



## Curriculum and Course Change System - Print New Course Form

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**Course Abbreviation & Number:**

X New Undergraduate Course: ED- 103

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 06/2013**Catalog Title:** Introduction to Content Specific Learning Strategies**Transcript Title:** Learning Strategies**Fixed Credit Course:** 02 (02,00)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	X Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	.. Graded	.. Oral Communication
.. D-Seminar	.. Variable Title	.. Mathematics
.. E-Independent Study	.. Creative Inquiry	.. Natural Science w/Lab
.. F-Tutorial (w/fee)	.. Repeatable	.. Math or Science
.. G-Studio	maximum credits:	.. A&H (Literature)
.. H-Field course		.. A&H (Non-Literature)
.. I-Study Abroad		.. Social Science
.. L-Lab (no/fee)		.. CCA
.. N/B-Lecture/Lab(w/fee)		.. STS
.. N/L-Lecture/Lab(no fee)		

**Add cross-listing with the following child course(s):**

**Catalog Description:** Students will, through direct experiences, develop strategies that will enable them to become proficient problem solvers, design and perform experiments to test hypotheses, analyze connections between core content areas, construct meaning from reading in various disciplines, identify and use resources to improve learning, and communicate effectively.

**Prerequisite(s):** Acceptance into and completion of the first two years of Emerging Scholars pre-college program

**Projected Enrollment:**

Year 1 - 35 Year 2 - 35 Year 3 - 35 Year 4 - 35

**Required course for students in:****Statement of need and justification based on assessment results of student learning**

**outcomes:** Emerging Scholars, high school students from economically disadvantaged areas, spend one week, two weeks, and three weeks in the summers prior to their sophomore, junior, and senior high school years, respectively, attending classes at Clemson. These classes have high expectations for student achievement and help students develop the academic skills and the dispositions to be successful in college. Surveys have indicated that by being rewarded with credits that they have earned, students will have greater incentive not only to enroll in Emerging Scholars but also to attend and complete college. During the first two years, students complete a total of 42 hours of instruction (plus additional assignments) in mathematics, Language Arts, science, and social studies. During their senior year, they complete 54 hours in mathematics, Language Arts, science, computer science, and social studies.

**Textbook(s):**

**Learning Objectives:** Upon completion of this course, students will be able to:

Design and perform an experiment with a testable hypothesis, a variable and a control.  
Make predictions about the outcomes of an experiment based on reading and previous experiences.

Analyze connections between science and other content areas and everyday life.

Make meaningful connections between mathematics and other disciplines.

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- Apply and adapt a variety of appropriate strategies to solve problems.
- Fill in gaps in their own mathematics understanding.
- Use strategies before, during, and after reading to aid in the construction and enhancement of meaning.
- Communicate effectively with a variety of audiences.
- Appreciate the written word and its relevance for collegiate and adult life.
- Understand and integrate information from primary and secondary sources.
- Understand and critically evaluate diverse historical perspectives.
- Develop a deeper awareness of how cultural and historical issues relate to their own lives.
- Work effectively on teams to accomplish a common goal.
- Use and differentiate between basic concepts of computer hardware and software.
- Develop skills in time management, goal setting, test taking, and critical thinking.
- Identify and use common resources designed to help students.

**Topical Outline:** Year 1 (prerequisite): Connecting mathematics, Language Arts, and science to their own experiences (18 hours)

Year 2 (prerequisite: Expanding the boundaries of mathematics, Language Arts, and social studies as areas of intriguing exploration (24 hours)

Year 3: The college experience: expectations and preparation for success in mathematics, Language Arts, science, computer science, and social studies (54 hours)

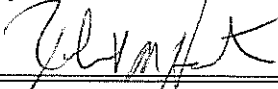

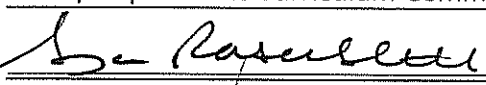
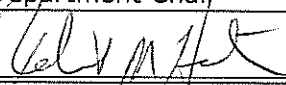
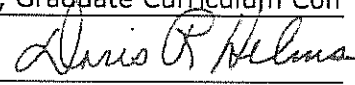
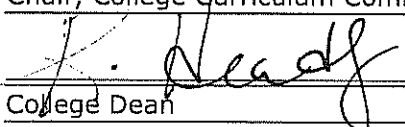

**Evaluation:** To Pass, students must complete all of the following:  
Satisfactory completion (grade of C or higher) in all courses in all three years of the program, including the first two years that are considered prerequisites to the third year. In addition, to receive credit, students must have participated satisfactorily in all follow-up academic year activities as determined by the Director of Emerging Scholars Program and be recommended to receive credit by the Director of Emerging Scholars Program.

**Form Originator:** BHORTON, Robert Horton **Date Form Created:** 1/9/2013

**Form Last Updated by:** , **Date Form Last Updated:** 3/13/2013

**Form Number:** 5755

**Approval**

	2-13-13	 4/5/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum
	3-13-13	
Department Chair	Date	Chair, Graduate Curriculum Corr
	3-13-13	 5/8/13
Chair, College Curriculum Committee	Date	Provost
	3-25-13	 5/8/13
College Dean	Date	President
Director, Calhoun Honors College	Date	

**A PROPOSAL TO ALLOW  
APPROVED TECHNICAL COLLEGE 200-LEVEL COURSES  
TO SUBSTITUTE FOR SOME CAFLS 300-LEVEL COURSES**

Rationale

- Current Clemson University policy is *"No course taken at a non-baccalaureate-degree granting institution may be used as an equivalent or substitute for any 300-or 400-level Clemson course"* (CU Undergraduate Announcements). Clemson may choose to alter the policy.
- Some CAFLS departments have requested that selected 200-level technical college courses be accepted for transfer credit for certain CAFLS 300-level courses.
- A policy is proposed that applies to only CAFLS programs, <sup>only</sup> especially those with formal articulation agreement between a CAFLS department and a specific technical college.
- CAFLS articulation relationships are particularly appropriate for this change in policy for the following programs and technical colleges: Food Science, Biological Sciences, and Animal and Veterinary Sciences agreements with Tri-County, Orangeburg/Calhoun, Greenville, and Trident Technical Colleges.

## **PROPOSED POLICY**

The College of Agriculture, Forestry and Life Science at Clemson University will accept 200-level courses as substitutions for 300-level courses in the following limited circumstances:

1. CAFLS College Curriculum Committee must approve the course substitution in advance. The criteria used for approval appear below.
2. The CAFLS department that offers the 300-level course is responsible for providing evidence to the CAFLS Curriculum Committee that the 200-level technical college course is equivalent to the 300-level Clemson University course for which it will substitute. This evidence includes:
  - a. The technical college faculty teaching the course must have academic credentials equal to those required for teaching the 300-level course at Clemson.
  - b. The syllabus of the 200-level technical college course, including the required text or other teaching materials, must be aligned with the 300-level Clemson course.
  - c. The Clemson department must review these requirements on a regular basis as defined in the agreement. If the technical college course fails to meet any one of these requirements, Clemson may decline to accept the credits for future students.
3. The technical college department or unit that offers the 200-level course is responsible for monitoring compliance with the Clemson requirements. These responsibilities include:
  - a. The technical college department or unit will appoint an individual to monitor compliance with Clemson course requirements.
  - b. The technical college department or unit will provide syllabi and other course materials to Clemson for review on an agreed-upon schedule.
  - c. The technical college faculty will allow observation of instruction, if requested by Clemson
4. The criteria that shall be met by technical students participating in this program for course equivalencies are as follows:
  - a. A grade of "B", or better, is required in any 200-level technical college course that is to substituted for a Clemson 300-level course.

- b. Only students that apply to Clemson University and are admitted as enrolled students will be eligible for the described academic course credit.
  - c. Students will receive course credit based on equivalencies stated in this Agreement. Students receive only credit – no grade is transferred to the Clemson transcript.
  - d. This Agreement does not constitute any guarantee that students completing these technical college courses will be admitted to Clemson University.
5. Minor course changes may be made within each participating institution and approved according to the policies of that institution.
6. If substantial changes are made to the course coverage at either institution, the changing party must notify the other and provide an opportunity for opting out of the course equivalency.
7. Courses covered by this agreement may be added or subtracted through an addendum signed by all parties.
8. Changes to this agreement require written approval of all parties.
9. This agreement will be construed in accordance with the laws of the State of South Carolina.

Assuming that this agreement is approved by the University Undergraduate Curriculum Committee, we propose that the transfer policy on p. 25 of the 2012-2013 catalog be amended from:

“No course taken at a non-baccalaureate degree-granting institution may be used as an equivalent or substitute for any 300- or 400-level Clemson course.”

To:

“No course taken at a non-baccalaureate degree-granting institution may be used as an equivalent or substitute for any 300- or 400-level Clemson course, except for courses approved for such equivalence by signed agreements between a non-baccalaureate institution and the College of Agriculture, Forestry, and Life Sciences.”

A possible list of future course substitutions appears in Appendix A.

## Appendix A

A possible list of Technical College courses that might be accepted for 300-level CAFLS courses. **None of these courses have been approved yet.**

Technical College Course	Criteria for Credit	Clemson Course
BIO 201 Zoology	Grade of B or above	BIOSC 303, 307 Vertebrate Biology
BIO 202 Botany	Grade of B or above	BIOSC 304, 308 Plant Biology
MLT 105 Medical Microbiology <u>and</u> 205 Advanced Microbiology	Grade of B or above	MICRO 305 General Microbiology
MLT 210 Advanced Hematology <u>and</u> 230 Advanced Clinical Chemistry	Grade of B or above	BIOMEDICINE requirement
BIO 203 Principles of Genetics	Grade of B or above	GEN 300 Fundamental Genetics
CHM 213 Principles of Biochemistry	Grade of B or above	BIOCH 305 Essential Elements of Biochemistry