



School of Arts and Sciences

Memorandum

May 18, 2007

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To: Clarkson Academic Advisers and Administrators  
From: Dan Bradburd and Jerry Gravander  
Subject: **COURSE EQUIVALENCIES FOR LS195 & LS196 – MAY 2007 VERSION**

Students who were freshmen at Clarkson or anywhere else prior to Fall 2006 are under the Foundation Curriculum graduation requirements. These include LS195 and LS196.

The LS195 and LS196 courses are no longer being taught. The following course equivalencies apply for students who need to take course(s) to meet the LS195 and/or LS196 requirement.

**On-Campus Equivalencies**

1. Students who need LS195 and/or LS196 – Students can replace LS195 and/or LS196 by taking a C1 or C2 course that has the HUM, SOC, or H/S Liberal Arts Foundation Designator. They need one such replacement course for each Great Ideas course they are replacing. Note that this replacement course must **not** be double-counted as one of the Liberal Arts Foundation Courses that the student also needs.
2. Paperwork Needed – The student’s major department will need to submit a Degree Audit Exception Form to SAS that designates the student’s particular C1 or C2 course as counting for the missing Great Ideas course in the student’s degree audit.

**Off-Campus Equivalencies**

1. Already Matriculated Clarkson Students – Clarkson students who are seeking an off-campus course to replace either LS195 or LS196 will use the standard Off-Campus Course Work Permission Form, to be approved by the chair of the H&SS Department.
2. Incoming Transfer Students – Transcript evaluation for incoming transfer students will continue to follow the current Transfer Guidelines for LS195 and LS196 (appended). Please note that these will only be transfer students who entered college prior to Fall 2006. Transfer students who entered college in Fall 2006 or later will be under the new Clarkson Common Experience which does not include LS195 and LS196.

For additional information contact the H&SS Chair, Dan Bradburd (x:6410),  
or the Associate Dean of your School.



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To: Clarkson Academic Advisers and Administrators
From: Dan Bradburd and Jerry Gravander
Subject: Guidelines for Granting Transfer Credit for Great Ideas (a Periodic Redistribution)

The following guidelines for granting transfer credit for Great Ideas are in effect for transfer students who enter under the Foundation Curriculum. This is a diminishing group that consists solely of transfer students who were fully matriculated freshmen somewhere prior to Fall 2006.

GUIDELINES FOR GRANTING TRANSFER CREDIT FOR GREAT IDEAS

The intent of these guidelines is to give students who have taken their schools' two-course freshman English/composition/writing sequence full transfer credit for Clarkson's two-course Great Ideas sequence. The guidelines became effective with the incoming Fall 2004 transfer students.

Table with 2 columns: Courses at Other School, Transfer Credit at Clarkson. Row 1: First-semester English/composition/writing course - typical titles include 'Composition 1', 'Expository Writing', 'Freshman English', 'Rhetoric and Critical Thinking', etc. -> LS195, Great Ideas I. Row 2: Second-semester English/composition/writing course - typical titles include 'Composition 2', 'Writing in the Arts and Sciences', 'Composition & Literature', 'Advanced Composition', 'Writing & Literature', etc. -> LS196, Great Ideas II.

EXPLANATION FOR THE GUIDELINES

Without going into detail, the old engineering accreditation criteria (pre-EC2000), combined with accrediting procedures, meant that engineering transfer students could not be given credit for LS195 for their first-semester English/composition/writing course, nor could they be given credit for a (Hum) elective. These facts shaped the transfer credit guidelines.

The post-EC2000 engineering accreditation criteria emphasize learning outcomes, and one of these is the ability to communicate effectively. LS195 and LS 196, supported by the Writing Center, are the courses in the Clarkson Foundation Curriculum that help improve the writing ability of first-year students. The two-course freshman English/composition/writing sequence at other schools is what students take there to help improve their writing ability. The new guidelines are based on this functional equivalence and, as such, are in accord with the accreditation criteria. Note that the business accreditation criteria also incorporate students' communication effectiveness as an expected learning outcome.