

000165



Curriculum and Course Change System - Print Major Form

Change Major Name: Mathematics Teaching

Degree: BS

Effective Catalog Year: 2014

.. Change Major Name to:

.. Change Degree to: (CHE approval required)

X Change Curriculum Requirements

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

.. Change General Education Requirements

(Must also submit a General Education Checklist)

.. Add, Change or Delete Concentration(s)

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

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

Explanation: Remove CH 106 in second semester freshman

Remove MTHSC 119 from second semester freshman

Move PHYS 122 and PHYS 124 from first semester sophomore to second semester freshman

Move PHYS 221 and PHYS 223 from second semester sophomore to first semester sophomore

Add MTHSC 319 to second semester sophomore

Remove EDF 315 from second semester sophomore

Add EDF 480 to first semester junior

Remove EDF 425 from first semester senior

CHANGES MADE BECAUSE

EDF 315 + EDF 425 WILL NOT BE OFFERED. EDF 480 WILL ADDRESS TECH NEEDS.

MATH DEPT WANTS MORE HOURS IN DISCRETE MATH,

WE WANT TO REDUCE # OF HOURS TO GET CLOSER TO 120.

NET CHANGE: Decrease in 3 hours from 126 to 123

Form Originator: BHORTON, Robert Horton **Date Form Created:** 8/21/2013

Form Last Updated by: BHORTON, Robert Horton **Date Form Last Updated:** 8/21/2013

Form Number: 6344

Approval

	9-13-13		11-01-2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	9.20.13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10-7-13		
Chair, College Curriculum Committee	Date	Provost	Date
	10/21/13		1/18/14
College Dean	Date	President	Date

SUMMARY OF PROPOSED CHANGES for 2014-15

The changes here are based on three key reasons:

- EDF 315 and EDF 425, both 1-hour courses, will no longer be offered. EDF 480 will replace these, adding 1 hour to the program. Because a blend of sciences is still required in the degree and a second semester of chemistry is not as critical for future math teachers, we also removed CHEM 106 so the program could be completed with 123 hours, rather than the 127 that would have been needed if it had been left in.
- Based in part on evidence we had collected for accreditation, our students needed more rigor in regard to proofs; in response, the math department has changed the requirement for Discrete Mathematics from a 100-level course to a 300-level course.
- We moved some semesters around primarily to push Discrete Math from the freshman year to the sophomore year.

Remove CH 106 in second semester freshman

Remove MTHSC 119 from second semester freshman

Move PHYS 122 and PHYS 124 from first semester sophomore to second semester freshman

Move PHYS 221 and PHYS 223 from second semester sophomore to first semester sophomore

Add MTHSC 319 to second semester sophomore

Remove EDF 315 from second semester sophomore

Add EDF 480 to first semester junior

Remove EDF 425 from first semester senior

NET CHANGE: Decrease in 3 hours from 126 to 123

Second semester freshman from 17 to 14

Second semester sophomore from 18 to 16

First semester junior from 15 to 18

First semester senior from 16 to 15

MATHEMATICS TEACHING

Grades 9 - 12

BACHELOR OF SCIENCE

CURRICULUM PLAN PROPOSED 2013-14

Note: Grades of C or higher are required in all math courses that serve as prerequisites.

Grades of C or higher are required in all math courses in order to be recommended for teacher certification.

FRESHMAN YEAR

<u>FALL SEMESTER</u>			<u>SPRING SEMESTER</u>		
CH 105	Chemistry in Context I	4	CH 106	Chemistry in Context	4
ED 105	Orientation to Education	2	ENGL 103	Accelerated Composition	3
MTHS 106	Calculus of One Variable I	4	MTHS 108	Calculus in One Variable II	4
PHIL 102	Introduction to Logic	3	MTHS 119	Intro to Discrete Math OR	3
	Cross-Cultural Awareness ¹	<u>3</u>	MTHS 129	Prob Solving in Discrete Math	
			Science Requirement ²		3
			PHYS 122	Physics with Calculus I	3
			PHYS 124	Physics Lab I	<u>1</u>
		16			14

SOPHOMORE YEAR

<u>FALL SEMESTER</u>			<u>SPRING SEMESTER</u>		
COMM 150	Intro to Human Comm OR	3	ECON 200	Economic Concepts OR	3
	Educational Psychology		ECON 211	Principles of Microeconomics	
COMM 250	Public Speaking		EDF 302	Educational Psychology	3
EDSC 226	Prof Approach Sec Algebra	3	EDF 315	Technology Skills for Learning	1
MTHS 206	Calculus of Several Variables	4	MTHS 208	Intro to Ord Diff Equations	4
PHYS 221	Physics with Calculus II	3	MTHS 311	Linear Algebra	3
PHYS 223	Physics Lab. II	1	PHYS 221	Physics with Calculus II	3
	Arts & Humanities (Literature) ³	<u>3</u>	PHYS 223	Physics Lab. II	1
		17	MTHS 319	Introduction to Proofs	<u>3</u>
					16

JUNIOR YEAR

<u>FALL SEMESTER</u>			<u>SPRING SEMESTER</u>		
EDF 301	Principles of American Education	3	EDF 335	Adolescent Growth and Development	3
EDSC 326	Practicum in Secondary Math	3	EDSP 370	Intro to Special Education	3
MTHS 302	Statistics for Science & Engr	3	EDSC 437	Technology in Secondary Mathematics	3
SOC 201	Introduction to Sociology OR	3	MTHS 308	College Geometry	3
SOC 202	Social Problems		MTHS 412	Intro to Modern Algebra	<u>3</u>
	Science Requirement ²	3			
EDF 480	Foundations of Digital Med/Lrn	<u>3</u>			
		18			15

SENIOR YEAR

<u>FALL SEMESTER</u>			<u>SPRING SEMESTER</u>		
EDF 425	Instr Technology Strategies	1	EDSC 446	Teaching Intern in Secondary Math ⁶	9
EDSC 426	Teaching Secondary Math ⁴	3	EDSC 456	Secondary Math Capstone Seminar ⁶	<u>3</u>
EDLT 498	Secondary Content Area Reading ⁴	3			
MTHS 400	Theory of Probability OR	3			
MTHS 405	Stat. Theory and Methods II				
MTHS 408	Topics in Geometry	3			
MTHS 453	Advanced Calculus I	<u>3</u>			
		15			12

TOTAL HOURS -- 123

¹See General Education Requirements.

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

³ENGL 212, 213, 214, or 215

⁴EDSC 426 and EDLT 498 must be taken concurrently prior to the teaching internship. Offered fall semester only.

⁵EDSC 446 and 456 must be taken concurrently. Offered spring semester only.

MATHEMATICS TEACHING

Grades 9 - 12

BACHELOR OF SCIENCE

CURRICULUM PLAN CURRENT

FRESHMAN YEAR

<u>FALL SEMESTER</u>			<u>SPRING SEMESTER</u>		
CH 105	Chemistry in Context I	4	CH 106	Chemistry in Context	4
ED 105	Orientation to Education	2	ENGL 103	Accelerated Composition	3
MTHS 106	Calculus of One Variable I	4	MTHS108	Calculus in One Variable II	4
PHIL 102	Introduction to Logic	3	MTHS 119	Intro to Discrete Math OR	3
	Cross-Cultural Awareness ¹	<u>3</u>	MTHS 129	Prob Solving in Discrete Math	
				Science Requirement ²	<u>3</u>
		16			17

SOPHOMORE YEAR

<u>FALL SEMESTER</u>			<u>SPRING SEMESTER</u>		
COMM 150	Intro to Human Comm OR	3	ECON 200	Economic Concepts OR	3
	Educational Psychology		ECON 211	Principles of Microeconomics	
COMM 250	Public Speaking		EDF 302	Educational Psychology	3
EDSC 226	Prof Approach Sec Algebra	3	EDF 315	Technology Skills for Learning	1
MTHS 206	Calculus of Several Variables	4	MTHS 208	Intro to Ord Diff Equations	4
PHYS 122	Physics with Calculus I	3	MTHS 311	Linear Algebra	3
PHYS 124	Physics Lab. I	1	PHYS 221	Physics with Calculus II	3
	Arts & Humanities (Literature) ³	<u>3</u>	PHYS 223	Physics Lab. II	<u>1</u>
		17			18

JUNIOR YEAR

<u>FALL SEMESTER</u>			<u>SPRING SEMESTER</u>		
EDF 301	Principles of American Education	3	EDF 335	Adolescent Growth and Development	3
EDSC 326	Practicum in Secondary Math	3	EDSP 370	Intro to Special Education	3
MTHS 302	Statistics for Science & Engr	3	EDSC 437	Technology in Secondary Mathematics	3
SOC 201	Introduction to Sociology OR	3	MTHS 308	College Geometry	3
SOC 202	Social Problems		MTHS 412	Intro to Modern Algebra	<u>3</u>
	Science Requirement ²	<u>3</u>			
		15			15

SENIOR YEAR

<u>FALL SEMESTER</u>			<u>SPRING SEMESTER</u>		
EDF 425	Instr Technology Strategies	1	EDSC 446	Teaching Intern in Secondary Math ⁶	9
EDSC 426	Teaching Secondary Math ⁴	3	EDSC 456	Secondary Math Capstone Seminar ⁶	<u>3</u>
EDLT 498	Secondary Content Area Reading ⁴	3			
MTHS 400	Theory of Probability OR	3			
MTHS 405	Stat. Theory and Methods II				
MTHS 408	Topics in Geometry	3			
MTHS 453	Advanced Calculus I	<u>3</u>			
		16			12

TOTAL HOURS – 126

¹See 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 prior to the teaching internship. **Offered fall semester only.**

⁵EDSEC 446 and 456 must be taken concurrently. **Offered spring semester only.**

000169



Curriculum and Course Change System - Print Major Form

Change Major Name: Secondary Education (Math)

Degree: BA

Effective Catalog Year: 2014

.. Change Major Name to:

.. Change Degree to: (CHE approval required)

X Change Curriculum Requirements

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

.. Change General Education Requirements

(Must also submit a General Education Checklist)

.. Add, Change or Delete Concentration(s)

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

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

Explanation: Add clarifying note about grade requirements in math courses (no change from current)

Move MTHSC 319 (the new discrete) from second semester freshman to second semester sophomore.

Move HIST 102 from first semester sophomore to second semester freshman

Move Arts and Humanities (Literature) requirement from second semester sophomore to first semester sophomore

Remove STS requirement in second semester sophomore.

Move CCA requirement from first semester junior to second semester sophomore.

Remove EDF 315 from second semester sophomore.

Add EDF 480 to first semester junior.

Remove EDF 425 from first semester senior.

Change courses acceptable to meet Computer Science requirement.

*CHANGES MADE
BECAUSE EDF 315 + 425
OPENED; EDF 480
ADDRESSES TECH.
MATH DEPT WANTS MORE LIGOR
IN DISCRETE MATH
REQUIREMENT.*

NET CHANGE: Reduction of 2 hours from 125 to 123.

Form Originator: BHORTON, Robert Horton **Date Form Created:** 8/21/2013

Form Last Updated by: BHORTON, Robert Horton **Date Form Last Updated:** 8/21/2013

Form Number: 6345

Approval

	9-13-13		11-01-2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	9-20-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10-7-13		
Chair, College Curriculum Committee	Date	Provost	Date
	10-20-13		11/18/14
College Dean	Date	President	Date

SUMMARY OF PROPOSED CHANGES for 2014-15

The changes here are based on three key reasons:

- EDF 315 and EDF 425, both 1-hour courses, will no longer be offered. EDF 480 will replace these, adding 1 hour to the program. We removed the STS requirement as listed, as EDF 480 meets the STS requirement. This reduces the program by 3 hours, so the net result is a decrease in 2 hours.
- Based in part on evidence we had collected for accreditation, our students needed more rigor in regard to proofs; in response, the math department has changed the requirement for Discrete Mathematics from a 100-level course to a 300-level course. Also we modified the computer science requirement to be in concert with the math department.
- We moved some semesters around primarily to push Discrete Math from the freshman year to the sophomore year.

Add clarifying note about grade requirements in math courses (no change from current)

Move MTHSC 319 (the new discrete) from second semester freshman to second semester sophomore.

Move HIST 102 from first semester sophomore to second semester freshman

Move Arts and Humanities (Literature) requirement from second semester sophomore to first semester sophomore

Remove STS requirement in second semester sophomore.

Move CCA requirement from first semester junior to second semester sophomore.

Remove EDF 315 from second semester sophomore.

Add EDF 480 to first semester junior.

Remove EDF 425 from first semester senior.

Change courses acceptable to meet Computer Science requirement.

NET CHANGE: Reduction of 2 hours from 125 to 123.

Second semester sophomore from 17 to 16

First semester senior from 16 to 15.

CLEMSON UNIVERSITY
SECONDARY EDUCATION
TEACHING AREA: MATHEMATICS

Grades 9 - 12

BACHELOR OF ARTS (Leads to Double Major with Mathematical Sciences)

CURRICULUM PLAN PROPOSED 2014-15

Note: Grades of C or higher are required in all math courses that serve as prerequisites.

Grades of C or higher are required in all math courses in order to be recommended for teacher certification.

FRESHMAN YEAR

<u>FALL SEMESTER</u>			<u>SPRING SEMESTER</u>		
ED 105	Orientation to Education	2	MTHS 108	Calculus of One Variable II	4
ENGL 103	Accelerated Composition	3	MTHS 119	Intro to Discrete OR	3
MTHS 106	Calculus of One Variable I	4	MTHS 129	Problem Solving in Discrete Math	
	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	0	PHYS 124	Physics Laboratory I	1
				Foreign Language Requirement ¹	3
			HIST 102	History of the United States	3
		16			17

SOPHOMORE YEAR

<u>FALL SEMESTER</u>			<u>SPRING SEMESTER</u>		
ECON 200	Economic Concepts OR	3	EDF 302	Educational Psychology	3
ECON 211	Principles of Microeconomics		EDF 315	Technology Skills for Learning	1
EDSC 226	Prof Apprch Sec Algebra	3	MTHS 208	Intro to Ord Diff Equations	4
HIST 102	History of the United States	3	MTHS 311	Linear Algebra	3
MTHS 206	Calculus of Several Variables	4		Arts & Humanities (Literature) ⁴	3
MTHS 250	Intro to Math Sciences	1		Science & Tech in Society²	3
	Computer Science Requirement ³	3		Cross-Cultural Awareness ²	3
	Arts & Humanities (Literature) ⁴	3	MTHS 319	Intro to Proof	3
		17			16

JUNIOR YEAR

<u>FALL SEMESTER</u>			<u>SPRING SEMESTER</u>		
EDF 301	Principles of American Education	3	EDF 335	Adolescent Growth and Development	3
EDSC 326	Practicum in Secondary Math	3	EDSP 370	Intro to Special Education	3
MTHS 302	Statistics for Science & Engr	3	EDSC 437	Technology in Secondary Mathematics	3
MTHS 400	Theory of Probability	3	MTHS 308	College Geometry	3
	Cross-Cultural Awareness²	3	MTHS 412	Intro to Modern Algebra	3
EDF 480	Foundations of Digital Med/Lrn	3			
		15			15

SENIOR YEAR

<u>FALL SEMESTER</u>			<u>SPRING SEMESTER</u>		
COMM 250	Public Speaking	3	EDSC 446	Teaching Intern in Secondary Math ⁶	9
EDF 425	Instr Technology Strategies	1	EDSC 456	Secondary Math Capstone Seminar ⁶	3
EDSC 426	Teaching Secondary Math ⁵	3			
MTHS 408	Topics in Geometry	3			
MTHS 453	Advanced Calculus I	3			
EDLT 498	Secondary Content Area Reading ⁵	3			
		15			12

TOTAL HOURS – 123

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

²See General Education Requirements.

³CP SC 101, 111, 115, 161, or 220

⁴ENGL 212, 213, 214, or 215

⁵EDSC 426, and EDLT 498 must be taken concurrently prior to the teaching internship. Offered fall semester only.

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

SECONDARY EDUCATION TEACHING AREA: MATHEMATICS

Grades 9 - 12

BACHELOR OF ARTS (Leads to Double Major with Mathematical Sciences)

CURRICULUM PLAN CURRENT

FRESHMAN YEAR

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>			
ED 105	Orientation to Education	2	MTHS 108	Calculus of One Variable II	4
ENGL 103	Accelerated Composition	3	MTHS 119	Intro to Discrete OR	3
MTHS 106	Calculus of One Variable I	4	MTHS 129	Problem Solving in Discrete Math	
	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	0	PHYS 124	Physics Laboratory I	1
				Foreign Language Requirement ¹	3
		16			17

SOPHOMORE YEAR

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>			
ECON 200	Economic Concepts OR	3	EDF 302	Educational Psychology	3
ECON 211	Principles of Microeconomics		EDF 315	Technology Skills for Learning	1
EDSC 226	Prof Apprch Sec Algebra	3	MTHS 208	Intro to Ord Diff Equations	4
HIST 102	History of the United States	3	MTHS 311	Linear Algebra	3
MTHS 206	Calculus of Several Variables	4		Arts & Humanities (Literature) ⁴	3
MTHS 250	Intro to Math Sciences	1		Science & Tech in Society ²	3
	Computer Science Requirement ³	3			
		17			17

JUNIOR YEAR

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>			
EDF 301	Principles of American Education	3	EDF 335	Adolescent Growth and Development	3
EDSC 326	Practicum in Secondary Math	3	EDSP 370	Intro to Special Education	3
MTHS 302	Statistics for Science & Engr	3	EDSC 437	Technology in Secondary Mathematics	3
MTHS 400	Theory of Probability	3	MTHS 308	College Geometry	3
	Cross-Cultural Awareness ²	3	MTHS 412	Intro to Modern Algebra	3
		15			15

SENIOR YEAR

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>			
COMM 250	Public Speaking	3	EDSC 446	Teaching Intern in Secondary Math ⁶	9
EDF 425	Instr Technology Strategies	1	EDSC 456	Secondary Math Capstone Seminar ⁶	3
EDSC 426	Teaching Secondary Math ⁵	3			
MTHS 408	Topics in Geometry	3			
MTHS 453	Advanced Calculus I	3			
EDLT 498	Secondary Content Area Reading ⁵	3			
		16			12

TOTAL HOURS – 125

¹Two 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.**

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



Curriculum and Course Change System - General Education

Checklist

SECONDARY EDUCATION -
Major Name: Mathematics Teaching (6A)

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	
Creative Inquiry	X
Oral Communication*	X
Academic & Professional Development			..	X
Mathematics	X
Natural Science with no lab	X
Natural Science with lab	X
Math or Natural Science	X
Arts & Humanities (Literature)	X
Arts & Humanities (Non-Literature)	X
Social Sciences	X
Cross-Cultural Awareness	X
Science and Tech. in Society	X EDF 4820	..

*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 Eugene T. Moore School of Education Conceptual Framework concerns ethical judgment under the Caring umbrella. ED 105 has a class discussion on ethics. In addition, in EDSEC 426 as well as during the student internship, students must demonstrate that they provide opportunities for all to learn. In ED F 302, bias and validity issues in testing (both teacher-made tests and standardized testing) are studied, and case studies are used. In ED F 335, consistency and fairness are essential as students study classroom management, including reflection on future management styles. Prospective teachers learn how to structure a classroom and respond to students in ways that a) treat students with respect and without any favoritism, b) establish clear routines, rules and consequences in the classroom so that students feel secure and protected in the classroom, c) provide students full-time instruction, never putting students in the position of having to teach themselves without the guidance of the teacher. Prospective teachers also learn that they have an ethical obligation to know their subject matter, prepare for each class, and be committed to professional standards and institutional objectives. Finally, the capstone experiences for our majors, EDSEC 446 and 456, require our students to deal ethically with all of their high school students, support for which is provided in their required portfolios.

During their internship, students develop their Philosophy of Education, which must, in part, address how they will make ethical decisions.

On the Final Evaluation for their Student Teaching experience, all candidates are evaluated by their University Supervisor and cooperating teacher on whether they are "committed to ethical and democratic dispositions including respecting the rights and responsibilities of all and recognizing diverse points of view." Each candidate is also evaluated as to whether he/she "acts in accord with the rights and responsibilities of all, is sensitive to developmental, social, and cultural differences, and encourages a democratic culture." Scores include 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates, and a score of unsatisfactory would likely result in the student not being recommended for teacher certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. Any student who is deemed Unsatisfactory in any area is counseled and given an opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly EDSEC 426 and EDSEC 456, and make modifications to ensure that the area is addressed more fully.

Communication Integration Plan - Address competencies, implementation, and

assessment: Communication is at the heart of effective teaching. In EDSEC 326, all students must compose two viable written lesson plans and teach them to middle school or high school students. In EDSEC 426, they devise additional lesson plans and a unit plan. During this course, they must teach an additional two lessons in the public schools. During EDSEC 446, students must create an additional written unit plan and teach it as part of their student teaching experience, during which they deliver multiple lessons. In addition, they must create a digital portfolio and present it effectively to their Cooperating Teacher and their university supervisor. These are just snapshots of the many times students must communicate effectively, both in written and oral form, in order to complete the program.

All of the items mentioned above are evaluated, and as students progress through the program, those who are viewed as ineffective communicators are advised to consider other programs of study. The culminating evaluation on effective communication is conducted jointly by the University Supervisor and the Cooperating Teacher at the conclusion of the student teaching semester. One specific item evaluates whether the "candidate communicates effectively through a variety of representations (spoken, written, and digital). Scores include 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Students who are not effective in this area cannot be successful as teachers, and thus would not be recommended for certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. If we find that more than 10% of our students are rated Unsatisfactory in this area, we will make adjustments to EDSEC 326 and EDSEC 426 to ensure that we provide students adequate instruction, preparation, and experiences to improve their communication skills.


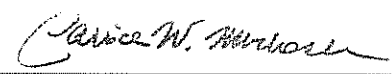
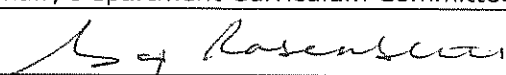
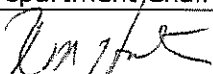
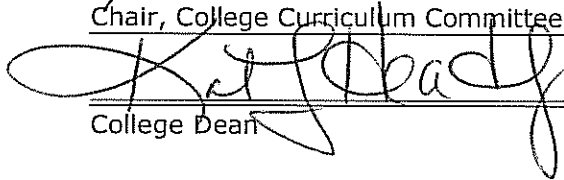
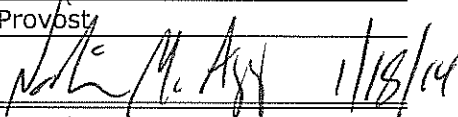
Critical Thinking Integration Plan - Address competencies, implementation, and

assessment: These areas are essential for a program in mathematics education. Reasoning and problem solving are core processes emphasized by the National Council of Teachers of Mathematics and are fundamental to our NCATE-approved secondary math programs. Within all mathematics courses, students are expected to reason logically and solve problems. These processes are also important to PHIL 102, Introduction to Logic. Discrete mathematics is steeped in reasoning, critical thinking, and problem solving. The discrete mathematics and statistics courses help students to 1) use numerical, graphical and analytic methods to solve problems, 2) state problems clearly, 3) approach problems from multiple directions, and 4) communicate mathematical ideas clearly. In ED F 302, students integrate theories of learning, motivation, classroom management, and assessment. Also, they analyze classroom-based case studies for problems and possible solutions. In ED F 335, prospective teachers learn that the key to "critical thinking" is thorough and well-integrated factual knowledge about one's discipline.

To ensure that students have developed proficiency in this area, we use as an artifact an algebra unit submitted in EDSEC 437, Technology in Secondary Mathematics, in which students solve problems, explain their reasoning behind their solutions, and identify the important standards that the problems address. Students who do not achieve at least 80% of the points on this unit are identified and then meet individually with the professor to ensure that they have the knowledge they need to succeed in their chosen profession. Additionally, all candidates must complete the General Mathematics Knowledge test of the Praxis II series and must have a passing score (as determined by the State Department of Education) to be recommended for teaching certification. In addition to the individual assistance provided to students, we monitor overall results. If more than 10% of our students do not achieve at least 80% on the algebra unit or fail the Praxis II test, we will modify EDSEC 226 to ensure that students are developing the critical thinking skills they need to be effective teachers. Our emphasis is placed in algebra as algebra not only provides a context where critical thinking is essential, but serves as both a cornerstone of secondary mathematics and a gateway to success for higher levels of mathematics.

Form Originator: BHORTON, Robert Horton **Date Form Created:** 4/1/2013
Form Last Updated by: BHORTON, Horton, Robert M **Date Form Last Updated:** 11/1/2013
Form Number: 6026

Approval

	10/22/13	 11/1/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum
	11.5.13	
Department Chair	Date	Chair, Graduate Curriculum Corr
	10/22/13	
Chair, College Curriculum Committee	Date	Provost
	11-5-13	 11/15/14
College Dean	Date	President

Revisions to the Clemson University Therapeutic Recreation Program

Colleagues,

We are undertaking a major curricular revision of the undergraduate therapeutic recreation program in order to reflect contemporary standards of practice and the accreditation standards of the Commission for Accreditation for Recreational Therapy Education (CARTE), as well as the curricular standards set forth by the National Council for Therapeutic Recreation Certification (NCTRC).

To meet this goal, the TR faculty had 4 retreats where the philosophy, mission, vision, and goals of the program were discussed. As a result, we determined we need a name change to reflect federal standards and legislation. We then determined the classes needed in order to meet CARTE and NCTRC standards. It was determined that the changes to existing courses and course sequencing were substantial enough that the most efficient path forward was to develop new concentration area courses. Due to these course changes, it is also necessary to change the minor requirements as well.

Rationale for Name Change:

The current name of the major, therapeutic recreation, is a term that is not fully representative of the professional job responsibilities by individuals who complete a degree in this area, and classification of the profession at both the federal and state levels use the term recreational therapy. For example, the U.S. Bureau of Labor Statistics, and the Joint Commission for the Accreditation of Healthcare Organizations define the profession as recreational therapy. The profession is increasingly regulated at the state level through licensure laws that exclusively identify the profession as recreational therapy. "Recreational therapy" is a term that indicates that recreation is the active treatment to improve function, health, and well-being. In order to be more in line with legislative and national initiatives, we are proposing to change the name of our major to **recreational therapy**.

Included in this packet are:

1. Major Form reflecting name change and explanation of changes to curriculum
2. New/Proposed and Current curriculum maps
3. New course forms:
 - a. PRTM 260 Foundations of Recreational Therapy
 - b. PRTM 265 Terminology in Recreational Therapy Practice
 - c. PRTM 322 Facilitation Techniques in Recreational Therapy

- d. PRTM 323 Professional Preparation for Recreational Therapy Practice
 - e. PRTM 324 Assessment and Planning in Recreational Therapy
 - f. PRTM 326 Implementation and Evaluation in Recreational Therapy:
Physical Health Conditions
 - g. PRTM 327 Implementation and Evaluation in Recreational Therapy:
Mental Health Conditions
 - h. PRTM 328 Preceptorship in Recreational Therapy
 - i. PRTM 422 Management of Recreational Therapy
 - j. PRTM 426 Trends and Issues in Recreational Therapy
4. Minor form indicating proposed name change and changes to minor requirements



Curriculum and Course Change System - General Education

Checklist

Major Name: Mathematics Teaching (BS)

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	
Creative Inquiry	X
Oral Communication*	X
Academic & Professional Development			..	X
Mathematics	X
Natural Science with no lab	X
Natural Science with lab	X
Math or Natural Science	X
Arts & Humanities (Literature)	X
Arts & Humanities (Non-Literature)	X
Social Sciences	X
Cross-Cultural Awareness	X
Science and Tech. in Society	X EDF 4820	..

*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 Eugene T. Moore School of Education Conceptual Framework concerns ethical judgment under the Caring umbrella. ED 105 has a class discussion on ethics. In addition, in EDSEC 426 as well as during the student internship, students must demonstrate that they provide opportunities for all to learn. In ED F 302, bias and validity issues in testing (both teacher-made tests and standardized testing) are studied, and case studies are used. In ED F 335, consistency and fairness are essential as students study classroom management, including reflection on future management styles. Prospective teachers learn how to structure a classroom and respond to students in ways that a) treat students with respect and without any favoritism, b) establish clear routines, rules and consequences in the classroom so that students feel secure and protected in the classroom, c) provide students full-time instruction, never putting students in the position of having to teach themselves without the guidance of the teacher. Prospective teachers also learn that they have an ethical obligation to know their subject matter, prepare for each class, and be committed to professional standards and institutional objectives. Finally, the capstone experiences for our majors, EDSEC 446 and 456, require our students to deal ethically with all of their high school students, support for which is provided in their required portfolios.

During their internship, students develop their Philosophy of Education, which must, in part, address how they will make ethical decisions.

On the Final Evaluation for their Student Teaching experience, all candidates are evaluated by their University Supervisor and cooperating teacher on whether they are "committed to ethical and democratic dispositions including respecting the rights and responsibilities of all and recognizing diverse points of view." Each candidate is also evaluated as to whether he/she "acts in accord with the rights and responsibilities of all, is sensitive to developmental, social, and cultural differences, and encourages a democratic culture." Scores include 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates, and a score of unsatisfactory would likely result in the student not being recommended for teacher certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. Any student who is deemed Unsatisfactory in any area is counseled and given an opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly EDSEC 426 and EDSEC 456, and make modifications to ensure that the area is addressed more fully.

Communication Integration Plan - Address competencies, implementation, and assessment: Communication is at the heart of effective teaching. In EDSEC 326, all students must compose two viable written lesson plans and teach them to middle school or high school students. In EDSEC 426, they devise additional lesson plans and a unit plan. During this course, they must teach an additional two lessons in the public schools. During EDSEC 446, students must create an additional written unit plan and teach it as part of their student teaching experience, during which they deliver multiple lessons. In addition, they must create a digital portfolio and present it effectively to their Cooperating Teacher and their university supervisor. These are just snapshots of the many times students must communicate effectively, both in written and oral form, in order to complete the program.

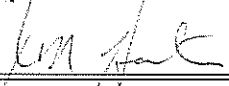
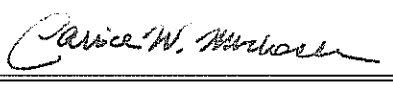
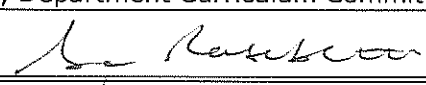
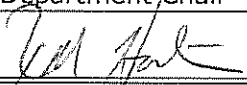
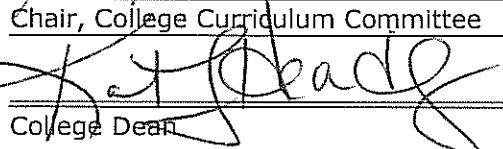
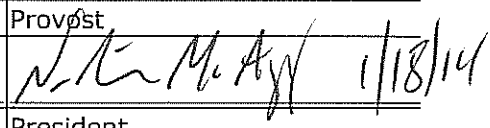
All of the items mentioned above are evaluated, and as students progress through the program, those who are viewed as ineffective communicators are advised to consider other programs of study. The culminating evaluation on effective communication is conducted jointly by the University Supervisor and the Cooperating Teacher at the conclusion of the student teaching semester. One specific item evaluates whether the "candidate communicates effectively through a variety of representations (spoken, written, and digital). Scores include 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Students who are not effective in this area cannot be successful as teachers, and thus would not be recommended for certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. If we find that more than 10% of our students are rated Unsatisfactory in this area, we will make adjustments to EDSEC 326 and EDSEC 426 to ensure that we provide students adequate instruction, preparation, and experiences to improve their communication skills.

Critical Thinking Integration Plan - Address competencies, implementation, and assessment: These areas are essential for a program in mathematics education. Reasoning and problem solving are core processes emphasized by the National Council of Teachers of Mathematics and are fundamental to our NCATE-approved secondary math programs. Within all mathematics courses, students are expected to reason logically and solve problems. These processes are also important to PHIL 102, Introduction to Logic. Discrete mathematics is steeped in reasoning, critical thinking, and problem solving. The discrete mathematics and statistics courses help students to 1) use numerical, graphical and analytic methods to solve problems, 2) state problems clearly, 3) approach problems from multiple directions, and 4) communicate mathematical ideas clearly. In ED F 302, students integrate theories of learning, motivation, classroom management, and assessment. Also, they analyze classroom-based case studies for problems and possible solutions. In ED F 335, prospective teachers learn that the key to "critical thinking" is thorough and well-integrated factual knowledge about one's discipline.

To ensure that students have developed proficiency in this area, we use as an artifact an algebra unit submitted in EDSEC 437, Technology in Secondary Mathematics, in which students solve problems, explain their reasoning behind their solutions, and identify the important standards that the problems address. Students who do not achieve at least 80% of the points on this unit are identified and then meet individually with the professor to ensure that they have the knowledge they need to succeed in their chosen profession. Additionally, all candidates must complete the General Mathematics Knowledge test of the Praxis II series and must have a passing score (as determined by the State Department of Education) to be recommended for teaching certification. In addition to the individual assistance provided to students, we monitor overall results. If more than 10% of our students do not achieve at least 80% on the algebra unit or fail the Praxis II test, we will modify EDSEC 226 to ensure that students are developing the critical thinking skills they need to be effective teachers. Our emphasis is placed in algebra as algebra not only provides a context where critical thinking is essential, but serves as both a cornerstone of secondary mathematics and a gateway to success for higher levels of mathematics.

Form Originator: BHORTON, Robert Horton **Date Form Created:** 4/1/2013
Form Last Updated by: BHORTON, Horton, Robert M **Date Form Last Updated:** 11/1/2013
Form Number: 6026

Approval

	10-22-3	 11/1/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum
	11-5-13	
Department Chair	Date	Chair, Graduate Curriculum Corr
	10-26-13	
Chair, College Curriculum Committee	Date	Provost
	11-5-13	 1/18/14
College Dean	Date	President

000175



Curriculum and Course Change System - Print Major Form

Change Major Name: Prtm (Therapeutic Recreation)

Degree: BS

Effective Catalog Year: 2014

X Change Major Name to: PRTM (Recreational Therapy)

.. 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: We are undertaking a major curricular revision of the undergraduate therapeutic recreation program in order to reflect contemporary standards of practice and the accreditation standards of the Commission for Accreditation for Recreational Therapy Education (CARTE), as well as the curricular standards set forth by the National Council for Therapeutic Recreation Certification (NCTRC).

To meet this goal, the TR faculty had 4 retreats where the philosophy, mission, vision, and goals of the program were discussed. As a result, we determined we need a name change to reflect federal standards and legislation. We then determined the classes needed in order to meet CARTE and NCTRC standards. It was determined that the changes to existing courses and course sequencing were substantial enough that the most efficient path forward was to develop new concentration area courses (concentration area courses are indicated in a general manner in PRTM curriculum/curriculum maps - therefore, new course approval forms are not part of the major change; 49 credit hours in concentration are handled through internal advising).

Rationale for Name Change:

The current name of the major, therapeutic recreation, is a term that is not fully representative of the professional job responsibilities by individuals who complete a degree in this area, and classification of the profession at both the federal and state levels use the term recreational therapy. For example, the U.S. Bureau of Labor Statistics, and the Joint Commission for the Accreditation of Healthcare Organizations define the profession as recreational therapy. The profession is increasingly regulated at the state level through licensure laws that exclusively identify the profession as recreational therapy. "Recreational therapy" is a term that indicates that recreation is the active treatment to improve function, health, and well-being. In order to be more in line with legislative and national initiatives, we are proposing to change the name of our major to recreational therapy.

Curriculum changes include:

1. Changing hours for Gen Ed Mathematics or Natural Science from 3 to 3-4 to show students may take an additional 4-credit lab science course.
2. Dropping PRTM 311 and 404 as major requirements (new concentration area courses will satisfy requirements previously covered in these two courses).
3. Redistributing the number of concentration hours taken each semester.
4. Moving PRTM 398 and 498 from the Senior year to the Junior year.
5. Adding 3 credits of electives.
6. Curriculum changes to requiring 123 hours to requiring 122-123 depending on Gen Ed Mathematics and Natural Science requirement chosen.

Form Originator: , **Date Form Created:** 9/17/2013

Form Last Updated by: BOB, Brookover IV, Robert S **Date Form Last Updated:** 10/21/2013

Form Number: 6454

Approval			
	10/21/13		11-01-2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/21/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10-21-13		
Chair, College Curriculum Committee	Date	Provost	Date
	10/21/13		11/18/14
College Dean	Date	President	Date

Bachelor of Science in Parks, Recreation, and Tourism Management Recreational Therapy (RT) Concentration (2014-2015)

Freshman Year									
Fall Semester			Spring Semester				Summer		
3		CCA/STS/Other Gen Ed ¹	3		English Composition ¹				
3		Social Science Requirement ¹	2	PRTM 220	Conceptual Foundations of Parks, Recreation & Tourism				
3		Social Science Requirement ¹	1	PRTM 200	Profession & Practice in PRTM				
3		Mathematics Requirement ²	3		Oral Communication ²				
4		Natural Science with Lab ¹	3-4		Mathematics or Natural Science Requirement ¹				
0		Clemson Connect	3		Arts & Humanities Requirement (Non-Lit) ¹				
16			15-16						

Sophomore Year									
Fall Semester (EDGE Immersive)			Spring Semester				Summer		
6	PRTM 226	Foundations of Management and Administration	2	PRTM 298	Creative Inquiry - PRTM II	1	PRTM 206	Practicum I	
5	PRTM 227	Programming in Leisure Services	10		Concentration specific requirements ²	1	PRTM 207	Practicum II	
3	PRTM 229	Competency Integration in PRTM	3		Arts & Humanities Requirement (Lit) ¹				
1	PRTM 198	Creative Inquiry-PRTM I							
15			15			2			

Junior Year									
Fall Semester			Spring Semester				Summer		
14		Concentration specific requirements ²	12		Concentration specific requirements ²	6	PRTM 405	Field Training II	
2	CI 398	Creative Inquiry	1	CI 498	Creative inquiry				
16			13			6			

Senior Year									
Fall Semester			Spring Semester				Summer		
5		Electives	6		Electives				
7		Concentration specific requirements ²	6		Concentration specific requirements ²				
12			12						
124-125 Total Semester Hours									

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

Notes:

¹ See University General Education Requirements. General Education requires 33 credit hours. PRTM 206 and 207 fulfill the requirement for 2 credits of Academic and Professional Development. Students must take an additional 31 credits (at least) of general education requirements as prescribed in the catalog. See your advisor for choosing general education requirements that meet the prerequisites for the RT concentration specific classes.

² See advisor for courses, course sequence, and prerequisites.

NEW / PROPOSED

**Bachelor of Science in Parks, Recreation, and Tourism Management
Therapeutic Recreation (TR) Concentration (2014-15)**

Freshman Year					
Fall Semester			Spring Semester		
3		CCA/STS/Other Gen Ed ¹	3		English Composition ¹
3		Social Science Requirement ¹	2	PRTM 220	Conceptual Foundations of Parks, Recreation & Tourism
3		Social Science Requirement ¹	1	PRTM 200	Profession & Practice In PRTM
3		Mathematics Requirement ¹	3		Oral Communication ¹
4		Natural Science with Lab ¹	3		Mathematics or Natural Science Requirement ¹
0	UB 100	Clemson Connect	3		Arts & Humanities Requirement (Non-Lit) ¹
16			15		

Sophomore Year					
Fall Semester			Spring Semester		
6	PRTM 226	Foundations of Management and Administration	2	PRTM 295	Creative Inquiry - PRTM II
5	PRTM 227	Programming In Leisure Services	3		A & H (Literature) Requirement ¹
3	PRTM 229	Competency Integration In PRTM	3	PRTM 311	Therapeutic Recreation
1	PRTM 198	Creative Inquiry - PRTM I	6		Concentration Requirement ²
15			14		

Junior Year					
Fall Semester			Spring Semester		
16		Concentration Requirement ²	14		Concentration Requirement ²
1	PRTM 404	Field Training I			
17			14		

Senior Year					
Fall Semester			Spring Semester		
2		PRTM 398	1		PRTM 498
10		Concentration Requirement ¹	3		Concentration Requirement ²
			8		Elective
12			12		
			123 Total Semester Hours		
			Notes		



See University General Education Requirements. General Education requires 33 credit hours. PRTM 206 and 207 fulfill the requirement for 2 credits of Academic and Professional Development. Students must take an additional 31 credits (at least) of general education requirements as prescribed in the catalog. See your advisor for more information.

² See Advisor - most courses during Junior year take place at University Center and agencies in Greenville, SC and surrounding area.

CURRENT



Curriculum and Course Change System - Print New Course Form

000178

Course Abbreviation & Number:

X New Undergraduate Course: PRTM- 2600

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 01/2014**Catalog Title:** Foundations of Recreational Therapy**Transcript Title:** Foundations of Rec Therapy**Fixed Credit Course:** 03 (03,00)**Variable Credit Course:** - (-), (-)

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

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

Catalog Description: Examines the history, philosophy, concepts, roles and functions involved in recreational therapy services. Topics include service-delivery models, ethics, standards of practice, credentialing, use of the clinical process in various treatment settings, collaborative interdisciplinary practice, and professional behavior specific to therapeutic relationships and practitioner/client interactions.

Prerequisite(s): 2.0 cumulative GPA is prerequisite and PRTM 265 is corequisite

Projected Enrollment:

Year 1 - 40 Year 2 - 40 Year 3 - 40 Year 4 - 40

Required course for students in: PRTM Recreational Therapy concentration area

Statement of need and justification based on assessment results of student learning outcomes: New course to reflect current practice in Recreational Therapy and to meet current accreditation requirements

Textbook(s): Carter, M.J. & Van Andel, G.E. (2011). Therapeutic recreation: A practical approach (4th ed.). Long Grove, Illinois: Waveland Press.

Learning Objectives: Upon course completion, recreational therapy students will be able to demonstrate the following competencies:

- Knowledge of historical foundations, philosophical/theoretical concepts, professional organizations, credentialing and certification processes related to recreational therapy practice.
- Knowledge of the health care and human service system, including service delivery models, standards of practice, accreditation processes, and collaborative interdisciplinary practice related to recreational therapy practice.
- Knowledge of therapeutic/helping relationships, and the principles that guide practitioner/client interactions related to recreational therapy practice.
- Knowledge of the clinical process (assessment, planning, implementation, evaluation), including its use in the development of individual treatment plans and comprehensive program plans related to recreational therapy practice.

Topical Outline: I. Introduction, Foundations, and History - 9 hrs

II. RT Standards and Models - 3 hrs

III. RT in Health Care System - 9 hrs

IV. Treatment Planning - 3 hrs

V. Service Delivery Models and Settings - 12 hrs

VI. Professional Theories and Behaviors - 6 hrs

VII. Exams - 3 hrs


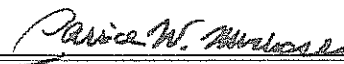


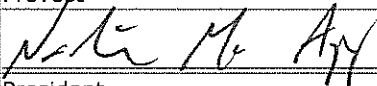

Evaluation: Quizzes and Exams - 30%

Papers (3 @ 20% each) - 60%

Participation - 10%

Typical 10 point grading scale (i.e. - 90-100 = A)

Form Originator: BOB, Robert Brookover **Date Form Created:** 9/17/2013**Form Last Updated by:** BOB, Brookover IV, Robert S **Date Form Last Updated:** 10/21/2013**Form Number:** 6455**Approval**

	10/21/13		11/1/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	11/24/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10.21.13		
Chair, College Curriculum Committee	Date	Provost	Date
			1/18/14
College Dean	Date	President	Date
	10/21/13		
Director, Calhoun Honors College	Date		

000179



Curriculum and Course Change System - Print New Course Form

000180

Course Abbreviation & Number:

X New Undergraduate Course: PRTM- 2650

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 01/2014**Catalog Title:** Terminology in Recreational Therapy Practice**Transcript Title:** Terminology in RT Practice**Fixed Credit Course:** 01 (01,00)**Variable Credit Course:** - (-), (-)

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

Add cross-listing with the following child course(s):**Catalog Description:** Provides students with the opportunity to learn about the language of health care, including basic term components, medical terms and health care records, and terms associated with body systems.**Prerequisite(s):** 2.0 cumulative gpa is prerequisite and PRTM 260 is corequisite**Projected Enrollment:**

Year 1 - 40 Year 2 - 40 Year 3 - 40 Year 4 - 40

Required course for students in: PRTM Recreational Therapy concentration area**Statement of need and justification based on assessment results of student learning outcomes:** New course to reflect current practice in Recreational Therapy and meet accreditation standards**Textbook(s):** Willis, M.C. (2008). Medical Terminology: A Programmed Learning Approach to the Language of Health Care (2nd Ed). Baltimore, MD: Lippincott Williams & Wilkins.**Learning Objectives:** Upon completing this course, recreational therapy students demonstrate:

1. Knowledge of the origin of medical language.
2. Skill in analyzing the component parts of a medical term and use basic prefixes, suffixes, and combining forms to build medical terms.
3. Knowledge of the common rules for proper medical term formation, pronunciation, and spelling of medical terms.
4. Knowledge of common pharmaceutical terms and abbreviations used in documenting recreational therapy practice.
5. Knowledge of common anatomical terms related to the major systems of the body.
6. Knowledge of common terms related to symptoms, diagnoses, surgeries, therapies, and diagnostic tests related to the major systems of the body.

Topical Outline: I. Introduction and basic terms 1 hour

II. Health care records 1 hour

III. Integumentary and Musculoskeletal system 2 hours

IV. Cardiovascular, Blood, and Lymphatic Systems 2 hours

V. Respiratory and nervous systems 2 hours

VI. Endocrine, eye and ear 3 hours

VII. Gastrointestinal and urinary systems 2 hours


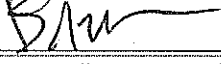
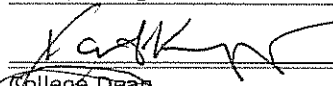
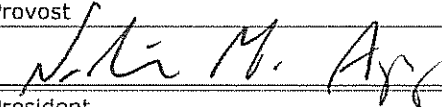
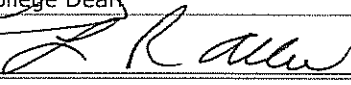
VIII. Exams 2 hours

Evaluation: 5 exams @ 20% each = 100%

Traditional 10 point grading scale (i.e. - 90-100 = A)

Form Originator: BOB, Robert Brookover **Date Form Created:** 9/17/2013**Form Last Updated by:** BOB, Brookover IV, Robert S **Date Form Last Updated:** 10/21/2013**Form Number:** 6456**Approval**

			11/1/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date

	10/21/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/21/13		
Chair, College Curriculum Committee	Date	Provost	Date
	10.21.13		1/18/14
College Dean	Date	President	Date
	10/21/13		
Director, Calhoun Honors College	Date		

000181



Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:

X New Undergraduate Course: PRTM- 3220

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 01/2014**Catalog Title:** Facilitation Techniques in Recreational Therapy**Transcript Title:** Facilitation Techniques in RT**Fixed Credit Course:** 03 (03,00)**Variable Credit Course:** - (-), (-)

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

Add cross-listing with the following child course(s):**Catalog Description:** Covers basic concepts, methods and techniques associated with the selection and implementation of therapeutic facilitation techniques and interventions for use in recreational therapy practice.**Prerequisite(s):** PRTM 260 is prerequisite and PRTM 324 is corequisite**Projected Enrollment:**

Year 1 - 40 Year 2 - 40 Year 3 - 40 Year 4 - 40

Required course for students in: PRTM Recreational Therapy concentration area**Statement of need and justification based on assessment results of student learning outcomes:** New course to reflect current practice in Recreational Therapy and to meet current accreditation standards**Textbook(s):** Austin, D. (2013). Therapeutic Recreation: Processes and Techniques. (7th ed). Champaign, Ill: Sagamore.

Porter, H. & Burlingame, J. (2009). Recreational Therapy Handbook of Practice (2nd ed). Enumclaw, WA: Idyll Arbor.

Dattilo, J., & McKenney, A. (2011). Facilitation techniques in therapeutic recreation. (2nd ed.) State College, PA: Venture (ISBN 1892132931/9781892132932)

Learning Objectives: Upon completion of this class, recreational therapy students will be able to:

1. Select appropriate recreational therapy modalities and techniques to achieve treatment goals.
2. Implement recreational therapy modalities and techniques to achieve treatment goals.
3. Appropriately document and communicate client reactions to treatment.

Topical Outline: I. Introduction 3 hours

II. Activity as a basis for treatment 3 hours

III. Motivating change 3 hours

IV. Adapting equipment for RT practice 6 hours

V. Content based RT techniques 9 hours

VI. Activity based RT techniques 9 hours

VII. Documentation 6 hours

VIII. Student projects 6 hours

Evaluation: Analysis and Evidence tables (2 @ 25%) 50%

Intervention demonstrations (1 at 25%) 25%


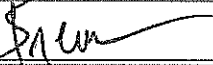

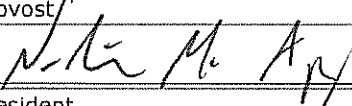

Documentation (1@ 15%) 15%

Final Project (1@10%) 10%

Traditional 10 point grading scale (i.e. - 90-100 = A)

Form Originator: BOB, Robert Brookover **Date Form Created:** 9/17/2013**Form Last Updated by:** BOB, Brookover IV, Robert S **Date Form Last Updated:** 11/1/2013**Form Number:** 6457**Approval**

			11/01/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date

	10/21/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/24/13		
Chair, College Curriculum Committee	Date	Provost	Date
	10-21-13		1/18/14
College Dean	Date	President	Date
	10/21/13		
Director, Calhoun Honors College	Date		

000183



Curriculum and Course Change System - Print New Course Form

000184

Course Abbreviation & Number:

X New Undergraduate Course: PRTM- 3230

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 01/2014**Catalog Title:** Professional Preparation for Recreational Therapy Practice**Transcript Title:** Prof Prep for RT Practice**Fixed Credit Course:** 03 (03,00)**Variable Credit Course:** - (-), (-)

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

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

Catalog Description: Course is designed to prepare students for their recreational therapy field placement experience as well as assist in the preparation of students for job-seeking, job-attainment, and career development following graduation. This course provides the academic preparation necessary to ensure entry level skills and determine the preferred placement based on identification of recreational therapy students career goals.

Prerequisite(s): PRTM 260 and 265 are prerequisites; PRTM 322 and 324 are corequisites

Projected Enrollment:

Year 1 - 40 Year 2 - 40 Year 3 - 40 Year 4 - 40

Required course for students in: PRTM Recreational Therapy concentration area

Statement of need and justification based on assessment results of student learning outcomes: New course to reflect current practice in Recreational Therapy and to meet current accreditation standards

Textbook(s): Clemson University Department of Parks, Recreation and Tourism Management Internship Manual for Recreational Therapy Students. (available on the PRTM website under "Internships and Practicum" as well as in this course's Blackboard section under "Content")

Learning Objectives: Upon course completion, recreational therapy students will able to:

1. Identify potential internship sites.
2. Complete internship applications.
3. Demonstrate knowledge of NCTRC Job Analysis and Field Placement requirements.
4. Develop a professional resume and cover letter.
5. Use effective verbal communication with recreational therapy professionals.
6. Effectively interview for an internship.
7. Utilize career resources available at Clemson University.
8. Utilize the Internet and other electronic resources to obtain internship and career information.
9. Demonstrate knowledge of professional issues related to field placement.
10. Demonstrate knowledge of certification, medical, and procedural requirements for field placement.

Topical Outline: I. Course and internship overview 3 hours

II Professional correspondence 6 hours

III. Certification, precautions, and regulations 9 hours

IV. Personal and professional awareness and boundaries 9 hours

V. Internship site reports and presentation 9 hours

VI. Internship guidelines and preparation 9 hours

Evaluation: Participation 10%

Resume, cover letter, references 15%

Interviews 15%

Agency specific requirements 15%

Professional behavior demonstrations 15%

NCTRC certification application 30%



Curriculum and Course Change System - Print New Course Form

000186

Course Abbreviation & Number:

X New Undergraduate Course: PRTM- 3240

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 01/2014**Catalog Title:** Assessment and Planning in Recreational Therapy**Transcript Title:** Assessment & Planning in RT**Fixed Credit Course:** 04 (04,00)**Variable Credit Course:** - (-), (-)

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

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

Catalog Description: Provides the information and tools for the first two steps of the recreational therapy process: assessment and planning. Through this course, students will develop the skills necessary to complete a comprehensive assessment of clients in a therapeutic environment, and develop an appropriate, evidence-based treatment plan.

Prerequisite(s): PRTM 260 is prerequisite; PRTM 322 is corequisite

Projected Enrollment:

Year 1 - 40 Year 2 - 40 Year 3 - 40 Year 4 - 40

Required course for students in: PRTM Recreational Therapy concentration area

Statement of need and justification based on assessment results of student learning outcomes: New course to reflect current practice in Recreational Therapy and to meet current accreditation standards

Textbook(s): Burlingame, j., & Blaschko, T.M. (2010). Assessment tools for Recreational Therapy and Related Fields. Enumclaw, WA: Idyll Arbor.

Learning Objectives: By completion of this course, recreational therapy students will be able to:

1. Conduct a clinical assessment using appropriate tools for recreational therapy practice.
2. Document the assessment and review findings with the client, family, significant others and team members.
3. Develop appropriate treatment goals and objectives based on the clinical assessment.
4. Develop a treatment plan that incorporates evidence-based interventions, including type, frequency, duration, and intensity to achieve stated goals and outcomes.
5. Conduct an activity analysis in order to determine modifications and appropriate assistive technologies and devices to maximize functional abilities and independence in life activities.

Topical Outline: I. Introduction 4 hours

II. Ethics and Standards in RT practice 8 hours

III. Medical terminology 8 hours

IV. Assessment in RT practice 20 hours

V. Activity and task analysis 12 hours

VI. Treatment planning 8 hours

Evaluation: Quizzes (10%)

Assessment Write ups (25%)

Activity Analysis (25%)

Exams (25%)

Participation (15%)

Traditional 10-point grading scale (i.e. 90-100 = A)

Form Originator: BOB, Robert Brookover **Date Form Created:** 9/17/2013**Form Last Updated by:** BOB, Brookover IV, Robert S **Date Form Last Updated:** 10/21/2013**Form Number:** 6459**Approval**

		<i>Carrie W. Arnold</i>	11-1-2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>[Signature]</i>	10/21/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>[Signature]</i>	10/24/13		
Chair, College Curriculum Committee	Date	Provost	Date
		<i>[Signature]</i>	1/18/14
College Dean	Date	President	Date
<i>[Signature]</i>	10/21/13		
Director, Calhoun Honors College	Date		

000187



Curriculum and Course Change System - Print New Course Form

000188

Course Abbreviation & Number:

X New Undergraduate Course: PRTM- 3260

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 01/2014**Catalog Title:** Recreational Therapy Implementation and Evaluation: Physical Health Conditions**Transcript Title:** RT Imp & Eval: Phys Hlth Cond**Fixed Credit Course:** 03 (03,00)**Variable Credit Course:** - (-), (-)

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

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

Catalog Description: Examines the various health conditions and the role of recreational therapy in treatment settings for individuals with physical health conditions. In addition, students apply current recreational therapy implementation techniques and evaluation methods across physical health diagnoses and treatment settings.

Prerequisite(s): PRTM 322, 324 are prerequisites; PRTM 327 is corequisite

Projected Enrollment:

Year 1 - 40 Year 2 - 40 Year 3 - 40 Year 4 - 40

Required course for students in: PRTM Recreational Therapy concentration area

Statement of need and justification based on assessment results of student learning outcomes: New course to reflect current practice in Recreational Therapy and to meet current accreditation standards

Textbook(s): Porter, H. & Burlingame, J. (2006). Recreational Therapy Handbook of Practice: ICF-Based Diagnosis and Treatment. Enumclaw, WA: Idyll Arbor, Inc.

Learning Objectives: Upon completion of the course, recreational therapy students will be able to demonstrate:

1. Knowledge of the prevalence, etiology, diagnostic criteria, pathology and symptomatology, recommended course of treatment, and prognosis for physical health conditions specified in various diagnostic guides as necessary for recreational therapy practice.
2. Knowledge of settings that serve individuals with physical health conditions and how recreational therapy services are delivered in those settings.
3. Knowledge of primary and complementary therapies used in physical health settings.
4. Knowledge of specific recreational therapy interventions for individuals with physical health conditions.
5. Skills in the implementation and evaluation of specific recreational therapy interventions for individuals with physical health conditions.
6. Skill in developing individualized treatment plans for individuals with physical health conditions.

Topical Outline: I. Introduction and review 3 hours

II. History and current knowledge related to physical health conditions 3 hours

III. General role of recreation and leisure for individuals with physical health conditions 6 hours

IV. Physical health conditions and treatments for RT practice 21 hours

V. Documentation and discharge planning 3 hours

VI. Physical function and aging 6 hours

VII. Wrap up and exam 3 hours

Evaluation: Exams (2 @ 12.5% each) 25%

Quizzes and assignments 15%

Treatment plans 25%

Discharge plans 25%

Participation 10%

Form Originator: BOB, Robert Brookover **Date Form Created:** 9/17/2013

Form Last Updated by: BOB, Brookover IV, Robert S **Date Form Last Updated:** 10/21/2013

Form Number: 6460

Approval

		<i>Carrie M. Mulock</i>	11-1-2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>[Signature]</i>	10/24/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>[Signature]</i>	10/24/13		
Chair, College Curriculum Committee	Date	Provost	Date
		<i>[Signature]</i>	1/18/14
College Dean	Date	President	Date
<i>[Signature]</i>	10/24/13		
Director, Calhoun Honors College	Date		

000189



Curriculum and Course Change System - Print New Course Form

000190

Course Abbreviation & Number:

X New Undergraduate Course: PRTM- 3270

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 01/2014**Catalog Title:** Recreational Therapy Implementation and Evaluation: Mental Health Conditions**Transcript Title:** RT Impl & Eval: Ment Hlth Cond**Fixed Credit Course:** 03 (03,00)**Variable Credit Course:** - (-), (-)

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

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

Catalog Description: Examines the various health conditions and the role of recreational therapy in treatment settings for individuals with mental health conditions. In addition, students apply current recreational therapy implementation techniques and evaluation methods across mental health diagnoses and settings.

Prerequisite(s): PRTM 322, 324 are prerequisites; PRTM 326 is corequisite

Projected Enrollment:

Year 1 - 40 Year 2 - 40 Year 3 - 40 Year 4 - 40

Required course for students in: PRTM Recreational Therapy concentration area

Statement of need and justification based on assessment results of student learning outcomes: New course to reflect current practice in Recreational Therapy and to meet current accreditation requirements

Textbook(s): Porter, H. & Burlingame, J. (2006). Recreational Therapy Handbook of Practice: ICF-Based Diagnosis and Treatment. Enumclaw, WA: Idyll Arbor, Inc.

Learning Objectives: Upon completion of the course, recreational therapy students will be able to demonstrate:

1. Knowledge of the prevalence, etiology, diagnostic criteria, pathology and symptomatology, recommended course of treatment, and prognosis for mental health conditions specified in the Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-V) as necessary for recreational therapy practice.
2. Knowledge of mental health settings and how recreational therapy services are delivered in those settings.
3. Knowledge of primary and complementary therapies used in mental health settings.
4. Knowledge of specific recreational therapy interventions for individuals with mental health conditions.
5. Skill in the implementation and evaluation of specific recreational therapy interventions for individuals with mental health conditions.
6. Skill in developing individualized treatment plans for individuals with mental health conditions.

Topical Outline: I. Introduction and review 3 hours

II. History and current knowledge related to mental health conditions 3 hours

III. General role of recreation and leisure for individuals with mental health conditions 6 hours

IV. Mental health conditions and treatments for RT practice 21 hours

V. Documentation and discharge planning 3 hours

VI. Cognitive and developmental disorders and RT treatments 6 hours

VII. Exam 3 hours

Evaluation: Exams (2 @ 12.5% each) 25%

Quizzes and assignments 15%

Treatment plans 25%

Discharge plans 25%

Participation 10%

Traditional grading on a 10 point scale, such that 90-100% = A

Form Originator: BOB, Robert Brookover **Date Form Created:** 9/17/2013

Form Last Updated by: BOB, Brookover IV, Robert S **Date Form Last Updated:** 10/21/2013

Form Number: 6461

Approval

		<i>Carissa W. Anderson</i>	11-1-2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>[Signature]</i>	10/21/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>[Signature]</i>	10/21/13		
Chair, College Curriculum Committee	Date	Provost	Date
		<i>[Signature]</i>	1/18/14
College Dean	Date	President	Date
<i>[Signature]</i>	10/21/13		
Director, Calhoun Honors College	Date		

000191



Curriculum and Course Change System - Print New Course Form

000192

Course Abbreviation & Number:

X New Undergraduate Course: PRM- 3280

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 01/2014**Catalog Title:** Preceptorship in Recreational Therapy**Transcript Title:** Preceptorship in RT**Fixed Credit Course:** 02 (00,04)**Variable Credit Course:** - (-), (-)

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

Add cross-listing with the following child course(s):**Catalog Description:** Course facilitates experiential learning opportunities for recreational therapy students consisting of preceptor-supervised clinical experiences in health care and community-based agencies.**Prerequisite(s):** PRM 322, 324 are prerequisites; PRM 326, 327 are corequisites**Projected Enrollment:**

Year 1 - 40 Year 2 - 40 Year 3 - 40 Year 4 - 40

Required course for students in: PRM Recreational Therapy concentration area**Statement of need and justification based on assessment results of student learning outcomes:** New course to reflect current practice in RT and to meet current accreditation standards**Textbook(s):** Porter, H. & Burlingame, J. (2009). Recreational Therapy Handbook of Practice (2nd ed). Enumclaw, WA: Idyll Arbor.**Learning Objectives:** Upon completing this course, recreational therapy students will be able to:

1. Assess group needs at local sites with preceptor supervision.
2. Plan recreational therapy interventions at local sites with preceptor supervision.
3. Implement recreational therapy interventions at local sites with preceptor supervision.
4. Evaluate recreational therapy interventions at local sites with preceptor supervision.
5. Use appropriate interactions with clients who have a variety of impairments and disabilities.
6. Demonstrate knowledge of policies and procedures at local sites.

Topical Outline: I. Introduction 4 hours

II. Practica site assessment, planning, implementation, and evaluation 52 hours

III. Evaluation and wrap up 4 hours

Evaluation: Attendance and engagement at preceptor site 50%

Portfolio 25%

Structured journal reflection 25%

Traditional 10-point grading scale (i.e. 90-100 = A)

Form Originator: BOB, Robert Brookover **Date Form Created:** 9/17/2013**Form Last Updated by:** BOB, Brookover IV, Robert S **Date Form Last Updated:** 10/21/2013**Form Number:** 6462**Approval**

	Date		Date
Chair, Department Curriculum Committee	10/21/13	Chair, Undergraduate Curriculum Committee	11-01-2013
	Date		Date
Department Chair	10/21/13	Chair, Graduate Curriculum Committee	

Chair, College Curriculum Committee	Date	Provost	Date
		<i>N. McHugh</i>	1/18/14
College Dean	Date	President	Date
<i>R. Allen</i>	10/1/13		
Director, Calhoun Honors College	Date		

00193

000194



Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:X **New Undergraduate Course:** PRTM- 4220.. **New Honors Course:** --.. **New Graduate Course:** -**Effective Term:** 01/2014**Catalog Title:** Management of Recreational Therapy Services**Transcript Title:** Management of RT Services**Fixed Credit Course:** 03 (03,00)**Variable Credit Course:** - (-), (-)

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

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

Catalog Description: Presents the foundation for understanding the contemporary health care system, as well as developing systematic program design, implementation and management of recreational therapy services. Students achieve a comprehensive understanding of the insurance and reimbursement systems; relevant guidelines and standards related to health care organizations; the process of program development, and program management principles.

Prerequisite(s): PRTM 326, 327, and 328**Projected Enrollment:**

Year 1 - 40 Year 2 - 40 Year 3 - 40 Year 4 - 40

Required course for students in: PRTM Recreational Therapy concentration are**Statement of need and justification based on assessment results of student learning outcomes:** New course to reflect current practice in Recreational Therapy and meet current accreditation standards**Textbook(s):** Carter, M.J. & O'Morrow, G.S. (2006). Effective management in therapeutic recreation service (2nd ed). State College, PA: Venture.

Kovner, A.R., & Knickman, J.R. (Eds.) (2011). Jonas & Kovner's health care delivery in the United States (10th ed.). New York: Springer Publishing Company.

Learning Objectives: Upon completion of this course, recreational therapy students will be able to demonstrate:

1. Knowledge of the contemporary health care environment, including the regulatory standards that govern recreational therapy practice.
2. Skill in applying knowledge of theory, techniques, and practices of quality improvement to managing service delivery.
3. Skill in effective budget development.
4. Knowledge of how to manage the practice of recreational therapy within the legal and ethical requirements of health care, the agency and profession.
5. Skill in evaluating the recreational therapy program for effectiveness and efficiency.
6. Ability to use standards of practice and ethical codes in directing the design and implementation of RT services.

Topical Outline: I. Introduction and overview 3 hours

II. Current health policy, reform, finance 6 hours

III. Program development 9 hours

IV. Managing program 9 hours

V. Managing personnel 9 hours

VI. Departmental finances and marketing 9 hours

Evaluation: Comprehensive Program 20%

Program Management Plan 20%

Departmental Budget 20%

Personnel Management Policies 20%

Marketing Plan and Materials (internal and external) 10%

Quizzes 10%

Traditional 10-point grading scale (i.e. 90-100 = A)


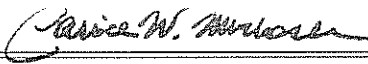
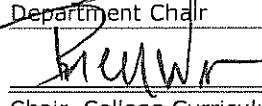
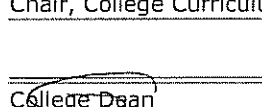
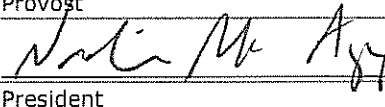
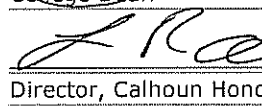


Form Originator: BOB, Robert Brookover **Date Form Created:** 9/17/2013

000195

Form Last Updated by: BOB, Brookover IV, Robert S Date Form Last Updated: 10/21/2013

Form Number: 6463

Approval

	Date		Date
Chair, Department Curriculum Committee	10/21/13	Chair, Undergraduate Curriculum Committee	11-01-2013
	Date		
Department Chair	10/24/12	Chair, Graduate Curriculum Committee	
	Date		Date
Chair, College Curriculum Committee		Provost	11/18/14
	Date		Date
College Dean	10/21/13	President	
	Date		
Director, Calhoun Honors College			

000196



Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:

X New Undergraduate Course: PRTM- 4260

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 01/2014**Catalog Title:** Trends and Issues in Recreational Therapy**Transcript Title:** Trends & Issues in RT**Fixed Credit Course:** 03 (03,00)**Variable Credit Course:** - (-), (-)

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

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

Catalog Description: Capstone course provides insight into the contemporary issues in the recreational therapy profession. The course requires students to synthesize previous course content and experiential learning and appraise personal and professional philosophies to elucidate their role as an entry-level practitioner.

Prerequisite(s): PRTM 422**Projected Enrollment:**

Year 1 - 40 Year 2 - 40 Year 3 - 40 Year 4 - 40

Required course for students in: PRTM Recreational Therapy concentration area

Statement of need and justification based on assessment results of student learning outcomes: New course to reflect current practice in Recreational Therapy and to meet current accreditation requirements

Textbook(s): Austin, D. (2010). Lessons Learned: An Open Letter to Recreational Therapy Students and Practitioners. Sagamore.**Learning Objectives:** Upon completion of the course, recreational therapy students will:

1. Examine past, current, and future issues pertaining to recreational therapy practice.
2. Apply ethical and evidence-based principles to recreational therapy practice.
3. Write and verbalize a personal philosophy of recreational therapy.
4. Evaluate past and current models of practice within recreational therapy.
5. Critique the standards of practice in recreational therapy.
6. Describe and interpret healthcare policies and other regulatory guidelines pertaining to recreational therapy practice in various settings.
7. Comprehend the current status of national and state level credentialing in recreational therapy.
8. Explain the behaviors, characteristics, and responsibilities of a recreational therapist.

Topical Outline: I. Introduction 3 hours

II. World Health Organization's ICF 6 hours

III. Advocacy and marketing in RT 6 hours

IV. Interdisciplinary practice and treatment 3 hours

V. Contemporary issues in RT 15 hours

VI. Allied services and funding 3 hours

VII. Personal philosophy, resources, and professionalism 9 hours

Evaluation: Participation 10%

Papers (2 at 12.5% each) 25%

Marketing project 15%

Protocol project 15%

Quizzes 15%

Final Exam 20%

Form Originator: BOB, Robert Brookover **Date Form Created:** 9/17/2013**Form Last Updated by:** BOB, Brookover IV, Robert S **Date Form Last Updated:** 10/21/2013**Form Number:** 6464**Approval**

<i>[Signature]</i>		<i>[Signature]</i>	11-01-2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/21/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>[Signature]</i>	10/24/13		
Chair, College Curriculum Committee	Date	Provost	Date
		<i>[Signature]</i>	1/18/14
College Dean	Date	President	Date
<i>[Signature]</i>	10/24/13		
Director, Calhoun Honors College	Date		

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Curriculum and Course Change System - Print Minor Form

Change Minor: Therapeutic Recreation
Effective Catalog Year: 2014

Change Minor Name to: Recreational Therapy
 Change Minor Requirements:

Current Catalog Description: A minor in Therapeutic Recreation requires PRTM 3010, 3110, 4170, and at least two courses selected from PRTM 3170, 4160, 4180, 4200.

Proposed Catalog Description: A minor in Recreation Therapy requires PRTM 2600, 3220, 3240, 3260, and 3270.

Summary/ Explanation: The current name of the major, therapeutic recreation, is a term that is not fully representative of the professional job responsibilities by individuals who complete a degree in this area, and classification of the profession at both the federal and state levels use the term recreational therapy. For example, the U.S. Bureau of Labor Statistics, and the Joint Commission for the Accreditation of Healthcare Organizations define the profession as recreational therapy. The profession is increasingly regulated at the state level through licensure laws that exclusively identify the profession as recreational therapy. "Recreational therapy" is a term that indicates that recreation is the active treatment to improve function, health, and well-being. In order to be more in line with legislative and national initiatives, we are proposing to change the name of our major to recreational therapy. Change includes new/redesigned courses to better reflect current practice in recreational therapy and to meet current accreditation standards.

Form Originator: BOB, Robert Brookover **Date Form Created:** 9/17/2013
Form Last Updated by: BOB, Brookover IV, Robert S **Date Form Last Updated:** 10/21/2013
Form Number: 6465

Approval

			11-01-2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
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Chair, College Curriculum Committee	Date	Provost	Date
	10/20/13		11/18/14
College Dean	Date	President	Date