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: April 25, 2013

SUBJECT: Administrative Approval of Curriculum Items

The Undergraduate Curriculum Committee met on April 5, 2013 to approve the attached curriculum/course changes received in the Office of the Provost, April 25, 2013. The purpose of this memorandum is to respectfully request that you review this information and concur by giving final approval.

APPROVED: Please note that the terminations of degree programs require Board of Trustees approval.

[Signature]
DATE 5/11/13

DR. DEBRA JACKSON, INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT

[Signature]
DATE 5/8/13

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

[Signature]
DATE 5/9/13

JAMES F. BARKER, PRESIDENT CLEMSON UNIVERSITY

n/a
C: File
Attachments
AGENDA
University Undergraduate Curriculum Committee Meeting
Friday—April 5, 2013—1:30 PM
E304 Martin Hall

I. Call to order

II. Introductions

III. Consideration of March meeting minutes

IV. New Business
   A. Proposal to Allow Approved Technical College Substitutions – Ted Whitwell/Barbara Speziale
   B. General Education
   C. 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 – Sarah Winslow
      h. Communication – Michael LeMahieu

V. Curricula/course approvals - attached

VI. Other business

VII. Adjourn
University Undergraduate Curriculum Committee  
Minutes Meeting  
E304 Martin Hall  
March 1, 2013, 1:30 PM

Members Present:  
Jan Murdoch, chair; Eric Touya; Mike Coggeshall; Angela Morgan; Kendall Kirk  
for Bob Kosinski; Cheryl Ingram-Smith; Mary Beth Kurz; Cheryl Ingram-Smith;  
Brian Dominy; Bob Horton; Perry Austin; Jeffrey Appling; Julie Pennebaker;  
Cecelia Hamby; Shannon Clark; Pam Mack; Emily Rose Gray; and Rhonda Todd

Guest:  
Neil Burton; Julie Newman

Murdoch convened the meeting at 1:30 PM

Approval of minutes

The committee approved the February meeting minutes.

New Business

A. Non-Credit to Credit Agreement – Speziale stated that the Non-credit to Credit Agreement does not need to be voted on, but she wanted to inform the committee about the importance of developing a policy to deal with noncredit high school courses for college credit. She distributed copies of the agreement developed by Renee Roux. The non-credit to credit agreement is to address issues concerning the quality of courses taken at other institutions in hopes that we can offer college credit. These courses will be evaluated by a team within each college who will determine if college credit can be received. Ingram-Smith questioned if testing is not the best indicator that a student truly obtains the information given in a course. Speziale stated that the state is highly interested in colleges taking more high school course credit. Horton cautioned schools to go slowly when pushing dual enrollment in high school because students feel the pressure to get the college credit. Murdoch reported that other schools in the state are jumping on board with this and Speziale wants to get out in front and develop a plan for Clemson. Speziale encouraged members to contact her with ideas or information that may help in the process.

B. Committee reports
   a. Arts & Humanities – Bruce Whisler  
   The subcommittee recommended the approval of CU260 for Arts and Humanities Non-Literature. The committee approved.
   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 – Sarah Winslow
   h. Communication – Michael LeMahieu

C. Curriculum/course approval – See attached.
Other Business
Murdoch presented the Minor in Sustainability. She stated that this item will be tabled until next month, but she wanted to provide the committee an opportunity to provide feedback to Leidy Klotz about the minor. Appling questioned where this minor will be housed. Penrebaker stated that the minor cannot be tracked. Committee members discussed the fact that minors do not go to CHE and Board of Trustees, but certificates must be approved by both.

Murdoch continued discussion of General Education by reminding members to continue to think about revision. She distributed information about Liberal Education and America’s Promise (LEAP). She stated that we do not have to reinvent General Education by ourselves, but we can stand on their shoulders to recreate the program. Kurz reported that one faculty member thought that students might like a suite of interrelated courses, or themed courses and series. Dominy stated that another faculty member felt strongly that courses should be broad and general. The committee discussed developing themed minors for General Education. Austin suggested making General Education a little more structured and getting something that would connect courses. Members discussed the pitfalls this would make for transfer students. Murdoch reminded the committee that the SACS review team said that Clemson’s Academic and Professional Development requirement is discipline-based, and can therefore not be considered part of our General Education program. Committee members discussed. Hamby addressed issues with three or more degrees. She said you must have 30 or more hours for each degree. Members commented that with all the overlapping, were degrees that closely related really needed.

Murdoch announced that Perry Austin will be going to work for Teach for America in Charlotte, NC after graduation. She expressed what a pleasure it had been to work with him and appreciation for the work he has done for General Education.

Adjourned 3:05 PM

Minutes respectfully submitted by Rhonda Todd
Agreement to Award Academic Credit for Coursework Taken on a Non-Credit Basis Between Clemson University through its ______________Department and ____________________ College

Parties: The parties to this Agreement are Clemson University (hereinafter Clemson) and ______________ (hereinafter _______).

Institution Offering Noncredit Courses: ________________________________

Clemson University Programs Accepting Course Credit: _________________________

Effective Date: This Agreement goes into effect on _______ ______ ______ (Insert Month, Date & Year)

Relevance to University Mission: This agreement is in keeping with the mission of Clemson University in that.......

Terms:
This Agreement defines the terms agreed to by the parties regarding the transfer of courses offered on a noncredit basis at ______________ to Clemson University for academic credit, as listed in the Appendix A.

It is agreed that those individuals who complete these courses at ______________ and meet all of the criteria listed below will receive credit for these courses in the Clemson University _________________ degree program. This acceptance of course equivalencies constitutes the ________________ Program (hereinafter “Program”).

I. Termination and/or Review Dates: The term of this agreement is for ______ years and may be extended upon written agreement of all parties. Either party can terminate this agreement for any reason with a 6-month written notification to the other party. This Agreement will continue in effect until the term ends or it is terminated by either party. In the event of an early termination, the parties agree that they will honor any “Intent to Participate” forms signed by students prior to the notice of termination (Appendix B). No further “Intent to Participate” forms will be accepted after receipt of a notice of termination.

II. Criteria: The criteria that shall be met by students participating in this Program are as follows:

A. The student must be enrolled at ________________ on or after the effective date of this Agreement.
B. Only students that apply to Clemson University and are admitted as enrolled students will be eligible for the academic course credit by Clemson.
C. The courses covered by this Agreement are attached hereto as Appendix A and incorporated herein by this reference.
D. A grade of "B", or better, is required in all courses taken at _______________ from this Program that are to be applied toward the Clemson bachelor's degree.

E. Each student at _______________ who intends to participate in this program must sign the "Intent to Participate" form before completing any one of the noncredit courses offered for Clemson credit at _______________. A copy of the "Intent to Participate" form is attached hereto as Appendix B and incorporated herein by this reference.

F. Students will receive course credit based on equivalencies stated in this Agreement. Students receive only credit – no grade is transferred to the Clemson transcript.

G. This Agreement does not constitute any guarantee that students completing these course(s) at _______________ will be admitted to Clemson University.

III. Responsibilities of Parties:

A. Both _______________ and Clemson University agree to the following responsibilities:

1. Both parties may inform potential students about the program. Examples of possible informational activities may include, but are not limited to brochures or fliers, information sessions for students etc.

2. Both parties will appoint an individual to be responsible for coordinating the implementation of the Program.

3. Courses covered by this agreement (Appendix A) may be added or subtracted through an addendum signed by all parties. Clemson may subtract any course from the list that it determines no longer meets equivalencies for its courses.

4. Faculty at _______________ will allow observation of instruction if requested by Clemson faculty.

B. Clemson University through its _______________ Department:

1. Will accept all courses as outlined in Appendix A with a grade of "B" or better, for academic credit as part of the graduation requirements for the _______________ Degree in the _______________ Department unless a course has been removed because it no longer meets course equivalencies.

2. Will conduct an annual review of all courses included on Appendix A to verify that course equivalencies are still valid.

C. _______________:

3. Will provide evidence that the noncredit courses at _______________ are equivalent to the Clemson courses, as described in Appendix A. The course equivalencies will be established and maintained as described below:
   • _______________ will verify annually on or before June 1st that faculty teaching the courses at the noncredit institution, have the
academic credentials required of faculty teaching the Clemson equivalent courses.

- ____________ will provide Clemson with syllabi of the courses at the noncredit institution annually on or before June 1st so Clemson can verify they are aligned with the syllabi of the Clemson equivalent courses.
- ____________ will provide Clemson with a list of books and other teaching materials and facilities used in the courses at the noncredit institution annually on or before June 1st to verify they meet the equivalencies for the Clemson courses.

4. Understands and agrees that any new courses it wishes to add to Appendix A must first be approved by the Clemson University college curriculum committee.

IV. General Terms:

A. This Agreement will be construed in accordance with the laws of the State of South Carolina. The venue for any legal dispute arising out of this Agreement will be a state or federal court within the state of South Carolina.

Signatures: The signatures of the authorized representatives identified below indicate agreement to the terms set forth herein.

[Signatures]

President
Clemson University

Provost and Vice President
For Academic Affairs
Clemson University

Dean
College of ____________

Senior official (title)
(institution)

Department Chair or other on-site contact, title
Point of Contact: Physical Address

DATE OF LAST SIGNATURE
Appendix A--SAMPLE

(Should include a list of required courses to be taken at the noncredit institution and Clemson course equivalencies -see example below; syllabi of both should be retained by the department.)

<table>
<thead>
<tr>
<th>Noncredit Course</th>
<th>Criteria for Credit</th>
<th>Clemson University Course</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture Design Studio I</td>
<td>Grade of B or above</td>
<td>ARCH 101 (3 credits) Introduction to Architecture</td>
<td></td>
</tr>
<tr>
<td>Architecture Design Studio II</td>
<td>Grade of B or above</td>
<td>ARCH 151 (5 credits) Architecture Communications</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

Intention to Participate in the ______________ Program Form
(Enroll in Courses Taken on a Non-Credit Basis at ________________________
for Clemson University Academic Credit)

In signing this document the student, ________________________, who is enrolled at
____________________ (institution) and this student’s parent or guardian, ________________,
indicate the intention of the student to participate in the ______________ Program
(hereinafter “Program”) and understand the following requirements of the Program:

a. The student must be enrolled at __________________ on or after
_______________________.

b. Only students that apply to Clemson University and are admitted as enrolled students
will be eligible for academic course credit.

c. 

d. Student will enroll in ______________________ course(s) at
____________________ with the intent of receiving academic credit for the
Clemson University course(s) ________________________ in the
department of ____________________.

e. A grade of “B”, or better, is required in all courses from this Program that are to be
applied toward the Clemson bachelor’s degree.

f. Students will receive course credit only – no grade is transferred to the Clemson
transcript.

g. Signing this form does not constitute any guarantee that students completing these
course(s) at ______________________ will be admitted to Clemson University.

________________________________________
Student Signature

________________________________________
Parent or Guardian Signature

Date Signed ____________________________

________________________________________
Department Chair or other on-site contact, title

Date Signed ____________________________
Liberal Education and America's Promise (LEAP)

Essential Learning Outcomes

The LEAP campaign is organized around a robust set of "Essential Learning Outcomes" (pdf) -- all of which are best developed by a contemporary liberal education. Described in College Learning for the New Global Century (pdf), these essential learning outcomes and a set of "Principles of Excellence" (pdf) provide a new framework to guide students' cumulative progress through college.

Through its VALUE Initiative, AAC&U has developed a set of rubrics to assess many of the following learning outcomes. Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, historic, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, Including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, Including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning, Including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems
### Approved Courses/Curricula

**April 5, 2013**

*University Undergraduate Curriculum Committee*

## I. College of Agriculture, Forestry and Life Sciences

### A. Biological Science
- **BIOSC 483/683**  Stem Cell Biology - new course  3(3,0)  1

## II. College of Engineering and Science

### A. Bioengineering
- **BIOE 431/631**  Medical Imaging - change prerequisites  3(3,0)  3

### B. Chemical and Biomolecular Engineering
- **ChBE 130**  Chemical Engineering Tools - change of prerequisites  2(1,2)  5

### C. Environmental Engineering and Earth Science
- Environmental Engineering & Science - delete major  6
- Geology BA - delete major  7

### D. Mathematical Sciences
- **EX ST 301/H**  Intro Statistics - change catalog title and descript, prerequisite  3(2,2)  8
- **MTHSC 203**  Elem Stat Inference - delete course  11
- **MTHSC 301/H**  Stat Methods I - change catalog title and descript, prerequisite  3(3,0)  12
- **EX ST 311**  Intro Statistics II - delete course  14
- **MTHSC 309**  Intro Business Stat - change course abbreviation  3(3,0)  15
- **MTHSC 302**  Engr Stat - change catalog description  3(3,0)  17
- **MTHSC 405/605**  Stat Methods II - change catalog and prerequisites  3(3,0)  19

## III. College of Business and Behavioral Sciences

### A. Psychology
- **PSYCH 310**  Advanced Exp Psychology - change catalog and prerequisites  4(3,2)  20
- **PSYCH 309**  Intro Exp Psychology - change prerequisites  4(3,2)  22
- **PSYCH 415**  Systems and Theories - change prerequisites  3(3,0)  24
- **PSYCH 495**  Pract Applied Psych - change prerequisites  3(1,5)  26
- Psychology BS - change major curriculum requirements  **27**

### B. Military Leadership
- **ML 390**  American Army Military Experience - new course  3(3,0)  32

## IV. College of Health, Education and Human Development

### A. Education
- **ED 103**  Introd to Content Specific Learning Strat - new course  2(2.0)  35

**Items in dark gray are tabled**