MEMORANDUM

TO: Debra Jackson, Institutional Effectiveness and Assessment  
   Doris R. Helms, Vice President for Academic Affairs and Provost  
   James F. Barker, President

FROM: Janice W. Murdoch, Chair, Undergraduate Curriculum Committee

DATE: October 21, 2011

SUBJECT: Administrative Approval of Curriculum Items

The Undergraduate Curriculum Committee met on October 7, 2011 to approve the attached curriculum/course changes received in the Office of the Provost, October 21, 2011. The purpose of this memorandum is to respectfully request that you review this information and concur by giving final approval.

APPROVED:

[Signatures and dates]

DR. DEBRA JACKSON, INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT

DR. DORIS HELMS, VICE PRESIDENT FOR ACADEMIC AFFAIRS & PROVOST

JAMES F. BARKER, PRESIDENT CLEMSON UNIVERSITY

C: File
Attachments
AGENDA
University Undergraduate Curriculum Committee Meeting
Friday—October 7, 2011—1:30 PM
Presidents Conference Room – Sikes Hall

I. Call to order

II. Introductions

III. Consideration of September meeting minutes

IV. Old business
   A. Double Dipping Degree Requirements – Murdoch
      Draft policy – “Courses that count toward the major, but outside the major’s discipline, may also be used to fulfill minor requirements.”

V. New business
   A. Guidelines for Undergraduate Curriculum Change – Appling/Jackson
   B. Committee Reports
      a. Arts & Humanities – Bruce Whisler
      b. Mathematical & Natural Sciences – Bob Green
      c. Social Science – Laura Olson
      d. Cross Cultural Awareness – Mike Coggeshall
      e. Science & Technology in Society – Pam Mack
      f. Ethical Judgment – Dan Wueste
      g. Critical Thinking – Chris Cox
      h. Communication – Michael LeMahieu

VI. Curriculum/course approvals

VII. Other business

VIII. Adjourn
2.7.2 requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that is (1) a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. (General Education)

___ Compliance    ___ Partial Compliance    ___ Non-Compliance

**Narrative:** request information from Undergraduate Studies to document the general education component—and follow up with a table of competencies and hours in each—Gail Ring and David Knox

**Sample Documentation:**
Description and rationale for general education
Documentation of the institution's procedure for selecting courses that meet general education requirements
Catalogs and other program publications that consistently describe the general education requirements
Documentation that general education courses incorporate student learning outcomes associated with general education
Documentation on exceptions and policies and procedures for the transfer of general education courses

Policies may be evidence of the institutional rationale for general education that serves as the basis for including selected courses.

3.4.4 The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. **Acceptance of academic credit** (Note: In lieu of the previous Commission policy “The Transfer or Transcripting of Academic Credit,” refer to Commission policy “Collaborative Academic Arrangements: Policy and Procedures” as posted on the Web page at [http://www.sacsccc.org/policies.asp](http://www.sacsccc.org/policies.asp))

___ Compliance    ___ Partial Compliance    ___ Non-Compliance

**Narrative:** Policy statement in place, Stan and Robert for process implementation and enforcement—including completed forms for “taking work elsewhere”, approval of transfer courses, etc. Refer to the Policy on Academic Arrangements—see policy
History of Articulation Agreements, SC TRAC; issues with 100/200 for 300 level courses

**Sample Documentation:**
1. Catalogs and other documents describing policies for awarding credit
2. A description of how transfer of credit policies are developed and implemented
3. Descriptions of how decisions are made to accept and award credit from other institutions or organizations, including how the institution ensures that coursework and learning outcomes are at the collegiate level and are
comparable to the institution's own degree programs

4. Copies of articulation or transfer agreements with other institutions or organizations, including agreements between two-year and senior institutions that involve transcription or transferring credits for coursework leading to a degree

5. Documents or descriptions of contracts, study abroad and student exchange agreements, or other arrangements with institutions or organizations inside or outside the United States that involve transcription or transferring credits for coursework leading to a degree

6. Description of the process of awarding experiential credit, including how the institution ensures that coursework and learning outcomes are at the collegiate level and are comparable to the institution's own degree programs

7. Description or documentation of periodic review and evaluation of the institution's credit policies

_Policies may include those the evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates and demonstrate consistency with the mission._

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**3.4.8** The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. **(Noncredit to credit)**

___ Compliance ___ Partial Compliance ___ Non-Compliance

**Narrative:** Undergraduate and Graduate Policy—see if we have approved any—what forms/paperwork is required; check with Stan Smith and Robert Barkley—Challenge exams; languages, nursing, Teacher Cadet, etc. ?special student policy

**Sample Documentation:**

1. Contracts and consortial agreements that clearly stipulate the responsibility of each party to ensure program and course quality

2. Evidence that the institution evaluates the consortial relationship and/or agreement against the purpose of the institution

_Policies may include definitions of "consortium" and "contract" with respect to programs/courses and institution contracts or consortial agreements that are in or referenced in a policy._

**Course work and substitutions**

**Project lead the Way**

**700 level courses**
Draft: Guidelines for Undergraduate Curriculum Change

1. Creating and Modifying Courses
   A. New courses and modifications to existing courses originate within departmental curriculum committees and are approved by college curriculum committees before consideration by the University Undergraduate Curriculum Committee. Potential duplication of course content should be identified and discussed with impacted departments before a new course is proposed. Forms are available on the Curriculum and Course Change System. Honors courses must be approved by the Calhoun Honors College, and 400/600 courses must be approved by the University Graduate Curriculum Committee. Final approval is made by the Provost and President. Course justifications must be based on assessment results.
   B. To be included in the next version of the Undergraduate Announcements, courses must be approved by the last meeting in the fall semester (December). Courses approved after that date may be offered even though they do not appear in the Undergraduate Announcements.
   C. Course Abbreviation: Departments choose course abbreviations for their programs. Course abbreviations are limited to four characters.
   D. Course Numbers: Course numbering follows the conventions outlined below.
      a. 100 Level: [insert description]
      b. 200 Level: [insert description]
      c. 300 Level: [insert description]
      d. 400 Level: [insert description]
      e. 500 Level: [insert description]
      f. 400/600 Courses: [insert specific guidelines for work required by 600 students]
      g. Honors Courses: [insert specific guidelines for work required by H students]
   E. Courses are listed in the Undergraduate Announcements by their descriptive Catalog Title. Abbreviated Transcript Titles are limited to 20 characters and are used by the computer system.
   F. Departments determine appropriate credit levels, which are listed as a combination of lecture contact hours and lab contact hours. Total credit is determined by the sum of lecture and lab hours, where the ratio of lab credits to earned credits is either in a 2:1 or 3:1 ratio. For example, CH 101 is a four credit class listed as 4(3, 3) where the lab has a 3:1 ratio. Use of 1:1 credit ratio for lab activities must be explicitly justified. Courses may be offered with variable credit.
   G. Method of Instruction: Each course is designated a method of instruction. The South Carolina Commission on Higher Education (SCCHE) lists the methods below.
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>01</td>
<td>Lecture</td>
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<td>02</td>
<td>Laboratory/Clinical</td>
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<td>03</td>
<td>Seminar</td>
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<td>04</td>
<td>Independent Study</td>
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<td>Thesis</td>
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<td>Dissertation</td>
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<td>Practice Teaching</td>
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<td>08</td>
<td>Internship/Cooperatives</td>
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<td>09</td>
<td>Lecture/Lab-Clinical</td>
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<tr>
<td>10</td>
<td>Private Instruction</td>
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<tr>
<td>11</td>
<td>Field Studies</td>
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<td>12</td>
<td>Other</td>
</tr>
<tr>
<td>13</td>
<td>Practicum</td>
</tr>
<tr>
<td>14</td>
<td>Studio/PE Courses</td>
</tr>
</tbody>
</table>

Clemson uses the following codes and definitions:

- **A** – Lecture: traditional face-to-face lecture format or online delivery of content, including hybrid formats. Example: AAH 101.
- **B** – Lab (w/fee): student interaction takes place in a laboratory or clinical setting. The decision to charge lab fees is made in consultation with the department chair. New fees are implemented once per year after Board of Trustees approval. Justification for fees must be included in the application materials. Example: CH 227.
- **D** – Seminar: class activities are dominated by small group discussions; Creative Inquiry classes also use this code. Example: STS 102.
- **E** – Independent Study: students work one-on-one with a professor. Example: FDSC 421.
- **F** – Tutorial (w/fee): applied instruction, such as in Music. Example: MUSIC 151.
- **G** – Studio: courses for creative work and practice. Example: ART 471.
- **H** – Field Course: experiential learning courses that typically occur off campus, such as summer field camps and internships. Example: HIST 200.
- **I** – Study Abroad: all or part of course instruction is outside of the United States. Example: Example: ARCH 412.
- **L** – Lab (no fee): student interaction takes place in a laboratory or clinical setting. No fee is assessed. Example: THEA 279.
- **N/B** – Lecture/Lab (w/fee): a lecture style course is paired with additional laboratory activities where a fee is charged. The decision to charge lab fees is made in consultation with the department chair. New fees are implemented once per year after Board of Trustees approval. Justification for fees must be included in the application materials. Example: BIOL 110.
- **N/L** – Lecture/Lab (no fee): a lecture style course is paired with additional laboratory activities where no fee is charged. Example: COMM 250.
H. Course Modifiers are used for special designations, as indicated below.
   a. Graded: Classes are assumed to be graded, using the traditional A, B, C, D, F grades.
   b. Pass/Fail Only: Classes designated as Pass/Fail [insert characteristics]
   c. Variable Title: Appropriate classes, such as Special Topics, can have specific titles that vary from section to section.
   d. Repeatable: If a class may be repeated this modifier is used. The maximum number of credits that can be applied to a degree must be indicated.
   e. Creative Inquiry: Classes used for team-based creative inquiry activities use this modifier for tracking purposes.
   f. CCA: Classes that meet the Crosscultural Awareness General Education competency use this modifier for tracking purposes.
   g. STS: Classes that meet the Science and Technology in Society General Education competency use this modifier for tracking purposes.

I. General Education: New courses that meet specific General Education competencies must be approved separately by the General Education subcommittee that oversees the relevant competency. A course may have one or more of the following General Education designations: English Composition, Oral Communication, Mathematics, Natural Science w/Lab, Math or Science, Arts and Humanities (Literature), Arts and Humanities (Non-literature), Social Science, Crosscultural Awareness, Science and Technology in Society. Syllabi for General Education courses must include an indication of the competencies and identification of student work appropriate for inclusion in student ePortfolios.

J. Catalog Description: A catalog description for each course appears in the Undergraduate Announcements and while brief, should be descriptive enough that major student learning outcomes are evident. Catalog descriptions are often used in making decisions about transfer credit. If a course has an embedded lab, there should be mention of laboratory activities.

K. Prerequisites and corequisites are defined by the department offering the course, and should be enforced at the time of enrollment.

L. Syllabi: All courses are required to have a syllabus that is provided to enrolled students and submitted to the Syllabus Repository. Department curriculum committees review syllabi to ensure quality and appropriateness. Syllabi must include items detailed in the academic regulations memo communicated to faculty at the beginning of every semester by the Dean of Undergraduate Studies. These items include the following:
   a. Course number, title, meeting times, and meeting location.
   b. Instructor contact information including office hours.
   c. Catalog description
d. Student learning outcomes

e. Required texts and readings. To comply with federal law HEOA 2008, each instructor must provide the campus bookstore with textbook information, or indicate that no text is used.

f. Graded assignments and evaluation (weighted percentages, for example).

g. General Education information, if applicable, including competencies and identification of student artifacts appropriate for ePortfolio.

h. Attendance policy in line with the university attendance policy (see catalog).

i. Academic integrity statement.

j. Class schedule, including exam dates and assignment due dates.

2. Creating and Modifying Programs

A. New and modified majors, minors, certificates, emphasis areas, and concentrations originate within departmental curriculum committees and are approved by college curriculum committees before consideration by the University Undergraduate Curriculum Committee. Additional requirements for approval by the SCCHE are noted below. Final approval is made by the Provost and President.

B. To be included in the next version of the Undergraduate Announcements, programs must be approved by the last meeting in the fall semester (December). New or modified programs or program options may not be offered until they appear in the Undergraduate Announcements.

C. The following actions require approval by the SCCHE. For additional guidance consult the website for the Office of Institutional Effectiveness and Assessment.

   a. New degree programs

   b. Major program modifications (18 semester hours or more)

   c. New concentrations

   d. Changing concentrations into degree program

   e. New site locations for teaching degree programs

   f. Electronic, on-line, or distance delivery of degree programs

   g. New centers and institutes

D. Forms to modify majors and minors are available on the Curriculum and Course Change System. Changes to majors require an updated Gen Ed Checklist, a copy of the current curriculum map, and a copy of the proposed curriculum map. Ensure that four year curricula have at least 120 total credit hours with at least 30 credit hours required in the first, second, and third years.

E. Other program modifications are submitted as plan documents with cover memos from the department chair. A memo for each approval step is added to the packet as it moves forward through the process. Particular care and planning is required when the timeline must include approval by the SCCHE and/or SACS.
Rhonda Todd

From: Jeffrey Appling
Sent: Wednesday, September 14, 2011 3:29 PM
To: Rhonda Todd
Cc: Alan Coulson
Subject: GEOL 120

Rhonda:
The Gen Ed subcommittee on Math/Science recommends that upon approval GEOL 120 Natural Hazards be listed for Gen Ed natural science (no lab) credit.

Please place this report on the next UCC agenda.

Thanks.
- Jeff

Jeffrey R. Appling, Ph.D.
Associate Dean
Undergraduate Studies
Clemson University
864-656-3022
University Undergraduate Curriculum Committee
Minutes Meeting
Presidents Conference Room
September 2, 2011

Members Present: Jan Murdoch, chair; Michael Silvestri; Mike Coggeshall; Charles Duke; Bob Kosinski; Mary Beth Kurz; Brian Dominy; Bob Green; Roxanne Amerson; Ed Rock; Carlisle Kennedy; Jeffrey Appling; Julie Pennebaker; Shannon Clark; Donna Barrett; David Knox; Beth Lacy; Pam Mack; Dan Wueste; Chris Cox; Mary Bryant; Gail Ring; and Rhonda Todd

Murdoch convened the meeting at 1:30 PM

Welcome and introductions

Approval of minutes

The committee approved the May 6, 2011 meeting minutes.

Old business

A. Double Dipping Degree Requirements – Murdoch reported that she along with Silvestri, Coggeshall, Smith, and Wilson had met to discuss issues with double dipping degree requirements. Coggeshall and Silvestri will draft the new policy and present at the next meeting.

New Business

A. ERP Project – Beth Lacy – Murdoch introduced Lacy, ERP Project Manager. Lacy reported the project is on target. Currently they are working on cleaning-up data and examining standards to make adjustments where needed. Lacy stated that about fifty implementation team (technical and functional) members have relocated to the Ravenel Center. She is encouraging students to get involved by participating in a “Naming Contest” with prizes and cash vouchers to the winners. Lacy gave a brief overview of the timeline.

Murdoch reported that one item that will change with Banner is course abbreviations. Banner can only take four letter abbreviations, so colleges will need to determine what abbreviation to use if the course is more than four letters.

B. SACS Reaffirmation – David Knox – Knox gave a PowerPoint Presentation for the SACS Reaffirmation of Accreditation. Knox reported that a large part of accreditation involves a self-study by the University and the submission of a Compliance Certification in fall 2012. The timeline will be Compliance Certification by September 10, 2012, Off-Site Review on November 6-9, 2012, Quality Enhancement Plan is due February 25, 2013. Assignments have been given to all the vice presidents. Knox reviewed all the standards. Knox challenged the faculty with reviewing syllabi and check learning outcomes to see if they match. Knox stated you can find good samples of learning objectives on the website. Murdoch reminded the committee that curriculum changes must be
justified by using assessment data and documenting that use on the paperwork that is submitted to the Curriculum Committee.

C. **Committee Reports**

   **Ethical Judgment – Dan Wueste** – Wueste reported that recent assessment of students shows a decline in ethical judgment. He would like more faculty involvement in the ethics boot camp. He explained that the boot camp used to be four days but has been reduced to two days for more faculty participation. Wueste encouraged ideas that might make the program more attractive. He stated that he will be glad to talk to any group of faculty about setting milestones where ethical judgment can be assessed. He closed by stating that ethical judgment is one area that sets this university apart from others, and he would be disappointed to see it abandoned.

D. **Curriculum/course approval**

   1. General Education Checklist – BS Psychology – Approved
   2. General Education Checklist – BA Psychology – Approved

E. **Other Business** – Murdoch stated that every department needs to take a good look at the curriculum and where course substitutions are being made. She expressed concern with SACS review and explaining the basis for which a substitution was made. If the same course needs substituting over and over again then a change needs to occur in the curriculum.

   Apling stated that another item for discussion in the departments is the “method of instruction”. Apling reported that classes need to be audited to assure they are being counted as the appropriate method of instruction (lecture, lab[w/fee], seminar, independent study, tutorial[w/fee], studio, field course, study abroad, lab[no fee], lecture with lab). Knox stated that definitions for each can be found in the *US News & World Report*. Duke suggested discussing these matters with the administration before taking them to the college.

   Murdoch closed by stating that Banner and SACS review will provide an opportunity to be innovative instead of the way it has always been done.

There being no further business, the meeting was adjourned at 3:26 PM.

Minutes respectfully submitted by Rhonda Todd.
I. College of Engineering and Science

A. Environmental Engineering and Earth Sciences
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>GEO 112</td>
<td>Earth Resources - change prerequisite</td>
<td>3(3,0)</td>
<td>1</td>
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<tr>
<td>GEO 114</td>
<td>Earth Resources Lab - change prerequisite</td>
<td>1(0,0)</td>
<td>2</td>
</tr>
<tr>
<td>EE&amp;S 430/630</td>
<td>Air Pollution Eng - change prerequisite</td>
<td>3(3,0)</td>
<td>3</td>
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<tr>
<td>EE&amp;S 485/685</td>
<td>Hazard Waste Mgt. - change prerequisite</td>
<td>3(3,0)</td>
<td>4</td>
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<tr>
<td>BE 210/210L</td>
<td>Intro to BE - change prerequisite</td>
<td>2(1,3)</td>
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<td>BE 212/212L</td>
<td>Fundamental of BE - change prerequisite</td>
<td>2(1,3)</td>
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<td>BE 322</td>
<td>SM Wtrshd Hyd &amp; Seed - change prerequisite</td>
<td>3(3,0)</td>
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<tr>
<td>BE 410/610</td>
<td>Biological Kinetics - change prerequisite</td>
<td>3(2,3)</td>
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<td>BE 412/612</td>
<td>BE Heat Mass Trans - change prerequisite</td>
<td>3(3,0)</td>
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<td>BE 428/628</td>
<td>Biochem Engr - change prerequisite</td>
<td>3(3,0)</td>
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<td>BE 474/474L</td>
<td>BE Design/Proj Mgt - change prerequisite</td>
<td>2(1,3)</td>
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<tr>
<td>GEO 120</td>
<td>Natural Hazards - new undergraduate course</td>
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B. Industrial Engineering
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<td>Intro to HC - change prerequisite</td>
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C. Mechanical Engineering
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<tr>
<td>ME 290</td>
<td>ME Creative Inquiry - new undergraduate course</td>
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<td>ME 390</td>
<td>ME Creative Inquiry - new undergraduate course</td>
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<td>ME 490</td>
<td>ME Creative Inquiry - new undergraduate course</td>
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<td>22</td>
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</tbody>
</table>

II College of Architecture, Arts and Humanities

A. General Education Checklist
   | Course Title                           | Credits | Page |
   | Architecture                           |         | 24   |

III College of Agriculture, Forestry & Life Sciences

A. Biological Science
   | Course Title                           | Credits | Page |
   | BA-Prrehabilitation Science - change curriculum requirements |         | 27   |
   | BIOSC-453/653  Pitt Anat/Morph Lab/R - delete course |         | 30   |

IV College of Health, Education and Human Development

A. Education
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<td>ED EL 401</td>
<td>Elem Field Exp - change in hour distribution</td>
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<td></td>
<td>Science Teaching Physical Science - change in curriculum map</td>
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B. PRTM
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<tr>
<td>PRTM 325</td>
<td>Global Persp in Rec. - change in credit distribution</td>
<td>4(4,0)</td>
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</table>

V Calhoun Honor's College

A. HON 224  Studies in Global Issues - new course | 3(3,0)  | 37   |