

* 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: - (-), (-)

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: 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)

3. Working in diverse settings (10 hours)

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- 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

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Kelyeen J.	9/8/11	Pavice W. Munose 11/4/2011
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As - Roserblire	9/21/11	-
Department Chair	Date [']	Chair, Graduate Curriculum Com
Kr Oheen J.	10/5/11	Dis P Helma 12/20/1
Chair, College Curriculum Committee	Date ,	Provost
William Horne	10/13/11	Chunt dat 12/21/11
College Dean	Date /	President
Director, Calhoun Honors College	Date	
	100	

R S 1 T Y 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:

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 .. Change Course Modifier .. Change General Education Designation of Instruction

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 Social Science .. to:

.. L-Lab (no/fee) CCA STS ..

X N/B-Lecture/Lab(w/fee) N/L-Lecture/Lab(no fee) ..

.. Change Catalog Description:

from:

to:

.. Change Prerequisite(s):

from:

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: Attendence: 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 ACALLY.	9/3/11	Carica W. Merhoel	11/4/2011
Chair, Department Curriculum Committee	Date 9/21/11	Chair, Undergraduate Curriculum Committee	Date
Department Chair Stephen G.		Chair, Graduate Curriculum Committee	Date
Chair, College Curriculum Committee William Harus	Date 10/13/1	Provost Anis P Helma	Date 12/20/1/
College Dean	Date	President Co. Co.	Date 12/21/1
Director, Calhoun Honors College	Date		



V E R S I T Y Curriculum and Course Change System - Print New Course Form

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

.. B-Lab (w/fee)

.. D-Seminar

.. Pass/Fail Only

X Graded

.. Oral Communication

.. Wariable Title

.. Mathematics

.. E-Independent Study ... Creative Inquiry .. Natural Science w/Lab ... F-Tutorial (w/fee) ... Repeatable ... Math or Science ... G-Studio ... A&H (Literature) ... 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 I - 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:

a. Connect educational theory and pedagogic knowledge acquired during their undergraduate program and will apply these connections to their student teaching experience in the field.

b. Examine, analyze and create action plans for solving contemporary problems in early childhood teaching practices.

c.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 Chair, Department Curriculum Committee	9/8/// - Date	Chair, Undergraduate Curriculum Committee	11 4 2011 Date
Department Chair	9/21/11 - Date - - -	Chair, Graduate Curriculum Committee	
Chair, College Curriculum Committee **College Dean** College	Date	Provost President	Date 12/21/// - Date
– Director, Calhoun Honors College	Date		

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U. N. I. V. E. R. S. I. T. Y 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

	Approvat / J.	9/8/11	Cavice W muchon	<u> 11 4 2</u> 611
_	Chair, Department Curriculum Committee	Date 9/21/11	Chair, Undergraduate Curriculum Committee	Date
	Department Chair LULIN J.	Date 10/5/11	Chair, Graduate Curriculum Committee	Date / 12/20/11
	Chair, College Curriculum Committee William Horrie	Date 1	Provost Auro. by	Date 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 us 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



NIVERSITY 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 Developm	ient			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		••	•1	X
Cross-Cultural Awareness		••	••	X
Science and Tech. in Society	.,	.,		Х

^{*}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 oneparticular 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 Lin Form Last Updated by: SANDRAM, Sandra		orm Created: 9/12/2011 Date Form Last Updated: 9/12/2011 Form Numb	er: 4293
Honory J.	- 48/11	Carice W. Mahou	11/4/201
 Chair, Department Curriculum Committee	Date 9/21/1	Chair, Undergraduate Curriculum Committee	Date
Department Chyrir		Chair, Graduate Curriculum Committee	Date 12/20/1
Chair, College Curriculum Committee	Date 10/13/11	Provosi W. J. D.	_ Date <u> 2/21</u> /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

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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) Requirement⁴
- 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 Children⁵
- 3 ED SP 370 Introduction to Special Education
- 3 ED EL 321 Physical Education Methods and Content for Classroom Teachers⁶
- 3 Elective

15

Second Semester

- 3 ED EC 300 Found, of Early Childhood Educ.⁶
- 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-Kindergarten⁶
- 3 ED EC 450 Early Childhood Curriculum⁶
- 3 ED EC 420 Early Childhood Science⁶

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 Strategies⁷
- 3 READ 459 Teaching Reading in the Early Grades: K-3⁷
- 3 EDEC 460 Critical Issues in Early Childhood Education⁷

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Second Semester

- 9 ED EC 484 Directed Teaching in Early Childhood Education⁸
- 3 EDEC 485 Early Childhood Capstone⁸

12

123 Total Semester Hours

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

20ne 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

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 Requirementa

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 Requirements

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

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 Education12

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.

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

 $\underbrace{\text{CLEMSON}}_{\text{UNIVERSITY}} \text{ Curriculum and Course Change System - Print Major Form}$ Change Major Name: Secondary Education (Math) Degree: BA Effective Catalog Year: 2012 .. Change Major Name to: .. Change Degree to: (CHE approval required) .. 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 120 for the discrete mathematics

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			
Hoheen J.	9/8/11	Carice W. Mulose	1114/2011
Chair, Department Curriculum Committee	Daté	Chair, Undergraduate Curriculum Committee	Date
Is a Reservein	9/21/11		
Department, Chairy	Date '	Chair, Graduate/Qurriculum,Committee //	Date
Ly cheen . J.	10/5/11	Janes V. Allena	12/20/11
Chair, College Curriculum Committée	Date / 1	Provost / La	Date
William Herrie	10/13/1	, Chia	12/21/11
College Dean	Date /	President	Date

CLEMSON UNIVERSITY SECONDARY EDUCATION



TEACHING AREA: MATHEMATICS

Grades 9 - 12 BACHELOR OF ARTS

CURRICULUM PLAN PROPOSED 2012-2013

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	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 OR	3
MTHSC 106	Calculus of One Variable I	4	MTHSC 129	Problem Solving in Discrete Mathematics	
	Foreign Language Requirement ¹	3	PHIL 102	Introduction to Logic	3
	Natural Science Requirement ²	4	PHYS 122	Physics with Calculus I	3
LIB 100	Clemson Connect	<u>0</u>	PHYS 124	Physics Laboratory 1	1
		16		Foreign Language Requirement ¹	<u>3</u>
					17
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ECON 200	Fall Semester	_		Spring Semester	
ECON 200	Economic Concepts OR	3	ED F 302	Educational Psychology	3
ECON 211	Principles of Microeconomics	_	ED F 315	Technology Skills for Learning	1
EDSEC 226	Prof Appreh 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 ⁴	3
MTHSC 250	Intro. to Mathematical Sciences	1		Science & Tech. in Society Requir ²	<u>3</u>
	Computer Science Requirement ³	<u>3</u>			
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	N. H. C.	A Secretary of the Control of the Co	Committee of the commit	INIOR YEAR	And the second s
ED E 201	Fall Semester			Spring Semester	A company of the comp
ED F 301	Principles of American Education	3	ED F 335	Spring Semester Adolescent Growth and Development	A CONTROL OF THE PROPERTY OF T
EDSEC 326	Principles of American Education Practicum in Secondary Mathematics	3	ED F 335 ED SP 370	Spring Semester Adolescent Growth and Development Introduction to Special Education	Note to the second seco
EDSEC 326 MTHSC 302	Principles of American Education Practicum in Secondary Mathematics Statistics for Science & Engr.	3 3	ED F 335 ED SP 370 EDSEC 437	Spring Semester Adolescent Growth and Development Introduction to Special Education Technology in Secondary Mathematics	3 3 3 3
EDSEC 326	Principles of American Education Practicum in Secondary Mathematics Statistics for Science & Engr. Theory of Probability	3 3 3	ED F 335 ED SP 370 EDSEC 437 MTHSC 308	Spring Semester Adolescent Growth and Development Introduction to Special Education Technology in Secondary Mathematics College Geometry	3 3 3 3 3 3 3
EDSEC 326 MTHSC 302	Principles of American Education Practicum in Secondary Mathematics Statistics for Science & Engr.	3 3 3 <u>3</u>	ED F 335 ED SP 370 EDSEC 437	Spring Semester Adolescent Growth and Development Introduction to Special Education Technology in Secondary Mathematics	3 3 3 3 3 3
EDSEC 326 MTHSC 302	Principles of American Education Practicum in Secondary Mathematics Statistics for Science & Engr. Theory of Probability	3 3 3	ED F 335 ED SP 370 EDSEC 437 MTHSC 308	Spring Semester Adolescent Growth and Development Introduction to Special Education Technology in Secondary Mathematics College Geometry	3 3 3 3 3 3 3
EDSEC 326 MTHSC 302	Principles of American Education Practicum in Secondary Mathematics Statistics for Science & Engr. Theory of Probability Cross-Cultural Awareness Requirement ²	3 3 3 <u>3</u>	ED F 335 ED SP 370 EDSEC 437 MTHSC 308	Spring Semester Adolescent Growth and Development Introduction to Special Education Technology in Secondary Mathematics College Geometry Introduction to Modern Algebra SENIOR YEAR	3 3 3 3 3 3
EDSEC 326 MTHSC 302 MTHSC 400	Principles of American Education Practicum in Secondary Mathematics Statistics for Science & Engr. Theory of Probability Cross-Cultural Awareness Requirement ² Fall Semester	3 3 3 3 15	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Spring Semester Adolescent Growth and Development Introduction to Special Education Technology in Secondary Mathematics College Geometry Introduction to Modern Algebra SENIOR YEAR Spring Semester	3 3 3 3 3 3
EDSEC 326 MTHSC 302 MTHSC 400 COMM 250	Principles of American Education Practicum in Secondary Mathematics Statistics for Science & Engr. Theory of Probability Cross-Cultural Awareness Requirement ² Fall Semester Public Speaking	3 3 3 3 15	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Spring Semester Adolescent Growth and Development Introduction to Special Education Technology in Secondary Mathematics College Geometry Introduction to Modern Algebra SENIOR YEAR Spring Semester Teaching Intern. in Secondary Math.	3 3 3 3 3 15
EDSEC 326 MTHSC 302 MTHSC 400 COMM 250 ED F 425	Principles of American Education Practicum in Secondary Mathematics Statistics for Science & Engr. Theory of Probability Cross-Cultural Awareness Requirement ² Fall Semester Public Speaking Instructional Technology Strategies ⁵	3 3 3 3 15	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Spring Semester Adolescent Growth and Development Introduction to Special Education Technology in Secondary Mathematics College Geometry Introduction to Modern Algebra SENIOR YEAR Spring Semester	3 3 3 3 3 3 15
EDSEC 326 MTHSC 302 MTHSC 400 COMM 250 ED F 425 EDSEC 426	Principles of American Education Practicum in Secondary Mathematics Statistics for Science & Engr. Theory of Probability Cross-Cultural Awareness Requirement ² Fall Semester Public Speaking Instructional Technology Strategies ⁵ Teaching Secondary Mathematics ⁵	3 3 3 3 15	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Spring Semester Adolescent Growth and Development Introduction to Special Education Technology in Secondary Mathematics College Geometry Introduction to Modern Algebra SENIOR YEAR Spring Semester Teaching Intern. in Secondary Math.	3 3 3 3 3 15
EDSEC 326 MTHSC 302 MTHSC 400 COMM 250 ED F 425 EDSEC 426 MTHSC 408	Principles of American Education Practicum in Secondary Mathematics Statistics for Science & Engr. Theory of Probability Cross-Cultural Awareness Requirement ² Fall Semester Public Speaking Instructional Technology Strategies ⁵ Teaching Secondary Mathematics ⁵ Topics in Geometry	3 3 3 15 3 15	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Spring Semester Adolescent Growth and Development Introduction to Special Education Technology in Secondary Mathematics College Geometry Introduction to Modern Algebra SENIOR YEAR Spring Semester Teaching Intern. in Secondary Math.	3 3 3 3 3 15
COMM 250 EDSEC 426 MTHSC 400	Principles of American Education Practicum in Secondary Mathematics Statistics for Science & Engr. Theory of Probability Cross-Cultural Awareness Requirement ² Fall Semester Public Speaking Instructional Technology Strategies ⁵ Teaching Secondary Mathematics ⁵ Topics in Geometry Advanced Calculus I	3 3 3 15 3 15 3 1 3 3	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Spring Semester Adolescent Growth and Development Introduction to Special Education Technology in Secondary Mathematics College Geometry Introduction to Modern Algebra SENIOR YEAR Spring Semester Teaching Intern. in Secondary Math.	3 3 3 3 3 15
EDSEC 326 MTHSC 302 MTHSC 400 COMM 250 ED F 425 EDSEC 426 MTHSC 408	Principles of American Education Practicum in Secondary Mathematics Statistics for Science & Engr. Theory of Probability Cross-Cultural Awareness Requirement ² Fall Semester Public Speaking Instructional Technology Strategies ⁵ Teaching Secondary Mathematics ⁵ Topics in Geometry	3 3 3 15 15 3 1 3 3 3 3	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Spring Semester Adolescent Growth and Development Introduction to Special Education Technology in Secondary Mathematics College Geometry Introduction to Modern Algebra SENIOR YEAR Spring Semester Teaching Intern. in Secondary Math.	3 3 3 3 3 15
COMM 250 EDSEC 426 MTHSC 400	Principles of American Education Practicum in Secondary Mathematics Statistics for Science & Engr. Theory of Probability Cross-Cultural Awareness Requirement ² Fall Semester Public Speaking Instructional Technology Strategies ⁵ Teaching Secondary Mathematics ⁵ Topics in Geometry Advanced Calculus I	3 3 3 15 3 15 3 1 3 3	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Spring Semester Adolescent Growth and Development Introduction to Special Education Technology in Secondary Mathematics College Geometry Introduction to Modern Algebra SENIOR YEAR Spring Semester Teaching Intern. in Secondary Math.	3 3 3 3 3 15

Two semesters (through 202) in any modern foreign language (including American Sign Language) are required.

²See General Education Requirements. ³CP SC 101, 111, or 120

⁴ENGL 212, 213, 214, or 215

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

⁶ 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

CURRENTE CURRICULUM PLAN

		RESHN	IAN YEAR		Professional Control of Control o
	<u>Fall Semester</u>			Spring Semester	
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 ¹	3	PHYS 122	Physics with Calculus I	3
	Natural Science Requirement ²	4	PHYS 124	Physics Laboratory I	1
LIB 100	Clemson Connect	<u>0</u>		Foreign Language Requirement ¹	<u>3</u>
		16			17
		A STATE OF THE STATE OF T	A Principal Control of	SOPHOMORE YEAR	Company of the program of the command of the Park of the Command of the Com
	Fall Semester			Spring Semester	
ECON 200	Economic Concepts OR	3	ED F 302	Educational Psychology	3
ECON 211	Principles of Microeconomics		ED F 315	Technology Skills for Learning	I
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 ⁴	3
MTHSC 250	Intro. to Mathematical Sciences	1		Science & Tech. in Society Requir ²	<u>3</u>
	Computer Science Requirement ³	3			
		17			17
The second secon		The second secon	A THE STATE OF THE	JUNIOR YEAR	Annual Control of the
ED 5 201	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 ²	3	MTHSC 412	Introduction to Modern Algebra	<u>3</u>
		15			15
And the second s		MANAGEMENT SAFETY	And the second of the second o	SENIOR YEAR	And Andrew Control of the Control of
CO. 1. 1. 0. C.	Fall Semester			Spring Semester	
COMM 250	Public Speaking	3	EDSEC 446	Teaching Intern. in Secondary Math.	9
ED F 425	Instructional Technology Strategies ⁵	l	EDSEC 456	Secondary Math. Capstone Seminar ⁶	<u>3</u>
EDSEC 426	Teaching Secondary Mathematics ⁵	3			
MTHSC 408	Topics in Geometry	3			
MTHSC 453	Advanced Calculus I	3			
READ 498	Secondary Content Area Reading ⁵	3			
		16		mon: · · · · · · ·	12
				TOTAL HOUR	(S 125

Two semesters (through 202) in any modern foreign language (including American Sign Language) are required.

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²See General Education Requirements. ³CP SC 101, 111, or 120 ⁴ENGL 212, 213, 214, or 215

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

⁶ EDSEC 446 and 456 must be taken concurrently. Offered spring semester only.

CLEMSON		•	000174
USIVER FITT Curriculum and Course Chan	ge System		
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 annea	val required for > 10 hours of shapes	
Change General Education Requirements	Cue appro-	variequired for > 18 hours of changes)	
(Must also submit a General Education Checklist)			
Add, Change or Delete Concentration(s)			
(Submit or upload Curriculum map in catalog format	CHE approv	val required)	
Add, Change or Delete Emphasis Area(s)			
Explanation: Require either MTHSC 119 or MTHSC :	129 to meet	discrete mathematics requirement per request from depart	ment of
mathematical sciences. Currently only MTHSC 129 is			
Form Originator: BHORTON, Robert Horton Date F			
Form Last Updated by: BHORTON, Robert Horton J Form Number: 4223	Jate Form I	Last Updated: 8/23/2011	
Approval	i		
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Krahlen Z.	9/8/11	Carice W. Mulose	1111412011
Chajr, Department Curriculum Committee	Date ,	Chair, Undergraduate Curriculum Committee	Date
As- Roserblett	9/31/11		
Department Chair	Date.	Chair, Graduate Curriculum Gammittee //	Date
WW (XIn a -	500/-/	Mario V. Helman	1 7
Myller, J.	14/5/1/		12/26/11
Chair, College Curriculum Committee	Date/	Provost	Date ,
William Horrie	10/13/	1, yww. of	12/21/11
College Dean	Date /	President	Date
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CLEMSON UNIVERSITY MATHEMATICS TEACHING

Grades 9 - 12 BACHELOR OF SCIENCE

CURRICULUM PLAN PROPOSED 2012-2013

		RESHIV	IAN 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 119	Intro to Discrete Methods OR	3
	Cross-Cultural Awareness Requirement 1	3	MTHSC 129	Prob. Solving in Discrete Math	
LIB 100	Clemson Connect	<u>0</u>		Science Requirement ²	<u>3</u> 17
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	Fall Semester		Total Control of the	Spring Semester	THE PARTY OF THE P
COMM 150	Introduction to Human Comm OR	3	ECON 200	Economic Concepts OR	3
COMM 250	Public Speaking		ECON 211	Principles of Microeconomics	J
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	I
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 ³	<u>3</u>	PHYS 221	Physics with Calculus II	3
	rate of remaining (Dit) requirement	⊒.	PHYS 223	Physics with Lab. II	
		17	11113 223	Filysics with Lab. II	<u>1</u> 18
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ED F 301	Fall Semester Principles of American Education	3	ED F 335	Adolescent Growth and Development	And a first figure of statement of the s
EDSEC 326	Fall Semester Principles of American Education Practicum in Secondary Math	3 3		Adolescent Growth and Development Introduction to Special Education	3 3
EDSEC 326 MTHSC 302	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering	3	ED F 335	Adolescent Growth and Development	
EDSEC 326 MTHSC 302 SOC 201	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR	3 3	ED F 335 ED SP 370 EDSEC 437 MTHSC 308	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry	3 3 3
EDSEC 326 MTHSC 302	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems	3 3 3 3	ED F 335 ED SP 370 EDSEC 437	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics	3 3 3
EDSEC 326 MTHSC 302 SOC 201	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR	3 3 3 3	ED F 335 ED SP 370 EDSEC 437 MTHSC 308	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry	3
EDSEC 326 MTHSC 302 SOC 201	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems	3 3 3	ED F 335 ED SP 370 EDSEC 437 MTHSC 308	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry	3 3 3 <u>3</u>
EDSEC 326 MTHSC 302 SOC 201	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ²	3 3 3 3 3	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry	3 3 3 <u>3</u>
EDSEC 326 MTHSC 302 SOC 201	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ²	3 3 3 3 3	ED F 335 ED SP 370 EDSEC 437 MTHSC 308	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry Introduction to Modern Algebra	3 3 3 <u>3</u>
EDSEC 326 MTHSC 302 SOC 201 SOC 202	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ² Fall Semester	3 3 3 3 15	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry Introduction to Modern Algebra Spring Semester	3 3 3 3 15
EDSEC 326 MTHSC 302 SOC 201 SOC 202	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ² Fall Semester Instructional Technology Strategies ⁴	3 3 3 3 15 SENIO	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry Introduction to Modern Algebra Spring Semester Teaching Intern. in Sec. Math. 5	3 3 3 3 15
EDSEC 326 MTHSC 302 SOC 201 SOC 202 ED F 425 EDSEC 426	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ² Fall Semester Instructional Technology Strategies ⁴ Teaching Secondary Mathematics ⁴	3 3 3 3 15 SENIO	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry Introduction to Modern Algebra Spring Semester	3 3 3 3 15
EDSEC 326 MTHSC 302 SOC 201 SOC 202 ED F 425 EDSEC 426 MTHSC 400	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ² Fall Semester Instructional Technology Strategies ⁴ Teaching Secondary Mathematics ⁴ Theory of Probability OR	3 3 3 3 15 SENIO	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry Introduction to Modern Algebra Spring Semester Teaching Intern. in Sec. Math. 5	3 3 3 3 15
EDSEC 326 MTHSC 302 SOC 201 SOC 202 ED F 425 EDSEC 426 MTHSC 400 MTHSC 405	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ² Fall Semester Instructional Technology Strategies ⁴ Teaching Secondary Mathematics ⁴ Theory of Probability OR Stat. Theory & Methods II	3 3 3 3 15 SENIO	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry Introduction to Modern Algebra Spring Semester Teaching Intern. in Sec. Math. 5	3 3 3 3 15
EDSEC 326 MTHSC 302 SOC 201 SOC 202 ED F 425 EDSEC 426 MTHSC 400 MTHSC 405 MTHSC 408	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ² Fall Semester Instructional Technology Strategies ⁴ Teaching Secondary Mathematics ⁴ Theory of Probability OR Stat. Theory & Methods II Topics in Geometry	3 3 3 3 15 SENIO	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry Introduction to Modern Algebra Spring Semester Teaching Intern. in Sec. Math. 5	3 3 3 3 15
EDSEC 326 MTHSC 302 SOC 201 SOC 202 ED F 425 EDSEC 426 MTHSC 400 MTHSC 405 MTHSC 408 MTHSC 453	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ² Fall Semester Instructional Technology Strategies ⁴ Teaching Secondary Mathematics ⁴ Theory of Probability OR Stat. Theory & Methods II Topics in Geometry Advanced Calculus I	3 3 3 3 15 SENIO	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry Introduction to Modern Algebra Spring Semester Teaching Intern. in Sec. Math. 5	3 3 3 3 15
EDSEC 326 MTHSC 302 SOC 201 SOC 202 ED F 425 EDSEC 426 MTHSC 400 MTHSC 405 MTHSC 408	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ² Fall Semester Instructional Technology Strategies ⁴ Teaching Secondary Mathematics ⁴ Theory of Probability OR Stat. Theory & Methods II Topics in Geometry	3 3 3 3 15 SENIO	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry Introduction to Modern Algebra Spring Semester Teaching Intern. in Sec. Math. 5	3 3 3 3 15
EDSEC 326 MTHSC 302 SOC 201 SOC 202 ED F 425 EDSEC 426 MTHSC 400 MTHSC 405 MTHSC 408 MTHSC 453	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ² Fall Semester Instructional Technology Strategies ⁴ Teaching Secondary Mathematics ⁴ Theory of Probability OR Stat. Theory & Methods II Topics in Geometry Advanced Calculus I	3 3 3 3 15 SENIO	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry Introduction to Modern Algebra Spring Semester Teaching Intern. in Sec. Math. 5	3 3 3 3 15

See General Education Requirements

²Select from courses in ASTR, BIOL, BIOSC, CH, GEOL, PHYS

³ENGL 212, 213, 214, or 215

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

⁵EDSEC 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

The second secon		RESHIV	IAN YEAR		A STATE OF THE STA
O11.105	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
1 ID 100	Cross-Cultural Awareness Requirement	3		Science Requirement ²	<u>3</u>
LIB 100	Clemson Connect	0			
		. 16			17
* Part	SO SO	PHOM	ORE YEAR		
	Fall Semester			Spring Semester	
COMM 150	Introduction to Human Comm OR	3	ECON 200	Economic Concepts OR	3
COMM 250	Public Speaking		ECON 211	Principles of Microeconomics	
EDSEC 226	Prof Appreh 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 ³	<u>3</u>	PHYS 221	Physics with Calculus II	3
			PHYS 223	Physics with Lab. II	1
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		JUNIO	RYEAR	Carlos Company	Sec. 101 Apr 1 April 1
ED F 301	Fall Semester			Spring Semester	Sec. 19 (Apr. 1 deligation 1 1/1 Medical) (1)
ED F 301 EDSEC 326	Fall Semester Principles of American Education	3	ED F 335	Adolescent Growth and Development	3
EDSEC 326	<u>Fall Semester</u> Principles of American Education Practicum in Secondary Math	3 3	ED F 335 ED SP 370	Adolescent Growth and Development Introduction to Special Education	3
EDSEC 326 MTHSC 302	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering	3 3 3	ED F 335 ED SP 370 EDSEC 437	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics	3
EDSEC 326 MTHSC 302 SOC 201	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR	3 3	ED F 335 ED SP 370 EDSEC 437 MTHSC 308	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry	3 3 3
EDSEC 326 MTHSC 302	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems	3 3 3 3	ED F 335 ED SP 370 EDSEC 437	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics	3 3 3 <u>3</u>
EDSEC 326 MTHSC 302 SOC 201	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR	3 3 3 3	ED F 335 ED SP 370 EDSEC 437 MTHSC 308	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry	3 3 3
EDSEC 326 MTHSC 302 SOC 201	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems	3 3 3 3	ED F 335 ED SP 370 EDSEC 437 MTHSC 308	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry	3 3 3 <u>3</u>
EDSEC 326 MTHSC 302 SOC 201	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ²	3 3 3 3 3	ED F 335 ED SP 370 EDSEC 437 MTHSC 308	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry Introduction to Modern Algebra	3 3 3 <u>3</u>
EDSEC 326 MTHSC 302 SOC 201 SOC 202	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ² Fall Semester	3 3 3 3 15	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry Introduction to Modern Algebra Spring Semester	3 3 3 3 15
EDSEC 326 MTHSC 302 SOC 201 SOC 202	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ² Fall Semester Instructional Technology Strategies ⁴	3 3 3 3 15 SENIO	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry Introduction to Modern Algebra Spring Semester Teaching Intern. in Sec. Math. 5	3 3 3 3 15
EDSEC 326 MTHSC 302 SOC 201 SOC 202 ED F 425 EDSEC 426	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ² Fall Semester Instructional Technology Strategies ⁴ Teaching Secondary Mathematics ⁴	3 3 3 3 15 SENIO	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry Introduction to Modern Algebra Spring Semester	3 3 3 3 15
EDSEC 326 MTHSC 302 SOC 201 SOC 202 ED F 425 EDSEC 426 MTHSC 400	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ² Fall Semester Instructional Technology Strategies ⁴ Teaching Secondary Mathematics ⁴ Theory of Probability OR	3 3 3 3 15 SENIO	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry Introduction to Modern Algebra Spring Semester Teaching Intern. in Sec. Math. 5	3 3 3 3 15
EDSEC 326 MTHSC 302 SOC 201 SOC 202 ED F 425 EDSEC 426 MTHSC 400 MTHSC 405	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ² Fall Semester Instructional Technology Strategies ⁴ Teaching Secondary Mathematics ⁴ Theory of Probability OR Stat. Theory & Methods II	3 3 3 3 15 SENIO	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry Introduction to Modern Algebra Spring Semester Teaching Intern. in Sec. Math. 5	3 3 3 3 15
EDSEC 326 MTHSC 302 SOC 201 SOC 202 ED F 425 EDSEC 426 MTHSC 400 MTHSC 405 MTHSC 408	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ² Fall Semester Instructional Technology Strategies ⁴ Teaching Secondary Mathematics ⁴ Theory of Probability OR Stat. Theory & Methods II Topics in Geometry	3 3 3 3 15 SENIO	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry Introduction to Modern Algebra Spring Semester Teaching Intern. in Sec. Math. 5	3 3 3 3 15
EDSEC 326 MTHSC 302 SOC 201 SOC 202 ED F 425 EDSEC 426 MTHSC 400 MTHSC 405 MTHSC 408 MTHSC 453	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ² Fall Semester Instructional Technology Strategies ⁴ Teaching Secondary Mathematics ⁴ Theory of Probability OR Stat. Theory & Methods II Topics in Geometry Advanced Calculus I	3 3 3 3 15 SENIO	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry Introduction to Modern Algebra Spring Semester Teaching Intern. in Sec. Math. 5	3 3 3 3 15
EDSEC 326 MTHSC 302 SOC 201 SOC 202 ED F 425 EDSEC 426 MTHSC 400 MTHSC 405 MTHSC 408	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ² Fall Semester Instructional Technology Strategies ⁴ Teaching Secondary Mathematics ⁴ Theory of Probability OR Stat. Theory & Methods II Topics in Geometry	3 3 3 3 15 SENIO	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412 RYEAR EDSEC 446	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry Introduction to Modern Algebra Spring Semester Teaching Intern. in Sec. Math. 5	3 3 3 3 15
EDSEC 326 MTHSC 302 SOC 201 SOC 202 ED F 425 EDSEC 426 MTHSC 400 MTHSC 405 MTHSC 408 MTHSC 453	Fall Semester Principles of American Education Practicum in Secondary Math Statistics for Science and Engineering Introduction to Sociology OR Social Problems Science Requirement ² Fall Semester Instructional Technology Strategies ⁴ Teaching Secondary Mathematics ⁴ Theory of Probability OR Stat. Theory & Methods II Topics in Geometry Advanced Calculus I	3 3 3 3 15 SENIO	ED F 335 ED SP 370 EDSEC 437 MTHSC 308 MTHSC 412 RYEAR EDSEC 446	Adolescent Growth and Development Introduction to Special Education Technology in Second Mathematics College Geometry Introduction to Modern Algebra Spring Semester Teaching Intern. in Sec. Math. 5	3 3 3 3 15

See General Education Requirements

²Select from courses in ASTR, BIOL, BIOSC, CH, GEOL, PHYS ³ENGL 212, 213, 214, or 215

⁴ED F 425, EDSEC 426, and READ 498 must be taken concurrently. **Offered fall semester only.** ⁵EDSEC 446 and 456 must be taken concurrently. **Offered spring semester only.**

Curriculum and Course Change System - Print Department Abbreviation Form 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
- L840
- L841
- 843
- 845
- 860 • 861
- 862
- 863
- 864
- 865 • L865
- 866 L 866
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- 868
- 869
- 870 • 871
- 872
- 873
- 874
- 880 - 881
- 882 • 883
- 884
- 885
- 886
- 887 • 937
- 938
- 939
- 940 • L 940
- 941
- L941

- 942
- 943
- 944
- 945
- 945 • L 945

For all the courses selected, change the Department Abbreviation to: $\ensuremath{\mathsf{EDLT}}$

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	. / /	· Para Arm.	
Hoheen J.	9/8/11	Carica W. Mirhou	1114/2011
Chair, Deparément Curriculum Committee	Date ,	Chair, Undergraduate Curriculum Committee	Date
As-Rosenster	9/21/11		
Department Chair	Date/	Chair, Graduate Curriculum Committee//	Date
Green J.	10/5/11	duris V Allina	12/20/11
Chair, College Curriculum Committee	Date / /	Provost	Date
William Horrice	10/13/11	Allen Toland	12/21/1
College Dean	Date /	President	Date
			'

Curriculum and Course Change System - Print New Course Form

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: - (-), (-)

	300	
Method of Instruction	Course Modifier	General Education Designation
A-Lecture Only	Pass/Fall 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

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Chair, Department Curriculum Committee

Paria W. Mulou

Chair, Undergraduate Curriculum Committee

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Brench	10/5/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
LP Cheen,).	10/5/11	Din RHO	12/20/11
Chair, College Curriculum Committee	Date [/]	Provost	Date
		and bl	12/21/11
College Dean	Dat e j	President	Date
William Horrie	1913/V	200	
Director, Calhoun Honors College	D/ate/		

CLEMSON

IN IVERSITY Curriculum and Course Change System - Print New Course Form

000181

Course Abbreviation & Number:

X New Undergraduate Course: PRTM- 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: - (-), (-)

Or Care Course.	\ // \ /	
Method of Instruction	Course Modifier	General Education Designation
A-Lecture Only B-Lab (w/fee) D-Seminar E-Independent Study F-Tutorial (w/fee) G-Studio H-Field course I-Study Abroad L-Lab (no/fee) X N/B-Lecture/Lab(w/fee) N/L-Lecture/Lab(no fee)	Pass/Fail Only X Graded Varlable Title Creative Inquiry Repeatable maximum credits:	English Composition Oral Communication Mathematics Natural Science w/Lab Math or Science A&H (Literature) A&H (Non-Literature) Social Science CCA STS
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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 PRTM field.

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

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): Lelsure 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.

- a) 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.
- b) Students will demonstrate the ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts.
- c) 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		
	t	

Shathlu B	DF	U	Cana W. Murhose		4/2011
Chair, Department Curriculum Committee	Date /		Chair, Undergraduate Curriculum Committee	Dat	e

Breyn	10/5/11	1000	83
Department Chair	Date /	Chair, Graduate Curriculum Committee	Date
LP Speen Q.	10/5/11	Degis & Helma	12/20/11
Chair, College Curriculum Committee	Date,	Provost A	Date
William Horris	10/13/11	Unico. Off	12/21/11
College Dean	Date (President	Date

Director, Calhoun Honors College	Date		
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CLEMSON

Curriculum and Course Change System - Print New Course Form

000183

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	O 44 1151	
TTELITOR OF THESE DECION	Course Modifier	General Education Designation
X A-Lecture Only B-Lab (w/fee) D-Seminar E-Independent Study F-Tutorial (w/fee) G-Studio H-Field course I-Study Abroad	X Pass/Fail Only Graded Variable Title Creative Inquiry Repeatable maximum credits:	English Composition Oral Communication Mathematics Natural Science w/Lab Math or Science A&H (Literature) A&H (Non-Literature) Social Science
L-Lab (no/fee) N/B-Lecture/Lab(w/fee) N/L-Lecture/Lab(no fee)		CCA STS

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."

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			_
Sky tollow 3 - Muh	192/11	Parice W. Murkosk	1114/2011
Chair, Department Curriculum Committee	Date !	Chair, Undergraduate Curriculum Committee	Date
KINL	12/5/11		
Department Chair,	Date /	Chair, Graduate, Curriculum Committee	Date
* Popeen, .	10/5/11	Klasis (R Helma)	12/20/11
Chair, College Curriculum Committee	Date ,	Provost	Date .
William Harrie	10/13/11	Caract Go	12/2//1
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		
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TO:

HEHD Curriculum Committee

FROM:

Bob Brookover

DATE:

August 31, 2011

RE:

CORE Curriculum Changes for NRPA Accreditation

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.

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

EMSON Curriculum and Course Change System - Print Major Form

000286

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			
She Allow P	10/5/11	Carice W. Murhouse	1114/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
Shan	10/5/11		
Department Chair	Date,	Chair, Graduate/Curriculum Committee	Date
Hoheen J.	195/11	duris of Helma	12/20/11
Chair, College Curriculum Committee	Date/	Provost	Date
William Henrie	10/13/1	1 Carolina dest	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 -	Specify courses or cluster*	
		e.g. PHIL courses only	of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	×	.,	4.6	
Academic & Professional Developm	ent		* 1	Х
Mathematics	X		**	
Natural Science with lab	Х		* 6	
Math or Natural Science	Х		*1	
Arts & Humanities (Literature)	Х		*1	
Arts & Humanities (Non-Literature)	X		+1	
Social Sciences	Х	>=	» j	.,
Cross-Cultural Awareness	Х		*1	
Science and Tech. in Society	х		* 1	

^{*}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

Chair, Department Curriculum Committee

Date

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Gurriculum Committee

Date

Chair, College Curriculum Committee

Date

Date

Provost

College Dean

Date

President

Date

President

Date

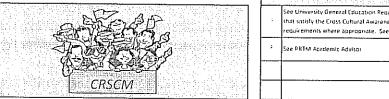
Bachelor of Science in Parks, Recreation, and Tourism Management Community Recreation, Sport, and Camp Management (CRSCM) Concentration (2012-13)

	The state of the s				Freshman Year	090189
		Fall Semester			Spring Semester	Summer
7	CU 101	University Success Skills	3	LNG1. 103	Accelerated Composition	
3	ļ	Social Science Requirement (ECON 211)	3		A & H (Non-Literature) Requirement ¹	
3		Social Science Requirement ¹ (PSYCH 261 or 5OC 201)	3		Mathematics or Natural Science Requirement ¹	<u> </u>
3		Mathematics Requirement ³ (EX 51 272)	3		Draf Communications Requirement ¹	
4		Natural Science with Lab ¹	1	PR1M 200	Profession & Practice in PRTM	
0	HB 100	Clemson Cannect	2	PRTM 220	Conceptual Foundations of PRTM	
15	***		15			

		tall Semester	F- 1		Spring Semester			Summer
1	PRTM 198	Creative Inquiry- PRTM I	i	PRTM 298	Creative Inquiry- PRTM II	- 1	PRTM 206	Practicum (
G	PR FM 226	Foundations of Management, Administration & Programming in Leisure Services	9		Concentration Requirement ²	1	РПТМ 207	Practicum II
5	PRTM 277	Provision of Leisure Service Experiences	3		A & H (Literature) Requirement ¹			
3	PR FM 229	Competency Integration in PHTM	1		Elective	2		
					A A A A A A A A A A A A A A A A A A A			
15			15			-		

		Fall Semester.			Junior Year Spring Semester			Summer
1	PRTM 398	Creative Inquiry - PRTM III	1	PH1M 498	Creative Inquiry - PRIM (V	6	PRTM 405	Field Training II
12		Concentration Requirement'	12		Concentration Requirement ²	6		
1	PRTM 404	Field Training I	2.		Elective			
15			15					

Fall Semester				Spring Semester			with at \$2 p. or halference appropriate. These where not
12 Concentration Requ	irement'	6		Concentration Requirement?			
		6		Electives			
12		12					
			1	22 Total Semester Hours		· · · · · · · · · · · · · · · · · · ·	
	<u> </u>						
A STEVAN	P			Notes Education Requirements Students should chose courses altural Awareness and Science and Technology in Society	100 to 10		





Clemson University - Department of Parks, Recreation, and Tourism Management - 263 Lehotsky Hall - Clemson, South Carolina 29634-0735 - 864-656-3400



Bachelor of Science in Parks, Recreation, and Tourism Management Community Recreation, Sport, and Camp Management (CRSCM) Concentration (2011-1206)

	William Parker						
		Fall Semester.			Spring Semester	181	Summer
7	CU 101	University Success Skills	3	ENGL 103	Accelerated Composition		
3	ECON 711	Principles of Microeconomics	3		Mathematics or Natural Science Requirement?		
3	PSYCH 201 or	Introduction to Psychology	8		Elective		
	50C 201	Introduction to Sociology	14				
3		Mathematics Requirement ¹				-	
4		Natural Science with Lab					
۵	HB 100	Clemson Connect					
15							

	Fall Semester							
3	COMM 150 or	Introduction to Human Communication						
	СОИМ 250	Public Speaking						
1	PREM 200	Profession and Practice of PRTM						
7	PRTM 220	Conceptual Foundations of PRTM						
3		A&H (Literature) Requirement ²						
3		A&H (Non-Lit) Requirement ³						
3		Elective						
15								

		Spring Semester
1	PRFM 198	Creative Inquiry - PRTM I
2	PRIM 221	Delivery Systems for PRIM
3	PR1M 222	Program and Event Planning in PRTM
4	PRIM 223	Administration/Management in PRIM
2	PREM 224	Legal Aspects of Parks, Recreation, and Tourism
3	PRFM 241	Intro to CHSCM
15		

		Summer
1	PR1M 206	Practicum I
1	PRIM 207	Practicum II
-2		

1,234								
134		Fall Semester.						
2	PR1M 298	Creative Inquiry - PRTM II						
9		Concentration Requirement ⁴						
6		Elective						
14								

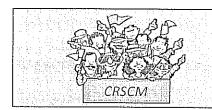
		Junior Year
		Spring Semester
2.	PR1M 398	Creative Inquiry - PRTM III
ì	PHTM 404	Field Training I
12		Concentration Requirement ⁴
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G	PRTM 405	Field Training II
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		. Fall Semester
1	PR I M 198	Creative Inquiry - PRTM IV
12		Concentration Requirement
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C.14	ili ej	Senior Year	
		Spring Semester	Summer
	12	Concentration Requirement	
	12		

13/2	Summer



	121 Total Semester Hours		
1.5	Notes		
;	EX 57 222 (p), Ex SY 301, or M7H5C 203 (p),		
,	See General Education Requirements. Hote: The <u>Mathematics of Natural Science Requirement</u> should also satisfy the <u>Science and Technology in Society</u> Requirement.		
,	AAH 210, MUSIC 210, REL 101, or REL 102		
4	See a PRTM academic advisor.		

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Clemson University -- Department of Parks, Recreation, and Tourism Management -- 263 Lehotsky Hall -- Clemson, South Carolina, 29634-0735 -- 864-655-3400



EMSON VER STEEL 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		
Stro Albur B	10/5/11 Carice W. Muhoren	1114/2011
Chair, Department Curriculum Committee	Date Chair, Undergraduate Curriculum Committee	Date
South	10/5/11	
Department Chair	Date Chair, Graduate Curriculum Committee	Date
Grober J.	10/5/11 daris Of Helman	12/20/11
Chair, College Curriculum Committee	Date Provost /	Date
William Home	10/13/11 Church. 40	12/21/11
College Dean	Date President	Date



Y Curriculum and Course Change System - General Education Checklist

000193

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 Developm	Academic & Professional Development			
Mathematics	Х	••	••	
Natural Science with lab	Х	**		
Math or Natural Science	X		s.1	
Arts & Humanities (Literature)	X	••		
Arts & Humanities (Non-Literature)	Х			
Social Sciences	Х		64	
Cross-Cultural Awareness	Х		**	**
Science and Tech. In Society	X	P -	ŧ 4	

^{*}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:

critical thinking frameworks employed to develop and assess alternative solutions, the ultimate solution chosen, and an explanation as to why the student chose that alternative. In addition to the written report, students will be required to deliver an oral presentation (used to assess oral communication) outlining the same information. Oral presentations will be videotaped so both the written report and the video of the presentation can be tagged and uploaded to the e-portfolio.

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

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

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

Assignment and Assessment:

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

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

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

0.15		Fall Semester	1.1 % 5		Freshman Year Spring Semester			Summer
3	PR1M 281	Introduction to Galf Management	3	ENGI. 103	Accelerated Composition	1	CO-OF 201	Cooperative Education
3		Social Science Requirement ¹	В		A & H (Non-Eiterature) Requirement ¹	1	PRIM 206	Practicum !
3		Social Science Requirement	3		Mathematics or Natural Science Requirement ¹	1		
3		Mathematics Requirement ¹	3		Oral Communications Requirement ¹			
3		Natural Science with Lab ¹	1	PR FM 195	PGM Seminar I			
Q I	.18 100	Clenisari Cannect	1	PRIM 220	Profession & Practice in PR1M			
			2	PR1M 220	Conceptual Foundations of PRIM	<u> </u>		
LEi			16					

		Fall Semester
1	PRTM 198	Creative Inquiry- PREM (
6	PRIM 226	Foundations of Management, Adminstration & Programming in Leisure Services
5	PRTM 227	Provision of Leisure Service Experiences
3	PR1M 229	Competency Integration in PRTM
1	PR1M 295	PGM Semmar II
16		

	Sophomore Year
	Spring Semester
9	Concentration Requirement ²
3	A 은 Η (Literature) Requirement ¹
4	Elective
16	

		Summer
0	CO-OP 207	Cooperative Education
0		
-		

		Fall Semester
0	CO-OP 203	Cooperative Education
1	PR1M 207	Practicism II

	unior Year
	Spring Sumester
12	Concentration Requirement ⁷
3	Hective
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Senior Year

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ene d Lije i		Fall Semester
15		Concentration Requirement
1	PR1M 395	PGM Seminar III
1	PRIM 404	Field Training)
17		
		5th Year-Fall Semester
15		Concentration Requirement'
_	PRTM 495	PGM Seminar IV
1	. <u>f</u>	

0	CO-OP 704	Cooperative Education
0		
		120 Total Semester Hours
		Notes
:	that sausfy the Cross C	Education Requirements. Students should chose courses influral Awareness and Science and Technology in Society upropriate. See your advisor for more information.
	See PRIM Academic A	

		Summer
0	CO-OP 205	Cooperative Education
6	PR1M 405	Field Training II
6		

PRTM - pridges:

PRTM -

Clemson University -- Department of Parks, Recreation, and Tourism Management -- 263 Lehotsky Hall -- Clemson, South Carolina 29634-0735 -- 864-656-3400



Bachelor of Science in Parks, Recreation, and Tourism Management Professional Golf Management (PGM) Concentration (2011-12) Freshman Year Fall Semester Spring Semester 1 BIOL 120 3 ENGL 103 0 CO-OP 201 Cooperative Education Biological Inquiry Laboratory Accelerated Composition BIOL 121 or BIOL 220 PRTM 206 Keys to Human Identity Biology: Concepts, Issues, Values BIOL 122 or Keys to Biodiversity ECON 211 Principles of Microeconomics PRTM 195 BIOL 123 ar Keys to Human Biology PGM Seminar I PRTM 282 BIOL 124 Keys to Reproduction Principles of Golfer Development PRTM 281 3 Elective Introduction to Golf Management PSYCH 201 Introduction to Psychology Mathematics Regulrement¹ 3 Elective Sophomore Year Fall Semester Spring Semester PRTM 221 0 CO-OP 202 Cooperative Education 3 ACCT 201 Financial Accounting concepts Delivery Systems for PRTM COMM 150 or Introduction to Human Communication Program and Event Planning in PRTM COMM 250 Public Speaking PRTM 223 Administration/Management in PRTM 0 ECON 212 Principles of Macroeconomics PRTM 224 Legal Aspects of Parks, Recreation, and Tourism PRTM 220 PRTM 283 Advanced Methods of Teaching Golf** Conceptual Foundations of PRTM 3 PRTM 200 Profession and Practice of PRTM 14 PRTM 295 PGM Seminar II A&H (Non-Lit) Requirement² 3 A&H (Literature) Requirement³ Junior Year Fall Semester Spring Semester 0 CO-OP 203 Cooperative Education ACCT 202 Managerial Accounting Concepts PRTM 207 HORT 212 ntroduction to Turfgrass Culture HORT 213 Trurgrass Culture Laboratory MGT 201 Principles of Management 3 E8E MTR9 Golf Shop Operations Efective

				Senior Year				
		V125		Spring Semester (2)		瓣		Summer 2 10 10 10 10 10 10 10
FS SC 307	Restaurant Food Service Management	0	CO-OP 204	Cooperative Education		0	CO-OP 205	Cooperative Education
FIN 306	Corporation Finance	0				6	PRTM 405	Field Training II
LAW 322	Legal Environment of Business]	6		
MKT 301	Principles of Marketing							
PRTM 344	Tourism Markets and Supply]			
PRTM 395	PGM Seminar III							
					7	Г		
	FS SC 307 FIN 306 LAW 322 MKT 301 PRTM 344	Fall Semester FS SC 307 Restaurant Food Service Management FIN 306 Corporation Finance LAW 322 Legal Environment of Business MKT 301 Principles of Marketing PRTM 344 Tourism Markets and Supply	Fall Semester: 55 SC 307 Restaurant Food Service Management 0 Corporation Finance 0 CAW 322 Legal Environment of Business MKT 301 Principles of Marketing PRTM 344 Tourism Markets and Supply PRTM 395 PGM Seminar III	Fall Semester FS SC 307 Restaurant Food Service Management Corporation Finance Corporation Finance Law 322 Legal Environment of Business MKT 301 Principles of Marketing PRTM 344 Tourism Markets and Supply PRTM 395 PGM Seminar III	Fall Semester Spring Semester Spring Semester 0 CO-OP 204 Cooperative Education 0 CO-OP 204 Cooperative Education 0 Corporation Finance 0 Principles of Marketing PRTM 344 Tourism Markets and Supply PRTM 395 PGM Seminar III	Fall Semester Spring Semester O CO-OP 204 Cooperative Education O CO-OP 204 CO-OP 204 Cooperative Education O CO-O	Fall Semester Spring Semester Spring Semester 0 CO-OP 204 Cooperative Education 0 CO-OP 204 Cooperative Education 0 CO-OP 204 Cooperative Education 6 CO-OP 204 Cooperative Education 7 CO-OP 204 CO-OP 204 Cooperative Education 7 CO-OP 204 CO-OP 20	Fall Semester Spring Semester Sets Cooperative Education Sets Cooperative

				Fifth Year	
		Fall Semester	1	Notes	A ~ 30e51
3	PRTM 483	Golf Club Management and Operations	1	EX ST 222, EX ST 301, or MTHSC 203	PR id billion
1	PRTM 495	PGM Seminar IV	,	AAH 210, MUSIC 210, REL 101, or REL 102	Jon's Hid Peop
12		Departmental Requirement ⁶	,	See General Education Requirements.	The control of the party of the same of the control
16			1	See a PRTM-PGM academic advisor,	



<u>CLEMSON</u>

TV T B S T T Y 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		and the same of th	
Shephon Po	10 5 1	Carice W. Mirusel	1114/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
- Sun-	10/5/11		
Department Chair	Date '	Chair, Graduate Curriculum Committee	Date
Stopeen J.	10/5/11	1 P11.0	12/20/11
Chair, College Curriculum Committee	Date ,	Provost () / / / / / / / / / / / / / / / / / /	Date
William House	10/13/11	die dat	12/21/11
College Dean	Date	President	Date
		selective and a selective	



Curriculum and Course Change System - General Education Checklist

000187

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*	Х		**	
Academic & Professional Developm	ent			X
Mathematics	X			
Natural Science with lab	Х	•,	• •	.,
Math or Natural Science	X		••	
Arts & Humanities (Literature)	Х		• •	
Arts & Humanities (Non-Literature)	X	**	**	••
Social Sciences	Х	14	**	11
Cross-Cultural Awareness	X			
Science and Tech. In Society	×		.,	

^{*}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

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Assignment and Assessment:

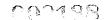
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Assignment and Assessment:



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 D	oate Form l	ast Updated: 9/22/2011 Form Number: 4202	
Approval			
Sho Allows	10) T li	Parice W. Merline	11/4/201
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
Salv	10/5/11		
Department Chair	Date/	Chair, Graduate Curriculum Committee	Date
Kloney).	10/5/11	Aligin Phil	12/20/11
Chair, College Curriculum Committee	Date ,	Provost	Date
William Herrie	10/13/11	Causo. del	12/21/11
College Dean	Date /	President	Date
		TO SEE STATE OF THE PROPERTY O	

Bachelor of Science in Parks, Recreation, and Tourism Management Park and Conservation Area Management (PCAM) Concentration (2012-13)

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3.	Terran	Fall Sejnester			Spring Semester		80		Summer
2		University Success Skills		3 £NGL 103	Accelerated Composition	-	_		
3		Social Science Requirement ¹			A & H (Non-Exterature) Requirement	<u> </u>	_		
3		Social Science Requirement			Mathematics or Natural Science Requirement ¹	<u> </u>			
Ε-		Mathematics Requirement 1	-		Oral Communications Requirement				
4		Natural Science with Lab ¹			Profession & Practice in PRTM				
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_			<u></u>	3		<u></u>	!		
7	Dentaling DAIS			S	ophomore Year	No. 1			
-		Fall Semester	,		Spring Semester				Summer
1	PRIM 198	Creative Inquiry- PRTM (-	PRTM 298	Creative Inquiry- PREM II	-	1	PR1M 205	Practicum t
_		Foundations of Management, Administration &	-			\vdash	Ť		
;	PR1M 226	Programming in Leisure Services	2	·	Concentration Requirement ²		1	PR1M 207	Practicum II
	PR1M 227	Provision of Leisure Service Experiences	3		A & H (Excepture) Requirement ¹				
3	PRTM 229	Competency Integration in PRIM	1		Elective	:	2		
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			K W		Junior Year				
		Fall Semester			Spring Semester			kullija	Summer
	PRIM 398	Creative Inquiry - PRIM III]	PRTM 498	Creative Inquiry - PREM IV		б	PRTM 405	Field Training II
,		Concentration Requirement ²	1	,	Concentration Requirement ²		6		
_	PR1M 404	Field Training (2		Elective				
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i i		Fall Semester			Spring Semester		M.		Summer
,		Concentration Requirement ⁷	6		Concentration Requirement ²				
_			6		Electives				
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ند کارا		4 4	ļ		s Cultural Awareness and Science and Technology in Society e appropriate. See your advisor for more information				PRIM bridges, n. build people. or build people. or build people.
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子を表する			1	See PRIM Academic	Attvisor				"t build geople"

Clemson University -- Department of Parks, Recreation, and Fourism Management -- 263 Lehotsky Hall -- Clemson, South Carolina 29634-0735 -- 864-656-3400



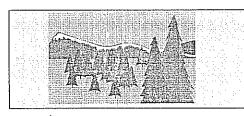
Bachelor of Science in Parks, Recreation, and Tourism Management

Park and Conservation Area Management (PCAM) Concentration (2011-12)

						th term in a con-		
					Freshman Year			
	er vateretet Mentekateret	Fall-Semester			Spring Semusier			Summer
1	BIOL 120	Biological Inquiry Laboratory	3	AN1H 201 or	Introduction to Anthropology			1
3	BIOI 122	Keys to Biodiversity]	GEOG 101	Introduction to Geography			
2	CU 101	University Success Skills	3	ENGI 103	Accelerated Composition			
3	P5YCH 201 or	Introduction to Psychology	3	BFO1. 220	Biology: Concepts, Issues, Values			
	SOC 201	Introduction to Sociology	5		Elective			
3		Mathematics Requirement ¹	14					
3		Flective						
0	LIB 100	Clemson Connect						
								
15								
					Sophomore Year			
		Fall Semester			Sophomore Year Spring Semester			Summer
		Fall Semester Introduction to Human Communication	1	рнім 198		1	PRIM 206	Summer Practicum I
		T	1 2	PRIM 198 PRIM 271	Spring Semaster	1	PRIM 206	
3	СОММ 150 ог	Introduction to Human Communication			Spring Semester Creative Inquiry - PRTM I		<u> </u>	Practicum I
3	COMM 150 or COMM 250	Introduction to Human Communication Public Speaking	2	PRFM 271	Spring Semester Creative Inquiry - PRTM I Delivery Systems for PRTM	1	<u> </u>	Practicum I
3	COMM 150 or COMM 750 PR1M 200	Introduction to Human Communication Public Speaking Profession and Practice of PRTM	3	PRIM 221 PREM 222	Spring Semester Creative Inquiry - PRTM I Delivery Systems for PRTM Program and Event Planning in PRTM	1	<u> </u>	Practicum I
3	COMM 150 or COMM 750 PR1M 200	Introduction to Human Communication Public Speaking Profession and Practice of PRTM Conceptual Foundations of PRTM	3	PRFM 221 PRFM 222 PRFM 223	Spring Semester Creative Inquiry - PRTM I Delivery Systems for PRTM Program and Event Planning in PRTM Administration/Management in PRTM	1	<u> </u>	Practicum I
	COMM 150 or COMM 750 PR1M 200	Introduction to Human Communication Public Speaking Profession and Practice of PRTM Conceptual Foundations of PRTM A&H (Non-Lit) Requirement2	3 4 2	PRIM 271 PRIM 272 PRIM 273 PRIM 274 PRIM 270	Spring Semester Creative Inquiry - PRTM I Delivery Systems for PRTM Program and Event Planning in PRTM Administration/Management in PRTM Legal Aspects of Parks, Recreation, and Tourism Introduction to Recreation Resources	1	<u> </u>	Practicum I

					Junior Year			
72.		Fall Semester			manta a fa e e e he televisione i e Mai le			Sex Summer (200 to all 190 to a recently)
ŧ	PR1M 298	Creative Inquiry - PRTM H	2	PR1M 398	Creative Inquiry - PHTM HI	6	PRIM 405	Field Training II
3	PRTM 320	Recreation Policymaking	1	PRTM 404	Field Training I	6		
3	PR1M 330	Visitor Services and Interpretation	9		Concentration Requirement ⁴			
6		Concentration Requirement ⁴	3		Elective			
14			15					

	Senior Year							
75 E		Fall Semester			Spring Semester	12.5		Summer
	1	Elements of Recreation and park Planning	3	PRIM 431	Methods of Environmental Interpretation			
3	PR (M 498	Creative Inquiry - PRTM IV	3	PRIM 430	World Geog. of Parks & Equiv. Reserves			
3	PR1M 474	Advanced Recreation Resources Management	6		Concentration Requirement ⁴			
6		Concentration Requirement	12					
13					121 Total Semester Hours			•



	Notes
1	EX ST 272, EX ST 301, or M1H5C 703
7	AAH 210, MUSIC 210, REL 101, or REL 102
1	See General Education Requirements
4	See a PRTM academic advisor.



Clenison University - Department of Parks, Recreation, and Tourism Management - 263 Lehotsky Hall - Clemson, South Carolina 29634-0735 - 864-656-3400



CLEMSON

000201

USIVERSITY 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			
Sho Athur B	10/5/11 Can	ice W. Merhour	1114/2011
Chair, Department Curriculum Committee	Date Chair, Under	graduate Curriculum Committee	Date
Then	10/5/11		
Department Chair	Date Chair, Gradu	ate Gyriculum Committee	Date
Hoheen J.	10/5/11	Durio Of Hilma	12/20/11
Chair, College Curriculum Committee	Date, Provost		Date
William Henry	10/13/11	dus bet	12/21/11
College Dean	Date / President		Date



Curriculum and Course Change System - General Education Checklist

Major Name: PRTM 965: Therapuetic 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	* 1	41	
Academic & Professional Developm	ent		• (Х
Mathematics	Х		11	
Natural Science with lab	Х		1+	11
Math or Natural Science	Х		**	
Arts & Humanities (Literature)	X	**	*1	
Arts & Humanities (Non-Literature)	X	11	•)	
Social Sciences	Х	,,	1.6	
Cross-Cultural Awareness	X	11		
Science and Tech, In Society	X	1.	••	••

^{*}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:

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.

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

Form Last Opdated by: BOB, Robert Brookover IV	vate Form i	.ast updated: 9/22/2011 Form Number: 4203	
Approval			
Sky-A: Han-Ps	10 5 H	Parice W Muston	11 4/2011
Chair, Department Curriculum Committee	Date /	Chair, Undergraduate Curriculum Committee	Date
Far.	10/5/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
Hopen Q.	10/5/11	Desig R. Well	12/20/11
Chair, College Curriculum Committee	Date / /	Provost	Date
William Horice	12/13/1	LAWO. OF	12/21/1
College Dean	Date	President	Date
		The Company agent magazi	

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

		Fallisemester			Freshman Year Spring Semester	1 TeV	Summer
2	CU 101	University Success Skills	3	ENG! 103	Accelerated Composition		
E		Social Science Requirement ¹	3		A.S. H. (Non-Externature) Requirement ¹		
3		Secial Science Requirement ¹	3		Mathematics or Natural Science Requirement ¹		
3		Mathematics Requirement ¹	3		Oral Communications Requirement ¹		
4		Natural Science with Lab ¹	1	PR FM 200	Profession & Prostice in PR1M		
O	LIB 100	Clemson Connect	2	PR1M-220	Conceptual Foundations of PR1M		
15			15				

					Sophomore Year			
		Fall Semester	11 11		Spring Semester		***************************************	Summer
1	PRIM 198	Creative Inquiry- PRTM F	2	рятм 298	Creative Inquiry- PRTM II	1	PRIM 206	Practicum I
6	PRIM 226	Foundations of Management, Administration & Programming in Leisure Services	9		Concentration Requirement?	1	PR IM 207	Practicum II
5	PRTM 227	Provision of Leisure Service Experiences	3		A & H (Literature) Hequirement ¹	İ		
3	PRIM 229	Competency Integration in PRIM	1		Elective	2		
			ļ			_		
15			15			-		

					Junior Year			
		Fall Semester			Spring Semester			Summer
2	PATM 398	Creative Inquiry - PRTM III	1	PRFM 498	Creative Inquiry - PRTM IV	[PRTM 405	Field Fraining B
12		Concentration Requirement	17		Concentration Requirement	6		
1	PRTM 404	Field Freining I	7		Elective	-		
15			15					

15		15					
			Sei	nlor:Year			
	Fall Semester	: -		Spring Semester	. :		Summer
12	Concentration Requirement?	6	Co	oncentration Requirement ²			
		6	Eli	echves			
17		12					
			122	Total Semester Hours	_		
			that saidsfy the Crass Cultu	ucation Requirements. Students should chase courses and Awareness and Science and Technology in Society apprate. See your advisur for more information.			PRTM - bridges, or puild beoble. we build heerine
			See PRTIA Academic Advis	or .			build be ple.
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Clemson University -- Department of Parks, Recreation, and Tourism Management -- 263 Lehotsky Hall -- Clemson, South Carolina 29634-0735 -- 864-656-3400



Bachelor of Science in Parks, Recreation, and Tourism Management

Therapeutic Recreation (TR) Concentration (2011-12)

Freshman Year Full Semester Spring Semester Summer BIOL 120 Biological Inquiry Laboratory ENGI 103 Accelerated Composition BIOL 121 or Keys to Human Identity BIOL 220 Biology: Concepts, Issues, Values BIOL 172 or Keys to Biodiversity 3 5OC 201 Introduction to Sociology BIOI 123 or Keys to Human Biology 5 Elective BIOI. 124 Keys to Reproduction 14 CU 101 University Success Skills P5YCH 201 Introduction to Psychology Е Mathematics Requirement¹ Liective 0 LIB 100 15 Sophomore Year Fall Semester Spring Semester COMM 150 or Introduction to Human Communication PR1M 198 Creative Inquiry - PRIM I PRTM 206 Practicum I COMM 250 Public Speaking 2 PR1M 221 Delivery Systems for PRTM PR1M 207 PR FM 200 Profession and Practice of PRTM PRTM 222 Program and Event Planning in PRTM 2 PR FM 220 Conceptual Foundations of PRIM 4 PRTM 223 Administration/Management in PRIM 3 A&H (Non-Lit) Requirement¹ 2 PRIM 224 Legal Aspects of Parks, Recreation, and Tourism 3 A&H (Literature) Requirement³ 3 PRIM 311 Introduction to Therapeutic Recreation 3 Elective 15 15 Junior Year Fall Semester Spring Semester Summer PR1M 298 Creative Inquery - PRIM R PHTM 398 Creative Inquiry - PRIM III 6 PRTM 405 Field Training H 4 PR1M 417 TR Processes I PHTM 464 Field training F G PRIM 419 IR & Nature of Disabilities BEA MIRE TR Processes B BROSC 722 Anatomy and Physiology PRIM 490 Medical Terminology (unline) LS 126 Group Initiatives 3 PR FM 420 Frends and Issues in TR 4 14 Concentration Requirement 15 Senior Year Spring Semester PRTM 498 1 Creative Inquiry - PRIM IV Concentration Requirement 12 3 Concentration Requirement Elective 13 121 Total Semester Hours Motes EX 51 222, EX 51 3D1, or M1HSC 203 AAH 210, MUSIC 210, REF 101, or REF 102

See General Education Requirements
See a PRTM academic advisor

CLEMSON

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		
Ske Allun 13	10/5/11 Parice W. Muchose	1114 2011
Chair, Department Curriculum Committee	Date Chair, Undergraduate Curriculum Committee	Date
Salm	10/5/11	
Department Chair	Date Chair, Graduate Curriculum Committee	Date
Woheen J.	10/5/11 Daris Ch Helma	12/20/11
Chair, College Curriculum Committee	Date , Provost	Date
William Harrie	10/13/11	12/21/11
College Dean	Date President	Date
	Histories as a constitution of the constitutio	·



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*	Х	4.1	**	**
Academic & Professional Developm	ent		1+	Х
Mathematics	Х	11		
Natural Science with lab	X	P+	P-4	
Math or Natural Science	Х	F 4	* *	**
Arts & Humanities (Literature)	Х		*1	4,
Arts & Humanities (Non-Literature)	Х	••	**	11
Social Sciences	Х	• •	**	* 1
Cross-Cultural Awareness	Х	4.4	4.6	+1
Science and Tech. In Society	X	• 1		

^{*}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.

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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:

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Assignment and Assessment:

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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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:

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Form Last Updated by: BOB, Robert Brookover Iv Date Fi		• •	
Approval			
She Attur B	11/2/41	Paire W. Millore	114201
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
Sau	185/11		
Department Ghair	Date /	Chair, Graduate Curriculum Committee	Date
Hoheen, G.	10/5/11	Drie R. Helm	12/20/11
Chair, College Curriculum Committee	Date/, ;	Provost VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV	Date
William Horrie	10/13/1	Law O. dol	12/21/11
College Dean	Date 1	President	Date

Bachelor of Science in Parks, Recreation, and Tourism Management

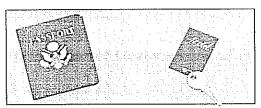
Travel and Tourism (T&T) Concentration (2012-13)

		.Fall-Semester			Spring Semester	12. E	Sümmer -
- 1	CU 101	University Success Skills	3	LNGI 103	Accelerated Composition		
3		Social Science Requirement ¹	3		A & H (Non-Literature) Requirement		
3		Social Science Requirement L	3		Mathematics or Natural Science Requirement 1		
3		Mathematics Requirement ¹	3		Oral Communications Requirement ¹	L	
4		Natural Science with Lab ¹	1	PR IM 200	Profession & Practice in PHTM		
a	1.1B 100	Clemson Connect	2	PR1M 220	Conceptual Foundations of PRTM		
15			15			_	

					Sophomore Year			
		Fall Semester	1		Spring Semester			Summer
	PHTM 198	Creative Inquiry-PRTM I		PR1M 298	Creative Inquiry- PRTM 8	1	PRTM 206	Practicum I
6	PR1M 226	Foundations of Management, Adminstration & Programming in Leisure Services	9		Concentration Requirement ²	1	PR1M 207	Practicum H
5	PR1M 227	Provision of Leisure Service Experiences	3		Λ & H (Literature) Requirement ¹	L		
3	PRIM 279	Competency Integration in PRTM	1		Elective	2		
								And 1
15			15					

					Junior Year			
		Fall Semester			Spring Semester			Summer
,	PRIM 398	Creative Inquiry - PRTM 3II	1	PR IM 498	Creative Inquiry - PitTM IV	б	PR1M 405	Field Training II
12		Concentration Requirement ²	17		Concentration Requirement ²	G		
1	PRTM 404	Field Training E	2		Elective			
]	
15			15					

7.7 () () () () () () () () () (Senior Year			
	Fall Semester	T		Spring Semester		Summer	
12	Concentration Requirement ²	6		Concentration Requirement ²			
		6		Electives			
12		12					
I				122 Total Semester Hours			
				Notes Notes	<u> </u>		3(1) 11/3 3 14
1 1 1 1 1 1 1 1 1 1 1 1		1 1	See University Genera	al Education Requirements. Students should chose courses	- 13		



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.
See PRTM Academic Advisor



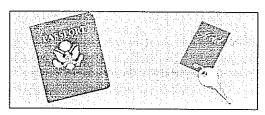
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Bachelor of Science in Parks, Recreation, and Tourism Management Travel and Tourism (T&T) Concentration (2011-12)

Freshman Year Fall Semester Spring Semester ENGI. 103 Natural Science with Lab 3 Accelerated Composition CU 101 University Success Skills Mathematics or Natural Science¹ GEOG 103 3 World Regional Geography ECON 211 Principles of Microeconomics 3 Mathematics Requirement² Elective 3 Elective 14 0 UB 100 Clemson Connect 15 Sophomore Year Fall Semester Spring Semester Summer COMM 150 or Introduction to Human Communication PREM 198 Creative Inquiry - PRTM F PR IM 206 Practicum I Public Speaking PR FM 221 Delivery Systems for PRTM PRTM 207 PRIM 200 Profession and Practice of PRTM PRTM 222 Program and Event Planning in PRTM 2 PRTM 220 Conceptual Foundations of PRTM 4 PRIM 223 Administration/Management in PRTM 3 A&H (Literature) Requirement1 2 PRIM 224 Legal Aspects of Parks, Recreation, and Tourism 3 Etnemeriupell (ti I-noN) H&A PREM 344 Tourism Markets and Supply 3 Elective 15 15 Junior Year Fall Semester Spring Semester Summer PRIM 298 Creative Inquiry - PRIM II PR1M 398 Creative Inquiry - PHTM HI PR1M 405 Field Training II 9 Concentration Requirement[®] PR FM 404 Field Fraining I 6 3 Elective 12 Concentration Requirement* 14 15

133	Control of the Laboratory and	Fall Semester			Spring Semester	Π	Summer
1	PR1M 498	Creative Inquiry - PRIM IV	12		Concentration Requirement		
12		Concentration Requirement ⁴	12				
13				-			
				,1	21 Total Semester Hours	֓֞֜֜֜֜֜֜֜֜֓֓֓֓֜֜֜֜֜֓֓֓֓֓֡֜֜֡֡֓֓֡	



	Notes
1	See General Education Requirements.
Z	EX ST 272, EX 5T 301, or MTH5C 203
•	AAH 210, MUSIC 210, REI 101, or REI 102
,	Sec a PRIM academic advisur



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CLEMSON

E R S I T Y 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

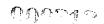
Form Number: 4212

Approval			
Sky a tollun B	10/5/11	Carrier W. Minteres	11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
Bow	10/5/11		
Department Chair	Daté /	Chair, Graduate/Çurriculum, Committee	Date
Kichen, J.	10/5/11	daris Of Helman	12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
William Hurrie	iolislii	CAMO AND	12/21/11
College Dean	Date/	President	Date :
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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 Chang
			Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	X	1.		
Academic & Professional Developm	ent		••	X
Mathematics	Х		• • •	
Natural Science with lab	×	.,	4.	

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Distributed Competencies

Science and Tech. In Society

Arts & Humanities (Non-Literature)

Math or Natural Science
Arts & Humanities (Literature)

Cross-Cultural Awareness

Social Sciences

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:

^{*}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:

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 fall 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

Approval

Chair, Department Curriculum Committee

Date

Date

Chair, Graduate Curriculum Committee

Date

Chair, College Curriculum Committee

Date

Date

Date

Provost

College Dean

Date

Bachelor of Science in Parks, Recreation, and Tourism Management Undeclared (2012-13)

					Freshman Year		47 GT 416 (6 Av) 41	lara per en el para los (f. 1995)
Ą.		rall Semester	1	for Life	Spring Semester		Thinippy	Summer
2	CU 101	University Success Skills	3	ENGL 103	Accelerated Сотърознал			
3		Social Science Requirement ¹	3		A & H (Non-Enerature) Requirement T	-		
3		Social Science Requirement ¹	3		Mathematics or Natural Science Requirement ¹	T		
3		Mathematics Requirement ^T	3		Oral Communications Requirement ¹			
4		Natural Science with Lab [®]	1	PR IM 200	Profession & Practice in PR1M			
D	HB 100	Clemson Connect	2	PRTM 270	Conceptual Foundations of PRTM			
15			15					
				2 19 19 19 19 19	Sophomore Year			
		Fall Semester			Spring Semester			Summer
1	PRIM 198	Creative Inquiry- PRTM I	2	PR1M 298	Creative Inquiry- PRTM ()	1	PRTM 206	Practicum I
5	PR1M 226	Foundations of Management, Administration & Programming in Leisure Services	9		Concentration Requirement ²	1	PREM 207	Practicum H
5	PRTM 227	Provision of Leisure Service Experiences	3		A & H (Literature) Requirement ¹			
3	PR1M 229	Competency Integration in PRTM	1		Elective	2		
15			15					
		Fall Semester			Junior Year			
	T			1	Spring Semester			Summer
	PR1M 398	Creative Inquiry - PRIM III	1	PRIM 498		6	PR1M 405	Summer Field Training II
	PR1M 398	 	1	PRUM 498	sping achesia.	6	PR1M 405	The state of the s
) 	PRIM 398	Creative Inquiry - PRYM III		PRIM 498	Creative Inquiry - PR LM IV	ļ	PR1M 405	The state of the s
2		Creative Inquiry - PRIM III Concentration Requirement ²	12	PRTM-49B	Creative Inquiry - PRTM (V Concentration Requirement'	ļ	PR1M 405	The state of the s
2		Creative Inquiry - PRIM III Concentration Requirement ²	12	PRTM 498	Creative Inquiry - PRTM (V Concentration Requirement'	ļ	PRIM 405	<u> </u>
?		Creative Inquiry - PRIM III Concentration Requirement ²	2	PRIM 498	Creative Inquiry - PRTM IV Concentration Requirement' Elective	ļ	PRIM 405	The state of the s
····		Creative Inquiry - PRIM III Concentration Requirement ² Field Training I	2	PRIM 498	Creative Impuiry - PRTM (V Concentration Requirement' Elective Senior Year	ļ	PRIM 405	The state of the s
·		Creative Inquiry - PRIM III Concentration Requirement ² Field Training ! Fall Sumester	17 2 15	PRIM 498	Creative Inquiry - PRTM IV Concentration Requirement' Elective	ļ	PRIM 405	The state of the s
·		Creative Inquiry - PRIM III Concentration Requirement ² Field Training I	17 2 15	PRIM 49B	Creative Impuiry - PRTM (V Concentration Requirement' Elective Senior Year	ļ		Field Training II
		Creative Inquiry - PRIM III Concentration Requirement ² Field Training ! Fall Sumester	17 2 15	PRIM 49B	Creative Inquiry - PRTM IV Concentration Requirement' Elective Senior Year Spring Semester	ļ		Field Training II
		Creative Inquiry - PRIM III Concentration Requirement ² Field Training ! Fall Sumester	17 2 15	PRIM 49B	Creative Inquiry - PRTM (V Concentration Requirement' Elective Senior Year Spring Semester Concentration Requirement' Electives	ļ		Field Training II
5		Creative Inquiry - PRIM III Concentration Requirement ² Field Training ! Fall Sumester	17 2 15	PRIM 498	Creative Inquiry - PRTM IV Concentration Requirement' Elective Senior Year Spring Semester Concentration Requirement' Electives	ļ		Field Training II
,		Creative Inquiry - PRIM III Concentration Requirement ² Field Training ! Fall Sumester	17 2 15 6 6 6 12		Creative Inquiry - PRTM IV Concentration Requirement' Elective Senior Year Spring Semester Concentration Requirement' Electives 122 Total Semester Hours Moles	ļ		Field Training B
5		Creative Inquiry - PRIM III Concentration Requirement ² Field Training ! Fall Sumester	17 2 15 6 6 12	See University Gene	Creative Inquiry - PRTM (V Concentration Requirement' Elective Spring Semester Concentration Requirement' Electives 122 Total Semester Hours	ļ		Field Training II
5		Creative Inquiry - PRIM III Concentration Requirement ² Field Training ! Fall Sumester	17 2 15 6 6 6	See University Gene	Creative Impuiry - PRTM IV Concentration Requirement' Elective Spring Semester Concentration Requirement' Electives 122 Total Semester Hours Moles Moles ral Education Requirements. Students should chose courses as Cultural Awareness and Science and Technology in Society eappropriate. See your advisor for more information.	ļ		Field Training II
2 2 2		Creative Inquiry - PRIM III Concentration Requirement ² Field Training ! Fall Sumester	17 2 15 6 6 6	See University Gene that solitify the Cros requirements when	Creative Impuiry - PRTM IV Concentration Requirement' Elective Spring Semester Concentration Requirement' Electives 122 Total Semester Hours Moles Moles ral Education Requirements. Students should chose courses as Cultural Awareness and Science and Technology in Society eappropriate. See your advisor for more information.	ļ		Field Training II

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Bachelor of Science in Parks, Recreation, and Tourism Management

Undeclared Concentration (2011-12)

		Fàll Semester.
2	CU 101	University Success Skills
3	ECON 211	Principles of Microeconomics
3	P5YCH 201 or	Introduction to Psychology
	5OC 201	Introduction to Sociology
3		Mathematics Requirement ¹
4		Natural Science with Lab ²
0	LIB 100	Clemson Connect
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3	ENGI. 103	Accelerated Composition
3		Mathematics or Natural Science Requirement2
8		Elective
14		

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3		
3	COMM 150 or COMM 250	Introduction to Human Communication Public Speaking
1	PR FM 200	Profession and Practice of PRTM
2	PR FM 220	Conceptual Foundations of PRTM
3		A&H (Literature) Requirement ²
3		A&H (Non-Lit) Requirement ³
3		Elective
15		·

		Spring Semester
1	PR FM 198	Creative Inquiry - PRTM I
2	PRTM 221	Delivery Systems for PRTM
3	PRIM 222	Program and Event Planning in PRTM
4	PRTM 223	Administration/Management in PRTM
2	PRTM 224	Legal Aspects of Parks, Recreation, and Tourism
3	PRIM 7XX	Intro to Concentration Area
15		

	1	Summer
I	PRTM 206	Practicum I
1	PRTM 207	Practicum II
2		

Fall Semester						
	9	İ	Concentration Requirement ³			
	6		Elective			
	14					

Junior Year			
			Spring Semester
2	!	PRTM 399	Creative Inquiry - PRIM III
1	i.	PRTM 404	Field Training I
1	2		Concentration Requirement
1	5		

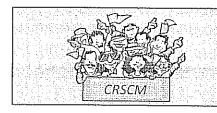
6	PRIM 405		
6			

1. 15 50 1.0		
Fall Semester:		
1	PR I'M 498	Creative Inquiry - PRTM IV
12		Concentration Requirement ⁴
13		

12	Concentration Requirement
12	
13)	121 Total Semester Hours
d	Notes
1	EX 5T 222 (p), EX ST 301, or MTHSC 203 (a).
	See General Education Requirements. Note: The Mathematics or Natural

Senior Year	
Spring Semester	Summer
oncentration Requirement ⁴	

	[



Ì	1	EX ST 222 (a), EX ST 301, or MTHSC 203 (a). See General Education Requirements. Mine: The Mathematics or Natural Science Requirement should also satisfy the Science and Technology in Society Requirement.	
	,		
ľ	1	AAH 210, MUSIC 210, REL 101, or REL 102.	
	,	See a PRIM academic advisor.	

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25. E. S. C.	

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