms also explained that the proposed program will be used to recruit students to increase diversity at the institution. The Committee voted to recommend approval to CHE.
Additional Information Received	5/8/2013	In response to questions asked at the Committee meeting, institutional representatives provided additional information regarding interest in Pan African Studies, which is attached.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the program leading to the Bachelor of Arts degree in Pan African Studies at Clemson University to be implemented in Fall 2013, provided that no additional "unique cost" or other special state funding be required or requested.

**Commissioner Munns' Questions and CHE/Institutional Responses:
Clemson University, B.A., Pan-African Studies Program Proposal**

I am inclined to support but I don't understand a few sections of the proposal. Please explain:

One paragraph starts a discussion comparing this proposal to those at the top-20 public universities... But the paragraph presents no data and no comparison. What is the point? What do the other universities do?

Institution responses:

Below is a list of the Arts and Humanities majors at the Top 20 Public Universities. Clemson does not have the variety and depth of programs of studies in arts and humanities that are typically found at a Top 20 public university. The point is—Clemson University competes with these universities for the best and brightest South Carolina high school graduates. We need to be able to provide them with the quality programs and the types of programs that they might go elsewhere to find.

The University uses the Top-20 public universities (U.S. News and World Report Ranking of Public Universities) as a benchmark by which we plan, target, establish benchmarks and evaluate our programs. During the review of our academic programs and our planning phase for the development of new degrees, we reviewed the top 20 public universities for the number and types of degree programs. We focus as “peers” on the following institutions: Georgia Tech, Virginia Tech, University of North Carolina at Chapel Hill, North Carolina State University, Texas A & M, University of Virginia, University of Georgia.

Each of these schools provides students with a systematic way to study the African experience and receive a degree in it. Clemson University wants to remain competitive with these peer schools by offering students the same opportunity. In addition, faculty look to leading land grant institutions for comparative data. If peer land grant institutions offer this major, Clemson wants to offer the same opportunity. We examine closely programs that currently are provided in South Carolina as well.

Listed below are only those majors that Clemson does not currently offer. Asterisks indicate number of institutions offering the major.

Arts and Humanities

African American Studies*****
 American Studies*****
 American Indian Studies**
 American Literature and Culture
 Ancient Near Eastern Civilizations*
 Ancient Greek Language and Literature
 Arabic***

Art Education
Art History*****
Arts and Ideas in the Humanities
History of Art and Architecture
Asian Studies*****
Bioethics*
Celtic Studies
Central and East European Languages and Cultures
Chicano Studies***
Children's Literature
Classics*****
Classical Civilizations*****
Comparative History of Ideas
Comparative Literature*****
Contemporary European Studies****
Creative Writing***
Criminology, Law and Society***
Dance**
Developmental Studies
Digital Humanities
Digital Arts and Experimental Media*
Dutch Studies
East Asian Studies*****
Ethnic Studies**
Ethnomusicology
Film Studies*****
Film and Media Studies****
General Studies*
Gender and Women's Studies
Global Studies*****
Government*
Government and Politics
Graphic Design*
Greek**
Hispanic Studies
History, Technology and Society
History and Philosophy of Science
Islamic Studies*
Interdisciplinary Studies*
International Development Studies
International Studies**
Iranian Studies
Jazz and Contemplative Studies*
Jewish Studies*****
Journalism*****

Korean Literature and Culture
 Latin*
 Latin American Studies****
 Linguistics***** ***
 Media Studies**
 Medieval Studies*****
 Middle Eastern Studies****
 Music History
 Native American Studies*
 Near Eastern Civilizations**
 News-Editorial Journalism
 Peace and Conflict studies*
 Playwriting
 Political Economy
 Portuguese*
 Public Policy*****
 Public Relations
 Religious Studies**
 Renaissance Studies*
 Rhetoric
 Russian**
 Sexuality Studies**
 Slavic Languages*****
 Social Welfare*
 Social Policy and Public Service
 South and Southeast Asian Studies
 Visual Communication Design
 Women's and Gender Studies*****
 World Arts and Culture

The author starts a discussion of duplication, but does not adequately describe the nature of potential duplication, does not suggest the consequences of such duplication, or the mitigations within Clemson's proposal to offset such duplication. Does Clemson believe this new program will or will not affect the students in adjacent programs or the schools running those programs?

While there are similarities between other programs at universities and colleges across South Carolina, we believe that the proposed degree is sufficiently different in that we are offering students a more African-centered education. Instead of focusing on the African American experience we are tying the African American experience into a Diaspora experience comparing and contrasting the Black American experience with the experiences of Africans in other regions.

At present, the University of South Carolina has an African American Studies program, which has a 41-year track record of scholarly success. Working through a series of directors, they have established themselves as an integral part of the university's

academic structure. In recent years they have expanded their program and increased the number of faculty to eleven while also increasing support staff.

Though they also offer courses on Africa and the African experience, Claflin University's African American Studies program is different from the program envisioned by Clemson. Like the program at the University of South Carolina, this degree program prepares students in the Black American experience where we intend to educate students in the Diaspora experience. The curriculum is between 121 and 125 credit hours and includes one course that focuses on the Caribbean and two courses on Africa. A proposal has also been put forth recently by the College of Charleston for an African American Studies program.

Clemson proposes a broader curriculum that will include traditional African American history and culture, as well as Africans in Latin America, the Caribbean, and other regions of the world. We will be much broader in our definition of Africa. We plan to discuss the importance and impact of everywhere Africans went in the Diaspora. For example, the curriculum will examine India, China, and the Middle East. By understanding all of the regions where Africans have impacted the world, our students will have a much broader sense of what role Africans have played in shaping the history and culture of the western hemisphere.

High school students often select the college of choice based on many factors, only one of which may be the major. Students tend to select a research university for the value added benefit of being engaged with faculty and in programs that promote undergraduate research opportunities in the field of study. Once they select the college, then they explore the programs of study available at the University. Clemson would like to be able to provide a greater, more diverse selection in the humanities.

Curriculum: Please justify the sufficiency of having only one 3 credit math requirement. Will graduates be prepared to fully function as a citizen in the 21st century?

The General Education curriculum at Clemson requires students to take 10 hours of math and science. This can be divided up by taking six hours of math and four hours of science, but if students choose to take three hours of math and seven hours of science, they normally make use of mathematical reasoning in these science courses as well. Three additional hours of Science and Technology in Society are also required within the General Education program. That is to say that Clemson's General Education requirements include numerous opportunities to grow in analytical reasoning outside of a single course with a "math" label.

In addition, in order to graduate, students must demonstrate through our ePortfolio program the following competency: *Demonstrate mathematical literacy through solving problems, communicating concepts, reasoning mathematically, and applying mathematical or statistical methods, using multiple representations where applicable.*

Students submit evidence of their mathematical literacy which is judged by a faculty member in mathematics. A student cannot graduate without meeting each of the stated criteria.

The following criteria must be found in the evidence and reflection. Faculty score the evidence based on the following rubric:

Criteria	1	2	3	4
Conversion of Mathematical Symbols		Identifies quantitative variables but incorrectly describes relations among them.	Correctly identifies quantitative variables and the relations among them.	
Mathematical Transformations		Inconsistently applies mathematical transformations and logic.	Correctly uses algebraic and geometric transformations and logic, including those embedded in multi-step problems.	
Translating to or from Mathematical Symbols		Inconsistently translates between mathematical language and lay language.	Correctly translates between mathematical language and lay language.	
Presenting Quantitative Results		Inconsistently represents numerical, graphical, or algebraic data.	Correctly presents numerical, graphical, and algebraic representations of the same quantitative data.	
Using Statistical Methods		Inconsistently applies statistical methods to data.	Correctly uses appropriate statistical methods to describe data.	

General education is not the only place in which mathematics is used within the curriculum. With our Introduction to Pan African Studies course, we deal with economic development and also value of slavery. This requires students to calculate the value of slaves to specific southern states to understand why slavery was so important to their economic development. In addition, the senior seminar requires students to demonstrate research methods, including analytical arguments related to the discipline.

**Additional Information Provided in Response to the CAAL Meeting (May 2, 2013):
Clemson University, B.A., Pan-African Studies Program Proposal**

As noted in the proposal for Pan African Studies, Clemson collects data at the University level prior to a departmental faculty proposing a new degree program. The enrollment of students in minors and concentrations, request logs for courses, and other signs of program interest are collected by the University. A review of our data, as well as information on trends in higher education nationally, helps guide the University's decision to develop new programs. This is the case for our proposal in Pan African Studies.

Clemson uses proprietary survey data drawn from intended college students. The survey is conducted by the College Board and samples students who take the SAT. These potential students are located in South Carolina and in states from which Clemson receives high numbers of student applications. The results included over 10,000 prospective college-bound students who were interested in the social sciences and humanities. The College Board data were not broken down into subsets of humanities such as women studies, religion, or ethnic studies. The survey groups selections such as "health professions" together as well, rather than specifying medicine or nursing. This is the reason the University took the next step to examine the degree programs taught at top 20 public universities.

Of the top 20 publics, many have a variety of ethnic studies programs, not just Pan African or African American studies. (Asterisks indicate number of institutions offering the major.)

African American Studies*****
 American Studies*****
 American Indian Studies**
 Ancient Near Eastern Civilizations*
 Asian Studies*****
 Celtic Studies
 Central and East European Languages and Cultures
 Chicano Studies***
 Contemporary European Studies****
 Global Studies*****
 International Studies**
 Iranian Studies
 Jewish Studies*****
 Latin American Studies****

During the CAAL meeting, the Commissioners requested additional anecdotal evidence regarding interest in Pan African Studies. The following discussion provides examples from experiences with students in the current minor in Pan African Studies.

During her meetings with potential students, the provost many students have asked about available majors and if there was an opportunity in ethnic studies on the campus. The provost described opportunities provided through minors. Minors are not identified on the admission page and many applicants are unaware of the opportunities that exist until they arrive on campus. After learning details about minors and concentrations, students often apply and enroll.

The admission process requires that applicants declare their first and second choice of a major from a drop down list of current majors; no minors are listed. In addition, there is no opportunity for the student to declare a major that he/she would be interested in, if offered.

Applicants have SAT scores sent to the University before they apply. In the Fall of 2012, five students who did not apply to Clemson indicated an interest in ethnic studies. We do not know how many students have started (but not completed) an application once they realized their major of interest was unavailable at the University.

Several of the students who have minored in Pan African Studies have written back and told us how utilitarian the minor was. An example is a graduate who wrote two years ago and voiced appreciation for having learned about the rubber industry in Liberia. He said that when he interviewed for his job at Michelin in Denver, Colorado, he believed that his knowledge of the rubber tree plantations in Liberia convinced the company to give him a chance as a sales rep.

A former Clemson athlete e-mailed thanks for the lecture on education in the Caribbean; the knowledge from the lecture helped him secure a job teaching swimming on the Barbados swim team.

There are several former students who are now working or who have worked for Teach for America who have expressed gratitude for the information they learned in classes about multicultural education and how to incorporate Afrocentric ideas into their teaching styles.

CLEMSON UNIVERSITY
COLLEGE OF ARCHITECTURE, ARTS AND HUMANITIES
REQUESTING TO OFFER A NEW DEGREE PROGRAM
BACHELOR OF ARTS
IN
PAN AFRICAN STUDIES

Submitted to the South Carolina Commission on Higher Education
January 15, 2013

James F. Barker, FAIA
President
Clemson University

Program contact:
Dr. Abel A. Bartley
abartley@clemson.edu
864-656-5373
Department of History

University Contact:
Dr. Debra B. Jackson
Vice Provost
Clemson University
dbj@clemson.edu
864-656-4592

Classification

Academic Unit: College of Architecture, Arts, and Humanities

Name of Program: Pan African Studies

Name of Degree: Bachelor of Arts

CIP Code: 050201

Implementation Date: August 2013

Number of Credit Hours: 120

Program Length: 4 years

STEM Applicability: No

Site: Clemson University campus

Institutional Approval

Approval by Department August 23, 2012

Approval by College October 8, 2012

Approval by University November 2, 2012

Approval by Provost November 2, 2012

Approval by President November 2, 2012

Approval by University April 19, 2012

Purpose and Justification

The Pan African Studies Program provides a framework to encourage intellectual discourse on the African and African American experience. Utilizing a multidisciplinary approach, Pan African Studies grounds students in the histories, cultures, and traditions of Africans and how they impacted the various regions where they came to reside since the sixteenth century. The program will offer a broad spectrum of courses, such as history, theater, sociology, nursing, and political science, which will help students shape their major to fit their particular future interest. More so than African American Studies, Pan African Studies helps students gain an awareness of the lifestyles of Africans and African Americans, while preparing them to meet the challenges of an increasingly diverse world in which people of African descent play a major role. We want to enhance our students' ability to think critically about African and African American issues, develop a sense of responsibility, and become agents in promoting economic and cultural ties throughout their various communities. Using models already developed by international companies like Michelin, BMW, and Fluor Daniel, students will learn to integrate their skills with the world marketplace.

As South Carolina integrates into the global economy, the demand for students trained to work in culturally diverse environments will increase. Through Pan African Studies, Clemson University can provide students and scholars with new and innovative ways to study the African Diaspora and the ways Africans have influenced areas where they have lived. Africans have affected the history, culture, and society of the western hemisphere like no other group. For those wishing to enter the business world, Pan African

Studies provides a general understanding of the economic impact of people with African descendants in various world regions. For those wishing to become educators, a multicultural education will have obvious benefits as our nation continues to diversify.

Many students who have graduated from African American Studies programs have gone on to successful careers: Mae Jemison was the first African American woman in space; Angela Bassett is a world renowned actress; and Grant Hill is an acclaimed athlete and philanthropist. All of these figures and many more like them have used their African American Studies degrees to make their marks on the world.

The Bachelor of Arts in Pan African Studies combines the interdisciplinary study of the African Diaspora, with an emphasis on the contributions African descendants have made to contemporary Western society. Majors are taught to ask critical questions about the social, economic, political, and familial contributions Africans have made to Western society and to identify connections between Africans in diverse cultures. An interdisciplinary curriculum combines coursework in African and African American studies supplemented by numerous practical work experiences and opportunities.

The curriculum makes use of the campus' unique blend of faculty with global interests and connections in addition to those with local interests. Above all, the major will provide students with critical thinking and writing skills developed as they matriculate through their coursework in comparative, cross-cultural studies. Students can go on to a variety of careers, in private industry, in public service, equipped with skills that will enable them to deal with diverse populations. The major provides a strong foundation for students interested in advanced degrees in the humanities or social sciences and for students pursuing careers in law, business, government, non-profit organizations, social work, and work related to improving the lives of economically and socially disadvantaged people. The program provides exposure to different cultures and the skills needed to navigate ethnically diverse environments. Students can pair the Pan African Studies major with a carefully chosen minor or even a second major, as well as a choice of a modern language that will yield professional, historical, cultural, and linguistic tools which will make them extremely marketable.

According to the Bureau of Labor Statistics website, in 2010 there were 1,756,000 jobs in the area of African American Studies. The average pay for a person with that major is \$62,050 or about the same as a post-secondary education teacher. The projection is for this field to grow by 17 percent by 2020. During that period the expectation is that 305,700 new jobs will be added in that field. It is clear that this is a future growth area where we will be able to produce graduates who will be able to find good paying jobs over the long term.

Enrollment

The existing minor accommodates about ten students from diverse majors. The number of course offerings has remained steady across five departments. We anticipate that a full Pan African Studies major will attract at least ten new students initially. This number will grow as the program is advertised in recruitment materials, once formally approved.

Temple University's student brochure does an excellent job of addressing the question of, "What can students do with a PAS degree?" Included below is a section from the university's brochure.

"7. What can one do with a major in African- American Studies?"

Like Temple Owls, Temple's AAS majors are *everywhere!* The cultural and socio-historical focus of the curriculum makes our majors prime candidates for positions in teaching, social research, social work,

law, law enforcement, civic service, municipal and federal government, and cultural-historical societies. As with any major, strong communication and technical skills are major assets. Of course, some AAS majors opt to attend graduate and professional schools, and so Temple's AAS majors are now represented among attorneys, businesspersons, counselors, educators, engineers, pharmacists, physicians, program administrators, psychologists, social researchers, social workers/administrators and many other professions. See the online DAAS Undergraduate Handbook for suggestions for making the most of the AAS major and of your college career in general. <http://www.temple.edu/aas/ug/what.htm>”

The University uses the Top-20 public universities (U.S. News and World Report Ranking of Public Universities) as a benchmark by which we plan, target, establish benchmarks and evaluate our programs. During the review of our academic programs and our planning phase for the development of new degrees, we reviewed the top 20 public universities for the number and types of degree programs. We focus as “peers” on the following institutions: Georgia Tech, Virginia Tech, University of North Carolina at Chapel Hill, North Carolina State University, Texas A & M, University of Virginia, University of Georgia. In addition, faculty will look to leading land grant institutions for comparative data. We examine closely programs that currently are provided at other research universities in South Carolina as well.

The University recognizes that CHE would like to have more definitive numbers on enrollments and student interest prior to approving a program. Clemson collects data at the University level prior to a departmental faculty proposing a new degree program. While the University notes the enrollment in minors and concentrations, requests for courses, and other signs of program interest, the University collects and reviews data and information on trends in higher education nationally as well. We use proprietary survey data drawn from intended college students (The survey is conducted by the College Board and samples students who take the SAT.) These potential students are located, not just in South Carolina, but in states from which Clemson receives high numbers of student applications. The results are based on over 10,000 prospective college-bound students who were interested in the social sciences and humanities. We believe that our projections for interest in the program and potential enrollment are sound.

Assessment of program duplication

At present, the University of South Carolina has an African American Studies program, which has a forty-one year track record of scholarly success. Working through a series of directors, they have established themselves as an integral part of the university's academic structure. In recent years they have expanded their program and increased the number of faculty to eleven while also increasing support staff. Though they also offer courses on Africa and the African experience. Claflin University's African American Studies program is different from the program envisioned by Clemson. Like the program at the University of South Carolina, this degree program prepares students in the Black American experience where we intend to educate students in the Diaspora experience. The curriculum is between 121 and 125 credit hours and includes one course that focuses on the Caribbean and two courses on Africa. A proposal has also been put forth recently by the College of Charleston for an African American Studies program.

Clemson proposes a broader curriculum that will include traditional African American history and culture, as well as Africans in Latin America, the Caribbean, and other regions of the world. By understanding all of the regions where Africans have impacted the world, our students will have a much broader sense of what role Africans have played in shaping the history and culture of the western hemisphere.

Students will learn of very different experiences of Africans, in and out of slavery, in different linguistic and religious communities, and in different economic circumstances. With the extraordinary recent economic growth in Brazil, coupled with the increasing significance of the Caribbean, and the enduring role of Africa

as a worldwide source of raw materials and consequent economic and political problems, students who can connect their knowledge to those cultures will have an advantage. Graduates will understand how they can combine their coursework in Pan African Studies with their knowledge in computer science, education, engineering, theater, architecture, literature or whatever they are studying to make themselves a much more valuable citizen and potential employee.

Relationship of proposed program to existing programs at Clemson

Academic departments have pursued teaching and research in areas of Pan African Studies and Diaspora matters for years. Their collaboration has made the existing minor possible, and all are eager to increase their course offerings. Pan African Studies' faculty will also collaborate with others in departments involved in offering a Global Studies program. (The Global Studies degree program is in development. The planning summary was approved by ACAP at its July 2012 meeting. Once the curriculum has been approved by the faculty committees, the full proposal will be submitted to CHE as required.) In addition, Clemson's program of directed undergraduate research, known as Creative Inquiry, provides a platform for projects that can be local, regional, or global in their approach, encompassing everything from oral history interviews with local figures to comparative international research.

At Clemson University, the primary focus of our investigation into Africans is centered in history, culture, language, politics, religion, music, education, dance, and economic development. Clemson currently has twenty-eight (28) courses that will be incorporated into a Pan-African Studies major (see suggested curriculum outline below). We also currently have 10 professors who teach courses that would be part of a Pan-African Studies curriculum. Though many of these courses are currently being taught by professors housed in the College of AAH, there are also courses taught in Education, Political Science, Agriculture, and Sociology.

Relationship of proposed program to other institutions via inter-institutional cooperation

At this time, Clemson has not approached other institutions regarding collaborations. However, we are open to working with other institutions and, where appropriate, developing articulation agreements that serve the students of South Carolina. Where possible, sharing faculty resources through on line course delivery would reduce costs and broaden course offerings.

Admission Criteria

There are no admissions criteria specific to the program beyond those already in place in the university and in the College of Architecture, Arts, and Humanities where this program is housed. The University's admission is highly selective and considers standardized test scores, class standing, high school curriculum, and grade point average. Course work meets all standards set by the SC CHE. The University suggests three years of foreign language. Students identify their first and second choice of majors on the application and are accepted into a major as a freshman. Transfer students are expected to present 30 hours of completed college credits with a minimum of 2.5 GPA.

Enrollment
Table A

PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2013 - 14	20	60	21	63	2	6
2014- 15	30	60	33	99	2	6
2015 - 16	40	150	40	120	2	6
2016- 17	40	150	40	120	2	6
2017 - 18	50	150	50	150	2	6

Assumptions used for enrollment numbers in Tables A.

The proposed program will enroll five new freshmen the first year and enrollment will increase annually with 15 new students by year 05. Change of major students account for the additional total student enrollment, for example the three additional students in Spring of 2014-15. These will include students who may have started with a minor and decided to change majors or to earn a double major. Many students enter Clemson as “undeclared” in the college of Architecture, Arts and Humanities. The newly developed programs will be of interest to this population based on our survey results.

As students graduate or leave the program, change of majors will allow the University to maintain a consistent enrollment in the program.

Curriculum Plan

The Bachelor of Arts in Pan African Studies combines the interdisciplinary study of the African Diaspora, with an emphasis on the contributions African descendants have made to contemporary Western society. Majors are taught to ask critical questions about the social, economic, political, and familial contributions Africans have made to Western society and to identify connections between Africans in diverse cultures. The interdisciplinary curriculum combines coursework in African and African American studies is supplemented by numerous practical work experiences and opportunities. The overall curriculum is 120 hours and includes general education requirements, core courses for the major, foreign language requirements, minor and electives across the four academic years.

The program of study includes courses stipulated in the curriculum map below. The major consists of 33 credit hours. All students take an 18 hour core of required courses (Group I) which includes an introductory class, Introduction of Pan African Studies (PSA 301); the Atlantic World (PAS 101); African American History, 1492-1877 (HIST 311); African American History, 1977-present (HIST 312); a theories and methods course selected from PAS 471, 410 or 400; and a capstone senior seminar (PAS 498).

In addition to the core courses, students must select six credit hours from courses that focus entirely on race and ethnicity (Group II); six credit hours from courses that involve a substantial focus on racial issues (Group III); and three credit hours in approved race and ethnicity courses from the humanities or social sciences (Group IV).

Group I: (18cr): PAS 301; PAS 101; HIST 301; HIST 312; PAS 471, PAS 410 or PAS 400; and PAS 498

Group II: (6 cr) select from: GEOG 330, HIST 337, 338,339,438

Group III: (6 cr) select from: ENGL 482, 483, PO SC 381, SOC 460, or THEA 317

Group IV (3 cr) select from: list of approved humanities and social science courses at the 300 - 400 level

Curriculum Map

Freshman Year

First Semester

3 - ENGL 103 Accelerated Composition

4 - Foreign Language Requirement (1)

4 - Natural Science with Lab Requirement (2)

3 - Social Science Requirement (2)

14

Second Semester

3 - PAS 301 Introduction to Pan African Studies

3 - Oral Communication Requirement (2)

4 - Foreign Language Requirement (1)

3 - Natural Science Requirement (2)

3 - PAS 101 The Atlantic World

16

Sophomore Year

First Semester

3 - HIST 311

3 - Arts and Humanities (Non-Lit.) Requirement (2)

3 - Foreign Language Requirement (1)

3 - Mathematics Requirement (2)

3 - Social Science Requirement (2)

15

Second Semester

3 - Major Requirement (Group II)

3 - PAS 410 or 471 or 400

3 - Arts and Humanities (Literature) Requirement (2)

3 - Foreign Language Requirement (1)

3 - HIST 312

15

Junior Year

First Semester

3 - THEA 317

3 - Major Requirement (Group III)

3 - Major Requirement (Group IV)
3 - Minor Requirement
3 - Elective
15

Second Semester

3 - HIST 338 or 339
3 - Major Requirement (Group II)
6 - Minor Requirement
3 - Elective
15

Senior Year

First Semester

3 - HIST 338 or 339
3 - Minor Requirement
3 - Major Requirement (Group III)
6 - Elective
15

Second Semester

3 - PAS 498
3 - Minor Requirement
9 - Elective
15

120 Total Semester Hours

1 The foreign language requirement is a proficiency requirement. Students must complete through 202 in American Sign Language, Arabic, Chinese, French, German, Italian, Japanese, Latin, Portuguese, Russian, or Spanish.

2 See General Education Requirements. Three of these credit hours must also satisfy the Science and Technology in Society Requirement.

New Courses Required

No new courses will be needed for this major. At Clemson University, the primary focus of our investigation into Africans is centered in history, culture, language, politics, religion, music, education, dance, and economic development. Clemson currently has twenty-eight (28) courses that will be incorporated into a Pan-African Studies major (see suggested curriculum outline above). We also currently have 10 professors who teach courses that would be part of a Pan-African Studies curriculum. Though many of these courses are currently being taught by professors housed in the College of AAH, there are also courses taught in Education, Political Science, Agriculture, and Sociology

Assessment

The University engages in program evaluation and assessment that focuses on program outcomes as well as student learning outcomes. While assessment of students is essential, program assessment is an important component well. The faculty examines a number of factors related to program quality and effectiveness including, but not limited to enrollment and graduate rates, admission to graduate programs, GRE and ETS proficiency scores, publications and presentations of faculty and students, student assessment of instructors, and exit interviews. These data assist faculty in evaluating and improving program implementation. The University provides annual data for department chairs to use in conducting program reviews. The student learning outcomes are of particular importance because of the distributed competencies required of all undergraduate students and relate directly to the curriculum plan of study.

Student Learning Outcomes (SLO)

SLO 1: By the completion of the program, students will demonstrate a thorough knowledge of the ethical issues related to Pan African Studies (Ethical Judgment).

Ethical judgment is a key part of any Pan African Studies programs. The PAS (301, 101) and HIST (311 and 312) introductory courses for the major look at issues of justice and moral decision-making. Whether the question is racism, forced labor, civil rights, or distributive justice health care policy, students are introduced to moral dilemmas and consider moral arguments for and against certain institutions and courses of action as they pertain to people of the Diaspora. PAS 301, which is required of all majors, has ethical decision making as a key component of the course.

How to act ethically in the face of pressures from stakeholders and shareholders is a central issue for leaders today in business, politics, social organizations, and in shared communities. Students write at least one paper in the PAS 301 course that directly addresses the issue of ethics. This paper serves as a primary means for assessing student competency. The department has developed a rubric, which rates paper on a scale of 1-5. Students are expected to score at least a "4" on the rubric which equates to a score of 80. By studying Black achievements, through history courses, fiction and non-fiction literature courses, philosophy and sociology courses, theater, dance, and music students learn to assess different courses of action and different forms of decision-making in light of ethical values and principles. Written work from these courses will be tagged and uploaded in the Clemson e-portfolio system. Several key faculty members in the program, including the program director, have been involved with faculty assessment of the e-portfolio system. On the basis of the quality of student work, adjustment may be made to the content of individual courses within the department's core curriculum (PAS 301, 101, HIST 311, 312, or PAS 498) for the purpose of improving student success.

SLO 2: By the completion of the program students will demonstrate competency in written and oral communication skills in Pan African Studies (Oral and written communication).

Written and oral communication is an important part of all Pan African Studies courses. Effective citizens must know how to be able to communicate their ideas and vision clearly and persuasively. Core courses in the program (those designated Group I or II) all have written communication as part of the class structure, whether it be through short papers, essay exams, or longer term papers. PAS courses further emphasize the importance of effective communication and give students multiple opportunities to make presentations, learn to incorporate visual design elements (such as charts and posters), develop promotional materials for programs and events, and express research results in clear, discipline appropriate forms. By working in

multiple disciplines, students learn to adapt their written and oral communication to the needs of different audiences, and different tasks.

There are two different bases for assessment of this competency. The research paper produced in the senior capstone seminar (PAS 301, HIST 311, 312, and the other course offerings) will be one basis for assessment. Students will produce an independently researched paper that identifies a focused and relevant topic, explains and utilizes appropriate research methods, analyzes a broad array of sources, and demonstrates the ability to convey research results in a clear and compelling manner. A grade of "B" or better will be held to satisfy the competency in critical thinking. The department has developed a rubric, which rates paper on a scale of 1-5. Students are expected to score at least a "4" on the rubric which equates to a score of 80. The second basis for assessment will be the portfolio requirement in PAS 301 or 101. On the basis of the quality of student work, adjustment may be made to the content of individual courses within the department's core curriculum (PAS 301, HIST 311, 312, PAS 400) for the purpose of improving student success.

SLO 3: By the completion of the program, students will demonstrate a thorough knowledge of research methods and critical thinking as related to Pan African Studies (Research skills and critical thinking).

Attention to critical thinking and analysis is a component of almost all Pan African Studies classes. PAS 301, which serves as the principal introduction to the major, introduces students to the idea that race, culture, and heritage are not innate features but creations of man. There are no natural, biological givens, but each person is the product a complex interaction of biology and social forces. In beginning to untangle the interrelation of different components that come into play in the making of racial identity, students gain a critical perspective on their own identity and its construction in a social matrix. Core courses for the major (designated Group II courses) that originate in departments in the humanities and social sciences further teach about African's experiences, past and present, in ways that encourage students to ask critical questions about the impact of social, political, and economic institutions on racial equality. Readings in these courses challenge traditional attitudes about race and class issues and teach students to subject such attitudes to critical scrutiny and analysis. Additionally, students are here introduced to different disciplinary approaches to the study of race and to the ways in which diverse methods, including narrative and ethnographic methods, logical argumentation, historical perspectives, and statistical and quantitative analysis, produce differing research questions and results.

SLO 4: By the completion of the program, students will demonstrate a thorough knowledge of the issues related to Pan African Studies (Subject matter knowledge).

The field of Pan African studies is a rich and complex one. Clemson's Pan African Studies program will have students take an introductory course, which would have them write a graded paper using a program generated rubric which demonstrates their understanding of the field and that they have a general understanding of how to write a research paper. Because of the interdisciplinary nature of the courses it is difficult to have a single grading style. However, with each student taking the introductory courses we can ensure that the teachers use a program-designed rubric.

Assessment Method

PAS will use assessments of each student's ability to integrate critical thinking and analysis into their scholarly work particularly by evaluating research papers in the senior seminar (PAS 498). The department has developed a rubric, which rates paper on a scale of 1-5. Students are expected to score at least a "4" on the rubric which equates to a score of 80. This rubric is designed measure research, writing, originality, and analysis. Students will produce an independently researched paper that identifies a focused and relevant topic, explains and utilizes appropriate research methods, employs a broad array of sources, and

demonstrates the ability to reflect on and analyze these sources in a critical manner. Students will have a chance to revise before including this paper, if they so choose, in their Clemson e-portfolio. If the identified benchmarks are not achieved, faculty will use evaluation data to make needed course revisions, which will increase students' Critical Thinking competency. On the basis of the quality of student work, adjustment may be made to the content of individual courses within the department's core curriculum (PAS 301, 101, HIST 311, 312 or 498) for the purpose of improving student success.

Proposed Rubric:

Does the paper have a clearly defined thesis? 10 points

Does the paper have at least three sources, one of which is a primary source? 15 points

Does the paper demonstrate the ability to arrange ideas into a coherent argument? 15 points

Is the paper at least 10 pages? 15 points

Does the paper have footnotes/endnote and a bibliography? 15 points

Is the paper grammatically appropriate? 15 points

Does the paper demonstrate a mastery of the said topic with supporting research? 15 points

Faculty

One FTE is 100%. Ten faculty members are currently teaching courses that will apply for the degree program. An additional two faculty members will be hired in the future years and will be shared with other degree programs. Each of the new hires will contribute at least one course per semester in Pan African Studies. An administrator and staff support will be provided by the Department of History.

Table B - Faculty List

List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc)	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Associate Professor #1	PhD	History	Yes
Associate Professor #2	PhD	History	Yes
Associate Professor #3	PhD	History	Yes
Associate Professor #4	PhD	Theater	Yes
Assistant Professor #1	PhD	English	Yes
Professor #1	PhD	English	Yes
Professor #2	PhD	Political Science	Yes
Professor #3	PhD	Political Science	Yes
Professor #4	PhD	Language	Yes
Professor #5	PhD	Architecture	Yes

Plan for Faculty Development

All tenure-track faculty members in the Department of History currently teach three courses a semester, which reflects a course release for research and publication, participation in conferences, and curricular development. New tenure line faculty will carry the same load. The College of Architecture, Arts and Humanities' Faculty Development Program provides competitively awarded funding for one semester course releases for research, for research grants for travel, equipment and other research related expenses, and for collaborative research endeavors. The office of the College's Associate Dean for Research provides information about and assistance in preparing research grants. Tenured faculty members are also eligible for University funded year-long or one semester sabbaticals, as well as University Research Grants. The Department provides support for professional travel expenses associated with scholarly activity, as well as professional development funding which may be used for any expenses related to professional activities in the areas of research and teaching. The University's Office of Teaching Effectiveness and Innovation provides faculty with programs related to teaching, career development, faculty review preparation and teaching-related scholarship.

Table C - Administration, Faculty, Staff

UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2013 - 14			1	.25	1	.25
2014 - 15			1	.25	1	.25
2015 - 16			1	.25	1	.25
2016 - 17			1	.25	1	.25
2017 -18			1	.25	1	.25
Faculty						
2013 -14			10	2.50	10	2.5
2014 - 15			10	2.50	10	2.5
2015 - 16	2	.50	12	3.0	12	3.0
2016 - 17			12	3.0	12	3.0
2017 - 18			12	3.0	12	3.0
Staff						
2013 - 14			1	.25	1	.25
2014 - 15			1	.25	1	.25
2015 - 16			1	.25	1	.25
2016 - 17			1	.25	1	.25
2017 - 18			1	.25	1	.25

Physical Plant

The existing physical plant is adequate for teaching this program. The current Pan African Studies program is housed in the office of the director of the program. Much of the support material used in the program is stored in the building, where teachers who teach in the program can have ready access to it. There is no additional space requirement at the present time. Administration and classes will remain in existing facilities. The program coordinator is supported by the history department.

Equipment

No additional equipment will be needed for this program.

Library Resources

The Clemson University library contains: For all of Africa (call numbers beginning with DT): 2571. This includes Africa both north and south of the Sahara.

For African Americans (call numbers E184.5 – E185.98): 2443

For Latin America (call numbers F1201-F3799): 3502

Primary source material contained in books and edited review chapters will be a very important part of undergraduate education in this field, and we will be relying on PASCAL and interlibrary loan to supplement the Clemson collection. Clemson is in far better shape in its journal holdings, thanks to consortia agreements for e-journals and large scholarly archives.

Between current holdings and PASCAL the library resources for this program are adequate.

Accreditation, Approval, Licensure, or Certification

The proposed program is not subject to specialized or professional accreditation or approval by any state agency other than the Commission. Graduates of the proposed program are not subject to licensure or certification by any public or private agency.

Articulation

Students coming into the program from two-year colleges or four-year colleges will be subject to the usual rules concerning transfer credits. We have an active process for reviewing and accepting credit. As with all of Clemson's programs, we look forward to building articulation agreements with other institutions to facilitate transfer of students.

Estimated Costs

Reallocation

Faculty salaries are currently funded in several departments at Clemson. The faculty members currently teach courses that support the curriculum and degree program of study. No new money is required since these current faculty salaries are "reallocated" to the cost of this particular program. The courses that they teach are required in other degree programs or may serve as elective or general education courses for students across many majors. Two new nine month,

tenure-track faculty lines are needed to implement the program in later years, as the program enrollment increases, and these costs are shared across two or three programs and departments on campus. The funds for hiring new faculty are being reallocated within the college and are from re-focusing hires with currently planned retirements. Again, not requiring new state money.

Reallocation of existing Pan African Studies operating budget will cover supplies and materials, purchases of books and videos (library resources), travel and professional development for program director and faculty, and events put on by the program. The minor will continue to be available to students across the campus.

Reallocation of existing salary for the department chairs and administrative assistant to the program are from the Department of History the home department of the program director. No additional money is required.

No special legislative appropriations are needed to support the program.

Tuition revenue is calculated on a 70/30 mix of instate and out of state students.

Table D - Estimated costs

ESTIMATED COSTS BY YEAR						
CATEGORY	1 st	2 nd	3 rd	4 th	5 th	TOTALS
Program Administration	12,500	12,500	12,500	12,500	12,500	62,500
Faculty Salaries	187,500	225,500	262,500	262,500	262,500	1,200,000
Graduate Assistants	0	0	0	0	0	0
Clerical/Support Personnel	7,500	7,500	7,500	7,500	7,500	37,500
Supplies and Materials	7,000	7,000	7,000	7,000	7,000	35,000
Library Resources	500	500	500	500	500	2,500
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Other						
TOTALS	215,000	252,500	290,000	290,000	290,000	1,337,500
SOURCES OF FINANCING BY YEAR						
Tuition Funding	63,340	71,550	146,280	146,280	162,180	612,660
Program-Specific Fees	0	0	0	0	0	0
State Funding ²	0	0	0	0	0	0
Reallocation of Existing Funds (faculty, administration, and staff salaries; operating)	207,500	245,000	282,500	282,500	282,500	1,300,000
TOTALS	275,870	316,550	428,780	428,780	428,780	1,912,660