

000156



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

**Course Abbreviation & Number:**

X **New Undergraduate Course:** ED EC- 460

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

.. **New Graduate Course:** -

**Effective Term:** 06/2012

**Catalog Title:** Critical Issues in Early Childhood Education

**Transcript Title:** Critical Issues ECE

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

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

<b>Method of Instruction</b>	<b>Course Modifier</b>	<b>General Education Designation</b>
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:** In depth analysis of current and critical issues in early childhood education, with an emphasis placed on trends in prekindergarten through third grade. Topics include classroom and behavior management, early childhood assessment, working in diverse settings, and meeting the educational needs of all learners.

**Prerequisite(s):** Admission to the professional level

**Projected Enrollment:**

Year 1 - 30 Year 2 - 30 Year 3 - 30 Year 4 - 30

**Required course for students in:** Early Childhood Education

**Statement of need and justification based on assessment results of student learning outcomes:** This course has been developed for the undergraduate program in Early Childhood Education in response to current student assessment artifacts and exit interview data. The course will address the current gaps in the early childhood program, specifically regarding working in diverse settings and meeting the needs of all learners.

**Textbook(s):** Yelland, N. (2005). Critical Issues in Early Childhood Education. Berkshire, UK: Open University Press (McGraw-Hill).

**Learning Objectives:** The learner will be able to:

- a. Explain current trends in early childhood education in an in-depth manner
- b. Reflect on their own practice in early childhood education
- c. Identify, test, and discuss strategies for working in diverse settings and working with a variety of learners
- d. Select appropriate assessment methods and use assessment to inform early childhood instruction
- e. Develop, implement, and reflect on lessons that address multiple learning styles and abilities in early childhood settings
- f. Develop strategies for classroom management in early childhood settings

**Topical Outline:** 1. Discussion of current trends and issues (10 hours)

2. Designing and implementing effective lessons (10 hours)

000157

- 3. Working in diverse settings (10 hours)
- 4. Examining classroom and behavior management (10 hours)
- 5. Examining early childhood assessment (5 hours)

**Evaluation:** Attendance and Participation 10%  
 Journal Entries and Reflective Partner Responses 10%  
 Course Project and Presentations 40%  
 Reflective Papers 40%

**Form Originator:** SANDRAM, Sandra Linder **Date Form Created:** 9/1/2011  
**Form Last Updated by:** SANDRAM, Sandra Linder **Date Form Last Updated:** 9/1/2011  
**Form Number:** 4257

**Approval**

<i>R. P. Green, Jr.</i>	9/8/11	<i>Carice W. Morrison</i> 11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum
<i>A. Rosenblatt</i>	9/21/11	
Department Chair	Date	Chair, Graduate Curriculum Corr
<i>R. P. Green, Jr.</i>	10/5/11	<i>Alexis R. Helms</i> 12/20/11
Chair, College Curriculum Committee	Date	Provost
<i>William Horne</i>	10/13/11	<i>James J. Holt</i> 12/21/11
College Dean	Date	President
Director, Calhoun Honors College	Date	

000158

# CLEMSON

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

X Change a Course - Abbrev & Number: ED EC- 484

Corresponding Lab Course: ED EC-L-484

Corresponding Honors course: --

.. Add Honors course: --

Corresponding Graduate course: --

.. Add Graduate course: --

Course Title: EARLY CHILD DIR TCH

### Brief Statement of Change:

Reducing credit hours from 12 to 9. Students spend less time in the field than a 12 hour course requires and this allowed for an additional course to be added to the program.

Last Term taught: 1101 .. Change Abbrev to:

Effective Term: 01/2012 .. Change Number to:

.. Change Catalog Title: .. Change Transcript Title:

from: from: EARLY CHILD DIR TCH

to: to:

X From: Fixed Credit: 12 (1,33) To: Fixed Credit: 9 (1,24)

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 ..

.. 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 ..

X N/B-Lecture/Lab(w/fee) ..

.. STS ..

.. N/L-Lecture/Lab(no fee) ..

.. Change Catalog Description:

from:

to:

.. Change Prerequisite(s):

from:

to:

Learning Objectives: The learner will be able to

1. Design, implement and evaluate lessons in an early childhood setting
2. Reflect upon lessons
3. Collect, analyze, and utilize assessment data to plan for instruction
4. Meet the needs of a variety of learners

Topical Outline: Student teaching in an early childhood (K-3) setting:

Weeks 1-5: Examining instructional practice in an early childhood (K-3) setting

Weeks 6-15: Implementing and evaluating instructional practice in an early childhood (K-3) setting

Evaluation: Attendance: 50%  
 Portfolio: 30%  
 Long range and short range plan: 10%  
 Final Exam: 10%

Form Originator: SANDRAM, Sandra Linder Date Form Created: 9/1/2011  
 Form Last Updated by: , Date Form Last Updated: 9/12/2011  
 Form Number: 4265

Approval

<u>RP Green J.</u>	<u>9/8/11</u>	<u>Carice W. Mink</u>	<u>11/4/2011</u>
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<u>S. Rosenbly</u>	<u>9/21/11</u>		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<u>RP Green J.</u>	<u>10/5/11</u>		
Chair, College Curriculum Committee	Date	Provost	Date
<u>William Horne</u>	<u>10/13/11</u>	<u>David R. Helms</u>	<u>12/20/11</u>
College Dean	Date	President	Date
		<u>John J. Holt</u>	<u>12/21/11</u>
Director, Calhoun Honors College	Date		

**Course Abbreviation & Number:**

X New Undergraduate Course: ED EC- 485

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 08/2012**Catalog Title:** Early Childhood Capstone**Transcript Title:** ECE Capstone**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:** Taken concurrently with student teaching. Students strengthen connections between theory and pedagogy; analyze and solve contemporary problems in early childhood education; and reflect upon their personal growth as educators.

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

Year 1 - 30 Year 2 - 30 Year 3 - 30 Year 4 - 30

**Required course for students in:** Early Childhood Education

**Statement of need and justification based on assessment results of student learning outcomes:** This course will be added during the student teaching semester for early childhood education students to give them an opportunity to reflect as a group on the student teaching process.

**Textbook(s):** Pelletier, Carol Maria. Strategies for Successful Student Teaching: A Comprehensive Guide. Boston: Pearson Education, 2004

**Learning Objectives:** The learner will be able to:

- Connect educational theory and pedagogic knowledge acquired during their undergraduate program and will apply these connections to their student teaching experience in the field.
- Examine, analyze and create action plans for solving contemporary problems in early childhood teaching practices.
- Reflect upon their personal growth as educators and develop the ability to make informed decisions about their students.

**Topical Outline:** 1.Ethical Considerations and Legal Responsibilities of Teachers (10 hours)

2.Problem Solving Classroom Situations (5 hours)

3.Classroom Management Strategies (5 hours)

4.Teacher Professionalism (10 hours)

5.Social Justice and Equity Issues (10 hours)

6.Preparing for Job Searches (5 hours)

**Evaluation:** 1.Attendance and Participation 10%

2.Journal Entries and Reflective Partner Responses 10%

3.Case Study Presentation and Paper 40%

4.Reflective Papers 40%

**Form Originator:** SANDRAM,Sandra Linder **Date Form Created:** 9/1/2011**Form Last Updated by:** SANDRAM, Sandra Linder **Date Form Last Updated:** 9/1/2011

Form Number: 4264

Approval

K.P. Sheen, Jr. 9/8/11

Chair, Department Curriculum Committee Date

Carice W. Anderson 11/4/2011

Chair, Undergraduate Curriculum Committee Date

Ben Rosenblatt 9/21/11

Department Chair Date

Chair, Graduate Curriculum Committee Date

K.P. Sheen, Jr. 12/5/11

Chair, College Curriculum Committee Date

David R. Helms 12/20/11

Provost Date

William Horie 10/13/11

College Dean Date

James O. Holt 12/21/11

President Date

Director, Calhoun Honors College Date

# CLEMSON

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

Change Major Name: Early Childhood Education

Degree: BA

Effective Catalog Year: 2012

.. 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)

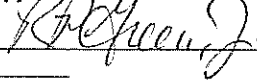
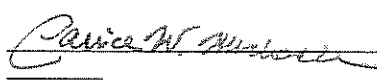
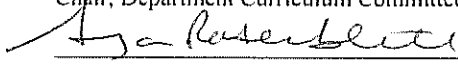

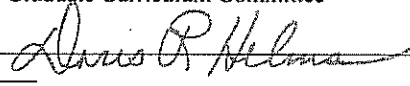
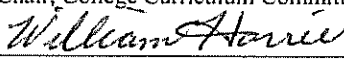

**Explanation:** Revision of the undergraduate program in early childhood to reflect already approved curriculum changes for math content courses and to reflect the deletion of two courses from the program that are no longer offered. In addition, the curriculum map for this program has been revised (based on student assessment and exit interview data) to reflect a progression of courses first focusing on infants and toddlers, then focusing on prekindergarten, and finally, focusing on kindergarten through third grade. Three courses have been added to this program to increase exposure to critical issues in early childhood education.

**Form Originator:** SANDRAM, Sandra Linder **Date Form Created:** 9/12/2011

**Form Last Updated by:** SANDRAM, Sandra Linder **Date Form Last Updated:** 9/12/2011

**Form Number:** 4294

### Approval

	9/8/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	9/21/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/5/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/13/11		12/21/11
College Dean	Date	President	Date

## List of Changes to Early Childhood Program (for Fall 2012 Catalog)

1. Changed name and number of math content courses.
2. Added LIB 100
3. Changed GenEd Arts and Humanities Non-Lit Requirement
4. Replaced AAH 210 in Spring Semester Sophomore Year ~~as~~ an Elective
5. Moved EDEC 220 to Spring Semester Sophomore Year
6. Moved PSYCH 201 to Fall Semester Sophomore Year
7. Changed EDSP ~~468~~ to EDSP 375 (same course) (Fall Semester Junior Year)
8. Changed CTE 310 to new ELE Arts course (EDEL 310) (Fall Semester Junior Year)
9. —
10. Moved EDEL 321 to Fall Semester Junior Year
11. Moved EDEC 450 to Spring Semester Junior Year
12. Moved EDEC 420 to Spring Semester Junior Year
13. Moved EDF 301 Principles of American Ed to Spring Semester Junior Year
14. Added EDEC 460 (Critical Issues) to Fall Semester Senior Year
15. Made Student Teaching (EDEC 484) 9 credits and added a Capstone (EDEC 485) to Spring Semester Senior Year
16. Changed all footnotes to reflect updates



# CLEMSON

## UNIVERSITY Curriculum and Course Change System - General Education Checklist

Major Name: Early Childhood 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 MTHSC 115, 116, and 216	..
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: The School of Mathematics has requested that these three courses act as a cluster to meet the gen ed mathematics requirement for early childhood majors. These students will take MTHSC 115 in the fall of their freshman year, MTHSC 116 in the spring of their freshman year, and MTHSC 216 in the fall of their sophomore year.

### 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: EDEC 300 Foundations of Early Childhood Education

The Ethical Judgement competency is met through successful completion of a field placement assignment in this course. Students (typically junior year) observe and document behavior and interaction of children in pre-school or public school K4 classrooms (10 hours). In this field placement, students complete a series of assignments that include systematic observations, documentation of children's learning through digital photography, gathering children's work samples, and evaluation of the classroom in the areas of technology and multicultural diversity. Through this data, students are able to determine the quality of education for young children and develop strategies for meeting their needs. Students construct a professional portfolio of their work in the field placement setting that examines ethical issues related to the education of young children. A rubric has been developed to determine if students met or exceeded expectations for this assignment. If more than 25% of students do not achieve these benchmarks, faculty will use the data to inform course revisions, which will increase students' Ethical Judgement competency.

#### Communication Integration Plan - Address competencies, implementation, and assessment: EDEC 220 Family, School, and Community Relationships

The Communication competency is met through the successful completion of a field placement assignment in this course. Students (typically sophomore or first semester junior year) observe classroom and agency activities in community settings that serve diverse families and their children. Students are also required to interview an agency administrator, a teacher and a parent of a young child. Evaluation for this experience is determined through the culminating product for this field experience, a community-based portfolio that documents a series of assignments related to the field placement. A rubric has been developed to determine if students met or exceeded expectations for this assignment. If more than 25% of students do not achieve these benchmarks, faculty will use the data to inform

course revisions, which will increase students' Communication competency.


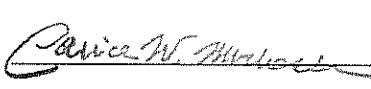
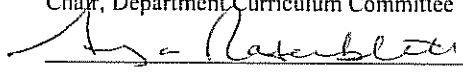

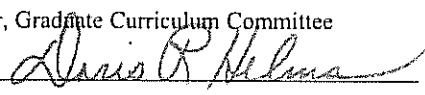
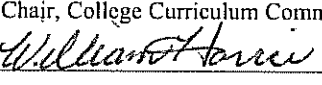

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** EDEC 336  
 Social Development of Infants and Young Children

The Critical Thinking competency is met through the successful completion of a field placement assignment in this course. Students (typically junior year) observe/document the behaviors of infants/toddlers (birth to 36 months) in a public or private preschool/child care setting (10 hours). In this course, students collect information through direct observation in a placement setting focusing on the physical environment of the classroom, teacher-child interactions, and the emotional, social, physical, cognitive, and language development of one particular child in order to develop a detailed case study, which serves as the evaluation for this experience. This case study requires careful consideration of the developmental needs of young children in order to make informed decisions regarding growth and development. A rubric has been developed to determine if students met or exceeded expectations for this assignment. If more than 25% of students do not achieve these benchmarks, faculty will use the data to inform course revisions, which will increase students' Critical Thinking competency.

**Form Originator:** SANDRAM, Sandra Linder **Date Form Created:** 9/12/2011

**Form Last Updated by:** SANDRAM, Sandra Linder **Date Form Last Updated:** 9/12/2011 **Form Number:** 4293

**Approval**

	9/8/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	9/21/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/5/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/13/11		12/21/11
College Dean	Date	President	Date

## EARLY CHILDHOOD EDUCATION

### Bachelor of Arts

(Revised)

2012-2013

The Early Childhood Education curriculum prepares students for teaching positions on the pre-kindergarten and primary levels (Pre-K-3).

#### Freshman Year

##### First Semester

- 2 - ED 105 Orientation to Education
  - 3 - HIST 173 The West and the World II
  - 3 - MTHSC 115 Contemporary Mathematics for Elementary School Teachers I
  - 3 - Foreign Language Requirement
  - 4 - Natural Science Requirement
  - 0 - LIB 100 Clemson Connect
- 15

##### Second Semester

- 3 - Elective
  - 3 - COMM 150 Intro. to Human Comm. *or* COMM 250 Public Speaking
  - 3 - ENGL 103 Accelerated Composition
  - 3 - MTHSC 116 Contemporary Mathematics for Elementary School Teachers II
  - 3 - Foreign Language Requirement
- 15

#### Sophomore Year

##### First Semester

- 3 - PSYCH 201 Introduction to Psychology
  - 3 - GEOG 103 World Regional Geography
  - 3 - MTHSC 216 Geometry for Elementary School Teachers
  - 3 - Arts and Humanities (Literature) Requirement
  - 4 - Natural Science Requirement
- 16

##### Second Semester

- 3 - ED EC 220 Family, School, and Community Relationships
  - 3 - ED F 302 Educational Psychology
  - 1 - ED F 315 Technology Skills for Learning
  - 3 - ED F 334 Child Growth and Development
  - 3 - Arts & Humanities (Non-Lit) Requirement<sup>4</sup>
  - 3 - Science and Tech. in Society Requirement
- 16

**Junior Year****First Semester**

- 3 - EDEL 310 Arts in the Elementary School
  - 3 - ED EC 336 Social Development of Infants and Young Children<sup>5</sup>
  - 3 - ED SP 370 Introduction to Special Education
  - 3 - ED EL 321 Physical Education Methods and Content for Classroom Teachers<sup>6</sup>
  - 3 - Elective
- 15

**Second Semester**

- 3 - ED EC 300 Found. of Early Childhood Educ.<sup>6</sup>
  - 3 - ED F 301 Principles of American Education
  - 3 - ED SP 375 Early Intervention for Infants and Children with Special Needs
  - 3 - READ 458 Early Literacy: Birth-Kindergarten<sup>6</sup>
  - 3 - ED EC 450 Early Childhood Curriculum<sup>6</sup>
  - 3 - ED EC 420 Early Childhood Science<sup>6</sup>
- 18

**Senior Year****First Semester**

- 3 - ED EC 400 Observation and Assessment in Clinical Settings
  - 3 - ED EC 430 Early Childhood Mathematics
  - 3 - ED EC 440 Integrated Language Arts and Social Studies in Primary Schools
  - 1 - ED F 425 Instructional Technology Strategies<sup>7</sup>
  - 3 - READ 459 Teaching Reading in the Early Grades: K-3<sup>7</sup>
  - 3 - EDEC 460 Critical Issues in Early Childhood Education<sup>7</sup>
- 16

**Second Semester**

- 9 - ED EC 484 Directed Teaching in Early Childhood Education<sup>8</sup>
  - 3 - EDEC 485 Early Childhood Capstone<sup>8</sup>
- 12

123 Total Semester Hours

1Two semesters (through 202) in a modern foreign language are required. Spanish is recommended.

2One biological science and one physical science course, each with laboratory, must be selected from General Education Requirements. See advisor.

3ENGL 212, 213, 214, or 215

4See General Education Requirements.

5Must be taken the fall semester of the junior year

6Must be taken the spring semester of the junior year

000188

7EDEC 400, 430, 440, 460, EDF 425, and READ 459 must be taken concurrently during the fall semester of the senior year

8Must be taken the spring of the senior year

**EARLY CHILDHOOD EDUCATION****Bachelor of Arts**

(Current)

*2011-2012*

The Early Childhood Education curriculum prepares students for teaching positions on the pre-kindergarten and primary levels (Pre-K-3).

**Freshman Year****First Semester**

- 2 - ED 105 Orientation to Education
  - 3 - HIST 173 The West and the World II
  - 3 - MTHSC 101 Essential Math. for Informed Soc.
  - 3 - Foreign Language Requirement.
  - 4 - Natural Science Requirement.
  - 1 - Elective
- 16

**Second Semester**

- 3 - A A H 210 Intro. to Art and Architecture
  - 3 - COMM 150 Intro. to Human Comm. *or* COMM 250 Public Speaking
  - 3 - ENGL 103 Accelerated Composition
  - 3 - MTHSC 117 Mathematics for Elementary School Teachers I
  - 3 - Foreign Language Requirement.
- 15

**Sophomore Year****First Semester**

- 3 - ED EC 220 Family, School, and Community Relationships
  - 3 - GEOG 103 World Regional Geography
  - 3 - MTHSC 118 Mathematics for Elementary School Teachers II
  - 3 - Arts and Humanities (Literature) Requirement.
  - 4 - Natural Science Requirement.
- 16

**Second Semester**

- 3 - ED F 302 Educational Psychology
  - 1 - ED F(CTE) 315 Technology Skills for Learning
  - 3 - ED F334 Child Growth and Development
  - 3 - PSYCH 201 Introduction to Psychology
  - 3 - Music Requirement.
  - 3 - Science and Tech. in Society Requirement.
- 16

**Junior Year****First Semester**

- 3 - CTE 310 Designing Creative Instruction

- 3 - ED EC 336 Social Development of Infants and Young Children
  - 3 - ED F 301 Principles of American Education
  - 3 - ED SP 370 Introduction to Special Education
  - 3 - Elective
- 15

**Second Semester**

- 3 - ED EC 300 Found. of Early Childhood Educ.
  - 3 - ED EL 321 Physical Education Methods and Content for Classroom Teachers
  - 3 - ED EL 458 Health Education Methods and Content for the Classroom Teacher
  - 3 - ED SP 468 Early Intervention for Infants and Children with Special Needs
  - 3 - READ 458 Early Literacy: Birth–Kindergarten
- 15

**Senior Year**

**First Semester**

- 3 - ED EC 400 Observation and Assessment in Clinical Settings.
  - 3 - ED EC 420 Early Childhood Science.
  - 3 - ED EC 430 Early Childhood Mathematics.
  - 3 - ED EC 440 Integrated Language Arts and Social Studies in Primary Schools.
  - 3 - ED EC 450 Early Childhood Curriculum.
  - 1 - ED F 425 Instructional Technology Strategies
  - 3 - READ 459 Teaching Reading in the Early Grades: K–3.
- 19

**Second Semester**

- 12 - ED EC 484 Directed Teaching in Early Childhood Education
- 12

124 Total Semester Hours

Two semesters (through 202) in a modern foreign language are required. Spanish is recommended.

One biological science and one physical science course, each with laboratory, must be selected from General Education Requirements. See advisor.

ENGL 212, 213, 214, or 215

MUSIC 210, 311, 313, 314, 317, or 400

See General Education Requirements.

ED EC 400, 420, 430, 440, 450, ED F425, and READ 459 must be taken concurrently during the fall semester of the senior year.

000171



Curriculum and Course Change System - Print Major Form

Change Major Name: Secondary Education (Math)

Degree: BA

Effective Catalog Year: 2012

.. 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)

.. 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: The only change is to allow either MTHSC 119 or MTHSC 129 for the discrete mathematics requirement. This is at the request of the department of mathematical sciences.

Form Originator: BHORTON, Robert Horton Date Form Created: 8/23/2011

Form Last Updated by: BHORTON, Robert Horton Date Form Last Updated: 8/23/2011

Form Number: 4222

Approval

	9/8/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	9/21/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/5/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/13/11		12/21/11
College Dean	Date	President	Date



CLEMSON UNIVERSITY  
**SECONDARY EDUCATION**  
**TEACHING AREA: MATHEMATICS**  
 Grades 9 - 12  
**BACHELOR OF ARTS**

00-2100

**CURRICULUM PLAN PROPOSED 2012-2013**

**FRESHMAN YEAR**

Fall Semester			Spring Semester		
ED 105	Orientation to Education	2	MTHSC 108	Calculus of One Variable II	4
ENGL 103	Accelerated Composition	3	MTHSC 119	Intro to Discrete Methods <b>OR</b>	3
MTHSC 106	Calculus of One Variable I	4	MTHSC 129	Problem Solving in Discrete Mathematics	
	Foreign Language Requirement <sup>1</sup>	3	PHIL 102	Introduction to Logic	3
	Natural Science Requirement <sup>2</sup>	4	PHYS 122	Physics with Calculus I	3
LIB 100	Clemson Connect	0	PHYS 124	Physics Laboratory I	1
		16		Foreign Language Requirement <sup>1</sup>	3
					17

**SOPHOMORE YEAR**

Fall Semester			Spring Semester		
ECON 200	Economic Concepts <b>OR</b>	3	ED F 302	Educational Psychology	3
ECON 211	Principles of Microeconomics		ED F 315	Technology Skills for Learning	1
EDSEC 226	Prof Apprch Sec Alg	3	MTHSC 208	Intro. to Ordinary Diff. Equations	4
HIST 102	History of the United States	3	MTHSC 311	Linear Algebra	3
MTHSC 206	Calculus of Several Variables	4		Arts & Humanities (Literature) Require <sup>1</sup>	3
MTHSC 250	Intro. to Mathematical Sciences	1		Science & Tech. in Society Requir <sup>2</sup>	3
	Computer Science Requirement <sup>3</sup>	3			17
		17			

**JUNIOR YEAR**

Fall Semester			Spring Semester		
ED F 301	Principles of American Education	3	ED F 335	Adolescent Growth and Development	3
EDSEC 326	Practicum in Secondary Mathematics	3	ED SP 370	Introduction to Special Education	3
MTHSC 302	Statistics for Science & Engr.	3	EDSEC 437	Technology in Secondary Mathematics	3
MTHSC 400	Theory of Probability	3	MTHSC 308	College Geometry	3
	Cross-Cultural Awareness Requirement <sup>2</sup>	3	MTHSC 412	Introduction to Modern Algebra	3
		15			15

**SENIOR YEAR**

Fall Semester			Spring Semester		
COMM 250	Public Speaking	3	EDSEC 446	Teaching Intern. in Secondary Math. <sup>6</sup>	9
ED F 425	Instructional Technology Strategies <sup>5</sup>	1	EDSEC 456	Secondary Math. Capstone Seminar <sup>6</sup>	3
EDSEC 426	Teaching Secondary Mathematics <sup>5</sup>	3			
MTHSC 408	Topics in Geometry	3			
MTHSC 453	Advanced Calculus I	3			
READ 498	Secondary Content Area Reading <sup>5</sup>	3			
		16			12

**TOTAL HOURS – 125**

<sup>1</sup>Two semesters (through 202) in any modern foreign language (including American Sign Language) are required.

<sup>2</sup>See General Education Requirements.

<sup>3</sup>CP SC 101, 111, or 120

<sup>4</sup>ENGL 212, 213, 214, or 215

<sup>5</sup>ED F 425, EDSEC 426, and READ 498 must be taken concurrently prior to the teaching internship. Offered fall semester only.

<sup>6</sup>EDSEC 446 and 456 must be taken concurrently. Offered spring semester only.

**CLEMSON UNIVERSITY**  
**SECONDARY EDUCATION**  
**TEACHING AREA: MATHEMATICS**  
**Grades 9 - 12**  
**BACHELOR OF ARTS**

000173

**CURRENT CURRICULUM PLAN**

<b>FRESHMAN YEAR</b>					
<u>Fall Semester</u>			<u>Spring Semester</u>		
ED 105	Orientation to Education	2	MTHSC 108	Calculus of One Variable II	4
ENGL 103	Accelerated Composition	3	MTHSC 129	Problem Solving in Discrete Math.	3
MTHSC 106	Calculus of One Variable I	4	PHIL 102	Introduction to Logic	3
	Foreign Language Requirement <sup>1</sup>	3	PHYS 122	Physics with Calculus I	3
	Natural Science Requirement <sup>2</sup>	4	PHYS 124	Physics Laboratory I	1
LIB 100	Clemson Connect	<u>0</u>		Foreign Language Requirement <sup>1</sup>	<u>3</u>
		16			17

<b>SOPHOMORE YEAR</b>					
<u>Fall Semester</u>			<u>Spring Semester</u>		
ECON 200	Economic Concepts <b>OR</b>	3	ED F 302	Educational Psychology	3
ECON 211	Principles of Microeconomics		ED F 315	Technology Skills for Learning	1
EDSEC 226	Prof Apprch Sec Alg	3	MTHSC 208	Intro. to Ordinary Diff. Equations	4
HIST 102	History of the United States	3	MTHSC 311	Linear Algebra	3
MTHSC 206	Calculus of Several Variables	4		Arts & Humanities (Literature) Require <sup>4</sup>	3
MTHSC 250	Intro. to Mathematical Sciences	1		Science & Tech. in Society Requir <sup>2</sup>	<u>3</u>
	Computer Science Requirement <sup>3</sup>	<u>3</u>			
		17			17

<b>JUNIOR YEAR</b>					
<u>Fall Semester</u>			<u>Spring Semester</u>		
ED F 301	Principles of American Education	3	ED F 335	Adolescent Growth and Development	3
EDSEC 326	Practicum in Secondary Mathematics	3	ED SP 370	Introduction to Special Education	3
MTHSC 302	Statistics for Science & Engr.	3	EDSEC 437	Technology in Secondary Mathematics	3
MTHSC 400	Theory of Probability	3	MTHSC 308	College Geometry	3
	Cross-Cultural Awareness Requirement <sup>2</sup>	<u>3</u>	MTHSC 412	Introduction to Modern Algebra	<u>3</u>
		15			15

<b>SENIOR YEAR</b>					
<u>Fall Semester</u>			<u>Spring Semester</u>		
COMM 250	Public Speaking	3	EDSEC 446	Teaching Intern. in Secondary Math. <sup>6</sup>	9
ED F 425	Instructional Technology Strategies <sup>5</sup>	1	EDSEC 456	Secondary Math. Capstone Seminar <sup>6</sup>	<u>3</u>
EDSEC 426	Teaching Secondary Mathematics <sup>5</sup>	3			
MTHSC 408	Topics in Geometry	3			
MTHSC 453	Advanced Calculus I	3			
READ 498	Secondary Content Area Reading <sup>5</sup>	<u>3</u>			
		16			12

**TOTAL HOURS – 125**

<sup>1</sup>Two semesters (through 202) in any modern foreign language (including American Sign Language) are required.

<sup>2</sup>See General Education Requirements.

<sup>3</sup>CP SC 101, 111, or 120

<sup>4</sup>ENGL 212, 213, 214, or 215

<sup>5</sup>ED F 425, EDSEC 426, and READ 498 must be taken concurrently prior to the teaching internship. **Offered fall semester only.**

<sup>6</sup>EDSEC 446 and 456 must be taken concurrently. **Offered spring semester only.**



Curriculum and Course Change System - Print Major Form

000174

Change Major Name: Mathematics Teaching  
Degree: BS

Effective Catalog Year: 2012

.. 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)

.. 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: Require either MTHSC 119 or MTHSC 129 to meet discrete mathematics requirement per request from department of mathematical sciences. Currently only MTHSC 129 is listed.

Form Originator: BHORTON, Robert Horton Date Form Created: 8/23/2011

Form Last Updated by: BHORTON, Robert Horton Date Form Last Updated: 8/23/2011

Form Number: 4223

Approval

	9/18/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	9/21/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/5/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/13/11		12/21/11
College Dean	Date	President	Date

**CLEMSON UNIVERSITY**  
**MATHEMATICS TEACHING**  
 Grades 9 - 12  
**BACHELOR OF SCIENCE**

**CURRICULUM PLAN PROPOSED 2012-2013**

<b>FRESHMAN YEAR</b>					
<u>Fall Semester</u>			<u>Spring Semester</u>		
CH 105	Chemistry in Context I	4	CH 106	Chemistry in Context II	4
ED 105	Orientation to Education	2	ENGL103	Accelerated Composition	3
MTHSC 106	Calculus of One Variable I	4	MTHSC 108	Calculus of One Variable II	4
PHIL 102	Introduction to Logic	3	MTHSC 119	Intro to Discrete Methods <b>OR</b>	3
	Cross-Cultural Awareness Requirement <sup>1</sup>	3	MTHSC 129	Prob. Solving in Discrete Math	
LIB 100	Clemson Connect	<u>0</u>		Science Requirement <sup>2</sup>	<u>3</u>
		16			17

<b>SOPHOMORE YEAR</b>					
<u>Fall Semester</u>			<u>Spring Semester</u>		
COMM 150	Introduction to Human Comm <b>OR</b>	3	ECON 200	Economic Concepts <b>OR</b>	3
COMM 250	Public Speaking		ECON 211	Principles of Microeconomics	
EDSEC 226	Prof Apprch Sec Alg	3	ED F 302	Educational Psychology	3
MTHSC 206	Calculus of Several Variables	4	ED F 315	Technology Skills for Learning	1
PHYS 122	Physics with Calculus I	3	MTHSC 208	Intro. to Ordinary Diff. Equations	4
PHYS 124	Physics Lab. I	1	MTHSC 311	Linear Algebra	3
	Arts & Humanities (Lit) Requirement <sup>3</sup>	<u>3</u>	PHYS 221	Physics with Calculus II	3
		17	PHYS 223	Physics with Lab. II	<u>1</u>
					18

<b>JUNIOR YEAR</b>					
<u>Fall Semester</u>			<u>Spring Semester</u>		
ED F 301	Principles of American Education	3	ED F 335	Adolescent Growth and Development	3
EDSEC 326	Practicum in Secondary Math	3	ED SP 370	Introduction to Special Education	3
MTHSC 302	Statistics for Science and Engineering	3	EDSEC 437	Technology in Second Mathematics	3
SOC 201	Introduction to Sociology <b>OR</b>	3	MTHSC 308	College Geometry	3
SOC 202	Social Problems		MTHSC 412	Introduction to Modern Algebra	<u>3</u>
	Science Requirement <sup>2</sup>	<u>3</u>			15
		15			

<b>SENIOR YEAR</b>					
<u>Fall Semester</u>			<u>Spring Semester</u>		
ED F 425	Instructional Technology Strategies <sup>4</sup>	1	EDSEC 446	Teaching Intern. in Sec. Math. <sup>5</sup>	9
EDSEC 426	Teaching Secondary Mathematics <sup>4</sup>	3	EDSEC 456	Sec. Math. Capstone Seminar <sup>5</sup>	<u>3</u>
MTHSC 400	Theory of Probability <b>OR</b>	3			
MTHSC 405	Stat. Theory & Methods II	3			
MTHSC 408	Topics in Geometry	3			
MTHSC 453	Advanced Calculus I	3			
READ 498	Secondary Content Area Reading <sup>4</sup>	<u>3</u>			
		16			12

**TOTAL HOURS – 126**

<sup>1</sup>See General Education Requirements

<sup>2</sup>Select from courses in ASTR, BIOL, BIOSC, CH, GEOL, PHYS

<sup>3</sup>ENGL 212, 213, 214, or 215

<sup>4</sup>ED F 425, EDSEC 426, and READ 498 must be taken concurrently. **Offered fall semester only.**

<sup>5</sup>EDSEC 446 and 456 must be taken concurrently. **Offered spring semester only.**

**CLEMSON UNIVERSITY**  
**MATHEMATICS TEACHING**  
 Grades 9 - 12  
**BACHELOR OF SCIENCE**

000176

**CURRENT CURRICULUM PLAN**

**FRESHMAN YEAR**

Fall Semester		Spring Semester			
CH 105	Chemistry in Context I	4	CH 106	Chemistry in Context II	4
ED 105	Orientation to Education	2	ENGL103	Accelerated Composition	3
MTHSC 106	Calculus of One Variable I	4	MTHSC 108	Calculus of One Variable II	4
PHIL 102	Introduction to Logic	3	MTHSC 129	Prob. Solving in Discrete Math	3
	Cross-Cultural Awareness Requirement <sup>1</sup>	3		Science Requirement <sup>2</sup>	3
LIB 100	Clemson Connect	0			
		16			17

**SOPHOMORE YEAR**

Fall Semester		Spring Semester			
COMM 150	Introduction to Human Comm <b>OR</b>	3	ECON 200	Economic Concepts <b>OR</b>	3
COMM 250	Public Speaking		ECON 211	Principles of Microeconomics	
EDSEC 226	Prof Apprch Sec Alg	3	ED F 302	Educational Psychology	3
MTHSC 206	Calculus of Several Variables	4	ED F 315	Technology Skills for Learning	1
PHYS 122	Physics with Calculus I	3	MTHSC 208	Intro. to Ordinary Diff. Equations	4
PHYS 124	Physics Lab. I	1	MTHSC 311	Linear Algebra	3
	Arts & Humanities (Lit) Requirement <sup>3</sup>	3	PHYS 221	Physics with Calculus II	3
		17	PHYS 223	Physics with Lab. II	1
					18

**JUNIOR YEAR**

Fall Semester		Spring Semester			
ED F 301	Principles of American Education	3	ED F 335	Adolescent Growth and Development	3
EDSEC 326	Practicum in Secondary Math	3	ED SP 370	Introduction to Special Education	3
MTHSC 302	Statistics for Science and Engineering	3	EDSEC 437	Technology in Second Mathematics	3
SOC 201	Introduction to Sociology <b>OR</b>	3	MTHSC 308	College Geometry	3
SOC 202	Social Problems		MTHSC 412	Introduction to Modern Algebra	3
	Science Requirement <sup>2</sup>	3			15
		15			

**SENIOR YEAR**

Fall Semester		Spring Semester			
ED F 425	Instructional Technology Strategies <sup>4</sup>	1	EDSEC 446	Teaching Intern. in Sec. Math. <sup>5</sup>	9
EDSEC 426	Teaching Secondary Mathematics <sup>4</sup>	3	EDSEC 456	Sec. Math. Capstone Seminar <sup>5</sup>	3
MTHSC 400	Theory of Probability <b>OR</b>	3			
MTHSC 405	Stat. Theory & Methods II	3			
MTHSC 408	Topics in Geometry	3			
MTHSC 453	Advanced Calculus I	3			
READ 498	Secondary Content Area Reading <sup>4</sup>	3			
		16			12

**TOTAL HOURS – 126**

<sup>1</sup>See General Education Requirements

<sup>2</sup>Select from courses in ASTR, BIOL, BIOSC, CH, GEOL, PHYS

<sup>3</sup>ENGL 212, 213, 214, or 215

<sup>4</sup>ED F 425, EDSEC 426, and READ 498 must be taken concurrently. Offered fall semester only.

<sup>5</sup>EDSEC 446 and 456 must be taken concurrently. Offered spring semester only.



Curriculum and Course Change System - Print Department Abbreviation Form

000177

**Change Department Abbreviation:**

Current Department Abbrev: READ

Course Number(s):

- 103
- 458
- 459
- H 459
- 460
- H 460
- 461
- L 461
- 462
- 463
- 498
- H 498
- L 498

- 
- 735
  - 737
  - 739
  - L 740
  - L 741
  - 743
  - 745
  - 747
  - 750
  - 752
  - 754
  - 756
  - 837
  - 839
  - L 840
  - L 841
  - 843
  - 845
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  - 866
  - L 866
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  - 938
  - 939
  - 940
  - L 940
  - 941
  - L 941

- 942
- 943
- 944
- 945
- L 945

000178

For all the courses selected, change the Department Abbreviation to: EDLT

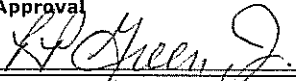
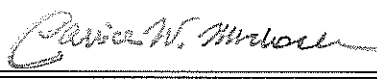
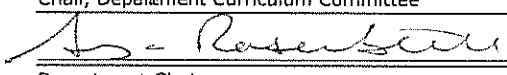
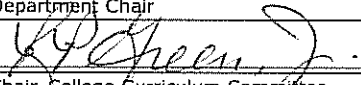
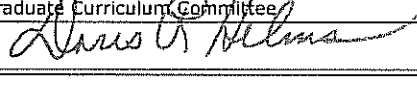
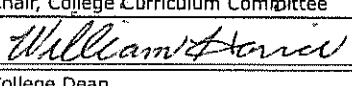
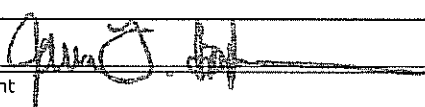
Effective Term: 01/2012

Form Originator: PDUNSTO, Pamela Dunston Date Form Created: 9/8/2011

Form Last Updated by: PDUNSTO, Pamela Dunston Date Form Last Updated: 9/13/2011

Form Number: 4288

Approval

	9/8/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	9/21/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/5/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/13/11		12/21/11
College Dean	Date	President	Date



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

000179

**Course Abbreviation & Number:**

X New Undergraduate Course: PRTM- 226

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 01/2012**Catalog Title:** Foundations of Management and Administration in PRTM**Transcript Title:** Fnd of Mgt Adm PRTM**Fixed Credit Course:** 06 (05,02)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
.. 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
X N/B-Lecture/Lab(w/fee)		.. STS
.. N/L-Lecture/Lab(no fee)		

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

**Catalog Description:** Course covers the learning outcomes related to the management and administration of leisure services required for program accreditation by NRPA. Topics include basic management history and functions, personnel and labor law, marketing, finance, and strategic management as they relate to the PRTM field.

**Prerequisite(s):** PRTM 200 and 220 or PRTM 301 or consent of the PRTM Undergraduate Curriculum Coordinator. Must be concurrently enrolled in PRTM 227.

**Projected Enrollment:**

Year 1 - 125 Year 2 - 125 Year 3 - 125 Year 4 - 125

**Required course for students in:** PRTM

**Statement of need and justification based on assessment results of student learning outcomes:** PRTM is accredited by the National Recreation and Parks Association. We are required to change over to the new learning outcomes by 2013 in order to remain accredited.

**Textbook(s):** Leisure Services Management by Hurd, Barcelona, and Meldrum - Human Kinetics, 2008

**Learning Objectives:** Students will be able to demonstrate entry-level knowledge about management/administration in parks, recreation, tourism and/or related professions.

a) Students will be able to recognize basic facts, concepts, principles, and procedures of management/administration in parks, recreation, tourism and/or related professions.

b) Students will be able to apply entry-level concepts, principles, and procedures of management/administration in parks, recreation, tourism, and/or related professions.

**Topical Outline:** I. Basic Management History and Functions: 12 hours

II. Supervision of Personnel and Labor Law: 12 hours

III. Finance, Financial Documents, and Financial Tools: 27 hours

IV. Marketing: 12 hours

V. Strategic Management and Process Improvement: 12 hours

VI. Lab (Field Experience Trip, Conference, Volunteer

Experience, Program Implementation Exercise): 30 hours

**Evaluation:** 7 Learning Portfolio Entries: 25 percent of final grade

10 Quizzes: 15 percent of final grade

10 Topical Assignments: 15 percent of final grade

Midterm and Final Performance Evaluation by Instructor: 10 percent of final grade

Final Project: 20 percent of final grade

Final Exam (Oral, Essay, and Objective Portions): 15 percent of final grade

Students must attend the field experience trip in order to pass this course.

**Form Originator:** BOB, Robert Brookover Iv **Date Form Created:** 8/15/2011**Form Last Updated by:** , **Date Form Last Updated:** 9/22/2011**Form Number:** 4206**Approval**

	10/5/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date



000100

<i>Brewer</i>	10/5/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>L.P. Green, Jr.</i>	10/5/11	<i>David R. Helms</i>	12/26/11
Chair, College Curriculum Committee	Date	Provost	Date
		<i>Ann O. Johnson</i>	12/21/11
College Dean	Date	President	Date
<i>William Horrie</i>	10/13/11		
Director, Calhoun Honors College	Date		



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

C00181

**Course Abbreviation & Number:**

X New Undergraduate Course: PRM- 227

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 01/2012**Catalog Title:** Provision of Leisure Service Experiences**Transcript Title:** Prov of Leisure Exp**Fixed Credit Course:** 05 (04,02)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
.. 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
X N/B-Lecture/Lab(w/fee)		.. STS
.. N/L-Lecture/Lab(no fee)		

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

**Catalog Description:** Course covers the learning outcomes related to the provision of leisure service experiences required for program accreditation by NRPA. Topics include program design, facilitation, and evaluation as they relate to the PRM field.

**Prerequisite(s):** PRM 200 and 220 or PRM 301 or consent of PRM Undergraduate Curriculum Coordinator. Must be concurrently enrolled in PRM 226.

**Projected Enrollment:**

Year 1 - 125 Year 2 - 125 Year 3 - 125 Year 4 - 125

**Required course for students in:** PRM

**Statement of need and justification based on assessment results of student learning outcomes:** PRM is accredited by the National Recreation and Parks Association. We are required to change over to the new learning outcomes by 2013 in order to remain accredited.

**Textbook(s):** Leisure Program Planning and Delivery by Russell and Jamieson - Human Kinetics, 2008

**Learning Objectives:** Students will demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

- Students will demonstrate the ability to design recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.
- Students will demonstrate the ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts.
- Students will demonstrate the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings.

**Topical Outline:** I. Program Design: 15 hours

II. Program Facilitation: 30 hours

III. Program Evaluation: 15 hours

IV. Lab (Field Experience Trip, Conference, Volunteer Experience, Program Implementation): 30 hours

**Evaluation:** 7 Learning Portfolio Entries: 25 percent of final grade

10 Quizzes: 15 percent of final grade

10 Topical Assignments: 15 percent of final grade

Midterm and Final Performance Evaluation by Instructor: 10 percent of final grade

Final Project: 20 percent of final grade

Final Exam (Oral, Essay, and Objective Portions): 15 percent of final grade

Students must attend the field experience trip in order to pass this class.

**Form Originator:** BOB, Robert Brookover IV **Date Form Created:** 8/15/2011

**Form Last Updated by:** , **Date Form Last Updated:** 9/22/2011

**Form Number:** 4207

**Approval**

	9/5/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date

000182

<i>Brewer</i>	10/5/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>L.P. Green, Jr.</i>	10/5/11	<i>David R. Nelson</i>	12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
<i>William Howard</i>	12/13/11	<i>James O. ...</i>	12/21/11
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

**Course Abbreviation & Number:**

X New Undergraduate Course: PRTM- 229

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 08/2012**Catalog Title:** Distributed Competency Integration in PRTM**Transcript Title:** Comp Int in PRTM**Fixed Credit Course:** 03 (03,00)**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:** Course covers and reinforces critical and creative thinking processes, ethical judgment, oral communication skills, and written communication skills as applied to the PRTM field. In addition, students will be given refresher/enhancement seminars on spreadsheets, presentation software, and word processing software.

**Prerequisite(s):** Concurrent enrollment in PRTM 226 and 227

**Projected Enrollment:**

Year 1 - 125 Year 2 - 125 Year 3 - 125 Year 4 - 125

**Required course for students in:** PRTM

**Statement of need and justification based on assessment results of student learning outcomes:** Covers content related to PRTM Department responsibilities for General Education Distributed Competencies. Faculty and professionals in our field who have supervised interns and employed our graduates have identified oral and written communication skills as needing additional development. Therefore, this course will utilize oral and written communications coaches (hired from those programs) to reinforce oral and written communication skills as applied in assignments and other learning activities throughout the PRTM Immersion Semester (PRTM 226, 227). Oral and written communications coaches will be involved in the design and evaluation of assignments in this course.

**Textbook(s):**

**Learning Objectives:** 1. Demonstrate ability to apply critical thinking processes to develop and assess alternative solutions to issues/problems outlined in case studies related to the PRTM field.  
 2. Demonstrate an ability to identify, comprehend, and deal with ethical problems and their ramifications in a systematic, thorough, and responsible way.  
 3. Demonstrate the ability to develop and deliver an "elevator pitch" outlining a proposal related to the PRTM field.  
 4. Demonstrate the ability to develop and deliver a 4-5 minutes presentation outlining a proposal, a problem or issue, and/or possible solutions to a problem or issue related to the PRTM field.  
 5. Demonstrate the ability to compose an essay, position paper, or letter to the editor related to the PRTM field.  
 6. Demonstrate the ability to compose basic business correspondence and reports (may include resumes, memos, technical reports, business plans, program plans, etc.) related to the PRTM field.  
 7. Demonstrate the ability to utilize spreadsheet, presentation software, and word processing software.

**Topical Outline:** I. Critical and creative thinking - 9 hours

II. Ethical Judgment 9 hours

III. Oral communication coaching and presentations - 9 hours

IV. Written communication coaching - 9 hours

V. Spreadsheet, presentation, word processing refresher -9 hours

**Evaluation:** I. Critical thinking assignment - 25 percent of final grade

II. Elevator pitch - 10 percent of final grade

III. Oral presentation - 10 percent of final grade

IV. Essay - 10 percent of final grade

V. Basic business correspondence - 10 percent of final grade

VI. Spreadsheet, presentation, word processing assignment - 10 percent of final grade

VI. Report - 25 percent of final grade

As this is a pass/fail course, students must attempt to complete all assignments and achieve an average of 70% or better to receive a grade of "pass."

000184

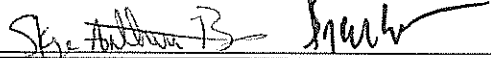
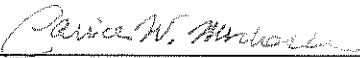
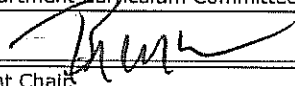
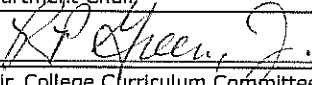
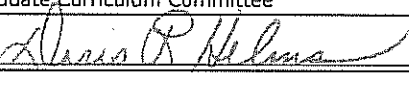
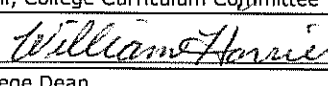
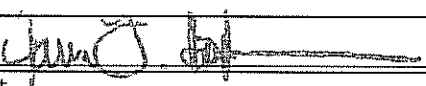
**Learning Activities associated with General Education competencies (if applicable):** Faculty and other experts will present workshops, conference style presentations, in-class content, and other learning activities. Students will be randomly assigned a case study that will outline a problem or issue, 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.

**Form Originator:** BOB, Robert Brookover Iv **Date Form Created:** 8/10/2011

**Form Last Updated by:** , **Date Form Last Updated:** 9/23/2011

**Form Number:** 4195

**Approval**

	10/5/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/5/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/5/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/12/11		12/21/11
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

000185

TO: HEHD Curriculum Committee  
FROM: Bob Brookover  
DATE: August 31, 2011  
RE: CORE Curriculum Changes for NRPA Accreditation

Department of  
PARKS,  
RECREATION  
and TOURISM  
MANAGEMENT

263 Lehotsky Hall  
128 McGinty Court  
Clemson, SC  
29634-0735

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

Recently, the National Park & Recreation Association (NRPA) adopted a revision to the learning outcomes for program accreditation. Every accredited program is expected to implement these revised learning outcomes by 2013. In order for our program to maintain NRPA accreditation we must have these implemented in the 2012 catalog. Attached, you will find the required documentation for all concentration areas within PRTM (major forms, old and new curriculum maps for each concentration area, general education checklists, and new course forms) outlining the changes being proposed in our undergraduate curriculum to comply with the 2013 learning outcomes. These changes will fulfill NRPA accreditation standards and PRTM's General Education responsibilities. While there is a lot of paper here, most of it is repetitive – we have 5 concentration areas and an undeclared option – all major change packets are exactly the same except for the name of the concentration area on each. The summary of changes is as follows:

1. The EDGE semester which covers the core curriculum requirements for our program will include 2 courses: PRTM 226- Foundations of Management & Administration in PRTM (6 credit hrs.) & PRTM 227- Provision of Leisure Service Experiences (5 credit hrs.). Previously the same content was covered in 4 courses (PRTM 221, 222, 223 & 224 = 11 credit hours).
2. The addition of a new course (PRTM 229-Competency Integration in PRTM- 3 credit hrs.). This course will be part of the EDGE semester. The purpose of this course is to address PRTM's Gen Ed Distributed Competencies responsibilities of critical thinking, oral & written communication skills, and ethical judgment. This course will include instruction, assignment development, and assessment of student work by subject area faculty and other experts (we have spoken with faculty and experts in these areas who have agreed to work with us). Content will be related to the PRTM profession.
3. No specific courses based on concentration area are assigned to general education requirements. This allows some flexibility in accepting course credit from transfers and changes of majors and should significantly cut down on substitution forms. If a concentration area wants students to take a specific course for a general education requirement, this can/will be handled through academic advising.

000786

**CLEMSON**  
UNIVERSITY

Curriculum and Course Change System - Print Major Form

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

**Effective Catalog Year:** 2012

**.. 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)**


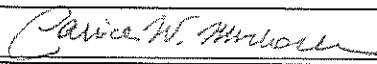
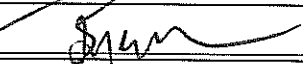
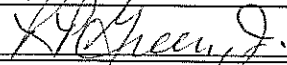
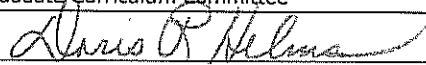
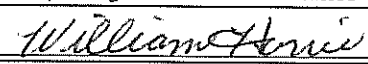

**Explanation:** PRTM is accredited by the National Recreation and Parks Association. The NRPA's core learning outcomes have changed and must be implemented by 2013 in order to remain an accredited program. These new learning outcomes/courses are replacing the current PRTM Immersion Semester (PRTM 221, 222, 223, and 224).

**Form Originator:** BOB, Robert Brookover Iv **Date Form Created:** 8/10/2011

**Form Last Updated by:** BOB, Robert Brookover Iv **Date Form Last Updated:** 8/29/2011

**Form Number:** 4196

**Approval**

	10/5/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/5/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/5/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/13/11		12/21/11
College Dean	Date	President	Date


**Curriculum and Course Change System - General Education Checklist**

000187

**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
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:**

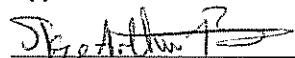
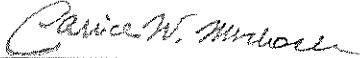

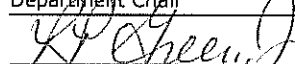

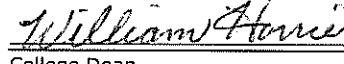
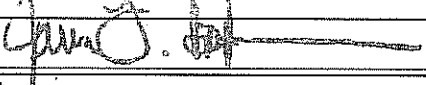
In PRTM 229, students will be randomly assigned a case study that will outline a problem or issue, which includes a scenario that requires ethical judgment and critical thinking to determine alternative solutions and ultimately decide upon the "best" course of action to take in that particular situation. 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 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:** 8/15/2011

**Form Last Updated by:** BOB, Robert Brookover Iv **Date Form Last Updated:** 9/22/2011 **Form Number:** 4200

**Approval**

	10/5/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/5/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/5/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/13/11		12/21/11
College Dean	Date	President	Date

# Bachelor of Science in Parks, Recreation, and Tourism Management Community Recreation, Sport, and Camp Management (CRSCM) Concentration (2012-13)

000100

Freshman Year									
Fall Semester			Spring Semester				Summer		
7	CU 101	University Success Skills	3	LNGL 103	Accelerated Composition				
3		Social Science Requirement <sup>1</sup> (ECON 211)	3		A & H (Non-Literature) Requirement <sup>1</sup>				
3		Social Science Requirement <sup>1</sup> (PSYCH 201 or SOC 201)	3		Mathematics or Natural Science Requirement <sup>1</sup>				
3		Mathematics Requirement <sup>1</sup> (EX 51 272)	3		Oral Communications Requirement <sup>1</sup>				
4		Natural Science with Lab <sup>1</sup>	1	PRTM 200	Profession & Practice in PRTM				
0	LIB 100	Clemson Connect	2	PRTM 220	Conceptual Foundations of PRTM				
15			15						

Sophomore Year									
Fall Semester			Spring Semester				Summer		
1	PRTM 198	Creative Inquiry - PRTM I	2	PRTM 298	Creative Inquiry - PRTM II	1	PRTM 206	Practicum I	
6	PRTM 226	Foundations of Management, Administration & Programming in Leisure Services	9		Concentration Requirement <sup>2</sup>	1	PRTM 207	Practicum II	
5	PRTM 277	Provision of Leisure Service Experiences	3		A & H (Literature) Requirement <sup>1</sup>				
3	PRTM 279	Competency Integration in PRTM	1		Elective	2			
15			15						

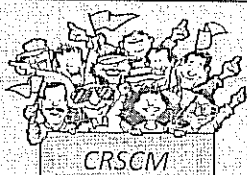
Junior Year									
Fall Semester			Spring Semester				Summer		
2	PRTM 398	Creative Inquiry - PRTM III	1	PRTM 498	Creative Inquiry - PRTM IV	6	PRTM 405	Field Training II	
12		Concentration Requirement <sup>2</sup>	12		Concentration Requirement <sup>3</sup>	6			
1	PRTM 404	Field Training I	2		Elective				
15			15						

Senior Year									
Fall Semester			Spring Semester				Summer		
12		Concentration Requirement <sup>2</sup>	6		Concentration Requirement <sup>2</sup>				
			6		Electives				
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.



-- PRTM --  
 We don't build bridges,  
 we build people.  
 -- F. McGuire

NEW

# Bachelor of Science in Parks, Recreation, and Tourism Management

## Community Recreation, Sport, and Camp Management (CRSCM) Concentration (2011-12) (2011-12)

Freshman Year								
Fall Semester			Spring Semester			Summer		
2	CU 101	University Success Skills	3	ENGL 103	Accelerated Composition			
3	ECON 211	Principles of Microeconomics	3		Mathematics or Natural Science Requirement <sup>2</sup>			
3	PSYCH 201 or SOC 201	Introduction to Psychology Introduction to Sociology	8		Elective			
3		Mathematics Requirement <sup>1</sup>	14					
4		Natural Science with Lab <sup>2</sup>						
0	HE 100	Clemson Connect						
15								

Sophomore Year								
Fall Semester			Spring Semester			Summer		
3	COMM 150 or COMM 250	Introduction to Human Communication Public Speaking	1	PRIM 198	Creative Inquiry - PRIM I	1	PRIM 206	Practicum I
1	PRIM 200	Profession and Practice of PRIM	7	PRIM 221	Delivery Systems for PRIM	1	PRIM 207	Practicum II
7	PRIM 220	Conceptual Foundations of PRIM	3	PRIM 222	Program and Event Planning in PRIM			
3		ASH (Literature) Requirement <sup>2</sup>	4	PRIM 223	Administration/Management in PRIM	2		
3		ASH (Non-lit) Requirement <sup>1</sup>	7	PRIM 224	Legal Aspects of Parks, Recreation, and Tourism			
3		Elective	3	PRIM 241	Intro to CRSCM			
15			15					

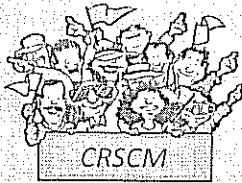
Junior Year								
Fall Semester			Spring Semester			Summer		
7	PRIM 298	Creative Inquiry - PRIM II	2	PRIM 398	Creative Inquiry - PRIM III	6	PRIM 405	Field Training II
9		Concentration Requirement <sup>4</sup>	1	PRIM 404	Field Training I	6		
6		Elective	12		Concentration Requirement <sup>4</sup>			
14			15					

Senior Year								
Fall Semester			Spring Semester			Summer		
1	PRIM 498	Creative Inquiry - PRIM IV	12		Concentration Requirement <sup>4</sup>			
12		Concentration Requirement <sup>4</sup>	12					
13								

121 Total Semester Hours

Notes

- <sup>1</sup> EX ST 222 (pr), EX ST 301, or MATHSC 203 (pr).
- <sup>2</sup> See General Education Requirements. Note: The Mathematics or Natural Science Requirement should also satisfy the Science and Technology in Society Requirement.
- <sup>3</sup> AAH 210, MUSIC 210, REL 101, or REL 102
- <sup>4</sup> See a PRIM academic advisor.



-- PRIM --  
We don't build bridges,  
we build people.  
-- F. McGuire

OLD

000191



Curriculum and Course Change System - Print Major Form

**Change Major Name:** Prtm (Professional Golf Management)

**Degree:** BS

**Effective Catalog Year:** 2012

.. **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)**

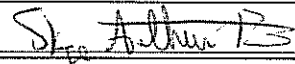
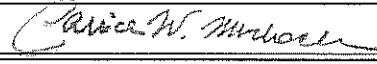
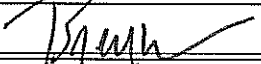
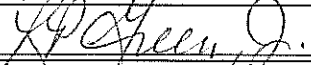
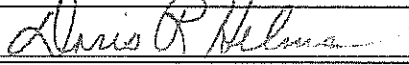
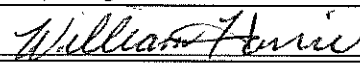

**Explanation:** PRTM is accredited by the National Recreation and Parks Association. The NRPA's core learning outcomes have changed and must be implemented by 2013 in order to remain an accredited program. These new learning outcomes/courses are replacing the current PRTM Immersion Semester (PRTM 221, 222, 223, and 224).

**Form Originator:** BOB, Robert Brookover Iv **Date Form Created:** 8/15/2011

**Form Last Updated by:** BOB, Robert Brookover Iv **Date Form Last Updated:** 8/29/2011

**Form Number:** 4209

**Approval**

	10/5/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/5/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/5/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/13/11		12/21/11
College Dean	Date	President	Date



## Curriculum and Course Change System - General Education Checklist

000192

Major Name: PRTM 962: Professional Golf 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
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

000193

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:**

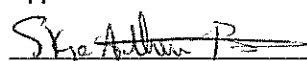
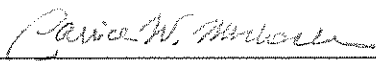

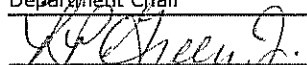
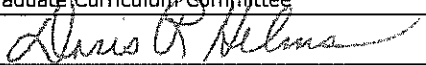
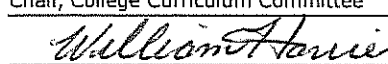

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Our goal is that all students will achieve a score of 75% or better on the critical (and creative) thinking competency component of this assignment. Students who do not initially achieve a score of 75% or better on the critical (and creative) thinking 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:** 8/15/2011

**Form Last Updated by:** BOB, Robert Brookover Iv **Date Form Last Updated:** 9/22/2011 **Form Number:** 4201

**Approval**

	10/5/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/5/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/5/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/13/11		12/21/11
College Dean	Date	President	Date

# Bachelor of Science in Parks, Recreation, and Tourism Management

## Professional Golf Management (PGM) Concentration (2012-13)

000194

Freshman Year								
Fall Semester			Spring Semester			Summer		
3	PRIM 281	Introduction to Golf Management	3	ENGL 103	Accelerated Composition	0	CO-OP 201	Cooperative Education
3		Social Science Requirement <sup>1</sup>	3		A & H (Non-Literature) Requirement <sup>1</sup>	1	PRIM 206	Practicum I
3		Social Science Requirement <sup>1</sup>	3		Mathematics or Natural Science Requirement <sup>1</sup>	1		
3		Mathematics Requirement <sup>1</sup>	3		Oral Communications Requirement <sup>1</sup>			
4		Natural Science with Lab <sup>1</sup>	1	PRIM 195	PGM Seminar I			
0	HIB 100	Clemson Connect	1	PRIM 220	Profession & Practice in PRIM			
			2	PRIM 220	Conceptual Foundations of PRIM			
16			16					

Sophomore Year								
Fall Semester			Spring Semester			Summer		
1	PRIM 198	Creative Inquiry- PRIM I	9		Concentration Requirement <sup>2</sup>	0	CO-OP 202	Cooperative Education
6	PRIM 226	Foundations of Management, Administration & Programming in Leisure Services	3		A & H (Literature) Requirement <sup>1</sup>			
5	PRIM 227	Provision of Leisure Service Experiences	4		Elective	0		
3	PRIM 229	Competency Integration in PRIM						
1	PRIM 295	PGM Seminar II						
16			16					

Junior Year								
Fall Semester			Spring Semester			Summer		
0	CO-OP 203	Cooperative Education	12		Concentration Requirement <sup>2</sup>			
1	PRIM 207	Practicum II	3		Elective			
1			15					

Senior Year								
Fall Semester			Spring Semester			Summer		
15		Concentration Requirement <sup>2</sup>	0	CO-OP 204	Cooperative Education	0	CO-OP 205	Cooperative Education
1	PRIM 395	PGM Seminar III				6	PRIM 405	Field Training II
1	PRIM 404	Field Training I	0			6		
17			120 Total Semester Hours					
5th Year- Fall Semester			Notes			<div style="border: 1px solid black; padding: 10px; transform: rotate(-15deg);"> <p style="text-align: center;">-- PRIM --                      We don't build bridges,                      we build people.                      - F. McQuire</p> </div>		
15		Concentration Requirement <sup>2</sup>	See University General Education Requirements. Students should chose courses that satisfy the Cross Cultural Awareness and Science and Technology in Society requirements where appropriate. See your advisor for more information.					
1	PRIM 495	PGM Seminar IV	See PRIM Academic Advisor					
16								

NEW

# Bachelor of Science in Parks, Recreation, and Tourism Management

## Professional Golf Management (PGM) Concentration (2011-12)

000195


### Freshman Year

Fall Semester			Spring Semester			Summer		
1	BIOL 120	Biological Inquiry Laboratory	3	ENGL 103	Accelerated Composition	0	CO-OP 201	Cooperative Education
3	BIOL 121 or BIOL 122 or BIOL 123 or BIOL 124	Keys to Human Identity Keys to Biodiversity Keys to Human Biology Keys to Reproduction	3	BIOL 220	Biology: Concepts, Issues, Values	1	PRTM 206	Practicum I
3	PRTM 281	Introduction to Golf Management	3	ECON 211	Principles of Microeconomics	1		
3	PSYCH 201	Introduction to Psychology	1	PRTM 195	PGM Seminar I			
3		Mathematics Requirement <sup>1</sup>	3	PRTM 282	Principles of Golfer Development			
3		Elective	3		Elective			
16			16					

### Sophomore Year

Fall Semester			Spring Semester			Summer		
3	ACCT 201	Financial Accounting concepts	2	PRTM 221	Delivery Systems for PRTM	0	CO-OP 202	Cooperative Education
3	COMM 150 or COMM 250	Introduction to Human Communication Public Speaking	3	PRTM 222	Program and Event Planning in PRTM	0		
3	ECON 212	Principles of Macroeconomics	4	PRTM 223	Administration/Management in PRTM			
2	PRTM 220	Conceptual Foundations of PRTM	2	PRTM 224	Legal Aspects of Parks, Recreation, and Tourism			
1	PRTM 200	Profession and Practice of PRTM	3	PRTM 283	Advanced Methods of Teaching Golf**			
1	PRTM 295	PGM Seminar II	14					
3		A&H (Non-Lit) Requirement <sup>2</sup>						
3		A&H (Literature) Requirement <sup>1</sup>						
19								

### Junior Year

Fall Semester			Spring Semester			Summer	
0	CO-OP 203	Cooperative Education	3	ACCT 202	Managerial Accounting Concepts		
1	PRTM 207	Practicum II	3	HORT 212	Introduction to Turfgrass Culture		
0			1	HORT 213	Turfgrass Culture Laboratory		
			3	MGT 201	Principles of Management		
			3	PRTM 383	Golf Shop Operations		
			2		Elective		
			15				

### Senior Year

Fall Semester			Spring Semester			Summer		
3	FS SC 307	Restaurant Food Service Management	0	CO-OP 204	Cooperative Education	0	CO-OP 205	Cooperative Education
3	FIN 305	Corporation Finance	0			6	PRTM 405	Field Training II
3	LAW 322	Legal Environment of Business				6		
3	MKT 301	Principles of Marketing						
3	PRTM 344	Tourism Markets and Supply						
1	PRTM 395	PGM Seminar III						
16								
120 Total Semester Hours								

### Fifth Year

Fall Semester			Notes		
3	PRTM 483	Golf Club Management and Operations	1	EX ST 222, EX ST 301, or MTHSC 203	
1	PRTM 495	PGM Seminar IV	2	AAH 210, MUSIC 210, REL 101, or REL 102	
12		Departmental Requirement <sup>4</sup>	3	See General Education Requirements.	
16			4	See a PRTM-PGM academic advisor.	

- PRTM -  
 We don't build bridges,  
 we build people.  
 - F. McGuire

OLD



000196



Curriculum and Course Change System - Print Major Form

**Change Major Name:** Prtm (Park and Protected Area Mgt)

**Degree:** BS

**Effective Catalog Year:** 2012

**.. 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:** PRTM is accredited by the National Recreation and Parks Association. The NRPA's core learning outcomes have changed and must be implemented by 2013 in order to remain an accredited program. These new learning outcomes/courses are replacing the current PRTM Immersion Semester (PRTM 221, 222, 223, and 224).

**Form Originator:** BOB, Robert Brookover Iv **Date Form Created:** 8/15/2011

**Form Last Updated by:** BOB, Robert Brookover Iv **Date Form Last Updated:** 8/29/2011

**Form Number:** 4208

**Approval**

	10/5/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/5/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/5/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/13/11		12/21/11
College Dean	Date	President	Date



000197

## Curriculum and Course Change System - General Education Checklist

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
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.

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**Assignment and Assessment:**

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000198

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.

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**Assignment and Assessment:**

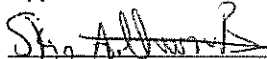
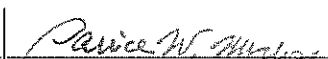
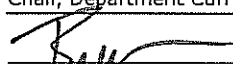


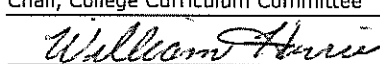

In PRTM 229, students will be randomly assigned a case study that will outline a problem or issue, which includes a scenario that requires ethical judgment and critical thinking to determine alternative solutions and ultimately decide upon the "best" course of action to take in that particular situation. 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.

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**Form Originator:** BOB, Robert Brookover Iv **Date Form Created:** 8/15/2011

**Form Last Updated by:** BOB, Robert Brookover Iv **Date Form Last Updated:** 9/22/2011 **Form Number:** 4202

**Approval**

	10/5/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/5/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/5/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/13/11		12/21/11
College Dean	Date	President	Date

# Bachelor of Science in Parks, Recreation, and Tourism Management

## Park and Conservation Area Management (PCAM) Concentration (2012-13)

000199

### Freshman Year

Fall Semester		Spring Semester		Summer	
2	CU 101	3	ENGL 103		
	University Success Skills		Accelerated Composition		
3		3			
	Social Science Requirement <sup>1</sup>		A & H (Non-Literature) Requirement <sup>1</sup>		
3		3			
	Social Science Requirement <sup>1</sup>		Mathematics or Natural Science Requirement <sup>1</sup>		
3		3			
	Mathematics Requirement <sup>1</sup>		Oral Communications Requirement <sup>1</sup>		
4		1	PRIM 200		
	Natural Science with Lab <sup>1</sup>		Profession & Practice in PRIM		
0	LIB 100	2	PRIM 220		
	Clemson Connect		Conceptual Foundations of PRIM		
15		15			

### Sophomore Year

Fall Semester		Spring Semester		Summer	
1	PRIM 198	2	PRIM 298	1	PRIM 206
	Creative Inquiry - PRIM I		Creative Inquiry - PRIM II		Practicum I
6		9		1	PRIM 207
	Foundations of Management, Administration & Programming in Leisure Services		Concentration Requirement <sup>2</sup>		Practicum II
5		3			
	Provision of Leisure Service Experiences		A & H (Literature) Requirement <sup>3</sup>		
3		1		2	
	Competency Integration in PRIM		Elective		
15		15			

### Junior Year

Fall Semester		Spring Semester		Summer	
2	PRIM 398	1	PRIM 498	6	PRIM 405
	Creative Inquiry - PRIM III		Creative Inquiry - PRIM IV		Field Training II
12		12		6	
	Concentration Requirement <sup>2</sup>		Concentration Requirement <sup>2</sup>		
1		2			
	Field Training I		Elective		
15		15			

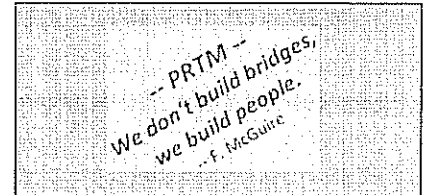
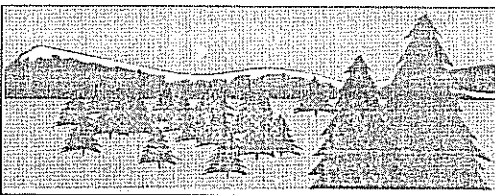
### Senior Year

Fall Semester		Spring Semester		Summer	
17		6			
	Concentration Requirement <sup>2</sup>		Concentration Requirement <sup>2</sup>		
12		6			
			Electives		
		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 PRIM Academic Advisor



NEW



000201



Curriculum and Course Change System - Print Major Form

**Change Major Name:** Prtm (Therapeutic Recreation)

**Degree:** BS

**Effective Catalog Year:** 2012

**.. 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:** PRTM is accredited by the National Recreation and Parks Association. The NRPA's core learning outcomes have changed and must be implemented by 2013 in order to remain an accredited program. These new learning outcomes/courses are replacing the current PRTM Immersion Semester (PRTM 221, 222, 223, and 224).

**Form Originator:** BOB, Robert Brookover Iv **Date Form Created:** 8/15/2011

**Form Last Updated by:** , **Date Form Last Updated:** 8/29/2011

**Form Number:** 4210

**Approval**

	10/5/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/5/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/5/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/13/11		12/21/11
College Dean	Date	President	Date

000202


**Curriculum and Course Change System - General Education Checklist**
**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
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

000203

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:


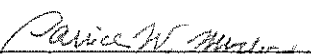
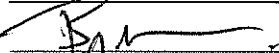
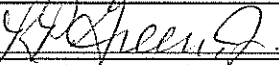
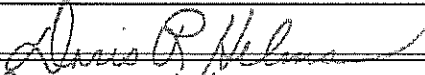
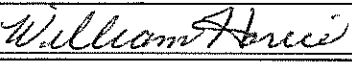

In PRTM 229, students will be randomly assigned a case study that will outline a problem or issue, which includes a scenario that requires ethical judgment and critical thinking to determine alternative solutions and ultimately decide upon the "best" course of action to take in that particular situation. 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 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:** 8/15/2011

**Form Last Updated by:** BOB, Robert Brookover Iv **Date Form Last Updated:** 9/22/2011 **Form Number:** 4203

#### Approval

	10/5/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/5/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/5/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	12/13/11		12/21/11
College Dean	Date	President	Date



# Bachelor of Science in Parks, Recreation, and Tourism Management Therapeutic Recreation (TR) Concentration (2012-13)

000204

## Freshman Year

Fall Semester		Spring Semester		Summer	
2	CU 101	University Success Skills	3	ENGL 103	Accelerated Composition
3		Social Science Requirement <sup>1</sup>	3		A & H (Non-Literature) Requirement <sup>1</sup>
3		Social Science Requirement <sup>1</sup>	4		Mathematics or Natural Science Requirement <sup>1</sup>
3		Mathematics Requirement <sup>1</sup>	3		Oral Communications Requirement <sup>1</sup>
4		Natural Science with Lab <sup>1</sup>	1	PRIM 200	Profession & Practice in PRIM
0	LHB 100	Clemson Connect	2	PRIM 220	Conceptual Foundations of PRIM
15			15		

## Sophomore Year

Fall Semester		Spring Semester		Summer	
1	PRIM 198	Creative Inquiry - PRIM I	2	PRIM 298	Creative Inquiry - PRIM II
6	PRIM 226	Foundations of Management, Administration & Programming in Leisure Services	9		Concentration Requirement <sup>2</sup>
5	PRIM 227	Provision of Leisure Service Experiences	3		A & H (Literature) Requirement <sup>1</sup>
3	PRIM 229	Competency Integration in PRIM	1		Elective
15			15		

## Junior Year

Fall Semester		Spring Semester		Summer	
7	PRIM 398	Creative Inquiry - PRIM III	1	PRIM 498	Creative Inquiry - PRIM IV
17		Concentration Requirement <sup>2</sup>	17		Concentration Requirement <sup>2</sup>
1	PRIM 404	Field Training I	7		Elective
15			15		

## Senior Year

Fall Semester		Spring Semester		Summer	
12		Concentration Requirement <sup>2</sup>	6		Concentration Requirement <sup>2</sup>
			6		Electives
12			12		
122 Total Semester Hours					
Notes					
<p>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.</p>					
<p>See PRIMA Academic Advisor</p>					

*-- PRIM --  
We don't build bridges,  
we build people.  
--F. McGuire*

NEW

# Bachelor of Science in Parks, Recreation, and Tourism Management Therapeutic Recreation (TR) Concentration (2011-12)

000205

Freshman Year									
Fall Semester			Spring Semester			Summer			
1	BIOL 120	Biological Inquiry Laboratory	3	ENGL 103	Accelerated Composition				
3	BIOL 121 or	Keys to Human Identity	3	BIOL 220	Biology: Concepts, Issues, Values				
	BIOL 122 or	Keys to Biodiversity		3	SOC 201	Introduction to Sociology			
	BIOL 123 or	Keys to Human Biology			5		Elective		
	BIOL 124	Keys to Reproduction							
7	CU 101	University Success Skills	14						
3	PSYCH 201	Introduction to Psychology							
3		Mathematics Requirement <sup>2</sup>							
3		Elective							
0		LIB 100							
15									

Sophomore Year								
Fall Semester			Spring Semester			Summer		
3	COMM 150 or	Introduction to Human Communication	1	PRIM 198	Creative Inquiry - PRIM I	1	PRIM 206	Practicum I
	COMM 250	Public Speaking		2	PRIM 221		Delivery Systems for PRIM	1
1	PRIM 200	Profession and Practice of PRIM	3	PRIM 222	Program and Event Planning in PRIM	2		
2	PRIM 220	Conceptual Foundations of PRIM	4	PRIM 223	Administration/Management in PRIM			
3		A&H (Non-Lit) Requirement <sup>2</sup>	2	PRIM 224	Legal Aspects of Parks, Recreation, and Tourism			
3		A&H (Literature) Requirement <sup>3</sup>	3	PRIM 311	Introduction to Therapeutic Recreation			
3		Elective	15					
15								

Junior Year								
Fall Semester			Spring Semester			Summer		
2	PRIM 298	Creative Inquiry - PRIM II	2	PRIM 398	Creative Inquiry - PRIM III	6	PRIM 405	Field Training II
4	PRIM 417	TR Processes I	1	PRIM 404	Field Training I	6		
3	PRIM 419	TR & Nature of Disabilities	4	PRIM 418	TR Processes II			
4	BIOSC 222	Anatomy and Physiology	1	PRIM 490	Medical Terminology (online)			
1	LS 126	Group Initiatives	3	PRIM 420	Trends and Issues in TR			
14			4		Concentration Requirement <sup>4</sup>			
			15					

Senior Year								
Fall Semester			Spring Semester			Summer		
1	PRIM 498	Creative Inquiry - PRIM IV	9		Concentration Requirement <sup>4</sup>			
12		Concentration Requirement <sup>4</sup>	3		Elective			
13			12					

123 Total Semester Hours

Notes	
1	EX 51 222, EX 51 301, or MTHSC 203
2	AAH 210, MUSIC 210, REI 101, or REI 102
3	See General Education Requirements
4	See a PRIM academic advisor

-- PRIM --  
We don't build bridges,  
we build people.  
-- F. McGuire

OLD



Curriculum and Course Change System - Print Major Form

000206

**Change Major Name:** Prtm (Travel and Tourism)

**Degree:** BS

**Effective Catalog Year:** 2012

**.. 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:** PRTM is accredited by the National Recreation and Parks Association. The NRPA's core learning outcomes have changed and must be implemented by 2013 in order to remain an accredited program. These new learning outcomes/courses are replacing the current PRTM Immersion Semester (PRTM 221, 222, 223, and 224).

**Form Originator:** BOB, Robert Brookover Iv **Date Form Created:** 8/15/2011

**Form Last Updated by:** , **Date Form Last Updated:** 8/29/2011

**Form Number:** 4211

**Approval**

	10/5/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/5/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/5/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/13/11		12/21/11
College Dean	Date	President	Date



## Curriculum and Course Change System - General Education Checklist

000207

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
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.

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**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:**




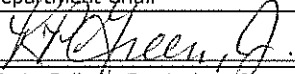
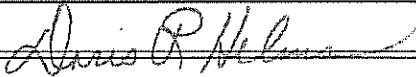
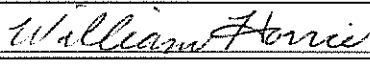

In PRTM 229, students will be randomly assigned a case study that will outline a problem or issue, which includes a scenario that requires ethical judgment and critical thinking to determine alternative solutions and ultimately decide upon the "best" course of action to take in that particular situation. 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 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:** 8/15/2011

**Form Last Updated by:** BOB, Robert Brookover Iv **Date Form Last Updated:** 9/22/2011 **Form Number:** 4204

**Approval**

	10/5/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/5/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/5/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/13/11		12/21/11
College Dean	Date	President	Date

# Bachelor of Science in Parks, Recreation, and Tourism Management

## Travel and Tourism (T&T) Concentration (2012-13)

### Freshman Year

Fall Semester			Spring Semester			Summer		
2	CU 101	University Success Skills	3	ENGL 103	Accelerated Composition			
3		Social Science Requirement <sup>1</sup>	3		A & H (Non-Literature) Requirement <sup>1</sup>			
3		Social Science Requirement <sup>1</sup>	3		Mathematics or Natural Science Requirement <sup>1</sup>			
3		Mathematics Requirement <sup>1</sup>	3		Oral Communications Requirement <sup>1</sup>			
4		Natural Science with Lab <sup>1</sup>	1	PRIM 200	Profession & Practice in PRIM			
0	HB 100	Clemson Connect	2	PRIM 220	Conceptual Foundations of PRIM			
15			15					

### Sophomore Year

Fall Semester			Spring Semester			Summer		
1	PRIM 198	Creative Inquiry - PRIM I	2	PRIM 298	Creative Inquiry - PRIM II	1	PRIM 206	Practicum I
6	PRIM 226	Foundations of Management, Administration & Programming in Leisure Services	9		Concentration Requirement <sup>2</sup>	1	PRIM 207	Practicum II
5	PRIM 227	Provision of Leisure Service Experiences	3		A & H (Literature) Requirement <sup>1</sup>			
3	PRIM 279	Competency Integration in PRIM	1		Elective	2		
15			15					

### Junior Year

Fall Semester			Spring Semester			Summer		
2	PRIM 398	Creative Inquiry - PRIM III	1	PRIM 498	Creative Inquiry - PRIM IV	6	PRIM 405	Field Training II
12		Concentration Requirement <sup>2</sup>	12		Concentration Requirement <sup>2</sup>	6		
1	PRIM 404	Field Training I	2		Elective			
15			15					

### Senior Year

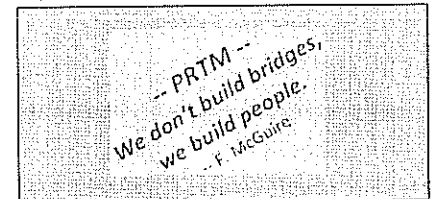
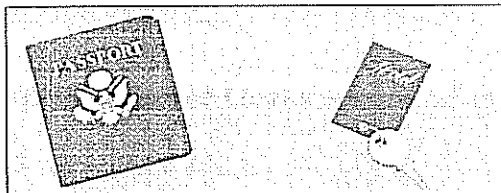
Fall Semester			Spring Semester			Summer		
12		Concentration Requirement <sup>2</sup>	6		Concentration Requirement <sup>2</sup>			
			6		Electives			
12			12					

122 Total Semester Hours

#### Notes

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.

See PRIM Academic Advisor



NEW

# Bachelor of Science in Parks, Recreation, and Tourism Management Travel and Tourism (T&T) Concentration (2011-12)

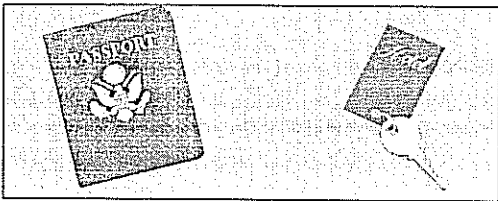
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Freshman Year					
Fall Semester		Spring Semester		Summer	
4		Natural Science with Lab <sup>1</sup>	3	ENGL 103	Accelerated Composition
7	CU 101	University Success Skills	3		Mathematics or Natural Science <sup>2</sup>
3	GEUG 103	World Regional Geography	3	ECON 211	Principles of Microeconomics
3		Mathematics Requirement <sup>2</sup>	5		Elective
3		Elective	14		
0	LIB 100	Clemson Connect			
15					

Sophomore Year					
Fall Semester		Spring Semester		Summer	
3	COMM 150 or COMM 250	Introduction to Human Communication	1	PRIM 198	Creative Inquiry - PRIM I
		Public Speaking			2
1	PRIM 200	Profession and Practice of PRIM	3	PRIM 222	Program and Event Planning in PRIM
7	PRIM 220	Conceptual Foundations of PRIM	4	PRIM 223	Administration/Management in PRIM
3		A&H (Literature) Requirement 1	2	PRIM 224	Legal Aspects of Parks, Recreation, and Tourism
3		A&H (Non-Lit) Requirement 3	3	PRIM 344	Tourism Markets and Supply
3		Elective	15		
15					

Junior Year						
Fall Semester		Spring Semester		Summer		
2	PRIM 298	Creative Inquiry - PRIM II	2	PRIM 398	Creative Inquiry - PRIM III	
9		Concentration Requirement <sup>1</sup>			1	PRIM 404
3		Elective	17		Concentration Requirement <sup>4</sup>	
14			15			
				6	PRIM 405	Field Training II
				6		

Senior Year					
Fall Semester		Spring Semester		Summer	
1	PRIM 498	Creative Inquiry - PRIM IV	12		Concentration Requirement <sup>4</sup>
12		Concentration Requirement <sup>4</sup>			12
13					
121 Total Semester Hours					



Notes	
1	See General Education Requirements.
2	EX ST 222, EX ST 301, or MATHC 203
3	AAH 210, MUSIC 210, PEI 301, or PEI 102
4	See a PRIM academic advisor

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 We don't build bridges,  
 we build people.  
 -- P. McGuire

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Curriculum and Course Change System - Print Major Form

**Change Major Name:** Prtm (Undeclared)

**Degree:** BS

**Effective Catalog Year:** 2012

**.. 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:** PRTM is accredited by the National Recreation and Parks Association. The NRPA's core learning outcomes have changed and must be implemented by 2013 in order to remain an accredited program. These new learning outcomes/courses are replacing the current PRTM Immersion Semester (PRTM 221, 222, 223, and 224).

**Form Originator:** BOB, Robert Brookover Iv **Date Form Created:** 8/15/2011

**Form Last Updated by:** , **Date Form Last Updated:** 8/29/2011

**Form Number:** 4212

**Approval**

	10/5/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/5/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/5/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/12/11		12/21/11
College Dean	Date	President	Date





## Curriculum and Course Change System - General Education Checklist

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
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

000213

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:**



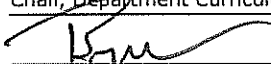
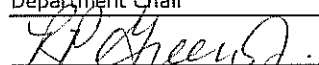
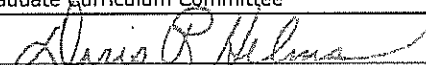
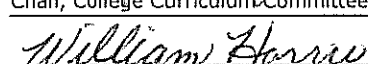

In PRTM 229, students will be randomly assigned a case study that will outline a problem or issue, which includes a scenario that requires ethical judgment and critical thinking to determine alternative solutions and ultimately decide upon the "best" course of action to take in that particular situation. 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 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:** 9/22/2011

**Form Last Updated by:** BOB, Robert Brookover Iv **Date Form Last Updated:** 9/22/2011 **Form Number:** 4377

**Approval**

	10/5/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/5/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/5/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/13/11		12/21/11
College Dean	Date	President	Date

# Bachelor of Science in Parks, Recreation, and Tourism Management

Undeclared (2012-13)

000019

Freshman Year											
Fall Semester				Spring Semester				Summer			
2	CU 101	University Success Skills		3	UNGL 103	Accelerated Composition					
3		Social Science Requirement <sup>1</sup>		3		A & H (Non-Literature) Requirement <sup>1</sup>					
3		Social Science Requirement <sup>2</sup>		3		Mathematics or Natural Science Requirement <sup>1</sup>					
3		Mathematics Requirement <sup>1</sup>		3		Oral Communications Requirement <sup>1</sup>					
4		Natural Science with Lab <sup>1</sup>		1	PRIM 200	Profession & Practice in PRIM					
0	HB 100	Clemson Connect		2	PRIM 270	Conceptual Foundations of PRIM					
15											
15				15							

Sophomore Year											
Fall Semester				Spring Semester				Summer			
1	PRIM 198	Creative Inquiry - PRIM I		2	PRIM 298	Creative Inquiry - PRIM II		1	PRIM 206	Practicum I	
6	PRIM 226	Foundations of Management, Administration & Programming in Leisure Services		9		Concentration Requirement <sup>2</sup>		1	PRIM 207	Practicum II	
5	PRIM 227	Provision of Leisure Service Experiences		3		A & H (Literature) Requirement <sup>1</sup>					
3	PRIM 229	Competency Integration in PRIM		1		Elective		2			
15				15							

Junior Year											
Fall Semester				Spring Semester				Summer			
2	PRIM 398	Creative Inquiry - PRIM III		1	PRIM 498	Creative Inquiry - PRIM IV		6	PRIM 405	Field Training II	
12		Concentration Requirement <sup>2</sup>		12		Concentration Requirement <sup>1</sup>		6			
1	PRIM 404	Field Training I		2		Elective					
15				15							

Senior Year											
Fall Semester				Spring Semester				Summer			
12		Concentration Requirement <sup>2</sup>		6		Concentration Requirement <sup>2</sup>					
				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 PRIM Academic Advisor											

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 We don't build bridges,  
 we build people.  
 - F. McGuire

NEW

# Bachelor of Science in Parks, Recreation, and Tourism Management Undeclared Concentration (2011-12)

000115

Freshman Year									
Fall Semester			Spring Semester				Summer		
2	CU 101	University Success Skills	3	ENGL 103	Accelerated Composition				
3	ECUN 211	Principles of Microeconomics	3		Mathematics or Natural Science Requirement <sup>2</sup>				
3	PSYCH 201 or SOC 201	Introduction to Psychology Introduction to Sociology	8		Elective				
3		Mathematics Requirement <sup>1</sup>	14						
4		Natural Science with Lab <sup>2</sup>							
0	LIB 100	Clemson Connect							
15									

Sophomore Year									
Fall Semester			Spring Semester				Summer		
3	COMM 150 or COMM 250	Introduction to Human Communication Public Speaking	1	PRTM 198	Creative Inquiry - PRTM I	1	PRTM 206	Practicum I	
1	PRTM 200	Profession and Practice of PRTM	2	PRTM 221	Delivery Systems for PRTM	1	PRTM 207	Practicum II	
2	PRTM 220	Conceptual Foundations of PRTM	3	PRTM 222	Program and Event Planning in PRTM				
3		A&H (Literature) Requirement <sup>2</sup>	4	PRTM 223	Administration/Management in PRTM	2			
3		A&H (Non-Lit) Requirement <sup>2</sup>	2	PRTM 224	Legal Aspects of Parks, Recreation, and Tourism				
3		Elective	3	PRTM 2XX	Intro to Concentration Area				
15			15						

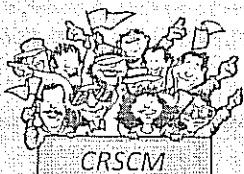
Junior Year									
Fall Semester			Spring Semester				Summer		
2	PRTM 298	Creative Inquiry - PRTM II	2	PRTM 398	Creative Inquiry - PRTM III	6	PRTM 405	Field Training II	
9		Concentration Requirement <sup>4</sup>	1	PRTM 404	Field Training I	6			
6		Elective	12		Concentration Requirement <sup>3</sup>				
14			15						

Senior Year									
Fall Semester			Spring Semester				Summer		
1	PRTM 498	Creative Inquiry - PRTM IV	12		Concentration Requirement <sup>4</sup>				
12		Concentration Requirement <sup>4</sup>	12						
13									

121 Total Semester Hours

Notes

- <sup>1</sup> EX ST 222 (w), EX ST 301, or MTHSC 203 (w).
- <sup>2</sup> See General Education Requirements. Note: The Mathematics or Natural Science Requirement should also satisfy the Science and Technology in Society Requirement.
- <sup>3</sup> AAH 210, MUSIC 210, REL 101, or REL 102.
- <sup>4</sup> See a PRTM academic advisor.



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we build people.  
-- F. McGuire

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