

000148



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

**Course Form**

**X Change a Course - Abbrev & Number: ED EC- 420**

Corresponding Lab Course: --

Corresponding Honors course: --

**.. Add Honors course:** --

Corresponding Graduate course: --

**.. Add Graduate course:** --

**Course Title: EARLY CHILD SCIENCE**

**Brief Statement of Change:**

This course includes lab activities in addition to lecture hours. The credit distribution has been changed to reflect lab hours and a lab fee has been added for materials that need to be replaced annually.

Last Term taught: 1108

Effective Term: 02/2013

**.. Change Abbrev to:**

**.. Change Number to:**

**.. Change Catalog Title:**

from:

to:

**.. Change Transcript Title:**

from: EARLY CHILD SCIENCE

to:

X From: Fixed Credit: 3 (3,) To: Fixed Credit: 3 (2,2)

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

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

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

**.. Reverse Parent/Child relationship with:**

**X Change Method of Instruction**

from:

to:

X A-Lecture Only

..

.. B-Lab (w/fee)

..

.. D-Seminar

..

.. E-Independent Study

..

.. F-Tutorial (w/fee)

..

.. G-Studio

..

.. H-Field course

..

.. I-Study Abroad

..

.. L-Lab (no/fee)

..

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

X

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

..

**.. Change Course Modifier**

from:

to:

.. Pass/Fail Only

..

X Graded

..

.. Variable Title

..

.. Creative Inquiry

..

.. Repeatable

..

maximum credits

from:

to:

**.. Change General Education Designation**

from:

to:

.. English Composition

..

.. Oral Communication

..

.. Mathematics

..

.. Natural Science w/Lab

..

.. Math or Science

..

.. A&H (Literature)

..

.. A&H (Non-Literature)

..

.. Social Science

..

.. CCA

..

.. STS

..

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**.. Change Catalog Description:**

**from:**

**to:**

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

**from:**

**to:**

**Learning Objectives:** Learners will:

- A. Recognize the value of a hands-on approach and develop ways to foster children's exploration and investigation of their world.
- B. Identify important aspects of creating a classroom environment that supports and fosters scientific learning and thinking.
- C. Plan tasks that provide young children with opportunities to develop basic process skills.
- D. Encourage the development of critical thinking skills and problem solving skills of young children by designing and implementing tasks that foster curiosity.
- E. Apply techniques that integrate science into meaningful tasks.
- F. Recognize the child's familiar and community uniqueness as an opportunity to extend learning opportunities.
- G. Discuss the Scientific Inquiry Standards and Indicators and how they relate to the state approved Grade-Level Standards.
- H. Understand and appreciate the ethnic, racial, linguistic, or cultural diversity of young children who are developing their life-long relationship with science as a way of knowing and understanding the world.
- I. Develop scientific content knowledge necessary for the learning and teaching of science.

**Topical Outline:** A. An Integrated approach to science learning: 5 hours

- B. Examination of all science standards: 5 hours
- C. Science for the primary child: 5 hours
- D. Planning and assessing science experiences with children: 5 hours
- E. Concepts, experiences, and integrating activities: 5 hours
- F. Activity centered vs. inquiry-centered teaching: 5 hours

\*Lab hours will focus on concept development in science

**Evaluation:** Developing science lessons (15%)

- Teaching a science unit (25%)
- Evaluation of standards (10%)
- Portfolio (50%)

**Grading Scale:**

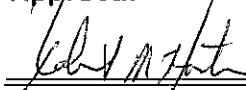

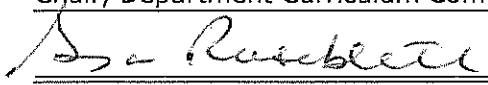
- A = 90-100
- B = 80-89
- C = 70-79
- D = 65-69
- F = Below 65

**Form Originator:** SANDRAM, Sandra Linder **Date Form Created:** 9/27/2012



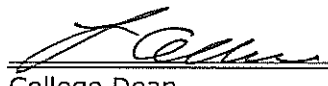
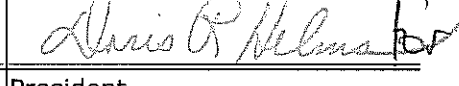

**Form Last Updated by:** SANDRAM, Sandra Linder **Date Form Last Updated:** 10/4/2012

**Form Number:** 5366

**Approval**

	10-4-12	 12/7/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum
	10-14-12	
Department Chair	Date	Chair, Graduate Curriculum Corr

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 Chair, College Curriculum Committee	11.16.12 Date	 2/3/13 Provost
 College Dean	11/12/12 Date	 2/3/13 President
Director, Calhoun Honors College	Date	



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

**X Change a Course - Abbrev & Number: ED SP- 372**

Corresponding Lab Course: --

Corresponding Honors course: --

.. **Add Honors course:** --

Corresponding Graduate course: --

.. **Add Graduate course:** --

**Course Title: CHAR & INST IND LD**

**Brief Statement of Change:**

A lab component is being added to this course to account for the field experience requirement.

Last Term taught: 1108

.. **Change Abbrev to:**

Effective Term: 01/2013

.. **Change Number to:**

.. **Change Catalog Title:**

.. **Change Transcript Title:**

from: from: CHAR & INST IND LD

to: to:

X From: Fixed Credit: 3 (3,0) To: Fixed Credit: 3 (3,1)

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

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

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

.. **Reverse Parent/Child relationship with:**

<b>X Change Method of Instruction</b>	<b>.. Change Course Modifier</b>	<b>.. Change General Education Designation</b>
---------------------------------------	----------------------------------	--

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

.. **Change Catalog Description:**

from:

to:

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

from:

to:

**Learning Objectives:** Students who successfully complete this course will:

1. Discuss current issues related to the identification of individuals with learning disabilities
2. Describe the current process for identifying individuals with learning disabilities
3. Describe common characteristics of individuals with learning disabilities
4. Identify research-based interventions for teaching individuals with learning disabilities
5. Synthesize information from research related to interventions for individuals with learning disabilities
6. Plan effective lessons for individuals with learning disabilities

**Topical Outline:** History, definitions, prevalence, and causes of LD (5)

Identification models of students with LD; past and present (4)

Educational settings and services (4)

Characteristics of students with LD (8)

Instructional theories (4)

Instructional planning (6)

Effective teaching practices and common accommodations (10)

Collaborating with families and other professionals (4)

The lab component will include a field experience placement in various settings serving school-age students with learning disabilities. Activities during this field experience will include classroom observations, reviews of Individualized Education Programs (IEPs), and learning strategy instruction.

**Evaluation:** 1. Participation = 8%

2. Instructional Strategies Presentation = 6%

3. Research Paper = 10%

4. Lesson Plan = 10%

5. Field Experience = 10%

6. Quizzes = 17%

7. Midterm Exam = 17%

8. Final Exam = 22%

Grading Scale:

A = 92-100%

B = 85-91%

C = 75-84%

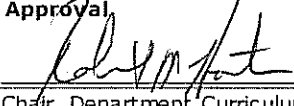
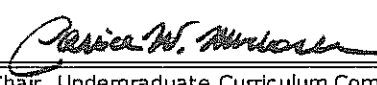
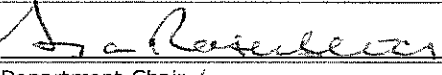
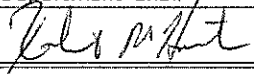
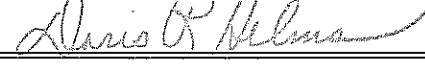
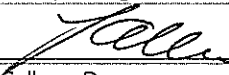
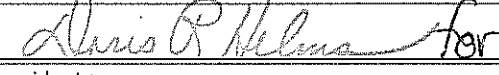
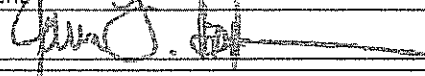
D = 70-74%

Form Originator: SMACKIE, Sara Mackiewicz Date Form Created: 9/26/2012

Form Last Updated by: , Date Form Last Updated: 9/27/2012

Form Number: 5361

Approval

	10-4-12		12/7/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10-19-12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-14-12		2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
	4/17/13	 for	2/3/13
College Dean	Date	President	Date
			
Director, Calhoun Honors College	Date		



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

X Change a Course - Abbrev & Number: ED SP- 373

Corresponding Lab Course: --

Corresponding Honors course: --

.. Add Honors course: --

Corresponding Graduate course: --

.. Add Graduate course: --

Course Title: CHAR & INSTR OF ID

Brief Statement of Change:

A lab component is being added to this course to account for the field experience requirement.

Last Term taught: 1201

.. Change Abbrev to:

Effective Term: 01/2013

.. Change Number to:

.. Change Catalog Title:

.. Change Transcript Title:

from:

from: CHAR & INSTR OF ID

to:

to:

X [From: Fixed Credit: 3 (3,0)] [To: Fixed Credit: 3 (3,1)]

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

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

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

.. Reverse Parent/Child relationship with:

X Change Method of Instruction

.. Change Course Modifier

.. Change General Education Designation

Table with 6 columns: Method of Instruction, Course Modifier, and General Education Designation. Rows include options like A-Lecture Only, B-Lab, D-Seminar, etc.

.. Change Catalog Description:

from:

to:

X Change Prerequisite(s):

from: EDSP 370

to: EDSP 370; admission to professional level

Learning Objectives: Upon successful completion of the course students will be able to:

- 1. Define intellectual disabilities and discuss identification criteria, labeling issues, and current incidence and prevalence figures.
2. Describe the historical foundations and major contributors that have led to growth in the fields of intellectual disabilities and autism.
3. Define various characteristics (psychological, developmental, academic, social/emotional, career, functional) of students with intellectual disabilities and the relationship of these characteristics to the levels of support needed and the continuum of placement and services available.
4. Identify and demonstrate research-supported strategies and practices (functional skills, community-based instruction, task analysis, multisensory, social skills, concrete/manipulative, and problem solving) for individuals with intellectual disabilities.
5. Plan and teach culturally responsive functional life skills to promote independence of individuals with intellectual disabilities and autism that enhance students' social participation in family, school, and community activities.
6. Develop individualized educational programs for individuals with intellectual disabilities and autism that integrate selected services and incorporate appropriate transition goals.
7. Describe the characteristics of Autism Spectrum Disorders (ASD).
8. Increase knowledge of common social and communication skill deficits for students with ASD.
9. List the characteristics of individuals with ASD in terms of the way they interact with the environment.
10. Identify environmental modifications and visual supports appropriate for individuals with ASD across settings.
11. Identify and demonstrate evidence-based instructional strategies for students with ASD (e.g., discrete trial training, incidental teaching strategies, and generalization and maintenance strategies).
12. Explain assistive technology modifications that can be implemented in the classroom.
13. Discuss the concept of assistive technology including policies, benefits, and relevance in the special education classroom.

Topical Outline: Historical perspective of intellectual disabilities and Autism Spectrum Disorder (3)

Basic concepts and characteristics of intellectual disabilities (3)

Assessment of individuals with intellectual disabilities (3)

Evidence-based instructional strategies for individuals with intellectual disabilities (6)

Developing IEPs for individuals with intellectual disabilities and autism (4)

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Curriculum and Course Change System

- Basic concepts and characteristics of individuals with ASD (4)
- Social and communication skill deficits (4)
- Assessment of individuals with ASD (3)
- Environmental modifications and visual supports (3)
- Evidence-based instructional strategies for individuals with ASD (6)
- Assistive technology(6)

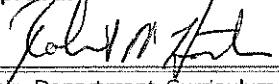




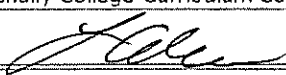
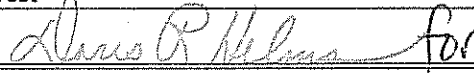

The lab component will include a field experience placement in various settings serving school-age students with intellectual disabilities and students with autism spectrum disorder. Activities during this field experience will include classroom observations, reviews of Individualized Education Programs (IEPs), and functional curriculum observations.

- Evaluation:**
1. Syndrome Paper & Presentation (10%)
  2. Instructional Portfolio (15%)
  3. Assistive Technology Device (15%)
  4. Study Guides (5%)
  5. Quizzes (25%)
  6. Final Exam (20%)
  7. Field Experience (10%)

Grading Scale:  
 A = 92-100%  
 B = 85-91%  
 C = 75-84%  
 D = 70-74%

**Form Originator:** SMACKIE, Sara Mackiewicz **Date Form Created:** 9/27/2012  
**Form Last Updated by:** , **Date Form Last Updated:** 9/27/2012  
**Form Number:** 5365

Approval

	10-14-12		12/7/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10-19-12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-14-12		2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
	1/16/13		2/3/13
College Dean	Date	President	Date
			
Director, Calhoun Honors College	Date		



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

**X Change a Course - Abbrev & Number: ED SP- 374**

Corresponding Lab Course: --

Corresponding Honors course: --

.. **Add Honors course:** --

Corresponding Graduate course: --

.. **Add Graduate course:** --

**Course Title: CHAR & STRAT E B D**

**Brief Statement of Change:**

A lab component is being added to this course to account for the field experience requirement.

Last Term taught: 1108 .. **Change Abbrev to:**

Effective Term: 01/2013 .. **Change Number to:**

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

from: from: CHAR & STRAT E B D

to: to:

X From: Fixed Credit: 3 (3,0) To: Fixed Credit: 3 (3,1)

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

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

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

.. **Reverse Parent/Child relationship with:**

**X Change Method of Instruction** .. **Change Course Modifier** .. **Change General Education Designation**

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

**X Change Catalog Description:**

**from:** The course will provide in-depth coverage of characteristics and identification procedures for individuals with emotional or behavioral disorders. Effective instructional strategies and behavior management are addressed.

**to:** The course will provide in-depth coverage of characteristics and identification procedures for individuals with emotional or behavioral disorders. Effective instructional strategies and behavior management are addressed. Students participate in field experiences throughout the semester.

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

**from:**

**to:**

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

1. Describe the history of individuals with emotional and behavioral disorders (EBD) in relation to civil rights and special education services.
2. Describe the characteristics of children and youth with emotional/behavioral disorders (EBD) using correct terminology and definitions.
3. Describe the process of assessing and diagnosing EBD.
4. Summarize prominent theories regarding the origins of the most common EBD of children and youth.
5. Describe academic, behavioral, and social characteristics of individuals with EBD.
6. Identify characteristics of specific EBDs, including but not limited to Operational Defiant Disorder, Conduct Disorder, and Schizophrenia.
7. Compare and contrast various approaches to special education programming and instruction for children and youth with EBD.
8. Describe evidence-based practices for intervening effectively with students who have EBD across the following areas: early intervention, academic interventions, behavioral interventions, social skills training, mental health services, and parent/family collaboration.

**Topical Outline:** Basic Concepts and Characteristics of EBD (2)

Functional Behavioral Assessment (4)

High Incidence Behavior Disorders (4)

Attention Deficit/Hyperactivity Disorder (2)

Aggressive Behaviors (4)

Social Withdrawal (2)

Developing IEPs (4)

Managing Behaviors in the Classroom (4)

Low Incidence Behavior Disorders (4)



- Positive Behavior Intervention and Support (6)
- Social Skills Training (2)
- Parent Collaboration (4)
- Mental Health Services/ Wraparound Services (4)

The lab component will include a field experience placement in various settings serving school-age students with emotional and behavioral disabilities. Activities during this field experience will include classroom observations, reviews of Individualized Education Programs (IEPs), and collection of behavioral assessment data.

- Evaluation:**
1. Midterm Exam (15%)
  2. Final Exam (10%)
  3. Quizzes (25%)
  4. Disorder Presentation (15%)
  5. Intervention Research Article (15%)
  6. Blackboard Discussions (10%)
  7. Field Experience Assignments (10%)

**Grading Scale:**

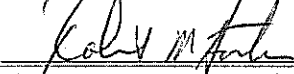





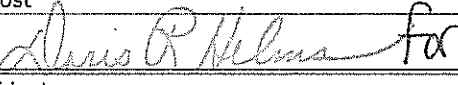

- A = 92-100%
- B = 85-91%
- C = 75-84%
- D = 70-74%

**Form Originator:** SMACKIE, Sara Mackiewicz **Date Form Created:** 9/27/2012

**Form Last Updated by:** , **Date Form Last Updated:** 9/27/2012

**Form Number:** 5364

**Approval**

	10-1-12		12/7/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10-19-12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-14-12		2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
	12-9-12		2/3/13
College Dean	Date	President	Date
			
Director, Calhoun Honors College	Date		



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

X Change a Course - Abbrev & Number: ED SP- 375

Corresponding Lab Course: --

Corresponding Honors course: --

.. Add Honors course: --

Corresponding Graduate course: --

.. Add Graduate course: --

Course Title: EARLY INTERVENTION

Brief Statement of Change:

a lab component is being added to this course to account for the field experience requirement.

Last Term taught: 1201

.. Change Abbrev to:

Effective Term: 01/2013

.. Change Number to:

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

from: from: EARLY INTERVENTION

to: to:

X [From: Fixed Credit: 3 (3,0)] To: Fixed Credit: 3 (3,1)

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

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

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

.. Reverse Parent/Child relationship with:

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

Table with 3 main columns: Change Method of Instruction, Change Course Modifier, Change General Education Designation. Each column has 'from:' and 'to:' sub-columns. Includes options like 'Pass/Fail Only', 'X Graded', 'Variable Title', 'Creative Inquiry', 'Repeatable', 'maximum credits', 'English Composition', 'Oral Communication', 'Mathematics', 'Natural Science w/Lab', 'Math or Science', 'A&H (Literature)', 'A&H (Non-Literature)', 'Social Science', 'CCA', 'STS'.

.. Change Catalog Description:

from:

to:

.. Change Prerequisite(s):

from:

to:

Learning Objectives: Upon successful completion of the course students will be able to:

- 1. Articulate a rationale for early intervention and discuss current trends and culturally sensitive practices in early intervention
2. Describe historical perspectives, social, legal ramifications and philosophical bases of early childhood special education
3. Demonstrate a knowledge of typical early development and various factors that affect the development of infants, toddlers and young children
4. Describe how risk factors play a role in the development of disability
5. Describe the process of assessing and determining eligibility for early intervention services and special education services for infants, toddlers, and preschoolers
6. Develop observation and assessment skills relevant to the needs of young children with developmental delays
7. Identify and utilize resources to help families of young children with developmental delays
8. Demonstrate effective collaboration skills in communicating with families and other service providers
9. Describe the transition process from Part B to Part C services under IDEA 2004
10. Describe the characteristics of young children with delays in the following developmental areas: cognitive functioning, communication development, physical development, social-emotional functioning, and adaptive behavior functioning
11. Describe evidence-based practices for intervening effectively with young children experiencing developmental delays including communication, social-emotional, cognitive, motor, and adaptive behavior delays.
12. Demonstrate knowledge of the scope and content of early language and literacy development for infants, toddlers, and preschoolers
13. Identify factors that may contribute to difficulty in language, communication, and literacy
14. Demonstrate an understanding of the connection between patterns of strengths and needs, and appropriate strategies in the area of language and literacy for infants, toddlers, and preschoolers
15. Describe how adaptations can be made for young children with special needs in the areas of math and science

Topical Outline: Rationale for early intervention services (2)

Legal foundation for early intervention services (4)

Building partnerships with parents (5)

Assessment of young children with disabilities (5)

- Recognizing special needs and monitoring progress (4)
- Effective instructional and accommodative practices (6)
- Promoting communication development (2)
- Promoting cognitive and literacy development (3)
- Promoting fine and gross motor development (3)
- Promoting adaptive behavior skill development (3)
- Promoting social-emotional development (4)
- Developing individualized intervention plans and programs (4)

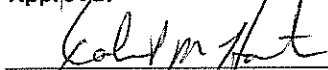




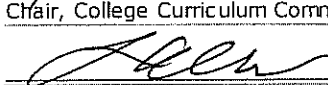


The lab component will include a field experience placement in various settings serving young children with disabilities. Activities during this field experience will include classroom observations, reviews of Individualized Education Programs (IEPs), and facilitation of activities focused on pre-academic skills and social-emotional development.

- Evaluation:**
1. Code of Ethics assignment (5%)
  2. Family Resource Notebook (15%)
  3. CBM project (20%)
  4. Quizzes (25%)
  5. Final Exam (25%)
  6. Field Experience Assignments (10%)

Grading Scale:  
 A = 92-100%  
 B = 85-91%  
 C = 75-84%  
 D = 70-74%

**Form Originator:** SMACKIE, Sara Mackiewicz **Date Form Created:** 9/27/2012  
**Form Last Updated by:** SMACKIE, Sara Mackiewicz **Date Form Last Updated:** 9/27/2012  
**Form Number:** 5367

Approval

	10/4/12		12/7/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/19/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11/14/12		2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
	11/19/12		2/3/13
College Dean	Date	President	Date
			
Director, Calhoun Honors College	Date		

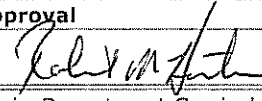
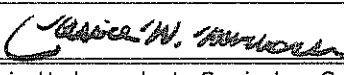
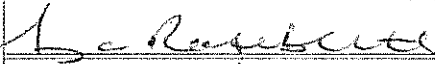

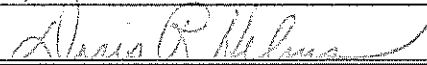
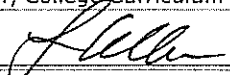
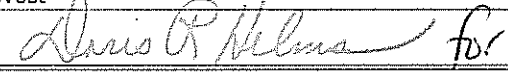



Curriculum and Course Change System - Print Major Form

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

**Explanation:** Remove ED F 425, 1 credit hour. ED F 480 has been restructured to address those objectives. Total curriculum hours are lowered from 123 to 122.

**Form Originator:** AMT23, Andrew Tyminski **Date Form Created:** 9/27/2012  
**Form Last Updated by:** AMT23, Andrew Tyminski **Date Form Last Updated:** 9/27/2012  
**Form Number:** 5369

Approval			
	10-4-12		12/7/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10-19-12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-14-12		2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
	9/11/12		2/3/13
College Dean	Date	President	Date

  
 \_\_\_\_\_

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

000158

**PROPOSED  
CURRICULUM PLAN 2013-2014**

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

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

JUNIOR YEAR					
<u>Fall Semester</u>			<u>Spring Semester</u>		
ED EL 321	PE Methods & Content for Classroom Teacher	3	ED EL 452	Elem. Methods in Math. Teaching	3
ED F 308	Classroom Assessment	3	ED F 425	Instructional Technology Strategies	4
ED F 480	Dig. Tech. in the 21 <sup>st</sup> Cen. Classroom	3	EN SP 200	Intro to Environmental Science	3
MTHSC 315	Advanced Topics in Math for Elem. Teachers	3	MTHSC 316	Prob. Solving for Math. Teachers	3
MTHSC 316	Prob. Solving for Math. Teachers	3	MTHSC 315	Advance Topics in Math for Elem. Teachers	3
EDLT 460	Teaching Reading in Elem Grades 2-6	<u>3</u>	EDLT 462	Reading and Resp. to Lit. in the Elem. School	3
			Science Content Requirement <sup>3</sup>		<u>3</u>
		15			16 15

SENIOR YEAR					
<u>Fall Semester</u>			<u>Spring Semester</u>		
(Courses must be taken as listed in both semesters)					
ED EL 401	Elem Field Experience	3	ED EL 482	Capstone Sem. In Elem. Teaching	3
ED EL 451	Elem Methods in Science Teaching	3	ED EL 483	Directed Teaching in Elem School	<u>9</u>
ED EL 487	Elem Methods in Social Studies Teaching	3			12
ED EL 488	Elem Methods in Lang. Arts Teaching	3			
EDLT 461	Content Area Reading Grades 2-6	<u>3</u>			
		15			
			<b>Total Hours: 423 122</b>		

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

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

<sup>3</sup>Any ASTR, BIOL, BIOSC, CH, ENR, EN SP, ENT, FOR, FNR, GEN, GEOL, or PHYS course chosen in conjunction with an advisor

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

**PROPOSED  
CURRICULUM PLAN 2013-2014**

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

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

<b>JUNIOR YEAR</b>					
<b>Fall Semester</b>			<b>Spring Semester</b>		
ED EL 321	PE Methods & Content for Classroom Teacher	3	ED EL 405	Social Justice and 21 <sup>st</sup> Cen. Learners	3
ED F 308	Classroom Assessment	3	ED EL 452	Elem. Methods in Math. Teaching	3
ED F 480	Dig. Tech. in the 21 <sup>st</sup> Cen. Classroom	3	ED EL 467	Prin. and Strat. for Teaching Engl. Speakers of other Lang. in Elem. Classrooms	3
MTHSC 316	Problem Solving for Math Teachers	3	<del>ED F 425</del>	<del>Instructional Technology Strategies</del>	4
EDLT 460	Teaching Reading in Elem Grades 2-6	<u>3</u>	EDLT 462	Reading and Resp. to Lit. in the Elem. School	3
		15	EDLT 463	Teaching Read. and Writing to Engl. Lang. Learners	<u>3</u>
					46-15

<b>SENIOR YEAR</b>					
<b>Fall Semester</b>			<b>Spring Semester</b>		
(Courses must be taken as listed in both semesters)					
ED EL 401	Elem Field Experience	3	ED EL 482	Capstone Sem. In Elem. Teaching	3
ED EL 451	Elem Methods in Science Teaching	3	ED EL 483	Directed Teaching in Elem School	<u>9</u>
ED EL 487	Elem Methods in Social Studies Teaching	3			12
ED EL 488	Elem Methods in Lang. Arts Teaching	3			
EDLT 461	Content Area Reading Grades 2-6	<u>3</u>			
		15	<b>Total Hours: -423</b>		122

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

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

X **Change a Course - Abbrev & Number:** ED F- 480

Corresponding Lab Course: ED F-L-480

Corresponding Honors course: --

.. **Add Honors course:** --

Corresponding Graduate course: ED F- -680

.. **Add Graduate course:** --

**Course Title:** DIGITAL CLASSROOM

**Brief Statement of Change:**

This course is being updated to be better aligned with current practices in digital media and learning. (CHANGE TITLE, DESCRIPTION, PRE REQS)

Last Term taught: 1006

Effective Term: 01/2013

.. **Change Abbrev to:**

.. **Change Number to:**

X **Change Catalog Title:**

from: Digital Technology in the 21st Century Classroom

to: Foundations of Digital Media and Learning

X **Change Transcript Title:**

from: DIGITAL CLASSROOM

to: DIGITAL MEDIA

.. From: Fixed Credit: 3 (2,2) To: Fixed Credit: (,)

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

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

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

.. **Reverse Parent/Child relationship with:**

.. **Change Method of Instruction**

.. **Change Course Modifier**

.. **Change General Education Designation**

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

X **Change Catalog Description:**

**from:** Fundamentals of computer applications for teachers. Develops competencies in general computer applications such as word processing and database management and addresses educational uses of the Internet and computer-assisted instruction, with emphasis on legal and ethical issues and the impact of computer technology upon society.

**to:** Critical use of digital media for leadership and learning within societal and educational contexts. This course focuses on learner impact while exploring, developing, and evaluating technology-enhanced applications. It further develops competencies with new media literacies and addresses societal, cultural, ethical, and participatory issues and uses of digital media.

X **Change Prerequisite(s):**

**from:** Admission to a teacher education program

**to:** none

**Learning Objectives:** This course prepares students to evaluate and apply digital media and learning contexts to learning environments. It purposefully focuses on exploring, and then building a culture of participation with digital media and learning.

Participants will:

- (1) Understand the potential advantages and disadvantages of digital media that may influence teaching and learning
- (2) Read, analyze, and discuss shifts in educational practices based on rapid expansion of Internet technologies, 21st Century Skills, Common Core Standards and ISTE NETS
- (3) Explore the changing definitions of literacy and fluency and what it means for education and society
- (4) Critically review emerging technology tools and spaces as conduits for learning
- (5) Understand the ethical implications of incorporating these technologies in professional and student-centered environments
- (6) Apply 1-5 in project-based work to demonstrate proficiency and understanding

**Topical Outline:** • What does it mean to be literate in today's society

[Digital Literacy/Digital Media Learning (4 hrs)]

• Implications of being a citizen in the digital world

[Digital Citizenship, Cyberbullying, Internet Safety and Security (3 hrs)]

• Being productive in today's professional and educational work environments [Productivity Tools (3 hrs)]

• Skills Needed for 21st Century Society

[Collaboration and Communication Tools (4 hrs)]

• Social media and its impact on society and education

[Social media applications (5 hrs)]

• Mobile Devices and Learning [Tablets/iPods (5 hrs)]

• Understanding, Evaluating and Creating Visual Information [Infographics/Mashups (3 hrs)]

**Evaluation:** Evaluation will be based on Project-based Assignments, Reflections, Participation,...etc.

Grading Scale:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69


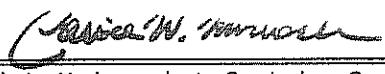

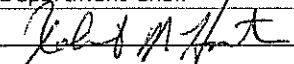
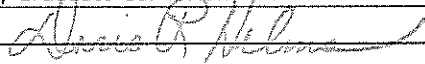
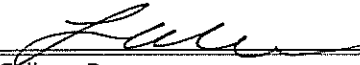
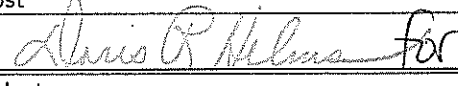

F = Below 60

**Form Originator:** VISSER, Ryan Visser **Date Form Created:** 9/27/2012

**Form Last Updated by:** VISSER, Ryan Visser **Date Form Last Updated:** 9/27/2012

**Form Number:** 5362

**Approval**

	10-4-12		12/7/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/19/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	1/14/12		2/13/13
Chair, College Curriculum Committee	Date	Provost	Date
			2/13/13
College Dean	Date	President	Date
			
Director, Calhoun Honors College	Date		



**CLEMSON UNIVERSITY Curriculum and Course Change System - Print Major Form**

**Change Major Name:** Special Education

**Degree:** BA

**Effective Catalog Year:** 2013

**.. Change Major Name to:**

**.. Change Degree to:** (CHE approval required)

**X Change Curriculum Requirements**

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

**.. Change General Education Requirements**

(Must also submit a General Education Checklist)

**.. Add, Change or Delete Concentration(s)**

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

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

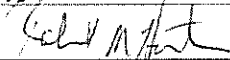
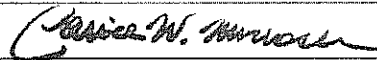
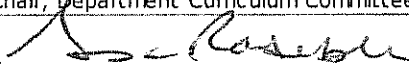


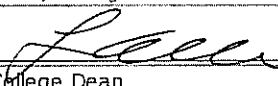
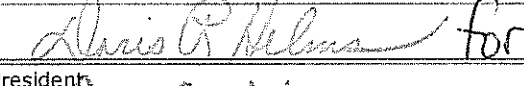
**Explanation:** Revision of the undergraduate program in Special Education is needed in order to reflect several upcoming changes, including (a) future deletion of two courses in educational foundations, (b) addition of an educational foundations course (EDF 480), and (c) expansion of field experience requirements for the major. The curriculum map for this program has been changed (based on student assessment and exit survey data) to reflect revised field experience requirements during the junior year of the program. These experiences have been added to the program to increase candidate knowledge and skills related to students with various disabilities being served in many different settings.



**Form Originator:** SMACKIE, Sara Mackiewicz **Date Form Created:** 9/27/2012

**Form Last Updated by:** SMACKIE, Sara Mackiewicz **Date Form Last Updated:** 9/27/2012

**Form Number:** 5368

**Approval**

	10-4-12		12/7/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10-26-12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-14-12		2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
		 for	2/3/13
College Dean	Date	President	Date

**Summary of Proposed Curriculum Changes  
Special Education Program  
Effective: 2013-2014**

The following is a summary of the proposed changes to the Special Education Program Curriculum Map.

The current and proposed curriculum maps are included in the pages that follow.

### **Program Description**

The first sentence of the program description was changed to better reflect the curriculum and resulting SC teaching certificate. Instead of preparing "students to teach individuals with mild disabilities in grades K-12" the proposed description will read "students to teach individuals with mild disabilities in P-12."

### **Sophomore Year**

#### **First Semester**

- EDF 315 is being deleted from the program of study because this course will no longer be offered.

#### **Second Semester**

- EDSP 375 is being taken from this semester and moved TO the junior year, second semester.
- History requirement is being moved to this semester FROM the junior year, first semester.

### **Junior Year**

#### **First Semester**

- History requirement is being taken from this semester and being moved TO the <sup>sophomore</sup> junior year, second semester.
- EDLT 460 is being moved to this semester FROM the junior year, second semester.
- EDF 480 is being added to the curriculum map.

#### **Second Semester**

- EDSP 375 is being moved to this semester FROM the sophomore year, second semester.

### **Senior Year**

#### **First Semester**

- EDF 425 is being deleted from the program of study because this course will no longer be offered.

Total number of hours is changing from 124 to 122.

CURRENT CURRICULUM  
SPECIAL EDUCATION  
Bachelor of Arts

The Bachelor of Arts degree in Special Education prepares students to teach individuals with mild disabilities in grades K-12. The curriculum is designed to meet the competencies outlined by the Council for Exceptional Children for beginning special education teachers. Students completing the program receive instruction and practical experiences that lead to Multi-Categorical Special Education Certification in South Carolina.

### **Freshman Year**

#### **First Semester**

- 2 – ED 105 Orientation to Education
- 3 – HIST 124 Environmental History Survey or  
3 – HIST 122 History, Technology, and Society
- 3 – MTHSC 115 Contemporary Mathematics for Elementary School Teachers I
- 3 – Foreign Language Requirement<sup>1</sup>
- 4 – Natural Science Requirement<sup>2</sup>

15

#### **Second Semester**

- 3 – ENGL 103 Accelerated Composition
- 3 – GEOG 103 World Regional Geography
- 3 – MTHSC 116 Contemporary Mathematics for Elementary School Teachers II
- 3 – Foreign Language Requirement<sup>1</sup>
- 4 – Natural Science Requirement<sup>2</sup>

16

### **Sophomore Year**

#### **First Semester**

- 3 – EDF 301 Principles of American Education
- 1 – EDF (CTE) 315 Technology Skills for Learning
- 3 – EDSP 370 Introduction to Special Education
- 3 – MTHSC 216 Geometry for Elementary School Teachers
- 3 – Arts and Humanities (Literature) Requirement<sup>3</sup>
- 4 – Natural Science Requirement<sup>2</sup>

17

#### **Second Semester**

- 3 – COMM 150 intro to Human Communication or  
3 – COMM 250 Public Speaking
- 3 – EDF 302 Educational Psychology
- 3 – EDF 334 Child Growth and Development or  
3 – EDF 335 Adolescent Growth and Development
- 3 – EDSP 375 Early Intervention for Infants and Children with Special Needs
- 3 – Arts and Humanities (Non-Lit) Requirement<sup>4</sup>

15

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

3 – EDEL 310 Arts in the Elementary School

3 – EDSP 372 Char. and Instruction of Individuals with Learning Disabilities<sup>5</sup>

3 – EDSP 374 Char. and Strat. For Individuals with Emotional/Behavioral Disorders<sup>5</sup>

3 – History Requirement<sup>6</sup>

3 – Elective

15

**Second Semester**

3 – EDEL 451 Elem. Methods in Science Teaching<sup>7</sup>

3 – EDEL 487 Elem. Methods in Social Studies Teaching

3 – EDSP 373 Characteristics and Instruction of Individuals with Intellectual Disabilities and Autism<sup>7</sup>

3 – EDSP 491 Educational Assessment of Individuals with Disabilities<sup>7</sup>

3 – EDLT 460 Teaching Reading in the Elementary Grades: 2-6<sup>7</sup>

15

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

3 – EDF 425 Instructional Technology Strategies<sup>8</sup>

3 – EDSP 492 Mathematics Instruction for Individuals with Mild Disabilities<sup>8</sup>

3 – EDSP 493 Classroom and Behavior Management for Special Educators<sup>8</sup>

3 – EDSP 494 Teaching Reading to Students with Mild Disabilities<sup>8</sup>

3 – EDSP 496 Special Education Field Experience<sup>8</sup>

3 – EDSP 497 Secondary Methods for Individuals with Disabilities<sup>8</sup>

16

**Second Semester**

3 – EDSP 495 Written Communication and Collaboration for the Resource Teacher<sup>9</sup>

12 – EDSP 498 Directed Teaching in Special Education<sup>9</sup>

15

**124 Total Semester Hours**

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

<sup>2</sup>See General Education Requirements. Eight credit hours must be in a sequence: Biological and physical sciences must be represented. PHSC 107, 108, and BIOL 109 are recommended.

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

<sup>4</sup>See General Education Requirements.

<sup>5</sup>EDEL 310, EDSP 372 and 374 must be taken concurrently during the fall semester of junior year.

<sup>6</sup>HIST 101, 102, 172, 173, or 193.

<sup>7</sup>EDEL 451, EDSP 373 and 491, and EDLT 460 must be taken concurrently during the spring semester of the junior year.

<sup>8</sup>EDF 425, EDSP 492, 493, 494, 496, and 497 must be taken concurrently during the fall semester of the senior year.

<sup>9</sup>EDSP 495 and 498 must be taken concurrently during the spring semester of the senior year.

PROPOSED CURRICULUM  
SPECIAL EDUCATION  
Bachelor of Arts

000166

The Bachelor of Arts degree in Special Education prepares students to teach individuals with mild disabilities in grades P-12. The curriculum is designed to meet the competencies outlined by the Council for Exceptional Children for beginning special education teachers. Students completing the program receive instruction and practical experiences that lead to Multi-Categorical Special Education Certification in South Carolina.

**Freshman Year**

**First Semester**

- 2 – ED 105 Orientation to Education
  - 3 – HIST 124 Environmental History Survey or  
3 – HIST 122 History, Technology, and Society
  - 3 – MTHSC 115 Contemporary Mathematics for Elementary School Teachers I
  - 3 – Foreign Language Requirement<sup>1</sup>
  - 4 – Natural Science Requirement<sup>2</sup>
- 15

**Second Semester**

- 3 – ENGL 103 Accelerated Composition
  - 3 – GEOG 103 World Regional Geography
  - 3 – MTHSC 116 Contemporary Mathematics for Elementary School Teachers II
  - 3 – Foreign Language Requirement<sup>1</sup>
  - 4 – Natural Science Requirement<sup>2</sup>
- 16

**Sophomore Year**

**First Semester**

- 3 – EDF 301 Principles of American Education
  - 3 – EDSP 370 Introduction to Special Education
  - 3 – MTHSC 216 Geometry for Elementary School Teachers
  - 3 – Arts and Humanities (Literature) Requirement<sup>3</sup>
  - 4 – Natural Science Requirement<sup>2</sup>
- 16

**Second Semester**

- 3 – COMM 150 intro to Human Communication or  
3 – COMM 250 Public Speaking
  - 3 – EDF 302 Educational Psychology
  - 3 – EDF 334 Child Growth and Development or  
3 – EDF 335 Adolescent Growth and Development
  - 3 – History Requirement<sup>4</sup>
  - 3 – Arts and Humanities (Non-Lit) Requirement<sup>5</sup>
- 15

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

3 – EDEL 310 Arts in the Elementary School

3 – EDSP 372 Char. and Instruction of Individuals with Learning Disabilities<sup>6</sup>

3 – EDSP 374 Char. and Strat. For Individuals with Emotional/Behavioral Disorders<sup>6</sup>

3 – EDLT 460 Teaching Reading in the Elementary Grades: 2-6<sup>6</sup>

3 – EDF 480 Foundations of Digital Media and Learning

15

**Second Semester**

3 – EDEL 451 Elem. Methods in Science Teaching<sup>7</sup>

3 – EDEL 487 Elem. Methods in Social Studies Teaching<sup>7</sup>

3 – EDSP 373 Characteristics and Instruction of Individuals with Intellectual Disabilities and Autism<sup>7</sup>

3 – EDSP 375 Early Intervention for Infants and Children with Special Needs<sup>7</sup>

3 – EDSP 491 Educational Assessment of Individuals with Disabilities<sup>7</sup>

15

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

3 – EDSP 492 Mathematics Instruction for Individuals with Mild Disabilities<sup>8</sup>

3 – EDSP 493 Classroom and Behavior Management for Special Educators<sup>8</sup>

3 – EDSP 494 Teaching Reading to Students with Mild Disabilities<sup>8</sup>

3 – EDSP 496 Special Education Field Experience<sup>8</sup>

3 – EDSP 497 Secondary Methods for Individuals with Disabilities<sup>8</sup>

15

**Second Semester**

3 – EDSP 495 Written Communication and Collaboration for the Resource Teacher<sup>9</sup>

12 – EDSP 498 Directed Teaching in Special Education<sup>9</sup>

15

**122 Total Semester Hours**

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

<sup>2</sup>See General Education Requirements. Eight credit hours must be in a sequence: Biological and physical sciences must be represented. PHSC 107, 108, and BIOL 109 are recommended.

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

<sup>4</sup>HIST 101, 102, 172, 173, or 193.

<sup>5</sup>See General Education Requirements.

<sup>6</sup>EDLT 460 and EDSP 372 and 374 must be taken concurrently during the fall semester of the junior year.

<sup>7</sup>EDEL 451 and 487, EDSP 373, 375, and 491, and EDLT 460 must be taken concurrently during the spring semester of the junior year.

<sup>8</sup>EDSP 492, 493, 494, 496, and 497 must be taken concurrently during the fall semester of the senior year.

<sup>9</sup>EDSP 495 and 498 must be taken concurrently during the spring semester of the senior year.

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

**Course Abbreviation & Number:**

X New Undergraduate Course: PRTM- 310

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 01/2014**Catalog Title:** Seminar in Therapeutic Recreation**Transcript Title:** SEMINAR TR**Fixed Credit Course:** 1 (1,0)**Variable Credit Course:** - (~~1-1~~), (-)

Method of Instruction	Course Modifier	General Education Designation
.. A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X Graded	.. Oral Communication
X D-Seminar	.. Variable Title	.. Mathematics
.. E-Independent Study	.. Creative Inquiry	.. Natural Science w/Lab
.. F-Tutorial (w/fee)	X Repeatable	.. Math or Science
.. G-Studio	maximum credits: 2	.. A&H (Literature)
.. H-Field course		.. A&H (Non-Literature)
.. I-Study Abroad		.. Social Science
.. L-Lab (no/fee)		.. CCA
.. N/B-Lecture/Lab(w/fee)		.. STS
.. N/L-Lecture/Lab(no fee)		

**Add cross-listing with the following child course(s):****Catalog Description:** Examination and discussion related to evidence-based practice in therapeutic recreation settings.**Prerequisite(s):** PRTM 200, PRTM 220, PRTM 311, PRTM 206, PRTM 207 or by consent of instructor**Projected Enrollment:**

Year 1 - 100 Year 2 - 100 Year 3 - 100 Year 4 - 100

**Required course for students in:** PRTM-TR**Statement of need and justification based on assessment results of student learning outcomes:** Students will gain knowledge about current research and practice in the field of therapeutic recreation. Guest speakers from a variety of agencies in clinical and community-based TR practice will provide insight into current trends in TR practice.**Textbook(s):** No textbook -- journal articles will be assigned as necessary.**Learning Objectives:** Upon the completion of this course the student will be able to:

1. Identify current research topics in the field of therapeutic recreation
2. Identify current practice in the field of therapeutic recreation
3. Critically assess research and practice topics in the field of therapeutic recreation

**Topical Outline:** 1. Presentation of current research topics in the field of therapeutic recreation (5 hours)

2. Presentation of current practice in the field of therapeutic recreation (5 hours)

3. Critical assessment of research and practice topics in the field of therapeutic recreation (5 hours)

**Evaluation:** Written Assignments/Exams 50 points 50%

Participation 50 points 50%

Total Points 100 points 100%

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

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

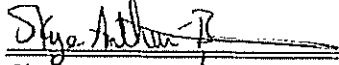

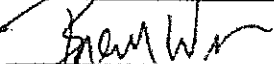
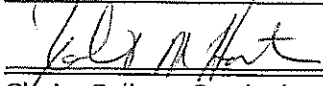
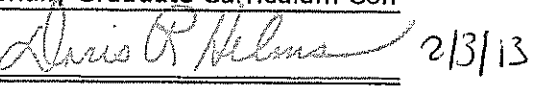
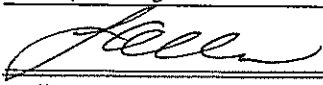
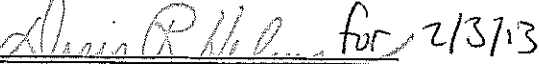
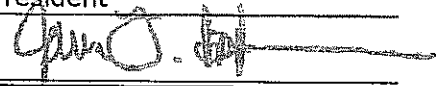
N/A

**Form Originator:** CORY2, Alison Cory **Date Form Created:** 8/13/2012

**Form Last Updated by:** CORY2, Alison Cory **Date Form Last Updated:** 10/24/2012

**Form Number:** 5157

**Approval**

	Oct 24/12	 12/7/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum
	10/20/12	
Department Chair	Date	Chair, Graduate Curriculum Corr
	1-14-12	 2/3/13
Chair, College Curriculum Committee	Date	Provost
		 2/3/13
College Dean	Date	President
		
Director, Calhoun Honors College	Date	



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**CLEMSON**  
UNIVERSITY

Curriculum and Course Change System - Print New Course Form

**Course Abbreviation & Number:**  
 New Undergraduate Course: PRTM- 347  
 New Honors Course: --  
 New Graduate Course: -

Effective Term: 01/2013

Catalog Title: Sport Tourism  
 Transcript Title: Sport Tourism

Fixed Credit Course: 3 (3,0)  
 Variable Credit Course: - (-), (-)

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

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

**Catalog Description:** Sport tourism is one of the largest and most important segments of the travel and tourism industry. With a focus on the global sports environment, this course will introduce students to the fundamentals of sport tourism, including the creation, impacts, and future trends of sport tourism development.

Prerequisite(s): none

Projected Enrollment:

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

Required course for students in: none

**Statement of need and justification based on assessment results of student learning outcomes:** Sport tourism is one of the most visible and popular forms of contemporary travel, be it participating in an active sport field like skiing or golf, watching mega-sporting events such as the Olympics and World Cup, or visiting famous sporting locations or sport heritage sites such as Yankee Stadium or the NASCAR Hall of Fame. Sport tourism also directly impacts and influences traveler mobilities, tourist identities, natural and cultural environments, and labor migration, to name but a few. Finally, at a local level, Clemson University influences and is impacted by sport-based travel.

**Textbook(s):** Higham, J. & Hinch, T. (2009). Sport and Tourism: Globalization, Mobility and Identity. New York: Elsevier.  
 Hinch, T. & Higham, J. (2011). Sport Tourism Development (2nd edition). Bristol: Channel View Publications.  
 Gammon, S. & Ramshaw, G (eds). (2010). Heritage, Sport and Tourism: Sporting Pasts – Tourist Futures. London: Routledge

**Learning Objectives:** 1. Demonstrate an ability to identify significant areas of sport tourism;  
 2. Demonstrate an ability to describe significant debates and issues in sport tourism;  
 3. Demonstrate an ability to assess competing, and often contradictory, impacts of sport tourism;  
 4. Demonstrate an ability to theorize on future developments in sport tourism.

**Topical Outline:** Sport Tourism Development and Markets - 15 hours  
 Sport Tourism Environments - 10 hours  
 Sport Activities, People and Place - 15 hours  
 Special Topics in Sport Tourism - 5 hours

**Evaluation:** Class Participation - 10%  
 Examinations (x3) - 30%  
 Critical Case Studies (x3) - 30%  
 Major Term Paper - 30%

Form Originator: GRAMSHA, Gregory Ramshaw Date Form Created: 9/25/2012

Form Last Updated by: , Date Form Last Updated: 10/9/2012

Form Number: 5354

Approval

	10/24/12		12/7/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/31/12		

Department Chair	Date	Chair, Associate Curriculum	Date
<i>[Signature]</i>	11-10-12	<i>[Signature]</i>	2/13/15
Chair, College Curriculum Committee	Date	Provost	Date
<i>[Signature]</i>		<i>[Signature] for</i>	2/13/13
College Dean	Date	President	Date
		<i>[Signature]</i>	
Director, Calhoun Honors College	Date		

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CLEMSON

UNIVERSITY Curriculum and Course Change System - Print New Course Form

**Course Abbreviation & Number:**

X New Undergraduate Course: L 5- 135

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 01/2013**Catalog Title:** Women's Riflery**Transcript Title:** Women's Riflery**Fixed Credit Course:** 01 (00,03)**Variable Credit Course:** - (-), (-)

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

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

**Catalog Description:** This course will introduce students to the basics of rifle shooting and safety. Students will learn basic shooting skills and be exposed to more advanced topics such as reloading, external ballistics and long range shooting. This course is designed to give women a comfortable environment to learn the skills necessary to participate in the sport of riflery.

**Prerequisite(s):** None.**Projected Enrollment:**

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

**Required course for students in:** None

**Statement of need and justification based on assessment results of student learning outcomes:** This course is designed to give women a comfortable environment to learn the necessary skills to participate in the life-long leisure activity of riflery.

**Textbook(s):** All course materials will be posted on Blackboard.**Learning Objectives:** Demonstrate the ability to identify the basic parts of a rifle, action types and ammunition

Demonstrate the ability to properly and safely handle rifles and other firearms

Demonstrate knowledge of different optics and sighting systems

Demonstrate the ability to properly sight in a rifle

Demonstrate knowledge of proper rifle maintenance

**Topical Outline:** Introduction and orientation 3hrs

Firearm safety 3hrs

Rifle terminology 3hrs

Ammunition and reloading 3hrs

External ballistics 3hrs

Rifle maintenance 3hrs

Sighting in rifles 3hrs

Hunting with a rifle 3hrs

Military rifles 3hrs

Muzzle loading rifles 6hrs

Shooting practice 12hrs

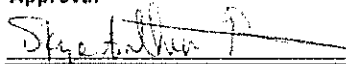
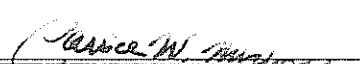
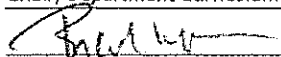
**Evaluation:** Exams 40%

Skill evaluation 20%

Written assignment 10%

Attendance and participation 30%

**Form Originator:** DANDER3, Daniel Anderson **Date Form Created:** 6/4/2012**Form Last Updated by:** , **Date Form Last Updated:** 9/11/2012**Form Number:** 5042**Approval**

	10/20/12		12/7/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/5/12		

CC 5 13

Department Chair <i>[Signature]</i>	Date 11-14-12	Chair, Graduate Curriculum Committee <i>[Signature]</i>	Date 2/3/13
Chair, College Curriculum Committee	Date	Provost <i>[Signature] for</i>	Date 2/3/13
College Dean <i>[Signature]</i>	Date	President <i>[Signature]</i>	Date
Director, Calhoun Honors College	Date		

000185



Curriculum and Course Change System - Print New Course Form

**Course Abbreviation & Number:**  
X New Undergraduate Course: PRTM- 347  
.. New Honors Course: --  
.. New Graduate Course: -  
**Effective Term:** 01/2013

**Catalog Title:** Sport Tourism  
**Transcript Title:** Sport Tourism  
**Fixed Credit Course:** 3 (3,0)  
**Variable Credit Course:** - (-), (-)

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

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

**Catalog Description:** Sport tourism is one of the largest and most important segments of the travel and tourism industry. With a focus on the global sports environment, this course will introduce students to the fundamentals of sport tourism, including the creation, impacts, and future trends of sport tourism development.

**Prerequisite(s):** none

**Projected Enrollment:**  
Year 1 - 30 Year 2 - 30 Year 3 - 30 Year 4 - 30

**Required course for students in:** none

**Statement of need and justification based on assessment results of student learning outcomes:** Sport tourism is one of the most visible and popular forms of contemporary travel, be it participating in an active sport field like skiing or golf, watching mega-sporting events such as the Olympics and World Cup, or visiting famous sporting locations or sport heritage sites such as Yankee Stadium or the NASCAR Hall of Fame. Sport tourism also directly impacts and influences traveler mobilities, tourist identities, natural and cultural environments, and labor migration, to name but a few. Finally, at a local level, Clemson University influences and is impacted by sport-based travel.

**Textbook(s):** Higham, J. & Hinch, T. (2009). Sport and Tourism: Globalization, Mobility and Identity. New York: Elsevier.  
Hinch, T. & Higham, J. (2011). Sport Tourism Development (2nd edition). Bristol: Channel View Publications.  
Gammon, S. & Ramshaw, G (eds). (2010). Heritage, Sport and Tourism: Sporting Pasts - Tourist Futures. London: Routledge

- Learning Objectives:**
1. Demonstrate an ability to identify significant areas of sport tourism;
  2. Demonstrate an ability to describe significant debates and issues in sport tourism;
  3. Demonstrate an ability to assess competing, and often contradictory, impacts of sport tourism;
  4. Demonstrate an ability to theorize on future developments in sport tourism.

**Topical Outline:** Sport Tourism Development and Markets - 15 hours  
Sport Tourism Environments - 10 hours  
Sport Activities, People and Place - 15 hours  
Special Topics in Sport Tourism - 5 hours

**Evaluation:** Class Participation - 10%  
Examinations (x3) - 30%  
Critical Case Studies (x3) - 30%  
Major Term Paper - 30%

**Form Originator:** GRAMSHA, Gregory Ramshaw **Date Form Created:** 9/25/2012  
**Form Last Updated by:** , **Date Form Last Updated:** 10/9/2012  
**Form Number:** 5354

**Approval**

	10/22/12		12/7/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/25/12		



Curriculum and Course Change System - Print New Course Form

000189

Course Abbreviation & Number:  
 X New Undergraduate Course: L S- 188  
 .. New Honors Course: --  
 .. New Graduate Course: -

Effective Term: 01/2013  
 Catalog Title: Disc Golf  
 Transcript Title: Disc Golf

Fixed Credit Course: 01 (00,03)  
 Variable Credit Course: - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
.. A-Lecture Only	.. Pass/Fail Only	.. English Composition
X B-Lab (w/fee)	X Graded	.. Oral Communication
.. D-Seminar	.. Variable Title	.. Mathematics
.. E-Independent Study	.. Creative Inquiry	.. Natural Science w/Lab
.. F-Tutorial (w/fee)	.. Repeatable	.. Math or Science
.. G-Studio	maximum credits: 01	.. A&H (Literature)
.. H-Field course		.. A&H (Non-Literature)
.. I-Study Abroad		.. Social Science
.. L-Lab (no/fee)		.. CCA
.. N/B-Lecture/Lab(w/fee)		.. STS
.. N/L-Lecture/Lab(no fee)		

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

Catalog Description: This course is designed to introduce students to basic Disc Golf skills and knowledge. Course topics include, development of basic throwing skills, rules of the game, game strategy and Disc Golf etiquette.

Prerequisite(s): none

Projected Enrollment:  
 Year 1 - 60 Year 2 - 60 Year 3 - 60 Year 4 - 60

Required course for students in:

Statement of need and justification based on assessment results of student learning outcomes: This course will provide students the opportunity to learn about and develop skill in a life-long leisure activity. We have offered this course for the last two semesters and we are now seeking approval for a hard number.

Textbook(s): Disc Golf: All you need to know about the game you want to play. Gregory, M. and Plate, L. (Sept, 2003)

Learning Objectives: Demonstrate knowledge of Disc Golf rules  
 Demonstrate an understanding of the different throwing techniques  
 Demonstrate an understanding of Disc Golf strategy  
 Demonstrate an understanding of etiquette as it relates to Disc Golf games and tournaments

Topical Outline: History and rules of Disc Golf 1 hrs

- Equipment overview 1.5
- Basic driving throws 7.5 hrs
- Basic putting throws 7.5 hrs
- Mld range throws 7.5 hrs
- Specialty shots 7.5 hrs
- Course management 2.5
- Game management and strategy 5 hrs
- tournament play 5 hrs

Evaluation: 20% Tests and Quizzes  
 20% Skills test  
 20% tournament participation  
 40% Attendance and participation

Form Originator: DANDER3, Daniel Anderson Date Form Created: 9/22/2011  
 Form Last Updated by: , Date Form Last Updated: 6/4/2012  
 Form Number: 4378

Approval

	10/31/12		12/7/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	6/6/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-14-11		

000130

Chair, College Curriculum Committee	Date	Provost <i>Alvin R. Helms</i>	Date <i>2/3/13</i>
		<i>Alvin R. Helms for</i>	<i>2/3/13</i>
College Dean	Date	President <i>James S. [Signature]</i>	Date <i>2/9/13</i>
<i>[Signature]</i>			
Director, Calhoun Honors College	Date		

000191



Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:  
 X New Undergraduate Course: L S- 212  
 .. New Honors Course: --  
 .. New Graduate Course: -

Effective Term: 01/2013

Catalog Title: Belly Dance II

Transcript Title: Belly Dance II

Fixed Credit Course: 01 (00,02)

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

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

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

Catalog Description: This course is designed to build on the dance and musicality skills developed during Belly Dance I. This course will also introduce students to choreography, additional dance styles, improvisation, the use of finger cymbals as a member of the percussion section.

Prerequisite(s): LS211

Projected Enrollment:

Year 1 - 50 Year 2 - 50 Year 3 - 50 Year 4 - 50

Required course for students in:

Statement of need and justification based on assessment results of student learning outcomes: This course will provide an opportunity for students to learn about and develop skill in a life-long leisure activity.

Textbook(s): Course readings will be posted on Blackboard

Learning Objectives: Demonstrate the ability to execute a dance drum solo choreography  
 Demonstrate perfect basic belly dance technique and footwork  
 Demonstrate knowledge in the different styles of belly dance  
 Demonstrate an understanding of improvisation concepts

Topical Outline: Course Introduction 1 hr  
 Review of basic dance concepts 3 hrs  
 History of veil dancing 1 hr  
 Veil dance concepts and techniques 3 hrs  
 cape dance concepts and techniques 3 hrs  
 Fan dance concepts and techniques 3 hrs  
 Combining veil, cape and fan techniques 6 hrs  
 Choreography techniques 6 hrs  
 Developing a routine 3 hrs  
 Public performance 1 hr

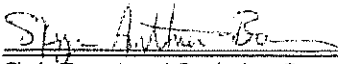

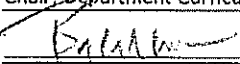
Evaluation: 15% Midterm exam  
 15% Final exam  
 15% Quizzes  
 15% Final performance  
 40% Attendance and participation

Form Originator: DANDER3, Daniel Anderson Date Form Created: 10/19/2011

Form Last Updated by: , Date Form Last Updated: 6/4/2012


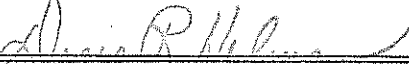
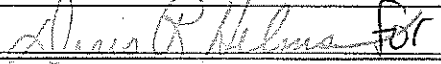
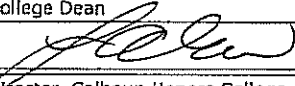
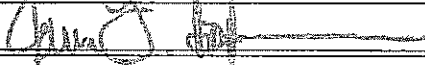
Form Number: 4519

Approval

	10/29/12		12/7/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	1/5/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date



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	11-14-12		2/13/13
Chair, College Curriculum Committee	Date	Provost	Date
			2/13/13
College Dean	Date	President	Date
			
Director, Calhoun Honors College	Date		

000193

**CLEMSON**

UNIVERSITY Curriculum and Course Change System - Print New Course Form

**Course Abbreviation & Number:**

X New Undergraduate Course: L S- 213

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 01/2013**Catalog Title:** Middle Eastern Dance**Transcript Title:** Middle Eastern Dance**Fixed Credit Course:** 01 (00,02)**Variable Credit Course:** - (-), (-)

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

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

**Catalog Description:** This course is designed to explore the various dance styles associated with middle eastern countries. Students will learn dances, rhythms and traditions from Egypt, Libya, Morocco, Saudi Arabia, Lebanon and Turkey.

**Prerequisite(s):** None**Projected Enrollment:**

Year 1 - 50 Year 2 - 50 Year 3 - 50 Year 4 - 50

**Required course for students in:**

**Statement of need and justification based on assessment results of student learning outcomes:** This course will provide an opportunity for students to learn about and develop skill in a life-long leisure activity.

**Textbook(s):** Course readings will be posted on Blackboard**Learning Objectives:** Demonstrate the ability to execute dance movements unique to the Middle East and North Africa

Demonstrate a familiarity with various geographical regions and their dance cultures

Demonstrate an understanding of various rhythms associated with Middle Eastern dance

Demonstrate the ability to create a simple dance based on movements learned during the course

**Topical Outline:** Course introduction 2 hours

Lecture on Shaabl dance 1 hours

Movements and choreography for Shaabl dance 3 hours

Lecture on Egyptian dances 1 hours

Movements and choreography for Egyptian dances 3 hours

Lecture on Beled/Baladi dances 1 hours

Lecture on traditional Tahtib dance and modern Tahtib dance 1 hours

Movements and choreography for Traditional and modern Tahtib dances 3 hours

Lecture on Raks Assaya Folk and Reba styles 1 hours

Movements and choreography for Raks Assaya 3 hours

Lecture on Ghawazee and classic finger cymbaling 2 hours

Movements and choreography for Ghawazee 3 hours

Final performance 6 hours

**Evaluation:** 15% Mid-term exam

15% Final exam

15% Quizzes

15% Final Performance

40% Attendance and participation

**Form Originator:** DANDER3, Daniel Anderson Date Form Created: 10/19/2011**Form Last Updated by:** , Date Form Last Updated: 9/11/2012**Form Number:** 4520**Approval**

S. K. Anderson - B

10/29/12

Carice W. Anderson

12/7/2012

Chair, Department Curriculum Committee

Date

Chair, Undergraduate Curriculum Committee

Date

000194

<i>Brown</i>	<i>6/1/12</i>		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>John M. Hunt</i>	<i>11-14-12</i>	<i>David R. Helms</i>	<i>2/3/13</i>
Chair, College Curriculum Committee	Date	Provost	Date
		<i>David R. Helms For</i>	<i>2/3/13</i>
College Dean	Date	President	Date
<i>Fallen</i>	-	<i>James O. ...</i>	
Director, Calhoun Honors College	Date		



Curriculum and Course Change System - Print New Course Form

000195

**Course Abbreviation & Number:**  
 X New Undergraduate Course: L S- 246  
 .. New Honors Course: --  
 .. New Graduate Course: -

**Effective Term:** 01/2013  
**Catalog Title:** Intermediate Pilates  
**Transcript Title:** Intermediate Pilates  
**Fixed Credit Course:** 01 (00,03)  
**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
.. A-Lecture Only	.. Pass/Fail Only	.. English Composition
X B-Lab (w/fee)	X Graded	.. Oral Communication
.. D-Seminar	.. Variable Title	.. Mathematics
.. E-Independent Study	.. Creative Inquiry	.. Natural Science w/Lab
.. F-Tutorial (w/fee)	.. Repeatable	.. Math or Science
.. G-Studio	maximum credits: 01	.. A&H (Literature)
.. H-Field course		.. A&H (Non-Literature)
.. I-Study Abroad		.. Social Science
.. L-Lab (no/fee)		.. CCA
.. N/B-Lecture/Lab(w/fee)		.. STS
.. N/L-Lecture/Lab(no fee)		

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

**Catalog Description:** This course is designed to expand students knowledge and practice of the principles, techniques and exercises learned in the basic Pilates class.

**Prerequisite(s):** LS245

**Projected Enrollment:**  
 Year 1 - 50 Year 2 - 50 Year 3 - 50 Year 4 - 50

**Required course for students in:**

**Statement of need and justification based on assessment results of student learning outcomes:** This course will provide students the opportunity to learn about and develop skill in a life-long leisure activity. We have offered this course as a special topic for the last two semesters and we are now seeking approval for a hard number.

**Textbook(s):** A Pilates' Primer: The Millennium Edition, 2010; J. Pilates and W. Miller




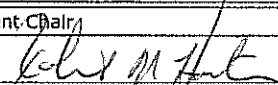
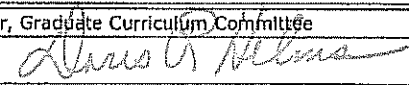
**Learning Objectives:** Demonstrate an understanding of the history and recent emergence of Pilates  
 Develop an understanding of the Pilates philosophy of contology  
 Demonstrate proficiency in intermediate Pilates movements  
 Demonstrate understanding of the role Pilates plays in a well rounded fitness regimen and healthy lifestyle

**Topical Outline:** Review of concepts from LS245 4 hours  
 Anatomy 3 hours  
 Intermediate mat work 4 hours  
 Intermediate pelvic moves and positions 8 hours  
 Intermediate positions using magic circle and hand weights 8 hours  
 Intermediate abdominal positions 4 hours  
 Intermediate abdominal positions using magic circle and hand weights 4 hours  
 Transitions and fluidity 6 hours  
 Developing routines 4 hours

**Evaluation:** Tests and Quizzes 30%  
 Skills assessment 20%  
 Class assignments 10%  
 Attendance and participation 40%

**Form Originator:** DANDER3, Daniel Anderson **Date Form Created:** 9/14/2011  
**Form Last Updated by:** , **Date Form Last Updated:** 6/4/2012  
**Form Number:** 4310

**Approval**

	10/24/12		12/7/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	11/1/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11/1/12		2/3/13

Provost

000196

Chair, College Curriculum Committee	Date	Provost	Date
		<i>David B. Melina for</i>	2/3/13
College Dean	Date	President	Date
<i>[Signature]</i>		<i>[Signature]</i>	
Director, Calhoun Honors College	Date		



Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:  
 X New Undergraduate Course: L S- 250  
 .. New Honors Course: --  
 .. New Graduate Course: -

Effective Term: 01/2013

Catalog Title: Marathon Training

Transcript Title: Marathon Training

Fixed Credit Course: 01 (00,03)

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

Method of Instruction	Course Modifier	General Education Designation
.. A-Lecture Only	.. Pass/Fail Only	.. English Composition
X B-Lab (w/fee)	X Graded	.. Oral Communication
.. D-Seminar	.. Variable Title	.. Mathematics
.. E-Independent Study	.. Creative Inquiry	.. Natural Science w/Lab
.. F-Tutorial (w/fee)	.. Repeatable	.. Math or Science
.. G-Studio	maximum credits: 01	.. A&H (Literature)
.. H-Field course		.. A&H (Non-Literature)
.. I-Study Abroad		.. Social Science
.. L-Lab (no/fee)		.. CCA
.. N/B-Lecture/Lab(w/fee)		.. STS
.. N/L-Lecture/Lab(no fee)		

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

Catalog Description: This course is designed to provide students with the resources and knowledge of how to train for and successfully complete a marathon.

Prerequisite(s): None

Projected Enrollment:

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

Required course for students in:

Statement of need and justification based on assessment results of student learning outcomes: This course will provide students the opportunity to learn about and develop skill in a life-long leisure activity. We have successfully offered this course as a selected topic for the last two semesters and are now seeking approval for a hard number.

Textbook(s): Marathon: The ultimate training guide: Advice, plans and programs for half and full marathons; Hal Higdon

Learning Objectives: Demonstrate the ability to set individual training goals

Demonstrate knowledge in running mechanics

Demonstrate basic knowledge of anatomy as it relates to running

Demonstrate knowledge in proper dietary practices during training

Topical Outline: Course overview/safety and liability 2 hours

Goal setting and training plans 9 hours

Running analysis 3 hours

Equipment and gear 1 hour

Injury prevention and cross training 6 hours

Hydration and nutrition 6 hours

Race day strategy 3 hours

Implementing the training plan 12 hours

Participating in a half or full marathon 3 hours

Evaluation: Tests and Quizzes 25%

Volunteer project 25%

Training diary 20%

Attendance and participation 30%

Form Originator: DANDER3, Daniel Anderson Date Form Created: 9/14/2011

Form Last Updated by: , Date Form Last Updated: 9/11/2012

Form Number: 4304

Approval

	12/29/12		12/7/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	12/29/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-14-12		

Chair, College Curriculum Committee	Date	Provost <i>Chris R. Helms</i>	Date <i>2/3/13</i>
		<i>Chris R. Helms for</i>	<i>2/3/13</i>
College Dean	Date	President <i>James O. Johnson</i>	Date
<i>[Signature]</i>			
Director, Calhoun Honors College	Date		

**CLEMSON**

UNIVERSITY Curriculum and Course Change System - Print New Course Form

Course Abbreviation &amp; Number:

X New Undergraduate Course: L S- 356

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 01/2013

Catalog Title: Riflery II

Transcript Title: Riflery II

Fixed Credit Course: 01 (00,02)

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

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

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

**Catalog Description:** This course will be designed to build upon the skills students previously learned in the basic Riflery course. Students will learn more advanced topics such as using ballistic software and chronographs, precision long range shooting and advanced reloading.

**Prerequisite(s):** LS156**Projected Enrollment:**

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

**Required course for students in:** None**Statement of need and justification based on assessment results of student learning outcomes:** This course will provide students an opportunity to gain advanced skill and knowledge in the sport of Riflery.**Textbook(s):** All course materials will be posted on Blackboard.**Learning Objectives:** Demonstrate an understanding of concepts learned in Riflery I

Demonstrate an understanding of reloading for a specific rifles

Demonstrate an understanding of long range shooting

Demonstrate an understanding of the use of ballistic software

Demonstrate an understanding of the use of electronic and manual sighting devices

**Topical Outline:** Firearm safety, review of range procedures 1hrs

Review of Information from Riflery I 2hrs

Shooting from a bench 2hrs

Formal target shooting positions 2hrs

External Ballistics, ballistic software 2hrs

Telescopic sights and electronic sighting devices 3hrs

Advanced Reloading, Audette test 3hrs

Hunting Rifles 2hrs

Specialized target rifles 2hrs

Shotguns used as rifles 1hr

Military Rifles 1hr

Using the Internet as a shooting resource 1hr

Customizing rifles 3hrs

Shooting sessions 5hrs

**Evaluation:** Written Exam 15%

Skill Evaluation 40%

Written Assignment 5%

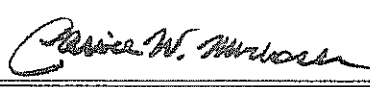
Attendance &amp; Participation 40%

**Form Originator:** DANDER3, Daniel Anderson Date Form Created: 6/4/2012**Form Last Updated by:** , Date Form Last Updated: 9/11/2012**Form Number:** 5041

Approval



10/24/12



12/07/2012



Chair, Department Curriculum Committee <i>Bryant</i>	Date <i>1/14/13</i>	Chair, Undergraduate Curriculum Committee	Date
Department Chair <i>John M. Hart</i>	Date <i>1/14/13</i>	Chair, Graduate Curriculum Committee <i>Alvin R. Helms</i>	Date <i>2/3/13</i>
Chair, College Curriculum Committee	Date	Provost <i>Alvin R. Helms for</i>	Date <i>2/3/13</i>
College Dean <i>[Signature]</i>	Date	President <i>[Signature]</i>	Date
Director, Calhoun Honors College	Date		

**CLEMSON**

UNIVERSITY

Curriculum and Course Change System - Print New Course Form

Course Abbreviation &amp; Number:

X New Undergraduate Course: L S- 358

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 01/2013

Catalog Title: Advanced Shotgun Skeet

Transcript Title: Adv. Shotgun Skeet

Fixed Credit Course: 01 (00,02)

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

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

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

**Catalog Description:** The course will introduce students that have previously taken the Basic Shotgun course to the shotgun game of Skeet. Students will learn the rules and techniques that will prepare them to competitively participate in Skeet.

**Prerequisite(s):** LS157**Projected Enrollment:**

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

**Required course for students in:**

**Statement of need and justification based on assessment results of student learning outcomes:** This course will allow students that have already taken the basic shotgun course to improve their skills further and allow the conscientious student to advance to a higher level of success. In addition the course will introduce the sport of competitive Skeet shooting to the students.

**Textbook(s):** All course materials will be posted on Blackboard.

**Learning Objectives:** Demonstrate the ability to identify basic parts of a shotgun, action types and ammunition especially as they relate to the game of Skeet.

Demonstrate the ability to responsibly and safely handle shotguns.

Demonstrate knowledge of shotgun chokes and shot sizes as they relate specifically to the game of Skeet.

Demonstrate the proper shotgun shooting fundamentals for the game of Skeet.

Demonstrate the skill of determining leads, hold points and break points as they relate to the game of Skeet.

Demonstrate proper etiquette and terminology as it relates to the game of Skeet.

Demonstrate the understanding of the rules of Skeet as defined by the National Skeet Shooting Association and as they relate to tournaments/competitions.

**Topical Outline:** Introduction and Orientation – 1.5 hours

Basic shotgun safety and terminology review – 1.5 hours

Shotgun actions and their relation to Skeet – 2 hours

Skeet shooting fundamentals – vision, stance, focus, target line, etc 6 hours

Hold points, vision points, break points 6 hours

Pull through, maintained and pull away leads 6 hours

Mental aspects of the game 1 hour

Shooting stations 3 hours

Keeping records 1 hour

Keeping score 1 hour

Rules of the game 1 hour

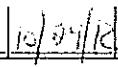
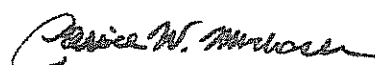
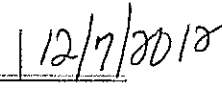
**Evaluation:** Exams – 20%

Paper – 20%

Skill evaluation – 20%

Participation and attendance – 40%

**Form Originator:** DANDER3, Daniel Anderson **Date Form Created:** 10/28/2011**Form Last Updated by:** , **Date Form Last Updated:** 9/11/2012**Form Number:** 4577**Approval**

000202

<i>Brown</i>	<i>11/12</i>		
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Ed P. Hart</i>	<i>11-7-12</i>	<i>Alvin R. Helms</i>	<i>2/3/13</i>
Chair, College Curriculum Committee	Date	Provost	Date
		<i>Alvin R. Helms</i>	<i>2/3/13</i>
College Dean	Date	President	Date
<i>Steve</i>		<i>James S. [Signature]</i>	
Director, Calhoun Honors College	Date		

**Request for Certificate in Camp Leadership**  
**Department of Parks, Recreation and Tourism Management**

The Camp Leadership certificate, to be offered as an on-line certificate program through the Department of Parks, Recreation and Tourism Management, will focus on leadership and management issues relevant to those working in a variety of camp settings including day and residential.

**Rationale**

The Camp Leadership certificate has been developed with two target markets in mind. The first market is undergraduate students across the campus with an interest in working in camps both while as Clemson students but also upon graduation. We anticipate the certificate will draw students not only from PRTM but also Education and potentially other disciplines. The second market is more generally the Pre-collegiate Programs Office which provides oversight of and assistance to all camps that take place at Clemson University. This certificate has the potential to help provide camps with more well-prepared staff for a multitude of programs across campus. The identified course sequence was developed based on consultation with the Director of the Clemson University Outdoor Laboratory and faculty who are very involved with the American Camp Association. Both individuals, based on more than 40 years of combined experience identified the need for the certificate and related coursework through current demands related to camp oriented training, particularly in the areas of risk management, counselor development and administration.

**Delivery**

The certificate in Camp Leadership will be delivered in an on-line format.

**Enrollment/Target Market**

The growth in this sector is expected to continue as the demand for additional coursework and educational opportunities in camp management exceeds the current supply.

**Curriculum Outline**

This certificate program will include the following required coursework, all of which will be developed in partnership with staff from the Youth Learning Institute as well as the Pre-collegiate Programs Office. Paperwork for course development is attached to this proposal.

PRTM 352	Camp Administration (3 credits)
PRTM 353	Foundations of Camp Counseling
PRTM 354	Youth Development in Camp
PRTM 355	Trends & Issues in Camps

## **New Resources**

New costs associated with the implementation of the proposed certificate are primarily limited to course development costs. All courses in the proposed program will be taught as part of faculty workload and thus not on overload whenever feasible. Currently, based on changes already implemented in our undergraduate curriculum, and the development of the School of Community and Life Enhancement which includes partnerships with the Youth Learning Institute as well as the Pre-Collegiate Program Office, it appears that it will be possible to include courses in this program in faculty members' regular workloads. The only courses for which faculty will be paid additional salary will be those courses that are offered during the summer months (if faculty member is on a 9-month contract) and those that are taught by contracted faculty members across the University.

The program will be cost neutral as all revenue generated by the proposed program will be reinvested into the program and faculty development. Generated revenue in the form of tuition will be used to support the program (e.g., administrative costs, supplies, travel, and equipment). Any revenues above expenses will be used to help the department off set budget cuts and will be used in the following categories: faculty travel, faculty salaries, and professional development.

000205



Curriculum and Course Change System - Print New Course Form

**Course Abbreviation & Number:**

X New Undergraduate Course: PRTM- 353  
 .. New Honors Course: --  
 .. New Graduate Course: -

**Effective Term:** 01/2013

**Catalog Title:** Foundations of Camp Counseling

**Transcript Title:** Founda Camp Counsel

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

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

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

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

**Catalog Description:** This course is designed to introduce concepts, principles and skills essential to personnel working within a camp context. Topics include supervising campers, interacting with campers, understanding the developmental needs of campers, and dealing with camper behavior. Group dynamics, leadership techniques and issues such as abuse will also be discussed.

**Prerequisite(s):** None

**Projected Enrollment:**

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

**Required course for students in:** New camp leadership certificate.

**Statement of need and justification based on assessment results of student learning outcomes:** Course is required for students enrolled in the camp leadership certificate that has been developed to provide greater background for students across campus with an interest in working in camp settings. Current trends and issues in the world of camp management have produced a high demand for increased attention to the develop of camp counselors sensitive to the array of demands on camps and staff across the field.

**Textbook(s):** Meier, J. F. & Henderson, K. A. Camp Counseling: Leadership and programming for the organized camp (8th Ed.) (2012). Waveland Press, Inc: Illinois. ISBN: 1-57766-713-1

Other required readings will be provided on a class per class basis as needed.

**Learning Objectives:** • Present knowledge of youth development

- Demonstrate understanding of the skills necessary for a camp counselor to be effective
- Demonstrate the ability to recognize and deal with camp behavior appropriately
- Demonstrate knowledge of proper camp programming and animation techniques
- Understand proper counselor/camper safety, risk management and professional referral

**Topical Outline:** General policies/expectations of working in camp (9)

- Behavior management (9)
- Effective camp counseling (9)
- Camper safety and risk management (9)
- Stewards of Children training (9)

**Evaluation:** Class Participation 25%

- Camp Participation 35%
- Midterm 15%
- Programming Assignment 10%
- Final Application 15%

**Duplication (if applicable):** N/A

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

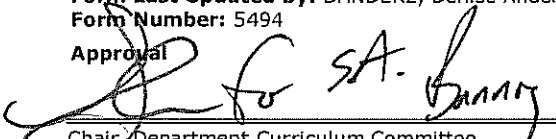
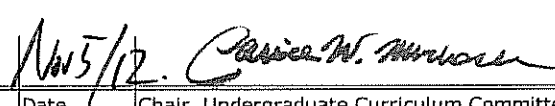

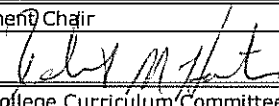

**Learning Activities associated with General Education competencies (if applicable):** N/A

**Form Originator:** DANDER2, Denise Anderson **Date Form Created:** 10/11/2012



**Form Last Updated by:** DANDER2, Denise Anderson **Date Form Last Updated:** 10/11/2012

**Form Number:** 5494

**Approval**

	11/5/12		12/7/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	11-5-12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-14-12		2/3/13
Chair, College Curriculum Committee	Date	Provost	Date

000206  
2/3/13

College Dean	Date	President	Date
			
Director, Calhoun Honors College	Date		

000707



Curriculum and Course Change System - Print New Course Form

**Course Abbreviation & Number:**  
 X New Undergraduate Course: PRM- 354  
 .. New Honors Course: --  
 .. New Graduate Course: -

**Effective Term:** 01/2013  
**Catalog Title:** Youth Development in Camp  
**Transcript Title:** Youth Dev in Camp  
**Fixed Credit Course:** 3 (3,0)  
**Variable Credit Course:** - (-), (-)

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

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

**Catalog Description:** This course is designed to provide camp professionals the understanding of concepts and theories in youth development relative to camp settings. Topics include the developmental needs of campers through various ages/stages, activity planning and structure, programming for individuals with disabilities or special medical needs and creating positive youth development outcomes.

**Prerequisite(s):** N/A

**Projected Enrollment:**

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

**Required course for students in:** Camp Management Certificate

**Statement of need and justification based on assessment results of student learning outcomes:** Course is required for students enrolled in the camp leadership certificate that has been developed to provide greater background for students across campus with an interest in working in camp settings. Current trends and issues in the world of camp management have produced a high demand for increased attention to education in the field of camp management.

**Textbook(s):** Lowe, Harriet, Series Editor Child & Youth Development: By the Experts (2007) American Camp Association. ISBN: 978-1-58518-030-1

Other required articles as assigned.

**Learning Objectives:**

1. Demonstrate knowledge of youth development concepts.
2. Present knowledge of developmentally appropriate programming in a camp setting.
3. Demonstrate basic knowledge and understanding of developmental disabilities and special medical needs as they pertain to the camp environment.
4. Demonstrate the ability to design and implement age-appropriate and developmentally appropriate programs and activities.
5. Demonstrate ability to create positive youth outcomes through program planning.

**Topical Outline:** Development needs of campers (9)

- Program management (9)
- Activity planning and structure (9)
- Programming for individuals with disabilities or special needs (9)
- Creating positive youth outcomes (9)

**Evaluation:** Discussion Board Participation 30%

- Program Assignment 20%
- Midterm 15%
- Camp Training Project 15%
- Final Exam 20%

**Duplication (if applicable):** N/A

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

**Learning Activities associated with General Education competencies (if applicable):** N/A

**Form Originator:** DANDER2, Denise Anderson **Date Form Created:** 9/26/2012  
**Form Last Updated by:** DANDER2, Denise Anderson **Date Form Last Updated:** 10/11/2012  
**Form Number:** 5359

**Approval**

	11/5/12		12/7/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	11-5-12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-14-12		2/3/13
Chair, College Curriculum Committee	Date	Provost	Date



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21313

		<i>David R. Nelson for</i>	
College Dean	Date	President	Date
<i>[Signature]</i>		<i>[Signature]</i>	
Director, Calhoun Honors College	Date		

000209



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

**Course Abbreviation & Number:**

X New Undergraduate Course: PRTM- 355

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 01/2013**Catalog Title:** Trends and Issues in Camp *Management***Transcript Title:** Trends in Camp**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** - (-), (-)

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

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

**Catalog Description:** Advanced course designed for students to examine the most current principles and practices in the organized camp profession. Topics include evaluation of programs, professional development, fund development, social media and research within a camp context.

**Prerequisite(s):** N/A**Projected Enrollment:**

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

**Required course for students in:** Students enrolled in new camp leadership certificate

**Statement of need and justification based on assessment results of student learning outcomes:** Course is required for students enrolled in the camp leadership certificate that has been developed to provide greater background for students across campus with an interest in working in camp settings. Current trends and issues in the world of camp management have produced a high demand for increased attention to changes in camp leadership on an ongoing basis.

**Textbook(s):** American Camp Association. (2012). ACA Research and Trends: Industry-Relevant Research from ACA. Retrieved from <http://www.acacamps.org/research>.

Foundation for Jewish Camp. (2012). By measuring success, we are better equipped to help camps to raise the bar of excellence. Retrieved from <http://www.jewishcamp.org/research>.

Henderson, K. A & Bialeschki, M. D (2011). We're All in the Same Boat Together: Trends and Issues in Camps, Camping Magazine, Nov/Dec.

Schaumleffel, N. A., Klarnner, C. E., Carmichael, R. & Garst, B. A. (2008). Emerging Trends and Issues in American Camps. 2008 International Camping Congress: Quebec, Canada.

Other required articles as assigned.

**Learning Objectives:** 1. Identify the most current principles and practices related to the organized camp profession.

2. Describe the current trends in camp research.

3. Describe the current status of professional development in organized camps.

4. Describe the current issues for the organized camp professionals.

5. Describe the influence of technology and social media as it relates to the camp experience.

6. Describe how the American Camp's Association's 20/20 vision is influencing the camp profession.

**Topical Outline:** Staff recruiting/hiring (6)

Components of camp staff training (6)

Staff supervision (6)

Learning leadership (3)

Professional development (3)

Social media (2)

International staff (3)

Evaluation of programs (9)

Fund development (7)

**Evaluation:** Discussion Board Participation 40%

Assignments (5 @ 6% ea) 30%

Midterm 15%

Final Exam 15%

**Duplication (if applicable):** N/A**Add course requirements for honors and/or 600-level courses (if applicable):** N/A**Learning Activities associated with General Education competencies (if applicable):** N/A**Form Originator:** DANDER2, Denise Anderson **Date Form Created:** 9/26/2012**Form Last Updated by:** , **Date Form Last Updated:** 10/31/2012

000210

Form Number: 5360

Approval

<i>S.A. Barry</i>	<i>Nov 5/12</i>	<i>Carrie M. Anderson</i>	<i>12/7/2012</i>
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>[Signature]</i>	<i>11-5-12</i>		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Robert M. Hart</i>	<i>11-14-12</i>	<i>Alicia R. Nelson</i>	<i>2/3/13</i>
Chair, College Curriculum Committee	Date	Provost	Date
<i>[Signature]</i>		<i>Alicia R. Nelson For</i>	<i>2/3/13</i>
College Dean	Date	President	Date
		<i>[Signature]</i>	
Director, Calhoun Honors College	Date		



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

000211

**X Change a Course - Abbrev & Number: HLTH- 419**  
 Corresponding Lab Course: --  
 Corresponding Honors course: --  
 .. **Add Honors course:** --  
 Corresponding Graduate course: --  
 .. **Add Graduate course:** --  
**Course Title: HLTH SC INT PREP SEM**

**Brief Statement of Change:**  
 The prerequisite for HLTH 419 needs to be modified to coincide with earlier curriculum changes. Delete ENGL 304 or 314 as a course prerequisite.

Last Term taught: 1205 .. **Change Abbrev to:**  
 Effective Term: 01/2013 .. **Change Number to:**  
 .. **Change Catalog Title:** .. **Change Transcript Title:**  
 from: from: HLTH SC INT PREP SEM  
 to: to:

.. From: Fixed Credit: 1 (1,) To: Fixed Credit: (,)  
**Change of Credit** Variable Credit: - (-), (-) Variable Credit: - (-),(-)

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

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

.. **Change Catalog Description:**  
 from:  
 to:  
**X Change Prerequisite(s):**  
**from:** Junior standing in Health Science, ENGL 304 or 314  
**to:** Junior standing in Health Science  
**Learning Objectives:**  
**Topical Outline:**  
**Evaluation:**

**Form Originator:** KKAREN, Karen Kemper **Date Form Created:** 10/9/2012  
**Form Last Updated by:** KKAREN, Karen Kemper **Date Form Last Updated:** 10/9/2012  
**Form Number:** 5461

**Approval**

	10-21-12		12/7/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/29/2012		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-14-12		2/8/13
Chair, College Curriculum Committee	Date	Provost	Date

*Christa R. Helms for 2/3/13*

College-Dean	Date	President	Date
<i>[Signature]</i>		<i>[Signature]</i>	
Director, Calhoun Honors College	Date		

*[Vertical line]*