



Clarkson™

Clarkson Common Experience (CCE) Handbook: A Reference on CCE Implementation in Acad. Affairs

Developed by:

Clarkson Common Experience Committee

Academic Year 2025-2026

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Introduction

The purpose of this handbook is to provide faculty, staff, and unit administrators with a resource to help understand the scope of the Clarkson Common Experience (CCE) and successfully implement all of the curricular components.

The CCE Committee prepared this as part of ongoing assessment and improvement practices. A CCE Curriculum assessment report shared with the Faculty Senate in the Fall Semester 2025 recommended this type of internal communication. It also showed that the current CCE is not well understood or valued. This has resulted in inconsistent implementation across instructors and departments, and in inconsistent communication about the curriculum and its learning objectives to students.

The CCE is a set of student learning outcomes (SLOs) and a framework for students to achieve these outcomes. Many different types of classes and pedagogical styles can meet the required SLOs, thus, the CCE does not require all students to have the same experience and specific course content. This helps to maximize flexibility and opportunity for students to mold their learning experiences to meet their personal needs.

As the University's structure evolves and strives for explicit policies and procedures for university functions, the practices outlined here will continue to be reviewed and assessed.

Learning Outcomes

Readers of this document will be able to:

- Identify attributes throughout their curriculum that align with CCE expectations (and note any gaps)
- Revise syllabi of their existing classes with CCE designations to adequately identify CCE requirements
- Propose new or existing classes for CCE designation
- Understand their role in assessing CCE learning outcomes
- Know who to contact with further questions about the points above

Additional Resources

- CCE Website <https://intranet.clarkson.edu/academic/common-experience/>
- SAS [Course Change/Approval form](#)
- [2024-2025 Clarkson catalog](#), pp 24-28
- CCE Committee Description ([OM 2.10.1](#))

Note: The language in this document refers to Department Chairs, Deans and Provosts. As the new Academic Affairs structure evolves, we anticipate these can be directly interpreted as Division Heads, the Academic Dean and the Vice President for Academic Affairs (VPAA).

About the Clarkson Common Experience

The Clarkson Common Experience (CCE) was adopted in 2006 as the overarching education and growth experience for all Clarkson undergraduate students. It includes curricular, co- and extracurricular components. Excerpts from the current Clarkson Catalog describe the purpose and scope of the Common Experience (See [Appendix A](#) for the entire text):

A Clarkson education prepares each student for today's world and tomorrow's challenges. All Clarkson students are required to meet the learning expectations of the Clarkson Common Experience. The Clarkson Common Experience integrates each student's learning in a major field of study with learning expectations that broaden the student's understanding of our modern world. Each Clarkson graduate achieves objectives in fundamental academic abilities, in personal and social development, and in prescribed areas of knowledge.

Learning expectations of the Common Experience: Each Clarkson graduate will achieve academic abilities that include:

1. Mastery of a major field of study;
2. Effective communication in oral, written, and technological forms, critical and imaginative thinking;
3. Problem-solving skills using both quantitative and qualitative reasoning, where appropriate.

Each graduate is also expected to experience personal and social development that includes:

1. An increased understanding of and insight into his or her behavior;
2. An appreciation of the need for self-motivated life-long learning;
3. An increased social awareness and interpersonal competence, including an appreciation for the value of experiencing diversity; and,
4. An understanding of and recognition of the need for personal, societal, and professional ethics

Knowledge is the essence of a university education, and each Clarkson graduate is expected to become knowledgeable beyond his or her major field in these areas:

1. The nature of culture and societies;
2. Contemporary and global issues;
3. The imaginative arts and their role in society;
4. Science and technology, including their relationship to society and their impact on the environment;
5. Economic and organizational concepts and decision-making; and,
6. Methods for studying and explaining individual and group behavior.

The Clarkson Common Experience provides a common set of learning expectations and outcomes for all Clarkson students. To achieve these outcomes, each student is required to complete a set of courses and a professional experience. Embodied in the Common Experience are four components that serve as common threads through multiple courses:

1. Learning to communicate effectively
2. Developing an appreciation for diversity in both working and living environments
3. Recognizing the importance of personal, societal, and professional ethics
4. Understanding how technology can be used to serve humanity

Specific Requirements of the Clarkson Common Experience

FY 100, First Year Seminar. The First Year Seminar addresses topics related to personal and social adjustment, as well as Clarkson values, ethics, and diversity (Fall Semester, required only for first-year students).

UNIV 190, The Clarkson Seminar: The Clarkson Seminar welcomes first-year students into a world of cultures, histories, and the global forces that will shape their personal and professional lives beyond their Clarkson education. Students will define issues within a broad cultural context and gain experience in evaluating and interpreting texts. Seminar classes will be small and thematically structured, with an emphasis on discussion, critical reading and thinking, extensive writing, and collaborative work (Fall Semester).

Knowledge Areas and University Courses: Students achieve learning outcomes in six broad areas of knowledge. Students are required to take at least five courses that have Knowledge Area (KA) designators, and the five courses must cover at least four of the six Knowledge Areas listed below:

- Cultures and Societies (CSO)
- Contemporary and Global Issues (CGI)
- Imaginative Arts (IA)
- Science, Technology, and Society (STS)
- Economics and Organizations (EC)
- Individual and Group Behavior (IG)

At least one of these five courses must be a University Course that has two Knowledge Area designators.

Mathematics, Science, and Technology Courses:

- Two courses in mathematics as specified by the major
- Two science courses, at least one of which must have an integrated laboratory component
- A Technology Course (TECH) that addresses the theme of technology serving humanity.

Communication: Students must select coursework that carries a total of at least six Communication ~~P~~points. Courses and activities with a communications component will be identified as carrying either one (C1) or two (C2) points. At least two points must come from within the student's major discipline in a course at the 300 or 400 level.

Major Field of Study: A significant characteristic of the Common Experience is the integration of requirements from both outside and within a major field of study. Each student pursues a degree program in a major field and completes a set of prescribed courses to demonstrate mastery of that field. As part of these courses, students achieve outcomes of the Common Experience.

Information Technology Expertise: Students will gain expertise in using information technology and computational software appropriate to their major field of study.

Professional Requirements: The Professional Requirements encompass learning outcomes that emphasize professionalism, ethics, and diversity. These outcomes include understanding the concepts of professionalism, professional responsibility, and professional ethics, as well as knowing how the student's professional community promotes, supports, and enforces these concepts. Students should develop an appreciation for the value of diversity in the workplace.

Professional Experience: All students participate in a project-based professional experience after the first year, such as a co-op, internship, directed research, or community project, all clearly related to the student's professional goals.

ESL/EAP Requirement: Students for whom English is a second language must take an English language placement examination upon entering Clarkson. Based on the outcome of this examination, a student may be required to complete one or more EAP English for Academic Purposes courses (formerly labeled ESL) prior to enrolling in UNIV190, The Clarkson Seminar, or any course assigned one or two communication points.

NOTE that international students who enter as first-year students and are placed in EAP course(s) may substitute another course for UNIV190, The Clarkson Seminar. The substitute course (1) must have a C1 or C2 component and (2) must have at least one of the Knowledge Area designators (CGI, CSO, EC, IA, IG, STS) and come from the humanities and/or social science disciplines. The substitute course must be **IN ADDITION TO** the 5 required Knowledge Area courses. A “UNIV190 Substitution Form” should be sent to SAS and a copy should be placed in the student’s departmental file.

Additional Details, including student learning outcomes for each of these, are included in [Appendix A](#).

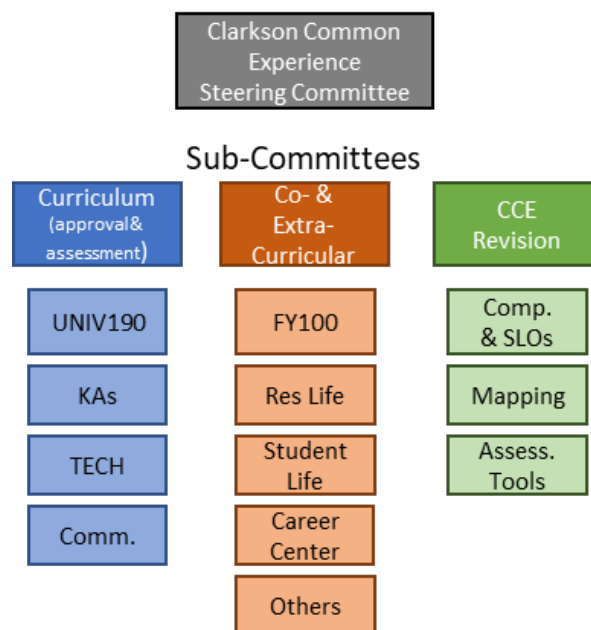
The implementation of the CCE, including learning outcomes and forms to propose CCE components in classes and programs is available through the Clarkson intranet, and is described in detail here.

(<https://intranet.clarkson.edu/academic/common-experience/>)

CCE Committee Charge

Clarkson Common Experience Committee (CCEC) is a faculty Senate committee ([OM 2.10.1](#)). It is now structured with three subcommittees focused on curriculum, student experience, and planning for the next version of the CCE (Figure 1). The academic aspect of the CCE that this handbook addresses is covered by the Curriculum subcommittee. The primary charge of this subcommittee is to

- develop guidelines for courses and other learning experiences meeting requirements of CCE;
- review and approve courses and other learning experiences proposed to meet various CCE requirements;
- develop and recommend procedures that facilitate the success of CCE;
- coordinate the assessment of student learning in the CCE



The full charge and organization of the CCEC, along with current Committee Members, are included in Appendix B.

Implementation of the CCE

Overview

Implementing the CCE requires the combined efforts of the CCE committee and all departments to adequately implement the CCE requirements into their curriculum. Assessing the adequate completion of CCE requirements and the efficacy of the components in meeting student learning outcomes requires the efforts of both the CCE committee and the departments.

Departmental Student Handbooks are a suitable place to document how the CCE requirements are integrated into the curriculum. Assessment of these components periodically is expected in departmental SLOAC reports.

Components	Department Responsibility	CCEC responsibility
New courses for CCE designation (KAs, Tech, Comm points)	Identify classes/instructors submit application	Review & approval of designated courses
Ongoing teaching of designated courses	CCE aspects are maintained in syllabi over time, even with new instructors	Periodic review
Students achieve all CCE components	Curricular 8-semester plans include clear means of meeting all CCE components All CCE requirements are verified and retained with any changes to the curriculum	
Communication	At least 2 points achieved within major courses Mechanism to achieve others Work with CCEC for assessment	Coordinate 1 st & last year communication assessment
IT expertise	Covered within the curriculum Approach documented	
Professional Requirement	Covered within the curriculum Approach documented	
Professional Experience	Approach documented On-going assessment of quality of experiences	

Application for CCE designation (KA, C, TECH)

An Instructor can propose new or existing classes for CCE designations in conjunction with their academic unit. The CCE application materials serve as a way for the proposal to contextualize and justify the course being considered for a component.

- SAS [Course Change/Approval form](#) must be completed with the CCE designations(s) identified.
- **Course Syllabus** – completed as described in the next sections and following the [University template](#)
- **CCE Application Form(s)** (details below and in Appendix D): There is a separate form for each CCE designation that identifies how the proposed course will meet the expectations and required SLOs.

Please note: while not required for CCE Committee review, a cover memo with course justification (description of purpose, curriculum fit, program supporting etc.) does provide the CCE Committee with the context of the course proposal.

These materials need to be submitted to the department chair (and any equivalent chairs) for initial approval and then sent to the CCE committee at ccec@clarkson.edu.

The CCE committee will review the documents and identify if the course is approved, needs minor revisions, needs major revisions, or is rejected. These decisions are generally made via virtual communications among committee members.

- **Approved** courses go to the next workflow area via a memo with the proposer and their Chair.
- **Minor revisions** will be mostly cosmetic changes to the syllabus or the course proposal form.
- **Major revisions** will be larger but likely rectifiable concerns involving any of the materials.
- **Declined** proposals are due to missing documents or because the proposal did not satisfactorily justify the CCE component ~~/component~~ in the submitted materials.

All decisions will be communicated to the instructor and Department Chair with copies to the Dean and Provost. If a revision is submitted, it will be reviewed by the CCE committee upon resubmission, if the proposer can provide appropriate revisions. Proposers of “Declined” proposals also may request expedited reviews (i.e. non CCE Committee meeting reviews; via email request to CCE Committee Chair) if timing is critical.

Syllabus Preparation

The syllabus is the core document of this process. The syllabus is the framework for any course, and in terms of the CCE committee review, it provides evidence of the course content and coverage, the learning outcomes, the graded materials and process, and the evaluation or assessment of student learning.

All syllabi should follow the [University syllabus template](#) as appropriate and syllabus best practices. There also are some specific items required to make explicit how the course meets CCE learning goals:

- 1) inclusion of CCE designation in the course description,
- 2) a CCE Statement,
- 3) CCE-related learning outcomes that are mapped to course SLOs,
- 4) clear coverage of CCE and course student learning outcomes (SLOs) in the tentative schedule,
- 5) identification of graded activities associated with CCE related learning outcomes.

These general components should appear in all syllabi meeting CCE requirements. Existing syllabi for courses with CCE designations should be revised to align with the requirements identified here. They should be retained (or revised) in the syllabus for as long as the course has CCE designations.

These requirements are described in further detail below.

Course Description

In addition to the appropriate description of a typical course, explicit connection to the CCE requirement (Knowledge Area, Communication or Tech point), etc. are required in the course description. This can be done in several ways. Options and examples include:

integrate the individual learning outcomes -

“Students in this course will analyze relationships among science, technology, and the health and welfare of humans and sustainability of the environment through their exploration of Carbon, Nitrogen, and Phosphorus global cycles”.

include explicit linkage to the overall knowledge area theme -

“This course meets the learning outcomes associated with the Clarkson Common Experience Contemporary Global Issues.”

Instructors are free to develop their own ways to explicitly link their course content and the CCE designation in their course descriptions.

CCE Statement

Each CCE component course syllabus must include a CCE statement, ideally just below the course description. This statement emphasizes to the student that this course is a CCE course and explicitly states which component(s) this course fulfills.

The CCE statement must include the heading **“Clarkson Common Experience Statement:”** and is followed by information that identifies the component. For example:

“Clarkson Common Experience Statement: This course has a University Course designation, covering both Science, Technology, and the Cultures and Societies knowledge areas. It has one communication point”.

Student Learning Outcomes and Graded Activities

Each CCE course syllabus must explicitly link to each of the CCE designation learning outcomes identified in the application form. This can be done either by directly using (and identifying) CCE SLOs, or by mapping the class SLOs onto the CCE SLOs. The syllabus should also map these to the assessment mechanism used to assure that these outcomes are achieved. A few examples are provided below, with a full example of a CCE statement for Example 3 in Appendix C.

Example 1: UNIV (STS, CGI)

	STS ¹	CGI ²	Eval. ³
By the end of this class, students can:			
Describe and illustrate the essential principles of Earth's climate system			1-9
Identify and quantify human activities that impact the climate and identify opportunities for reducing these impacts	1	1,2	1-9
Access and use appropriate databases and resources to quantitatively support and explain interrelationships between human activities, earth processes and changes in the climate	1,3,5	1	1-9
Identify and explain current global policies as related to climate change	1, 3, 4	1,2,5	4-9
Work effectively within a team to evaluate and/or solve real-world open-ended problems that require creativity and risk-taking			
Communicate their work through written and oral means in a professional manner.	1,5	1,2	3, 6-9

¹*Criteria:* Clarkson Common Experience: Science Technology and Society Course

1. Analyze relationships among science, technology, and the health and welfare of humans and sustainability of the environment.
2. Gain an awareness of information technologies and their impact on society, culture, business, and education.
3. Understand the social and contextual nature of scientific research and technological developments
4. Analyze conflicting cultural values in scientific and technological research.
5. Analyze critically the sources of information about science and technology.

²*Criteria:* Clarkson Common Experience: Contemporary Global Issues

1. Analyze contemporary issues.
2. Articulate the development of modern Western society.
3. Understand how social and cultural categories such as person, gender, race, class, ethics, and values are constructed, reproduced, and transformed.

4. Describe the process of cross- or multi-cultural encounters.
5. Use appropriate concepts, methods, and tools of social and/or political analysis.

³See list of evaluation methods in Table 1 <not shown here>

Example 2: UNIV (IG, CGI), C1

Course Outcome Alignment

Course Outcome (CO) ¹	CCE Outcomes	Knowledge Area	Assignments	Assessment
CO1: Diversity of women's religious experiences	C1, Diversity	CGI 3, 4	Journals, Discussion	Synthesis across traditions
CO2: Religion, culture, history shaping gender	C2, Ethics	IG 1, CGI 2, 3	Journals, Midterm	Analysis of lived experience
CO3: Intersectionality & power	C2, Diversity, Ethics	IG 1, 2, CGI 1, 3, 5	Journals, Midterm, Final	Intersectional analysis
CO4: Key concepts	C2	IG 1, CGI 5	Journals, Quizzes	Concept accuracy
CO5: Theory vs praxis	C2, Ethics	IG 4, CGI 1, 5	Midterm, Final	Doctrine vs lived religion

Communication (C1) Alignment

Outcome	Implementation	Frequency	Assessment
Analytical writing	Journals, Midterm, Final	Weekly + major	Instructor feedback
Synthesis	Journals + papers	Ongoing	Rubric grading
Verbal communication	Discussion	Weekly	Participation
Revision	Feedback applied	Ongoing	Improvement over time
Volume	5000+ words total	Semester	Meets C2

¹Complete statement of COs are listed later in the syllabus

Example 3: UNIV (CSO, CGI)

KA Outcome	Course Learning Outcomes (CLOs)	Assignments	Alignment Summary
CSO 1 / CGI 3 (Culture & Social Systems)	LO 1, 2, 6	A1, A3, Final Project	Analyze cultural systems, inequality, and social structures using anthropological frameworks.
CSO 2 / CGI 2 (Historical Context)	LO 1, 2	A1, A2	Situate development issues within historical and theoretical frameworks.
CSO 3 / CGI 4 (Cross-Cultural Analysis)	LO 2, 6	A2, A3, Discussions	Examine how cultural values and worldviews shape outcomes across contexts.
CSO 4 (Change Over Time)	LO 1, 5, 6	A1–A4, Final Project	Analyze development as an evolving process across time and contexts.
CSO 5 / CGI 5 (Methods & Analysis)	LO 3, 6	A2, A3, Final Project	Apply qualitative methods and critically analyze ethnographic and policy sources.
CGI 1 (Contemporary Issues)	LO 1, 5	A1, A4, Final Project	Identify and analyze real-world global development challenges and propose solutions.

Tentative Schedule

The syllabus tentative schedule section must explicitly demonstrate how the CCE SLOs will be addressed throughout the course. It needs to be clear from the tentative schedule when and how in the semester you are going to cover those learning outcomes, and when you will evaluate those learning outcomes.

Application Forms - CCE Designation

The Application Forms for CCE Designation provide an opportunity for the instructor to identify how the course materials will accomplish the CCE SLOs or other CCE requirements. One form is required for each separate designation. Forms are available in Appendix D and CCE website.

Knowledge Areas

Knowledge is the essence of a university education, and each Clarkson graduate is expected to become knowledgeable beyond their major field in these areas. Each knowledge area has associated learning outcomes as listed below. KA courses are expected to meet most of the CCE SLOs.

- Contemporary and Global Issues (CGI)
 - Analyze contemporary issues.
 - Articulate the development of modern Western society.
 - Understand how social and cultural categories such as person, gender, race, class, ethics, and values are constructed, reproduced, and transformed.
 - Describe the process of cross- or multi-cultural encounters.
 - Use appropriate concepts, methods, and tools of social and/or political analysis.
- Cultures and Societies (CSO)
 - Describe the complex nature of cultures and societies, their own or others.
 - Interpret cultures of the past in historical context.
 - Understand the effects of differences in cultural and social values or worldviews in different times and places.
 - Illustrate the process of social, cultural, and geopolitical change over time.

- Analyze critically sources describing the lives of people from different times and places.
- Economics and Organizations (EC)
 - Describe entrepreneurial activity, business structures, and the functional areas of a business.
 - Analyze market influences, including interaction of buyers and sellers in market forums such as the goods and services market, labor and financial markets.
 - Analyze the rule of law and the role of law in the context of consumer, business and governmental operations and functions.
 - Analyze the allocation of resources for production and consumption and the implications for local and global development, sustainable growth, and the environment.
- Imaginative Arts (IA)
 - Illustrate how the arts both reflect and shape culture, social values and worldviews.
 - Analyze, interpret, and gain an appreciation of the arts.
 - Articulate the role of the imagination in creating and reinforcing empathy and understanding human experience.
- Individual and Group Behavior (IG)
 - Demonstrate an explanation of human behavior using appropriate frameworks.
 - Articulate the nature of inter-personal or inter-group conflict and consensus.
 - Describe political processes.
 - Analyze philosophical or ethical issues.
 - Evaluate critically the evidence used to influence members of society, such as voters, civic leaders, parents, and consumers.
- Science, Technology, and Society (STS)
 - Analyze relationships among science, technology, the health and welfare of humans and the sustainability of the environment.
 - Gain an awareness of information technologies and their impact on society, culture, business, and education.
 - Understand the social and contextual nature of scientific research and technological developments
 - Analyze conflicting cultural values in scientific and technological research.
 - Analyze critically the sources of information about science and technology.

For University courses that cover two KAs, the application forms for both KAs need to be completed and integrated into the syllabus.

Technology Course.

Students must take a Technology Course that addresses the theme of technology serving humanity. These courses are indicated by the TECH designator. The course must cover the first of these SLOs and at least two of the other three.

- Demonstrate an understanding of the role of engineering in developing technological responses to human needs and desires.
- Demonstrate completion of progressively more complex problem-solving tasks showing competent information access, evaluation, and application.
- Demonstrate analysis of each task based on a clear, logical thought process well-grounded in the relevant underlying knowledge, and communication of an understanding of the significant characteristics of the problem.
- Demonstrate creativity by solving problems that incorporate diverse considerations.

Communication Points

Communication intensive courses must explicitly address communication outcomes. The application requires the instructor to elaborate on the pedagogy, frequency of assignments, feedback, and assessment methods used to achieve the communication related SLOs. Expectations include:

- Communication instruction is a part of the course pedagogy.
- Communication assignments are frequent
- Communication assignments include regular feedback from peers and/or instructor, including the opportunity to use feedback to revise and resubmit one or more assignments.
- Communication assignments require a sufficient volume of communication work for the course to be deemed communication intensive.

The level of these expectations is higher for C2 courses. Additional details are provided in the application form.

Curricular Components of the CCE

Professional Requirement

The Professional Requirement incorporates learning outcomes involving professionalism, ethics, and diversity. Outcomes include understanding the concepts of professionalism, professional responsibility, and professional ethics, and knowing how the student's professional community promotes, supports, and enforces these concepts. Students should develop an appreciation for the value of diversity in the workplace. The outcomes include:

Students should develop insights into their own behavior:

- Develop appropriate social interaction skills, such as listening to others and eliciting the views of others.
- Appreciate the value of diversity in both living and working environments.
- Develop an appreciation of the need for self-motivated, life-long learning:
- Understand the need for continuously updating their professional skills after graduation.
- Demonstrate learning effectively on their own.

Students should develop an understanding of personal, societal, and professional ethics:

- Understand and explain the concept of professionalism and professional responsibility, and describe how the student's professional community promotes, supports and enforces these concepts.
- Identify moral and ethical dilemmas and problems in situations typically encountered within the student's profession, and provide an analysis of these from different ethical perspectives.
- Develop a set of personal, societal, and professional values that they will use to resolve the moral and ethical dilemmas and problems that will confront them at Clarkson and in their future professional, civic and personal lives.

The materials for each degree to document how the expectations of the Professional Requirement are included in the curriculum should be submitted to the CCE Committee when first proposed. Any future changes to the curriculum should document how the CCE expectations will still be met.

A table is included in the application form for each degree-offering program to show which course(s) will be required in the major to address the outcomes of the Professional Requirement. Each course that addresses one or more outcomes of the Professional Requirement should be listed with one of three

designators: I – for courses in which the outcome is introduced, R – for courses in which the outcome is reinforced, and E – for courses in which the outcome is emphasized. There is no requirement that the Professional Requirement be met by multiple courses.

Professional Experience

All students participate in a project-based Professional Experience following the first-year such as a co-op, internship, directed research, or community project clearly related to the student's professional goals.

The specific outcomes include:

Students should develop an appreciation of the need for self-motivated life-long learning:

- understand the need for continuously updating their professional skills after graduation.
- demonstrate learning effectively on their own.

Students should develop an increased social awareness and interpersonal competence:

- demonstrate leadership skills such as goal setting, change management, ethical behavior, and providing actionable feedback,
- demonstrate teamwork skills such as building effective relationships with peers, being a collaborative team member, and identifying and managing team conflict,
- demonstrate an understanding of the value of service to the University, to the community, or to the profession.

The application includes a table that defines the mechanisms for implementing and assessing the Professional Experience. The table is organized around "classes." For programs that use external co-ops or internships as an option, a course should be established to track, document and assess the quality of the experience in meeting the SLOs.

Appendix A: Clarkson Catalog - The Clarkson Common Experience

From the [2024-2025 Clarkson catalog](#), pp 24-28

ACADEMIC REQUIREMENTS FOR UNDERGRADUATE STUDENTS

A Clarkson education prepares each student for today's world and tomorrow's challenges. All Clarkson students are required to meet the learning expectations of the Clarkson Common Experience. The Clarkson Common Experience integrates each student's learning in a major field of study with learning expectations that broaden the student's understanding of our modern world. Each Clarkson graduate achieves objectives in fundamental academic abilities, in personal and social development, and in prescribed areas of knowledge.

Learning expectations of the Common Experience: Each Clarkson graduate will achieve academic abilities that include: Mastery of a major field of study;

1. Effective communication in oral, written, and technological forms, critical and imaginative thinking; and
2. Problem-solving skills using both quantitative and qualitative reasoning where appropriate

Each graduate is also expected to experience personal and social development that includes:

1. An increased understanding of and insight into his or her behavior
2. An appreciation of the need for self-motivated life-long learning
3. An increased social awareness and interpersonal competence, including an appreciation for the value of experiencing diversity; and
4. An understanding of and recognition of the need for personal, societal, and professional ethics

Knowledge is the essence of a university education, and each Clarkson graduate is expected to become knowledgeable beyond his or her major field in these areas:

1. The nature of culture and societies
2. Contemporary and global issues
3. The imaginative arts and their role in society
4. Science and technology, including their relationship to society and their impact on the environment
5. Economic and organizational concepts and decision-making; and
6. Methods for studying and explaining individual and group behavior

Components of the Clarkson Common Experience

The Clarkson Common Experience provides a common set of learning expectations and outcomes for all Clarkson students. To achieve these outcomes, each student is required to complete a set of courses and a professional experience. Coursework consists of required and elective courses, both from within a student's major field and from across the spectrum of all disciplines in the university. Embodied in the Common Experience are four components that serve as common threads through multiple courses:

1. Learning to communicate effectively
2. Developing an appreciation for diversity in both working and living environments
3. Recognizing the importance of personal, societal, and professional ethics
4. Understanding how technology can be used to serve humanity
5. Each of these components is introduced early in the curriculum, reinforced in subsequent courses, and included in upper-division courses.

The Communication Component: To develop excellent communication skills, Clarkson requires communication-intensive coursework, first in UNIV 190, The Clarkson Seminar, then across the curriculum and in the major. Courses designated as writing intensive are assigned communication points on a scale of one to two (C1 or C2) to indicate the extent of communication experience in that course. Beyond UNIV 190, The Clarkson Seminar, students must obtain six more "communication points," at least two of them within the major at the 300/400 level. Communication points can be obtained by taking designated courses

or, with approval, through co-curricular experiences. Depending on initial abilities and background, students may also be required to enroll in a course that provides writing instruction and support for UNIV 190. Students for whom English is a second language must also meet the ESL requirements as described below.

The Diversity Component: From the moment they arrive on campus, Clarkson students prepare for the culturally diverse environments they will inevitably experience in their future careers. FY100, First-Year Seminar, helps students “respect and learn from Clarkson’s diverse community.” In UNIV 190, The Clarkson Seminar, students will be urged to question their own assumptions and to consider different worldviews. Later in their academic coursework, students will gain a deeper understanding of cultural diversity within and among societies, recognizing how it influences their own actions and affects the lives of those around them. The professional requirement in the major area of study will prepare students to enter the global workforce by helping them understand the importance of diversity in the workplace.

The Ethics and Values Component: Through a repeated emphasis on ethics and values, Clarkson promotes in its students the profound reflection necessary to sustain personal, academic, professional, and civic integrity. Students are expected to view this process not just as an academic issue, but as critical for all aspects of their lives, including community activities, sports, student organizations, and work. Issues of personal ethics and values are addressed beginning with FY100, First-Year Seminar. Social and cultural values are discussed as part of UNIV190, The Clarkson Seminar. Several courses in the knowledge sequence emphasize social and cultural values or philosophical and ethical issues. In the Professional Requirement, students identify ethical problems in situations typically encountered within their professions and analyze these issues from different ethical perspectives.

The Technology Component: All Clarkson students are expected to understand the basis of our modern technological society and to gain an appreciation for both the potential benefits and limitations of technology. Students will be introduced to the basic knowledge necessary for understanding technology through two courses in mathematics and two courses in the natural sciences, including at least one with a laboratory component. A technology course is required that reinforces this knowledge in the context of demonstrating how technology may be used to serve humanity. The interrelation of science, technology, and society is studied in one of the knowledge area courses.

Requirements of the Clarkson Common Experience

FY 100, First Year Seminar. The First Year Seminar addresses topics related to personal and social adjustment, as well as Clarkson values, ethics, and diversity (Fall Semester, required only for first-year students).

UNIV 190, The Clarkson Seminar: The Clarkson Seminar welcomes first-year students into a world of cultures, histories, and the global forces that will shape their personal and professional lives beyond their Clarkson education. Students will define issues within a broad cultural context and gain experience in evaluating and interpreting texts. Seminar classes will be small and thematically structured, with an emphasis on discussion, critical reading and thinking, extensive writing, and collaborative work (Fall Semester).

Knowledge Areas and University Courses: Students achieve learning outcomes in six broad areas of knowledge. Students are required to take at least five courses that have Knowledge Area designators, and the five courses must cover at least four of the six Knowledge Areas listed below:

1. Cultures and Societies (CSO)
2. Contemporary and Global Issues (CGI)
3. Imaginative Arts (IA)

4. Science, Technology, and Society (STS)
5. Economics and Organizations (EC)
6. Individual and Group Behavior (IG)

Additionally, at least one of these five courses must be a University Course that has two Knowledge Area designators. University Courses are multidisciplinary and address learning outcomes in two of the six areas of knowledge, and students observe and participate in the interaction of disciplines.

Mathematics, Science, and Technology Courses: Students must achieve learning outcomes in basic mathematics, science, and technology by completing five courses in these areas. Students develop quantitative literacy through the study of mathematics, including probability and statistics. Students must take two courses in mathematics as specified by the major. Students develop an understanding of the principles of science and technology through two natural science courses, at least one of which must have an integrated laboratory component. Students gain an understanding of how technology is developed through a Technology Course that addresses the theme of technology serving humanity.

Communication: Clarkson places a strong emphasis on developing students' abilities to communicate effectively in various contexts using diverse forms of communication. Students must select coursework and possibly extra-curricular activities that carry a total of at least six communication points. Courses and activities with a communications component will be identified as carrying either one or two points. At least two points must come from within the student's major discipline in a course at the 300 or 400 level.

Major Field of Study: A significant characteristic of the Common Experience is the integration of requirements from both outside and within a major field of study. Each student pursues a degree program in a major field and completes a set of prescribed courses to demonstrate mastery of that field. As part of these courses, students achieve outcomes of the Common Experience.

Information Technology Expertise: Students will gain expertise in using information technology and computational software appropriate to their major field of study.

Professional Requirements: The Professional Requirements encompass learning outcomes that emphasize professionalism, ethics, and diversity. These outcomes include understanding the concepts of professionalism, professional responsibility, and professional ethics, as well as knowing how the student's professional community promotes, supports, and enforces these concepts. Students should develop an appreciation for the value of diversity in the workplace.

Professional Experience: All students participate in a project-based professional experience following the first year, such as a co-op, internship, directed research, or community project clearly related to the student's professional goals.

Appendix B: CCE Committee Structure and members (AY26)

(Taken Directly from the Operations Manual [OM 2.10.1](#))

Voting Members: Educators (both faculty and staff) who are broadly representative of the University units that participate in delivering and relying on student learning outcomes of the Clarkson Common Experience, are nominated by the CCEC chair(s) in consultation with Provost (or equivalent) and the VP of Students Affairs (or equivalent), and confirmed by the Faculty Senate. All voting members must hold full-time continuing University positions. Terms for voting members are 3 years, with one-third of the terms expiring annually.

Ex Officio Non-Voting Members: To include the head of DEIA, the Registrar, a representative of the Middle States Accreditation team, and the Chair of the Student Learning Outcomes Assessment Committee.

Charge

1. Oversees the Clarkson Common Experience (CCE). The CCE Committee is responsible for
 - a. developing guidelines for courses and other learning experiences meeting requirements of CCE;
 - b. reviewing and approving courses and other learning experiences proposed to meet various CCE requirements;
 - c. developing and recommending procedures that facilitate the success of CCE;
 - d. coordinating the assessment of student learning in the CCE; and
 - e. periodically reviewing the CCE and advising the Provost or equivalent on needed changes to CCE requirements.
2. The CCE Committee is responsible for making recommendations to the Provost or the equivalent concerning faculty development, student support, and other related activities.
3. The CCE Committee reports to the Provost or the equivalent. At least once each year, the committee will report to the Faculty Senate on progress and issues related to the CCE. Appeals of CCE Committee decisions are directed to the Provost or the equivalent for final action.

Organization:

The CCEC is organized into a Steering Committee and three separate sub-committees:

The steering committee defined as the CCE chair(s), chairs of the subcommittees and the ex-officio members will coordinate the work of the subcommittees for synergistic activities and synthesis across the groups to assure that the overall charge of the CCEC is accomplished.

1. The Curriculum Subcommittee of the CCEC is responsible for approving new courses, as proposed by faculty, and assignment of the appropriate Common Experience course designations. The committee will develop and implement assessment of the curricular components of the common experience and report assessment results to the CCEC. The Subcommittee will consist of up to eight individuals who can collectively represent departments that use and offer Common Experience courses and who can also represent cross-cutting Institute and DEIA activities. This will include representatives from Schools, Institutes and other departments that offer relevant undergraduate courses. All faculty representatives on the subcommittee will be career-track faculty who have a full-time faculty appointment.
2. Co- and Extra-curricular Review Sub-committee is responsible for implementing and assessing aspects of the CCE goals that extend beyond the classroom experience. The sub-

committee will develop and assess the non-curricular components of the Common Experience and report assessment results to the CCEC. The up-to-eight-person subcommittee will provide representation from relevant offices, for example Student Success, Ignite, Career Center, Residence Life, DEIA, Student Life, SPEED. All staff representatives will have a full-time appointment.

3. CCE Revision Sub-committee will be activated periodically as recommended by the President or Provost or the equivalent. This group will use assessment results from the KA/Course and Co- and Extra-curricular Review sub-committees, the University Strategic Plan, and overall trends in national and global issues that impact our students' future professions and civic responsibilities to rethink our CCE objectives, common student competencies and outcomes, and approach to meet these objectives. This sub-committee will seek input from many stakeholders regarding improvements in our overall Clarkson experience. The sub-committee will comprise up to 8 faculty and staff who can collectively represent academic and co-and extra-curricular activities.

Each subcommittee will meet with additional stakeholders (e.g., other faculty and staff, students, employers, etc) as needed to seek additional ideas and to review recommendations related to the CCE content, assessment and implementation.

CCE Core Team

Holly Sypniewski	ACT	(co-chair)
Susan Powers	ISE	(co-chair)
Chuck Thorpe	Coulter	Through Dec 2025
Cathy McNamara	Student Success	(chair of student affairs subcommittee)
Jen Ball	Inclusion	
Kara Pitts	Registrar	
Lenn Johns	Lewis / Dean's Council	
Amanda Pickering	Academic Affairs	

Curriculum Subcommittee:

Susan Powers	ISE	Chair through Dec 2025
JoAnn Rogers	ACT	Chair, starting Jan 2026
Abul Khondker	Coulter	
Lisa Propst	ACT	
Amanda Geary	Reh	
Seema Riviera	STEM ed	
Holly Sypniewski, ex-officio	ACT	
Chuck Thorpe, ex-officio	Coulter	Through Dec. 2025

Appendix C: Example of a thorough CCE statement in a Syllabus

This class serves as a Univ CSO, CGI class in the Clarkson Common Experience. Plus, two communication points.

The [Clarkson Common Experience](#) provides a common set of learning expectations and outcomes for all Clarkson undergraduate students. Embodied in the Common Experience are four components that serve as common threads through multiple courses:

- Learning to communicate effectively,
- Developing an appreciation for diversity in both working and living environments,
- Recognizing the importance of personal, societal, and professional ethics,
- Understanding how technology can be used to serve humanity

Course learning outcomes align with CSO and CGI through a scaffolded sequence of assignments. Students analyze cultural systems and global development issues, situate them in historical and cross-cultural contexts, apply qualitative research methods, and develop evidence-based solutions. This structure ensures clear alignment between knowledge area expectations, course outcomes, and student work.

KA Outcome	Course Learning Outcomes (CLOs)	Assignments	Alignment Summary
CSO 1 / CGI 3 (Culture & Social Systems)	LO 1, 2, 6	A1, A3, Final Project	Analyze cultural systems, inequality, and social structures using anthropological frameworks.
CSO 2 / CGI 2 (Historical Context)	LO 1, 2	A1, A2	Situate development issues within historical and theoretical frameworks.
CSO 3 / CGI 4 (Cross-Cultural Analysis)	LO 2, 6	A2, A3, Discussions	Examine how cultural values and worldviews shape outcomes across contexts.
CSO 4 (Change Over Time)	LO 1, 5, 6	A1–A4, Final Project	Analyze development as an evolving process across time and contexts.
CSO 5 / CGI 5 (Methods & Analysis)	LO 3, 6	A2, A3, Final Project	Apply qualitative methods and critically analyze ethnographic and policy sources.
CGI 1 (Contemporary Issues)	LO 1, 5	A1, A4, Final Project	Identify and analyze real-world global development challenges and propose solutions.

Appendix D: Forms for CCE Designation and Curricula Components

Communication Intensive Courses

Course _____

Course title _____

Requested component _____ C2 (2 points) _____ C1 (1 point)

Course history: _____ Current _____ Revised _____ New

Proposals for new and revised courses should include a complete new course/course change form. Each proposal should include a detailed current or proposed course syllabus.

Is/will this course be (check those items that apply)

_____ required for a specific major? If so, please list the major(s) _____

_____ open to students in all majors?

Learning outcomes. Communication intensive courses must explicitly address communication outcomes. In the space below, briefly describe a) how this course will help students meet communication outcomes and b) how student achievement of these outcomes will be evaluated/assessed. The evaluation explanation should include a description of the nature of the communication pedagogy, the frequency of assignments, the plan for feedback to students, and the amount of communication work to be done as part of the course. Your responses should be able to be cross-referenced in your syllabus. (Continue on additional pages, if necessary).

Communication intensive courses must demonstrate the following characteristics:

1. Communication instruction is a part of the course pedagogy. Pedagogical support may include on-line components or an accompanying handbook or guide (e.g., a writing manual). Communication instruction should be a main element of C2 courses. In C1 courses, formal instruction may be more limited.
2. Communication assignments are frequent. A majority of the communication assignments should be graded. While formal instruction may not be extensive, courses must demonstrate formative assessment of communication outcomes. In C2 courses, communication assignments should normally be given in at least one-third to one-half of the weeks and distributed over the entire semester. In C1 courses, communication assignments should typically be completed in about one-third of the weeks.
3. Communication assignments include regular feedback from peers and/or instructor, including the opportunity to use feedback to revise and resubmit one or more assignments. Responses from peers and/or instructor include critique of both content and mechanics for each assignment.
4. Communication assignments require sufficient volume of communication work for the course to be deemed communication intensive. For example, assignments in a writing-intensive C2 course should typically result in 5000-10,000 words of student writing (roughly 20-40 pages of double-spaced, typed work). Assignments in a C2 course focusing on oral communication should

commonly include five to eight assignments totaling 45-60 minutes of formal speaking. Similar C1 courses should normally require approximately half of these amounts. Courses combining several forms of communication should detail the amount of each kind of communication work expected.

Contemporary and Global Issues Knowledge Area (CGI)

Course Number: ____

Title:

Course History: ____ Current ____ Revised ____ New

KA requests for new and revised courses should be accompanied by a completed Course Change/Approval Form. All KA requests should be accompanied by a current or proposed course syllabus.

Is this a University Course? ____Yes ____No If so, please attach the appropriate Knowledge Area Form for the second knowledge area.

Courses receiving a Knowledge Area Designator should address a majority of the learning objectives for the Knowledge Area.

The learning outcomes (LO) for the Contemporary and Global Issues Knowledge Area (CGI) are listed below. Use the space below for each of the relevant CGI LO listed to **briefly describe a) how this course will help students meet the CGI outcomes listed and b) how student achievement of these outcomes will be evaluated/assessed**. The evaluation explanation should include a description of the nature of the CGI pedagogy, the frequency of assignments, the plan for feedback to students, and the amount of communication work to be done as part of the course. Your responses should be able to be cross-referenced in your syllabus. (Continue on additional pages, if necessary).

1. Analyze contemporary issues.
2. Articulate the development of modern western society.
3. Understand how social and cultural categories such as person, gender, race, class, ethics, and values are constructed, reproduced, and transformed.
4. Describe the process of cross- or multi-cultural encounters.
5. Use appropriate concepts, methods, and tools of social and/or political analysis.

Cultures and Societies Knowledge Area (CSO)

Course Number: _____

Title:

Course History: _____ Current _____ Revised _____ New

KA requests for new and revised courses should be accompanied by a completed Course Change/Approval Form. All KA requests should be accompanied by a current or proposed course syllabus.

Is this a University Course? _____Yes _____No If so, please attach the appropriate Knowledge Area Form for the second knowledge area.

Courses receiving a Knowledge Area Designator should address a majority of the learning objectives for the Knowledge Area.

The learning outcomes (LO) for the Cultures and Societies Knowledge Area (CSO) are listed below. Use the space below for each of the relevant CSO LO listed to **briefly describe a) how this course will help students meet the CSO outcomes listed and b) how student achievement of these outcomes will be evaluated/assessed**. The evaluation explanation should include a description of the nature of the CSO pedagogy, the frequency of assignments, the plan for feedback to students, and the amount of communication work to be done as part of the course. Your responses should be able to be cross-referenced in your syllabus. (Continue on additional pages, if necessary).

1. Describe the complex nature of cultures and societies, their own or others.
2. Interpret cultures of the past in historical context.
3. Understand the effects of differences in cultural and social values or worldviews in different times and places.
4. Illustrate the process of social, cultural, and geopolitical change over time.
5. Analyze critically sources describing the lives of peoples from different times and places.

Economics and Organizations Knowledge Area (EC)

Course Number: _____

Title:

Course History: _____ Current _____ Revised _____ New

KA requests for new and revised courses should be accompanied by a completed Course Change/Approval Form. All KA requests should be accompanied by a current or proposed course syllabus.

Is this a University Course? _____Yes _____No If so, please attach the appropriate Knowledge Area Form for the second knowledge area.

Courses receiving a Knowledge Area Designator should address a majority of the learning objectives for the Knowledge Area.

The learning outcomes (LO) for the Economics and Organizations Knowledge Area (EC) are listed below. Use the space below for each of the relevant EC LO listed to **briefly describe a) how this course will help students meet the EC outcomes listed and b) how student achievement of these outcomes will be evaluated/assessed**. The evaluation explanation should include a description of the nature of the EC pedagogy, the frequency of assignments, the plan for feedback to students, and the amount of communication work to be done as part of the course. Your responses should be able to be cross-referenced in your syllabus. (Continue on additional pages, if necessary).

1. Describe entrepreneurial activity, business structures, and the functional areas of a business.
2. Analyze market influences, including interaction of buyers and sellers in market forums such as the goods and services market, labor and financial market.
3. Analyze the rule of law and the role of law in the context of consumer, business and governmental operations and functions.
4. Analyze the allocation of resources for production and consumption and the implications for local and global development, sustainable growth, and the environment.

Imaginative Arts Knowledge Area (IA)

Course Number:

Title:

Course History: ___ Current ___ Revised ___ New

KA requests for new and revised courses should be accompanied by a completed Course Change/Approval Form. All KA requests should be accompanied by a current or proposed course syllabus.

Is this a University Course? ___Yes ___No If so, please attach the appropriate Knowledge Area Form for the second knowledge area.

Courses receiving a Knowledge Area Designator should address a majority of the learning objectives for the Knowledge Area.

The learning outcomes for the Imaginative Arts Knowledge Area (IA) are listed below. Use the space below for each of the relevant IA LO listed to **briefly describe a) how this course will help students meet the IA outcomes listed and b) how student achievement of these outcomes will be evaluated/assessed.** The evaluation explanation should include a description of the nature of the IA pedagogy, the frequency of assignments, the plan for feedback to students, and the amount of communication work to be done as part of the course. Your responses should be able to be cross-referenced in your syllabus. (Continue on additional pages, if necessary).

1. Illustrate how the arts both reflect and shape culture and social values and worldviews.
2. Analyze, interpret, and gain an appreciation of the arts.
3. Articulate the role of the imagination in creating and reinforcing empathy and understanding human experience.

Individual and Group Behavior Knowledge Area (IG)

Course Number:

Title:

Course History: ___ Current ___ Revised ___ New

KA requests for new and revised courses should be accompanied by a completed Course Change/Approval Form. All KA requests should be accompanied by a current or proposed course syllabus.

Is this a University Course? ___Yes ___No If so, please attach the appropriate Knowledge Area Form for the second knowledge area.

Courses receiving a Knowledge Area Designator should address a majority of the learning objectives for the Knowledge Area.

The learning outcomes (LO) for the Individual and Group Behavior Knowledge Area (IG) are listed below. Use the space below for each of the relevant IG LO listed to **briefly describe a) how this course will help students meet the IG outcomes listed and b) how student achievement of these outcomes will be evaluated/assessed**. The evaluation explanation should include a description of the nature of the IG pedagogy, the frequency of assignments, the plan for feedback to students, and the amount of communication work to be done as part of the course. Your responses should be able to be cross-referenced in your syllabus. (Continue on additional pages, if necessary).

1. Demonstrate an explanation of human behavior using appropriate frameworks.
2. Articulate the nature of inter-personal or inter-group conflict and consensus.
3. Describe political processes.
4. Analyze philosophical or ethical issues.
5. Evaluate critically the evidence used to influence members of society, such as voters, civic leaders, parents, consumers.

Science, Technology, and Society Knowledge Area (STS)

Course Number:

Title:

Course History: ___ Current ___ Revised ___ New

KA requests for new and revised courses should be accompanied by a completed Course Change/ Approval Form. All KA requests should be accompanied by a current or proposed course syllabus.

Is this a University Course? ___Yes ___No If so, please attach the appropriate Knowledge Area Form for the second knowledge area.

Courses receiving a Knowledge Area Designator should address a majority of the learning objectives for the Knowledge Area.

The learning outcomes (LO) for the Science, Technology, and Society Knowledge Area (STS) are listed below. Use the space below for each of the relevant STS LO listed to **briefly describe a) how this course will help students meet the STS outcomes listed and b) how student achievement of these outcomes will be evaluated/assessed**. The evaluation explanation should include a description of the nature of the STS pedagogy, the frequency of assignments, the plan for feedback to students, and the amount of communication work to be done as part of the course. Your responses should be able to be cross-referenced in your syllabus. (Continue on additional pages, if necessary).

1. Analyze relationships among science, technology, and the health and welfare of humans and sustainability of the environment.
2. Gain an awareness of information technologies and their impact on society, culture, business, and education.
3. Understand the social and contextual nature of scientific research and technological developments
4. Analyze conflicting cultural values in scientific and technological research.
5. Analyze critically the sources of information about science and technology.

Technology Courses

Course Number:

Title:

Course History: ___ Current ___ Revised ___ New

Technology Course requests for new and revised courses should be accompanied by a completed Course Change/Approval Form. All Technology Course requests should be accompanied by a current or proposed course syllabus.

Courses receiving a Technology Course component should address the first of the learning outcomes (LO) listed below plus a majority of the remaining three learning outcomes. Use the space below for each of the relevant Technology Course LO listed to **briefly describe a) how this course will help students meet the Technology course outcomes listed and b) how student achievement of these outcomes will be evaluated/assessed**. The evaluation explanation should include a description of the nature of the technology course pedagogy, the frequency of assignments, the plan for feedback to students, and the amount of communication work to be done as part of the course. Your responses should be able to be cross-referenced in your syllabus. (Continue on additional pages, if necessary).

1. Student work should demonstrate an understanding of the role of engineering in developing technological responses to human needs and desires (Mandatory response).
2. Student work should demonstrate completion of progressively more complex problem-solving tasks showing competent information access, evaluation, and application.
3. Student work should demonstrate analysis of each task based on a clear, logical thought process well grounded in the relevant underlying knowledge, and communication of an understanding of the significant characteristics of the problem.
4. Student work should demonstrate creativity by solving problems incorporating diverse considerations.

Professional Experience Curriculum Proposals

All students participate in a project-based Professional Experience following the first-year such as co-op, internship, directed research, or community project clearly related to the student's professional goals.

The specific outcomes to be addressed are listed below.

The Common Experience Committee expects to see evidence of project-based work from relevant professional experiences.

Professional Experience

Students should develop an appreciation of the need for self-motivated life-long learning:

1. Students should understand the need for continuously updating their professional skills after graduation.
2. Students should demonstrate learning effectively on their own.

Students should develop an increased social awareness and interpersonal competence:

3. Students should demonstrate leadership skills such as goal setting, change management, ethical behavior, and providing actionable feedback,
4. Students should demonstrate teamwork skills such as building effective relationships with peers, being a collaborative team member, and identifying and managing team conflict,
5. Students should demonstrate an understanding of the value of service to the University, to the community, or to the profession.

Curriculum proposal

Each degree-offering program should use the attached table to show which course(s) will address the outcomes of the Professional Experience. Each course which addresses one or more outcomes of the Professional Experience should be listed across the top of the page. The intersection of the outcome and course in the matrix should carry one of three designators: I – for courses in which the outcome is introduced, R – for courses in which the outcome is reinforced, and E – for courses in which the outcome is emphasized. There is no requirement that the Professional Experience be met by multiple courses. Because some outcomes may be introduced in other fundamental courses, these courses should be listed in the table.

For existing courses proposed to meet the outcomes of the Professional Experience, prepare a one page description for each course indicating how the course addresses the outcomes of the Professional Experience and the kinds of student performance expected in the course. Where appropriate, attach a syllabus or course outline.

If a department or program plans to create one or more new courses or modify existing courses to meet the Professional Experience, then attach to the completed table appropriate course change form(s) which include an explanation of how the course addresses individual outcomes of the Professional Experience and a supporting course outline or syllabus. The package, including the attached matrix and one or more course proposals, should be sent to the requisite Dean's office for transmittal to the Provost who will refer proposals to the Common Experience Committee.

Assessment plan

The curriculum proposal should include a description of the department or program plan to assess the Professional Experience outcomes. The assessment plan should summarize what kinds of products will be assessed, to which outcomes the products apply, and the quality of expected student performance.

CLARKSON COMMON EXPERIENCE

Professional Experience Curriculum Proposal Table

Program _____

Head/chair/director _____

Courses

Outcome						
Students should develop an appreciation of the need for self-motivated, life-long learning:						
Students should understand the need for continuously updating their professional skills after graduation.						
Students should demonstrate learning effectively on their own.						
Students should develop an increased social awareness and interpersonal competence:						
Students should demonstrate leadership skills such as goal setting, change management, ethical behavior, and providing actionable feedback.						
Students should demonstrate teamwork skills such as building effective relationships with peers, being a collaborative team member, and identifying and managing team conflict.						
Students should demonstrate an understanding of the value of service to the University, to the community, or to the profession.						

Place relevant course numbers in the columns and complete the table using the following key.

Key: I = Introduced, R = Reinforced, E = Emphasized.

Professional Requirement Curriculum Proposals

The Professional Requirement incorporates learning outcomes involving professionalism, ethics, and diversity. Outcomes include understanding the concepts of professionalism, professional responsibility, and professional ethics, and knowing how the student's professional community promotes, supports, and enforces these concepts. Students should develop an appreciation for the value of diversity in the workplace. The outcomes to be addressed are listed below. *Outcomes related to personal and societal values and ethics are addressed in other Common Experience courses.*

Professional Requirement Outcomes

Students should develop insights into their own behavior:

1. Students should develop appropriate social interaction skills, such as listening to others and eliciting the views of others.
2. Students should appreciate the value of diversity in both living and working environments.

Students should develop an appreciation of the need for self-motivated, life-long learning:

3. Students should understand the need for continuously updating their professional skills after graduation.
4. Students should demonstrate learning effectively on their own.

Students should develop an understanding of personal, societal, and professional ethics:

5. Students should understand and explain the concept of professionalism and professional responsibility, and describe how the student's professional community promotes, supports and enforces these concepts.
6. Students should identify moral and ethical dilemmas and problems in situations typically encountered within the student's profession, and provide an analysis of these from different ethical perspectives.
7. Students should develop a set of personal, societal, and professional values that they will use to resolve the moral and ethical dilemmas and problems that will confront them at Clarkson and in their future professional, civic and personal lives.

Curriculum proposal

Each degree-offering program should use the attached table to show which course(s) will be required in the major to address the outcomes of the Professional Requirement. Each course that addresses one or more outcomes of the Professional Requirement should be listed across the top of the page. The intersection of the outcome and course in the matrix should carry one of three designators: I – for courses in which the outcome is introduced, R – for courses in which the outcome is reinforced, and E – for courses in which the outcome is emphasized. There is no requirement that the Professional Requirement be met by multiple courses.

If a department or program plans to create one or more new courses or modify existing courses to meet the Professional Requirement, then attach to the completed table appropriate course change form(s) which include an explanation of how the course addresses individual outcomes of the Professional Requirement and a supporting course outline or syllabus. The package, including the attached matrix and one or more course proposals, should be sent to the requisite Dean's office for transmittal to the Provost who will refer proposals to the Common Experience Committee.

Assessment plan

The curriculum proposal should include a description of the department or program's plan for assessing the Professional Requirement outcomes. The assessment plan should summarize which products will be assessed, to which outcomes they apply, and the quality of the expected student performance.

CLARKSON COMMON EXPERIENCE

Professional Requirement Curriculum Proposal Table

Program _____

Head/chair/director _____

Courses

Outcomes - Note: some outcomes are achieved in part by the professional requirement and in part by other courses or co-curricular activities. Those parts that are to be achieved outside the professional requirement are indicated in [...]						
Students should develop insights into their own behavior:						
1. Students should develop appropriate social interaction skills, such as listening to others and eliciting the views of others.						
2. Students should appreciate the value of diversity in [both living and] working environments.						
Students should develop an appreciation of the need for self-motivated, life-long learning:						
3. Students should understand the need for continuously updating their professional skills after graduation.						
4. Students should demonstrate learning effectively on their own.						
Students should develop an understanding of [personal, societal,] and professional ethics:						

5. Students should understand and explain the concept of professionalism and professional responsibility, and describe how the student's professional community promotes, supports and enforces these concepts.						
6. Students should identify moral and ethical dilemmas and problems in situations typically encountered within the student's profession, and provide an analysis of these from different ethical perspectives.						
7. Students should develop a set of [personal, societal,] and professional values that they will use to resolve the moral and ethical dilemmas and problems that will confront them [at Clarkson and] in their future professional, [civic and personal lives.]						

Place relevant course numbers in the columns and complete the table using the following key. Key: I = Introduced, R = Reinforced, E = Emphasized.

Appendix D: CCE Course Proposal Review Form

Clarkson Common Experience Committee

Received Date:

Subject Code:

Course Number:

Course Title:

New or Revision:

Category: (Put an "X" in the appropriate cell(s). For university courses, place an "X" in the appropriate Knowledge Area and the UNIV cell)

Knowledge Area	X	Com. Points	X	Prof. Ex.	X	Prof. Req.	X	Technology	X
CGI		C1		PE		PR		Tech	
CSO		C2							
EO									
IA									
IG									
STS									
UNIV									

Reviewers:

Form: (Please use the space below to comment on the completeness and justification of the form)

CCE Designation Application: (Please use the space below to comment on the completeness and justification of the Application)

Syllabus: (Please use the space below to comment on the coverage and detail provided in the syllabus)

Other Required Comments: (Please use the space below to make other comments)

Other Non-binding Comments:(Please use the space below to make non-binding comments)

Decision: (Put an “X” in the appropriate cell)

X	Decision	Description
	Approved	No changes needed, moves to next level
	Minor Revisions Needed	component approved, but cosmetic changes needed; CCE Chair can approve once resubmitted
	Major Revisions Needed	CCE committee has concerns about component and possibly cosmetics that need to be address; CCE committee will review again once resubmitted
	Declined	Incomplete file or CCE committee disagreed with component; can be resubmitted for full CCE committee review if comments addressed

Decision Date: