



Curriculum and Course Change System - Print Major Form

000038

**Add Major Name:** Youth Development Studies

**Degree:** BS

**Effective Catalog Year:** 2014

**Explanation:** The proposed Bachelor of Science (B.S.) in Youth Development Studies is designed to fill the need across the state, region, and nation for formal education that better prepares students for professional careers in youth-serving programs and organizations. This innovative, part-time, twelve-month online degree completion program is designed primarily to meet the needs of non-traditional students who have not yet obtained a Baccalaureate degree. The program will be attractive to working professionals who are currently employed within youth development organizations, as well as those adult students who desire to work on behalf of young people in programs that promote positive well-being.

This proposed B.S. Degree will be administered by the faculty in Clemson University's Youth Development Leadership Program (YDL), an academic unit within the School of Community and Life Enrichment (SCALE) and the College of Health, Education, and Human Development (HEHD). Courses will be taught by faculty within the YDL program, as well as by faculty in other academic units within SCALE and HEHD. Possible collaborating units include including Clemson's Department of Parks, Recreation, and Tourism Management (PRTM), the Youth Learning Institute (YLI), and the Institute for Family and Neighborhood Life (IFNL).

The proposed program will offer a B.S. Degree in Youth Development Studies. Students will be accepted into the program following successful completion of at least 60 credit hours that will transfer into Clemson University, including coursework that fulfills the University's General Education requirements. The B.S. Degree in Youth Development Studies will consist of 60 credit hours of upper-level coursework. All courses reflect the content knowledge embedded in the 10 Core Competencies for Afterschool and Youth Development Professionals developed by the National Afterschool Association (NAA) and National Institute on Out-of-School Time (NIOST). The program will be located on campus, yet all courses will be provided through distance delivery, with students required to attend annual on-campus visits connected to their coursework.

According to the Bureau of Labor Statistics Occupational Outlook Handbook (2012-13), demand for youth workers and youth program directors are expected to grow faster than average for all occupations, and are expected to grow by at least 27% over the next decade. According to the Bureau of Labor Statistics (2012), advancement opportunities in the field are limited without higher education, particularly at the Baccalaureate level. Based on the gaps in baccalaureate-level education for youth workers and the consistent identification of professional education and training as a high priority for the field of youth development, we anticipate a strong demand for the program. Clemson's current online Master of Science degree in Youth Development Leadership can be used as a guide. The online MS program has been in existence since 2006, and regularly attracts between 25-30 new students per year.

**Form Originator:** RBJ, Robert Barcelona Jr **Date Form Created:** 4/19/2013

**Form Last Updated by:** , **Date Form Last Updated:** 4/22/2013

**Form Number:** 6062

**Approval**

	4/18/13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	4/19/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	4/26/13		8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
	4/24/13		8/16/13
College Dean	Date	President	Date

**Clemson University**  
**College of Health, Education, and Human Development**  
**Youth Development Studies**

**YDP 305: Theory and Philosophy of Youth Development Work (3 credits)**

**Description:** This course examines the philosophical, conceptual, and theoretical frameworks of positive youth development from the perspective of real-world application within developmental systems. Students will explore both the distinctiveness and complementarity between problem-focused and youth development approaches to youth work, and will work on building a common language for the field.

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. Articulate the processes, practices, and principles associated with the positive youth development approach.
2. Compare and contrast positive youth development with problem-behavior/risk-reduction approaches to working with youth.
3. Develop a working understanding of the major frameworks associated with positive youth development, including developmental assets, ecological systems, the five/six C's, scaffolding, civic engagement, and resilience among others.
4. Understand the various developmental ecologies, as well as the social and contextual factors, that influence youth well-being, and how youth development professionals interact and work with stakeholders across different ecological domains.
5. Identify research-based evidence that supports effective youth development programs, services, supports, and opportunities.

**Required Readings:**

- Silbereisen, R.K., & Lerner, R.M. (2007). *Approaches to Positive Youth Development*. Los Angeles, CA: Sage Publications.
- A supplemental course readings packet will be made available to students.

**Unit Topics:**

1. Positive Youth Development vs. Problem-Behavior Approaches to Youth Work (4 hours)
2. Features of Positive Youth Development Systems and Organizations (4 hours)
3. Developmental Systems Theory/Ecological Approaches (8 hours)
4. Understanding Theory – Disciplinary and Multi-Disciplinary Approaches (8)
5. Developmental Assets, Protective Factors, and Resiliency (8 hours)
6. Youth Participation, Initiative, Engagement, and Voice (8 hours)
7. Evidence-Based Youth Development Programs (5 hours)

**Grading Scale:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

**Assignments:**

- Class Participation (15%)
- Discussion Boards (20%)
- Concept Quizzes (10%)
- Youth Issues Paper (20%)
- Research to Reality Project (25%)
- Group/Team Presentations (10%)

**Bachelor of Science (B.S) in Youth Development Studies (degree completion program)**

*Courses Taken PRIOR to Transfer into the B.S. in Youth Development Studies\**

<b>Category</b>	<b>Course Examples</b>	<b>Credit Hours</b>
Clemson University General Education Requirements	<ul style="list-style-type: none"> <li>- Communication (6 credits)</li> <li>- Math, Science, Technology (10 credits)</li> <li>- Arts and Humanities (6 credits)</li> <li>- Social Sciences (6 credits)</li> <li>- Cross Cultural Awareness (3 credits)</li> <li>- Science/Technology in Society (3 credits)</li> </ul>	33 credit hours (academic/professional development is covered by YDP 450)
Supporting Electives	- Elective courses pursuant to student interests.	27 credits
		<b><u>60 credits</u></b>

\* **NOTE:** Students must complete 60 credit hours of coursework prior to enrollment in the B.S. in Youth Development Studies degree. Included in these 60 hours (either General Education or Supporting Electives) should be coursework that would reflect the following: 1) introductory psychology, 2) human growth and development, 3) computer applications, and 4) introductory statistics. These four areas may be covered in either supporting electives or General Education. Students must have a 2.5 GPA or better on all previous college coursework to be eligible for transfer admission into Clemson University, and prior coursework must be accepted as transfer credit by Clemson University. All courses taken prior to coming to Clemson must articulate for the purposes of meeting CU General Education requirements.

*Courses Taken AFTER Transfer into the B.S. in Youth Development Studies*

<b>Category</b>	<b>Course Examples</b>	<b>Credit Hours</b>
Youth Development Core Coursework	<ul style="list-style-type: none"> <li>- YDP 300: Youth Development in Society (3 hrs.)</li> <li>- YDP 305: Theory &amp; Philosophy of Youth Dev. Work (3 hrs.)</li> <li>- YDP 310: Youth Development and the Family (3 hrs.)</li> <li>- YDP 315: Community Youth Development Systems (3 hrs.)</li> <li>- YDP 320: Youth Dev. in Sport and Phys. Activities (3 hrs.)</li> <li>- YDP 325: Working with Diverse Youth (3 hrs.)</li> <li>- YDP 330: Designing Effective Youth Programs (3 hrs.)</li> <li>- YDP 335: Youth Activity Facilitation and Leadership (3 hrs.)</li> <li>- YDP 340: Delivering Effective Youth Programs (3 hrs.)</li> <li>- YDP 345: Creative Activities for Youth (3 hrs.)</li> <li>- YDP 440: Program Evaluation and Assessment (3 hrs.)</li> <li>- YDP 445: Admin. of Youth Development Orgs. (3 hrs.)</li> <li>- YDP 450: Prof. Issues and Ethics in Youth Dev. (3 hrs.)</li> <li>- YDP 455: Youth and Technology (3 hrs.)</li> <li>- YDP 499: Youth Development Fieldwork (3-6 hrs.)</li> </ul>	45 – 48 credits
Approved Concentration Area Courses	- Coursework taken in existing Clemson online Certificates such as Non Profit Leadership, Event Management, Camp Management, Athletic Leadership	12 – 15 credits
		<b>60 credits</b>
<b>Total Credits to Graduate:</b>		<b>120 credits</b>

**Clemson University**  
**B.S. in Youth Development Studies Curriculum Map**

<b>Year One</b>		<b>Year Two</b>		<b>Year Three</b>		<b>Year 4</b>	
First Half	YDP 300: Youth Development in Society <sup>1</sup>	YDP 310: Youth Development and the Family	YDP 320: Youth Development in Sport & Physical Activities	YDP 330: Designing Effective Youth Programs	YDP 340: Delivering Effective Youth Programs	YDP 345: Creative Activities for Youth	YDP 355: Youth Activity Facilitation and Leadership
Second Half	YDP 305: Theory and Philosophy of Youth Development Work	YDP 315: Community Youth Development Systems	YDP 325: Working with Diverse Youth	YDP 445: Administration of Youth Development Organizations	YDP 450: Professional Issues and Ethics in Youth Development	YDP 440: Youth Program Assessment and Evaluation	YDP 450: Professional Issues and Ethics in Youth Development
First Half	Approved Concentration Course <sup>2</sup> OR YDP 499: Youth Development Fieldwork <sup>3</sup>	Approved Concentration Course <sup>2</sup> OR YDP 499: Youth Development Fieldwork <sup>3</sup>	Approved Concentration Course <sup>2</sup> OR YDP 499: Youth Development Fieldwork <sup>3</sup>	Approved Concentration Course <sup>2</sup> OR YDP 499: Youth Development Fieldwork <sup>3</sup>	Approved Concentration Course <sup>2</sup> OR YDP 499: Youth Development Fieldwork <sup>3</sup>	Approved Concentration Course <sup>2</sup> OR YDP 499: Youth Development Fieldwork <sup>3</sup>	Approved Concentration Course <sup>2</sup> OR YDP 499: Youth Development Fieldwork <sup>3</sup>
Second Half	YDP 455: Youth and Technology						

<sup>1</sup> A second section of this course will be offered in Spring I for Spring semester transfers

<sup>2</sup> Students will choose existing CU online courses that they can apply towards an approved concentration (e.g. Nonprofit Leadership, Camp Management, Event Management, Athletic Leadership)

<sup>3</sup> Students will complete between 3-6 hours of supervised hands-on field work in a youth serving organization



Curriculum and Course Change System - General Education Checklist

000042

Major Name: B.S. in Youth Development Studies

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	X	..	..	..
Academic & Professional Development			X YDP 450	..
Mathematics	X	..	..	..
Natural Science with lab	X	..	..	..
Math or Natural Science	X	..	..	..
Arts & Humanities (Literature)	X	..	..	..
Arts & Humanities (Non-Literature)	X	..	..	..
Social Sciences	X	..	..	..
Cross-Cultural Awareness	X	..	..	..
Science and Tech. in Society	X	..	..	..

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

Distributed Competencies

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** Ethical judgment and decision-making is a critical competency for youth development workers, and students in the B.S. in Youth Development Studies program will be exposed to course content and hands-on assignments related to this area throughout their curriculum. In particular, students will engage in a focused discussion of ethical judgement during their upper level youth development courses such as:

YDP 440 (Youth Program Assessment and Evaluation): Demonstrate an understanding of key ethical issues and challenges related to program evaluation, particularly as it applies to youth-oriented programs and services.

YDP 445 (Administration of Youth Development Organizations): Discuss principles of ethical leadership, and create a plan for incorporating ethical leadership into an organizations' core values.

YDP 450 (Professional Issues and Ethics in Youth Development): Apply ethical decision-making frameworks in the development of solutions to contemporary issues impacting the practice of youth development leadership.

YDP 499 (Youth Development Fieldwork): Write guided reflections on work activities, integrating applicable youth development theories, ethical decision-making frameworks and techniques with professional experiences in youth development practice.

In each of these cases, written assignments (and, in the case of YDP 499, practical field-based experiences) will be required of students that will ask them to specifically address ethical judgment and decision-making within the context of youth work. Specifically, in YDP 450 (Professional Issues and Ethics in Youth Development), students will be asked to engage a variety of real-world case studies covering issues in youth activity leadership, programming, administration, and evaluation, and apply ethical decision-making principles to help solve problems. Students will also be asked to deliver an oral presentation defending their thinking and rationale using an online lecture capture program, and students will be given the opportunity to react and respond electronically to other students' presentations.

Students should achieve a score of 75% or better on the written assignment and oral presentation in YDP 450. If more than 20% of students do not achieve a score of 75% or better on the initial assignment, adjustments will be made to YDP courses to ensure that ethical judgment features more prominently in course discussions.

**Communication Integration Plan - Address competencies, implementation, and assessment:** Strong written and oral communication is a hallmark of effective youth work, and professional communication experiences are interwoven throughout the B.S. in Youth Development Studies program. For example, each of the 300 and 400 level courses require students to complete written assignments either in traditional paper-format, or by using electronic written communication techniques (e.g. online discussion boards, presentation software). In addition, all of the courses require students to participate in individual and/or team presentations during live-synchronous class meetings.

More specifically, in YDP 450 (Professional Issues and Ethics in Youth Development), students will engage in three key assignments designed to assess communication competencies directly. First, students will be asked students to engage a variety of real-world case studies covering issues in youth activity leadership, programming, administration, and evaluation, and apply ethical decision-making principles to help solve problems. Students will also be asked to deliver an oral presentation defending their thinking and rationale using an online lecture capture program, and students will be given the opportunity to react and respond to other students' presentations. Second, based on their interests, students will develop a set of guiding research questions that they believe are important for the field of youth development, and will develop a comprehensive literature review paper covering the published studies related to their area of interest. Students will be asked to identify strengths, weaknesses, and gaps in the literature, and will be required to provide recommendations for future research in their area of interest. Finally, students will present the results of the literature reviews and study ideas during on-campus activities associated with the College of HEHD's spring research forum, including developing a professional poster and 20-minute oral presentation of their research ideas. Oral presentations will be given in front of their peers, YDP faculty, and graduate students in the online M.S. degree in Youth Development Leadership who will also be on campus at the same time.

Students should achieve a score of 75% or better on each of these assignments. If more than 20% of students do not achieve a score of

000043

75% or better on the assignments, adjustments will be made to YDP courses to ensure that effective written and oral communication skills are featured more prominently in YDP courses.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Opportunities to engage in critical thinking is also interwoven throughout the B.S. in Youth Development Studies program. Each of the 300 level courses require students to engage in weekly asynchronous discussions using the Discussion Board feature in Blackboard. Online discussions provide students with an opportunity to read and react to a case study or critical question related to the weekly topic. Students do research on the topic, post an initial response, read and provide feedback on their peers' initial responses, and react to their peers' feedback through followup responses. This ongoing cycle helps students to develop their critical thinking skills, and the public presentation of their ideas via online learning technologies enables students to practice good reasoning, critical thinking, and communication skills on a weekly-basis.




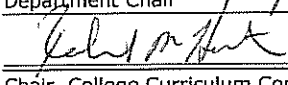
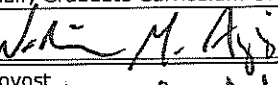
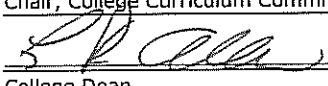

While critical thinking is a hallmark of all of the courses in the YDP program, this competency will be formally assessed in two courses - YDP 450 (Professional Issues and Ethics in Youth Development) and YDP 499 (Youth Development Fieldwork). Specifically, students will engage in assignments in each of these courses that will allow faculty to assess critical thinking competencies. In YDP 450, students will develop a set of guiding research questions that they believe are important for the field of youth development, and will develop a comprehensive literature review paper covering the published studies related to their area of interest. Students will be asked to identify strengths, weaknesses, and gaps in the literature, and will be required to provide recommendations for future research in their area of interest. Finally, students will present the results of the literature reviews and study ideas during on-campus activities associated with the College of HEHD's spring research forum, including developing a professional poster and 20-minute oral presentation of their research ideas. Oral presentations will be given in front of their peers, YDP faculty, and graduate students in the online M.S. degree in Youth Development Leadership who will also be on campus at the same time. Critical thinking will be assessed in students' ability to develop and identify pressing research questions for the youth development field, and in their ability to evaluate the strengths and weaknesses of the existing knowledge base and develop a practical set of recommendations for advancing the body of knowledge in the future. In YDP 499, students will engage in hands-on experiential learning opportunities in a youth development organization of their choice, and will conceptualize and deliver a special project that is implemented based on the needs the youth development organization that students are working with. Critical thinking will be assessed based on students' abilities to successfully carry out the special project, and their ability to troubleshoot various problems and issues involved in their experiential learning activities. More specifically, students will engage in a set of guided, written reflections of their experiences, where they will be asked to critically analyze their experiences based on what they have learned in their YDP courses.

Students should achieve a score of 75% or better on each of these assignments. If more than 20% of students do not achieve a score of 75% or better on assignment, adjustments will be made to YDP courses to ensure that effective critical thinking skills are featured more prominently in YDP courses.

**Form Originator:** RBJ, Robert Barcelona Jr **Date Form Created:** 4/22/2013

**Form Last Updated by:** RBJ, Robert Barcelona Jr **Date Form Last Updated:** 4/22/2013 **Form Number:** 6064

## Approval

	4/18/13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	4/19/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	4/26/13		8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
	4/29/13		8/16/13
College Dean	Date	President	Date



Curriculum and Course Change System - Print New Course Form

000044

**Course Abbreviation & Number:**

- X New Undergraduate Course: YDP- 300
- .. New Honors Course: --
- .. New Graduate Course: -

**Effective Term:** 08/2014

**Catalog Title:** Youth Development in Society

**Transcript Title:** Youth Dev in Society

**Fixed Credit Course:** 3 (3,0)

**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X 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:** This course will provide an overview of youth development in society. It will examine social change and its impact on youth development, the historical development of youth programs, programs and plans designed to be responsive to youth issues, and supports to assist youth in becoming healthy, productive, and engaged citizens. *Restricted to the cohort*

**Prerequisite(s):**

**Projected Enrollment:**

Year 1 - 15 Year 2 - 20 Year 3 - 25 Year 4 - 25

**Required course for students in:** B.S. in Youth Development Studies

**Statement of need and justification based on assessment results of student learning outcomes:** Course required for a new online undergraduate (B.S.) degree completion program in youth development studies. Course content and learning outcomes are based on the NAA/NIOST 10 Core Knowledge and Competencies for Youth Development Professionals, as well as needs assessment data collected from professionals in the field of youth development.

**Textbook(s):** Text: Savage, J. (2007). Teenage: The Creation of Youth Culture. New York, NY: Viking Books.

A supplemental course readings packet will be made available to students.

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

1. Demonstrate knowledge of adolescence as a developmental life stage, and the concept of youth development in society.
2. Compare and contrast the social environment and circumstances impacting youth development and youth programs throughout the 19th, 20th, and 21st century.
3. Analyze risk and problem behavior in youth populations, and identify applicable supports, programs, and resources available that build resilience and strengthen protective factors.
4. Identify and discuss the services of the major public, private, and non-profit organizations and local, state, and federal programs addressing youth development.
5. Know the key goals and outcomes of positive youth development programs and settings, and analyze them within the context of real-world youth serving organizations.

**Topical Outline:** 1. The concept of "adolescence" and principles of positive youth development (9 hours)

2. Socio-cultural influences on the development of youth (9 hours)
3. Historical missions and perspectives of youth programs and organizations (9 hours)
4. Risk, problem-behavior, resiliency and protective factors (9 hours)
5. Programs and settings that promote positive youth development (9 hours)

**Evaluation:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

- Class Participation (15%)
- Discussion Boards (25%)
- Article Reviews and Critiques (15%)
- Concept Quizzes (10%)
- Positive Youth Development Program Case Study (15%)
- Final Comprehensive Exam (20%)

**Duplication (if applicable):** None. This is a fully online course focused on content related specifically to academic preparation in youth development.

**Form Originator:** RBJ, Robert Barcelona Jr **Date Form Created:** 4/18/2013

**Form Last Updated by:** RBJ, Robert Barcelona Jr **Date Form Last Updated:** 4/22/2013

**Form Number:** 6047

**Approval**

	4/18/13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date

000045

Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>William H. Dur</i>	4/19/13	<i>Natalie M. Hill</i>	8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>[Signature]</i>	4/26/13		
College Dean	Date	President	Date
<i>Lance Allen</i>	7/24/13	<i>[Signature]</i>	8/16/13
Director, Calhoun Honors College	Date		



**Clemson University**  
**College of Health, Education, and Human Development**  
**Youth Development Studies**

**YDP 300: Youth Development in Society (3 credits)**

**Description:** This course will provide an overview of youth development in society. It will examine social change and its impact on youth development, the historical development of youth programs, programs and plans designed to be responsive to youth issues, and supports to assist youth in becoming healthy, productive, and engaged citizens.

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge of adolescence as a developmental life stage, and the concept of youth development in society.
2. Compare and contrast the social environment and circumstances impacting youth development and youth programs throughout the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> century.
3. Analyze risk and problem behavior in youth populations, and identify applicable supports, programs, and resources available that build resilience and strengthen protective factors.
4. Identify and discuss the services of the major public, private, and non-profit organizations and local, state, and federal programs addressing youth development.
5. Know the key goals and outcomes of positive youth development programs and settings, and analyze them within the context of real-world youth serving organizations.

**Required Readings:**

- Text: Savage, J. (2007). *Teenage: The Creation of Youth Culture*. New York, NY: Viking Books.
- A supplemental course readings packet will be made available to students.

**Unit Topics:**

1. The concept of "adolescence" and principles of positive youth development (9 hours)
2. Socio-cultural influences on the development of youth (9 hours)
3. Historical missions and perspectives of youth programs and organizations (9 hours)
4. Risk, problem-behavior, resiliency and protective factors (9 hours)
5. Programs and settings that promote positive youth development (9 hours)

**Grading Scale:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

**Assignments:**

- Class Participation (15%) – *Note:* Requires a visit to the Clemson University campus
- Discussion Boards (25%)
- Article Reviews and Critiques (15%)
- Concept Quizzes (10%)
- Positive Youth Development Program Case Study (15%)
- Final Comprehensive Exam (20%)



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

000047

**Course Abbreviation & Number:**

X New Undergraduate Course: YDP- 305

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 08/2014**Catalog Title:** Theory and Philosophy of Youth Development Work**Transcript Title:** Theory of Youth Dev**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X 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:** This course examines the philosophical, conceptual, and theoretical frameworks of positive youth development from the perspective of real-world application within developmental systems. Students will explore both the distinctiveness and complementarity between problem-focused and youth development approaches to youth work, and will work on building a common language for the field.

**Prerequisite(s):****Projected Enrollment:**

Year 1 - 15 Year 2 - 20 Year 3 - 25 Year 4 - 25

**Required course for students in:** B.S. in Youth Development Studies

**Statement of need and justification based on assessment results of student learning outcomes:** Course required for a new online undergraduate (B.S.) degree completion program in youth development studies. Course content and learning outcomes are based on the NAA/NIOST 10 Core Knowledge and Competencies for Youth Development Professionals, as well as needs assessment data collected from professionals in the field of youth development.

**Textbook(s):** • Silbereisen, R.K., & Lerner, R.M. (2007). Approaches to Positive Youth Development. Los Angeles, CA: Sage Publications.

• A supplemental course readings packet will be made available to students.

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

1. Demonstrate knowledge of adolescence as a developmental life stage, and the concept of youth development in society.
2. Compare and contrast the social environment and circumstances impacting youth development and youth programs throughout the 19th, 20th, and 21st century.
3. Analyze risk and problem behavior in youth populations, and identify applicable supports, programs, and resources available that build resilience and strengthen protective factors.
4. Identify and discuss the services of the major public, private, and non-profit organizations and local, state, and federal programs addressing youth development.
5. Know the key goals and outcomes of positive youth development programs and settings, and analyze them within the context of real-world youth serving organizations.

**Topical Outline:** 1. The concept of "adolescence" and principles of positive youth development (9 hours)

2. Socio-cultural influences on the development of youth (9 hours)
3. Historical missions and perspectives of youth programs and organizations (9 hours)
4. Risk, problem-behavior, resiliency and protective factors (9 hours)
5. Programs and settings that promote positive youth development (9 hours)

**Evaluation:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

- Class Participation (15%)
- Discussion Boards (25%)
- Article Reviews and Critiques (15%)
- Concept Quizzes (10%)
- Positive Youth Development Program Case Study (15%)
- Final Comprehensive Exam (20%)

**Duplication (if applicable):** None. This is a fully online course focused on content related specifically to academic preparation in youth development.

**Form Originator:** RBJ, Robert Barcelona Jr **Date Form Created:** 4/18/2013

**Form Last Updated by:** RBJ, Robert Barcelona Jr **Date Form Last Updated:** 4/19/2013

**Form Number:** 6048

**Approval**

*Robert Barcelona Jr*

5/3/2013

000048

<i>Robert Paulson</i>	4/18/13	<i>Carice W. ...</i>	5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>William H. ...</i>	4/19/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>[Signature]</i>	4/24/13	<i>John M. ...</i>	8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
College Dean	Date	President	Date
<i>Lorene K. ...</i>	4/24/13	<i>[Signature]</i>	8/16/13
Director, Calhoun Honors College	Date		

**Clemson University**  
**College of Health, Education, and Human Development**  
**Youth Development Studies**

**YDP 305: Theory and Philosophy of Youth Development Work (3 credits)**

**Description:** This course examines the philosophical, conceptual, and theoretical frameworks of positive youth development from the perspective of real-world application within developmental systems. Students will explore both the distinctiveness and complementarity between problem-focused and youth development approaches to youth work, and will work on building a common language for the field.

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. Articulate the processes, practices, and principles associated with the positive youth development approach.
2. Compare and contrast positive youth development with problem-behavior/risk-reduction approaches to working with youth.
3. Develop a working understanding of the major frameworks associated with positive youth development, including developmental assets, ecological systems, the five/six C's, scaffolding, civic engagement, and resilience among others.
4. Understand the various developmental ecologies, as well as the social and contextual factors, that influence youth well-being, and how youth development professionals interact and work with stakeholders across different ecological domains.
5. Identify research-based evidence that supports effective youth development programs, services, supports, and opportunities.

**Required Readings:**

- Silbereisen, R.K., & Lerner, R.M. (2007). *Approaches to Positive Youth Development*. Los Angeles, CA: Sage Publications.
- A supplemental course readings packet will be made available to students.

**Unit Topics:**

1. Positive Youth Development vs. Problem-Behavior Approaches to Youth Work (4 hours)
2. Features of Positive Youth Development Systems and Organizations (4 hours)
3. Developmental Systems Theory/Ecological Approaches (8 hours)
4. Understanding Theory – Disciplinary and Multi-Disciplinary Approaches (8)
5. Developmental Assets, Protective Factors, and Resiliency (8 hours)
6. Youth Participation, Initiative, Engagement, and Voice (8 hours)
7. Evidence-Based Youth Development Programs (5 hours)

**Grading Scale:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

**Assignments:**

- Class Participation (15%)
- Discussion Boards (20%)
- Concept Quizzes (10%)
- Youth Issues Paper (20%)
- Research to Reality Project (25%)
- Group/Team Presentations (10%)



000050

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

**Course Abbreviation & Number:**X **New Undergraduate Course:** YDP- 310.. **New Honors Course:** --.. **New Graduate Course:** -**Effective Term:** 08/2014**Catalog Title:** Youth Development and the Family**Transcript Title:** Youth Dev and Family**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X 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:** This course focuses on youth in the context of family development and interpersonal family dynamics. Students gain knowledge and skills to strengthen families and foster youth well-being. Students gain the skills to develop effective programs involving the family unit and the ability to conceptualize youth development from a systemic perspective.

**Prerequisite(s):****Projected Enrollment:**

Year 1 - 15 Year 2 - 20 Year 3 - 25 Year 4 - 25

**Required course for students in:** B.S. in Youth Development Studies

**Statement of need and justification based on assessment results of student learning outcomes:** Course required for a new online undergraduate (B.S.) degree completion program in youth development studies. Course content and learning outcomes are based on the NAA/NIOS 10 Core Knowledge and Competencies for Youth Development Professionals, as well as needs assessment data collected from professionals in the field of youth development.

**Textbook(s):** • Aufseeser, D., Jekielek, S. & Brown, B. (2006). The family environment and adolescent well-being: Exposure to Positive and Negative Influences. Child Trends and the National Adolescent Health Information Center.

• A supplemental course readings packet will be made available to students.

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

1. Describe the major concepts of family systems theory.
2. Understand and apply effective family intervention skills in fostering youth development.
3. Analyze personal family dynamics and levels of family functioning to better understand oneself as an instrument of service.
4. Apply knowledge to promote rather than impede relationships with families with the intent of advancing youth development.

**Topical Outline:** 1. Family dynamics and intervention (9 hours)

2. Family systems theory (9 hours)

3. Family context influences on youth development (9 hours)

4. Best-practices family-based youth development programs (9 hours)

5. Integrating and applying family involvement/intervention in positive youth development programs (9 hours)

**Evaluation:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

- Class Participation (20%)
- Discussion Boards (25%)
- Concept Quizzes (20%)
- Individual Paper – Synthesis of Learning on Family Systems and Youth Development (20%)
- Team Presentation (15%)

**Duplication (if applicable):** None. This is a fully online course focused on content related specifically to academic preparation in youth development.

**Form Originator:** RBJ, Robert Barcelona Jr **Date Form Created:** 4/18/2013

**Form Last Updated by:** , **Date Form Last Updated:** 4/22/2013

**Form Number:** 6049

**Approval**

	4/18/13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	4/19/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date

<i>Valerie M. [Signature]</i>	4-26-13	<i>Walter M. [Signature]</i>	8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
College Dean	Date	President	Date
<i>Samuel R. Allen</i>	4/24/13	<i>James O. [Signature]</i>	8/16/13
Director, Calhoun Honors College	Date		

**Clemson University**  
**College of Health, Education, and Human Development**  
**Youth Development Studies**

**YDP 310: Youth Development and the Family (3 credits)**

**Description:** This course focuses on youth in the context of family development and interpersonal family dynamics. Students gain knowledge and skills to strengthen families and foster youth well-being. Students gain the skills to develop effective programs involving the family unit and the ability to conceptualize youth development from a systemic perspective.

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. Describe the major concepts of family systems theory.
2. Understand and apply effective family intervention skills in fostering youth development.
3. Analyze personal family dynamics and levels of family functioning to better understand oneself as an instrument of service.
4. Apply knowledge to promote rather than impede relationships with families with the intent of advancing youth development.

**Required Readings:**

- Aufseeser, D., Jekielek, S. & Brown, B. (2006). *The family environment and adolescent well-being: Exposure to Positive and Negative Influences*. Child Trends and the National Adolescent Health Information Center.
- A supplemental course readings packet will be made available to students.

**Unit Topics:**

1. Family dynamics and intervention (9 hours)
2. Family systems theory (9 hours)
3. Family context influences on youth development (9 hours)
4. Best-practices family-based youth development programs (9 hours)
5. Integrating and applying family involvement/intervention in positive youth development programs (9 hours)

**Grading Scale:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

**Assignments:**

- Class Participation (20%)
- Discussion Boards (25%)
- Concept Quizzes (20%)
- Individual Paper – Synthesis of Learning on Family Systems and Youth Development (20%)
- Team Presentation (15%)



Curriculum and Course Change System - Print New Course Form

000053

**Course Abbreviation & Number:**

- X New Undergraduate Course: YDP- 315
- .. New Honors Course: --
- .. New Graduate Course: -

**Effective Term:** 08/2014

**Catalog Title:** Community Youth Development Systems

**Transcript Title:** Comm Youth Dev Sys

**Fixed Credit Course:** 3 (3,0)

**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X 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:** This course will focus on organizations and systems that offer opportunities for youth to reach their potential and develop competencies and assets. These approaches include studying educational systems that foster success, community organizations that engage youth in becoming leaders and contributing members, and environments that are conducive to youth well-being.

**Prerequisite(s):**

**Projected Enrollment:**

Year 1 - 15 Year 2 - 20 Year 3 - 25 Year 4 - 25

**Required course for students in:** B.S. in Youth Development Studies

**Statement of need and justification based on assessment results of student learning outcomes:** Course required for a new online undergraduate (B.S.) degree completion program in youth development studies. Course content and learning outcomes are based on the NAA/NIOST 10 Core Knowledge and Competencies for Youth Development Professionals, as well as needs assessment data collected from professionals in the field of youth development.

**Textbook(s):** • Text: Shinn, M. & Yoshikawa, H. (2008). Toward Positive Youth Development: Transforming Schools and Community Programs. Oxford University Press.

- A supplemental course readings packet will be made available to students.

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

1. Demonstrate and apply developmental systems theory (the social-ecological model) with the context of youth work, and understand its impact on youth development outcomes.
2. Describe the methods to promote positive youth development at the school and community level.
3. Analyze and integrate the literature supporting positive outcomes for youth in changing school and community policies and practices.
4. Compare and contrast afterschool program delivery within school- and community-based programs, and address the challenges associated with urban, suburban, and rural contexts.
5. Discuss the benefits and outcomes of family-school-community partnerships, and provide examples of evidence-based partnerships.

**Topical Outline:** 1. Developmental systems theory and its application to positive youth development (9 hours)

2. Positive youth development in schools (9 hours)
3. Neighborhood and community influences on youth development (9 hours)
4. Afterschool programs in schools and communities (9 hours)
5. Partnerships and integration of family, school, and community programs (9 hours)

**Evaluation:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

- Class Participation (20%)
- Discussion Boards (25%)
- Individual Paper (20%)
- Team Presentation (15%)
- Concept Quizzes (20%)

**Duplication (if applicable):** None. This is a fully online course focused on content related specifically to academic preparation in youth development.

**Form Originator:** RBJ, Robert Barcelona Jr **Date Form Created:** 4/18/2013

**Form Last Updated by:** , **Date Form Last Updated:** 4/22/2013

**Form Number:** 6050

**Approval**

	4/18/13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	4/19/13		



000054

Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>[Signature]</i>		<i>[Signature]</i>	8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
College Dean	Date	President	Date
<i>[Signature]</i>	8/16/13	<i>[Signature]</i>	8/16/13
Director, Calhoun Honors College	Date		

**Clemson University**  
**College of Health, Education, and Human Development**  
**Youth Development Studies**

**YDP 315: Community Youth Development Systems (3 credits)**

**Description:** This course will focus on organizations and systems that offer opportunities for youth to reach their potential and develop competencies and assets. These approaches include studying educational systems that foster success, community organizations that engage youth in becoming leaders and contributing members, and environments that are conducive to youth well-being.

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. Demonstrate and apply developmental systems theory (the social-ecological model) with the context of youth work, and understand its impact on youth development outcomes.
2. Describe the methods to promote positive youth development at the school and community level.
3. Analyze and integrate the literature supporting positive outcomes for youth in changing school and community policies and practices.
4. Compare and contrast afterschool program delivery within school- and community-based programs, and address the challenges associated with urban, suburban, and rural contexts.
5. Discuss the benefits and outcomes of family-school-community partnerships, and provide examples of evidence-based partnerships.

**Required Readings:**

- Text: Shinn, M. & Yoshikawa, H. (2008). *Toward Positive Youth Development: Transforming Schools and Community Programs*. Oxford University Press.
- A supplemental course readings packet will be made available to students.

**Unit Topics:**

1. Developmental systems theory and its application to positive youth development (9 hours)
2. Positive youth development in schools (9 hours)
3. Neighborhood and community influences on youth development (9 hours)
4. Afterschool programs in schools and communities (9 hours)
5. Partnerships and integration of family, school, and community programs (9 hours)

**Grading Scale:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

**Assignments:**

- Class Participation (20%)
- Discussion Boards (25%)
- Individual Paper (20%)
- Team Presentation (15%)
- Concept Quizzes (20%)



000056

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

**Course Abbreviation & Number:**

X New Undergraduate Course: YDP- 320

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 08/2014**Catalog Title:** Youth Development in Sport and Physical Activities**Transcript Title:** Youth Dev in Sport**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X 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:** This course examines the role of community-based sports in developing healthy youth. Specifically, the course examines the ways in which sport programs can be designed to maximize physical, intellectual, emotional, and social outcomes, and focuses on the role of key adults and institutions in the delivery of youth sport experiences.

**Prerequisite(s):****Projected Enrollment:**

Year 1 - 15 Year 2 - 20 Year 3 - 25 Year 4 - 25

**Required course for students in:** B.S. in Youth Development Studies

**Statement of need and justification based on assessment results of student learning outcomes:** Course required for a new online undergraduate (B.S.) degree completion program in youth development studies. Course content and learning outcomes are based on the NAA/NIOST 10 Core Knowledge and Competencies for Youth Development Professionals, as well as needs assessment data collected from professionals in the field of youth development.

**Textbook(s):** • Perkins, D.F., & Le Menestrel, S. (2007). Sports-based youth development. *New Directions for Youth Development*, 115, 1-118.

• Martens, R. (2001). *Directing youth sports programs*. Champaign, IL: Human Kinetics.

• A supplemental course readings packet will be made available to students.

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

1. Articulate the role of sports-based youth development programs in contributing to physical, intellectual, emotional, and social well-being.
2. Explore and differentiate the various contexts and settings where sports-based youth development programs take place, such as government agencies, schools and other educational institutions, community not-for-profit organizations, and commercial businesses.
3. Apply sports-based youth development frameworks and organizational best practices within the community youth sports system.
4. Apply relevant personnel management practices such as recruitment, selection, training, and evaluation to sports-based youth development organizations.
5. Develop an understanding of key issues related to sport and physical activity, and be able to articulate research-based organization or community-wide policy solutions to address those issues.

**Topical Outline:** 1. The Relationship Between Sports Participation and Youth Development (4 hours)

2. Settings and Contexts for Sports-Based Youth Development (4 hours)

3. Developing Youth Sport Philosophies and Policies (8 hours)

4. Characteristics and Best Practices of Sport-Based Youth Development Programs (8)

5. Managing People – Sport Volunteers and Parents (8 hours)

6. Managing Programs – Dealing with Risk, Finances, and Events (8 hours)

7. Trends and Issues in Sports-Based Youth Development (5 hours)

**Evaluation:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

- Class Participation (15%)
- Discussion Boards (20%)
- Concept Quizzes (20%)
- Sport Organizations Case Study (20%)
- Team Policies and Procedures Project (25%)

**Duplication (if applicable):** None. This is a fully online course focused on content related specifically to academic preparation in youth development.

**Form Originator:** RBJ, Robert Barcelona Jr **Date Form Created:** 4/18/2013

**Form Last Updated by:** , **Date Form Last Updated:** 4/22/2013

**Form Number:** 6051

**Approval**

000057  
5/3/2013

Chair, Department Curriculum Committee	Date	<i>Carissa W. Morrison</i>	Chair, Undergraduate Curriculum Committee	Date
<i>Wally Sawyer</i>	4/18/13			
Department Chair	Date	Chair, Graduate Curriculum Committee	Date	
<i>William H. Davis</i>	4/19/13	<i>Natalie M. Davis</i>	8/16/13	
Chair, College Curriculum Committee	Date	Provost	Date	
<i>Robert M. Hart</i>	4/26/13			
College Dean	Date	President	Date	
<i>Kenneth R. Allen</i>	4/24/13	<i>James S. [Signature]</i>	8/16/13	
Director, Calhoun Honors College	Date			

**Clemson University**  
**College of Health, Education, and Human Development**  
**Youth Development Studies**

**YDP 320: Youth Development in Sport and Physical Activities (3 credits)**

**Description:** This course examines the role of community-based sports in developing healthy youth. Specifically, the course examines the ways in which sport programs can be designed to maximize physical, intellectual, emotional, and social outcomes, and focuses on the role of key adults and institutions in the delivery of youth sport experiences.

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. Articulate the role of sports-based youth development programs in contributing to physical, intellectual, emotional, and social well-being.
2. Explore and differentiate the various contexts and settings where sports-based youth development programs take place, such as government agencies, schools and other educational institutions, community not-for-profit organizations, and commercial businesses.
3. Apply sports-based youth development frameworks and organizational best practices within the community youth sports system.
4. Apply relevant personnel management practices such as recruitment, selection, training, and evaluation to sports-based youth development organizations.
5. Develop an understanding of key issues related to sport and physical activity, and be able to articulate research-based organization or community-wide policy solutions to address those issues.

**Required Readings:**

- Perkins, D.F., & Le Menestrel, S. (2007). Sports-based youth development. *New Directions for Youth Development*, 115, 1-118.
- Martens, R. (2001). *Directing youth sports programs*. Champaign, IL: Human Kinetics.
- A supplemental course readings packet will be made available to students.

**Unit Topics:**

1. The Relationship Between Sports Participation and Youth Development (4 hours)
2. Settings and Contexts for Sports-Based Youth Development (4 hours)
3. Developing Youth Sport Philosophies and Policies (8 hours)
4. Characteristics and Best Practices of Sport-Based Youth Development Programs (8)
5. Managing People – Sport Volunteers and Parents (8 hours)
6. Managing Programs – Dealing with Risk, Finances, and Events (8 hours)
7. Trends and Issues in Sports-Based Youth Development (5 hours)

**Grading Scale:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

**Assignments:**

- Class Participation (15%)
- Discussion Boards (20%)
- Concept Quizzes (20%)
- Sport Organizations Case Study (20%)
- Team Policies and Procedures Project (25%)

000059



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

**Course Abbreviation & Number:**

X New Undergraduate Course: YDP- 325

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 08/2014**Catalog Title:** Working with Diverse Youth**Transcript Title:** Youth and Diversity**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X 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:** This course focuses on diversity in youth-oriented programs and settings, and provides an understanding of how race, ethnicity, gender, religion, disability, and social class affect youth development work. An emphasis is placed on building a working knowledge of cultural awareness and sensitivity as applied to the design of youth activities.

**Prerequisite(s):****Projected Enrollment:**

Year 1 - 15 Year 2 - 20 Year 3 - 25 Year 4 - 25

**Required course for students in:** B.S. in Youth Development Studies

**Statement of need and justification based on assessment results of student learning outcomes:** Course required for a new online undergraduate (B.S.) degree completion program in youth development studies. Course content and learning outcomes are based on the NAA/NIOST 10 Core Knowledge and Competencies for Youth Development Professionals, as well as needs assessment data collected from professionals in the field of youth development.

**Textbook(s):** • Text: Villarruel, F. A., Perkins, D.F., Borden, L.M., & Keith, J.G. (Eds.). (2003). Community youth development: Programs, policies, and practices. Thousand Oaks, CA: Sage Publications.

• A supplemental course readings packet will be made available to students.

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

1. Identify, access, and apply major theories of race, ethnicity, gender, social class, religiosity/spirituality, and disability as they apply to positive youth development programs and activities.
2. Compare and contrast the social and environmental circumstances impacting youth across diverse backgrounds.
3. Design and develop a youth development program that addresses issues of diversity and cultural awareness.
4. Evaluate the effectiveness of youth development programs within the context of diversity.

**Topical Outline:** 1. Introduction to Diversity and Cultural Competence (4 hours)

2. Multicultural Competencies in Youth Development Work (4 hours)

3. Race/Ethnicity and Youth Development (8 hours)

4. Social Class and Youth Development (8 hours)

5. Sex and Gender and Youth Development (8 hours)

6. Religion and Spirituality and Youth Development (4 hours)

7. Disability and Illness and Youth Development (4 hours)

8. Building Bridges Through Youth Development Programs (5 hours)

**Evaluation:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

- Class Participation (15%)
- Discussion Boards (25%)
- Article Reviews and Critiques (15%)
- Concept Quizzes (10%)
- Positive Youth Development Diversity Program (15%)
- Final Comprehensive Exam (20%)

**Duplication (if applicable):** None. This is a fully online course focused on content related specifically to academic preparation in youth development.

**Form Originator:** RB1, Robert Barcelona Jr **Date Form Created:** 4/18/2013

**Form Last Updated by:** , **Date Form Last Updated:** 4/19/2013

**Form Number:** 6052

**Approval**

Chair, Department Curriculum Committee

4/18/13

Date

Chair, Undergraduate Curriculum Committee

5/3/2013

Date

000050

Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>William H. Owen</i>	7/14/13	<i>Nelson M. Ajij</i>	8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>John M. Holt</i>	4/26/13		
College Dean	Date	President	Date
<i>Lester</i>	4/24/13	<i>James O. ...</i>	8/10/13
Director, Calhoun Honors College	Date		

**Clemson University**  
**College of Health, Education, and Human Development**  
**Youth Development Studies**

**YDP 325: Working with Diverse Youth (3 credits)**

**Description:** This course focuses diversity in youth-oriented programs and settings, and provides an understanding of how race, ethnicity, gender, religion, disability, and social class affect youth development work. An emphasis is placed on building a working knowledge of cultural awareness and sensitivity as applied to the design of youth activities.

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. Identify, access, and apply major theories of race, ethnicity, gender, social class, religiosity/spirituality, and disability as they apply to positive youth development programs and activities.
2. Compare and contrast the social and environmental circumstances impacting youth across diverse backgrounds.
3. Design and develop a youth development program that addresses issues of diversity and cultural awareness.
4. Evaluate the effectiveness of youth development programs within the context of diversity.

**Required Readings:**

- Text: Villarruel, F. A., Perkins, D.F., Borden, L.M., & Keith, J.G. (Eds.). (2003). *Community youth development: Programs, policies, and practices*. Thousand Oaks, CA: Sage Publications.
- A supplemental course readings packet will be made available to students.

**Unit Topics:**

1. Introduction to Diversity and Cultural Competence (4 hours)
2. Multicultural Competencies in Youth Development Work (4 hours)
3. Race/Ethnicity and Youth Development (8 hours)
4. Social Class and Youth Development (8 hours)
5. Sex and Gender and Youth Development (8 hours)
6. Religion and Spirituality and Youth Development (4 hours)
7. Disability and Illness and Youth Development (4 hours)
8. Building Bridges Through Youth Development Programs (5 hours)

**Grading Scale:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

**Assignments:**

- Class Participation (15%)
- Discussion Boards (25%)
- Article Reviews and Critiques (15%)
- Concept Quizzes (10%)
- Positive Youth Development Diversity Program (15%)
- Final Comprehensive Exam (20%)



000062



Curriculum and Course Change System - Print New Course Form

**Course Abbreviation & Number:**

X New Undergraduate Course: YDP- 330

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 08/2014

**Catalog Title:** Designing Effective Youth Programs

**Transcript Title:** Youth Program Design

**Fixed Credit Course:** 3 (3,0)

**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X 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:** This course introduces students to a variety of approaches to youth development programming. The main focus is on intentional or purposeful program planning designed to achieve targeted youth outcomes. As a class, students will design a youth development program that will be delivered as a component of YDP 340.

**Prerequisite(s):**

**Projected Enrollment:**

Year 1 - 15 Year 2 - 20 Year 3 - 25 Year 4 - 25

**Required course for students in:** B.S. in Youth Development Studies

**Statement of need and justification based on assessment results of student learning outcomes:** Course required for a new online undergraduate (B.S.) degree completion program in youth development studies. Course content and learning outcomes are based on the NAA/NIOST 10 Core Knowledge and Competencies for Youth Development Professionals, as well as needs assessment data collected from professionals in the field of youth development.

**Textbook(s):** 1. American Camp Association (2008). Designing Quality Youth Programs. Monterey, CA: Healthy Learning.  
 2. American Camp Association (2008). Creating Positive Youth Outcomes. Monterey, CA: Healthy Learning.  
 3. A supplemental course readings packet will be made available to students.

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

1. Articulate the purpose and reasons behind intentionality in youth development program design and understand how intentional program decisions connect to desired program outcomes.
2. Apply program theory in the design and development of intentional youth development program interventions.
3. Identify the steps involved in performing a program needs assessment, and develop a needs assessment process for an intentional youth development program.
4. Develop the vision, mission, goals and objectives for an intentional youth development program.
5. Compare and contrast various group planning and program techniques.
6. Apply the process for program marketing and promotion, and develop a set of promotions strategies effort for an intentional youth development program.

**Topical Outline:** 1. Intentionality and purposeful youth development programming (9 hours)  
 2. Assessing the need for youth development programs and interventions (9 hours)  
 3. Programming theories and program logic (4 hours)  
 4. Program planning – writing the program’s vision, mission, goals, and objectives (5 hours)  
 5. Group planning and programming techniques (9 hours)  
 6. Program marketing and promotion (9 hours)

**Evaluation:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

- Class Participation (20%)
- Discussion Boards (20%)
- Concept Quizzes (20%)
- Individual Project – Program Needs Assessment (20%)
- Team Project – Designing a Youth Development Program (20%)

**Duplication (if applicable):** None. This is a fully online course focused on content related specifically to academic preparation in youth development.

**Form Originator:** RBJ, Robert Barcelona Jr **Date Form Created:** 4/18/2013

**Form Last Updated by:** , **Date Form Last Updated:** 4/22/2013

**Form Number:** 6053

**Approval**

*Carrie W. Mink*

5/3/2013

000053

Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Ron Barber</i>	<i>7/18/12</i>		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>William J. Dean</i>	<i>4/19/13</i>	<i>Nate M. Hogg</i>	<i>8/16/13</i>
Chair, College Curriculum Committee	Date	Provost	Date
<i>John M. Hogg</i>	<i>4/16/13</i>		
College Dean	Date	President	Date
<i>L. R. Allen</i>	<i>4/24/13</i>	<i>James O. Holt</i>	<i>8/16/13</i>
Director, Calhoun Honors College	Date		

**Clemson University**  
**College of Health, Education, and Human Development**  
**Youth Development Studies**

**YDP 330: Designing Effective Youth Programs (3 credits)**

**Description:** This course introduces students to a variety of approaches to youth development programming. The main focus is on intentional or purposeful program planning designed to achieve targeted youth outcomes. As a class, students will design a youth development program that will be delivered as a component of YDP 340.

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. Articulate the purpose and reasons behind intentionality in youth development program design and understand how intentional program decisions connect to desired program outcomes.
2. Apply program theory in the design and development of intentional youth development program interventions.
3. Identify the steps involved in performing a program needs assessment, and develop a needs assessment process for an intentional youth development program.
4. Develop the vision, mission, goals and objectives for an intentional youth development program.
5. Compare and contrast various group planning and program techniques.
6. Apply the process for program marketing and promotion, and develop a set of promotions strategies effort for an intentional youth development program.

**Required Readings:**

- American Camp Association (2008). *Designing Quality Youth Programs*. Monterey, CA: Healthy Learning.
- American Camp Association (2008). *Creating Positive Youth Outcomes*. Monterey, CA: Healthy Learning.
- A supplemental course readings packet will be made available to students.

**Unit Topics:**

1. Intentionality and purposeful youth development programming (9 hours)
2. Assessing the need for youth development programs and interventions (9 hours)
3. Programming theories and program logic (4 hours)
4. Program planning – writing the program’s vision, mission, goals, and objectives (5 hours)
5. Group planning and programming techniques (9 hours)
6. Program marketing and promotion (9 hours)

**Grading Scale:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

**Assignments:**

- Class Participation (20%)
- Discussion Boards (20%)
- Concept Quizzes (20%)
- Individual Project – Program Needs Assessment (20%)
- Team Project – Designing a Youth Development Program (20%)



000065

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

**Course Abbreviation & Number:**

X New Undergraduate Course: YDP- 335

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 08/2014**Catalog Title:** Youth Activity Facilitation and Leadership**Transcript Title:** Activity Leadership**Fixed Credit Course:** 3 (3,0)**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:** This course provides a foundation for effective activity leadership to meet the needs of diverse youth populations. The course focuses on applying experiential learning approaches; different activity types; choosing activities based on intentionality, specificity, and applicability; activity sequencing; building individual and group efficacy; and activity debriefing and processing.

**Prerequisite(s):****Projected Enrollment:**

Year 1 - 15 Year 2 - 20 Year 3 - 25 Year 4 - 25

**Required course for students in:** B.S. in Youth Development Studies

**Statement of need and justification based on assessment results of student learning outcomes:** Course required for a new online undergraduate (B.S.) degree completion program in youth development studies. Course content and learning outcomes are based on the NAA/NIOST 10 Core Knowledge and Competencies for Youth Development Professionals, as well as needs assessment data collected from professionals in the field of youth development.

**Textbook(s):** • Roarke, M., & Evans, F. (2010). Play It, Measure It: Experiences Designed to Elicit Specific Youth Outcomes. Monterey, CA: Healthy Learning.

• A supplemental course readings packet will be made available to students.

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

1. Define and differentiate what makes a facilitator distinct from a 'teacher', 'coach' or 'chaperone'.
2. Observe, practice, and reflect on specific youth activities to develop a personal 'activity leadership' toolbox.
3. Assess group needs, select developmentally and sequentially appropriate activities, and implement those activities.
4. Share personal experiences of activity leadership methods that have worked / have not worked in their settings.
5. Analyze the universality of the 'experiencing - reflecting - applying' cycle
6. Demonstrate comprehension of activity leadership principles presented in course readings through their contributions to the course discussion boards.

**Topical Outline:** 1. Experiential learning theory and approaches to group work (4 hours)

2. The role of the facilitator as relationship-builder (4 hours)

3. Group stages - forming, storming, norming, performing (8 hours)

4. Sequencing of activities - icebreakers, trust/empathy building, communication/problem solving, social responsibility (8 hours)

5. Activities to develop individual and group efficacy (8 hours)

6. Age, developmental and personal differences (5 hours)

7. Debriefing and processing - experiencing, reflecting, applying (8 hours)

**Evaluation:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

- Class Participation (15%)
- Discussion Boards (20%)
- Concept Quizzes (20%)
- Leadership Experience Report (20%)
- Leadership Theory Application Paper (25%)

**Duplication (if applicable):** None. This is a fully online course focused on content related specifically to academic preparation in youth development.

**Form Originator:** RBJ, Robert Barcelona Jr **Date Form Created:** 4/18/2013

**Form Last Updated by:** , **Date Form Last Updated:** 4/22/2013

**Form Number:** 6054

**Approval**

	4/18/13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date

000066

Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>William H. Owen</i>	4/14/13	<i>John M. Hoff</i>	8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>Robert M. Hoff</i>	4/26/13		
College Dean	Date	President	Date
<i>Lance R. Allen</i>	4/17/13	<i>James J. Hoff</i>	8/16/13
Director, Calhoun Honors College	Date		

**Clemson University**  
**College of Health, Education, and Human Development**  
**Youth Development Studies**

**YDP 335: Youth Activity Facilitation and Leadership (3 credits)**

**Description:** This course will provide a foundation for effective activity leadership to meet the needs of diverse youth populations. The course will focus on applying experiential learning approaches; different activity types; choosing activities based on intentionality, specificity, and applicability; activity sequencing; building individual and group efficacy; and activity debriefing and processing.

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. Define and differentiate what makes a *facilitator* distinct from a 'teacher', 'coach' or 'chaperone'.
2. Observe, practice, and reflect on specific youth activities to develop a personal 'activity leadership' toolbox.
3. Assess group needs, select developmentally and sequentially appropriate activities, and implement those activities.
4. Share personal experiences of activity leadership methods that have worked / have not worked in their settings.
5. Analyze the universality of the 'experiencing - reflecting - applying' cycle
6. Demonstrate comprehension of activity leadership principles presented in course readings through their contributions to the course discussion boards.

**Required Readings:**

- Roarke, M., & Evans, F. (2010). *Play It, Measure It: Experiences Designed to Elicit Specific Youth Outcomes*. Monterey, CA: Healthy Learning.
- A supplemental course readings packet will be made available to students.

**Unit Topics:**

1. Experiential learning theory and approaches to group work (4 hours)
2. The role of the facilitator as relationship-builder (4 hours)
3. Group stages - forming, storming, norming, performing (8 hours)
4. Sequencing of activities - icebreakers, trust/empathy building, communication/problem solving, social responsibility (8)
5. Activities to develop individual and group efficacy (8 hours)
6. Age, developmental and personal differences (5 hours)
7. Debriefing and processing - experiencing, reflecting, applying (8 hours)

**Grading Scale:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

**Assignments:**

- Class Participation (15%)
- Discussion Boards (20%)
- Concept Quizzes (20%)
- Leadership Experience Report (20%)
- Leadership Theory Application Paper (25%)



Curriculum and Course Change System - Print New Course Form

000068

**Course Abbreviation & Number:**

X New Undergraduate Course: YDP- 340  
 .. New Honors Course: --  
 .. New Graduate Course: -

**Effective Term:** 08/2014

**Catalog Title:** Delivering Effective Youth Programs

**Transcript Title:** Youth Prog Delivery

**Fixed Credit Course:** 3 (3,0)

**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X 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:** This course provides students with the knowledge and tools to deliver and present effective and intentional youth development programs. The course builds on the content of YDP 330, and focuses on key programming issues such as animation plans, equipment and facilities, program flexibility, risk management, and formative and summative assessment.

**Prerequisite(s):** YDP 330

**Projected Enrollment:**

Year 1 - 15 Year 2 - 20 Year 3 - 25 Year 4 - 25

**Required course for students in:** B.S. in Youth Development Studies

**Statement of need and justification based on assessment results of student learning outcomes:** Course required for a new online undergraduate (B.S.) degree completion program in youth development studies. Course content and learning outcomes are based on the NAA/NIOST 10 Core Knowledge and Competencies for Youth Development Professionals, as well as needs assessment data collected from professionals in the field of youth development.

- Textbook(s):**
- American Camp Association (2008). Designing Quality Youth Programs. Monterey, CA: Healthy Learning.
  - American Camp Association (2008). Creating Positive Youth Outcomes. Monterey, CA: Healthy Learning.
  - A supplemental course readings packet will be made available to students.

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

1. Discuss the factors involved in successful program animation, and develop an animation plan for an actual youth development program.
2. Apply knowledge of facility design and planning, as well as proper equipment management, within the development of a youth development program plan.
3. Develop youth development program plans that meet the developmental needs of diverse youth.
4. Demonstrate the major components of sound risk management strategies, and develop a risk management plan for a youth development program.
5. Design a process for both formative and summative assessment of a youth development program, utilizing both quantitative and qualitative methods and techniques.

**Topical Outline:** 1. The role of facilities and equipment in developing a youth development program plan (9 hours)

2. Managing risk and promoting safety in program planning and delivery (9 hours)

3. Flexibility and adaptation – meeting the program needs of diverse participants

4. Animating a youth development program (9 hours)

5. Assessing and evaluating a youth development program through formative and summative processes (9 hours)

**Evaluation:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

- Class Participation (20%)
- Discussion Boards (20%)
- Concept Quizzes (20%)
- Team Project – Delivering a Youth Development Program (40%) – NOTE: Requires a visit to the Clemson University campus.

**Duplication (if applicable):** None. This is a fully online course focused on content related specifically to academic preparation in youth development.

**Form Originator:** RB1, Robert Barcelona Jr **Date Form Created:** 4/18/2013

**Form Last Updated by:** , **Date Form Last Updated:** 4/22/2013

**Form Number:** 6055

**Approval**

	4/18/13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date

000069

Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Walter H. Owen</i>	<i>4/19/13</i>	<i>John M. Ayers</i>	<i>8/16/13</i>
Chair, College Curriculum Committee	Date	Provost	Date
<i>Walter H. Owen</i>	<i>4/26/13</i>		
College Dean	Date	President	Date
<i>Walter H. Owen</i>	<i>4/24/13</i>	<i>James O. Johnston</i>	<i>8/16/13</i>
Director, Calhoun Honors College	Date		

|



**Clemson University**  
**College of Health, Education, and Human Development**  
**Youth Development Studies**

**YDP 340: Delivering Effective Youth Programs (3 credits)**

**Description:** This course provides students with the knowledge and tools to deliver and present effective and intentional youth development programs. The course builds on the content of YDP 330, and focuses on key programming issues such as animation plans, equipment and facilities, program flexibility, risk management, and formative and summative assessment.

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. Discuss the factors involved in successful program animation, and develop an animation plan for an actual youth development program.
2. Apply knowledge of facility design and planning, as well as proper equipment management, within the development of a youth development program plan.
3. Develop youth development program plans that meet the developmental needs of diverse youth.
4. Demonstrate the major components of sound risk management strategies, and develop a risk management plan for a youth development program.
5. Design a process for both formative and summative assessment of a youth development program, utilizing both quantitative and qualitative methods and techniques.

**Required Readings:**

- American Camp Association (2008). *Designing Quality Youth Programs*. Monterey, CA: Healthy Learning.
- American Camp Association (2008). *Creating Positive Youth Outcomes*. Monterey, CA: Healthy Learning.
- A supplemental course readings packet will be made available to students.

**Unit Topics:**

1. The role of facilities and equipment in developing a youth development program plan (9 hours)
2. Managing risk and promoting safety in program planning and delivery (9 hours)
3. Flexibility and adaptation – meeting the program needs of diverse participants
4. Animating a youth development program (9 hours)
5. Assessing and evaluating a youth development program through formative and summative processes (9 hours)

**Grading Scale:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

**Assignments:**

- Class Participation (20%)
- Discussion Boards (20%)
- Concept Quizzes (20%)
- Team Project – Delivering a Youth Development Program (40%) – *NOTE:* Requires a visit to the Clemson University campus.



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

000071

**Course Abbreviation & Number:**

X New Undergraduate Course: YDP- 345

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 08/2014**Catalog Title:** Creative Activities for Youth**Transcript Title:** Creative Activities**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X 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:** This course examines the use of various creative activities in youth programs. Students will explore the cognitive strengths of various creative activities, how to integrate creativity into youth programs, the importance of creative activities in community identity, and the availability of community resources.

**Prerequisite(s):****Projected Enrollment:**

Year 1 - 15 Year 2 - 20 Year 3 - 25 Year 4 - 25

**Required course for students in:** B.S. in Youth Development Studies

**Statement of need and justification based on assessment results of student learning outcomes:** Course required for a new online undergraduate (B.S.) degree completion program in youth development studies. Course content and learning outcomes are based on the NAA/NIOST 10 Core Knowledge and Competencies for Youth Development Professionals, as well as needs assessment data collected from professionals in the field of youth development.

**Textbook(s):** • Dewey, J. (2005). Art as Experience. New York, NY: Perigee Trade.

- Gardner, H. (2008). Multiple Intelligences: New Horizons. Basic Books.
- Borwick, D. (2012). Building Communities, Not Audiences: The Future of the Arts in the United States. Arts Engaged.
- A supplemental course readings packet will be made available to students.

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

1. Discuss creative activities, and various art forms, and their cognitive strengths;
2. Develop basic art activities appropriate for youth development-oriented programs;
3. Utilize creative activities as a means of developing individual and community identity;
4. Integrate creative arts activities into new and existing youth programs;
5. Identify available creative activities resources in the community.

**Topical Outline:** 1. Creative Activities – an introduction to the various creative activities forms, such as visual arts, dance, music, and theater, and their cognitive strengths (9 hours)

2. Creative activities such as visual thinking strategies, readers' theater, basic movement, making musical instruments from found objects, and basic rhythm patterns (9 hours)

3. Creative activities and the community – understanding how communities use arts as a form of identity (9 hours)

4. Integrating creative activities with new and existing youth development activities (9 hours)

5. Community resources in the arts – understanding how arts and other creative activities organizations view education and community engagement (9 hours)

**Evaluation:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

- Class Participation (10%)
- Discussion Boards (15%)
- Concept Quizzes (20%)
- Individual Paper: Creative Arts Experience and Skills (20%)
- Team Project: Creative Activities for Summer Camp (20%)
- Peer Evaluation (15%)

**Duplication (if applicable):** None. This is a fully online course focused on content related specifically to academic preparation in youth development.**Form Originator:** RBJ, Robert Barcelona Jr **Date Form Created:** 4/18/2013**Form Last Updated by:** , **Date Form Last Updated:** 4/19/2013**Form Number:** 6056**Approval**

5/3/2013

Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Robert Barber</i>	4/18/13		8/10/13
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>William H. Owen</i>	4/19/13	<i>Nicole M. Ayg</i>	8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>John M. Tate</i>	4/26/13		
College Dean	Date	President	Date
<i>L. R. Allen</i>	4/24/13	<i>James O. ...</i>	8/10/13
Director, Calhoun Honors College	Date		

000073

**Clemson University**  
**College of Health, Education, and Human Development**  
**Youth Development Studies**

**YDP 345: Creative Activities for Youth (3 credits)**

**Description:** This course examines the use of various creative activities in youth programs. Students will explore the cognitive strengths of various creative activities, how to integrate creativity into youth programs, the importance of creative activities in community identity, and the availability of community resources.

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. Discuss creative activities, and various art forms, and their cognitive strengths;
2. Develop basic art activities appropriate for youth development-oriented programs;
3. Utilize creative activities as a means of developing individual and community identity;
4. Integrate creative arts activities into new and existing youth programs;
5. Identify available creative activities resources in the community.

**Required Readings:**

- Dewey, J. (2005). *Art as Experience*. New York, NY: Perigee Trade.
- Gardner, H. (2008). *Multiple Intelligences: New Horizons*. Basic Books.
- Borwick, D. (2012). *Building Communities, Not Audiences: The Future of the Arts in the United States*. Arts Engaged.
- A supplemental course readings packet will be made available to students.

**Unit Topics:**

1. Creative Activities – an introduction to the various creative activities forms, such as visual arts, dance, music, and theater, and their cognitive strengths (9 hours)
2. Creative activities such as visual thinking strategies, readers' theater, basic movement, making musical instruments from found objects, and basic rhythm patterns (9 hours)
3. Creative activities and the community – understanding how communities use arts as a form of identity (9 hours)
4. Integrating creative activities with new and existing youth development activities (9 hours)
5. Community resources in the arts – understanding how arts and other creative activities organizations view education and community engagement (9 hours)

**Grading Scale:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

**Assignments:**

- Class Participation (10%)
- Discussion Boards (15%)
- Concept Quizzes (20%)
- Individual Paper: Creative Arts Experience and Skills (20%)
- Team Project: Creative Activities for Summer Camp (20%)
- Peer Evaluation (15%)



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

000074

**Course Abbreviation & Number:**

X New Undergraduate Course: YDP- 440

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 08/2014**Catalog Title:** Youth Program Assessment and Evaluation**Transcript Title:** Prog Assess and Eval**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X 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:** Youth development has generated best practice programs as a consequence of evidence-based assessment and evaluation. This course familiarizes students with current best practice programs. Evaluation design concepts and strategies provide a knowledge base that prepares students with the skills to employ in evaluations of youth development programs.

**Prerequisite(s):****Projected Enrollment:**

Year 1 - 15 Year 2 - 20 Year 3 - 25 Year 4 - 25

**Required course for students in:** B.S. in Youth Development Studies

**Statement of need and justification based on assessment results of student learning outcomes:** Course required for a new online undergraduate (B.S.) degree completion program in youth development studies. Course content and learning outcomes are based on the NAA/NIOST 10 Core Knowledge and Competencies for Youth Development Professionals, as well as needs assessment data collected from professionals in the field of youth development.

**Textbook(s):** • Kapp, S.A. & Anderson, G.A. (2010). Agency-based program evaluation. Sage.

• A supplemental course readings packet will be made available to students.

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

1. Articulate the purpose and reasons behind research-based assessment and evaluation of youth development programs and its contribution to evidence-based practice.
2. Analyze the social and political context of youth program evaluation, and how the political process can impact the program evaluation process.
3. Describe the principles of youth engagement, and how youth can be utilized as program evaluators.
4. Apply the concept of program intentionality in the development of a program theory or logic model that can be evaluated.
5. Compare and contrast quantitative and qualitative program evaluation designs, and apply each in the context of a youth program evaluation.
6. Discuss the key ethical issues and challenges related to program evaluation, particularly as it applies to youth-oriented programs and services.

**Topical Outline:** 1. Purpose and reasons for program assessment and evaluation (5 hours)

2. The social and political context of evaluation – evidence-based practice (4 hours)

3. Evaluating programs using logic models (9 hours)

4. Evaluation designs and frameworks – quantitative designs (9 hours)

5. Evaluation designs and frameworks – qualitative designs (9 hours)

6. Ethical issues and ethical challenges in program evaluation (5 hours)

7. Involving youth as program evaluators (4 hours)

**Evaluation:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

- Class Participation (20%)
- Discussion Boards (20%)
- Concept Quizzes (20%)
- Individual Logic Model Assignment (20%)
- Team Program Evaluation Project (20%)

**Duplication (if applicable):** None. This is a fully online course focused on content related specifically to academic preparation in youth development.

**Form Originator:** RB1, Robert Barcelona Jr **Date Form Created:** 4/18/2013

**Form Last Updated by:** , **Date Form Last Updated:** 4/22/2013

**Form Number:** 6057

**Approval**

*Carica W. Anderson*

5/3/2013

000075

Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>[Signature]</i>	4/18/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>[Signature]</i>	4/19/13	<i>[Signature]</i>	8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>[Signature]</i>	4/26/13		
College Dean	Date	President	Date
<i>[Signature]</i>	4/24/13	<i>[Signature]</i>	8/16/13
Director, Calhoun Honors College	Date		

000076

**Clemson University**  
**College of Health, Education, and Human Development**  
**Youth Development Studies**

**YDP 440: Youth Program Assessment and Evaluation (3 credits)**

**Description:** Youth development has generated best practice programs as a consequence of evidence-based assessment and evaluation. This course familiarizes students with current best practice programs. Evaluation design concepts and strategies provide a knowledge base that prepares students with the skills to employ in evaluations of youth development programs.

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. Articulate the purpose and reasons behind research-based assessment and evaluation of youth development programs and its contribution to evidence-based practice.
2. Analyze the social and political context of youth program evaluation, and how the political process can impact the program evaluation process.
3. Describe principles of youth engagement, and how youth can be utilized as program evaluators.
4. Apply the concept of program intentionality in the development of a program theory or logic model that can be evaluated.
5. Compare and contrast quantitative and qualitative program evaluation designs, and apply each in the context of a youth program evaluation.
6. Discuss the key ethical issues and challenges related to program evaluation, particularly as it applies to youth-oriented programs and services.

**Required Readings:**

- Kapp, S.A. & Anderson, G.A. (2010). *Agency-based program evaluation*. Sage.
- A supplemental course readings packet will be made available to students.

**Unit Topics:**

1. Purpose and reasons for program assessment and evaluation (5 hours)
2. The social and political context of evaluation – evidence-based practice (4 hours)
3. Evaluating programs using logic models (9 hours)
4. Evaluation designs and frameworks – quantitative designs (9 hours)
5. Evaluation designs and frameworks – qualitative designs (9 hours)
6. Ethical issues and ethical challenges in program evaluation (5 hours)
7. Involving youth as program evaluators (4 hours)

**Grading Scale:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

**Assignments:**

- Class Participation (20%)
- Discussion Boards (20%)
- Concept Quizzes (20%)
- Individual Logic Model Assignment (20%)
- Team Program Evaluation Project (20%)

000077


**Curriculum and Course Change System - Print New Course Form**
**Course Abbreviation & Number:**

 X **New Undergraduate Course:** YDP- 445

 .. **New Honors Course:** --

 .. **New Graduate Course:** -

**Effective Term:** 08/2014

**Catalog Title:** Administration of Youth Development Organizations

**Transcript Title:** Youth Org Admin

**Fixed Credit Course:** 3 (3,0)

**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X 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:** This course examines approaches and strategies for the successful administration of youth organizations. Students will explore organizational missions, structures, personnel management, legal issues, promotion, financial management, assessment, and strategic planning within the context of public, not-for profit, and private youth-serving agencies and organizations.

**Prerequisite(s):**
**Projected Enrollment:**

Year 1 - 15 Year 2 - 20 Year 3 - 25 Year 4 - 25

**Required course for students in:** B.S. in Youth Development Studies

**Statement of need and justification based on assessment results of student learning outcomes:** Course required for a new online undergraduate (B.S.) degree completion program in youth development studies. Course content and learning outcomes are based on the NAA/NIOS 10 Core Knowledge and Competencies for Youth Development Professionals, as well as needs assessment data collected from professionals in the field of youth development.

**Textbook(s):** • Brinckerhoff, Peter C. (2009). *Mission-Based Management—Leading Your Not-for-Profit in the 21st Century*. Hoboken, New Jersey: John Wiley & Sons, Inc. ISBN 9780470432075

• McKee, J., & McKee, T. W. (2008). *The New Breed--Understanding & Equipping the 21st Century Volunteer*. Loveland, Colorado, USA: Group. ISBN 978-0764435645

• Peters, T. (2012). *The Little BIG Things*. New York, New York, USA: HarperCollins Publishers. ISBN 978-0061894107

• A supplemental course readings packet will be made available to students.

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

1. Create an effective mission statement and identify appropriate organizational structures for youth-oriented programs, agencies, and organizations.
2. Demonstrate awareness of effective policies and procedures related to personnel, volunteers, and board administration in youth-serving organizations.
3. Identify the elements of an effective marketing and promotion strategy for youth organizations.
4. Apply the basic elements of legal and financial management to youth programs and organizations.
5. Discuss principles of ethical leadership, and create a plan for incorporating ethical leadership into an organization's core values.
6. Apply basic assessment strategies and use the results for future strategic planning for youth-oriented programs and organizations.

**Topical Outline:** 1. Mission-based organizations (9 hours)

2. Personnel – paid and volunteer youth workers (9 hours)

3. Promoting youth programs, services, and organizations (9 hours)

4. Budgeting and financial administration for youth organizations (9 hours)

5. Organizational assessment and strategic planning in youth organizations (9 hours)

**Evaluation:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

• Class Participation (10%)

• Discussion Boards (15%)

• Concept Quizzes (20%)

• Individual Paper: Mission and Values (20%)

• Team Project: Investigating Management Best Practices in Youth Organizations (20%)

• Peer Evaluation (15%)

**Duplication (if applicable):** None. This is a fully online course focused on content related specifically to academic preparation in youth development.

**Form Originator:** RBJ, Robert Barcelona Jr **Date Form Created:** 4/18/2013

**Form Last Updated by:** , **Date Form Last Updated:** 4/22/2013

**Form Number:** 6058

**Approval**



000078  
5/3/2013

Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Tom Haber</i>	4/18/13	<i>Deanna W. M... ..</i>	
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>William H. Owen</i>	4/19/12	<i>Walter M. ...</i>	8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>Robert ...</i>	4/26/13		
College Dean	Date	President	Date
<i>L. J. ...</i>	4/24/13	<i>James O. ...</i>	8/16/13
Director, Calhoun Honors College	Date		

|

**Clemson University**  
**College of Health, Education, and Human Development**  
**Youth Development Studies**

**YDP 445: Administration of Youth Development Organizations (3 credits)**

**Description:** This course examines approaches and strategies for the successful administration of youth organizations. Students will explore organizational missions, structures, personnel management, legal issues, promotion, financial management, assessment, and strategic planning within the context of public, not-for profit, and private youth-serving agencies and organizations.

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. Create an effective mission statement and identify appropriate organizational structures for youth-oriented programs, agencies, and organizations.
2. Demonstrate awareness of effective policies and procedures related to personnel, volunteers, and board administration in youth-serving organizations.
3. Identify the elements of an effective marketing and promotion strategy for youth organizations.
4. Apply the basic elements of legal and financial management to youth programs and organizations.
5. Discuss principles of ethical leadership, and create a plan for incorporating ethical leadership into an organization's core values.
6. Apply basic assessment strategies and use the results for future strategic planning for youth-oriented programs and organizations.

**Required Readings:**

- Brinckerhoff, Peter C. (2009). *Mission-Based Management—Leading Your Not-for-Profit in the 21<sup>st</sup> Century*. Hoboken, New Jersey: John Wiley & Sons, Inc. ISBN 9780470432075
- McKee, J., & McKee, T. W. (2008). *The New Breed--Understanding & Equipping the 21st Century Volunteer*. Loveland, Colorado, USA: Group. ISBN 978-0764435645
- Peters, T. (2012). *The Little BIG Things*. New York, New York, USA: HarperCollins Publishers. ISBN 978-0061894107
- A supplemental course readings packet will be made available to students.

**Unit Topics:**

1. Mission-based organizations (9 hours)
2. Personnel – paid and volunteer youth workers (9 hours)
3. Promoting youth programs, services, and organizations (9 hours)
4. Budgeting and financial administration for youth organizations (9 hours)
5. Organizational assessment and strategic planning in youth organizations (9 hours)

**Grading Scale:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

**Assignments:**

- Class Participation (10%)
- Discussion Boards (15%)
- Concept Quizzes (20%)
- Individual Paper: Mission and Values (20%)
- Team Project: Investigating Management Best Practices in Youth Organizations (20%)
- Peer Evaluation (15%)

000080



Curriculum and Course Change System - Print New Course Form

**Course Abbreviation & Number:**

X New Undergraduate Course: YDP- 450  
 .. New Honors Course: --  
 .. New Graduate Course: -

**Effective Term:** 08/2014

**Catalog Title:** Professional Issues and Ethics in Youth Development

**Transcript Title:** Professional Issues

**Fixed Credit Course:** 3 (3,0)

**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X 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:** This course provides an intensive study and culminating discussion of contemporary problems, techniques, and ethical issues in youth development. In addition, students are introduced to the process of developing original research questions in the youth development field.

**Prerequisite(s):**

**Projected Enrollment:**

Year 1 - 15 Year 2 - 20 Year 3 - 25 Year 4 - 25

**Required course for students in:** B.S. in Youth Development Studies

**Statement of need and justification based on assessment results of student learning outcomes:** Course required for a new online undergraduate (B.S.) degree completion program in youth development studies. Course content and learning outcomes are based on the NAA/NIOST 10 Core Knowledge and Competencies for Youth Development Professionals, as well as needs assessment data collected from professionals in the field of youth development.

**Textbook(s):** • Text: Fusco, D. (2012). Advancing youth work: Current trends, critical questions. New York, NY: Routledge.

• A supplemental course readings packet will be made available to students.

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

1. Identify significant problems and challenges facing the field of youth development and the professionalization of youth work.
2. Apply ethical decision-making frameworks in the development of solutions to contemporary issues impacting the practice of youth development leadership.
3. Develop and write a set of original research questions and comprehensive literature review on a topic of interest in the field of youth development.
4. Deliver a public presentation to peers and faculty addressing an original research question.

**Topical Outline:** 1. Professional issues in youth work – competencies, credentials, and curriculum (4 hours)

2. Opportunities and challenges in advancing youth work (5 hours)
3. Professional ethics and ethical decision-making frameworks (9 hours )
4. Framing trends and posing questions in youth work (9 hours)
5. Understanding research in youth development – forming original research questions (9 hours)
6. Understanding research in youth development – literature reviews (9 hours)

**Evaluation:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

- Class Participation (15%)
- Ethical Decision-Making Case Studies (25%)
- Research Questions and Literature Review Paper (25%)
- Research Presentation (10%)
- Professional Competencies e-Portfolio (25%)


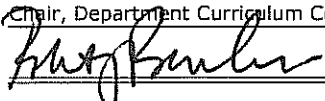
**Duplication (if applicable):** None. This is a fully online course focused on content related specifically to academic preparation in youth development.

**Form Originator:** RBJ, Robert Barcelona Jr **Date Form Created:** 4/18/2013

**Form Last Updated by :** , **Date Form Last Updated:** 4/22/2013

**Form Number:** 6059

**Approval**

			5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	4/18/13		

300081

Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>William H. Green</i>	7/19/13	<i>Mark M. ...</i>	8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>Robert ...</i>	4/26/13		
College Dean	Date	President	Date
<i>Shawn ...</i>	4/27/13	<i>James ...</i>	8/16/13
Director, Calhoun Honors College	Date		

Vertical line extending downwards from the bottom of the table.

**Clemson University**  
**College of Health, Education, and Human Development**  
**Youth Development Studies**

**YDP 450: Professional Issues and Ethics in Youth Development (3 credits)**

**Description:** This course provides an intensive study and culminating discussion of contemporary problems, techniques, and ethical issues in youth development. In addition, students are introduced to the process of developing original research questions in the youth development field.

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. Identify significant problems and challenges facing the field of youth development and the professionalization of youth work.
2. Apply ethical decision-making frameworks in the development of solutions to contemporary issues impacting the practice of youth development leadership.
3. Develop and write a set of original research questions and comprehensive literature review on a topic of interest in the field of youth development.
4. Deliver a public presentation to peers and faculty addressing an original research question.

**Required Readings:**

- Text: Fusco, D. (2012). *Advancing youth work: Current trends, critical questions*. New York, NY: Routledge.
- A supplemental course readings packet will be made available to students.

**Unit Topics:**

1. Professional issues in youth work – competencies, credentials, and curriculum (4 hours)
2. Opportunities and challenges in advancing youth work (5 hours)
3. Professional ethics and ethical decision-making frameworks (9 hours )
4. Framing trends and posing questions in youth work (9 hours)
5. Understanding research in youth development – forming original research questions (9 hours)
6. Understanding research in youth development – literature reviews (9 hours)

**Grading Scale:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

**Assignments:**

- Class Participation (15%)
- Ethical Decision-Making Case Studies (25%)
- Research Questions and Literature Review Paper (25%)
- Research Presentation (10%) – *NOTE:* Requires a visit to the Clemson University campus
- Professional Competencies e-Portfolio (25%)

000083



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

**Course Abbreviation & Number:**

X New Undergraduate Course: YDP- 455

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 08/2014**Catalog Title:** Youth and Technology**Transcript Title:** Youth and Technology**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X 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:** This course examines the uses of technology by youth. Students explore the current uses of technology by different ages of youth, the ethical issues related to youth and technology, and socio-cultural changes resulting from the use of technology by youth.

**Prerequisite(s):****Projected Enrollment:**

Year 1 - 15 Year 2 - 20 Year 3 - 25 Year 4 - 25

**Required course for students in:** B.S. in Youth Development Studies

**Statement of need and justification based on assessment results of student learning outcomes:** Course required for a new online undergraduate (B.S.) degree completion program in youth development studies. Course content and learning outcomes are based on the NAA/NIOST 10 Core Knowledge and Competencies for Youth Development Professionals, as well as needs assessment data collected from professionals in the field of youth development.

**Textbook(s):** • Al-Deen, Noor, Hana S & John Allen Hendricks (2011). Social Media: Usage and Impact. Rowman & Littlefield Publishing Group, Inc.

• Livingstone, Sonia M. and Bovill, Moira (2001). Children and Their Changing Media Environment: A European Comparative Study. In LEA's Communication series. L. Erlbaum.

• Turkle, Sherry (2011). Alone Together: Why We Expect More From Technology and Less From each Other. Perseus Book LLC.

• Vared, Karen Orr (2008). Children and media Outside the home: Playing and Learning in After-school Care. Palgrave Macmillan [UK].

• A supplemental course readings packet will be made available to students.

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

1. Identify and implement age-appropriate uses of technology.
2. Discuss ethical issues related to youth and technology.
3. Identify and discuss socio-cultural changes related to youth and technology.
4. Create a learning experience using technologies to build youth competencies.

**Topical Outline:** 1. Youth and their uses of technology (9 hours)

2. Ethical issues in technology use (9 hours)

3. Socio-cultural changes and technology use among youth (9 hours)

4. Teaching and learning through technology (9 hours)

5. The future of technology – trends and issues (9 hours)

**Evaluation:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

- Class Participation (10%)
- Discussion Boards (15%)
- Concept Quizzes (20%)
- Individual Paper (20%)
- Team Paper (20%)
- Peer Evaluation (15%)

**Duplication (if applicable):** None. This is a fully online course focused on content related specifically to academic preparation in youth development.

**Form Originator:** RBJ, Robert Barcelona Jr **Date Form Created:** 4/18/2013

**Form Last Updated by:** RBJ, Robert Barcelona Jr **Date Form Last Updated:** 4/19/2013

**Form Number:** 6060

**Approval**

Chair, Department Curriculum Committee

4/18/13  
Date

Chair, Undergraduate Curriculum Committee

5/3/2013  
Date

000084

Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>William H. Brown</i>	<i>4/19/13</i>	<i>John M. ...</i>	<i>8/16/13</i>
Chair, College Curriculum Committee	Date	Provost	Date
<i>John M. ...</i>	<i>4/26/13</i>		
College Dean	Date	President	Date
<i>L. R. ...</i>	<i>4/26/13</i>	<i>James O. ...</i>	<i>8/16/13</i>
Director, Calhoun Honors College	Date		

**Clemson University**  
**College of Health, Education, and Human Development**  
**Youth Development Studies**

**YDP 455: Youth and Technology (3 credits)**

**Description:** This course examines the uses of technology by youth. Students explore the current uses of technology by different ages of youth, the ethical issues related to youth and technology, and socio-cultural changes resulting from the use of technology by youth.

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. Identify and implement age-appropriate uses of technology.
2. Discuss ethical issues related to youth and technology.
3. Identify and discusses socio-cultural changes related to youth and technology.
4. Create a learning experience using technologies to build youth competencies.

**Required Readings:**

- Al-Deen, Noor, Hana S & John Allen Hendricks (2011). *Social Media: Usage and Impact*. Rowman & Littlefield Publishing Group, Inc.
- Livingstone, Sonia M. and Bovill, Moira (2001). *Children and Their Changing Media Environment: A European Comparative Study*. In LEA's Communication series. L. Erlbaum.
- Turkle, Sherry (2011). *Alone Together: Why We Expect More From Technology and Less From each Other*. Perseus Book LLC.
- Vared, Karen Orr (2008). *Children and media Outside the home: Playing and Learning in After-school Care*. Palgrave Macmillan [UK].
- A supplemental course readings packet will be made available to students.

**Unit Topics:**

1. Youth and their uses of technology (9 hours)
2. Ethical issues in technology use (9 hours)
3. Socio-cultural changes and technology use among youth (9 hours)
4. Teaching and learning through technology (9 hours)
5. The future of technology – trends and issues (9 hours)

**Grading Scale:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F=Below 60

**Assignments:**

- Class Participation (10%)
- Discussion Boards (15%)
- Concept Quizzes (20%)
- Individual Paper (20%)
- Team Paper (20%)
- Peer Evaluation (15%)





Curriculum and Course Change System - Print New Course Form

000086

**Course Abbreviation & Number:**

X New Undergraduate Course: YDP- 499  
 .. New Honors Course: --  
 .. New Graduate Course: -

**Effective Term:** 08/2014

**Catalog Title:** Youth Development Fieldwork

**Transcript Title:** Youth Dev Fieldwork

**Fixed Credit Course:** 3 (2,4)

**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
.. 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)	X Repeatable	.. Math or Science
.. G-Studio	maximum credits: 6	.. 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
X N/L-Lecture/Lab(no fee)		

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

**Catalog Description:** This course provides practical experience linking students to new hands-on learning opportunities in youth serving agencies/organizations. Students are required to complete a minimum of 60 hours of experiential learning in a supervised youth services setting. A professional portfolio and special project will be developed as part of this experience.

**Prerequisite(s):**

**Projected Enrollment:**

Year 1 - 15 Year 2 - 20 Year 3 - 25 Year 4 - 25

**Required course for students in:** B.S. in Youth Development Studies

**Statement of need and justification based on assessment results of student learning outcomes:** Course required for a new online undergraduate (B.S.) degree completion program in youth development studies. Course content and learning outcomes are based on the NAA/NIOST 10 Core Knowledge and Competencies for Youth Development Professionals, as well as needs assessment data collected from professionals in the field of youth development.

**Textbook(s):** • Baird, B. (2010). The internship, practicum and field placement handbook (6th Edition). Pearson Publishers.  
 • A supplemental course readings packet will be made available to students.

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

1. Apply and document competencies related to successful youth development work in the context of the day-to-day work activities in a professional youth organization.
2. Write guided reflections on work activities, integrating applicable youth development theories, ethical decision-making frameworks, and techniques with professional experiences in youth development practice.
3. Conceptualize, carry-out, and deliver a special project based on the needs of a youth development organization.

**Topical Outline:** 1. Finding a successful youth development field placement (6 hours)

2. Duties and responsibilities of youth development fieldwork (6 hours)
3. Reflective writing – integrating theories, ethics, and practical techniques with real-world experiences (6 hours)
4. Developing the professional portfolio (6 hours)
5. Developing and delivering the special project (6 hours)

**Evaluation:** P = 60-100; F=Below 60

- Class Participation (10%)
- Discussion Boards (10%)
- Professional Fieldwork Portfolio (40%)
- Special Project (40%)

**Duplication (if applicable):** None. This is a fully online course with a field-work requirement focused on content related specifically to academic preparation in youth development.

**Form Originator:** RBJ, Robert Barcelona Jr **Date Form Created:** 4/18/2013

**Form Last Updated by:** RBJ, Robert Barcelona Jr **Date Form Last Updated:** 4/22/2013

**Form Number:** 6061

**Approval**

<i>Robert Barcelona Jr</i>	4/18/13	<i>Patricia W. ...</i>	5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>William H. ...</i>	4/19/13	<i>Nathan M. ...</i>	8/16/13
Department Chair	Date	Chair, Graduate Curriculum Committee	Date

000087

Chair, College Curriculum Committee	Date	Provost	Date
<i>Robert A. [Signature]</i>	4/26/13		
College Dean	Date	President	Date
<i>[Signature]</i>	6/24/13	<i>[Signature]</i>	8/16/13
Director, Calhoun Honors College	Date		

**Clemson University**  
**College of Health, Education, and Human Development**  
**Youth Development Studies**

**YDP 499: Youth Development Fieldwork (3 credits)**

**Description:** This course provides practical experience linking students to new hands-on learning opportunities in youth serving agencies/organizations. Students are required to complete a minimum of 60 hours of experiential learning in a supervised youth services setting. A professional portfolio and special project will be developed as part of this experience.

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. Apply and document competencies related to successful youth development work in the context of the day-to-day work activities in a professional youth organization.
2. Write guided reflections on work activities, integrating applicable youth development theories, ethical decision-making frameworks, and techniques with professional experiences in youth development practice.
3. Conceptualize, carry-out, and deliver a special project based on the needs of a youth development organization.

**Required Readings:**

- Baird, B. (2010). *The internship, practicum and field placement handbook (6<sup>th</sup> Edition)*. Pearson Publishers.
- A supplemental course readings packet will be made available to students.

**Unit Topics:**


1. Finding a successful youth development field placement (9 hours)
2. Duties and responsibilities of youth development fieldwork (9 hours)
3. Reflective writing – integrating theories, ethics, and practical techniques with real-world experiences (9 hours)
4. Developing the professional portfolio (9 hours)
5. Developing and delivering the special project (9 hours)

**Grading Scale:** P = 60-100; F=Below 60

**Assignments:**

- Class Participation (10%)
- Discussion Boards (10%)
- Professional Fieldwork Portfolio (40%)
- Special Project (40%)

## Memorandum

To: Undergraduate Curriculum Committee  
Fr: AAH Curriculum Committee  
Cameron Bushnell, Acting Chair   
Date: April 28, 2013 (Rev 3 May, 2013)  
Re: AAH Curriculum Notes on Gen Ed  
(Discussion from April 17, 2013)

---

The AAH Curriculum committee met April 17, 2013 in part to assemble the General Education discussions from individual departments. Two general questions underscored the discussion:

1. **What is the problem to be fixed?** The university (through the UGCC) should thoroughly discuss what it is attempting to fix in an overhaul of Gen Ed prior to any changes. That is, what is the aim of structural and/or content changes?
2. **What is the funding model for Gen Ed in the future?** In conjunction with Administration, the UGCC must consider funding of Gen Ed as part of any revision plan, including, for example, that a per-head funding model may encourage departments to more enthusiastically support and/or develop Gen Ed courses.

Ideas about revising Gen Ed fell into two general categories, new and responses to the student government plan. AAH sought to bring ideas to the table; these points are for consideration:

### New:

- 1) **Re-evaluate the Gen Ed competency categories**, including the credit distribution; for example, is the number of credits (10) for Math/Science sufficient, too much?
- 2) **Consider eliminating Distributed Competencies**, specifically discuss removing Ethical Judgment from Distributed competencies, much as QEP considers taking Critical Thinking out of Distributed competencies, and making these Gen Ed competencies.
- 3) **Consider a Gen Ed Cluster**, a plan from Pam Mack suggesting that Gen Ed courses coalesce around three broad categories, for example, sustainability, cross-cultural awareness, and communications.
- 4) **Consider a Minimal Adjustment Plan** for Gen Ed; that is, tweak the existing plan by adding at the departmental level new and revised Gen Ed courses.
- 5) **Support Writing and Communication** as critical to any new Gen Ed plan.
- 6) **Avoid allowing assessment** of the E-portfolio to drive curriculum.

### Response to the Student Government plan:

- 1) There must be more than one course, three (3) credits, from AAH in Gen Ed.
- 2) Some suggest that the structural changes—Academic Core *and* Gen Ed, *plus* the three-stage trajectory—are more burdensome for students than the current “Menu” option for Gen Ed.



Curriculum and Course Change System - Print Change/Delete Course Form

000058

**X Change a Course - Abbrev & Number: ED EL- 321**

Corresponding Lab Course: --  
 Corresponding Honors course: --  
 .. **Add Honors course:** --  
 Corresponding Graduate course: --  
 .. **Add Graduate course:** --  
**Course Title: PE FOR THE ELEM TCHR**

**Brief Statement of Change:**  
 Change in prerequisite for course

*Alamy*

Last Term taught: 1301 .. **Change Abbrev to:**  
 Effective Term: 08/2013 .. **Change Number to:**  
 .. **Change Catalog Title:** .. **Change Transcript Title:**  
 from: from: PE FOR THE ELEM TCHR  
 to: to:

From: Fixed Credit: 3 (3,) To: Fixed Credit: (,) Variable Credit: - (-), (-) Variable Credit: - (-),(-)

.. **Add cross-listing with the following child course(s):**  
 .. **Delete cross-listing with the following child course(s):**  
 .. **Reverse Parent/Child relationship with:**

.. <b>Change Method of Instruction</b>		.. <b>Change Course Modifier</b>		.. <b>Change General Education Designation</b>	
from:	to:	from:	to:	from:	to:
X A-Lecture Only	..	.. Pass/Fail Only	..	.. English Composition	..
.. B-Lab (w/fee)	..	X 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	..	from:	..	.. A&H (Non-Literature)	..
.. I-Study Abroad	..	to:	..	.. Social Science	..
.. L-Lab (no/fee)	..		..	.. CCA	..
.. N/B-Lecture/Lab(w/fee)	..		..	.. STS	..
.. N/L-Lecture/Lab(no fee)	..		..		..

.. **Change Catalog Description:**  
 from:  
 to:  
**X Change Prerequisite(s):**  
**from:** Junior level standing, admission to professional level  
**to:** At least 60 hours in the program, EDF 302, EDF 334 and concurrent enrollment in EDEL 310.  
**Learning Objectives:**  
**Topical Outline:**  
**Evaluation:**

**Form Originator:** AMT23, Andrew Tyminski **Date Form Created:** 2/1/2013  
**Form Last Updated by:** AMT23, Andrew Tyminski **Date Form Last Updated:** 2/1/2013  
**Form Number:** 5891

**Approval**

	2-1-13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	2-15-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3-13-13		8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
	4/19/13		

*John O. ...*

8/11/13

College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

**Rhonda Todd**

---

**Subject:**

FW: EDEL 321

**From:** Robert Horton

**Sent:** Wednesday, May 08, 2013 3:13 PM

**To:** Rhonda Todd

**Cc:** Janice Murdoch

**Subject:** RE: EDEL 321

Yes. EDEL 321 requires that students have grounding in childhood growth and development and Educational Psychology so that they recognize the important role that physical education should play in school. An overall understanding of the many purposes of elementary schooling is also essential.

Bob

**From:** Rhonda Todd

**Sent:** Wednesday, May 08, 2013 2:57 PM

**To:** Robert Horton

**Cc:** Janice Murdoch

**Subject:** RE: EDEL 321

Hi Bob,

ED EL needed a better rational statement. Can you send me that too?

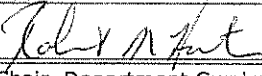
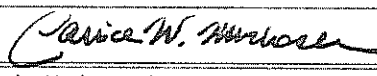
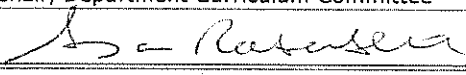
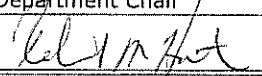

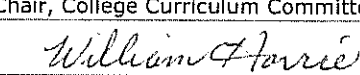



Curriculum and Course Change System - Print Major Form

**Change Major Name:** Elementary Education  
**Degree:** BA  
**Effective Catalog Year:** 2013  
 **Change Major Name to:**  
 **Change Degree to:** (CHE approval required)  
 **Change Curriculum Requirements**  
 (Submit or upload Curriculum map in catalog format. CHE approval required for > 18 hours of changes)  
 **Change General Education Requirements**  
 (Must also submit a General Education Checklist)  
 **Add, Change or Delete Concentration(s)**  
 (Submit or upload Curriculum map in catalog format. CHE approval required)  
 **Add, Change or Delete Emphasis Area(s)**

**Explanation:** We are removing STS 101 or STS 102 In our General Education Requirements and replacing that choice with EDF 480.

**Form Originator:** AMT23, Andrew Tyminski **Date Form Created:** 2/1/2013  
**Form Last Updated by:** AMT23, Andrew Tyminski **Date Form Last Updated:** 2/1/2013  
**Form Number:** 5890

Approval			
	2-1-13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	2-1-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3-13-13		8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
	4/19/13		8/13/13
College Dean	Date	President	Date



000091



## Curriculum and Course Change System - General Education Checklist

Major Name: BA Elementary Education

## Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	X EDF 480	..

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** Students encounter many opportunities to explore Ethical Judgements during their time as an Elementary Education major, including: ED 105 (Professional Ethics), EDF 301 (Ethical Deliberation), EDF 302 (Ethics in Assessment), EDF 480 (Digital Ethics), and EDEL 401 (Professional Ethics). In EDEL 483: Directed Teaching in the Elementary Schools, students must demonstrate to both a 2nd-6th grade practicing teacher and a university supervisor that they can make pedagogical and instructional decisions that are fair to all students, are aware of and practice a code of professional ethics, and can evaluate the effects of professional decisions on students. Students submit a report entitled APS 10: Fulfilling Professional Responsibilities and are evaluated on a scale of 1-3: 1 Unsatisfactory: Does Not Meet Expectations, 2 Developing: Meets Expectations, and 3 Proficient Exceeds Expectations. If 80% of all students do not receive a 2 or 3 on the scale, faculty revise ethical content taught during student teaching and prior semesters.

**Communication Integration Plan - Address competencies, implementation, and assessment:** In EDF 334 (Service Learning Experiences), CTE 310 (Communication through the Arts), EDEL 321 (Communication Through Physical Activity) and EDF 425 (Communication Through Technology), Elementary Education students practice communication skills. In particular, in EDEL 488 Teaching Language Arts in the Elementary School, students create a Genre Unit, designed to help students develop communication proficiency in the six language arts: speaking, listening, reading, writing, viewing and visually representing. Students write and represent the genre unit using multigenre responses (print and electronic resources). These responses include, but, are not limited to: narratives, poems, visual and spoken representation, scripts, brochures, letters. The assignment is graded on a five point scale (5=A, 4=B, 3=C, 2=D, 1 and 0=F). If more than 25% of students receive a C or below on the assignment in any given semester, Elementary faculty will review communication instruction throughout the curriculum.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Students work on improving Critical Thinking many times throughout the curriculum; for example: ED 105 (Critical Writing Skills), ED 301 (Critical Analysis of Contemporary Education Issues), EDF 302 (Critical Analysis of Classroom Issues), and EDF 480 (Critical Evaluation of Electronic Sources). Specifically, in EDEL 401: Elementary Field Experiences, students must critically examine their classroom teacher's practice and produce a series of ten artifacts/reflections that analyze multiple aspects of elementary classrooms. If more than 25% of students do not score an average of 2 or better (on a 4 point scale) on the ten critical reflections over the course of the semester, Elementary faculty will revisit critical thinking content taught during professional development semesters.

Form Originator: MJSPEAR, Melinda Spearman Date Form Created: 2/1/2013

Form Last Updated by: MJSPEAR, Melinda Spearman Date Form Last Updated: 2/1/2013 Form Number: 5888

## Approval

	2-1-13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	2-15-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3-13-13		8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
	4/19/13		
William Forcier	Date		

College Dean

|Date

|President

*James J. Hill*

000092

|Date 8/16/13

## Rhonda Todd

---

**From:** Robert Horton  
**Sent:** Saturday, May 04, 2013 1:00 PM  
**To:** Rhonda Todd  
**Cc:** Janice Murdoch; Julia Pennebaker; Shannon Clark  
**Subject:** EDF 480

Rhonda,

One of the things mentioned in regard to our elementary program on Friday was the use of EDF 480 as their STS course. Currently the prerequisite states "Admission to a Teacher Education Program," and to my recollection (which is never anything to bank on), we did not change that. Our department, including the chair, Suzanne Rosenblith, are fine with a statement such as "Preference given to those enrolled in a Teacher Education program" or words to that effect, and, in fact, Suzanne said she knew that was necessary.

Let me know if we need do anything else about that.

I haven't heard back about the changes to the prerequisites for the other elementary education course.

Thanks.

Bob

*Bob Horton  
Professor, Mathematics Education  
409B Tillman Hall, Clemson University  
Clemson, SC 29634-0705  
Phone: 864.656.5127; Fax: 864.656.1322*

## Rhonda Todd

---

**From:** Robert Horton  
**Sent:** Tuesday, May 07, 2013 12:52 PM  
**To:** Rhonda Todd  
**Subject:** RE: EDEL 321

Thanks, Rhonda.

Was the other email I sent (on Saturday) about changing the prerequisite for EDF 480 to "Preference given to those enrolled in a Teacher Education program" okay too? If I understood correctly, this will allow the Elementary Education program to use EDF 480 to fulfill the STS requirement as the course will no longer be restricted to students in Teacher Education programs.

Bob

*Bob Horton  
Professor, Mathematics Education  
409B Tillman Hall, Clemson University  
Clemson, SC 29634-0705  
Phone: 864.656.5127; Fax: 864.656.1322*

**From:** Rhonda Todd  
**Sent:** Tuesday, May 07, 2013 12:46 PM  
**To:** Robert Horton  
**Subject:** RE: EDEL 321

Okay, I will print the email and attach to the materials going to Debbie Jackson.

**From:** Robert Horton  
**Sent:** Tuesday, May 07, 2013 12:33 PM  
**To:** Rhonda Todd  
**Cc:** Janice Murdoch; Julia Pennebaker; Shannon Clark  
**Subject:** EDEL 321

At our UCC meeting, you asked about the prerequisite changes we had listed for EDEL 321. The faculty had wanted at least 60 hours in the program, but iRoar couldn't handle that. If it's okay, we'll go with the following:

Junior standing, admission to the professional level, EDF 302, EDF 334, and concurrent enrollment in EDEL 310.

Hope that's okay. Let me know if you need anything else. Many thanks.

Bob

*Bob Horton  
Professor, Mathematics Education  
409B Tillman Hall, Clemson University  
Clemson, SC 29634-0705  
Phone: 864.656.5127; Fax: 864.656.1322*

000093



Curriculum and Course Change System - Print Major Form

**Change Major Name:** Elementary Education  
**Degree:** BA  
**Effective Catalog Year:** 2014  
 **Change Major Name to:**  
 **Change Degree to:** (CHE approval required)  
 **Change Curriculum Requirements**  
 (Submit or upload Curriculum map in catalog format. CHE approval required for > 18 hours of changes)  
 **Change General Education Requirements**  
 (Must also submit a General Education Checklist)  
 **Add, Change or Delete Concentration(s)**  
 (Submit or upload Curriculum map in catalog format. CHE approval required)  
 **Add, Change or Delete Emphasis Area(s)**

**Explanation:** In both ELED emphasis areas, we are replacing the requirement of STS 101 OR STS 102 (3cr) in the second semester of the sophomore year with an Arts & Humanities (Non-Lit) requirement (3cr).

**Form Originator:** AMT23, Andrew Tyminski **Date Form Created:** 1/30/2013  
**Form Last Updated by:** AMT23, Andrew Tyminski **Date Form Last Updated:** 1/30/2013  
**Form Number:** 5884

Approval			
	2-1-13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	2-15-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3-13-13		8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
			8/16/13
College Dean	Date	President	Date

**CLEMSON UNIVERSITY  
ELEMENTARY EDUCATION  
BACHELOR OF ARTS  
Mathematics and Science Emphasis Area**

**PROPOSED  
CURRICULUM PLAN 2014-2015**

**FRESHMAN YEAR**

<u>Fall Semester</u>		<u>Spring Semester</u>			
ED 105	Orientation to Education	2	ENGL 103	Accelerated Composition	3
GEOG 103	World Regional Geography	3	HIST 101	History of the United States I <b>or</b>	
MTHSC 115	Contemp. Math for Elem School Teachers I	3	HIST 102	History of the United States II	3
BIOL 109	Intro to Life Science	4	MTHSC 116	Contemp. Math for Elem School Teachers II	3
Foreign Language Requirement <sup>1</sup>		3	PH SC 117	Intro to Chemistry and Earth Sci.	4
LIB 100	Clemson Connect	0	Foreign Language Requirement <sup>1</sup>		<u>3</u>
		15			16

**SOPHOMORE YEAR**

<u>Fall Semester</u>		<u>Spring Semester</u>			
PH SC 118	Intro to Physics, Astro, and Earth Sci	4	ED F 302	Educational Psychology	3
COMM 150	Intro to Human Communication <b>or</b>		ED EL 310	Arts in the Elementary School	3
COMM 250	Public Speaking	3	ED F 334	Child Growth & Development	3
ED F 301	Principles of American Ed	3	ED SP 370	Intro to Special Ed	3
MTHSC 216	Geometry for Elem School Teachers	3	ENGL 385	Children's Literature	3
Arts & Humanities (Lit) Requirement <sup>2</sup>		<u>3</u>	STS 101	Surv. of Sci. and Tech. in Soc. <b>or</b>	
			STS 102	Ideas, Machinery and Society	<u>3</u>
		16	Arts & Humanities (Non-Lit) Requirement <sup>3</sup>		<u>3</u>
					18

**JUNIOR YEAR**

<u>Fall Semester</u>		<u>Spring Semester</u>			
ED EL 321	PE Methods & Content for Classroom Teacher	3	ED EL 452	Elem. Methods in Math. Teaching	3
ED F 308	Classroom Assessment	3	EN SP 200	Intro to Environmental Science	3
ED F 480	Dig. Tech. in the 21 <sup>st</sup> Cen. Classroom	3	MTHSC 315	Advance Topics in Math for Elem. Teachers	3
MTHSC 316	Prob. Solving for Math. Teachers	3	EDLT 462	Reading and Resp. to Lit. in the Elem. School	3
EDLT 460	Teaching Reading in Elem Grades 2-6	<u>3</u>	Science Content Requirement <sup>4</sup>		<u>3</u>
		15			15

**SENIOR YEAR**

<u>Fall Semester</u>		<u>Spring Semester</u>			
(Courses must be taken as listed in both semesters)					
ED EL 401	Elem Field Experience	3	ED EL 482	Capstone Sem. In Elem. Teaching	3
ED EL 451	Elem Methods in Science Teaching	3	ED EL 483	Directed Teaching in Elem School	<u>9</u>
ED EL 487	Elem Methods in Social Studies Teaching	3			12
ED EL 488	Elem Methods in Lang. Arts Teaching	3			
EDLT 461	Content Area Reading Grades 2-6	<u>3</u>			
		15			
				<b>Total Hours: 122</b>	

<sup>1</sup>Two semesters (through 202) of the same foreign language (including American Sign Language) are required.

<sup>2</sup>Select from ENGL 212, 213, 214, or 215

<sup>3</sup>See General Education Requirements

<sup>4</sup>Any ASTR, BIOL, BIOSC, CH, ENR, EN SP, ENT, FOR, FNR, GEN, GEOL, or PHYS course chosen in conjunction with an advisor

CLEMSON UNIVERSITY  
ELEMENTARY EDUCATION  
BACHELOR OF ARTS  
Literacy, Culture, and Diversity Emphasis Area

000095

**PROPOSED  
CURRICULUM PLAN 2014-2015**

**FRESHMAN YEAR**

<u>Fall Semester</u>			<u>Spring Semester</u>		
ED 105	Orientation to Education	2	ENGL 103	Accelerated Composition	3
GEOG 103	World Regional Geography	3	HIST 101	History of the United States I <i>or</i>	
MTHSC 115	Contemp. Math for Elem School Teachers I	3	HIST 102	History of the United States II	3
BIOL 109	Intro to Life Science	4	MTHSC 116	Contemp. Math for Elem School Teachers II	3
Foreign Language Requirement <sup>1</sup>		3	PH SC 117	Intro to Chemistry and Earth Sci.	4
LIB 100	Clemson Connect	0	Foreign Language Requirement <sup>1</sup>		3
		15			16

**SOPHOMORE YEAR**

<u>Fall Semester</u>			<u>Spring Semester</u>		
PH SC 118	Intro to Physics, Astronomy, and Earth Science for Elem Education	4	ED F 302	Educational Psychology	3
COMM 150	Intro to Human Communication <i>or</i>		ED EL 310	Arts in the Elementary School	3
COMM 250	Public Speaking	3	ED F 334	Child Growth & Development	3
ED F 301	Principles of American Ed	3	ED SP 370	Intro to Special Ed	3
MTHSC 216	Geometry for Elem School Teachers	3	ENGL 385	Children's Literature	3
Arts & Humanities (Lit) Requirement <sup>2</sup>		3	STS 101	Surv. of Sci. and Tech. in Soc. <i>or</i>	
			STS 102	Ideas, Machinery and Society	3
			Arts & Humanities (Non-Lit) Requirement <sup>3</sup>		3
		16			18

**JUNIOR YEAR**

<u>Fall Semester</u>			<u>Spring Semester</u>		
ED EL 321	PE Methods & Content for Classroom Teacher	3	ED EL 405	Social Justice and 21 <sup>st</sup> Cen. Learners	3
ED F 308	Classroom Assessment	3	ED EL 452	Elem. Methods in Math. Teaching	3
ED F 480	Dig. Tech. in the 21 <sup>st</sup> Cen. Classroom	3	ED EL 467	Prin. and Strat. for Teaching Engl. Speakers of other Lang. in Elem. Classrooms	3
MTHSC 316	Problem Solving for Math Teachers	3	EDLT 462	Reading and Resp. to Lit. in the Elem. School	3
EDLT 460	Teaching Reading in Elem Grades 2-6	3	EDLT 463	Teaching Read. and Writing to Engl. Lang. Learners	3
		15			15

**SENIOR YEAR**

<u>Fall Semester</u>			<u>Spring Semester</u>		
(Courses must be taken as listed in both semesters)					
ED EL 401	Elem Field Experience	3	ED EL 482	Capstone Sem. In Elem. Teaching	3
ED EL 451	Elem Methods in Science Teaching	3	ED EL 483	Directed Teaching in Elem School	9
ED EL 487	Elem Methods in Social Studies Teaching	3			12
ED EL 488	Elem Methods in Lang. Arts Teaching	3			
EDLT 461	Content Area Reading Grades 2-6	3			
		15			

**Total Hours: 122**

<sup>1</sup>Two semesters (through 202) of the same foreign language (including American Sign Language) are required.

<sup>2</sup>Select from ENGL 212, 213, 214, or 215

<sup>3</sup>See General Education Requirements

000096

**MEMORANDUM**

**TO: Doris R. Helms, Provost**

**THROUGH: Lawrence R. Allen, Dean  
HEHD**

**FR: Brett A. Wright, Chair  
PRTM**

**DATE: February 10, 2012**

**SUBJECT: Proposal: Online Certificate in Non-Profit Leadership**

Department of  
PARKS,  
RECREATION  
and TOURISM  
MANAGEMENT

263 Lehotsky Hall  
128 McGinty Court  
Clemson, SC  
296340735

P (864) 656-3400  
F (864) 656-2226

The Non-Profit Leadership minor has suffered the loss of financial support from a grant that funded it for over a decade. Furthermore, changes in several other curricula around campus have resulted in difficulties for students finding appropriate courses to fulfill the requirements of this academic minor as it is now constituted. Therefore, for reasons of academic quality and financial sustainability, we are requesting permission to create an online certificate program (18 credits including a preceptorship) in Non-Profit Leadership.

Attached:

Emails from Management and Accounting/Legal Studies verifying that those programs are comfortable with the NPL 302, 303, and 304

Course changes – NPL 300 from 2 credit to 3 credit lecture course and NPL 490 from a 2 credit to 3 credit lab/practicum course

New course forms – NPL 301, 302, 303, 304



000097

**CLEMSON**  
 UNIVERSITY

**Curriculum and Course Change System - Print Change/Delete Course Form**
**X Change a Course - Abbrev & Number: NPL- 300**

Corresponding Lab Course: --

Corresponding Honors course: --

.. Add Honors course: --

Corresponding Graduate course: --

.. Add Graduate course: --

**Course Title: NONPROFIT LEADERSHIP**
**Brief Statement of Change:**

change from 2 credit hours to 3 credit hours

Last Term taught: 1201

.. Change Abbrev to:

Effective Term: 05/2013

.. Change Number to:

.. Change Catalog Title:

.. Change Transcript Title:

from:

from: NONPROFIT LEADERSHIP

to:

to:

X	From: Fixed Credit: 2 (2,0)	To: Fixed Credit: 3 (3,0)
	Variable Credit: - (-), (-)	Variable Credit: - (-), (-)

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

.. Delete cross-listing with the following child course(s):

.. Reverse Parent/Child relationship with:

.. Change Method of Instruction		.. Change Course Modifier		.. Change General Education Designation	
from:	to:	from:	to:	from:	to:
X A-Lecture Only	..	.. Pass/Fail Only	..	.. English Composition	..
.. B-Lab (w/fee)	..	X 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	..	from:		.. A&H (Non-Literature)	..
.. I-Study Abroad	..	to:		.. Social Science	..
.. L-Lab (no/fee)	..			.. CCA	..
.. N/B-Lecture/Lab(w/fee)	..			.. STS	..
.. N/L-Lecture/Lab(no fee)	..				

**X Change Catalog Description:**
**from:** Foundational knowledge and understanding of non-profit organizations, their development, governance, maintenance and operations within modern society.

**to:** Foundational knowledge and understanding of non-profit organizations, their development, governance, maintenance and operations within modern society. Credit for this course may only count toward the completion of the NPL minor or certificate program.

**.. Change Prerequisite(s):**
**from:**
**to:**

- Learning Objectives:**
1. Demonstrate an understanding of the historical roots and philanthropic traditions of non-profit organizations.
  2. Demonstrate an understanding of the theoretical definition of non-profit and understand the distinctions between for-profit organizations and non-profit organizations.
  3. Demonstrate basic knowledge and understanding of the fundamentals of non-profit organization activities; specifically development, leadership and governance, and strategic planning and fundraising.
  4. Demonstrate an understanding of how non-profits operate in the marketplace, legal issues, and who participates.
  5. Demonstrate an understanding of the overall political and social effects of non-profits on today's society.

**Topical Outline:** History/Non-Profits defined (9hrs)

II. Technical information/Formation of Non-Profit (9 hrs)

III. Marketplace operations (3 hrs)

IV. Strategic Planning (3hrs)

V. Networking/Coalition building (3hrs)

VI. Fundraising (3hrs)

VII. Social &amp; Political Effects (6hrs)

VIII. Practicum/ Group Presentations (9hrs)

**Evaluation:** Weekly Discussion Board Postings (30%)

Module Papers (40%; 4 @ 10% each)

000098

Group Project (30%)
Duplication (if applicable): N/a
Add course requirements for honors and/or 600-level courses (if applicable): n/a
Learning Activities associated with General Education competencies (if applicable): n/a

Form Originator: SCHMALZ, Dorothy Schmalz Date Form Created: 11/12/2012

Form Last Updated by: , Date Form Last Updated: 3/7/2013

Form Number: 5639

**Approval**

<i>Steve AB</i>	5/12/17	<i>Carrie W. Morrison</i>	5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Miller</i>	3/13/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Paul K...</i>	4.19.13	<i>John Mc...</i>	8/16/12
Chair, College Curriculum Committee	Date	Provost	Date
<i>William Howard</i>	4/19/13	<i>John O. ...</i>	8/16/13
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

## SAMPLE SYLLABUS FORM

NPL 300- Foundations of Non-Profit Leadership 03(03, 00)

000099

<b>Catalog Description</b>	Foundational knowledge and understanding of non-profit organizations, their development, governance, maintenance and operations within modern society. Credit for this course may only count toward the completion of the NPL minor or certificate program.	
<b>Prerequisites</b>	None	
<b>Textbook(s)</b>	Brinckerhoff, Peter C. (2009). <i>Mission-based Management: Leading Your Not-for-Profit in the 21<sup>st</sup> Century</i> (3 <sup>rd</sup> Ed). Hoboken, NJ: John Wiley & Sons, Inc.  Powell, Walter W., and Richard Steinberg, eds. <i>The Non-Profit Sector: A Research Handbook</i> . (2nd ed.). New Haven, CT: Yale University Press.	
<b>Course Coordinator</b>	Dorothy Schmalz	
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the historical roots and philanthropic traditions of non-profit organizations.</li> <li>2. Demonstrate an understanding of the theoretical definition of non-profit and understand the distinctions between for-profit organizations and non-profit organizations.</li> <li>3. Demonstrate basic knowledge and understanding of the fundamentals of non-profit organization activities; specifically development, leadership and governance, and strategic planning and fundraising.</li> <li>4. Demonstrate an understanding of how non-profits operate in the marketplace, legal issues, and who participates.</li> <li>5. Demonstrate an understanding of the overall political and social effects of non-profits on today's society.</li> </ol>	
<b>Topical Outline</b>	I. History/Non-Profits defined (9hrs) II. Technical information/Formation of Non-Profit (9 hrs) III. Marketplace operations (3 hrs) IV. Strategic Planning (3hrs) V. Networking/Coalition building (3hrs) VI. Fundraising (3hrs) VII. Social & Political Effects (6hrs) VIII. Practicum/ Group Presentations (9hrs)	
<b>Laboratory Content (if applicable)</b>	N/A	
<b>Outside Reading (if required)</b>	As needed from various peer-reviewed journals.	
<b>Evaluation</b>	Weekly Discussion Board Postings (30%) Module Papers (40%; 4 @ 10% each) Group Project (30%)	<b>Grading Scale:</b> A: ≥ 90% B: 80%-89% C: 70%-79% D: 60%-69% F: ≤ 59%
<b>Cross-listing (if applicable)</b>	N/A	
<b>Duplication (if applicable)</b>	N/A	
<b>Honors Courses</b>		
<b>Study Abroad Courses</b>		



## Curriculum and Course Change System - Print Change/Delete Course Form

000100

**X Change a Course - Abbrev & Number: NPL- 490**

Corresponding Lab Course: --  
 Corresponding Honors course: --  
 .. **Add Honors course:** --  
 Corresponding Graduate course: --  
 .. **Add Graduate course:** --  
**Course Title: PRACTICUM II**

**Brief Statement of Change:**

Change credit hours, and number of hours

Last Term taught: 1201 .. **Change Abbrev to:**  
 Effective Term: 05/2013 .. **Change Number to:**

**X Change Catalog Title:** X **Change Transcript Title:**  
 from: Practicum II from: PRACTICUM II  
 to: NPL Preceptorship to: NPL Preceptorship

X From: Fixed Credit: 2 (0,6) To: Fixed Credit: 3 (0,9)  
**Change of Credit:** Variable Credit: - (-), (-) Variable Credit: - (-),(-)

.. **Add cross-listing with the following child course(s):**.. **Delete cross-listing with the following child course(s):**.. **Reverse Parent/Child relationship with:**

.. <b>Change Method of Instruction</b>		.. <b>Change Course Modifier</b>		.. <b>Change General Education Designation</b>	
from:	to:	from:	to:	from:	to:
.. 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	.. from:	..	..	.. A&H (Non-Literature)	..
.. I-Study Abroad	.. to:	..	..	.. Social Science	..
X L-Lab (no/fee)	..	..	..	.. CCA	..
.. N/B-Lecture/Lab(w/fee)	..	..	..	.. STS	..
.. N/L-Lecture/Lab(no fee)	..	..	..		

**X Change Catalog Description:**

**from:** Under agency supervision, students spend 100 hours planning, organizing, and implementing activities, events, and programs in a nonprofit, faith-based, grass-roots, or other organization approved by instructor. To be taken Pass/Fail only. Preq: NPL 300, enrollment in Nonprofit Leadership minor, consent of instructor.

**to:** The purpose of NPL 490 is to provide students with the opportunity to gain practical experience in an environment in which learning about non-profit operations and management is the chief objective. Under the guidance of a qualified professional supervisor, the student will apply theories, concepts, philosophies and techniques acquired in the classroom. In order to maximize the professional development of the student, the practicum should encompass as many operation and management aspects of the Cooperating Agency as possible. Credit for this course may only count toward the completion of the NPL minor or certificate program.

**X Change Prerequisite(s):****from:** None**to:** NPL 300, NPL 301, NPL 302, NPL 303, & NPL 304 or consent of instructor

**Learning Objectives:** 1. To provide students with the opportunity to apply classroom theories, concepts, philosophies and techniques to practical "real world" situations.

2. To foster greater understanding and appreciation of roles, duties and responsibilities of professionals in the non-profit field.

3. To provide students with opportunities to gain experience in a variety of leadership and administrative functions within the non-profit field.

4. To allow the student to identify strengths and weaknesses in professional behavior which may be developed and/or corrected before seeking permanent, full-time placement in the field.

5. To provide the student with the opportunity to define career goals and/or determine the need for future education.

6. To offer the student experiences which promote the development and refinement of human relations and interpersonal skills.

**Topical Outline:** Course is an internship style course requiring 135 hours of contact time planning, organizing, and implementing activities, events, and programs in a non-profit organization; assignments and course material will vary depending on the location of the internship.

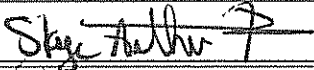
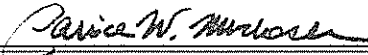
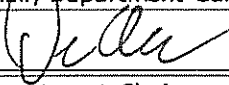

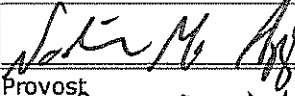
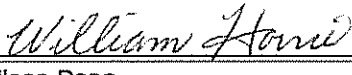
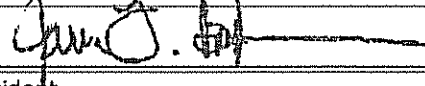
**Evaluation:** I. Weekly reports (60%)

000101

II. Student evaluation of agency (10%)  
 III. Agency Supervisor evaluation of student (10%)  
 IV. Agency Portfolio (20%)  
**Duplication (if applicable):** n/a  
**Add course requirements for honors and/or 600-level courses (if applicable):** n/a  
**Learning Activities associated with General Education competencies (if applicable):** n/a

**Form Originator:** SCHMALZ, Dorothy Schmalz **Date Form Created:** 10/25/2012  
**Form Last Updated by:** , **Date Form Last Updated:** 3/7/2013  
**Form Number:** 5534

**Approval**

	3/14/13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	3-13-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	4-19-13		8/16/11
Chair, College Curriculum Committee	Date	Provost	Date
	4/19/13		8/16/12
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

SAMPLE SYLLABUS FORM

000102

NPL 490: Non-Profit Leadership Preceptorship 03(03, 00)

<b>Catalog Description</b>	The purpose of NPL 490 is to provide students with the opportunity to gain practical experience in an environment in which learning about non-profit operations and management is the chief objective. Under the guidance of a qualified professional supervisor, the student will apply theories, concepts, philosophies and techniques acquired in the classroom. In order to maximize the professional development of the student, the practicum should encompass as many operation and management aspects of the Cooperating Agency as possible. Credit for this course may only count toward the completion of the NPL minor or certificate program.
<b>Prerequisites</b>	NPL 300, NPL 301, NPL 302, NPL 303, NPL 304 or consent of instructor
<b>Textbook(s)</b>	
<b>Course Coordinator</b>	Brett Wright
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To provide students with the opportunity to apply classroom theories, concepts, philosophies and techniques to practical "real world" situations.</li> <li>2. To foster greater understanding and appreciation of roles, duties and responsibilities of professionals in the non-profit field.</li> <li>3. To provide students with opportunities to gain experience in a variety of leadership and administrative functions within the non-profit field.</li> <li>4. To allow the student to identify strengths and weaknesses in professional behavior which may be developed and/or corrected before seeking permanent, full-time placement in the field.</li> <li>5. To provide the student with the opportunity to define career goals and/or determine the need for future education.</li> <li>6. To offer the student experiences which promote the development and refinement of human relations and interpersonal skills.</li> </ol>
<b>Topical Outline</b>	Course is an internship style course; assignments and course material will vary depending on the location of the internship.
<b>Laboratory Content (if applicable)</b>	N/A
<b>Outside Reading (if required)</b>	
<b>Evaluation</b>	Weekly reports (60%) Student evaluation of agency (10%) Agency Supervisor evaluation of student (10%) Agency Portfolio (20%)
<b>Cross-listing (if applicable)</b>	N/A
<b>Duplication (if applicable)</b>	N/A
<b>Honors Courses</b>	
<b>Study Abroad Courses</b>	
<b>Additional Information</b>	
<b>Form Originator</b>	Dorothy Schmalz

**CLEMSON**  
UNIVERSITY

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

000107

**Course Abbreviation & Number:**

X New Undergraduate Course: NPL- 301  
.. New Honors Course: --  
.. New Graduate Course: -

**Effective Term:** 05/2013

**Catalog Title:** Understanding Stakeholders for Non-Profit Organizations

**Transcript Title:** NPL Stakeholders

**Fixed Credit Course:** 03 (03,00)

**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X 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:** Comprehensive review of identifying and reaching stakeholders in non-profit organizations. Material will cover basic promotion of non-profit services, including use of media through advertising, public service announcements, events and partnerships as well as approaches to copy writing, public speaking and working with local and regional governments. Credit for this course may only count toward the completion of the NPL minor or certificate program.

**Prerequisite(s):** NPL 300, or consent of instructor

**Projected Enrollment:**

Year 1 - 20 Year 2 - 25 Year 3 - 30 Year 4 - 35

**Required course for students in:** Non-Profit Leadership Certificate program.

**Statement of need and justification based on assessment results of student learning outcomes:** The new course is one of several being introduced for a Non-Profit Leadership Certificate program to replace the minor of the same name. The minor was a conglomerate of courses that were mixed and matched from many departments across campus. We recently found that many of the courses were no longer offered and very few were actually focused on leading non-profit organizations.

**Textbook(s):** Andreasen, A. R. & Kotler, P. R. (2007). Strategic Marketing for Non-Profit Organizations (7th Ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.

**Learning Objectives:** 1. Demonstrate an understanding of the philosophy of marketing as it relates to non-profit orgs

2. Demonstrate an understanding of how basic marketing principles relate to non-profit organizations.

3. Demonstrate an understanding of strategic planning in non-profit orgs and the role of marketing in this process.

4. Demonstrate an ability to identify trends and the role of technology in non-profit marketing.

**Topical Outline:** I. Marketing strategies and the marketing mix (9hrs)

II. Marketing research: consumer behavior, target marketing (15hrs)

III. Competition and branding (6hrs)

IV. Program evaluations: costs, value, and mission (6hrs)

V. Current trends (6hrs)

VI. Exams (3hrs)

**Evaluation:** Weekly Discussion Board Postings (25%)

Module Papers (30%; 3 @ 10% each)

Exams (45%; 3 @ 15% each)

**Duplication (if applicable):** n/a

**Add course requirements for honors and/or 600-level courses (if applicable):** n/a

**Learning Activities associated with General Education competencies (if applicable):** n/a

**Form Originator:** SCHMALZ, Dorothy Schmalz **Date Form Created:** 10/25/2012

**Form Last Updated by:** , **Date Form Last Updated:** 3/7/2013

**Form Number:** 5530

**Approval**

		<i>Patricia W. Anderson</i>	5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Steve Arthur</i>	3/12/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Jelle</i>	3-13-13	<i>Jelle McHugh</i>	8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>Yonah K...</i>	4-17-13	<i>J...</i>	
College Dean	Date	President	Date
<i>William Harris</i>	4/19/13	<i>William O. Harris</i>	8/16/12
Director, Calhoun Honors College	Date		



SAMPLE SYLLABUS FORM

000105

NPL 301- Understanding Stakeholders for Non-Profit Organizations 03(03, 00)

<b>Catalog Description</b>	Comprehensive review of identifying and reaching stakeholders in non-profit organizations. Material will cover basic promotion of non-profit services, including use of media through advertising, public service announcements, events and partnerships as well as approaches to copy writing, public speaking and working with local and regional governments. Credit for this course may only count toward the completion of the NPL minor or certificate program.
<b>Prerequisites</b>	NPL 300, or consent of instructor
<b>Textbook(s)</b>	Andreasen, A. R. & Kotler, P. R. (2007). Strategic Marketing for Non-Profit Organizations (7 <sup>th</sup> Ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.
<b>Course Coordinator</b>	Dorothy Schmalz
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the philosophy of marketing as it relates to non-profit orgs</li> <li>2. Demonstrate an understanding of how basic marketing principles relate to non-profit organizations.</li> <li>3. Demonstrate an understanding of strategic planning in non-profit orgs and the role of marketing in this process.</li> <li>4. Demonstrate an ability to identify trends and the role of technology in non-profit marketing.</li> </ol>
<b>Topical Outline</b>	<ol style="list-style-type: none"> <li>I. Marketing strategies and the marketing mix (9hrs)</li> <li>II. Marketing research: consumer behavior, target marketing (15hrs)</li> <li>III. Competition and branding (6hrs)</li> <li>IV. Program evaluations: costs, value, and mission (6hrs)</li> <li>V. Current trends (6hrs)</li> <li>VI. Exams (3hrs)</li> </ol>
<b>Laboratory Content (if applicable)</b>	N/A
<b>Outside Reading (if required)</b>	As needed from peer reviewed journals.
<b>Evaluation</b>	Weekly Discussion Board Postings (25%) Module Papers (30%; 3 @ 10% each) Exams (45%; 3 @ 15% each)
<b>Cross-listing (if applicable)</b>	N/A
<b>Duplication (if applicable)</b>	N/A
<b>Honors Courses</b>	
<b>Study Abroad Courses</b>	
<b>Additional Information</b>	
<b>Form Originator</b>	Dorothy Schmalz



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

000106

**Course Abbreviation & Number:**

X **New Undergraduate Course:** NPL- 302  
 .. **New Honors Course:** --  
 .. **New Graduate Course:** -

**Effective Term:** 05/2013**Catalog Title:** Funding and Accountability in Non-Profit Organizations**Transcript Title:** NPL Fundraising**Fixed Credit Course:** 03 (03,00)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X 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:** This course will prepare students to understand and participate in the fiscal management of nonprofit organizations. The focus will be on understanding, producing, interpreting, and communicating financial information to staff, board members, volunteers and other stakeholders. Credit for this course may only count toward the completion of the NPL minor or certificate program.

**Prerequisite(s):** NPL 300, or consent of instructor**Projected Enrollment:**

Year 1 - 20 Year 2 - 25 Year 3 - 30 Year 4 - 35

**Required course for students in:** Non-Profit Leadership Certificate Program

**Statement of need and justification based on assessment results of student learning outcomes:** The new course is one of several being introduced for a Non-Profit Leadership Certificate program to replace the minor of the same name. The minor was a conglomerate of courses that were mixed and matched from many departments across campus. We recently found that many of the courses were no longer offered and very few were actually focused on leading non-profit organizations.

**Textbook(s):** McLaughlin, Thomas (2009) StreetSmart Financial Basics for Nonprofit Managers, Third Edition. 2009. ISBN-10: 0470414995

**Learning Objectives:**

1. Demonstrate an understanding of the relationship between an organization's mission and the financial structure and policies needed to allow it to meet that mission
2. Demonstrate an understanding of and ability to evaluate the effectiveness of the of the accounting, budgeting and reporting processes used to manage a nonprofits finances
3. Demonstrate ability to critically analyze and assess various resource development strategies in promoting organizational sustainability
4. Demonstrate knowledge of how to effectively communicate information on the financial performance and progress of an organization to managers and stakeholders.

**Topical Outline:** I. Managing mission and finances (12)

II. Accounting, budgeting and reporting (15)

III. Sustainability (9)

IV. Communicating to stakeholders (6)

V. Exams (3)

**Evaluation:** Exams 45 % (3 @ 15% each)

Group project/presentation (25%)


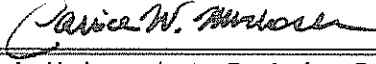

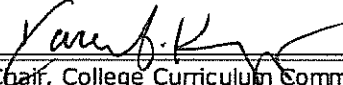
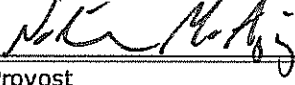
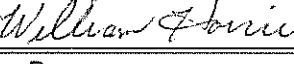

Paper (20%)

Participation 10%

**Duplication (if applicable):** n/a**Add course requirements for honors and/or 600-level courses (if applicable):** n/a**Learning Activities associated with General Education competencies (if applicable):** n/a**Form Originator:** SCHMALZ, Dorothy Schmalz **Date Form Created:** 10/25/2012**Form Last Updated by:** , **Date Form Last Updated:** 3/7/2013**Form Number:** 5531

9000000

**Approval**

	3/12/13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	3-13-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	4-19-13		8/15/13
Chair, College Curriculum Committee	Date	Provost	Date
	4/19/13		8/11/13
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

SAMPLE SYLLABUS FORM

000108

NPL 302: Funding and Accountability in Non-Profit Organizations 03(03,00)

<b>Catalog Description</b>	This course will prepare students to understand and participate in the fiscal management of nonprofit organizations. The focus will be on understanding, producing, interpreting, and communicating financial information to staff, board members, volunteers and other stakeholders. Credit for this course may only count toward the completion of the NPL minor or certificate program.	
<b>Prerequisites</b>	NPL 300, or consent of instructor	
<b>Textbook(s)</b>	McLaughlin, Thomas (2009) <i>Streetsmart Financial Basics for Nonprofit Managers</i> , Third Edition. 2009. ISBN-10: 0470414995	
<b>Course Coordinator</b>	Dr. Howard Brown, Robert Frager	
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the relationship between an organization’s mission and the financial structure and policies needed to allow it to meet that mission</li> <li>2. Demonstrate an understanding of and ability to evaluate the effectiveness of the of the accounting, budgeting and reporting processes used to manage a nonprofits finances</li> <li>3. Demonstrate ability to critically analyze and assess various resource development strategies in promoting organizational sustainability</li> <li>4. Demonstrate knowledge of how to effectively communicate information on the financial performance and progress of an organization to managers and stakeholders.</li> </ol>	
<b>Topical Outline</b>	<ol style="list-style-type: none"> <li>I. Managing mission and finances (12)</li> <li>II. Accounting, budgeting and reporting (15)</li> <li>III. Sustainability (9)</li> <li>IV. Communicating to stakeholders (6)</li> <li>V. Exams (3)</li> </ol>	
<b>Laboratory Content (if applicable)</b>	N/A	
<b>Outside Reading (if required)</b>	As needed from various peer-reviewed journals.	
<b>Evaluation</b>	Exams 45% (3 @ 15% each) Group project/presentation (25%) Paper (20%) Participation 10%	Grading Scale: A: ≥ 90% B: 80%-89% C: 70%-79% D: 60%-69% F: ≤ 59%
<b>Cross-listing (if applicable)</b>	N/A	
<b>Duplication (if applicable)</b>	N/A	
<b>Honors Courses</b>		
<b>Study Abroad Courses</b>		
<b>Additional Information</b>		
<b>Form Originator</b>	Robert Frager	



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

000109

**Course Abbreviation & Number:**  
 X New Undergraduate Course: NPL- 303  
 .. New Honors Course: --  
 .. New Graduate Course: -

**Effective Term:** 05/2013

**Catalog Title:** Personnel Leadership in Non-Profit Organizations  
**Transcript Title:** NPL Personnel

**Fixed Credit Course:** 03 (03,00)  
**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X 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:** This course will introduce students to the principles of personnel leadership as related to paid, un-paid, seasonal, and employees of non-profit organizations. Recruitment, selection/hiring, retention and motivation, and evaluation as it pertains to the non-profit sector and its unique blend of paid and unpaid workers will be discussed. Credit for this course may only count toward the completion of the NPL minor or certificate program.

**Prerequisite(s):** NPL 300, or consent of instructor

**Projected Enrollment:**

Year 1 - 20 Year 2 - 25 Year 3 - 30 Year 4 - 35

**Required course for students in:** Non-Profit Leadership Certificate Program

**Statement of need and justification based on assessment results of student learning outcomes:** The new course is one of several being introduced for a Non-Profit Leadership Certificate program to replace the minor of the same name. The minor was a conglomerate of courses that were mixed and matched from many departments across campus. We recently found that many of the courses were no longer offered and very few were actually focused on leading non-profit organizations.

**Textbook(s):** Pynes, J.E., Human Resources Management for PUBLIC and NONPROFIT Organizations. Josey Bass.

Herman, R. D., Renz, D. O. Handbook of Non Profit Leadership and Management. 3rd Ed. Josey Bass. 2010. ISBN 10: 0470392509, ISBN 13: 978-0470392508

Mosley, D. C., Mosley, D. C. Jr., Pietri, P. H., Supervisory Management : The Art of Inspiring, Empowering, and Developing. 7th Ed. 2008. ISBN-13:9780324421439

**Learning Objectives:**

1. Demonstrate knowledge and understanding of the key elements in developing and maintaining an effective plan for directing paid and unpaid employees in NPOs and the different strategies needed for the two
2. Demonstrate knowledge of the needed skills and the importance of motivating, retaining, and evaluating paid and unpaid personnel in meeting the objectives and mission of a non-profit organization and address situations unique to non-profit organizations
3. Demonstrate ability to consider how changes in other organizations may impact your personnel plans
4. Demonstrate understanding of critical issues and factors which indicate a need to adjust or modify personnel configuration to meet the non-profit organization's mission and goals

**Topical Outline:** I. Introduction to Non-Profit Personnel Management & Leadership (9)

II. Hiring, Managing, Communicating with, and Evaluating Personnel (18)

III. Succession & Crisis Planning (15)

IV. Exams (3)

**Evaluation:** Class Participation/Quizzes 25%

Small group Discussions 25%

Mid Term Exam 25%

Final Exam 25%

**Duplication (if applicable):** n/a

**Add course requirements for honors and/or 600-level courses (if applicable):** n/a

Learning Activities associated with General Education competencies (if applicable): n/a


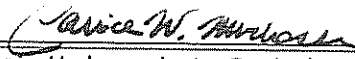
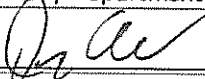
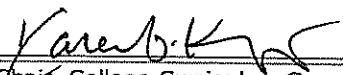



000110

Form Originator: SCHMALZ, Dorothy Schmalz Date Form Created: 10/25/2012

Form Last Updated by: SCHMALZ, Dorothy Schmalz Date Form Last Updated: 3/7/2013

Form Number: 5532

Approval

	3/12/13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	3-13-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	4-19-13		8/16/12
Chair, College Curriculum Committee	Date	Provost	Date
	4/19/13		8/16/12
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

## SAMPLE SYLLABUS FORM

000111

### NPL 303: Personnel Leadership in Non-Profit Organizations 03(03, 00)

<b>Catalog Description</b>	This course will introduce students to the principles of personnel leadership as related to paid, un-paid, seasonal and employees of non-profit organizations. Recruitment, selection/hiring, retention and motivation, and evaluation will be discussed. Credit for this course may only count toward the completion of the NPL minor or certificate program.	
<b>Prerequisites</b>	NPL 300, or consent of instructor	
<b>Textbook(s)</b>	<p>Readings will be selected from:  Pynes, J.E., Human Resources Management for PUBLIC and NONPROFIT Organizations. Josey – Bass.</p> <p>Herman, R. D., Renz, D. O. Handbook of Non Profit Leadership and Management. 3<sup>rd</sup> Ed. Josey – Bass. 2010. ISBN – 10: 0470392509, ISBN – 13: 978-0470392508</p> <p>Mosley, D. C., Mosley, D. C. Jr., Pietri, P. H., Supervisory Management : The Art of Inspiring, Empowering, and Developing. 7<sup>th</sup> Ed. 2008. ISBN-13:9780324421439</p>	
<b>Course Coordinator</b>	Wendell Price	
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of the key elements in developing and maintaining an effective plan for managing paid and unpaid employees in NPO's and the different strategies needed for the two</li> <li>2. Demonstrate knowledge of the needed skills and the importance of motivating, retaining, and evaluating paid and unpaid personnel in meeting the objectives and mission of a non-profit organization and address situations unique to non-profit organizations</li> <li>3. Demonstrate ability to consider how changes in other organizations may impact your personnel plans</li> <li>4. Demonstrate understanding of critical issues and factors which indicate a need to adjust or modify personnel configuration to meet the non-profit organization's mission and goals</li> </ol>	
<b>Topical Outline</b>	<ol style="list-style-type: none"> <li>I. Introduction to Non-Profit Personnel Leadership (9)</li> <li>II. Hiring, Managing, Communicating with, and Evaluating Personnel (18)</li> <li>III. Succession &amp; Crisis Planning (15)</li> <li>V. Exams (3)</li> </ol>	
<b>Laboratory Content (if applicable)</b>	N/A	
<b>Outside Reading (if required)</b>	As needed from peer reviewed journals.	
<b>Evaluation</b>	Class Participation/Quizzes – 25% Small group Discussions – 25% Mid Term Exam – 25% Final Exam – 25%	<b>Grading Scale:</b> A: ≥ 90% B: 80%-89% C: 70%-79% D: 60%-69% F: ≤ 59%
<b>Cross-listing (if applicable)</b>	N/A	
<b>Duplication (if applicable)</b>	N/A	
<b>Honors Courses</b>		

**DOROTHY L SCHMALZ**

---

**From:** Kristin Scott  
**Sent:** Monday, March 04, 2013 9:50 PM  
**To:** V Sridharan; DOROTHY L SCHMALZ  
**Cc:** Robert Brookover IV  
**Subject:** RE: NPL Personnel class

Yes - this is good.

Thank you!

Kristin

EMAILS FROM HGT  
FOR NPL 303

Kristin Scott, PhD  
Assistant Professor  
College of Business and Behavioral Science Clemson University  
864-656-3760 (office)  
864-656-2015 (fax)

---

**From:** V Sridharan  
**Sent:** Monday, March 04, 2013 8:00 PM  
**To:** DOROTHY L SCHMALZ; Kristin Scott  
**Cc:** Robert Brookover IV  
**Subject:** RE: NPL Personnel class

Dart, the revised syllabus looks okay to me. Kristin, are you okay with it? Thanks. – Sri

**From:** DOROTHY L SCHMALZ  
**Sent:** Monday, March 04, 2013 12:49 PM  
**To:** Kristin Scott; V Sridharan  
**Cc:** Robert Brookover IV  
**Subject:** RE: NPL Personnel class

Hi Kristin –

Your suggested changes were perfectly reasonable and doable on our end, so I've made them and incorporated them into the version I've attached here.

Oh, and so you know, yes, the statement you indicated was what we have provided on all of the sample syllabi, including the finance and risk management classes as discussed with Angela Morgeson & Carl Hollingsworth, with the intention of outlining that these courses cannot count toward anything but the non-profit certificate/minor.

Let me know if this updated version will work!

Thanks again for your time.

Dart







000115

**CLEMSON**  
UNIVERSITY

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

**Course Abbreviation & Number:**  
 X **New Undergraduate Course:** NPL- 304  
 .. **New Honors Course:** --  
 .. **New Graduate Course:** -

**Effective Term:** 05/2013

**Catalog Title:** Risk Management of Non-Profit Organizations  
**Transcript Title:** NPL Risk Management

**Fixed Credit Course:** 03 (03,00)

**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X 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:** Conceptual and practical aspects of risk and legal issues associated with non-profit organizations. Foundational knowledge of the non-profit organization as a legal entity including risk identification, management, transfer and financing, liability, and ethics. Credit for this course may only count toward the completion of the NPL minor or certificate program.

**Prerequisite(s):** NPL 300, or consent of instructor

**Projected Enrollment:**

Year 1 - 20 Year 2 - 25 Year 3 - 30 Year 4 - 35

**Required course for students in:** Non-Profit Leadership Certificate Program

**Statement of need and justification based on assessment results of student learning outcomes:** The new course is one of several being introduced for a Non-Profit Leadership Certificate program to replace the minor of the same name. The minor was a conglomerate of courses that were mixed and matched from many departments across campus. We recently found that many of the courses were no longer offered and very few were actually focused on leading non-profit organizations.

**Textbook(s):** Fishman, John J. and Schwarz, Stephen (2010). Nonprofit Organizations Cases and Materials (4th Edition). Foundation Press: New York.

Dorfman, Mark (2008). Introduction to Risk Management and Insurance (9th Edition). Pearson/Prentice Hall: New Jersey.

**Learning Objectives:** 1. Demonstrate an understanding of legal issues confronting non-profit organizations.  
 2. Demonstrate an ability to assess suitability and application of solutions or responses to legal issues arising in the non-profit context.  
 3. Demonstrate basic ability to do legal research and application of legal concepts (e.g., jurisdiction, authority, types of law).  
 4. Demonstrate an understanding of risks to the success of a non-profit organization, its directors, officers and employees; compare and contrast with the risks faced by for-profit entities.

**Topical Outline:** I. Definitions (6)  
 II. Conceptual and Legal Frameworks (6)  
 III. State Regulation and Risk Identification (9)  
 IV. Federal Regulation and Risk Analysis (9)  
 V. Tax Exempt Status and Risk Control (6)  
 VI. Charitable Contributions and Risk Financing (6)  
 VII. Exams (3)

**Evaluation:** Class Participation (10%)  
 Quizzes (10%)  
 Small Group Assignments (15%)  
 Experience Assignment (10%)  
 Writing Assignment (15%)  
 Exams (40%) (2 @ 20% each)

**Duplication (if applicable):** n/a

**Add course requirements for honors and/or 600-level courses (if applicable):** n/a

**Learning Activities associated with General Education competencies (if applicable):** n/a


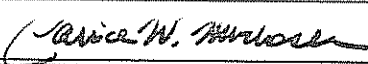
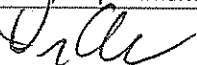
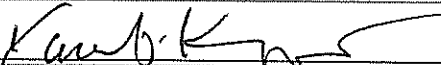

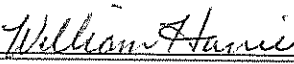

**Form Originator:** SCHMALZ, Dorothy Schmalz **Date Form Created:** 10/25/2012

**Form Last Updated by:** , **Date Form Last Updated:** 3/7/2013

**Form Number:** 5533

000115

**Approval**

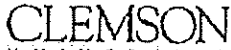
	3/12/13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	3-13-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	4-19-13		8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
	4/19/13		5/16/13
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

SAMPLE SYLLABUS FORM

000117

NPL 304: Risk Management of Non-Profit Organizations 03(03, 00)

<b>Catalog Description</b>	Conceptual and practical aspects of risk and legal issues associated with non-profit organizations. Foundational knowledge of the non-profit organization as a legal entity including risk identification, management, transfer and financing, liability, and ethics. Credit for this course may only count toward the completion of the NPL minor or certificate program.	
<b>Prerequisites</b>	NPL 300, or consent of instructor	
<b>Textbook(s)</b>	Fishman, John J. and Schwarz, Stephen (2010). <i>Nonprofit Organizations Cases and Materials</i> (4 <sup>th</sup> Edition). Foundation Press: New York.  Dorfman, Mark (2008). <i>Introduction to Risk Management and Insurance</i> (9 <sup>th</sup> Edition). Pearson/Prentice Hall: New Jersey.	
<b>Course Coordinator</b>	Anthony Catone	
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of legal issues confronting non-profit organizations.</li> <li>2. Demonstrate an ability to assess suitability and application of solutions or responses to legal issues arising in the non-profit context.</li> <li>3. Demonstrate basic ability to do legal research and application of legal concepts (e.g., jurisdiction, authority, types of law).</li> <li>4. Demonstrate an understanding of risks to the success of a non-profit organization, its directors, officers and employees; compare and contrast with the risks faced by for-profit entities.</li> </ol>	
<b>Topical Outline</b>	<ol style="list-style-type: none"> <li>I. Definitions (6)</li> <li>II. Conceptual and Legal Frameworks (6)</li> <li>III. State Regulation and Risk Identification (9)</li> <li>IV. Federal Regulation and Risk Analysis (9)</li> <li>V. Tax Exempt Status and Risk Control (6)</li> <li>VI. Charitable Contributions and Risk Financing (6)</li> <li>VII. Exams (3)</li> </ol>	
<b>Laboratory Content (if applicable)</b>	N/A	
<b>Outside Reading (if required)</b>	As needed from legal sources, current periodicals.	
<b>Evaluation</b>	Class Participation (10%) Quizzes (10%) Small Group Assignments (15%) Experience Assignment (10%) Writing Assignment (15%) Exams (40%) (2 @ 20% each)	Grading Scale: A: ≥ 90% B: 80%-89% C: 70%-79% D: 60%-69% F: ≤ 59%
<b>Cross-listing (if applicable)</b>	N/A	
<b>Duplication (if applicable)</b>	N/A	
<b>Honors Courses</b>		
<b>Study Abroad Courses</b>		
<b>Additional Information</b>		
<b>Form Originator</b>	Dorothy Schmalz	



Curriculum and Course Change System - Print Change/Delete Course Form

000118

X Change a Course - Abbrev & Number: PRTM- 395

Corresponding Lab Course: --  
 Corresponding Honors course: --  
 .. Add Honors course: --  
 Corresponding Graduate course: --  
 .. Add Graduate course: --

Course Title: PGM SEMINAR III

Brief Statement of Change:

Change from 1-credit into 2 credit course to meet new PGA curriculum requirements.

Last Term taught: 1108

.. Change Abbrev to:

Effective Term: 05/2013

.. Change Number to:

.. Change Catalog Title:

.. Change Transcript Title:

from:

from: PGM SEMINAR III

to:

to:

.. From: Fixed Credit: 2 (2,) To: Fixed Credit: (,) 1(1,0)

Change of Credit Variable Credit: - (-), (-) Variable Credit: - (-),(-)

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

.. Delete cross-listing with the following child course(s):

.. Reverse Parent/Child relationship with:

.. Change Method of Instruction

.. Change Course Modifier

.. Change General Education Designation

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

X Change Catalog Description:

from: Covers business planning for golf operations and customer relations emphasizing topics covered in the PGA/PGM Training Program Level II checkpoint. Preq: PRTM 295, 2.0 cumulative grade-point ratio.

to: Covers advanced teaching methods, golf club fitting; and player development programs. The course is designed to assist students in gaining knowledge and skills necessary to successfully complete the PGA/PGM Training Program Level III. Preq: PRTM 295, 2.0 cumulative grade-point ratio.

.. Change Prerequisite(s):

from:

to:

Learning Objectives: 1) Demonstrate an understanding of and ability to apply advanced golf teaching methods.

2) Demonstrate an understanding of and ability to apply golf club fitting methods.

3) Demonstrate an understanding of and ability to implement player development programs.

Topical Outline: I. Introduction - 3 hours

II. Advanced golf teaching methods - 12

III. Golf club fitting methods - 6

IV. Player development programs - 6

V. Exams - 3 hours

Evaluation: Standard grading scale (A=90-100, B=80-89, etc...)

Exams (3 @ 25) - 75%

Skill Demonstration Exercises - 25%

Form Originator: BOB, Robert Brookover Iv Date Form Created: 3/4/2013


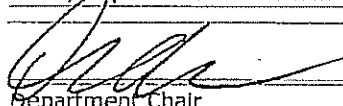
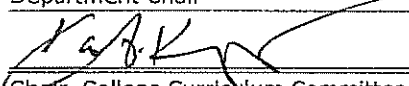
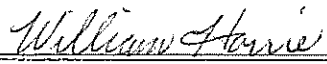

Form Last Updated by: BOB, Robert Brookover Iv Date Form Last Updated: 3/19/2013

Form Number: 5974

Approval

*Carice W. Murdoch*

5/3/2013

	3/11/13		
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	3-19-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3-27-13	Mark M. [unclear]	8/16/12
Chair, College Curriculum Committee	Date	Provost	Date
	4/19/13		8/16/13
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

# CLEMSON

## UNIVERSITY Curriculum and Course Change System - Print Major Form

000120

Change Major Name: Prtm (Professional Golf Management)

Degree: BS

Effective Catalog Year: 2013

.. Change Major Name to:

.. Change Degree to: (CHE approval required)

Change Curriculum Requirements

(Submit or upload Curriculum map in catalog format. CHE approval required for > 18 hours of changes)

Change General Education Requirements

(Must also submit a General Education Checklist)

.. Add, Change or Delete Concentration(s)

(Submit or upload Curriculum map in catalog format. CHE approval required)

.. Add, Change or Delete Emphasis Area(s)

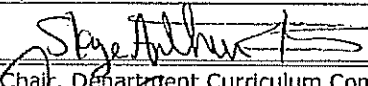


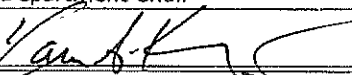
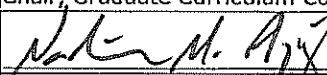
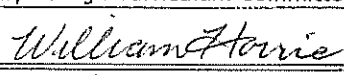

**Explanation:** To meet new general education requirements, PRTM is adding a "CCA/STS/Other Gen Ed" for 3 credits and seeking approval of PRTM 206 and 207 (1 credit each, practicum courses requiring 90 hours of supervised, professional work experience) to fulfill the Academic/Professional Development requirement, adjusting concentration area and elective requirements accordingly, reflecting the change in PRTM 395 (was 1-credit, now 2-credit course), and removing PRTM 495 as a required course in the curriculum.

Form Originator: BOB, Robert Brookover Iv Date Form Created: 2/25/2013

Form Last Updated by: , Date Form Last Updated: 3/18/2013

Form Number: 5930

**Approval**

	3/18/13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	3-18-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3-27-13		8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
	4/19/13		8/16/13
College Dean	Date	President	Date



# Bachelor of Science in Parks, Recreation, and Tourism Management Professional Golf Management (PGM) Concentration (2013-14)

000121

Freshman Year					
Fall Semester			Spring Semester		
1	PRTM 195	PGM Seminar I	3	ENGL 103	Accelerated Composition
3		Social Science Requirement <sup>1</sup>	1	PRTM 200	Profession & Practice in PRTM
3		Social Science Requirement <sup>1</sup>	2	PRTM 220	Conceptual Foundations of Parks, Recreation & Tourism
3		Mathematics Requirement <sup>1</sup>	3	PRTM 281	Intro to Golf Management
4		Natural Science with Lab <sup>1</sup>	3	PRTM 282	Principles of Golfer Development
2		Elective	3		Mathematics or Natural Science Requirement <sup>1</sup>
0	LIB 100	Clemson Connect	3		Art & Humanities Requirement (Non-Lit) <sup>1</sup>
16			18		

Sophomore Year					
Fall Semester			Spring Semester		
6	PRTM 226	Foundations of Management and Administration	3		Concentration Requirement <sup>2</sup>
5	PRTM 227	Programming in Leisure Services	3	PRTM 283	Advanced Methods of Teaching Golf
3	PRTM 229	Competency Integration in PRTM	3		A & H (Literature) Requirement <sup>1</sup>
1	PRTM 198	Creative Inquiry-PRTM I	3		Oral Communication
1	PRTM 295	PGM Seminar II	3		CCA/STS/Other Gen Ed Requirement
16			15		

Junior Year					
Fall Semester			Spring Semester		
0	Co-op 203	Cooperative Education	9		Concentration Requirement <sup>2</sup>
1	PRTM 207	Practicum II	3	PRTM 383	Golf Shop Operations
			4		Elective
1			16		

Senior Year					
Fall Semester			Spring Semester		
16		Concentration Area Requirement	0	Co-op 204	Cooperative Education
			0		
16					

Fifth Year					
PGM			2	PRTM 395	PGM Seminar III
			12		Concentration Requirement
			3	PRTM 483	Golf Club Management & Ops
			17		

<sup>1</sup> See University General Ed satisfy the Cross Cultural requirements where appropriate

<sup>2</sup> See PRTM Academic Adv.

NEW



Curriculum and Course Change System - Print Major Form

000122

Change Major Name: Prtm (Com Rec, Sport, and Camp Mgt)

Degree: BS

Effective Catalog Year: 2013

.. Change Major Name to:

.. Change Degree to: (CHE approval required)

X Change Curriculum Requirements

(Submit or upload Curriculum map in catalog format. CHE approval required for > 18 hours of changes)

X Change General Education Requirements

(Must also submit a General Education Checklist)

.. Add, Change or Delete Concentration(s)

(Submit or upload Curriculum map in catalog format. CHE approval required)

.. Add, Change or Delete Emphasis Area(s)

**Explanation:** To meet new general education requirements, PRTM is dropping CU 101, adding a "CCA/STS/Other Gen Ed" for 3 credits in place of CU 101, seeking approval of PRTM 206 and 207 (1 credit each, practicum courses requiring 90 hours of supervised, professional work experience) to fulfill the Academic/Professional Development requirement, and adjusting concentration area requirements so 120 total hours are required in the major.

Form Originator: BOB, Robert Brookover Iv Date Form Created: 2/25/2013

Form Last Updated by: BOB, Robert Brookover Iv Date Form Last Updated: 2/25/2013

Form Number: 5925

Approval

<i>Spige, D.B.</i>	3/5/13	<i>Parice W. Anderson</i>	5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>[Signature]</i>	3/5/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>[Signature]</i>	3-13-13	<i>Robert M. Ayers</i>	8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>William Horrie</i>	4/19/13	<i>[Signature]</i>	5/11/13
College Dean	Date	President	Date


**Curriculum and Course Change System - General Education Checklist**
**Major Name:** PRTM 967 - Community Recreation, Sport, and Camp Management

**Specific General Education Requirements**

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			X PRTM 206 & 207	..
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. In Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** The PRTM Department delivers its core curriculum during the PRTM EDGE (Engaging in Diverse Guided Experiences) semester. It is during this 15-credit hour, Immersion semester that students will undertake learning experiences designed to address and evaluate the general education distributed competencies of ethical judgment, communications (oral and written), and critical thinking. Our approach will be to provide multiple learning opportunities then assess student learning through a case study assignment and presentation.

Ethics content experts will assist in the delivery of conference style seminar presentations and other learning activities and the development and assessment of the ethical judgment portion of the case study assignment and presentation. A rubric will be developed and published in the syllabus that will be utilized in grading the ethical judgment portion of the assignment.

**Assignment and Assessment:**

In PRTM 229, students will be randomly assigned a case study that will outline a problem or issue, which includes a scenario that requires ethical judgment and critical thinking to determine alternative solutions and ultimately decide upon the "best" course of action to take in that particular situation. A written report (used to assess written communication) will outline knowledge used and ethical and critical thinking frameworks employed to develop and assess alternative solutions, the ultimate solution chosen, and an explanation as to why the student chose that alternative. In addition to the written report, students will be required to deliver an oral presentation (used to assess oral communication) outlining the same information. Oral presentations will be videotaped so both the written report and the video of the presentation can be tagged and uploaded to the e-portfolio.

Our goal is that all students will achieve a score of 75% or better on the ethical judgment competency component of this assignment. Students who do not initially achieve a score of 75% or better on this component will be provided with feedback and given an opportunity to improve and resubmit their work. However, if more than 10% of students fail to achieve a final score of 75% or better on the ethical judgment component of the case study assignment, adjustments will be made to the EDGE/Immersion semester content, learning activities, and the case study assignment.

**Communication Integration Plan - Address competencies, implementation, and assessment:** The PRTM Department delivers its core curriculum during the PRTM EDGE (Engaging in Diverse Guided Experiences) semester. It is during this 15-credit hour, Immersion semester that students will undertake learning experiences designed to address and evaluate the general education distributed competencies of ethical judgment, communications (oral and written), and critical thinking. Our approach will be to provide multiple learning opportunities then assess student learning through a case study assignment and presentation.

Written and oral communications "coaches" will be hired by the PRTM department and integrated into the PRTM EDGE/Immersion Semester (PRTM 226, 227, and 229). Coaches will assist in the development of assignments, assist students throughout the writing and development of papers, reports, and presentations, and will assist PRTM faculty in grading and assessment. A rubric will be developed and published in the syllabus that will be utilized in assessing the written and oral communication portions of the assignment.

**Assignment and Assessment:**

In PRTM 229, students will be randomly assigned a case study that will outline a problem or issue, which includes a scenario that

requires ethical judgment and critical thinking to determine alternative solutions and ultimately decide upon the "best" course of action to take in that particular situation. A written report (used to assess written communication) will outline knowledge used and ethical and critical thinking frameworks employed to develop and assess alternative solutions, the ultimate solution chosen, and an explanation as to why the student chose that alternative. In addition to the written report, students will be required to deliver an oral presentation (used to assess oral communication) outlining the same information. Oral presentations will be videotaped so both the written report and the video of the presentation can be tagged and uploaded to the e-portfolio.

Our goal is that all students will achieve a score of 75% or better on the written and oral communication components of this assignment. Students who do not initially achieve a score of 75% or better on the written and oral communication components will be provided with feedback and given an opportunity to improve and resubmit their work. However, if more than 10% of students fail to achieve a final score of 75% or better on the written and oral communication components of the case study assignment, adjustments will be made to the EDGE/Immersion semester content, learning activities, and the case study assignment.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** The PRTM Department delivers its core curriculum during the PRTM EDGE (Engaging in Diverse Guided Experiences) semester. It is during this 15-credit hour, immersion semester that students will undertake learning experiences designed to address and evaluate the general education distributed competencies of ethical judgment, communications (oral and written), and critical thinking. Our approach will be to provide multiple learning opportunities then assess student learning through a case study assignment and presentation.

Critical thinking content will be delivered throughout the 15-credit EDGE/Immersion semester experience (PRTM 226, 227, and 229) and include conference style seminar presentations on critical (and creative) thinking models and in-class sessions covering critical (and creative) thinking as it specifically relates to and is applied in the PRTM field and related professional organizations. A rubric will be developed and published in the syllabus that will be utilized in grading the critical (and creative) thinking portion of the assignment.

**Assignment and Assessment:**



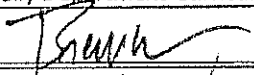
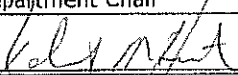
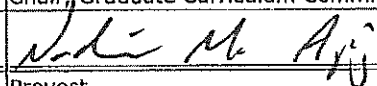
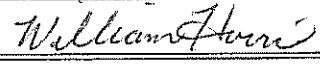
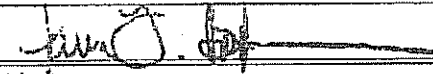
In PRTM 229, students will be randomly assigned a case study that will outline a problem or issue, which includes a scenario that requires ethical judgment and critical thinking to determine alternative solutions and ultimately decide upon the "best" course of action to take in that particular situation. A written report (used to assess written communication) will outline knowledge used and ethical and critical thinking frameworks employed to develop and assess alternative solutions, the ultimate solution chosen, and an explanation as to why the student chose that alternative. In addition to the written report, students will be required to deliver an oral presentation (used to assess oral communication) outlining the same information. Oral presentations will be videotaped so both the written report and the video of the presentation can be tagged and uploaded to the e-portfolio.

Our goal is that all students will achieve a score of 75% or better on the critical (and creative) thinking competency component of this assignment. Students who do not initially achieve a score of 75% or better on the critical (and creative) thinking component will be provided with feedback and given an opportunity to improve and resubmit their work. However, if more than 10% of students fail to achieve a final score of 75% or better on the critical (and creative) thinking competency component of the case study assignment, adjustments will be made to the EDGE/Immersion semester content, learning activities, and the case study assignment.

**Form Originator:** BOB, Robert Brookover Iv **Date Form Created:** 2/25/2013

**Form Last Updated by:** BOB, Robert Brookover Iv **Date Form Last Updated:** 2/25/2013 **Form Number:** 5931

**Approval**

	3/11/13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	3/5/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3/13/13		8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
	4/19/13		8/16/13
College Dean	Date	President	Date

# Bachelor of Science in Parks, Recreation, and Tourism Management Community Recreation, Sport, and Camp Management (CRSCM) Concentration

Freshman Year			
Fall Semester		Spring Semester	
3		CCA/STS/Other Gen Ed <sup>1</sup>	
3		Social Science Requirement <sup>1</sup>	
3		Social Science Requirement <sup>1</sup>	
3		Mathematics Requirement <sup>1</sup>	
4		Natural Science with Lab <sup>1</sup>	
0	LIB 100	Clemson Connect	
16			

Sophomore Year			
Fall Semester		Spring Semester	
6	PRTM 226	Foundations of Management and Administration	
5	PRTM 227	Programming in Leisure Services	
3	PRTM 229	Competency Integration in PRTM	
1	PRTM 198	Creative Inquiry-PRTM I	
15			

Spring Semester		
2	PRTM 298	Creative Inquiry - PRTM II
3		A & H (Literature) Requirement <sup>1</sup>
3	PRTM 241	Intro to CRSCM
6		Concentration Requirement <sup>2</sup>
1		Elective
15		

1	PRTM 206
1	PRTM 207
2	

Junior Year			
Fall Semester		Spring Semester	
2	PRTM 398	Creative Inquiry - PRTM III	
12		Concentration Requirement <sup>2</sup>	
1	PRTM 404	Field Training I	
15			

1	PRTM 498	Creative Inquiry - PRTM IV
9		Concentration Requirement <sup>2</sup>
2		Elective
12		

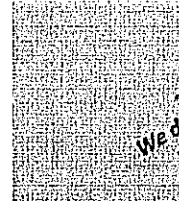
6	PRTM 405
6	

Senior Year			
Fall Semester		Spring Semester	
12		Concentration Requirement <sup>2</sup>	
12			
<b>120 Total Semester Hours</b>			
Notes			



See University General Education Requirements. General Education requires 33 credit hours. PRTM 206 and 207 fulfill the requirement for 2 credits of Academic and Professional Development. Students must take an additional 33 credits (at least) of general education requirements as prescribed in the catalog. See your advisor for more information.

<sup>2</sup> See PRTM Academic Advisor



NEW

**Bachelor of Science in Parks, Recreation, and Tourism Management  
Community Recreation, Sport, and Camp Management (CRSCM) Concentration**


Freshman Year					
Fall Semester			Spring Semester		
2	CU 101	University Success Skills	3	ENGL 103	Accelerated Composition
3		Social Science Requirement <sup>1</sup>	2	PRTM 220	Conceptual Foundations of Parks, Recreation & Tourism
3		Social Science Requirement <sup>1</sup>	1	PRTM 200	Profession & Practice in PRTM
3		Mathematics Requirement <sup>1</sup>	3	COAM 250	Public Speaking
4		Natural Science with Lab <sup>1</sup>	3		Mathematics or Natural Science Requirement <sup>1</sup>
0	LIB 100	Clemson Connect	3		Art & Humanities Requirement (Non-UI) <sup>1</sup>
15			15		

Sophomore Year					
Fall Semester			Spring Semester		
6	PRTM 226	Foundations of Management and Administration	2	PRTM 298	Creative Inquiry - PRTM II
5	PRTM 227	Programming in Leisure Services	3		A & H (Literature) Requirement <sup>1</sup>
3	PRTM 229	Competency Integration in PRTM	3	PRTM 241	Intro to CRSCM
1	PRTM 198	Creative Inquiry-PRTM I	6		Concentration Requirement <sup>2</sup>
			1		Elective
15			15		

Junior Year					
Fall Semester			Spring Semester		
2	PRTM 398	Creative Inquiry - PRTM III	1	PRTM 498	Creative Inquiry - PRTM IV
12		Concentration Requirement <sup>1</sup>	12		Concentration Requirement <sup>1</sup>
1	PRTM 404	Field Training I	2		Elective
15			15		

Senior Year					
Fall Semester			Spring Semester		
12		Concentration Requirement <sup>1</sup>	6		Concentration Requirement <sup>1</sup>
			6		Electives
12			12		

**122 Total Semester Hours**



**CRSCM**

**Notes**

<sup>1</sup> See University General Education Requirements. Students should choose courses that satisfy the Cross Cultural Awareness and Science and Technology in Society requirements where appropriate. See your advisor for more information.

<sup>2</sup> See PRTM Academic Advisor

We do

**OLD - CRSCM, PCAM, TT, TR, &  
UNDECLARED**

000127

**CLEMSON**

UNIVERSITY Curriculum and Course Change System - Print Major Form

Change Major Name: Prtm (Parks and Conserv Area Mgt)

Degree: BS

Effective Catalog Year: 2013

.. Change Major Name to:

.. Change Degree to: (CHE approval required)

 Change Curriculum Requirements

(Submit or upload Curriculum map in catalog format. CHE approval required for &gt; 18 hours of changes)

 Change General Education Requirements

(Must also submit a General Education Checklist)

.. Add, Change or Delete Concentration(s)

(Submit or upload Curriculum map in catalog format. CHE approval required)

.. Add, Change or Delete Emphasis Area(s)

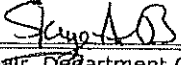
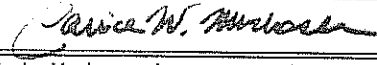
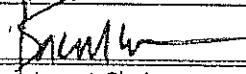
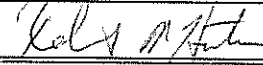
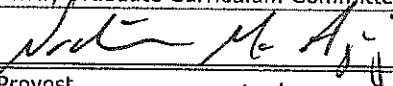


**Explanation:** To meet new general education requirements, PRTM is dropping CU 101, adding a "CCA/STS/Other Gen Ed" for 3 credits in place of CU 101, seeking approval of PRTM 206 and 207 (1 credit each, practicum courses requiring 90 hours of supervised, professional work experience) to fulfill the Academic/Professional Development requirement, and adjusting concentration area requirements so 120 total hours are required in the major.

Form Originator: BOB, Robert Brookover Iv Date Form Created: 2/25/2013

Form Last Updated by: BOB, Robert Brookover Iv Date Form Last Updated: 2/25/2013

Form Number: 5926

## Approval

	3/5/13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	3/5/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3/13/13		8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
	4/19/13		8/16/13
College Dean	Date	President	Date



## Curriculum and Course Change System - General Education Checklist

000128

Major Name: PRTM 963 - Parks and Conservation Area Management

## Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			X PRTM 206 & 207	..
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** The PRTM Department delivers its core curriculum during the PRTM EDGE (Engaging In Diverse Guided Experiences) semester. It is during this 15-credit hour, Immersion semester that students will undertake learning experiences designed to address and evaluate the general education distributed competencies of ethical judgment, communications (oral and written), and critical thinking. Our approach will be to provide multiple learning opportunities then assess student learning through a case study assignment and presentation.

Ethics content experts will assist in the delivery of conference style seminar presentations and other learning activities and the development and assessment of the ethical judgment portion of the case study assignment and presentation. A rubric will be developed and published in the syllabus that will be utilized in grading the ethical judgment portion of the assignment.

**Assignment and Assessment:**

In PRTM 229, students will be randomly assigned a case study that will outline a problem or issue, which includes a scenario that requires ethical judgment and critical thinking to determine alternative solutions and ultimately decide upon the "best" course of action to take in that particular situation. A written report (used to assess written communication) will outline knowledge used and ethical and critical thinking frameworks employed to develop and assess alternative solutions, the ultimate solution chosen, and an explanation as to why the student chose that alternative. In addition to the written report, students will be required to deliver an oral presentation (used to assess oral communication) outlining the same information. Oral presentations will be videotaped so both the written report and the video of the presentation can be tagged and uploaded to the e-portfolio.

Our goal is that all students will achieve a score of 75% or better on the ethical judgment competency component of this assignment. Students who do not initially achieve a score of 75% or better on this component will be provided with feedback and given an opportunity to improve and resubmit their work. However, if more than 10% of students fail to achieve a final score of 75% or better on the ethical judgment component of the case study assignment, adjustments will be made to the EDGE/Immersion semester content, learning activities, and the case study assignment.

**Communication Integration Plan - Address competencies, implementation, and assessment:** The PRTM Department delivers its core curriculum during the PRTM EDGE (Engaging In Diverse Guided Experiences) semester. It is during this 15-credit hour, Immersion semester that students will undertake learning experiences designed to address and evaluate the general education distributed competencies of ethical judgment, communications (oral and written), and critical thinking. Our approach will be to provide multiple learning opportunities then assess student learning through a case study assignment and presentation.

Written and oral communications "coaches" will be hired by the PRTM department and integrated into the PRTM EDGE/Immersion Semester (PRTM 226, 227, and 229). Coaches will assist in the development of assignments, assist students throughout the writing and development of papers, reports, and presentations, and will assist PRTM faculty in grading and assessment. A rubric will be developed and published in the syllabus that will be utilized in assessing the written and oral communication portions of the assignment.

**Assignment and Assessment:**

In PRTM 229, students will be randomly assigned a case study that will outline a problem or issue, which includes a scenario that



requires ethical judgment and critical thinking to determine alternative solutions and ultimately decide upon the "best" course of action to take in that particular situation. A written report (used to assess written communication) will outline knowledge used and ethical and critical thinking frameworks employed to develop and assess alternative solutions, the ultimate solution chosen, and an explanation as to why the student chose that alternative. In addition to the written report, students will be required to deliver an oral presentation (used to assess oral communication) outlining the same information. Oral presentations will be videotaped so both the written report and the video of the presentation can be tagged and uploaded to the e-portfolio.

Our goal is that all students will achieve a score of 75% or better on the written and oral communication components of this assignment. Students who do not initially achieve a score of 75% or better on the written and oral communication components will be provided with feedback and given an opportunity to improve and resubmit their work. However, if more than 10% of students fail to achieve a final score of 75% or better on the written and oral communication components of the case study assignment, adjustments will be made to the EDGE/Immersion semester content, learning activities, and the case study assignment.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** The PRTM Department delivers its core curriculum during the PRTM EDGE (Engaging In Diverse Guided Experiences) semester. It is during this 15-credit hour, immersion semester that students will undertake learning experiences designed to address and evaluate the general education distributed competencies of ethical judgment, communications (oral and written), and critical thinking. Our approach will be to provide multiple learning opportunities then assess student learning through a case study assignment and presentation.

Critical thinking content will be delivered throughout the 15-credit EDGE/Immersion semester experience (PRTM 226, 227, and 229) and include conference style seminar presentations on critical (and creative) thinking models and in-class sessions covering critical (and creative) thinking as it specifically relates to and is applied in the PRTM field and related professional organizations. A rubric will be developed and published in the syllabus that will be utilized in grading the critical (and creative) thinking portion of the assignment.

**Assignment and Assessment:**


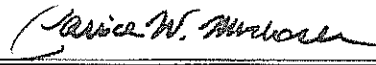

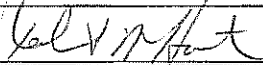
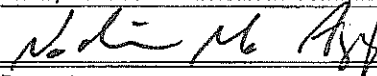

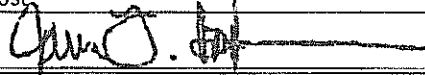
In PRTM 229, students will be randomly assigned a case study that will outline a problem or issue, which includes a scenario that requires ethical judgment and critical thinking to determine alternative solutions and ultimately decide upon the "best" course of action to take in that particular situation. A written report (used to assess written communication) will outline knowledge used and ethical and critical thinking frameworks employed to develop and assess alternative solutions, the ultimate solution chosen, and an explanation as to why the student chose that alternative. In addition to the written report, students will be required to deliver an oral presentation (used to assess oral communication) outlining the same information. Oral presentations will be videotaped so both the written report and the video of the presentation can be tagged and uploaded to the e-portfolio.

Our goal is that all students will achieve a score of 75% or better on the critical (and creative) thinking competency component of this assignment. Students who do not initially achieve a score of 75% or better on the critical (and creative) thinking component will be provided with feedback and given an opportunity to improve and resubmit their work. However, if more than 10% of students fail to achieve a final score of 75% or better on the critical (and creative) thinking competency component of the case study assignment, adjustments will be made to the EDGE/Immersion semester content, learning activities, and the case study assignment.

**Form Originator:** BOB, Robert Brookover IV **Date Form Created:** 2/25/2013

**Form Last Updated by:** BOB, Robert Brookover IV **Date Form Last Updated:** 2/25/2013 **Form Number:** 5932

**Approval**

	5/8/13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	3/5/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3-13-12		8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
	4/19/13		8/16/13
College Dean	Date	President	Date

# Bachelor of Science in Parks, Recreation, and Tourism Management

## Park and Conservation Area Management (PCAM) Concentration (2013-1)

00130

Freshman Year			
Fall Semester		Spring Semester	
3		CCA/SIS/Other Gen Ed <sup>1</sup>	
3		Social Science Requirement <sup>1</sup>	
3		Social Science Requirement <sup>1</sup>	
3		Mathematics Requirement <sup>1</sup>	
4		Natural Science with Lab <sup>1</sup>	
0	LIB 100	Clemson Connect	
16			
3		English Composition <sup>1</sup>	
2	PRTM 220	Conceptual Foundations of Parks, Recreation & Tourism	
1	PRTM 200	Profession & Practice in PRTM	
3		Oral Communication <sup>1</sup>	
3		Mathematics or Natural Science Requirement <sup>1</sup>	
3		Arts & Humanities Requirement (Non-Lit) <sup>1</sup>	
15			

Sophomore Year			
Fall Semester		Spring Semester	
6	PRTM 226	Foundations of Management and Administration	
5	PRTM 227	Programming in Leisure Services	
3	PRTM 229	Competency Integration in PRTM	
1	PRTM 198	Creative Inquiry-PRTM I	
15			
2	PRTM 298	Creative Inquiry - PRTM II	
3		A & H (Literature) Requirement <sup>2</sup>	
3	PRTM 270	Intro to Recreation Resources Management	
6		Concentration Requirement <sup>1</sup>	
1		Elective	
15			
1			PRTM 206
1			PRTM 207
2			

Junior Year			
Fall Semester		Spring Semester	
2	PRTM 398	Creative Inquiry - PRTM III	
12		Concentration Requirement <sup>1</sup>	
1	PRTM 404	Field Training I	
15			
1	PRTM 498	Creative Inquiry - PRTM IV	
9		Concentration Requirement <sup>1</sup>	
2		Elective	
12			
6			PRTM 405
6			

Senior Year			
Fall Semester		Spring Semester	
12		Concentration Requirement <sup>1</sup>	
12			
6		Concentration Requirement <sup>1</sup>	
6		Electives	
12			
120 Total Semester Hours			
Notes			



See University General Education Requirements. General Education requires 33 credit hours. PRTM 206 and 207 fulfill the requirement for 2 credits of Academic and Professional Development. Students must take an additional 31 credits (at least) of general education requirements as prescribed in the catalog. See your advisor for more information.

<sup>2</sup> See PRTM Academic Advisor

NEW

# Bachelor of Science in Parks, Recreation, and Tourism Management Community Recreation, Sport, and Camp Management (CRSCM) Concentration

000131

Freshman Year					
Fall Semester			Spring Semester		
2	CU 101	University Success Skills	3	ENGL 103	Accelerated Composition
3		Social Science Requirement <sup>1</sup>	2	PRTM 220	Conceptual Foundations of Parks, Recreation & Tourism
3		Social Science Requirement <sup>1</sup>	1	PRTM 200	Profession & Practice in PRTM
3		Mathematics Requirement <sup>1</sup>	3	COMM 250	Public Speaking
4		Natural Science with Lab <sup>1</sup>	3		Mathematics or Natural Science Requirement <sup>1</sup>
0	LIB 100	Clemson Connect	3		Art & Humanities Requirement (Non-Lit) <sup>1</sup>
15			15		

Sophomore Year					
Fall Semester			Spring Semester		
6	PRTM 226	Foundations of Management and Administration	2	PRTM 298	Creative Inquiry - PRTM II
5	PRTM 227	Programming in Leisure Services	3		A & H (Literature) Requirement <sup>1</sup>
3	PRTM 229	Competency Integration in PRTM	3	PRTM 241	Intro to CRSCM
1	PRTM 198	Creative Inquiry-PRTM I	6		Concentration Requirement <sup>2</sup>
			1		Elective
15			15		

Junior Year					
Fall Semester			Spring Semester		
2	PRTM 398	Creative Inquiry - PRTM III	1	PRTM 498	Creative Inquiry - PRTM IV
12		Concentration Requirement <sup>2</sup>	12		Concentration Requirement <sup>2</sup>
1	PRTM 404	Field Training I	2		Elective
15			15		

Senior Year					
Fall Semester			Spring Semester		
12		Concentration Requirement <sup>2</sup>	6		Concentration Requirement <sup>2</sup>
			6		Electives
12			12		



**Notes**

<sup>1</sup> See University General Education Requirements. Students should choose courses that satisfy the Cross Cultural Awareness and Science and Technology in Society requirements where appropriate. See your advisor for more information.

<sup>2</sup> See PRTM Academic Advisor

OLD - CRSCM, PCAM, TT, TR, &  
UNDECLARED



Curriculum and Course Change System - Print Major Form

000132

Change Major Name: Prtm (Travel and Tourism)

Degree: BS

Effective Catalog Year: 2013

.. Change Major Name to:

.. Change Degree to: (CHE approval required)

X Change Curriculum Requirements

(Submit or upload Curriculum map in catalog format. CHE approval required for > 18 hours of changes)

X Change General Education Requirements

(Must also submit a General Education Checklist)

.. Add, Change or Delete Concentration(s)

(Submit or upload Curriculum map in catalog format. CHE approval required)

.. Add, Change or Delete Emphasis Area(s)


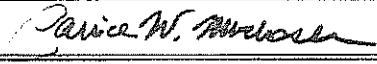
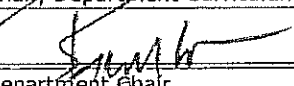
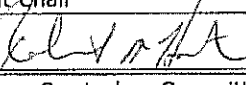
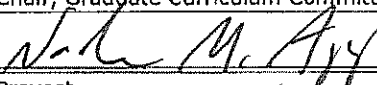
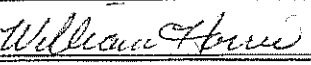

**Explanation:** To meet new general education requirements, PRTM is dropping CU 101, adding a "CCA/STS/Other Gen Ed" for 3 credits in place of CU 101, seeking approval of PRTM 206 and 207 (1 credit each, practicum courses requiring 90 hours of supervised, professional work experience) to fulfill the Academic/Professional Development requirement, and adjusting concentration area requirements so 120 total hours are required in the major.

Form Originator: BOB, Robert Brookover IV Date Form Created: 2/25/2013

Form Last Updated by: BOB, Robert Brookover IV Date Form Last Updated: 2/25/2013

Form Number: 5928

Approval

	3/5/13		3/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	3/5/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3-13-13		8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
	7/19/13		8/16/13
College Dean	Date	President	Date



## Curriculum and Course Change System - General Education Checklist

000133

Major Name: PRTM 966 - Travel and Tourism

## Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			X PRTM 206 & 207	..
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. In Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** The PRTM Department delivers its core curriculum during the PRTM EDGE (Engaging In Diverse Guided Experiences) semester. It is during this 15-credit hour, Immersion semester that students will undertake learning experiences designed to address and evaluate the general education distributed competencies of ethical judgment, communications (oral and written), and critical thinking. Our approach will be to provide multiple learning opportunities then assess student learning through a case study assignment and presentation.

Ethics content experts will assist in the delivery of conference style seminar presentations and other learning activities and the development and assessment of the ethical judgment portion of the case study assignment and presentation. A rubric will be developed and published in the syllabus that will be utilized in grading the ethical judgment portion of the assignment.

**Assignment and Assessment:**

In PRTM 229, students will be randomly assigned a case study that will outline a problem or issue, which includes a scenario that requires ethical judgment and critical thinking to determine alternative solutions and ultimately decide upon the "best" course of action to take in that particular situation. A written report (used to assess written communication) will outline knowledge used and ethical and critical thinking frameworks employed to develop and assess alternative solutions, the ultimate solution chosen, and an explanation as to why the student chose that alternative. In addition to the written report, students will be required to deliver an oral presentation (used to assess oral communication) outlining the same information. Oral presentations will be videotaped so both the written report and the video of the presentation can be tagged and uploaded to the e-portfolio.

Our goal is that all students will achieve a score of 75% or better on the ethical judgment competency component of this assignment. Students who do not initially achieve a score of 75% or better on this component will be provided with feedback and given an opportunity to improve and resubmit their work. However, if more than 10% of students fail to achieve a final score of 75% or better on the ethical judgment component of the case study assignment, adjustments will be made to the EDGE/Immersion semester content, learning activities, and the case study assignment.

**Communication Integration Plan - Address competencies, implementation, and assessment:** The PRTM Department delivers its core curriculum during the PRTM EDGE (Engaging In Diverse Guided Experiences) semester. It is during this 15-credit hour, Immersion semester that students will undertake learning experiences designed to address and evaluate the general education distributed competencies of ethical judgment, communications (oral and written), and critical thinking. Our approach will be to provide multiple learning opportunities then assess student learning through a case study assignment and presentation.

Written and oral communications "coaches" will be hired by the PRTM department and integrated into the PRTM EDGE/Immersion Semester (PRTM 226, 227, and 229). Coaches will assist in the development of assignments, assist students throughout the writing and development of papers, reports, and presentations, and will assist PRTM faculty in grading and assessment. A rubric will be developed and published in the syllabus that will be utilized in assessing the written and oral communication portions of the assignment.

**Assignment and Assessment:**

In PRTM 229, students will be randomly assigned a case study that will outline a problem or issue, which includes a scenario that

000194

requires ethical judgment and critical thinking to determine alternative solutions and ultimately decide upon the "best" course of action to take in that particular situation. A written report (used to assess written communication) will outline knowledge used and ethical and critical thinking frameworks employed to develop and assess alternative solutions, the ultimate solution chosen, and an explanation as to why the student chose that alternative. In addition to the written report, students will be required to deliver an oral presentation (used to assess oral communication) outlining the same information. Oral presentations will be videotaped so both the written report and the video of the presentation can be tagged and uploaded to the e-portfolio.

Our goal is that all students will achieve a score of 75% or better on the written and oral communication components of this assignment. Students who do not initially achieve a score of 75% or better on the written and oral communication components will be provided with feedback and given an opportunity to improve and resubmit their work. However, if more than 10% of students fail to achieve a final score of 75% or better on the written and oral communication components of the case study assignment, adjustments will be made to the EDGE/Immersion semester content, learning activities, and the case study assignment.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** The PRTM Department delivers its core curriculum during the PRTM EDGE (Engaging in Diverse Guided Experiences) semester. It is during this 15-credit hour, immersion semester that students will undertake learning experiences designed to address and evaluate the general education distributed competencies of ethical judgment, communications (oral and written), and critical thinking. Our approach will be to provide multiple learning opportunities then assess student learning through a case study assignment and presentation.

Critical thinking content will be delivered throughout the 15-credit EDGE/Immersion semester experience (PRTM 226, 227, and 229) and include conference style seminar presentations on critical (and creative) thinking models and in-class sessions covering critical (and creative) thinking as it specifically relates to and is applied in the PRTM field and related professional organizations. A rubric will be developed and published in the syllabus that will be utilized in grading the critical (and creative) thinking portion of the assignment.

**Assignment and Assessment:**


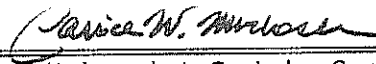
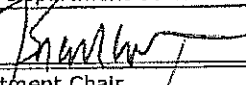
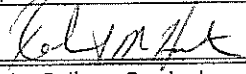
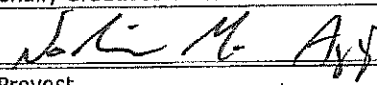
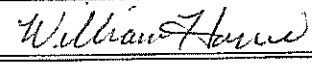

In PRTM 229, students will be randomly assigned a case study that will outline a problem or issue, which includes a scenario that requires ethical judgment and critical thinking to determine alternative solutions and ultimately decide upon the "best" course of action to take in that particular situation. A written report (used to assess written communication) will outline knowledge used and ethical and critical thinking frameworks employed to develop and assess alternative solutions, the ultimate solution chosen, and an explanation as to why the student chose that alternative. In addition to the written report, students will be required to deliver an oral presentation (used to assess oral communication) outlining the same information. Oral presentations will be videotaped so both the written report and the video of the presentation can be tagged and uploaded to the e-portfolio.

Our goal is that all students will achieve a score of 75% or better on the critical (and creative) thinking competency component of this assignment. Students who do not initially achieve a score of 75% or better on the critical (and creative) thinking component will be provided with feedback and given an opportunity to improve and resubmit their work. However, if more than 10% of students fail to achieve a final score of 75% or better on the critical (and creative) thinking competency component of the case study assignment, adjustments will be made to the EDGE/Immersion semester content, learning activities, and the case study assignment.

**Form Originator:** BOB, Robert Brookover IV **Date Form Created:** 2/25/2013

**Form Last Updated by:** BOB, Robert Brookover IV **Date Form Last Updated:** 2/25/2013 **Form Number:** 5933

**Approval**

	3/15/13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	3/5/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3/18/13		8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
	4/19/13		8/16/13
College Dean	Date	President	Date

**Bachelor of Science in Parks, Recreation, and Tourism Management  
Travel & Tourism (T&T) Concentration (2013-14)**

Freshman Year					
Fall Semester			Spring Semester		
3		CCA/STS/Other Gen Ed <sup>1</sup>	3		English Composition <sup>1</sup>
3		Social Science Requirement <sup>1</sup>	2	PRTM 220	Conceptual Foundations of Parks, Recreation & Tourism
3		Social Science Requirement <sup>1</sup>	1	PRTM 200	Profession & Practice in PRTM
3		Mathematics Requirement <sup>1</sup>	3		Oral Communication <sup>1</sup>
4		Natural Science with Lab <sup>1</sup>	3		Mathematics or Natural Science Requirement <sup>1</sup>
0	LIB 100	Clemson Connect	3		Arts & Humanities Requirement (Non-Lit) <sup>1</sup>
16			15		

Sophomore Year					
Fall Semester			Spring Semester		
6	PRTM 226	Foundations of Management and Administration	2	PRTM 298	Creative Inquiry - PRTM II
5	PRTM 277	Programming in Leisure Services	3		A & H (Literature) Requirement <sup>1</sup>
3	PRTM 229	Competency Integration in PRTM	3	PRTM 342	Intro to Tourism
1	PRTM 198	Creative Inquiry - PRTM I	6		Concentration Requirement <sup>1</sup>
			1		Elective
15			15		

Junior Year					
Fall Semester			Spring Semester		
2	PRTM 398	Creative Inquiry - PRTM III	1	PRTM 498	Creative Inquiry - PRTM IV
12		Concentration Requirement <sup>1</sup>	9		Concentration Requirement <sup>1</sup>
1	PRTM 404	Field Training I	2		Elective
15			12		

Senior Year					
Fall Semester			Spring Semester		
12		Concentration Requirement <sup>1</sup>	6		Concentration Requirement <sup>1</sup>
			6		Electives
12			12		
			120 Total Semester Hours		
Notes:					



See University General Education Requirements. General Education requires 33 credit hours. PRTM 206 and 207 fulfill the requirement for 2 credits of Academic and Professional Development. Students must take an additional 31 credits (at least) of general education requirements as prescribed in the catalog. See your advisor for more information.

<sup>2</sup> See PRTM Academic Advisor



**NEW**

# Bachelor of Science in Parks, Recreation, and Tourism Management Community Recreation, Sport, and Camp Management (CRSCM) Concentration

000136

Freshman Year			
Fall Semester		Spring Semester	
2	CU 101	University Success Skills	3
3		Social Science Requirement <sup>1</sup>	2
3		Social Science Requirement <sup>1</sup>	1
3		Mathematics Requirement <sup>2</sup>	3
4		Natural Science with Lab <sup>3</sup>	3
0	LIB 100	Clemson Connect	3
15			15

Sophomore Year			
Fall Semester		Spring Semester	
6	PRTM 226	Foundations of Management and Administration	2
5	PRTM 227	Programming in Leisure Services	3
3	PRTM 229	Competency Integration in PRTM	3
1	PRTM 198	Creative Inquiry - PRTM I	6
15			15

Junior Year			
Fall Semester		Spring Semester	
2	PRTM 398	Creative Inquiry - PRTM III	3
12		Concentration Requirement <sup>2</sup>	12
1	PRTM 404	Field Training I	2
15			15

Senior Year			
Fall Semester		Spring Semester	
12		Concentration Requirement <sup>2</sup>	6
12		Electives	6
12			12



122 Total Semester Hours	
Notes	
1	See University General Education Requirements. Students should choose courses that satisfy the Cross Cultural Awareness and Science and Technology in Society requirements where appropriate. See your advisor for more information.
2	See PRTM Academic Advisor

OLD - CRSCM, PCAM, TT, TR, &  
UNDECLARED





## Curriculum and Course Change System - General Education Checklist

000138

Major Name: PRTM 965 - Therapeutic Recreation

## Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			X PRTM 206 & 207	..
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. In Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** The PRTM Department delivers its core curriculum during the PRTM EDGE (Engaging in Diverse Guided Experiences) semester. It is during this 15-credit hour, immersion semester that students will undertake learning experiences designed to address and evaluate the general education distributed competencies of ethical judgment, communications (oral and written), and critical thinking. Our approach will be to provide multiple learning opportunities then assess student learning through a case study assignment and presentation.

Ethics content experts will assist in the delivery of conference style seminar presentations and other learning activities and the development and assessment of the ethical judgment portion of the case study assignment and presentation. A rubric will be developed and published in the syllabus that will be utilized in grading the ethical judgment portion of the assignment.

**Assignment and Assessment:**

In PRTM 229, students will be randomly assigned a case study that will outline a problem or issue, which includes a scenario that requires ethical judgment and critical thinking to determine alternative solutions and ultimately decide upon the "best" course of action to take in that particular situation. A written report (used to assess written communication) will outline knowledge used and ethical and critical thinking frameworks employed to develop and assess alternative solutions, the ultimate solution chosen, and an explanation as to why the student chose that alternative. In addition to the written report, students will be required to deliver an oral presentation (used to assess oral communication) outlining the same information. Oral presentations will be videotaped so both the written report and the video of the presentation can be tagged and uploaded to the e-portfolio.

Our goal is that all students will achieve a score of 75% or better on the ethical judgment competency component of this assignment. Students who do not initially achieve a score of 75% or better on this component will be provided with feedback and given an opportunity to improve and resubmit their work. However, if more than 10% of students fail to achieve a final score of 75% or better on the ethical judgment component of the case study assignment, adjustments will be made to the EDGE/Immersion semester content, learning activities, and the case study assignment.

**Communication Integration Plan - Address competencies, implementation, and assessment:** The PRTM Department delivers its core curriculum during the PRTM EDGE (Engaging in Diverse Guided Experiences) semester. It is during this 15-credit hour, immersion semester that students will undertake learning experiences designed to address and evaluate the general education distributed competencies of ethical judgment, communications (oral and written), and critical thinking. Our approach will be to provide multiple learning opportunities then assess student learning through a case study assignment and presentation.

Written and oral communications "coaches" will be hired by the PRTM department and integrated into the PRTM EDGE/Immersion Semester (PRTM 226, 227, and 229). Coaches will assist in the development of assignments, assist students throughout the writing and development of papers, reports, and presentations, and will assist PRTM faculty in grading and assessment. A rubric will be developed and published in the syllabus that will be utilized in assessing the written and oral communication portions of the assignment.

**Assignment and Assessment:**

In PRTM 229, students will be randomly assigned a case study that will outline a problem or issue, which includes a scenario that

requires ethical judgment and critical thinking to determine alternative solutions and ultimately decide upon the "best" course of action to take in that particular situation. A written report (used to assess written communication) will outline knowledge used and ethical and critical thinking frameworks employed to develop and assess alternative solutions, the ultimate solution chosen, and an explanation as to why the student chose that alternative. In addition to the written report, students will be required to deliver an oral presentation (used to assess oral communication) outlining the same information. Oral presentations will be videotaped so both the written report and the video of the presentation can be tagged and uploaded to the e-portfolio.

Our goal is that all students will achieve a score of 75% or better on the written and oral communication components of this assignment. Students who do not initially achieve a score of 75% or better on the written and oral communication components will be provided with feedback and given an opportunity to improve and resubmit their work. However, if more than 10% of students fail to achieve a final score of 75% or better on the written and oral communication components of the case study assignment, adjustments will be made to the EDGE/Immersion semester content, learning activities, and the case study assignment.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** The PRTM Department delivers its core curriculum during the PRTM EDGE (Engaging In Diverse Guided Experiences) semester. It is during this 15-credit hour, immersion semester that students will undertake learning experiences designed to address and evaluate the general education distributed competencies of ethical judgment, communications (oral and written), and critical thinking. Our approach will be to provide multiple learning opportunities then assess student learning through a case study assignment and presentation.

Critical thinking content will be delivered throughout the 15-credit EDGE/Immersion semester experience (PRTM 226, 227, and 229) and include conference style seminar presentations on critical (and creative) thinking models and in-class sessions covering critical (and creative) thinking as it specifically relates to and is applied in the PRTM field and related professional organizations. A rubric will be developed and published in the syllabus that will be utilized in grading the critical (and creative) thinking portion of the assignment.

**Assignment and Assessment:**


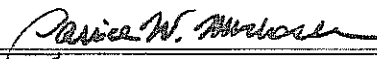
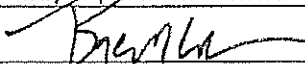
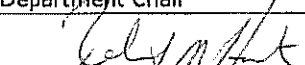



In PRTM 229, students will be randomly assigned a case study that will outline a problem or issue, which includes a scenario that requires ethical judgment and critical thinking to determine alternative solutions and ultimately decide upon the "best" course of action to take in that particular situation. A written report (used to assess written communication) will outline knowledge used and ethical and critical thinking frameworks employed to develop and assess alternative solutions, the ultimate solution chosen, and an explanation as to why the student chose that alternative. In addition to the written report, students will be required to deliver an oral presentation (used to assess oral communication) outlining the same information. Oral presentations will be videotaped so both the written report and the video of the presentation can be tagged and uploaded to the e-portfolio.

Our goal is that all students will achieve a score of 75% or better on the critical (and creative) thinking competency component of this assignment. Students who do not initially achieve a score of 75% or better on the critical (and creative) thinking component will be provided with feedback and given an opportunity to improve and resubmit their work. However, if more than 10% of students fail to achieve a final score of 75% or better on the critical (and creative) thinking competency component of the case study assignment, adjustments will be made to the EDGE/Immersion semester content, learning activities, and the case study assignment.

**Form Originator:** BOB, Robert Brookover Iv **Date Form Created:** 2/25/2013

**Form Last Updated by:** BOB, Robert Brookover Iv **Date Form Last Updated:** 2/25/2013 **Form Number:** 5934

**Approval**

	3/5/13		5/3/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	3/17/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3-13-13		8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
	4/19/13		8/16/13
College Dean	Date	President	Date

# Bachelor of Science in Parks, Recreation, and Tourism Management Therapeutic Recreation (TR) Concentration (2014-15)

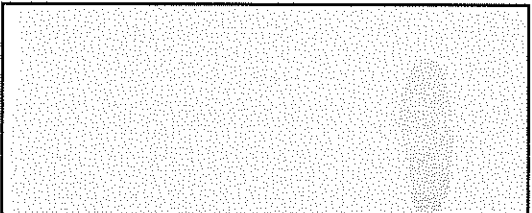
0001

Freshman Year					
Fall Semester			Spring Semester		
3		CCA/ST5/Other Gen Ed <sup>1</sup>	3		English Composition <sup>1</sup>
3		Social Science Requirement <sup>1</sup>	2	PRTM 220	Conceptual Foundations of Parks, Recreation & Tourism
3		Social Science Requirement <sup>1</sup>	1	PRTM 200	Profession & Practice in PRTM
3		Mathematics Requirement <sup>1</sup>	3		Oral Communication <sup>1</sup>
4		Natural Science with Lab <sup>1</sup>	3		Mathematics or Natural Science Requirement <sup>1</sup>
0	LIB 100	Clemson Connect	3		Arts & Humanities Requirement (Non-Lit) <sup>1</sup>
16			15		

Sophomore Year					
Fall Semester			Spring Semester		
6	PRTM 226	Foundations of Management and Administration	2	PRTM 298	Creative Inquiry - PRTM II
5	PRTM 227	Programming in Leisure Services	3		A & H (Literature) Requirement <sup>1</sup>
3	PRTM 229	Competency Integration in PRTM	3	PRTM 311	Therapeutic Recreation
1	PRTM 198	Creative Inquiry-PRTM I	6		Concentration Requirement <sup>2</sup>
15			14		

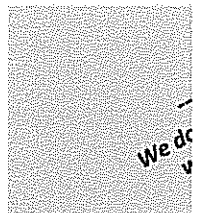
Junior Year					
Fall Semester			Spring Semester		
16		Concentration Requirement <sup>2</sup>	14		Concentration Requirement <sup>2</sup>
1	PRTM 404	Field Training I	6	PRTM 405	
17			6		

Senior Year					
Fall Semester			Spring Semester		
2		PRTM 398	1		PRTM 498
10		Concentration Requirement <sup>2</sup>	3		Concentration Requirement <sup>2</sup>
12			8		Elective
			12		
123 Total Semester Hours					
Notes					



See University General Education Requirements. General Education requires 33 credit hours. PRTM 206 and 207 fulfill the requirement for 2 credits of Academic and Professional Development. Students must take an additional 31 credits (at least) of general education requirements as prescribed in the catalog. See your advisor for more information.

<sup>1</sup> See Advisor -most courses during junior year take place at University Center and agencies in Greenville, SC and surrounding area.



# Bachelor of Science in Parks, Recreation, and Tourism Management Community Recreation, Sport, and Camp Management (CRSCM) Concentration


000141

Freshman Year					
Fall Semester			Spring Semester		
2	CU 101	University Success Skills	3	ENGL 103	Accelerated Composition
3		Social Science Requirement <sup>1</sup>	2	PRTM 220	Conceptual Foundations of Parks, Recreation & Tourism
3		Social Science Requirement <sup>1</sup>	1	PRTM 200	Profession & Practice in PRTM
3		Mathematics Requirement <sup>1</sup>	3	COMM 250	Public Speaking
4		Natural Science with Lab <sup>1</sup>	3		Mathematics or Natural Science Requirement <sup>1</sup>
0	LIB 100	Clemson Connect	3		Art & Humanities Requirement (Non-III) <sup>1</sup>
15			15		

Sophomore Year					
Fall Semester			Spring Semester		
6	PRTM 226	Foundations of Management and Administration	2	PRTM 299	Creative Inquiry - PRTM II
5	PRTM 227	Programming in Leisure Services	3		A & H (Literature) Requirement <sup>1</sup>
3	PRTM 229	Competency Integration in PRTM	3	PRTM 241	Intro to CRSCM
1	PRTM 199	Creative Inquiry-PRTM I	6		Concentration Requirement <sup>2</sup>
			1		Elective
15			15		

Junior Year					
Fall Semester			Spring Semester		
2	PRTM 399	Creative Inquiry - PRTM III	1	PRTM 499	Creative Inquiry - PRTM IV
12		Concentration Requirement <sup>2</sup>	12		Concentration Requirement <sup>2</sup>
1	PRTM 401	Field Training I	2		Elective
15			15		

Senior Year					
Fall Semester			Spring Semester		
12	Concentration Requirement <sup>2</sup>		6	Concentration Requirement <sup>2</sup>	
			6		Electives
12			12		



**CRSCM**

**122 Total Semester Hours**

**Notes**

<sup>1</sup> See University General Education Requirements. Students should choose courses that satisfy the Cross-Cultural Awareness and Science and Technology in Society requirements where appropriate. See your advisor for more information.

<sup>2</sup> See PRTM Academic Advisor

We do

OLD - CRSCM, PCAM, TT, TR, &  
UNDECLARED



Curriculum and Course Change System - Print Major Form

0001/12

Change Major Name: Prtm (Undeclared)

Degree: BS

Effective Catalog Year: 2013

.. Change Major Name to:

.. Change Degree to: (CHE approval required)

X Change Curriculum Requirements

(Submit or upload Curriculum map in catalog format. CHE approval required for > 18 hours of changes)

X Change General Education Requirements

(Must also submit a General Education Checklist)

.. Add, Change or Delete Concentration(s)

(Submit or upload Curriculum map in catalog format. CHE approval required)

.. Add, Change or Delete Emphasis Area(s)


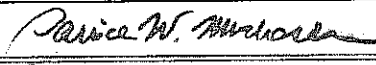
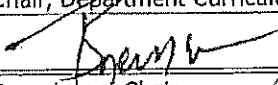
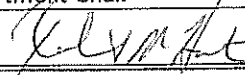
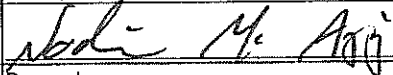
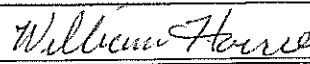
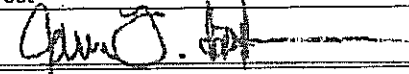
**Explanation:** To meet new general education requirements, PRTM is dropping CU 101, adding a "CCA/STS/Other Gen Ed" for 3 credits in place of CU 101, seeking approval of PRTM 206 and 207 (1 credit each, practicum courses requiring 90 hours of supervised, professional work experience) to fulfill the Academic/Professional Development requirement, and adjusting concentration area requirements so 120 total hours are required in the major.

Form Originator: BOB, Robert Brookover IV Date Form Created: 2/25/2013

Form Last Updated by: BOB, Robert Brookover IV Date Form Last Updated: 2/25/2013

Form Number: 5929

Approval

	3/5/13		5/3/13
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	3/5/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3-13-13		8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
	4/19/13		8/16/13
College Dean	Date	President	Date



## Curriculum and Course Change System - General Education Checklist

000143

Major Name: PRTM 969 - Undeclared

## Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			X PRTM 206 & 207	..
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. In Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** The PRTM Department delivers its core curriculum during the PRTM EDGE (Engaging in Diverse Guided Experiences) semester. It is during this 15-credit hour, Immersion semester that students will undertake learning experiences designed to address and evaluate the general education distributed competencies of ethical judgment, communications (oral and written), and critical thinking. Our approach will be to provide multiple learning opportunities then assess student learning through a case study assignment and presentation.

Ethics content experts will assist in the delivery of conference style seminar presentations and other learning activities and the development and assessment of the ethical judgment portion of the case study assignment and presentation. A rubric will be developed and published in the syllabus that will be utilized in grading the ethical judgment portion of the assignment.

**Assignment and Assessment:**

In PRTM 229, students will be randomly assigned a case study that will outline a problem or issue, which includes a scenario that requires ethical judgment and critical thinking to determine alternative solutions and ultimately decide upon the "best" course of action to take in that particular situation. A written report (used to assess written communication) will outline knowledge used and ethical and critical thinking frameworks employed to develop and assess alternative solutions, the ultimate solution chosen, and an explanation as to why the student chose that alternative. In addition to the written report, students will be required to deliver an oral presentation (used to assess oral communication) outlining the same information. Oral presentations will be videotaped so both the written report and the video of the presentation can be tagged and uploaded to the e-portfolio.

Our goal is that all students will achieve a score of 75% or better on the ethical judgment competency component of this assignment. Students who do not initially achieve a score of 75% or better on this component will be provided with feedback and given an opportunity to improve and resubmit their work. However, if more than 10% of students fail to achieve a final score of 75% or better on the ethical judgment component of the case study assignment, adjustments will be made to the EDGE/Immersion semester content, learning activities, and the case study assignment.

**Communication Integration Plan - Address competencies, implementation, and assessment:** The PRTM Department delivers its core curriculum during the PRTM EDGE (Engaging in Diverse Guided Experiences) semester. It is during this 15-credit hour, Immersion semester that students will undertake learning experiences designed to address and evaluate the general education distributed competencies of ethical judgment, communications (oral and written), and critical thinking. Our approach will be to provide multiple learning opportunities then assess student learning through a case study assignment and presentation.

Written and oral communications "coaches" will be hired by the PRTM department and integrated into the PRTM EDGE/Immersion Semester (PRTM 226, 227, and 229). Coaches will assist in the development of assignments, assist students throughout the writing and development of papers, reports, and presentations, and will assist PRTM faculty in grading and assessment. A rubric will be developed and published in the syllabus that will be utilized in assessing the written and oral communication portions of the assignment.

**Assignment and Assessment:**

In PRTM 229, students will be randomly assigned a case study that will outline a problem or issue, which includes a scenario that

requires ethical judgment and critical thinking to determine alternative solutions and ultimately decide upon the "best" course of action to take in that particular situation. A written report (used to assess written communication) will outline knowledge used and ethical and critical thinking frameworks employed to develop and assess alternative solutions, the ultimate solution chosen, and an explanation as to why the student chose that alternative. In addition to the written report, students will be required to deliver an oral presentation (used to assess oral communication) outlining the same information. Oral presentations will be videotaped so both the written report and the video of the presentation can be tagged and uploaded to the e-portfolio.

Our goal is that all students will achieve a score of 75% or better on the written and oral communication components of this assignment. Students who do not initially achieve a score of 75% or better on the written and oral communication components will be provided with feedback and given an opportunity to improve and resubmit their work. However, if more than 10% of students fail to achieve a final score of 75% or better on the written and oral communication components of the case study assignment, adjustments will be made to the EDGE/Immersion semester content, learning activities, and the case study assignment.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** The PRTM Department delivers its core curriculum during the PRTM EDGE (Engaging in Diverse Guided Experiences) semester. It is during this 15-credit hour, immersion semester that students will undertake learning experiences designed to address and evaluate the general education distributed competencies of ethical judgment, communications (oral and written), and critical thinking. Our approach will be to provide multiple learning opportunities then assess student learning through a case study assignment and presentation.

Critical thinking content will be delivered throughout the 15-credit EDGE/Immersion semester experience (PRTM 226, 227, and 229) and include conference style seminar presentations on critical (and creative) thinking models and in-class sessions covering critical (and creative) thinking as it specifically relates to and is applied in the PRTM field and related professional organizations. A rubric will be developed and published in the syllabus that will be utilized in grading the critical (and creative) thinking portion of the assignment.

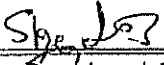


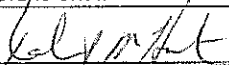
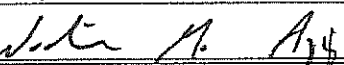
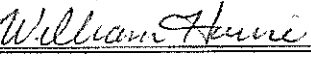

**Assignment and Assessment:**

In PRTM 229, students will be randomly assigned a case study that will outline a problem or issue, which includes a scenario that requires ethical judgment and critical thinking to determine alternative solutions and ultimately decide upon the "best" course of action to take in that particular situation. A written report (used to assess written communication) will outline knowledge used and ethical and critical thinking frameworks employed to develop and assess alternative solutions, the ultimate solution chosen, and an explanation as to why the student chose that alternative. In addition to the written report, students will be required to deliver an oral presentation (used to assess oral communication) outlining the same information. Oral presentations will be videotaped so both the written report and the video of the presentation can be tagged and uploaded to the e-portfolio.

Our goal is that all students will achieve a score of 75% or better on the critical (and creative) thinking competency component of this assignment. Students who do not initially achieve a score of 75% or better on the critical (and creative) thinking component will be provided with feedback and given an opportunity to improve and resubmit their work. However, if more than 10% of students fail to achieve a final score of 75% or better on the critical (and creative) thinking competency component of the case study assignment, adjustments will be made to the EDGE/Immersion semester content, learning activities, and the case study assignment.

**Form Originator:** BOB, Robert Brookover Iv **Date Form Created:** 2/25/2013  
**Form Last Updated by:** BOB, Robert Brookover Iv **Date Form Last Updated:** 2/25/2013 **Form Number:** 5936

**Approval**

	3/5/13		5/13/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	3/5/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3/13/13		8/16/13
Chair, College Curriculum Committee	Date	Provost	Date
	4/19/13		5/16/13
College Dean	Date	President	Date

# Bachelor of Science in Parks, Recreation, and Tourism Management Undeclared (2013-14)

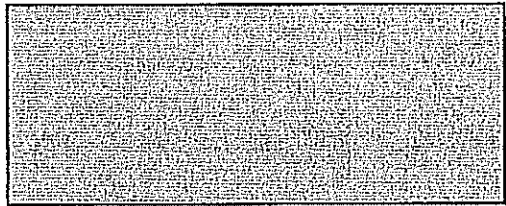
000145

Freshman Year			
Fall Semester		Spring Semester	
3		CCA/STS/Other Gen Ed <sup>1</sup>	
3		Social Science Requirement <sup>1</sup>	
3		Social Science Requirement <sup>1</sup>	
3		Mathematics Requirement <sup>1</sup>	
4		Natural Science with Lab <sup>1</sup>	
0	LIB 100	Clemson Connect	
16			
3		English Composition <sup>1</sup>	
2	PRTM 220	Conceptual Foundations of Parks, Recreation & Tourism	
1	PRTM 200	Profession & Practice In PRTM	
3		Oral Communication <sup>1</sup>	
3		Mathematics or Natural Science Requirement <sup>1</sup>	
3		Arts & Humanities Requirement (Non-Lit) <sup>1</sup>	
15			

Sophomore Year			
Fall Semester		Spring Semester	
6	PRTM 226	Foundations of Management and Administration	
5	PRTM 227	Programming In Leisure Services	
3	PRTM 229	Competency Integration In PRTM	
1	PRTM 198	Creative Inquiry-PRTM I	
15			
2	PRTM 298	Creative Inquiry - PRTM II	
3		A & H (Literature) Requirement <sup>1</sup>	
3	PRTM 311	Therapeutic Recreation	
6		Concentration Requirement <sup>1</sup>	
1		Elective	
15			
1			PRTM 206
1			PRTM 207
2			

Junior Year			
Fall Semester		Spring Semester	
2	PRTM 398	Creative Inquiry - PRTM III	
12		Concentration Requirement <sup>1</sup>	
1	PRTM 404	Field Training I	
15			
1	PRTM 498	Creative Inquiry - PRTM IV	
9		Concentration Requirement <sup>1</sup>	
2		Elective	
12			
6			PRTM 405
6			

Senior Year			
Fall Semester		Spring Semester	
12		Concentration Requirement <sup>1</sup>	
12			
6		Concentration Requirement <sup>1</sup>	
6		Electives	
12			
120 Total Semester Hours			
Notes			



See University General Education Requirements. General Education requires 33 credit hours. PRTM 206 and 207 fulfill the requirement for 2 credits of Academic and Professional Development. Students must take an additional 31 credits (at least) of general education requirements as prescribed in the catalog. See your advisor for more information.

<sup>1</sup> See PRTM Academic Advisor

NEW



# Bachelor of Science in Parks, Recreation, and Tourism Management Community Recreation, Sport, and Camp Management (CRSCM) Concentration

000146

Freshman Year					
Fall Semester			Spring Semester		
2	CU 101	University Success Skills	3	ENGL 103	Accelerated Composition
3		Social Science Requirement <sup>1</sup>	2	PRTM 220	Conceptual Foundations of Parks, Recreation & Tourism
3		Social Science Requirement <sup>1</sup>	1	PRTM 200	Profession & Practice in PRTM
3		Mathematics Requirement <sup>1</sup>	3	COMM 250	Public Speaking
4		Natural Science with Lab <sup>1</sup>	3		Mathematics or Natural Science Requirement <sup>1</sup>
0	LIB 100	Clemson Connect	3		Art & Humanities Requirement (Non-Lit) <sup>1</sup>
15			15		

Sophomore Year					
Fall Semester			Spring Semester		
6	PRTM 226	Foundations of Management and Administration	2	PRTM 298	Creative Inquiry - PRTM II
5	PRTM 227	Programming in Leisure Services	3		A & H (Literature) Requirement <sup>1</sup>
3	PRTM 229	Competency Integration in PRTM	3	PRTM 241	Intro to CRSCM
1	PRTM 198	Creative Inquiry - PRTM I	6		Concentration Requirement <sup>2</sup>
			3		Elective
15			15		

Junior Year					
Fall Semester			Spring Semester		
2	PRTM 398	Creative Inquiry - PRTM III	1	PRTM 498	Creative Inquiry - PRTM IV
12		Concentration Requirement <sup>2</sup>	12		Concentration Requirement <sup>2</sup>
1	PRTM 404	Field Training I	2		Elective
15			15		

Senior Year					
Fall Semester			Spring Semester		
12		Concentration Requirement <sup>2</sup>	6		Concentration Requirement <sup>2</sup>
12			6		Electives
12			12		

122 Total Semester Hours

Notes



<sup>1</sup> See University General Education Requirements. Students should choose courses that satisfy the Cross Cultural Awareness and Science and Technology in Society requirements where appropriate. See your advisor for more information.

<sup>2</sup> See PRTM Academic Advisor

We do it

OLD - CRSCM, PCAM, TT, TR, &  
UNDECLARED