AGENDA
University Undergraduate Curriculum Committee Meeting
Friday—February 3, 2012—1:30 PM
Presidents Conference Room – Sikes Hall

I.   Call to order

II.   Introductions

III.   Consideration of December meeting minutes

IV.   Old business

        A. Undergraduate Curriculum Guidelines – Subcommittee report

V.   New business
        A. ePortfolio – Gail Ring
        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.   Other business

VII.   Adjourn

University Undergraduate Curriculum Committee
Minutes Meeting
Presidents Conference Room
December 2, 2011

Members Present: Jan Murdoch, chair; Michael Silvestri; Mike Coggeshall; Angela Morgan; Bob Kosinski; Larry Gering; Mary Beth Kurz; Brian Dominy; ~~Bob Green;~~ Roxanne Amerson; Ed Rock; Jeffrey Appling; Julie Pennebaker; Cecilia Hamby; Mary Bryant; Shannon Clark; Pam Mack; and Rhonda Todd *Bea Bailey*

Guests: V. Sridharan and Kristen Scott (MGT); Sue Whorton

Murdoch convened the meeting at 1:30 PM

Welcome and introductions

Approval of minutes

The committee approved the November meeting minutes

Old business

A. Undergraduate Curriculum Guidelines
Kosinski reported that the subcommittee had met, but was not ready to share the new draft. He stated that the area of problems lie within defining levels of courses. Appling stated that Dr. Jackson had turned down one of the subcommittee proposals due to failure to meet new federal guidelines. Pennebaker expressed the importance of clear definitions as it pertains to method of instruction. Murdoch suggested that the subcommittee meet with Dr. Jackson to determine what the federal guidelines are. She stated that other universities are working on this same issue.

New Business

A. Committee Reports
   a. Arts & Humanities – Coggeshall stated that his committee had approved CAAH 201 for non-lit credit. Appling wanted to know if they could begin counting this in January. Pennebaker replied yes, the DPR will catch up.

B. Curriculum/course approval – See attached. Items in dark gray were not approved.

Other Business –

Kurz stated that Management did not work effectively with constituents outside their college. Kurz is concerned their decision to change pre-requisites will stop many Engineering students from pursuing a Management minor. She stated that to do this would add about six additional hours to their already rigorous schedules.

Murdoch requested that a flag be placed on the Packaging Science for a better justification for deleting courses.

There being no further business, the meeting was adjourned at 4:05 PM.

I. Honor's College

H304	Social Research Methods II	4(3,1)	1

I. College of Agriculture, Forestry, and Life Sciences

A. Microbiology

	Memorandum - Changes to Microbiology & Microbiology-Biomedicine		4
MICRO 401/601/H	Micro Diversity/Ecol-change credit and methods	3(3,0)	6
MICRO 431	Microbial Diversity & Ecology Lab - new course	1(0,3)	8
MICRO 412/612/H	Bacterial Physiology - change credit and methods	3(3,0)	10
MICRO 422	Bacerial Physiology Lab - new course	1(0,3)	12
MICRO 414/614/H	Basic Immunology - change credit,crosslisting,method of instruction, catalog description, & prerequisites	3(3,0)	14
MICRO 424	Immunology Laboratory	1(0,3)	16
MICRO 415/614/H	Microbial Genetics - change credit,method of inst,prerequisite	3(3,0)	18
MICRO 425	Microbial Genetics Lab - new course	1(0,3)	20
MICRO 417/617/H	Cancer & Aging - change credit & method of instruction	3(3,0)	22
MICRO 427	Cancer & Aging Lab - new course	1(0,3)	24
MICRO 450	Advanced Microbiology Lab I - new course	2(1,2)	26
MICRO 451	Advanced Microbiology Lab II - new course	2(1,2)	29
MICRO 452	Advanced Microbiology Lab III - new course	2(1,2)	32
	Microbiology - change curriculum requirements		35
	Microbiology (Biomedicine) - change curriculum requirements		38

B. Packaging Science

Flagged **	Packaging Science - change curriculum requirements and emphasis		40

C. Biochemistry

	Biochemistry - change curriculum requirements		45
BIOCH 301/H	Molecular Biochem - change prerequisites	3(3,0)	48
BIOCH 302	Molec Bioch Lab - change prerequisites	2(0,2)	50
BIOCH 432/632/H	Bioch of Metabolism - change prerequisites	3(3,0)	52
BIOCH 433/633	Gen Gioch Lab I - change prerequisites	2(0,2)	54
BIOCH 436/636/H	Genes to Proteins - change prerequisites	3(3,0)	56
BIOCH 443/643	Bioch Basis Disease - change catalog/transcript title, and prerequisites	3(3,0)	58
BIOCH 491/H491	Dir Resrch in Bioch - change prerequisites	1-8	60
BIOCH 493/H493	Senior Seminar - change prerequisites	2(2,0)	62

D. Genetics

	Genetics - changed course map		64
GEN 300	Fundamental Genetics - change prerequisites	3(3,0)	67
GEN 302/H302	Molec & General Gene - change prerequisites	3(3,0)	69
GEN 303	Mol Gen Genet Lab - change prerequisites	2(0,2)	71
GEN 410/610/H	Fund Genetic I-change catalog/transcript title, prerequisites	3(3,0)	73
GEN 411/611	Fund Genetics I Lab - change catalog/transcript title	2(0,2)	75
GEN 420/620/H	Fund Genetics II - change catalog/transcript,prerequisites	3(3,0)	77
GEN 421	Fund Genetics II Lab - change catalog/transcript title	2(0,2)	79
GEN 440/640/H	Bioinformatics - change prerequisites	3(3,0)	81
GEN 450/650/H	Comparative Genetics - change prerequisites	3(3,0)	83
GEN 470/670	Human Genetics - change prerequisities	3(3,0)	85
GEN 491/H491	Dir Res in Genetics - change prerequisites	1-8	87
GEN 493/H493	Senior Seminar - change prerequisites	2(2,0)	89

E. Agricultural Mech & Business

	Agricultural Mech & Business - change curriculum & Gen Ed		91

E. Environmental & Natural Resources

CE 208	Dynamics - change prerequisites	2(2,0)	167
CE 255	Geomatics - change prerequisites	3(2,3)	169
CE 341	Intro to Fluid Mech - change prerequisites	4(3,0)	171

B. Industrial Engineering

IE 440/640	Decision Support Sys - change prerequisites	3(2,3)	173

C. Mathematical Science

	Mathmatical Science BS - change of curriculum requirements		174
	Mathmatical Science BA - change of curriculum requirements		179
MTHSC 408/608	Topics in Geometry - change catalog description and title	3(3,0)	184

D. Computing

CPSC 111	Elem Comp Prog C/C++ - change title	3(2,2)	190
CPSC 281	Selected Topics - change credit, method of instruction	1-4(0-3)	193
CPSC 322	Intro Operating System - change prerequisites	3(3,0)	195
CPSC 330	Computer Systems Org - change prerequisites	3(3,0)	198

IV College of Health, Education and Human Development

Education

ED F 490/690/H	Student Management - change course title and description	3(3,0)	200
	Elementary Education - add major		203
	Sec. Ed:Social Studies (Economics) - delete major		212
	Sec. Ed:Social Studies (History) - delete major		213
	Sec. Ed:Social Studies (Political History) - delete major		214
	Sec. Ed:Social Studies (Psychology) - delete major		215
	Sec. Ed:Social Studies (Sociology) - delete major		216

V College of Business and Behavioral Science

A. Management

MGT 218	Mgt PC Applications - change course modifier	3(0,6)	217
MGT 310/H310	Inter Business Stats - change prerequisites	3(3,0)	225
MGT 312/H312	Dec Models for MGT - change prerequisite	3(3,0)	227
MGT 317	Logistics Mgmt. - change prerequisites	3(3,0)	229
MGT 390	OPS MGT - change prerequisite	3(3,0)	231
MGT 416	MGT Human Resources - change title, credit,description	3(3,0)	233
MGT 431	Emp Rights & Resp - change prerequisites	3(3,0)	240
MGT 435	Pers Interviewing - change prerequisite	3(3,0)	435
MGT 452	Business Analysis - change prerequisities	3(3,0)	244
MGT 455	Emerging IT Trends - change prerequisites	3(3,0)	246
MGT 456	Business Info Mgt - change prerequisites	3(3,0)	248
ELE 301	Exec Lead & Entre - change titles, catalog descp, prerequisites	3(3,0)	250
ELE 315	New Venture Creation- change title,catalog descp, prerequisites	3(3,0)	258
	Management - change curriculum requirements		270
	Management (Operations Mgt. Emph) - change emphasis		274
	Management (International Mgt. Emph) - change emphasis		275
	Management (Entrepreneurship Emph) - change emphasis		276
	Entrepreneurship - change minor		277
	Human Resources - change minor		278

B. Accounting

ACCT 322	Acct Info System - change prerequisites	3(3,0)	279
	Accounting - change curriculum requirements		281

C. Political Science

	Political Science BS - change emphasis area		286

University Undergraduate Curriculum Committee
Minutes Meeting
E304 Martin Hall
February 3, 2012

Members Present: Jan Murdoch, chair; Michael Silvestri; Eric Touya; Mike Coggeshall; Angela
Morgan; Bob Kosinski; Haiying Liang; John Gowdy; Brian Dominy; Bob Green;
Roxanne Amerson; Priscilla Munson; Jeffrey Appling; Mary Bryant; Donna
Barrett; Pam Mack; Gail Ring; David Knox; Tori Shannon; and Rhonda Todd

Murdoch convened the meeting at 1:30 PM

Welcome and introductions

Approval of minutes

The committee approved the December meeting minutes with one change: Bea Bailey attended for Bob
Green.

Old business

A. Undergraduate Curriculum Guidelines
Kosinski reported that the subcommittee had met and drafted changes to the Undergraduate
Curriculum Guidelines. Copies were distributed to the committee. Kosinski stated that the
document is two parts with one being instruction about creating and modifying courses, and the
second is procedural guidelines on creating programs. He reported the committee spent much
of their time on definitions and descriptions for course levels.   Kosinski opened the floor for
anyone willing to suggest changes.   The committee discussed adding a 500 level course.
Murdoch stated that right now Landscape Architecture is the only program using this, but it
would be good to add this to the course level list. Kosinski agreed to make changes to the draft
and have Todd email to the committee later today. Murdoch encouraged members to discuss
with your college and come back next month ready to vote.

Murdoch congratulated the subcommittee for the great job.   She stated this will help align
Clemson with new federal guidelines.

New Business

A. ePortfolio – Gail Ring
Ring distributed copies of a proposal to change the arts and humanities competency. Ring
explained that a large percentage of students cannot meet this competency as written now.
The current competency states: "Develop an understanding of arts and humanities in historical
and cultural contexts". Ring suggested going with the other competency: "Examine the arts and
humanities as expressions of the human experience". Coggeshall questioned if it was better to
change the competency, or require that students meet the current one. The committee
discussed the difficulty of meeting the competency as written with the vastness of history and
culture. They also discussed putting prompts into place to assist students. Murdoch stated that
the course must meet the competency and this is not happening the way it is written at the
present time. The committee discussed combining AH1 and AH2 to read: "Demonstrate an
understanding of arts and humanities as expressions of the human experience". Murdoch

suggested taking this back to your college for discussion and provide feedback at the next meeting.

B. Committee Reports –

    a. Mathematical & Natural Sciences - Appling stated the committee recommended not removing PH SC 107 & 108 from the general education list.

C. Curriculum/course approval – No curriculum items were presented at this meeting.

Other Business –

Morgan stated that BBS has approved a new policy to accept transfer courses only from other ACSB accredited institutions.

Murdoch reported that you cannot teach same courses with different numbers. They must be cross-listed. Committee members questioned where the rule can be found. Murdoch stated that this policy is a CHE rule. She agreed to check with Mr. Smith to see where the policy can be found. Murdoch reported that the schedule is checked to assure this is not happening.

Coggeshall stated that CHE had approved the BA and BS Anthropology degree, and he expects the new major will be offered fall 2013.

There being no further business, the meeting was adjourned at 3:01 PM.

Minutes respectfully submitted by Rhonda Todd.

University Undergraduate Curriculum Committee
Procedural Guidelines

Creating and Modifying Courses

A. Forms for creating and modifying courses are available on the Curriculum and Course Change System. New courses and modifications to existing courses originating within departmental curriculum committees are approved by college curriculum committees before consideration by the University Undergraduate Curriculum Committee (UUCC). Potential duplication of course content should be identified and discussed with impacted departments before a new course is proposed. Also, if modifications of existing courses (e.g., a change of credit) might affect other departments, consultations should be completed with those departments before the modifications are proposed. Final approval is made by the Provost and President.

B. Course changes must be based on an academic rationale such as assessment results, changes in the discipline, requirements of accrediting organizations, etc. This rationale should be entered into the "Statement of Need" box on the Course Approval Form for new courses and into the "Brief Explanation of Changes" box for existing courses.

C. In addition to UUCC approval, honors courses must be approved by the Calhoun Honors College. A 400/600-level course must be approved by both the UUCC and the University Graduate Curriculum Committee. A new 600-level course may not be taught before the 400-level course is approved, but a new 400-level course can be taught before the 600-level course is approved.

D. Courses that come from units other than academic departments go first to the UUCC (honors and STS courses are examples). After an initial discussion, course forms are sent to the college curriculum committees for comment. At the next UUCC meeting the committee votes on course approval.

E. To be included in the next version of the *Undergraduate Announcements*, courses must be approved by the last meeting in the fall semester (December). New courses approved after that date may be offered even though they do not appear in the *Undergraduate Announcements*. If students have already registered for a course when a request for a change is made, implementation of course changes must be delayed until after those students have finished the course. The section of this document on Creating and Modifying Programs points out that modified *curricula* may not be approved until all the courses in them have been approved, and the curricula may not go into effect until they have been published in the *Announcements*.

F. Course Abbreviation: Departments choose course abbreviations for their programs. Course abbreviations are limited to four characters.

G. Course numbering follows the conventions outlined below. We recognize that there are traditional, academic curricula (e.g. biology and sociology) that teach a discipline over four years, and there are also "professional" curricula (e.g., education and business) that may only start discipline-specific instruction in junior year. The expectations of the different course levels will naturally be different for these two types of programs.

   a. 100-Level: Courses that introduce students to a broad discipline (e.g., Principles of Biology). 100-level courses generally have no prerequisites or have co-requisites of other 100-level courses. They assume little discipline-specific knowledge, and emphasize the establishment of a knowledge base for the discipline or profession.

   b. 200-Level: Courses that introduce students to more specific areas of a discipline, but are still rather general (e.g., Plant Form and Function). These courses may have prerequisites of 100- and 200-level courses. Students will be expected to enter with basic knowledge and skills and typically are required to demonstrate their application.

   c. 300-Level: In "academic" curricula, the focus of these courses is on the more specific aspects of the discipline (e.g., Human Physiology). In "professional" curricula, these courses may be intensive introductions to the profession (e.g., Principles of American Education). These courses may have prerequisites of 100-, 200-, or 300-level courses. Students will be expected to demonstrate a higher level of sophistication in their application of appropriate academic and/or professional skills and knowledge.

   d. 400-Level: These courses focus on relatively specific areas and may use professional levels of knowledge and techniques in the discipline (e.g., Animal Developmental Biology). Prerequisites may be 100-, 200-, 300- or 400-level courses. There may be a greater emphasis on student-directed work using minimal guidance from the instructor. For example, a biology student might perform a laboratory research project, a nursing student might be expected to demonstrate professional skills in clinical settings, and a business student would be expected to do case studies that analyze professional-level problems.

   e. 500-level: These courses are currently used only in Landscape Architecture for advanced topics in that discipline.

H. Effective Date: This date cannot be any sooner than the start of the next semester after the UUCC meeting at which the course is approved. Certainly a past date should not be used. The section of this document on Creating and Modifying Programs points out that

the effective date of modified *curricula* must be after the curriculum's first publication in the *Announcements.*

I. 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.

J. 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 credits, where the ratio of lab contact hours to lab credits is either 2:1 or 3:1. For example, CH 101 is a four-credit class listed as 4(3, 3) where the lab has a 3:1 ratio of contact hours to credits. Use of a 1:1 hours: credit ratio for lab activities must be explicitly justified. Courses may be offered with variable credit. However, Creative Inquiry courses offered as lecture courses must contain at least one lecture credit. Also, variable-credit courses cannot include "0" in the range of both lecture and lab credits because that implies that the course could be taught for zero credits.

K. Method of Instruction: Each course is designated a method of instruction. The South Carolina Commission on Higher Education (SCCHE) lists the methods below.

01 = Lecture	09 = Lecture/Lab-Clinical
02 = Laboratory/Clinical	10 = Private Instruction
03 = Seminar	11 = Field Studies
04 = Independent Study	12 = Other
05 = Thesis	13 = Practicum
06 = Dissertation	14 = Studio/PE Courses
07 = Practice Teaching	
08 = Internship/Cooperatives	

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 - Internship: experiential learning that typically occurs with an employer in the student's discipline. An internship may or may not be paid.

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.

L. 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. All courses must be either "Graded" or "Pass/Fail Only."

    b. Pass/Fail Only: Classes designated as Pass/Fail. All courses must be either "Graded" or "Pass/Fail Only."

    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. Study Abroad: all or part of course instruction is outside of the United States. Example: ARCH 412.

    f. Creative Inquiry: Classes used for team-based creative inquiry activities use this modifier for tracking purposes.

    g. CCA: Classes that meet the Cross-Cultural Awareness General Education competency use this modifier for tracking purposes.

    h. STS: Classes that meet the Science and Technology in Society General Education competency use this modifier for tracking purposes.

M. General Education: New courses that meet specific General Education competencies must be approved separately by the General Education subcommittee that oversees the relevant competency. Each committee has its own criteria for approval, so proposers should contact the committee chair for information. Committees usually require

submission of a complete syllabus and perhaps a statement of why the course teaches the 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 Sciences, Cross-Cultural Awareness, Science and Technology in Society. Syllabi for General Education courses must identify the competencies the course teaches and should suggest student artifacts appropriate for inclusion in student ePortfolios.

N. Catalog Description: A catalog description for each course appears in the *Undergraduate Announcements* and while brief (limited to 50 words), 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. Special conditions attached to a course should be mentioned here too, such as, "May be repeated once for credit, but only if a different topic is covered," or "Not open to students who have received credit for ABCD 300" or "Open only to Senior ABCD majors."

O. Prerequisites and corequisites are defined by the department offering the course, and should be enforced at the time of enrollment. Before listing a prerequisite, proposers should make sure that there are no barriers to their students taking the prerequisite, such as a prerequisite course that is only open to certain majors. This prerequisite listing must be unambiguous (e.g., are all these courses required, or is one of them sufficient?). In addition to courses, other conditions may be given here such as "Senior standing" or "ABCD 300 with a grade of C or better." A prerequisite may not be changed if students are already registered under the old prerequisites (e.g., asking to change the prerequisites of a course in December when the course will be taught in January). Finally, for 400/600-level courses, if it is not intended that the prerequisites apply to graduate students, there should be a separate statement for the graduate student prerequisites (e.g., "Prerequisites: for ABCD 427--ABCD 301 and 302; for ABCD 627--consent of instructor").

P. Projected enrollment for the next four years should be a realistic projection in order to allow other departments to gauge impact on their programs.

Q. Statement of need must be based on an academic rationale such as assessment results, changes in the discipline, requirements of accrediting organizations, etc. Practical considerations such as budget cuts and retiring faculty can be mentioned, but should not be given as the major reason for the change.

R. Textbooks should be considered carefully since two courses that use the same textbook appear to duplicate each other's offerings.

S. Learning objectives should be a short list of the major outcomes for students who take the course. These objectives will be used by other departments to determine whether the course overlaps with their offerings. This section should not explain what the *course* does, but rather what the *student* will be able to do after the course is over.

T. Topical outline should list the major topics covered by the course along with the number of class hours devoted to each. Typically, each lecture and laboratory contact hour should be supported by 15 hours of class (e.g., a class with 3 lecture and 3 laboratory contact hours per week should be able to show 45 hours of lecture course activities and 45 hours of laboratory activities). It is also possible to preface a list of topics with a statement like, "Each topic below represents one class meeting." Exams (except for the final) must be included in the topic listing with the number of hours allotted to them shown. For lecture-lab courses, there must be a listing of lab topics as well, commonly prefaced by the statement that each topic represents one lab meeting.

U. Evaluation is a very important section that will show how carefully the proposer has thought the course through. There must be an evaluation scheme (the percent of the grade accounted for by exams, laboratory, papers, etc.). If the grading scale varies from the common 10-point scale ("A = 90-100%, B = 80-89%...," etc.), the grading scale must be specified. All undergraduate courses over 1 credit must include a final examination except if the offering department has taken a vote to allow courses without finals. If such a vote has been taken, documentation should be attached to the course proposal. In the text on the course approval form, do not address the student (e.g., "If you turn your paper in late, your grade will be reduced"). This usually occurs when text is cut and pasted from the course syllabus and then not checked for appropriateness.

   a. 400/600 Courses: While graduate students in 600-level courses learn the same course content as the undergraduates, graduate students will be subjected to a more rigorous evaluation. For example, they may be expected to answer more challenging exam questions, do papers and projects that examine course material at the graduate level, and they may assume a leadership role in the course (e.g., organizing presentations by the undergraduates). This may be demonstrated in the course proposal packet if graduate students are expected to do an extra paper or project that accounts for at least 20% of the grade, with the other components of the course reduced to a total of 80%. Also, there should be no "D" grade mentioned for the graduate grading scale (graduate students only get grades of A, B, C and F).

   b. Honors Courses: Honors courses are expected to emphasize more advanced and independent work than the corresponding non-honors courses. In the evaluation of honors students, more weight should be placed on student research, discussions, presentations, and projects. If honors students are going to be

taught along with non-honors students, the evaluation section should contain a separate grade breakdown for the honors students.

    c. Undergraduate courses that have a non-honors, honors, and graduate component should have a percent breakdown of the grade for each of these target populations, with each breakdown totaling to 100%.

V. Duplication is one of the most common reasons that faculty in other departments object to the approval of new courses. While the proposer may feel sure that this course is different from (and better than) all existing courses, faculty in other departments will be much more prone to see similarities and claim duplication. Before the course form is completed, the proposer should contact other departments with similar offerings, explain his or her plans and how the proposed course differs from theirs, and get e-mails of support (or at least neutrality). The claim at the UUCC meeting that an affected department was not consulted is the surest way to get a course request tabled until the consultation takes place. This does not mean that another department can veto a course. If the consultation takes place and departments still disagree, the UUCC may vote to allow the new course to be offered.

W. Course requirements for honors and 600-level students have been discussed in the Evaluation section.

X. If a course claims that it teaches General Education competencies, the proposer should describe the class activities that teach the competency and how attainment of the competency will be assessed. If the course claims to provide artifacts that students can include in their General Education ePortfolios, these artifacts should be listed here.

Y. Syllabi: All courses are required to have a syllabus (done on a word processor) that is provided to enrolled students and submitted to the Syllabus Repository. When requesting a new course, a word processor syllabus must be uploaded to the Course and Curriculum Change System. However, the word processor syllabus is not submitted with the course approval form to the UUCC. 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, is unnecessary in the uploaded syllabus, but of course it would be necessary in the syllabus passed out in class.

    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. A list of graded assignments and the percentage weight assigned to each. As explained in the evaluation section above, the evaluation scheme of the 600-level part of a 400-600-level course must be at least 20% different from the evaluation scheme of the 400-level course. Honors students must also have an evaluation scheme that differs from the scheme for non-honors undergraduates.
g. General Education information, if applicable, including competencies and identification of student artifacts appropriate for ePorfolio.
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, is unnecessary in the uploaded syllabus, but of course it would be necessary in the syllabus passed out in class.

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). A new or changed curriculum may not be approved until all the courses in it have been approved, and new or modified programs or program options may not be offered until the new program is published in the *Undergraduate Announcements*.

C. The following actions require approval by the South Carolina Commission on Higher Education. For additional guidance consult the website for the Office of Institutional Effectiveness and Assessment at http://www.clemson.edu/assessment/programchanges/major.html. Major program modifications are described in detail in a document entitled "Format for Major Program Modification Proposals," and must include a justification, data on enrollment forecasts, faculty available to teach the program, costs, infrastructure requirements, etc. CHE approval is required for:

    a. New degree programs

    b. Major program modifications (19 semester hours or more)

    c. New concentrations (defined as a program option differing from its parent program by 19 hours or more). If the option is different from the parent program by 18 hours or less, it is an emphasis area and does not need SCCHE approval. The proposer must consider what constitutes a "change" here. The intention of CHE review is to monitor major changes in degree programs that warrant statewide examination. Therefore, simple substitutions like changing one introductory mathematics course for another or changing the sequencing of courses already in the curriculum should not be counted in the changed credit hour total.

    d. Changing a concentration into a 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 (if Gen Ed requirements of the program have been changed), a copy of the current curriculum map, and a copy of the proposed curriculum map, all in catalog format. 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. Credit for parts of the degree scheduled during the summer are added into the total for the preceding fall and spring semesters. On the Major Form:

a) "Major Name" refers to "Political Science," "Wildlife and Fisheries Biology, "etc.

b) "Degree" refers to BA, BS, etc.

c) "Effective Catalog Year" refers to the fall semester in which the new curriculum can be taught, which will usually be one year later than the calendar year in which the proposal is submitted. A new curriculum may not be taught until it has been published in the *Announcements*.

d) "Change Major Name to" is self-explanatory.

e) "Change Degree to" refers to a change of a BA to a BS or a similar change.

f) "Change Curriculum Requirements" will be the category used most often for changes of 18 hours or less. Unless the changes are major, there is no need to use the category "Add, Change, or Delete Concentrations," even if concentrations are being modified.

g) "Change General Education Requirements" need only be checked if there is a change to the courses used to satisfy General Education requirements. If the courses are changed, then a revised Gen Ed Checklist must be submitted.

h) "Add, Change, or Delete Concentrations" should only be used for adding or deleting a concentration or changes of more than 18 hours within a concentration, since these proposals must be submitted to the CHE.

i) "Add, Change, or Delete Emphasis Areas" should only be used if the changes are 18 hours or less and only one or some emphasis areas are affected.

j) "Explanation" must be filled out for both major and minor changes. This text box should be used to both list the changes and give a rationale for them. This rationale should emphasize academic reasons like assessment results or the requirements of accrediting organizations. Also, please remember that this text will be read by people who are not necessarily familiar with the curriculum.

E. Some common errors when making curriculum changes:

a) Making the desired changes on an obsolete version of the curriculum. Make sure that the "Current" version of the curriculum matches what is in the catalog *in every line and footnote*. This includes the lists of option courses in the footnotes. These lists can be changed by course deletions by other departments, but the list in the catalog reflects all previous deletions.

b) Inadvertently dropping a course that satisfied a General Education requirement. This is especially damaging if the dropped course satisfied two or more requirements.

c) Including a course without including its prerequisites. Required courses must have all their prerequisites in the curriculum.

d) Including a course taught by another department in your curriculum, but the other department excludes your majors or restricts access by them. This is why consultation with other departments is necessary when adding courses outside your department.

    e) Getting footnotes out of order. Footnotes should be numbered in the chronological order in which they *first* appear in the curriculum. Dropping or adding a footnote means the others have to be renumbered.

    f) Not adding up the number of credits per semester correctly.

    g) Not having at least 30 hours in freshman, sophomore, and junior year.

F. Other program modifications (such as a proposed change in a University-wide Gen Ed requirement, a proposed certificate, or a GPR requirement for transferring into a major) are submitted as plan documents with cover memos from the department chair. A signature for each approval step is added to the covering memo of 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.