



**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 *JWM*

**DATE:** November 17, 2011

**SUBJECT:** Administrative Approval of Curriculum Items

DEAN  
UNDERGRADUATE  
STUDIES

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The Undergraduate Curriculum Committee met on November 4, 2011 to approve the attached curriculum/course changes received in the Office of the Provost, November 17, 2011. The purpose of this memorandum is to respectfully request that you review this information and concur by giving final approval.

**APPROVED:**

~~NOT APPROVED~~ History Emphasis, p. 38-41  
e-mail sent OK

*Debra B Jackson* DATE 12/13/11  
DR. DEBRA JACKSON, INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT

*Doris R Helms* DATE 12/20/11  
DR. DORIS HELMS, VICE PRESIDENT FOR ACADEMIC AFFAIRS & PROVOST

*James F. Barker* DATE 12/21/11  
JAMES F. BARKER, PRESIDENT CLEMSON UNIVERSITY

/rff

C: File

Attachments

**AGENDA**  
**University Undergraduate Curriculum Committee Meeting**  
**Friday—November 4, 2011—1:30 PM**  
**Presidents Conference Room – Sikes Hall**

- I. Call to order**
- II. Introductions**
- III. Consideration of October 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. Committee Reports**
    - a. Arts & Humanities – Bruce Whisler**
    - b. Mathematical & Natural Sciences – Bob Green**
    - c. Social Science – Laura Olson**
    - d. Cross Cultural Awareness – Mike Coggeshall**  
Not approved – H224 (attached)
    - e. Science & Technology in Society – Pam Mack –**  
Approved - ENSP 125/GEOL125, GEOL 120, FOR/ENR 416 (attached)
    - f. Ethical Judgment – Dan Wueste**
    - g. Critical Thinking – Chris Cox**
    - h. Communication – Michael LeMahieu**
- VI. Curriculum/course approvals - attached**
- VII. Other business**
- VIII. Adjourn**

Agenda Courses/Curricula

November 4, 2011

University Undergraduate Curriculum Committee

I. College of Agriculture, Forestry, and Life Sciences	Credits	Page
<b>A. Animal &amp; Veterinary Sciences</b>		
<b>AVS 400</b>	AVS Professional Development - new course	1(1,0)      1
	AVS-Animal Agribusiness Concentration - change curriculum requirement	3
	AVS-Equine Business Concentration - change curriculum requirement	6
	AVS-Pre-Veterinary Concentration - change curriculum requirement	9
<b>B. Biological Sciences</b>		
<b>BIOSC 203</b>	Env Energy & Society - change number to 204	3(3,0)      12
<b>BIOSC 210</b>	Intro to Toxicology - change number to 211	3(3,0)      14
<b>C. Agricultural, Forest, and Environment Sciences</b>		
<b>AGM 206</b>	Machinery Mgt. - change prerequisite	3(2,3)      16
<b>AGM 301</b>	Soil Water Conserv - change prerequisite	3(3,0)      17
<b>AGM 402</b>	Land Drain and Irrig - change prerequisites	3(2,3)      20
<b>AGM 405</b>	Env Cont in Anim Str - change prerequisites	3(2,3)      21
<b>AGM 371</b>	AG Mech Practicum - change catalog description, prerequisites	1-3      22
<b>AGM 101</b>	Intro AG Mech & Bus - change catalog description	1(0,3)      24
<b>AGM 419</b>	Agribusiness Innovation & Entrepreneurship - new course	3(3,0)      26
	Agricultural Education - change curriculum requirements	29
<b>D. General Education Checklists</b>		
	Biochemistry	30
	Genetics	32
<b>II College of Architecture, Arts and Humanities</b>		
<b>A. Construction Science Management</b>		
	Construction Science and Mgt. - change curriculum requirements	34
<b>CSM 454</b>	Const Capstone - change credits	6(5,3)      36
<b>B. History</b>		
	History - add, change or delete emphasis area(s)	38
<b>HIST 414</b>	Introduction to Museum Studies - new course	3(3,0)      43
<b>HIST 415/615</b>	Introduction to Digital History - new course	3(3,0)      45
<b>HIST 417/617</b>	History and Tourism - new course	3(3,0)      48
<b>HIST 418/618</b>	Oral History and Local History- new course	3(3,0)      52
<b>HIST 480</b>	Museum Practicum - new course	3(2,1)      55
<b>C. English</b>		
<b>ENGL 212/H-212</b>	World Literature - change catalog description	3(3,0)      57
<b>ENGL 359</b>	Special Topics - DELETE	59
<b>ENGL 459</b>	ADV Special Topics - change catalog/transcript title	60
<b>ENGL 498/698</b>	Studio Comp & Comm - change title, credit, method, catalog description, and prerequisites - edits attached	3(3,2)      62
<b>D. Architecture</b>		
	Architecture (BA) - change curriculum requirements	68
<b>ARCH 204</b>	History of Modern Architecture - new course	3(3,0)      71
<b>ARCH 270</b>	Structures I - new course	3(3,0)      73
<b>ARCH 271</b>	Structures II - new course	3(3,0)      75
<b>III College of Engineering &amp; Science</b>		
<b>A. Bioengineering</b>		
<b>BIO E 431/631</b>	Medical Imaging - new course	3(3,0)      77
<b>BIO E 435/635</b>	Computer Modeling of Multiphysic Problems - new course	3(3,0)      84
<b>BIO E 449</b>	Drug Delivery- new course	3(3,0)      89

*Requires CTE proposal*

	BIO E 471/671	Bioimaging change title	3(3,0)	101
<b>B.</b>	<b>Chemical Engineering</b>			
		Chemical Engineering - change in curriculum		102
<b>C.</b>	<b>Civil Engineering</b>			
		Civil Engineering - change in curriculum - not approved		104
	CE 425/625	Soil-Structure Interaction - new course - not approved	3(3,0)	107
<b>D.</b>	<b>Environmental Engineering &amp; Earth Science</b>			
		Environmental Engineering - change in curriculum		114
	PH SC 117	Introduction to Chemistry & Earth Science - new course	4(3,3)	121
	PH SC 118	Introduction to Physics, Astronomy, Earth Science - new course	4(3,3)	128
	GEOL 125	Sustainable Resource Use - new course	3(3,0)	134
	GEOL 409/H409/6t	Subsurface Methods - change title,catalog descp, prerequ.	4(3,3)	138
<b>E.</b>	<b>Physics &amp; Astronomy</b>			
	PHYS 122/H122	Physics with Cal I - change prerequisite	3(3,0)	142
	PHYS 207	General Physics I - change prerequisite	3(3,0)	144
	PHYS 221/H221	Physics with Cal II - change prerequisite	3(3,0)	146
<b>F.</b>	<b>General Education Checklists</b>			
		Mechanical Engineering - corrected		148
		Chemical Engineering Biomolecular Concentration		153
<b>IV</b>	<b>College of Health, Education and Human Development</b>			
	<b>Education</b>			
	EDEC 460	Critical Issues in Early Childhood Education - new course	3(3,0)	156
	EDEC 484	Early Child Dir TCH - change credits	9(1,24)	158
	EDEC 485	Early Childhood Capstone - new course	3(3,0)	160
		Early Childhood Education - change curriculum & gen ed		162
		Secondary Education (Math) - change curriculum requirements		171
		Mathmatics Teaching - change curriculum requirements		174
		READ to EDLT - change abbreviation		177
<b>B.</b>	<b>PRTM</b>			
	PRTM 226	Foundations of Mgmt and Admin. in PRTM - new course	6(5,2)	179
	PRTM 227	Provision of Leisure Service Experiences - new course	5(4,2)	181
	PRTM 229	Distributed Competency Integration in PRTM - new course	3(3,0)	183
		<b>CORE Curriculum Changes for NRPA Accreditation - explanation</b>		185
		PRTM (BS) Com Rec, Sport, & Camp Management - change curriculum & gen ed requirement		186
		PRTM (BS) Professional Golf Management - change curriculum & gen ed requirement		191
		PRTM (BS) Park and Protected Area Mgt change curriculum & gen ed requirement		196
		PRTM (BS) Therapeutic Recreation change curriculum & gen ed requirement		201
		PRTM (BS) Travel & Tourism change curriculum & gen ed requirement		206
		PRTM (BS) Undeclared change curriculum & gen ed requirement		211
<b>V</b>	<b>College of Business and Behavioral Science</b>			

Agenda Courses/Curricula  
November 4, 2011  
University Undergraduate Curriculum Committee

**A. Management**

	Human Resources - minor		216
	Management - change curriculum - not approved		217
<b>MGT 312/H312</b>	Dec Models for MGT - change prerequisite - NA	3(3,0)	220
<b>MGT 390</b>	OPS MGT - change prerequisite - NA	3(3,0)	221
<b>MGT 411</b>	Project Management - change prerequisites - NA	3(3,0)	222
<b>MGT 416</b>	MGT Human Resources - change title, credit, description		223
<b>MGT 431</b>	Emp Rights & Resp - change prerequisites	3(3,0)	225
<b>MGT 435</b>	Pers Interviewing - change prerequisite	3(3,0)	226
<b>MGT 452</b>	Business Analysis - change prerequisites - NOT APPROVED	3(3,0)	227
<b>MGT 454</b>	Systems Implement - change prerequisites - NA	3(3,0)	228
<b>MGT 455</b>	Emerging IT Trends - change prerequisites - NA	3(3,0)	229
<b>MGT 456</b>	Business Info Mgt - change prerequisites - NA	3(3,0)	230

**B. Economics**

	Economics (BA) - change curriculum requirement		231
	Economics (BS) - change curriculum requirement		234

University Undergraduate Curriculum Committee  
Minutes Meeting  
Presidents Conference Room  
October 7, 2011

**Members Present:** Jan Murdoch, chair; Michael Silvestri; Mike Coggeshall; Charles Duke; Bob Kosinski; Larry Gering; Mary Beth Kurz; Brian Dominy; Bob Green; Roxanne Amerson; Jennifer Groff; Tori Shannon; Jeffrey Appling; Cecilia Hamby; Shannon Clark; David Knox; Pam Mack; Dan Wueste; Mary Bryant; and Rhonda Todd

**Guests:** Randy Collins; and Debra Jackson

Murdoch convened the meeting at 1:30 PM

**Welcome and introductions**

**Approval of minutes**

The committee approved the September 2, 2011 meeting minutes with changes to Dukes to Duke; C. Committee Reports, line 3, use to used; E. Other Business, change "make futuristic changes" to "be innovative". Changes were made to the minutes and submitted to the committee.

**Old business**

**A. Double Dipping Degree Requirements**

Draft policy – *"Courses that count toward the major, but outside the major's course rubric, may also be used to fulfill minor requirements."*

The committee discussed the policy. Hamby questioned if this policy would supersede all others, and Murdoch agreed that this policy, if passed, would supersede all other college policies concerning how courses count toward a major. The committee decided that departments and colleges can be more restrictive than this policy, but not less restrictive. Hamby reminded the committee that major courses cannot be used if the minor is required. Duke proposed that this policy be taken back to the colleges to review and discuss.

**New Business**

**A. SACS New Criteria for Change** – Appling welcomed Dr. Debra Jackson and stated she will provide information for the new criteria for SACS. Jackson distributed copies of the compliance changes needed before the 2012 SACS review. Jackson stated her office currently has a call out for Quality Enhancement Plan (QEP) proposals. Jackson believes this will greatly enhance the undergraduate experience. Jackson reviewed each policy on the handout and the committee provided discussion and feedback. Appling encouraged everyone to take these items back to the college and discuss.

**B. Guidelines for Undergraduate Curriculum Change** – Appling distributed copies of the drafted guidelines to the committee. Appling explained that he had worked with Julie Pennebaker to produce this draft. The guidelines continue to document what we require for curriculum changes. Appling requested volunteers for a subcommittee to review the document and provide feedback.

Duke, Kosinski, Green, and Kurz volunteered. Someone was needed to represent AAH so Silvestri stated that he or Touya would volunteer.

**C. ABET visits College of Engineering & Science** – Appling welcomed Dr. Randy Collins. Appling stated that the recent visit from ABET had produced some concerns. Collins explained that ABET provides the accreditation for the Engineering and Computing departments on campus. The evaluators were concerned with the number of course substitutions that had been done. This caused considerable uncertainty among evaluators about the validity of the curriculum. Collins was surprised by the number of substitutions with little documentation. Collins explained the flagged areas were in the major where a substitution was made for a course being used for outcome assessment. Collins stated that he is now requiring the syllabus be present for any course a student requests for substitutions.

Murdoch thanked Collins for coming and sharing this information with the committee. She encouraged members to take this information back to the colleges for discussion. Murdoch stated that new substitution forms must be used, and to remind faculty and students that this is a substitution request and is not complete until all signatures are received.

**D. Committee Reports**

Mathematical and Natural Sciences – Green stated his committee approved GEOL 120 Natural Hazards for general education natural science (no lab) credit.

**E. Curriculum/course approval** – see attached

There being no further business, the meeting was adjourned at 3:40 PM.

Minutes respectfully submitted by Rhonda Todd.

Agenda Courses/Curricula

October 7, 2011

University Undergraduate Curriculum Committee

			Credits	Page
<b>I. College of Engineering and Science</b>				
A. Environmental Engineering and Earth Sciences				
GEOL 112	Earth Resources - change prerequisite		3(3,0)	1
GEOL 114	Earth Resources Lab - change prerequisite		1(0,0)	2
EE&S 430/630	Air Pollution Eng - change prerequisite		3(3,0)	3
EE&S 485/685	Hazard Waste Mgt. - change prerequisite		3(3,0)	4
BE 210/210L	Intro to BE - change prerequisite		2(1,3)	5
BE 212/212L	Fundamental of BE - change prerequisite		2(1,3)	6
BE 322	SM Wtrshd Hyd & Seed - change prerequisite		3(3,0)	7
BE 410/610	Biological Kinetics - change prerequisite		3(2,3)	8
BE 412/612	BE Heat Mass Trans - change prerequisite		3(3,0)	9
BE 428/628	Biochem Engr - change prerequisite		3(3,0)	10
BE 474/474L	BE Design/Proj Mgt - change prerequisite		2(1,3)	11
GEOL 120	Natural Hazards - new undergraduate course		3(3,0)	12
B. Industrial Engineering				
IE 430/630	Intro to HC - change prerequisite		3(3,0)	17
C. Mechanical Engineering				
ME 290	ME Creative Inquiry - new undergraduate course		1-3(1-3)	18
ME 390	ME Creative Inquiry - new undergraduate course		1-3(3-3)	20
ME 490	ME Creative Inquiry - new undergraduate course		1-3(1-3)	22
<b>II College of Architecture, Arts and Humanities</b>				
A. General Education Checklist				
	Architecture			24
<b>III College of Agriculture, Forestry &amp; Life Sciences</b>				
A. Biological Science				
	BA-Prerehabilitation Science - change curriculum requirements			27
	BIOSC-453/653 Plt Anat/Morph Lab/R - delete course			30
<b>IV College of Health, Education and Human Development</b>				
A. Education				
ED EL 401	Elem Field Exp - change in hour distribution		3(1,6)	31
	Science Teaching Physical Science - change in curriculum map			33
B. PRTM				
PRTM 325	Global Persp in Rec. - change in credit distribution		4(4,0)	35
<b>V Calhoun Honor's College</b>				
A.	HON 224	Studies in Global Issues - new course <i>table d</i>	3(3,0)	37



## Handout for Undergraduate Curriculum Committee

**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 Transcribing of Academic Credit," refer to Commission policy "Collaborative Academic Arrangements: Policy and Procedures" as posted on the Web page at <http://www.sacscoc.org/policies.asp>.)*

Compliance       Partial Compliance       Non-Compliance

**Narrative:** Policy statement in place, Stan and Robert for process implementation and enforcement—include 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

- 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.*

- 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 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. Forms are available on the Curriculum and Course Change System. Honors courses must be approved by the Calhoun Honors College, and 600 level courses occurring as paired 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. 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.
- C. 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*. Course changes must be delayed once students have registered for an affected course.
- D. Course Abbreviation: Departments choose course abbreviations for their programs. Course abbreviations are limited to four characters.
- E. 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]
- F. 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.
- G. 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. [someone raised the issue of whether you can charge lab fees for labs with 0 hours]

H. 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.
- 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.

- I. 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. Study Abroad: all or part of course instruction is outside of the United States. Example: ARCH 412. [this modifier option will be added to the new Banner System]
  - f. Creative Inquiry: Classes used for team-based creative inquiry activities use this modifier for tracking purposes.
  - g. CCA: Classes that meet the Crosscultural 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.
- J. 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.
- K. 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.
- L. Prerequisites and corequisites are defined by the department offering the course, and should be enforced at the time of enrollment.

- M. 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.

DRAFT

## Rhonda Todd

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**From:** Jeffrey Appling  
**Sent:** Tuesday, November 08, 2011 8:34 AM  
**To:** Rhonda Todd  
**Cc:** Minory Nammouz; Tanju Karanfil  
**Subject:** Gen Ed NS w/lab PHSC 117/118

Rhonda:

At Friday's UCC meeting the Gen Ed Math/Science subcommittee approved PHSC 117 and 118 for Natural Science w/lab Gen Ed credit. Thank you for adding it to the minutes.

- Jeff

Jeffrey R. Appling, Ph.D.  
Associate Dean  
Undergraduate Studies  
Clemson University  
864-656-3022



Oct. 30, 2011

To: Jan Murdoch

From: Pam Mack

Re: Report of the STS Subcommittee of the University Undergraduate Curriculum Committee

Ian Walker, Chris Minor, and I recommend the approval for STS credit of ENSP 125/GEOL 125: Sustainable Resource Use, GEOL 120: Natural Hazards, and FOR/ENR 416: Forest Policy and Administration. FOR 416 is an existing course, the other two are in the approval process.

I'm sorry I won't be at the meeting this month; I will be out of town for a professional conference.

## Rhonda Todd

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**From:** John Coggeshall  
**Sent:** Tuesday, November 01, 2011 2:19 PM  
**To:** Rhonda Todd; Janice Murdoch  
**Subject:** FW: CCA credit for H224

Rhonda:

If possible, please distribute for the UCC meeting, or I'll just report it as a Subcommittee report.

Thanks—  
Mike

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**From:** John Coggeshall  
**Sent:** Tuesday, November 01, 2011 2:18 PM  
**To:** William Lasser  
**Cc:** 'Laura Olson'  
**Subject:** CCA credit for H224

Hello, Bill and Laura:

The CCA Subcommittee met electronically and we have unanimously agreed that, while H224 is a great course, it does not meet the requirements for CCA credit.

To meet the requirements for CCA credit,

“courses should have an emphasis on non-U.S. cultures and courses should also be broadly-based (introductory level). All CCA courses will also have a common goal of establishing cultural knowledge and the understanding of relationships, impacts, and interactions between U.S. and non-U.S. societies.”

According to the Subcommittee, H224 1) focuses on "issues" rather than on different cultures; 2) it is more theory and topic driven rather than a broadly-based introductory course; and 3) the selected readings seem to offer a very limited comparative perspective in terms of cultural knowledge and understandings.

I would be happy to discuss this with either/both of you in person.

Mike Coggeshall