

Criminal Justice (BA and BS)

For curriculum years 2016 and 2017, the general education Oral Communication requirement may be met by a cluster of ML 1010 and 1020 or a cluster of AS 3090, 3100, 4090, and 4100.

Sociology (BA and BS)

For curriculum years 2014, 2015, 2016, and 2017, the general education Oral Communicatoin requirement may be met by HON 2230, a cluster of ML 1010 and 1020, or a cluster of AS 3090, 3100, 4090, and 4100.

Sociology (BA and BS)

For curriculum years 2014, 2015, 2016, and 2017, the departmental Advanced Writing requirement may be fulfilled by ENGL 3150, 3330, or 4940.

Sociology (BA and BS)

For curriculum years 2014, 2015, 2016, and 2017, please allow the following substitutions for our emphasis areas:

- 1) For the Community Studies emphasis, RS 3010 may substitute for SOC 3310.
- 2) For the General Sociology emphasis, SOC 3400 may meet the first requirement (which is currently fulfilled by SOC 3110, 3300, 4320, or 4440).
- 3) For the Criminal Justice emphasis, JUST 4280, 4290, 4860, 4920, 4980, and 4990 may fulfill the additional nine hours of criminal justice electives.


Sociology (BA and BS)

For curriculum years 2014, 2015, 2016, and 2017, SOC 2040 (2 hours) may substitute for SOC 2050 and SOC 4970 (1 hour each).

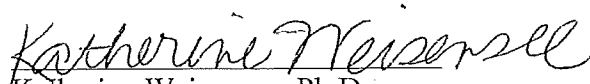
For curriculum year 2018, SOC 2050 and SOC 4970 (1 hour each) may substitute for SOC 2040 (2 hours).

Please accept these blanket substituions on behalf of our department, and let me know if you have any questions or conerns.

Sincerely,



Denise Anderson, Ph.D.
Associate Dean, College of Behavioral,
Social and Health Sciences



Katherine Weisensee, Ph.D.
Interim Chair,
Department of Sociology, Anthropology and Criminal
Justice

MEMORANDUM

March 26, 2018

TO: Jeff Appling, Associate Dean of Undergraduate Studies

FROM: Katherine Weisensee, Department Chair
 Department of Sociology, Anthropology and Criminal Justice

RE: Blanket Course Substitutions

The Department of Sociology, Anthropology and Criminal Justice has recently made a number of curriculum changes that will go into effect during the 2018-2019 academic year. In order to reduce the number of individual course substitution forms that must be processed as current students are affected by these changes, we request that the following blanket substitutions be issued.

**DEPARTMENT OF
 SOCIOLOGY, ANTHROPOLOGY
 AND CRIMINAL JUSTICE**

Clemson University
 132 Brackett Hall
 PO Box 341356
 Clemson, SC
 29634-1356

P 864-656-3238
 F 864-656-1252

Anthropology (BA and BS)

For curriculum years 2014, 2015, 2016, and 2017, all ANTH courses not already fulfilling another requirement for the major may count toward the 18-hour anthropology requirement.

Criminal Justice (BA)

For curriculum years 2016 and 2017, all 3000- and 4000- level JUST courses not already fulfilling another requirement for the major may count toward the general justice studies concentration requirements.

For curriculum years 2016 and 2017, JUST 3980, 4280, 4860, 4940, 4980, and 4990 may count toward the justice leadership concentration requirements.

Criminal Justice (BS)

For curriculum years 2016 and 2017, JUST 2890 and all 3000- and 4000- level JUST courses not already fulfilling another requirement for the major may count toward the general justice studies concentration requirements.

For curriculum years 2016 and 2017, JUST 2890, 3980, 4280, 4860, 4940, 4980, and 4990 may count toward the justice leadership concentration requirements.

To: John Griffin, Dean of Undergraduate Studies
 From: Communications Curriculum Committee
 Date: March 6, 2018
 Subject: Brand Communications minor


The Erwin Center for Brand Communications is moving from the Department of Communications in the College of Behavioral, Social, and Health Sciences to the College of Business. As part of this transition, the Department of Communications submitted a form to delete the Brand Communications minor at the May 2017 meeting of the University Undergraduate Curriculum Committee, where it was approved to be effective in the 2018-19 catalog. To assist the College of Business finalize its integration of the Erwin Center, we would like to request that the effective date of the deletion of the Brand Communications minor be delayed until the 2019-20 catalog.


Because the College of Business's new minor will not be in the catalog until 2019-20, students could be barred from declaring this minor in the 2018-19 academic year. The delay in the deletion of the existing minor will allow students to engage in this minor while the College of Business finishes its proposals for the replacement courses and Brand Communications minor and they are included in the catalog.

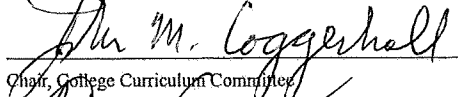
In addition, we request a blanket substitution of the new Graphic Communications (GC) courses, if approved, for the COMM courses listed in the existing minor requirements. This would be needed only for the 2018-19 academic year. After that, students should be able to switch to the new version of the Brand Communications minor that requires the GC courses.


New course	Old course
GC 3700	COMM 3700
GC 3710	COMM 3710
GC 3720	COMM 3720
GC 3730	COMM 3730
GC 3740	COMM 3740
GC 3760	COMM 3760

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Chair, Department Curriculum Committee 3/9/18 Date


Department Chair for B. Deukam 3/7/18 Date


Chair, College Curriculum Committee 3/9/18 Date


College Dean 3/13/18 Date

Director, Calhoun Honors College Date

Chair, Undergraduate Curriculum Committee Date

Chair, Graduate Curriculum Committee Date

Provost Date

President Date

000046

Add Undergraduate Course

Course Attributes

Subject Abbreviation: NPL-Nonprofit Leadership **Catalog Title:** Strategic Social Media for Non-Profit Organizations **Additional Fee?**
Course Number: 3050 **Transcript Title:** Strat Social Media for NP Org **Justification**
Effective Term: Summer 2018 **Cross-reference(s):**
College: Behavioral, Soc and Hlth Sci **Grade Mode:** Standard Letter
Department: Parks Recreation & Tourism Mgt

Form

User ID: bob **Name:** Robert Brookover
Date: 03/08/2018 **Number:** 37699

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: 25
Year 2: 25
Year 3: 50
Year 4: 50

Evaluation

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

Evaluation
 Reading and Podcast Discussions: 15%
 Social Media Case Study Project: 25%
 Project Presentation: 10%
 Midterm Exam: 25%
 Final Exam - Strategic Plan: 25%
 Total: 100%

Catalog Description

This course examines the role of social media in non-profit organizations, as well as the creation and implementation of social media strategies that guide the production and dissemination of content. Provides an analysis of effective social media strategies, while building upon communication fundamentals to design a final strategic social media

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

Strengthen and provide additional course options in NPL certificate/minor. Covers important topic in the NPL context that will make students more marketable.

Textbook(s)

The Art of Social Media, by Guy Kawasaki and Peg Fitzpatrick
 Social Change Anytime Everywhere, by Allyson Kapin and Amy Ward
 Social Pros Podcast

Nonprofit Leadership Podcast

000047

Learning Objectives

By the end of this course, students will be able to:

1. Demonstrate an understanding of and ability to engage with social media platforms and analytics used to support the efforts of non-profit organizations.
2. Describe the role of social media as a news-publishing and fundraising tool in non-profit organizations.
3. Critically analyze social media platforms primarily used by non-profit organizations.
4. Design strategic social media plans for non-profit organizations.
5. Demonstrate proficiency in oral, written, digital, and visual communication.

Topical Outline

Topical Outline

Week 1: The Role of Social Media in Non-profit Organizations

Week 2: Guiding Principles for Strategic Social Media

Week 3: Social Media for Social Good

Week 4: Overview of Content Creation and Distribution

Week 5: Content Attribution and Ownership

Week 6: Visual Story-telling in a Digital World

Week 7: Advocacy Anytime Everywhere

Week 8: Midterm Exam

Week 9: Fundraising Through Social Media

Week 10: Building a Digital Community

Week 11: Multichannel Strategies in Action

Week 12: Equipping Your Organization

Week 13: Social Media Optimization

Week 14: Tracking Changes - Overview of Social Media Analytics

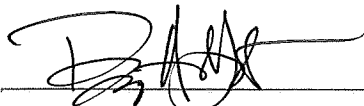
Week 15: Project Presentations

Final Week: Social Media Strategic Plan

Duplication (if applicable)

Course was designed by Communication Department faculty.

SyllabusUpload File: [NPL - Strategic Social Media-20180212132506.doc](#)**Description:** NPL 3050 - Strategic Social Media



Chair, Department Curriculum Committee

3-9-18

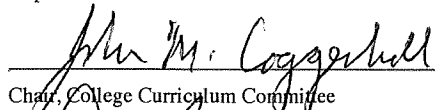
Date



Department Chair

3/9/18

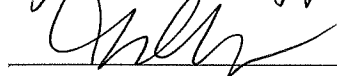
Date



Chair, College Curriculum Committee

3/9/18

Date



College Dean

3-13-18

Date

Director, Calhoun Honors College

Date

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

Provost

Date

President

Date

000049

Minor

Name: Nonprofit Leadership Lead Dept: Parks Recreation & Tourism Mgt

Change Minor

Effective Catalog Year: 2018-2019

Change Minor Requirements:

Current Catalog Description

A minor in Nonprofit Leadership requires completion of 18 credits as follows: NPL 3000, NPL 3010, NPL 3020, NPL 3030, NPL 3040 and NPL 4900.

Proposed Catalog Description

A minor in Nonprofit Leadership requires completion of 18 credits as follows: NPL 3000, NPL 3010 or 3050, NPL 3020, NPL 3030, NPL 3040 and NPL 4900.

Summary / Explanation

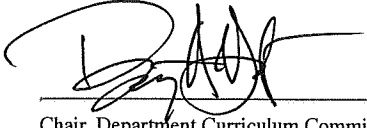
Provides a new course option (NPL 3050) covering an important topic (Social Media) to help meet student demand and employer expectations. This change depends on NPL 3050 being approved.

Rationale for Change Minor

- 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.)
Help meet student demand

Form

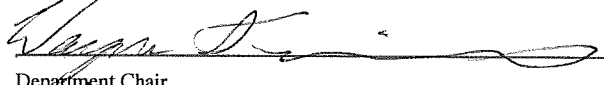
User ID: bob Name: Robert Brookover
Date: 02/28/2018 Number: 38123



3/6/18

Chair, Department Curriculum Committee

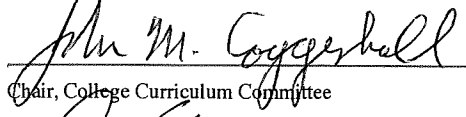
Date



3/6/18

Department Chair

Date



3/9/18

Chair, College Curriculum Committee

Date



3-13-18

College Dean

Date

Director, Calhoun Honors College

Date

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

Provost

Date

President

Date

000051

Add Undergraduate Course

Course Attributes

Subject Abbreviation: PSYC-Psychology **Catalog Title:** Psychology and Culture **Additional Fee?**
Course Number: 3570 **Transcript Title:** Psych and Culture **Justification**
Effective Term: Fall 2018 **Cross-reference(s):**
College: Behavioral, Soc and Hlth Sci **Grade Mode:** Standard Letter
Department: Psychology

Form

User ID: ccantal **Name:** Claudio Cantalupo
Date: 03/12/2018 **Number:** 37318

Hours

Fixed Credit Course

Credit Hrs	Contact Hrs
3	3

Variable Credit Course

Credit Hrs	Contact Hrs
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: 30
 Year 3: 35
 Year 4: 40

Evaluation

Undergraduate

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

Attendance and In-Class Activities (20 %); Mid-term exam (25%); Final Exam (25 %); Assignments (30 %); Research activities for extra points (maximum of 5 %).

Catalog Description

Study of cultural values and their influence on cognition and behavior. Major emphasis is on the ways culture influences perception, emotions, development, interpersonal relations, and health.

Prerequisite(s) **Corequisite(s)**
 PSYC 2010.

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

This course will contribute to the curriculum by providing a cross-cultural point of view to psychological concepts that students learn in other courses. It teaches students to think critically and question the universality of research findings. Moreover, through the assignments, students will have the opportunity to interact with a person who is from a different cultural background or who has extensive cross-cultural experience. In short, this course will increase students' cross-cultural exposure and competence.

000052

Textbook(s)

Heine, S.J. (2016), Cultural Psychology, (3rd Edition). New York: Norton

Learning Objectives

- 1 Define the theories, concepts, and processes in the field of cross-cultural psychology
- 2 Evaluate empirical research findings in cross-cultural psychology
- 3 Recognize the dynamics of intercultural experiences
- 4 Identify the values and norms of one's own cultural background and the way these shape one's life
- 5 Demonstrate cultural competence in explaining one's own and others' behavior
- 6 Evaluate research from other areas of psychology in a culturally competent way

Topical Outline

- Week 01 Introduction to Culture and Cross-Cultural Psychology
- Week 02 Research Methods
- Week 03 Culture & Development
- Week 04 Culture & Development
- Week 05 Self & Motivation Across Cultures
- Week 06 Self & Motivation Across Cultures
- Week 07 Cognition & Emotion Across Cultures
- Week 08 Cognition & Emotion Across Cultures and Mid-term
- Week 09 Multiculturalism
- Week 10 Multiculturalism
- Week 11 Attraction & Relationships Across Cultures
- Week 12 Attraction & Relationships Across Cultures
- Week 13 Culture & Morality
- Week 14 Culture & Health
- Week 15 Culture & Health
- Week 16 Student Presentations & Final exam

Duplication (if applicable)

Info about the proposed new course was sent well in advance to all departments within the CBSHS for their evaluation and input; no objection has been received. Further, a review of the undergraduate catalog as well as the syllabus repository has failed to highlight potential duplication issues.



Syllabus

Upload File: [Gunsoy PSYC3570 PsychologyAndCulture Syllabus-20180126154059.pdf](#)



[Handwritten signature]

03/08/18
Date

Chair, Department Curriculum Committee

[Handwritten signature]

3/12/18
Date

Department Chair

[Handwritten signature]

3/13/18
Date

Chair, College Curriculum Committee

[Handwritten signature]

3-13-18
Date

College Dean

Director, Calhoun Honors College

Date

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

000053
Date

Provost



President

Date

000054

Add Undergraduate Course

Course Attributes

Subject Abbreviation: PSYC-Psychology  **Catalog Title:** The Psychology of Group and Team Dynamics **Additional Fee?**
Course Number: 3770 **Transcript Title:** Psych of Group & Team Dynamics **Justification**
Effective Term: Fall 2018 **Cross-reference(s):** 
College: Behavioral, Soc and Hlth Sci **Grade Mode:** Standard Letter
Department: Psychology

Form

User ID: ccantal **Name:** Claudio Cantalupo
Date: 03/12/2018 **Number:** 37746

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: 30
Year 3: 35
Year 4: 40

Evaluation

Undergraduate

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

Participation/In-Class Assignments: 10%; Mid-term exam 20%; Final exam 20%; Group Projects: 35%; Course Paper: 15%

Catalog Description

The psychology of groups and team dynamics explores topics of group and team development, decision-making, communication, conflict resolution, and leadership. Knowledge of group and team dynamics that will be developed from active participation in applied problem-solving activities will result in teamwork skills that are highly sought by organizations today.

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

Apply and practice teamwork and interpersonal skills so that they can successfully capitalize on such skills when they enter the workforce. Students completing this course will be able to not only demonstrate knowledge of the theory and research behind group and team dynamics, but also will be able to model skills that will enable them to successfully work in groups and teams in the long term.

Textbook(s)

Forsyth, D. R. (2018). Group dynamics. Cengage Learning.

Learning Objectives

- 1 Demonstrate an understanding of and capability to critically evaluate research on group formation, cohesion, structure, and development.

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- 2 Explain what influences groups and teams in terms of decision-making, creativity, and productivity.
- 3 Apply theory and research findings to real world situations regarding group and team dynamics from a psychological perspective.
- 4 Model effective teamwork skills in a real team, including leadership, communication, coordination, cooperation, and conflict management.
- 5 Diagnose group/team functioning issues and recommend techniques/strategies for improving groups/teams.

Topical Outline

- Week 01 Introduction to Group & Team Dynamics
- Week 02 Studying Groups: Research Methods & Tools
- Week 03 Inclusion & Identity
- Week 04 Formation
- Week 05 Cohesion & Development
- Week 06 Structure
- Week 07 Power & Influence
- Week 08 Leadership and Mid-term exam
- Week 09 Performance
- Week 10 Decision Making
- Week 11 Conflict
- Week 12 Group & Team Development Interventions
- Week 13 Multi-team Systems
- Week 14 Change
- Week 15 Groups & Teams in the Workplace
- Week 16 Final Exam

Duplication (if applicable)

Info about the proposed new course was sent well in advance to all departments within the CBSHS for their evaluation and input; no objection has been received. Further, a review of the undergraduate catalog as well as the syllabus repository has failed to highlight potential duplication issues.

Syllabus

Upload File: [PSYC 3770_Syllabus-20180214143408.pdf](#)

<i>Cheryl-Cantolone</i>	03/09/18
Chair, Department Curriculum Committee	Date
<i>[Signature]</i>	3/12/18
Department Chair	Date
<i>John M. Cegge</i>	3/13/18
Chair, College Curriculum Committee	Date
<i>[Signature]</i>	3-13-18
College Dean	Date
Director, Calhoun Honors College	Date
Chair, Undergraduate Curriculum Committee	Date
Chair, Graduate Curriculum Committee	Date
Provost	Date
President	Date

Add Undergraduate Course

Course Attributes

Subject Abbreviation: PSYC-Psychology
Course Number: 4770
Effective Term: Fall 2018
College: Behavioral, Soc and Hlth Sci
Department: Psychology

Catalog Title: Teamwork Dynamics: Teams in the 21st Century
Transcript Title: Teamwrk Dynam: 21st cent teams
Cross-reference(s):
Grade Mode: Standard Letter
 Additional Fee?
 Justification

Form

User ID: ccantal **Name:** Claudio Cantalupo
Date: 03/12/2018 **Number:** 37747

Hours

Fixed Credit Course			
Credit Hrs	Contact Hrs		
3	3		
Variable Credit Course			
Credit Hrs	Contact Hrs	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: 10
Year 2: 15
Year 3: 15
Year 4: 20

Evaluation

Undergraduate

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

Mid-term Exam: 15%; Final Exam; 15%; In-Class Activities: 10%; Writing Assignments: 15%; Active Learning Projects: 45%

Catalog Description

The course takes a deeper look into the challenges of teamwork in organizations now and in the future. Through active learning activities, readings, and discussions, students will develop critical collaboration and teamwork skills that are highly sought by organizations today.

Prerequisite(s) Corequisite(s)

PSYC 1010

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

This advanced course is designed to intentionally focus on providing a core foundation in terms of applying psychological theories and research to addressing the challenges experienced in organizations today and in the future. In particular, the course is designed to engage students in numerous active learning experiences, exposing them to team challenges that will encourage them to apply and practice teamwork and interpersonal skills in a safe setting so that they can successfully capitalize on such skills when they enter the workforce. Additionally, students completing this course will be able to effectively demonstrate capacities for diagnosing and solving problems unique to teams in the workplace today, such as addressing issues

of working in technologically driven, global, and complex organizations.

Textbook(s)

Levi, D. (2016). Group dynamics for teams (5th ed.). Los Angeles, CA: Sage Publications.

Learning Objectives

- 1 Demonstrate an understanding of and capability to critically evaluate research on the inputs, processes, and outcomes related to effective teamwork.
- 2 Explain how concepts such as virtuality, culture, physical distribution, and multiteam systems impact and challenge our current understanding of teams.
- 3 Model effective teamwork skills in a real team, including leadership, communication, coordination, cooperation, and conflict management
- 4 Diagnose team functioning issues and recommend techniques/strategies for improving teams.
- 5 Implement team development interventions in order to enhance teamwork processes and outcomes.

Topical Outline

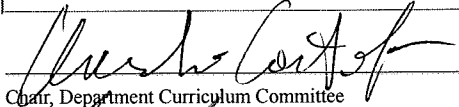

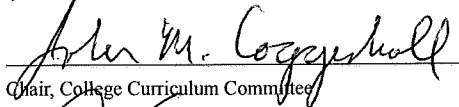
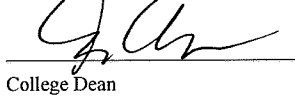
- Week 01 Intro To Teamwork in the 21st Century
- Week 02 Research Methods for Diagnosing, Studying Teamwork
- Week 03 Developing & Assessing Teams: Team Composition & Evaluation
- Week 04 Team Attitudes & Cognitions
- Week 05 Teamwork Behaviors: Communication & Coordination
- Week 06 Improving Teams: Team Development Interventions
- Week 07 Teamwork Behaviors: Leadership
- Week 08 Teamwork Behaviors: Conflict & Cohesion and Mid-term Exam
- Week 09 Teams in Context Overview
- Week 10 Teams in Context: Multiteam Systems
- Week 11 Teams in Context: Multicultural Teams
- Week 12 Teams in Context: Extreme Teams & Healthcare Teams
- Week 13 Teams in Context: Team Science
- Week 14 Teams in Context: Virtual Teams, Teams & Technology
- Week 15 The Future of Teamwork
- Week 16 Team Diagnosing Project Presentations and Final Exam

Duplication (if applicable)

Info about the proposed new course was sent well in advance to all departments within the CBSHS for their evaluation and input; no objection has been received. Further, a review of the undergraduate catalog as well as the syllabus repository has failed to highlight potential duplication issues.

Syllabus

Upload File: [PSYC 4770_Syllabus-20180214144603.pdf](#)

	03/08/18
Chair, Department Curriculum Committee	Date
	3/17/18
Department Chair	Date
	3/13/18
Chair, College Curriculum Committee	Date
	3-13-18
College Dean	Date
Director, Calhoun Honors College	Date
Chair, Undergraduate Curriculum Committee	Date
Chair, Graduate Curriculum Committee	Date

000058

Date

Provost

President

Date

Change Undergraduate Course

Change a Course

Subject: PSYC-Psychology
Number: 4950
Effective Term: Fall 2018
Title: Pract Applied Psych
Honors Course:
 Add Honors Course:
Last Term Course was taught: 201308

Brief Statement of Change Based on Assessment Results:

The current catalog description is too narrow to capture the variety of experiences students have with this course. Change in description removes specific reference to just problems in industrial settings.

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 Students are provided practical experience in the area of applied psychology. Students usually are involved in a project designed to help solve an industrial problem through a direct application of industrial or social psychology.
To Students are provided practical experience in the use of psychological theory and research in an applied setting.

Learning Objectives

- 1 Students will be able to adapt psychological theory and findings to meet the needs of an applied setting
- 2 Students will be able to discuss the application of psychology to a given problem
- 3 Students will be able to articulate areas for caution in the translation of theory and scientific findings to real world settings
- 4 Students will learn the practical implications of ethical principles
- 5 Students will gain an understanding of careers in applied psychology

Topical Outline

Week 01 Professional responsibilities and introduction to the work site
 Week 02 Shadow professional at work site; assist with tasks as able and needed
 Week 03 Shadow professional at work site; assist with tasks as able and needed
 Week 04 Shadow professional at work site; assist with tasks as able and needed
 Week 05 Shadow professional at work site; assist with tasks as able and needed
 Week 06 Shadow professional at work site; assist with tasks as able and needed
 Week 07 Shadow professional at work site; assist with tasks as able and needed
 Week 08 Midterm feedback from site supervisor and from student; continue to shadow
 Week 09 Shadow professional at work site; assist with tasks as able and needed
 Week 10 Shadow professional at work site; assist with tasks as able and needed
 Week 11 Shadow professional at work site; assist with tasks as able and needed
 Week 12 Shadow professional at work site; assist with tasks as able and needed
 Week 13 Shadow professional at work site; assist with tasks as able and needed
 Week 14 Shadow professional at work site; assist with tasks as able and needed
 Week 15 Shadow professional at work site; assist with tasks as able and needed
 Week 16 Final summary of practicum

Duplication (if applicable)

N/A

000060

Evaluation

Undergraduate

A 90 - 100

B 80 - 89

C 70 - 79

D 60 - 69

F < 60

Final grades will be based on fulfilling the requirements of your position at the worksite. 100%

Syllabus

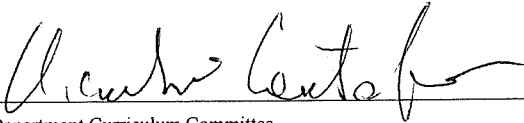
Upload File: [Psych495_syllabus-20180306151303.pdf](#)




Form

User ID: ccantal Name: Claudio Cantalupo

Date: 03/06/2018 Number: 38316


Chair, Department Curriculum Committee 03/07/18
Date


Department Chair 3/8/18
Date


Chair, College Curriculum Committee 3/9/18
Date


College Dean 3-13-18
Date

Director, Calhoun Honors College Date

Chair, Undergraduate Curriculum Committee Date

Chair, Graduate Curriculum Committee Date

Provost Date

President Date

000062

Change Undergraduate Course**Change a Course**

Subject: HLTH-Health
Number: 4970
Effective Term: Fall 2018
Title: Creative Inq in Public Health

Honors Course:

 Add Honors Course:

Last Term Course was taught: 2019

Brief Statement of Change Based on Assessment Results:

Student evaluation is proposed to change from a letter grade scheme to Pass/No Pass. Given the nature of the CI courses that have been offered in the DPHS, it was hard for instructors to adequately discriminant letter grades.

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 Grade Mode

From Standard Letter

To Pass/No Pass

Learning Objectives

In consultation with and under the direction of a faculty member, students pursue scholarly activities. Specific learning objectives vary by instructing research mentors.

Topical Outline

Varies dependent on purpose of CI and number of credits awarded

000063

Evaluation

Undergraduate

A 90 - 100

B 80 - 89

C 70 - 79

D 60 - 69

F < 60

Pass / No Pass

Example:

Pass > 79%

No Pass < 79%

Final course grade is calculated by:

20% Final project

15% Movie reflection

30% Class participation (Includes responsibility as the activity lead)

10% In-class quiz

15% Data Entry: Observation Checklist & REACH

10% Completion of CITIT and Flu vaccine

SyllabusUpload File: [Creative Inquiry_fall_2018_SYLLABUS-20180116132226.docx](#)

Description: Example CI Syllabus

Form

User ID: faltad Name: Deborah Falta

Date: 01/18/2018 Number: 37116

000064

J.P. K. Leonard _____ Date 2/8/2018
Chair, Department Curriculum Committee

[Signature] _____ Date 2/12/18
Department Chair

Mr. M. Coggeshall _____ Date 2/16/18
Chair, College Curriculum Committee

[Signature] _____ Date 2/19/18
College Dean

Director, Calhoun Honors College Date

Chair, Undergraduate Curriculum Committee Date

Chair, Graduate Curriculum Committee Date

Provost Date

President Date