

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** POSC-Political Science  **Catalog Title:** Religion and World Politics  **Additional Fee?**  
**Course Number:** 4080 **Transcript Title:** RELIGION & WORLD POLITICS Justification  
**Effective Term:** Spring 2018 **Cross-reference(s):**   
**College:** Behavioral, Soc and Hlth Sci **Grade Mode:** Standard Letter  
**Department:** Political Science

#### Form

**User ID:** laurao **Name:** Laura Olson  
**Date:** 09/10/2017 **Number:** 32216

#### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**  
  
 3            3

**Variable Credit Course**  
**Credit Hrs Contact Hrs**  
**Min Max Min Max**

#### Rationale for Add Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

#### Schedule Types

- Field Course
- Independent Study
- Internship
- Lab No Fee
- Lab With Fee
- Lecture
- Other
- Seminar
- Studio
- Tutorial

#### Projected Enrollment

**Year 1:** 30  
**Year 2:** 40  
**Year 3:** 40  
**Year 4:** 40

#### Evaluation

Undergraduate

**A** 90 - 100  
**B** 80 - 89  
**C** 70 - 79  
**D** 60 - 69  
**F** < 60

Midterm exam 20%, Final exam 25%, Group presentation 10%, Group annotated bibliography 10%, Final paper 20%, Reading quizzes 10%, Class participation 5%.

### Catalog Description

This course is designed to examine and critically analyze the relationship between religion and various aspects of world politics. We ask why religion and politics are so thoroughly interwoven worldwide by studying the religion-politics relationship in theoretical, empirical, and especially cross-cultural perspective.

**Prerequisite(s)**  **Corequisite(s)**

Sophomore standing

### Statement of need and justification based on assessment of student learning outcomes

Our students have repeatedly done less well on the comparative politics portions of the ETS Major Field Test. We also have relatively few comparative politics courses in comparison with courses in other areas of political science.

**Textbook(s)**

Fox, Jonathan. 2013. An Introduction to Religion and Politics: Theory and Practice. New York: Routledge. ISBN 9780415676328.

Rowe, Paul S. 2012. Religion and Global Politics. New York: Oxford University Press. ISBN 9780195438123.

**Learning Objectives**

- Define religion concretely.
- Identify basic reasons why religion and politics continue to influence one another across time and cultures.
- Describe the general contours of religious diversity worldwide.
- Explain what secularization means and why it is such an important concept to understand in the 21st century.
- Explain how and why individual- and societal-level religious affiliations and levels of religiosity affect political attitudes and behaviors worldwide.
- Explain how and why religious divisions so often give rise to conflict.

**Topical Outline**

Weeks 1-2: Introduction: History and Theory

Weeks 3-5: Religious Diversity: Comparing Faith Traditions

Weeks 6-7: Different Models of Religion-State Relations

Week 8: Midterm exam

Weeks 9-11: Religious Freedom and Human Rights

Weeks 12-13: Mass Political Movements and Religion

Weeks 14-16: Conflict, Terrorism, and Religion [5 days]

**Syllabus**

Upload File: [4080\\_Syllabus-20170724155201.pdf](#)



000041

7/24/17

*Laura R Olson*

Chair, Department Curriculum Committee

Date

*[Signature]*

8-24-17

Department Chair

Date

*John M. Coggerhall*

9/8/17

Chair, College Curriculum Committee

Date

*[Signature]*

9-21-17

College Dean

Date

Director, Calhoun Honors College

Date

*John D. Stiff*

10/6/2017

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

*Robert S. Jones*

1/9/18

Provost

Date

President

Date

## Change Undergraduate Course

### Change a Course

**Subject:** POSC-Political Science  
**Number:** 4430  
**Effective Term:** Spring 2018  
**Title:** Political Behavior

Honors Course:

Add Honors Course:

**Last Term Course was taught:** 199608

#### Brief Statement of Change Based on Assessment Results:

Slight change to catalog description to reflect the fact that this course spans multiple subfields in political science.

### Rationale for Changing a Course

- Strengthen Program Requirement(s)  
 Alignment of Student Learning Outcomes  
 Alternative Delivery of Content  
 Improve Time to Degree  
 Evolution of the Discipline  
 Changing Prerequisites  
 Address DWF Rates  
 General Education Modifications  
 Other (Please specify.)

### Change Catalog Description

**From** This course offers students a comprehensive introduction to how individuals think, act, and behave in their engagement in politics.  
**To** This course, which starts from a U.S. perspective, offers students a comprehensive introduction to how individuals think, act, and behave in their engagement in politics.

### Learning Objectives

1. Understand the main models of voting behavior in the United States and the differences between them.
2. Articulate contextual influences of political behavior versus individual-level explanations for political behavior.
3. Explain individual-level partisanship and political affiliations.
4. Explain patterns of political participation at the aggregate-level and individual-level.
5. Apply core concepts and models discussed in class to an application of observed political behavior in the present.

### Topical Outline

Week 01: Introduction  
 Week 02: Sociological Approaches (The Columbia School)  
 Week 03: Social-Psychological Approaches (The Michigan School)  
 Week 04: Economic Approaches (The Rochester School)  
 Week 05: Individuals in Context  
 Week 06: Political Knowledge and Decision-Making  
 Week 07: Political Knowledge and Decision-Making  
 Week 08: Review, Midterm  
 Week 09: Public Opinion (Attitude Formation)  
 Week 10: Public Opinion (Values)  
 Week 11: Political Participation (Individual-level Voting in Comparative Perspective)  
 Week 12: Political Participation (Social Capital and Social Networks)  
 Week 13: Unconventional Political Participation: Protest  
 Week 14: Unconventional Political Participation: Rebellion  
 Week 15: Unconventional Political Participation: Terrorism  
 Week 16: Unconventional Political Participation: Political Behavior under Threat

### Evaluation

Undergraduate

**A** 90 - 100

**B** 80 - 89

C 70 - 79

D 60 - 69

F < 60

- 20% of the grade will be determined by a midterm. There will be NO make-ups.
- 30% of the grade will be determined by a final exam.
- 30% of the grade will be determined by an original research paper due at the end of the semester.
- 10% of the grade will be determined by two discussions of readings to be led

### Syllabus

Upload File: [comparative-political-behavior-syllabus copy-20170823131240.pdf](#)



### Form

User ID: laurao Name: Laura Olson

Date: 09/10/2017 Number: 32776

000044

8/23/17

*Laurel Olson*

Chair, Department Curriculum Committee

Date

*[Signature]*

Department Chair

Date

8-24-17

*John M. Coggeshall*

Chair, College Curriculum Committee

Date

9/8/17

*[Signature]*

College Dean

Date

9-21-17

Director, Calhoun Honors College

Date

*John D. Hillfi*

Chair, Undergraduate Curriculum Committee

Date

10/06/2017

Chair, Graduate Curriculum Committee

Date

*Robert S. Jones*

Provost

Date

1/9/18

President

Date

## Change Undergraduate Course

### Change a Course

**Subject:** ANTH-Anthropology  
**Number:** 4030  
**Effective Term:** Spring 2018  
**Title:** Qualitative Methods

Honors Course:

Add Honors Course:

**Last Term Course was taught:** 201701

**Brief Statement of Change Based on Assessment Results:**

The course title needs to be changed to better reflect how the course is actually taught. Rather than review a range of qualitative methods, the course focuses on two, and so the new title now reflects this.

### Rationale for Changing a Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

To better align title with course content.

**Change Catalog Title**

**From** Qualitative Methods  
**To** Ethnographic Fieldwork

**Change Transcript Title**

**From** Qualitative Methods  
**To** Ethnographic Fieldwork

### Learning Objectives

- a. to gain a practical knowledge of some qualitative methods and techniques;
- b. to practice these techniques through an actual field investigation;
- c. to develop oral and written communication skills;
- d. to enhance one's repertoire of social scientific research methods.

### Topical Outline

N/A

### Duplication (if applicable)

There are other Qualitative Methods courses now (e.g., COMM 3110) and the title change better reflects how the ANTH course is taught.

000049

**Evaluation**

Undergraduate

**A** 90 - 100

**B** 80 - 89

**C** 70 - 79

**D** 60 - 69

**F** < 60

Mid-term Exam	100 pts 20%	Ethnography	100 pts 20%	Oral Presentation	50 pts 10%	Informant
Reports	30 pts 6%					
Progress Reports	100 pts 20%	Class Attendance	70 pts 14%			
Class Participation	50 pts 10%					
	500 points possible					

**Syllabus**

Upload File: [syllabus 4030-02-20170816114107.doc](#)

**Description:** Most recent syllabus.

**Form**

**User ID:** raucus **Name:** John Coggeshall

**Date:** 09/03/2017 **Number:** 32597



000050

*John M. Loggish*  
Chair, Department Curriculum Committee

9/1/17  
Date

*Katherine Weisensee*  
Department Chair

9/5/17  
Date

*John M. Loggish*  
Chair, College Curriculum Committee

9/8/17  
Date

*[Signature]*  
College Dean

9-21-17  
Date

Director, Calhoun Honors College

Date

*John D. Hiff*  
Chair, Undergraduate Curriculum Committee

10/6/2017  
Date

Chair, Graduate Curriculum Committee

Date

*Robert S. Jones*  
Provost

1/9/18  
Date

President

Date

## Change Undergraduate Course

### Change a Course

**Subject:** HLTH-Health  
**Number:** 2020  
**Effective Term:** Fall 2017  
**Title:** Introduction to Public Health  
 Honors Course:  
 Add Honors Course:

**Last Term Course was taught:** 201705

#### Brief Statement of Change Based on Assessment Results:

Review of core courses for Council for Education in Public Health accreditation identified the need to revise description and align student outcomes between instructors.

### Rationale for Changing a Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

#### Change Catalog Description

**From** This course provides an examination of the forces that have influenced current public health care delivery systems, health practices and trends. Students will be introduced to General Systems Theory and Critical Thinking skills.  
**To** Examination of the forces that have influenced current public health delivery systems, health practices, and trends. Introduction of population and public health theories and models. General systems theory is introduced. Health majors are given enrollment priority.

#### Change In Student Learning Objectives

Upon successful completion of this course, students should be able to: 1. Describe the term "Public Health" including its history, purpose, principles and practices 2. Describe the relative size and key characteristics of the primary health issues facing major population groups in the US 3. Identify social and behavioral risk factors for the primary health issues facing major population groups in the US 4. Describe the "systematic approach to health improvement" and other science based strategies used to address health issues among major population groups in the US 5. Demonstrate an ability to identify, access, and critically analyze various sources of science based research findings 6. Describe common ethical issues related to public health and a personal framework in which ethical decisions can be made in a systematic, reflective, and responsible way

#### Learning Objectives

Upon successful completion of this course, students should be able to: 1. Describe the term "Public Health" including its history, purpose, principles and practices 2. Describe the relative size and key characteristics of the primary health issues facing major population groups in the US 3. Identify social and behavioral risk factors for the primary health issues facing major population groups in the US 4. Describe the "systematic approach to health improvement" and other science based strategies used to address health issues among major population groups in the US 5. Demonstrate an ability to identify, access, and critically analyze various sources of science based research findings 6. Describe common ethical issues related to public health and a personal framework in which ethical decisions can be made in a systematic, reflective, and responsible way

#### Topical Outline

Week 1 : The Public Health Scientists of Clemson's  
 DPHS Weeks 2- 3: The Organizational Framework of Public Health Care Weeks 4 -5:  
 The Future of Public Health Weeks 6 - 7: Identifying, Reading, and Critiquing  
 Public Health Research Studies Weeks 8 - 9: Public Health Is... Personal Video  
 Project Weeks 10-11: Critiquing Public Health Care Promotion Messages Weeks  
 12-13: Applying Determinants and Theories of Public Health Behaviors Weeks 14 -  
 15: Ethics and Ethical Decision Making in Public Health Care Week 16: Complete  
 the Critical Thinking Assessment Tests (Pre & Post)

#### Evaluation

000052

Undergraduate

- A 90 - 100
- B 80 - 89
- C 70 - 79
- D 60 - 69
- F < 60

Course

grades will be based on the following point system: Exam 1 50 pts  
 Exam 2 100 pts Exam 3 100 pts Mini-assignments 100 pts  
 Research/Video Project 100 pts Total Course Points = 450 pts

Syllabus

Upload File: [HLTH 2020 Syllabus Sp 2017-20170818145117.docx](#)

Description: H2020NewDescrip

Form

User ID: faltad Name: Deborah Falta  
 Date: 09/19/2017 Number: 32663

000053

8/23/17

Chair, Department Curriculum Committee

Date

*T. McIlwain*

Department Chair

Date

*Re Grubel*

8/23/17

Chair, College Curriculum Committee

Date

*John M. Coggeshall*

9/8/17

College Dean

Date

*[Signature]*

9-21-17

Director, Calhoun Honors College

Date

*John D. Stiff*

Chair, Undergraduate Curriculum Committee

Date

10/6/2017

Chair, Graduate Curriculum Committee

Date

*Robert S. Gmeo*

Provost

Date

1/9/18

President

Date

## Change Undergraduate Course

### Change a Course

**Subject:** HLTH-Health  
**Number:** 2030  
**Effective Term:** Spring 2018  
**Title:** Health Care Sys

Honors Course:

Add Honors Course:

**Last Term Course was taught:** 201705

#### Brief Statement of Change Based on Assessment Results:

review of core courses for CEPH accreditation identified the need to revise description and align student outcomes.

### Rationale for Changing a Course

- Strengthen Program Requirement(s)  
 Alignment of Student Learning Outcomes  
 Alternative Delivery of Content  
 Improve Time to Degree  
 Evolution of the Discipline  
 Changing Prerequisites  
 Address DWF Rates  
 General Education Modifications  
 Other (Please specify.)

### Change Catalog Description

**From** Introduction to the health care delivery system including public health and health care components. Examines and discusses individual and public expectations of need and demand for health care and delivery of public health and health care services.  
**To** Introduction to American health care delivery system including its foundation, primary characteristics, resources, and processes. Fee-for-service, managed care, and integrated care organizations will be discussed while considering access, cost, and quality of care.

### Change In Student Learning Objectives

Upon completion of this course students will be able to:

1. Describe the purpose and functioning of medical care systems as well as the history of allopathic medicine and its alternatives
2. Describe how health care delivery is organized and financed in the United States
3. Organize, analyze and describe the components and functioning of the US medical care system as well as political and economic influences
4. Identify and describe problems inherent in various strategies used to pay providers for medical care services, including fee-for-service, rate capitation, managed care, pay for performance, and integrated health care organization payment plans
5. Identify, analyze and explain problems that are inherent in medical care systems as they relate to the cost, quality and access of care
6. Evaluate and describe ongoing reforms to the US health care system
7. Compare and contrast the US health care system to other western industrialized nations

### Learning Objectives

Upon completion of this course students will be able to:

1. Describe the purpose and functioning of medical care systems as well as the history of allopathic medicine and its alternatives
2. Describe how health care delivery is organized and financed in the United States
3. Organize, analyze and describe the components and functioning of the US medical care system as well as political and economic influences
4. Identify and describe problems inherent in various strategies used to pay providers for medical care services, including fee-for-service, rate capitation, managed care, pay for performance, and integrated health care organization payment plans
5. Identify, analyze and explain problems that are inherent in medical care systems as they relate to the cost, quality and access of care
6. Evaluate and describe ongoing reforms to the US health care system
7. Compare and contrast the US health care system to other western industrialized nations

000055

**Topical Outline**

Week 1 - Overview of Course  
 Week 2 - US Health Care - Major Characteristics  
 Week 3 - Health Care Providers & Professionals  
 Week 4 - Technology Effects  
 Week 5 - Outpatient and Primary Care  
 Week 6 - Financing and Reimbursement  
 Week 7 - Hospitals  
 Week 8 - Managed Care and Integrated Systems  
 Week 9 - Long Term Care  
 Week 10 - Special Health Needs Populations  
 Week 11 - Cost, Access, Quality  
 Week 12 - Health Policy  
 Week 13 - Affordable Care Act  
 Week 14 - Future of Health Services Delivery  
 Week 15 - World Health

**Evaluation**

Undergraduate

<b>A</b>	90	-	100
<b>B</b>	80	-	89
<b>C</b>	70	-	79
<b>D</b>	60	-	69
<b>F</b>	<		60

Quiz 1	5%
Exam 1	20%
Quiz 2	5%
Exam 2	20%
IHI Open School modules	5%
Class presentation	10%
Ethics in health systems paper	15%
Final Exam	20%
Total	100%

**Syllabus**

Upload File: [HLTH 2030 syllabus 2017-20170818150757.docx](#)

**Description:** Hlth2030 SyllabusNewdescrip

**Form**

**User ID:** faltad      **Name:** Deborah Falta  
**Date:** 09/15/2017      **Number:** 32664

000056

*T. O'Halloran*

8/23/17

Chair, Department Curriculum Committee

Date

*Re Binkal*

8/23/17

Department Chair

Date

*John M. Coggeshall*

9/8/17

Chair, College Curriculum Committee

Date

*[Signature]*

9-21-17

College Dean

Date

Director, Calhoun Honors College

Date

*John D. Hill*

10/06/2017

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

*Robert S. Jones*

1/9/18

Provost

Date

President

Date

000057

## Change Undergraduate Course

### Change a Course

**Subject:** HLTH-Health  
**Number:** 2980  
**Effective Term:** Spring 2018  
**Title:** Human Hlth & Disease

Honors Course:

Add Honors Course:

**Last Term Course was taught:** 201701

#### Brief Statement of Change Based on Assessment Results:

Review of core courses for CEPH accreditation identified the need to revise description and better align student objectives.

### Rationale for Changing a Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

### Change Catalog Description

**From** Study of good health practices emphasizing lifestyles and measures of health. Health majors are given enrollment priority. The course also serves as an elective curriculum course for students in closely aligned fields (e.g., Language and International Health) or students in other fields with interests in health.

**To** An overview of behavioral, biological and psycho-social factors associated with major human diseases and conditions emphasizing best health practices. Health majors are given enrollment priority.

### Change In Student Learning Objectives

Upon completion of this course students will be able to:

1. Assess the role of lifestyle choices in human health and explain the connections between health behaviors and the prevention, control, and treatment of chronic and infectious diseases.
2. Describe lifetime wellness and the dimensions of health such as physical, social, intellectual, emotional, spiritual and environmental.
3. Demonstrate an increased self-awareness of health through self-assessment activities.
4. Develop health literacy in order to obtain, process and understand basic health information and services needed to make appropriate health decisions.

### Learning Objectives

Upon completion of this course students will be able to:

1. Assess the role of lifestyle choices in human health and explain the connections between health behaviors and the prevention, control, and treatment of chronic and infectious diseases.
2. Describe lifetime wellness and the dimensions of health such as physical, social, intellectual, emotional, spiritual and environmental.
3. Demonstrate an increased self-awareness of health through self-assessment activities.
4. Develop health literacy in order to obtain, process and understand basic health information and services needed to make appropriate health decisions.



000058

**Topical Outline**

Week 1 - Introduction and Course Overview  
 Week 2 - Modern Concepts of Health  
 Week 3 - Health Literacy and Concepts of Risk  
           Challenges and Healthy People 2020  
 Week 4 - Understanding Health Behaviors  
 Week 5 - Recommendations for Healthy Eating (Q1)  
 Week 6 - Physical Activity and Responses to Exercise (LS2)  
 Week 6 - Avoiding Drug Abuse (LS3)  
 Week 7 - Relationships and Sexuality-Female & Male (LS4)  
 Week 8 - Managing Stress (LS5)  
 Week 9 - Mental Health Disorders (LS6, WB2)  
 Week 10 - Health Disease and Stroke and Cancers (LS8, WB4)  
 Week 11 - Diabetes (LS9, WB5)  
 Week 12 - Infections (LS10)  
 Week 13 - Special Topic Presentations  
 Week 14 - U.S. Healthcare System  
 Weeks 15 - Healthcare Decision Making

**Evaluation**

## Undergraduate

**A** 90 - 100  
**B** 80 - 89  
**C** 70 - 79  
**D** 60 - 69  
**F** < 60

Exam 1 15%

Exam 2 15%

Exam 3 15%

Exam 4 15%

Exam 5 15%

Special Topic Presentation 5%

Learn Smart/Assignments 20%

100%

**Syllabus**Upload File: [HLTH 2980 Syllabus Spring 2017-20170818151939.docx](#)**Description:** hLTH 2980 sYLLABUS**Form****User ID:** faltad **Name:** Deborah Falta**Date:** 09/15/2017 **Number:** 32670

000059

8/23/17

Chair, Department Curriculum Committee

Date

*T. O. Kline*

Department Chair

Date

*[Signature]*

8/23/17

Chair, College Curriculum Committee

Date

*John M. Coggerhall*

9/8/17

College Dean

Date

9-21-17

Director, Calhoun Honors College

Date

*John D. Stiff*

Chair, Undergraduate Curriculum Committee

Date

10/6/2017

Chair, Graduate Curriculum Committee

Date

*Robert S. Jones*

Provost

Date

1/9/18

President

Date

### Change Undergraduate Course

#### Change a Course

**Subject:** HLTH-Health  
**Number:** 3800  
**Effective Term:** ~~Fall~~ Spring 2018  
**Title:** Epidemiology

Honors Course:  
 Add Honors Course:

**Last Term Course was taught:** 201705

#### Brief Statement of Change Based on Assessment Results:

Expands the prerequisite options for the course and this STAT 3090 is an approved statistics course for the major.

#### Change Prerequisite(s) / Corequisite(s)

**From** STAT 2300  
**To** STAT 2300 or STAT 3090

#### Rationale for Changing a Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

#### Learning Objectives

Upon completing this course the student should be able to: • Describe the evolution of the field of epidemiology, the study of the distribution and determinants of disease. • Utilize epidemiologic concepts, including significant health and disease occurrence measurements. • Recognize different types of epidemiologic study designs and understand why different approaches are utilized in the study of disease causation. • Compute and interpret appropriate measures of association between exposures of interest and health outcomes of concern. • Apply and appraise the relevance of epidemiological findings for health professionals.

#### Topical Outline

Unit  
 1: Epi Measures for the Occurrence of Health & Disease Week 1: Fundamental Approaches in Epidemiology Weeks 2- 3: History of Epidemiology and Disease Causation Concepts Week 4: Infectious Disease Epidemiology & Multifactorial Etiology Week 5: Prevalence and Incidence Measures Week 6: Rate Adjustment & Other Significant Epidemiologic Measures Unit II: Epidemiologic Study Designs Week 7: Descriptive Epidemiology & Sources of Health Data Week 8: Overview of Epidemiologic Study Designs Week 9: Ethics Week 10: Relative Measures of Association & The Odds Ratio & Difference Measures Unit III: Evaluating an Epidemiologic Association Week 11: Evaluating Epidemiologic Associations - The Role of Chance Week 12: The Role of Bias & Role of Confounding and Effect Measure Modification Week 13: Criteria for Causality Unit IV: Epidemiologic Prevention Concepts Week 14: Systematic Reviews & Prevention Concepts Week 15: Screening for Disease

#### Evaluation

Undergraduate

**A** 90 - 100  
**B** 80 - 89  
**C** 70 - 79  
**D** 60 - 69  
**F** < 60

1. Exams

Quiz 1	5%	Quiz 2	10%	Quiz 3	10%	Quiz 4	10%	Midterm	20%
Cumulative Final Exam	20%	2. Outbreak Investigation	10%	3. Class Article Critique	15%	Total	100%		

#### Syllabus

Upload File: [HLTH3800Spr2017-20170818152923.docx](#)

000061

**Description:** Hlth3800addStat3090

**Form**

**User ID:** faltad      **Name:** Deborah Falta

**Date:** 09/19/2017      **Number:** 32673


000062

8/23/17

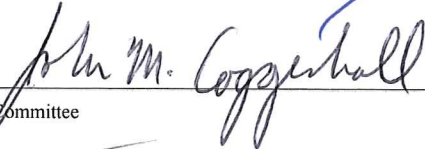
  
Chair, Department Curriculum Committee

Date

8/23/17

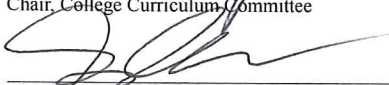
  
Department Chair

Date

  
Chair, College Curriculum Committee

Date

9/8/17

  
College Dean

9-21-17

Date

Director, Calhoun Honors College

Date

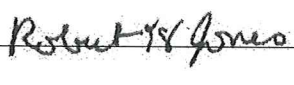
  
Chair, Undergraduate Curriculum Committee

10/6/2017

Date

Chair, Graduate Curriculum Committee

Date

  
Provost

1/9/18

Date

President

Date

000063

## Delete Undergraduate Course

### Delete a Course

**Subject:** HEHD-Health, Ed and Human Dev  
**Number:** 1990  
**Effective Term:** Summer 2018  
**Title:** HEHD Creative Inquiry I

Delete Honors Course:

**Last Term Course was taught:** 201401

**Brief Statement of Change Based on Assessment Results:**

Makes more sense for course to be housed in an academic department to allow for more informed assessment process; HEHD no longer exists.

### Rationale for Delete Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications

Other (Please specify.)

HEHD no longer exists; courses more appropriately housed in academic departments rather than College.

### Form

**User ID:** dander2    **Name:** Denise Anderson

**Date:** 08/28/2017    **Number:** 31892

000064

Chair, Department Curriculum Committee

*[Handwritten signature]*

9/25/17

Date

Department Chair

9/25/17

Date

Chair, College Curriculum Committee

*Mr M. Loggishall*

9/13/17

Date

College Dean

9-25-17

Date

Director, Calhoun Honors College

*John D. Hiff*

Date

Chair, Undergraduate Curriculum Committee

10/6/2017

Date

Chair, Graduate Curriculum Committee

Date

Provost

*Robert S. Jones*

1/9/18

Date

President

Date

000065

## Delete Undergraduate Course

### Delete a Course

**Subject:** HEHD-Health, Ed and Human Dev  
**Number:** 2990  
**Effective Term:** Summer 2018  
**Title:** HEHD Creative Inquiry II

Delete Honors Course:

**Last Term Course was taught:** 201301

#### Brief Statement of Change Based on Assessment Results:

Makes more sense for course to be housed in an academic department to allow for more informed assessment process; HEHD no longer exists.

### Rationale for Delete Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Makes more sense for course to be housed in an academic department; HEHD no longer exists.

### Form

**User ID:** dander2    **Name:** Denise Anderson  
**Date:** 08/28/2017    **Number:** 31893



000066

*Brown*

9/25/17

Chair, Department Curriculum Committee

Date

*Sau*

9/25/17

Department Chair

Date

*John M. Coggerhall*

9/13/17

Chair, College Curriculum Committee

Date

*[Signature]*

9-25-17

College Dean

Date

Director, Calhoun Honors College

Date

*John D. Hillfi*

10/26/2017

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

*Robert S. Jones*

1/9/18

Provost

Date

President

Date

## Delete Undergraduate Course

### Delete a Course

**Subject:** HEHD-Health, Ed and Human Dev  
**Number:** 3990  
**Effective Term:** Summer 2018  
**Title:** HEHD Creative Inquiry III

Delete Honors Course:

**Last Term Course was taught:** 201701

**Brief Statement of Change Based on Assessment Results:**

Makes more sense for course to be housed in an academic department to allow for more informed assessment process; HEHD no longer exists.

### Rationale for Delete Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Makes more sense for course to be housed in an academic department; HEHD no longer exists.

### Form

**User ID:** dander2    **Name:** Denise Anderson  
**Date:** 08/28/2017    **Number:** 31895

000068

9/25/17

Chair, Department Curriculum Committee

Date

*[Handwritten signature]*

9/25/17

Department Chair

Date

*[Handwritten signature: John M. Loggenschall]*

9/13/17

Chair, College Curriculum Committee

Date

*[Handwritten signature]*

9-25-17

College Dean

Date

Director, Calhoun Honors College

Date

*[Handwritten signature]*

10/06/2017

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

*[Handwritten signature: Robert S. Jones]*

1/9/18

Provost

Date

President

Date

### Delete Undergraduate Course

#### Delete a Course

**Subject:** HEHD-Health, Ed and Human Dev  
**Number:** 4990  
**Effective Term:** Summer 2018  
**Title:** HEHD Creative Inquiry IV

Delete Honors Course:

**Last Term Course was taught:** 201701

**Brief Statement of Change Based on Assessment Results:**

Makes more sense for course to be housed in an academic department to allow for more informed assessment process; HEHD no longer exists.

#### Rationale for Delete Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications

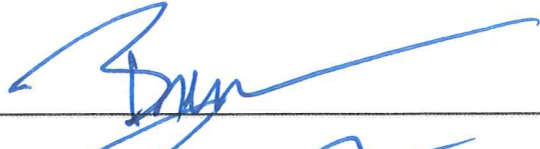
Other (Please specify.)

Makes more sense for course to be housed in an academic department; HEHD no longer exists.

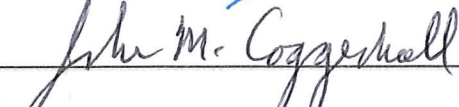
#### Form


**User ID:** dander2    **Name:** Denise Anderson  
**Date:** 08/28/2017    **Number:** 31899

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 9/25/17  
 \_\_\_\_\_ Date  
 Chair, Department Curriculum Committee

 9/25/17  
 \_\_\_\_\_ Date  
 Department Chair

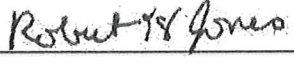
 9/13/17  
 \_\_\_\_\_ Date  
 Chair, College Curriculum Committee

 9-25-17  
 \_\_\_\_\_ Date  
 College Dean

\_\_\_\_\_  
 \_\_\_\_\_ Date  
 Director, Calhoun Honors College

 10/6/2017  
 \_\_\_\_\_ Date  
 Chair, Undergraduate Curriculum Committee

\_\_\_\_\_  
 \_\_\_\_\_ Date  
 Chair, Graduate Curriculum Committee

 1/9/18  
 \_\_\_\_\_ Date  
 Provost

\_\_\_\_\_  
 \_\_\_\_\_ Date  
 President