

000226



Curriculum and Course Change System - General Education

Checklist

Major Name: Dual B.A. Major in English and Secondary Education--English

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Creative Inquiry	X
Oral Communication*	X
Academic & Professional Development			..	X
Mathematics	X
Natural Science with no lab	X
Natural Science with lab	X
Math or Natural Science	X
Arts & Humanities (Literature)	X
Arts & Humanities (Non-Literature)	X
Social Sciences	X
Cross-Cultural Awareness	X
Science and Tech. in Society	X EDF 4800	..

*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox: Students may choose either COMM 150 or 250 to enable them to partially fulfill the oral communication competency by learning about and practicing oral communications. Then, in their senior EDSEC 444 Teaching Internship in Secondary English, they must give a formal oral presentation that is evaluated by at least a university supervisor and a cooperating teacher. This oral presentation requires the use of multimedia technologies, awareness of visual semiotics and their effects, projection and ability to organize a coherent and persuasive defense of their teaching in terms of standards recommended within South Carolina's Assisting, Developing and Evaluating Professional Teaching (ADEPT) standards.

Distributed Competencies

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

Ethical Judgement Integration Plan - Address competencies, implementation, and assessment: The Eugene T. Moore School of Education Conceptual Framework concerns ethical judgment under the "Caring" umbrella. ED 105 has a class discussion on ethics. In EDSEC 424 as well as during the student internship EDSEC 444, students must demonstrate that they provided opportunities for all to learn. In EDF 302 bias and validity issues in testing (both teacher-made tests and standardized testing) are studied, and case studies are used. In EDF 335 consistency and fairness are essential as students study classroom management, including reflection on management styles. Prospective teachers learn how to structure a classroom and

respond to students in ways that 1) treat students with respect and without any favoritism, b) establish clear routines, rules and consequences in the classroom so that students feel secure and protected in the classroom, c) provide students full-time instruction, never putting students in the position of having to teach themselves without the guidance of the teacher. Prospective teachers also learn that they have an ethical obligation to know their subject matter, prepare for each class, and be committed to professional standards and institutional objectives. Finally, the capstone experiences for majors, EDSEC 424 and EDSEC 454, require students to deal ethically with all of their high school students, support for which is provided in their required portfolios. During their internship, students develop their Philosophy of Education, which must, in part, address how they will make ethical decisions.

Faculty that teach relevant courses will use evaluation data from the assignments and activities listed above to make needed course revisions that will increase students' Ethical Judgment Integration competency.

The culminating evaluation of the ethical judgement competencies transpires within EDSEC 444. This evaluation is completed by the university supervisor and cooperating teacher as part of the final evaluation of the Eugene T. Moore School of Education Conceptual Framework. Two items within this assessment address ethical competencies: 1) Caring Beliefs--Candidate is committed to ethical and democratic dispositions including respecting the rights and responsibilities of all and recognizing diverse points of view; and 2) Caring Actions--Candidate acts in accord with the rights and responsibilities of all, is sensitive to developmental, social, and cultural differences, and encourages a democratic culture. Possible scores include 1(unsatisfactory), 2 (developing), 3 (proficient) and 4 (distinguished). These scores are shared and discussed with the candidates. Candidates who are not effective in this area cannot be recommended for certification. Our faculty monitors the results from all teacher candidates to ensure that we adequately address these competencies with all of them. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 424, and 454, and make modifications to ensure that the area is addressed more fully.

Communication Integration Plan - Address competencies, implementation, and assessment: Communications Integration permeates the entire dual major in both English and Secondary Education--English. Teacher candidates complete a basic communications course (COMM 150 or 250) early in their academic careers. They then use and build upon these skills within various courses. For example, they develop communicative competencies in a second language as part of their general education requirements. They also learn to write critically and clearly about literature as they write for various audiences within English 310. In both their English Senior Seminar and their Secondary English Capstone Seminar, they write and present their work among their peers and professors. In EDSEC 454, for example, they must demonstrate in their final teacher research essays that are written for a broad professional community that they can explain their philosophy of teaching, the principles behind the practices they employ, the reasons for their evaluative procedures and their insights about the effectiveness of their instruction based on their careful observation and analysis. Students have many opportunities to hone their communications skills both within their fieldwork and rigorous and academic and professional preparation.

Faculty that teach relevant courses will use evaluation data from the assignments and activities listed above to make needed course revisions that will increase students' "Communications" competency.

The culminating evaluation on effective communication is conducted jointly by the university supervisor and cooperating teacher within EDSEC 444 at the conclusion of the student teaching semester. One specific item on the ETMSE Conceptual Framework evaluation assesses whether the candidate communicates effectively through a variety of representations (spoken, written, and digital). Possible scores include 1(unsatisfactory), 2 (developing), 3 (proficient) and 4 (distinguished). These scores are shared and discussed with the candidates. Candidates who are

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not effective in this area cannot be recommended for certification. Our faculty monitors the results from all teacher candidates to ensure that we adequately address these competencies with all of them. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 424, and 454, and make modifications to ensure that the area is addressed more fully.

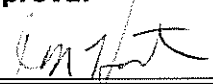

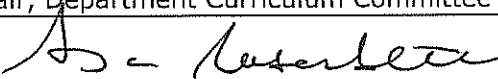
Critical Thinking Integration Plan - Address competencies, implementation, and assessment: These areas are essential for a program in English education. Reasoning and problem solving are core processes emphasized the the National Council of Teachers of English and are fundament to our NCATE-approved secondary English program. Within all English courses, students are expected to reason logically and solve problems as they analyze and produce multiple texts. These processes are also important within the required philosophy courses that are a part of the Arts and Humanities (Non-Lit) general education program. In addition, in ED F 302 students integrate theories of learning, motivation, classroom management, and assessment. Also, they analyze classroom-based case studies for problems and possible solutions. In ED F 335, prospective teachers learn that the key to "critical thinking" is thorough and well-integrated factual knowledge about one's discipline. The artifact used to document students' reasoning, critical thinking, and problem-solving is a teacher-research project submitted in EDSEC 454 Secondary English Capstone Seminar. Teacher candidates have to provide evidence that they have carefully designed an integrated language arts unit that enables students to participate in a meaningful literary enterprise, that they have successfully implemented it through a series of problem-solving efforts, and then reflected on the effectiveness of their instruction in terms of whether students were engaged in their learning and that they performed in accord with S.C. English course standards.

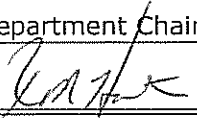

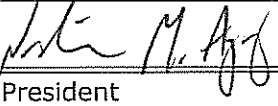
Faculty that teach relevant courses will use evaluation data from the assignments and activities listed above to make needed course revisions that will increase students' Critical Thinking competency.

The culminating evaluation of the critical thinking competencies transpires within EDSEC 444. This evaluation is completed by the university supervisor and cooperating teacher at the conclusion of the student teaching semester. One specific item on the ETMSE Conceptual Framework evaluation assesses whether the candidate evidences the critical thinking competencies. The item Capable Practice is related to the candidates' ability to apply their knowledge through best practices such as critically reflecting on their teaching experiences as they provide evidence that the experiences have altered pre-conceptions and will improve future practice. Possible scores include 1(unsatisfactory), 2 (developing), 3 (proficient) and 4 (distinguished). These scores are shared and discussed with the candidates. Candidates who are not effective in this area cannot be recommended for certification. Our faculty monitors the results from all teacher candidates to ensure that we adequately address these competencies with all of them. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 424, and 454, and make modifications to ensure that the area is addressed more fully.

Form Originator: BHORTON, Horton,Robert M **Date Form Created:** 11/12/2013
Form Last Updated by: BHORTON, Horton,Robert M **Date Form Last Updated:** 11/12/2013
Form Number: 6848

Approval

	11-12-13	 12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum
	11-13-13	

Department Chair	Date	Chair, Graduate Curriculum Com
	11-18-13	
Chair, College Curriculum Committee	Date	Provost
	11-25-13	 1/20/14
College Dean	Date	President

000230



Curriculum and Course Change System - Print Major Form

Change Major Name: Early Childhood Education

Degree: BA

Effective Catalog Year: 2014

..Change Major Name to:

..Change Degree to: (CHE approval required)

XChange 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: Changes were made to the early childhood undergraduate program to meet the current standards for accreditation from the National Association for the Education of Young Children (NAEYC), recommendations from alumni and employer surveys, and trends in the field of early childhood education. These changes include additional practicum placements in birth through age eight settings and revisions to current courses to include additional content.

Form Originator: SANDRAM, Sandra Linder Date Form Created: 10/1/2013

Form Last Updated by: , Date Form Last Updated: 10/2/2013

Form Number: 6521

Approval

	10-21-13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	11-5-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-18-13		
Chair, College Curriculum Committee	Date	Provost	Date
	11-25-13		1/20/14
College Dean	Date	President	Date

List of Changes:

1. Fall Semester Freshman Year: No changes
2. Spring Semester Freshman Year: Move PSYCH 2010 to this semester
3. Fall Semester Sophomore Year: Moved EDEC 3000 to this semester
4. Fall Semester Sophomore Year: Added EDEC 3010 (*new course submission attached with package*)
5. Spring Semester Sophomore Year: Took out EDF 3150 and replaced with EDF 4800 (meets STS gen ed requirement as well)
6. Spring Semester Sophomore Year: Added EDEC 3020 (*new course submission attached with package*)
7. Fall Semester Junior Year: Changed title of EDEC 3360 to reflect inclusion of play concepts (*revised course title and description attached with package*)
8. Fall Semester Junior Year: Moved EDSP 3750 to this semester
9. Fall Semester Junior Year: Added EDEC 3030 (*new course submission attached with package*)
10. Spring Semester Junior Year: Moved ED EL 3210 to this semester
11. Spring Semester Junior Year: Added Social Studies Methods to Curriculum (*revised course title and description attached with package*)
12. Spring Semester Junior Year: Added EDEC 3040 (*new course submission attached with package*)
13. Fall Semester Senior Year: Changed title of EDEC 4400 to remove Social Studies (*revised course title and description attached with package*)
14. Fall Semester Senior Year: Removed ED F 4250 (replaced with EDF 4800 in Sophomore Year)
15. Fall Semester Senior Year: Changed title of EDEC 4600 to include cultural diversity component (*revised course title and description attached with package*)
16. Changed footnotes to reflect revisions

Revised Course Map (Revised 2014-15)
EARLY CHILDHOOD EDUCATION

Bachelor of Arts

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

<p>Freshman Year First Semester 2 - ED 1050 Orientation to Education 3 - HIST 1730 The West and the World II 3 - MTHSC 1150 Contemporary Mathematics for Elementary School Teachers I 3 - Foreign Language Requirement¹ 4 - Natural Science Requirement²</p> <p>15 credits</p>	<p>Junior Year First Semester 3 - ED EC 3360 Concepts of Play and Social Development of Infants and Young Children⁷ 3 - ED EL 3100 Arts in the Elementary School⁷ 3 - EDSP 3750 Early Intervention for Infants and Children with Special Needs⁷ 3 - ED SP 3700 Introduction to Special Education⁷ 1- EDEC 3030 Practicum in Early Childhood Settings III⁷ 3 - Elective</p> <p>16 credits</p>
<p>Second Semester 3 - COMM 1500 Intro. to Human Comm <i>or</i> COMM 2500 Public Speaking 3 - ENGL 1030 Accelerated Composition 3 - MTHSC 1160 Contemporary Mathematics for Elementary School Teachers II 3 - Foreign Language Requirement¹ 3- PSYCH 2010 Introduction to Psychology 3- Elective</p> <p>18 credits</p>	<p>Second Semester 3 - ED EL 3210 Physical Education Methods and Content for Classroom Teachers⁸ 3 - ED EC 4200 Early Childhood Science⁸ 3 - ED EC 4500 Early Childhood Curriculum and Social Studies Methods⁸ 3 - ED F 3010 Principles of American Education 3 - EDLT 4580 Early Literacy: Birth-Kindergarten⁸ 1- EDEC 3040 Practicum in Early Childhood Settings IV⁸</p> <p>16 credits</p>
<p>Sophomore Year First Semester 3 - GEOG 1030 World Regional Geography 3 - MTHSC 2160 Geometry for Elementary School Teachers 3 - Arts and Humanities (Literature) Requirement³ 4 - Natural Science Requirement² 3 - EDEC 3000 Foundations of Early Childhood Education⁴ 1- EDEC 3010 Practicum in Early Childhood Settings I⁴</p> <p>17 credits</p>	<p>Senior Year First Semester 3 - ED EC 4000 Observation and Assessment in Clinical Settings⁹ 3 - ED EC 4300 Early Childhood Mathematics⁹ 3 - ED EC 4400 Early Childhood Language Arts⁹ 3 - ED EC 4600 Critical Issues and Cultural Diversity in Early Childhood Education⁹ 3 - EDLT 4590 Teaching Reading in the Early Grades: K-3⁹</p> <p>15 credits</p>
<p>Second Semester 3 - ED EC 2200 Family, School, and Community Relationships⁶ 3 - ED F 3020 Educational Psychology 3 - ED F 3340 Child Growth and Development 3 - Arts and Humanities (Non-Lit) Requirement⁵ 3 - ED F 4800 Digital Tech in the 21st Century 1- EDEC 3020 Practicum in Early Childhood Settings II⁶</p> <p>16 credits</p>	<p>Second Semester 9 - ED EC 4840 Directed Teaching in Early Childhood Education¹⁰ 3 - ED EC 4850 Early Childhood Capstone¹⁰</p> <p>12 credits</p>
<p>125 Total Semester Hours 1 Two semesters (through 2020) in a modern foreign language are required. Spanish is recommended. 2 One biological science and one physical science course, each with laboratory, must be selected from General Education Requirements. See advisor. 3 ENGL 2120, 2130, 2140, or 2150 4 Must be taken the fall semester of the sophomore year. 5 See General Education Requirements. 6 Must be taken the spring semester of the sophomore year. 7 Must be taken the fall semester of the junior year. 8 Must be taken the spring semester of the junior year. 9 Must be taken the fall semester of the senior year. 10 Must be taken the spring semester of the senior year.</p>	

Current Course Map
EARLY CHILDHOOD EDUCATION
Bachelor of Arts

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

<p>Freshman Year First Semester 2 - ED 105 Orientation to Education 3 - HIST 173 The West and the World II 3 - MTHSC 115 Contemporary Mathematics for Elementary School Teachers¹ 3 - Foreign Language Requirement¹ 4 - Natural Science Requirement²</p> <p>15 credits</p>	<p>Junior Year First Semester 3 - ED EC 336 Social Development of Infants and Young Children⁵ 3 - ED EL 310 Arts in the Elementary School⁵ 3 - ED EL 321 Physical Education Methods and Content for Classroom Teachers⁵ 3 - ED SP 370 Introduction to Special Education⁵ 3 - Elective</p> <p>15 credits</p>
<p>Second Semester 3 - COMM 150 Intro. to Human Comm. <i>or</i> COMM 250 Public Speaking 3 - ENGL 103 Accelerated Composition 3 - MTHSC 116 Contemporary Mathematics for Elementary School Teachers II 3 - Foreign Language Requirement¹ 3 - Elective</p> <p>15 credits</p>	<p>Second Semester 3 - ED EC 300 Found. of Early Childhood Educ.⁶ 3 - ED EC 420 Early Childhood Science⁶ 3 - ED EC 450 Early Childhood Curriculum⁶ 3 - ED F 301 Principles of American Education⁶ 3 - EDLT 458 Early Literacy: Birth–Kindergarten⁶ 3 - ED SP 375 Early Intervention for Infants and Children with Special Needs⁶</p> <p>18 credits</p>
<p>Sophomore Year First Semester 3 - GEOG 103 World Regional Geography 3 - MTHSC 216 Geometry for Elementary School Teachers 3 - PSYCH 201 Introduction to Psychology 3 - Arts and Humanities (Literature) Requirement³ 4 - Natural Science Requirement²</p> <p>16 credits</p>	<p>Senior Year First Semester 3 - ED EC 400 Observation and Assessment in Clinical Settings⁷ 3 - ED EC 430 Early Childhood Mathematics⁷ 3 - ED EC 440 Integrated Language Arts and Social Studies in Primary Schools⁷ 3 - ED EC 460 Critical Issues in Early Childhood Education⁷ 1 - ED F 425 Instructional Technology Strategies⁷ 3 - EDLT 459 Teaching Reading in the Early Grades: K–3⁷</p> <p>16 credits</p>
<p>Second Semester 3 - ED EC 220 Family, School, and Community Relationships 3 - ED F 302 Educational Psychology 1 - ED F (CTE) 315 Technology Skills for Learning 3 - ED F 334 Child Growth and Development 3 - Arts and Humanities (Non-Lit) Requirement⁴ 3 - Science and Tech. in Society Requirement⁴</p> <p>16 credits</p>	<p>Second Semester 9 - ED EC 484 Directed Teaching in Early Childhood Education⁸ 3 - ED EC 485 Early Childhood Capstone⁸</p> <p>12 credits</p>
<p>123 Total Semester Hours 1 Two semesters (through 202) in a modern foreign language are required. Spanish is recommended. 2 One biological science and one physical science course, each with laboratory, must be selected from General Education Requirements. See advisor. 3 ENGL 212, 213, 214, or 215 4 See General Education Requirements. 5 Must be taken the fall semester of the junior year. 6 Must be taken the spring semester of the junior year. 7 Must be taken the fall semester of the senior year. 8 Must be taken the spring semester of the senior year.</p>	

XChange a Course - Abbrev & Number: ED EC- 220

Corresponding Lab Course: --

Corresponding Honors course: --

..Add Honors course: --

Corresponding Graduate course: --

..Add Graduate course: --

Course Title: FAMILY/SCHOOL/COM

Brief Statement of Change:

In the revised early childhood program, the course sequence has changed slightly so the prerequisites for this course needed to be revised.

Last Term taught: 1305

..Change Abbrev to:

Effective Term: 01/2014

..Change Number to:

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

from: from: FAMILY/SCHOOL/COM

to: to:

.. From: Fixed Credit: 3 (3,) 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:
XA-Lecture Only ..	..Pass/Fail Only ..	..English Composition ..
..B-Lab (w/fee) ..	XGraded ..	..Oral Communication ..
..D-Seminar ..	..Variable Title ..	..Mathematics ..
..E-Independent Study ..	..Creative Inquiry ..	..Natural Science w/Lab ..
..F-Tutorial (w/fee) ..	..Repeatable ..	..Math or Science ..
..G-Studio ..	maximum credits	..A&H (Literature) ..
..H-Field course; ..	from:	..A&H (Non-Literature) ..
..I-Study Abroad ..	to:	..Social Science ..
..L-Lab (no/fee) ..		..CCA ..
..N/B-Lecture/Lab(w/fee) ..		..STS ..
..N/L-Lecture/Lab(no fee) ..		

..Change Catalog Description:

from:

to:

XChange Prerequisite(s):

from: Sophomore Standing

to: EDEC 3000

Learning Objectives:

Topical Outline:

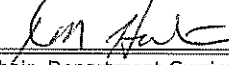
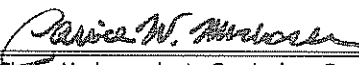
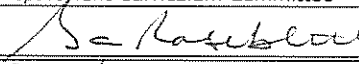
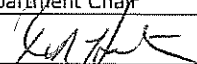
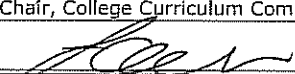
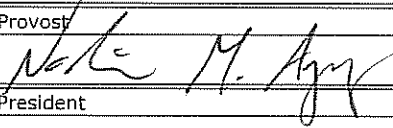
Evaluation:

Form Originator: SANDRAM, Sandra Linder Date Form Created: 10/2/2013

Form Last Updated by: SANDRAM, Sandra Linder Date Form Last Updated: 10/2/2013

Form Number: 6546

Approval

	10/2/13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	11-5-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	1-18-13		
Chair, College Curriculum Committee	Date	Provost	Date
	11-25-13		1/20/14
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

000235



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

XChange a Course - Abbrev & Number: ED EC- 300

Corresponding Lab Course: --

Corresponding Honors course: --

..Add Honors course: --

Corresponding Graduate course: --

..Add Graduate course: --

Course Title: FOUND EARLY CHLD ED

Brief Statement of Change:

The prerequisites for this course are changing because it is moving from the junior year to the sophomore year.

Last Term taught:1301 ..Change Abbrev to:

Effective Term:01/2014 ..Change Number to:

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

from: from: FOUND EARLY CHLD ED

to: to:

.. From: Fixed Credit: 3 (3,) 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:
XA-Lecture Only ..	..Pass/Fail Only ..	..English Composition ..
..B-Lab (w/fee) ..	XGraded ..	..Oral Communication ..
..D-Seminar ..	..Variable Title ..	..Mathematics ..
..E-Independent Study ..	..Creative Inquiry ..	..Natural Science w/Lab ..
..F-Tutorial (w/fee) ..	..Repeatable ..	..Math or Science ..
..G-Studio ..	maximum credits	..A&H (Literature) ..
..H-Field course ..	from:	..A&H (Non-Literature) ..
..I-Study Abroad ..	to:	..Social Science ..
..L-Lab (no/fee) ..		..CCA ..
..N/B-Lecture/Lab(w/fee) ..		..STS ..
..N/L-Lecture/Lab(no fee) ..		

..Change Catalog Description:

from:

to:

XChange Prerequisite(s):

from: EDEC 220

to: ED 1050; Sophomore Standing

Learning Objectives:

Topical Outline:


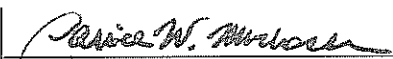
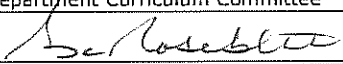
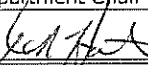
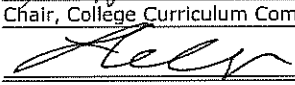
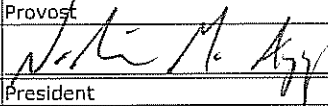
Evaluation:

Form Originator:SANDRAM, Sandra Linder Date Form Created: 10/2/2013

Form Last Updated by: , Date Form Last Updated: 10/2/2013

Form Number: 6545

Approval

	10-21-13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	11-9-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-18-13		
Chair, College Curriculum Committee	Date	Provost	Date
	11-25-13		1/20/14
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

000236

CLEMSON

UNIVERSITY Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:

X New Undergraduate Course: ED EC- 3010

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 01/2014**Catalog Title:** Practicum in Early Childhood Settings I**Transcript Title:** EC Prac I**Fixed Credit Course:** 1 (0,3)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
..A-Lecture Only	..Pass/Fail Only	..English Composition
XB-Lab (w/fee)	XGraded	..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: Experiences in early childhood settings that provide opportunities for working with young children in a variety of settings. Practicum I and II focus on child care settings for children ages three to four. Practicum I builds on foundations of early childhood by making connections between theory and practice.

Prerequisite(s): ED 1050; Sophomore Standing. Coreqs: EDEC 300**Projected Enrollment:**

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

Required course for students in: Early Childhood Education

Statement of need and justification based on assessment results of student learning outcomes: This is the first in a series of practicum courses that allow candidates in early childhood education to experience field placements early on in the undergraduate program. Currently, field experiences prior to senior year are built into courses as 10 hour service learning projects. These one hour practicum courses (EDEC 3010, 3020, 3030, and 3040) will enable candidates to have more substantive experiences with young children in a variety of settings.

Textbook(s): None**Learning Objectives:** The learner will be able to:

- Examine inclusive settings for young children and make explicit connections between theories of early childhood and instructional practice.
- Reflect on their own beliefs about early childhood education.
- Test strategies for working with young children in child care settings.
- Develop and implement assessment strategies for documenting the learning of young children.

Topical Outline: 1. Practicum placement- observing and working in a Head Start or similar setting one morning a week for the duration of the semester.



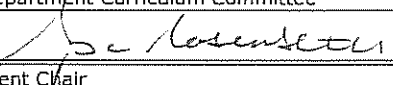
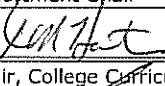
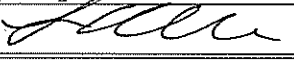
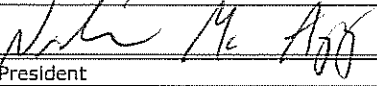
2. Revisiting and reflecting on theories of early childhood education (5 hours)

Evaluation: 1 Attendance and Participation 50%

2 Online Forum of Current Topics 20%

3 Course Project and Presentations 30%

Form Originator: SANDRAM, Sandra Linder **Date Form Created:** 10/2/2013**Form Last Updated by:** , **Date Form Last Updated:** 10/2/2013**Form Number:** 6541**Approval**

	10-2-13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	11-5-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-18-13		
Chair, College Curriculum Committee	Date	Provost	Date
	11-25-13		1/20/14
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

Course Abbreviation & Number:

X New Undergraduate Course: ED EC- 3020

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 01/2014

Catalog Title: Practicum In Early Childhood Settings II

Transcript Title: EC Prac II

Fixed Credit Course: 1 (0,3)

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

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

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

Catalog Description: Experiences in early childhood settings that provide opportunities for working with young children in a variety of settings. Practicum I and II focus on child care settings for children ages three to four. Practicum II emphasizes building relationships with families of young children.

Prerequisite(s): EDEC 3010. Coreq: EDEC 2200**Projected Enrollment:**

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

Required course for students in: Early Childhood Education

Statement of need and justification based on assessment results of student learning outcomes: This is the second in a series of practicum courses that allow candidates in early childhood education to experience field placements early on in the undergraduate program. Currently, field experiences prior to senior year are built into courses as 10 hour service learning projects. These one hour practicum courses (EDEC 3010, 3020, 3030, and 3040) will enable candidates to have more substantive experiences with young children in a variety of settings.

Textbook(s): None**Learning Objectives:** The learner will be able to:

- Examine inclusive settings for young children and make explicit connections between theories of early childhood and instructional practice.
- Reflect on their own beliefs about early childhood education.
- Develop and implement strategies for building relationships with families.
- Recognize the importance of making connections to families and the community within educational settings.

Topical Outline: 1. Practicum placement- observing and working in a Head Start or similar setting one morning a week for the duration of the semester.

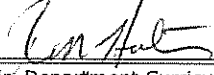

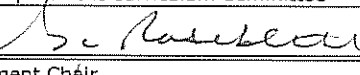

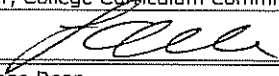
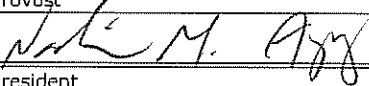
2. Making connections to families and the community

Evaluation: 1 Attendance and Participation 50%

2 Online Forum of Current Topics 20%

3 Course Project and Presentations 30%

Form Originator: SANDRAM, Sandra Linder **Date Form Created:** 10/2/2013**Form Last Updated by:** SANDRAM, Sandra Linder **Date Form Last Updated:** 10/5/2013**Form Number:** 6542**Approval**

	10/2/13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	11-5-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-18-13		
Chair, College Curriculum Committee	Date	Provost	Date
	11-25-13		1/20/14
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

000233



Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:
 X New Undergraduate Course: ED EC- 3030
 .. New Honors Course: --
 .. New Graduate Course: -

Effective Term: 01/2014
Catalog Title: EDEC 3030 Practicum in Early Childhood Settings III
Transcript Title: EC Prac III

Fixed Credit Course: 1 (0,3)
Variable Credit Course: -(-), (-)

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

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

Catalog Description: Experiences in early childhood settings that provide opportunities for working with young children in a variety of settings. Practicum III focus on child care settings for children from birth to age two. This experience allows students to understand the developmental needs and capabilities of very young children.

Prerequisite(s): EDEC 3020. Coreq: EDEC 3360

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

Required course for students in: Early Childhood Education

Statement of need and justification based on assessment results of student learning outcomes: This is the third in a series of practicum courses that allow candidates in early childhood education to experience field placements early on in the undergraduate program. Currently, field experiences prior to senior year are built into courses as 10 hour service learning projects. These one hour practicum courses (EDEC 3010, 3020, 3030, and 3040) will enable candidates to have more substantive experiences with young children in a variety of settings.

Textbook(s): None

- Learning Objectives:** The learner will be able to:
- a. Examine inclusive settings for very young children and make explicit connections between theories of early childhood and instructional practice.
 - b. Reflect on their own beliefs about early childhood education.
 - c. Develop and implement assessment strategies for understanding children's physical, social/emotional, communicative, and cognitive needs.
 - d. Recognize the capabilities of very young children and identify methods of capitalizing on these capabilities through instruction.

Topical Outline: 1. Practicum placement- observing and working in an infant/toddler setting one day a week for the duration of the semester.
 2. Assessing the young child to make instructional choices

- Evaluation:** 1. Attendance and Participation 50%
 2. Online Forum of Current Topics 20%
 3. Course Project and Presentations 30%

Form Originator: SANDRAM, Sandra Linder **Date Form Created:** 10/2/2013
Form Last Updated by: , **Date Form Last Updated:** 10/5/2013
Form Number: 6543

Approval

	10/2/13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	11-5-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-18-13		
Chair, College Curriculum Committee	Date	Provost	Date
	11-28-13		1/20/14
College Dean	Date	President	Date



Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:
 X New Undergraduate Course: ED EC- 304
 .. New Honors Course: --
 .. New Graduate Course: -

Effective Term: 01/2014
 Catalog Title: Practicum in Early Childhood Settings IV
 Transcript Title: EC Prac IV

Fixed Credit Course: 1 (0,3)
 Variable Credit Course: -(-), (-)

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

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

Catalog Description: Experiences in early childhood settings that provide opportunities for working with young children in a variety of settings. Practicum IV focuses on four year old kindergartens in public school settings. This experience emphasizes the transition to formal school settings for young children.

Prerequisite(s): EDEC 3030. Coreqs: EDEC 4200 and EDEC 4500

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

Required course for students in: Early Childhood Education

Statement of need and justification based on assessment results of student learning outcomes: This is the fourth in a series of practicum courses that allow candidates in early childhood education to experience field placements early on in the undergraduate program. Currently, field experiences prior to senior year are built into courses as 10 hour service learning projects. These one hour practicum courses (EDEC 3010, 3020, 3030, and 3040) will enable candidates to have more substantive experiences with young children in a variety of settings.

Textbook(s): None

- Learning Objectives: The learner will be able to:
- a. Examine inclusive settings for young children and make explicit connections between theories of early childhood and methods of instructional practice.
 - b. Develop, implement, and evaluate lessons that meet the needs of all students.
 - c. Develop, implement, and evaluate assessment strategies to document student learning.
 - d. Communicate with families to better understand students' transitions to formal school settings.

Topical Outline: 1. Practicum placement- observing and working in a public, four year old kindergarten setting one day a week for the duration of the semester
 2. Implications for working in formal school settings

- Evaluation: 1. Attendance and Participation 50%
 2. Online Forum of Current Topics 20%
 3. Course Project and Presentations 30%

Form Originator: SANDRAM, Sandra Linder Date Form Created: 10/2/2013
 Form Last Updated by: , Date Form Last Updated: 10/5/2013
 Form Number: 6544

Approval

	12/11/13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	11-5-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11/7/13		
Chair, College Curriculum Committee	Date	Provost	Date
	11-25-13		1/20/14
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

CLEMSON

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

XChange a Course - Abbrev & Number: ED EC- 336

Corresponding Lab Course: --

Corresponding Honors course: ED EC-H-336

..Add Honors course: --

Corresponding Graduate course: --

..Add Graduate course: --

Course Title: SOC DEV INF/YG CHILD

Brief Statement of Change:

The content in this course is being revised to reflect current trends in early childhood education regarding the use of play in childhood development.

Last Term taught:1305

Effective Term:01/2014

..Change Abbrev to:

..Change Number to:

XChange Catalog Title:

from: Social Development of Infants and Young Children

to: Concepts of Play and Social Development of Infants and Young Children

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

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

..Change Transcript Title:

from: SOC DEV INF/YG CHILD

to: *Play/Soc Dev-Infants & Young Child*

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

XChange Catalog Description:

from: Study of the behavior of the preschool child from infancy through age five. Theoretical concepts and observation of children's behavior are integrated, analyzed, and evaluated to discover implications for teaching and guiding preschool children. Includes a minimum of 10 one-hour observation-participation visits in public kindergarten. Includes Honors sections. Preq: EDEC 2200.

to: Study of the behavior of the preschool child from infancy through age five. A focus is placed on the role of play in influencing cognitive, social, emotional, physical, and language development.

..Change Prerequisite(s):

from:

to:

Learning Objectives: Learners will:

- Learn and examine theories and concepts of play
- Understand childhood development, with a particular focus on social and emotional development.
- Examine instructional contexts for young children and determine how instructional practices influence child development.
- Develop strategies for utilizing play in instruction and assessing the role of play in child development.

Topical Outline: a. Theories of growth and development from birth (10 hours)

b. Research related to social/emotional development including topics such as attachment issues, guidance issues, and temperament (10 hours)

c. The role of communication on self-esteem, social development, and behavior (5 hours)

d. The role of play in early childhood education (10 hours)

e. Creating positive environments for young children with a focus on encouraging development through play (10 hours)

Evaluation: Class participation 10%

Informational pamphlet 20%

Class presentation of pamphlet 10%

Case study 40%

Final 20%

A = 90-100%

B = 80-89%

C = 70-79%

D = 65-69%

F = below 65%

Form Originator: SANDRAM, Sandra Linder Date Form Created: 10/1/2013

Form Last Updated by: SANDRAM, Linder, Sandra Mammano Date Form Last Updated: 10/17/2013

Form Number: 6523

Approval

Sandra M. Mammano

12/6/2013

Tom Ault

000511

Chair, Department Curriculum Committee	10-21-13	Date	Chair, Undergraduate Curriculum Committee	Date
<i>George Roschke</i>	11-5-17	Date		
Department Chair		Date	Chair, Graduate Curriculum Committee	Date
<i>Tom Ault</i>	11-18-93	Date		
Chair, College Curriculum Committee		Date	Provost	Date
<i>Tom Ault</i>	11-25-13	Date	<i>John M. Ault</i>	1/20/14
College Dean		Date	President	Date
Director, Calhoun Honors College		Date		


Curriculum and Course Change System - Print Change/Delete Course Form
XChange a Course - Abbrev & Number: ED EC- 440

Corresponding Lab Course: --

Corresponding Honors course: --

..Add Honors course: --

Corresponding Graduate course: --

..Add Graduate course: --
Course Title: INT LANG ART SOC STS
Brief Statement of Change:

More time was needed in the course to cover concepts related to Language Arts and the content related to teaching social studies fit well with EDEC 450. Therefore, EDEC 450 was revised to include social studies methods. These changes also reflect changes in accreditation requirements from the National Association for the Education of Young Children (NAEYC).

Last Term taught: 1108

Effective Term: 01/2014

..Change Abbrev to:
..Change Number to:
XChange Catalog Title:

from: Integrating Language Arts and Social Studies

to: Early Childhood English Language Arts

XChange Transcript Title:

from: INT LANG ART SOC STS

to: EC ELA

.. From: Fixed Credit: 3 (3,) 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:
XA-Lecture OnlyPass/Fail Only	..	..Creative Inquiry	..
..B-Lab (w/fee)	..	XGraded	..	..English Composition	..
..D-SeminarVariable Title	..	..Oral Communication	..
..E-Independent StudyCreative Inquiry	..	..Mathematics	..
..F-Tutorial (w/fee)Repeatable	..	..Natural Science w/Lab..	..
..G-Studio	..	maximum credits	..	..Natural Science w/Lab..	..
..H-Field course	..	from:	..	..Math or Science	..
..I-Study Abroad	..	to:	..	..A&H (Literature)	..
..L-Lab (no/fee)A&H (Non-Literature)	..
..N/B-Lecture/Lab(w/fee)Social Science	..
..N/L-Lecture/Lab(no fee)CCA	..
				..STS	..

XChange Catalog Description:
from: Integrates social studies and language arts in a course that reflects recommended teaching practices for young children (birth to age eight). Uses language arts as an approach for teaching social studies content, techniques, and methods in primary schools.

to: Examination of language arts across the Early Childhood curriculum and ways to develop and support children's language arts practices across content areas.

..Change Prerequisite(s):
from:
to:
Learning Objectives: The learner will:

- Understand ways to incorporate language arts across disciplinary areas
- Explain current trends in early childhood language arts including negotiating policy standards and evidence-based practices
- Compare and contrast existing language arts curricula
- Explore different genres within reading and writing (e.g. informational, poetry, narrative, persuasive)
- Discuss ways to use a variety of genres to address language arts skills

Topical Outline: 1. Discussion of language arts across disciplines (10 hours)

2. Exploring current trends in early childhood language arts (10 hours)

3. Designing and implementing effective lessons (5 hours)

4. Examine strategies for working with linguistically-diverse children including oral language/vocabulary skills (5 hours)

5. Explore and discuss genres (10 hours)

6. Examining early childhood assessment related to language arts (5 hours)

Evaluation: Class participation 10%

Unit plan 30%

Child study on language/literacy development 40%

Final 20%

A = 90-100%

B = 80-89%

C = 70-79%

D = 65-69%




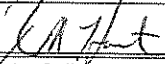
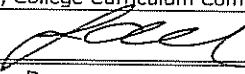
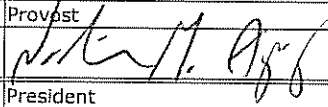
F = below 65%

Form Originator: SANDRAM, Sandra Linder **Date Form Created:** 10/1/2013

Form Last Updated by: SANDRAM, Linder, Sandra Mammano **Date Form Last Updated:** 10/17/2013

Form Number: 6535

Approval

	10-7-13			12/6/03
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date	
	11-5-17			
Department Chair	Date	Chair, Graduate Curriculum Committee	Date	
	11-18-13			
Chair, College Curriculum Committee	Date	Provost	Date	
	11-25-13		1/20/14	
College Dean	Date	President	Date	
Director, Calhoun Honors College	Date			

XChange a Course - Abbrev & Number: ED EC-450

Corresponding Lab Course: --

Corresponding Honors course: --

..Add Honors course: --

Corresponding Graduate course: --

..Add Graduate course: --

Course Title: EARLY CHILD CURRIC

Brief Statement of Change:

Methods for teaching Social Studies to early childhood students are currently taught in conjunction with Language Arts. This change will allow for more course time to cover Language Arts content and demonstrate how candidates can utilize Social Studies as a means of integrating content throughout the curriculum.

Last Term taught:1301

Effective Term:01/2014

..Change Abbrev to:

..Change Number to:

XChange Catalog Title:

from: Early Childhood Curriculum

XChange Transcript Title:

from: EARLY CHILD CURRIC

to: Early Childhood Curriculum and Social Studies Methods

to: EC Curric & SS Meth

.. From: Fixed Credit: 3 (3,) 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:
XA-Lecture OnlyPass/Fail Only	..	..Creative Inquiry	..
..B-Lab (w/fee)	..	XGraded	..	..English Composition	..
..D-SeminarVariable Title	..	..Oral Communication	..
..E-Independent StudyCreative Inquiry	..	..Mathematics	..
..F-Tutorial (w/fee)Repeatable	..	..Natural Science w/Lab	..
..G-Studio	..	maximum credits	..	..Natural Science w/Lab	..
..H-Field course	..	from:	..	..Math or Science	..
..I-Study Abroad	..	to:	..	..A&H (Literature)	..
..L-Lab (no/fee)A&H (Non-Literature)	..
..N/B-Lecture/Lab(w/fee)Social Science	..
..N/L-Lecture/Lab(no fee)CCA	..
				..STS	..

XChange Catalog Description:

from: Constructivist approach is used to explore childrens thinking as it influences curriculum design in early childhood. Analyzes the educational needs of the young child in the cognitive realm and examines the implementation of activities, experiences, and play-based program models.

to: Examination of how content related to social studies can be integrated with concepts across the early childhood curriculum. A focus is placed on identifying and understanding the curricular needs of young children and how to connect content areas through social studies concepts.

..Change Prerequisite(s):

from:

to:

Learning Objectives: Learners will:

- Assist young children in thinking, solving problems, making decisions, and becoming independent learners through appropriate teaching methods including play, open-ended questioning, group discussion, problem solving, cooperative planning, and inquiry experiences.
- Create a positive learning climate by demonstrating confidence and enthusiasm during interactions with young children, and making adaptations to the schedule, teaching style, and guidance techniques to meet the individual differences of children in group settings.
- Observe, record, and assess young children's behavior for the purpose of planning developmentally appropriate programs, environments, and teaching strategies for teaching social studies.
- Analyze and critique social studies education literature.
- Demonstrate the ability to plan and implement an integrated social studies lesson.
- Become advocates for social justice, through inquiring and making curriculum.

Topical Outline: • Theories of learning and developmentally appropriate practice (5 hours)

- Creating high quality programs for young children in every curriculum area (10 hours)
- Evaluating programs/documenting effectiveness (10 hours)
- Implementing assessment strategies to evaluate individual needs of young children (5 hours)
- Examining and implementing methods for teaching social studies (10 hours)
- Identifying strategies for implementing social studies across the curriculum(5 hours)

Evaluation: Class participation 10%

Integrated lesson/unit 40%

Class presentation of lesson 10%

Annotated bibliography 20%

Final 20%

A = 90-100%


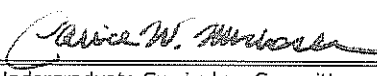
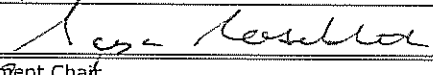

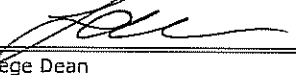
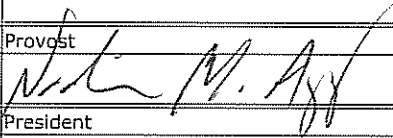
B = 80-89%

000245

C = 70-79%
 D = 65-69%
 F = below 65%

Form Originator: SANDRAM, Sandra Linder **Date Form Created:** 10/1/2013
Form Last Updated by: SANDRAM, Linder, Sandra Mammano **Date Form Last Updated:** 10/17/2013
Form Number: 6534

Approval

	10/21/13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	11-5-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11/18/13		
Chair, College Curriculum Committee	Date	Provost	Date
	11-25-13		1/20/14
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

XChange a Course - Abbrev & Number: ED EC- 460

Corresponding Lab Course: --

Corresponding Honors course: --

..Add Honors course: --

Corresponding Graduate course: --

..Add Graduate course: --

Course Title: CRITICAL ISSUES ECE

Brief Statement of Change:

This course is being revised to meet changing accreditation standards and current trends in the field of early childhood education.

Last Term taught:

Effective Term: 01/2014

..Change Abbrev to:

..Change Number to:

XChange Catalog Title:

from: Critical Issues in Early Childhood Education

to: Critical Issues and Cultural Diversity in Early Childhood Education

.. From: Fixed Credit: 3 (3,) 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:
XA-Lecture OnlyPass/Fail Only	..	..Creative Inquiry	..
..B-Lab (w/fee)	..	XGraded	..	..English Composition	..
..D-SeminarVariable Title	..	..Oral Communication	..
..E-Independent StudyCreative Inquiry	..	..Mathematics	..
..F-Tutorial (w/fee)Repeatable	..	..Natural Science w/Lab	..
..G-Studio	..	maximum credits		..Natural Science w/Lab	..
..H-Field course	..	from:		..Math or Science	..
..I-Study Abroad	..	to:		..A&H (Literature)	..
..L-Lab (no/fee)A&H (Non-Literature)	..
..N/B-Lecture/Lab(w/fee)Social Science	..
..N/L-Lecture/Lab(no fee)CCA	..
				..STS	..

XChange Catalog Description:

from: In-depth analysis of current and critical issues in early childhood education, with an emphasis placed on trends in prekindergarten through third grade. Topics include classroom and behavior management, early childhood assessment, working in diverse settings, and meeting the educational needs of all learners.

to: In-depth analysis of current and critical issues in early childhood education using a critical multicultural education framework. Topics include critical multiculturalism education, examination of issues of equity and access, early childhood assessment, working in diverse settings, and meeting the educational needs of all learners.

..Change Prerequisite(s):

from:

to:

Learning Objectives: The learner will be able to:

- Understand critical multicultural education and its role in creating inclusive settings
- Explain current trends in early childhood education in an in-depth manner
- Reflect on their own practice in early childhood education
- Identify, test, and discuss strategies for working in diverse settings and working with a variety of learners
- Select appropriate assessment methods and use assessment to inform early childhood instruction
- Develop, implement, and reflect on lessons that address multiple learning styles and abilities in early childhood settings
- Develop strategies for classroom management in early childhood settings

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

2. Designing and implementing effective lessons (10 hours)

3. Working in diverse settings (10 hours)

4. Examining classroom and behavior management (10 hours)

5. Examining early childhood assessment (5 hours)

Evaluation: 1. Attendance and Participation 10%

2. Online Forum of Current Topics 10%

3. Course Project and Presentations 20%

4. Research Paper 40%

5. Final Exam 20%

A = 90-100%

B = 80-89%

C = 70-79%

D = 65-69%

F = below 65%

Form Originator: SANDRAM, Sandra Linder Date Form Created: 10/1/2013

Form Last Updated by: SANDRAM, Linder, Sandra Mammano Date Form Last Updated: 10/17/2013

Form Number: 6536

000247

Approval

<i>Ron Hunt</i>	10-21-13	<i>Parice W. Anderson</i>	12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>B. Roseberry</i>	11-9-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Kathie</i>	11-18-13		
Chair, College Curriculum Committee	Date	Provost	Date
<i>Joey</i>	11-25-13	<i>John M. A...</i>	1/20/14
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

000248

CLEMSON

UNIVERSITY

Curriculum and Course Change System - Print Change/Delete

Course Form**X Change a Course - Abbrev & Number: ED F- 490**

Corresponding Lab Course: --

Corresponding Honors course: ED F-H-490

.. Add Honors course: --

Corresponding Graduate course: ED F- -690

.. Add Graduate course: --**Course Title: CLASSROOM MANAGEMENT****Brief Statement of Change:**

add prerequisite "or graduate standing" in order to allow graduate students to enroll.

Last Term taught:

Effective Term: 01/2014

.. Change Abbrev to:**.. Change Number to:****.. Change Catalog Title:****.. Change Transcript Title:**

from:

from: CLASSROOM MANAGEMENT

to:

to:

.. Change of Credit From: Fixed Credit: 3 (3,) To: Fixed Credit: (,)

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

.. Add cross-listing with the following child course(s):**.. Delete cross-listing with the following child course(s):****.. Reverse Parent/Child relationship with:****.. Change Method of Instruction****.. Change Course Modifier****.. Change General Education Designation**

from:

from:

from:

to:

to:

to:

X A-Lecture Only

.. Pass/Fail Only

..

.. Creative Inquiry

..

..

X Graded

..

.. English Composition

..

.. B-Lab (w/fee)

.. Variable Title

..

.. Oral Communication

..

..

.. Creative Inquiry

..

.. Mathematics

..

.. D-Seminar

.. Repeatable

..

.. Natural Science w/Lab

..

.. E-Independent Study

maximum credits

..

.. Natural Science w/Lab

..

..

from:

.. Math or Science

..

.. F-Tutorial (w/fee)

to:

.. A&H (Literature)

..

..

to:

.. A&H (Non-Literature)

..

.. G-Studio

.. Social Science

..

..

.. CCA

..

.. H-Field course

.. STS

..

..

.. I-Study Abroad

..

.. L-Lab (no/fee)

..

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

..

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

..

.. Change Catalog Description:

from:

to:

000049

X Change Prerequisite(s):

from: (EDF 3020 or PSYCH 2010); and (EDF 3340 or EDF 3350); and 2.0 minimum GAP; or consent of instructor

to: (EDF 3020 or PSYCH 2010); and (EDF 3340 or EDF 3350); and 2.0 minimum GAP; or consent of instructor; or graduate standing

Learning Objectives:

Topical Outline:

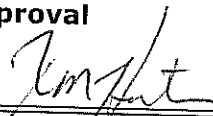
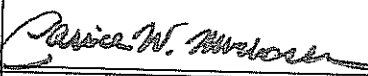
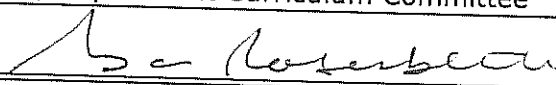
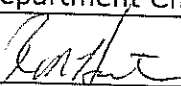
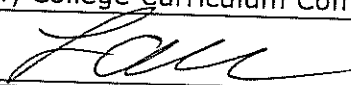
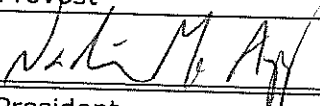
Evaluation:

Form Originator: BDAVID, **Date Form Created:** 9/26/2013

Form Last Updated by: BDAVID, Barrett, David E **Date Form Last Updated:** 10/22/2013

Form Number: 6491

Approval

	10-21-13	 12/6/13
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum
	10-23-13	
Department Chair	Date	Chair, Graduate Curriculum Corr
	11-18-13	
Chair, College Curriculum Committee	Date	Provost
	11-25-13	 1/20/14
College Dean	Date	President
Director, Calhoun Honors College	Date	

000250



Curriculum and Course Change System - Print Major Form

Change Major Name: Science Teach (Biological Sci)-BA

Degree: BA

Effective Catalog Year: 2014

.. Change Major Name to:

.. Change Degree to: (CHE approval required)

X Change Curriculum Requirements

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

.. Change General Education Requirements

(Must also submit a General Education Checklist)

.. Add, Change or Delete Concentration(s)

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

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

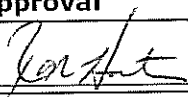
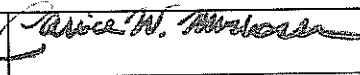
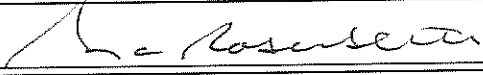
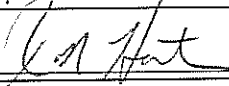
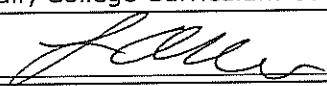

Explanation: BA Biological Sciences

- EDF 315 will be eliminated from the curriculum (eliminating 1 hour from the curriculum)
- EDF 480 will be added to the curriculum (spring of Sophomore; this adds 3 hours to the curriculum)
- One of the animal/plant diversity requirements will be removed from the curriculum to match the current BA in Biological Science. This will mean that students will have an animal OR plant diversity requirement, but they will not be required to take both any longer. (this eliminates 4 hours from the curriculum)--course is removed from first semester junior year leaving only the one listed for second semester junior year.
- This will move the double major from 130-132 hours to 128-130 hours being required.
- Further, BIOSC 4820 will be crosslisted with EDSC 4820.

Form Originator: MARSHA9, Jeff Marshall **Date Form Created:** 9/16/2013

Form Last Updated by: MARSHA9, Marshall,Jeff C **Date Form Last Updated:** 10/14/2013

Form Number: 6449

Approval		
	10-11-13	 12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Cor
	10.21.13	
Department Chair	Date	Chair, Graduate Curriculum Committe
	11-18-13	
Chair, College Curriculum Committee	Date	Provost
	11.25.13	 1/20/14
College Dean	Date	President

Current 2013-14

SCIENCE TEACHING

The programs leading to a Bachelor of Arts or Bachelor of Science degree in Science Teaching are designed for students planning to teach biological sciences, chemistry, earth sciences, or physical sciences on the secondary school level (grades 9-12). To be recommended for certification, students must earn a grade of C or higher in all science content courses.

Double Majors in Science Teaching and Content Area

The Bachelor of Arts Degree in Science Teaching will result in a double major in Science Teaching and the select content area (Biological Science, Chemistry, or Physics). To achieve the double major, the plan of study listed under Science Teaching must be followed. The double major prepares students for teaching science on the secondary level and graduate work in the respective content field.

TEACHING AREA:

BIOLOGICAL SCIENCES

Bachelor of Arts

Freshman Year

First Semester

- 3 - BIOL 1030 General Biology I and
 - 1 - BIOL 1050 General Biology Lab. I *or*
 - 5 - BIOL 1100 Principles of Biology
 - 4 - CH 1010 General Chemistry
 - 2 - ED 1050 Orientation to Education
 - 4 - MTHS 1060 Calculus of One Variable I
 - 3 - Foreign Language Requirement¹
-

17-18

Second Semester

- 3 - BIOL 1040 General Biology I and
 - 1 - BIOL 1060 General Biology Lab. II *or*
 - 5 - BIOL 1110 Principles of Biology II
 - 4 - CH 1020 General Chemistry
 - 3 - ENGL 1030 Accelerated Composition
 - 3 - Foreign Language Requirement¹
 - 3 - Statistics Requirement²
-

17-18

Sophomore Year

First Semester

- 4 - CH 2010 Survey of Organic Chemistry
 - 3 - HIST 1220 History, Technology and Society *or*
 - 3 - HIST 1240 Environmental History Survey
 - 3 - PHYS 2070 General Physics I
 - 1 - PHYS 2090 General Physics I Lab.
 - 3 - Arts and Humanities (Literature) Requirement³
 - 3 - Biochemistry or Genetics Requirement⁴
-

17

Second Semester

- 4 - BIOL 3160 Human Physiology
 - 3 - EDF 3010 Principles of American Education
 - 1 - EDF (CTE) 3150 Technology Skills for Learning
 - 3 - PHYS 2080 General Physics II
 - 1 - PHYS 2100 General Physics II Lab.
 - 3 - Biochemistry or Genetics Requirement⁴
-

15

Junior Year**First Semester**

- 3 - BIOL 4610 Cell Biology
 - 2 - BIOL 4620 Cell Biology Laboratory
 - 3 - EDF 3020 Educational Psychology
 - 3 - EDSC 3270 Practicum in Secondary Science
 - 4 - Animal or Plant Diversity Requirement⁵
 - 3 - Ecology Requirement⁶
-

18

Second Semester

- 3 - BIOL 3350 Evolutionary Biology
 - 3 - BIOL 4820 Lab. Techniques for Teaching Sci.
 - 3 - EDF 3350 Adolescent Growth and Development
 - 3 - ENGL 3150 Scientific Writing and Comm.
 - 4 - Animal or Plant Diversity Requirement⁵
-

16

Senior Year**First Semester**

- 3 - COMM 1500 Intro. to Human Comm. *or*
 - 3 - COMM 2500 Public Speaking
 - 3 - EDSP 3700 Introduction to Special Education
 - 3 - EDSC 4270 Teaching Secondary Science⁷
 - 3 - EDLT 4980 Secondary Content Area Reading⁷
 - 3 - GEOG 1030 World Regional Geography
 - 3 - Arts and Humanities (Non-Lit.) Requirement⁸
-

18

Second Semester

- 9 - EDSC 4470 Teaching Internship in Sec. Sci.⁹
 - 3 - EDSC 4570 Sec. Science Capstone Seminar⁹
-

12

130-132 Total Semester Hours

⁴Two semesters (through 2020) in any modern foreign language (including American Sign Language) are required.⁵EXST 3010, MTHS 2030, 3010, or 3090⁶ENGL 2120, 2130, 2140, or 2150

⁴One lecture course must be completed for both biochemistry (BCHM 3010 or BCHM 3050) and for genetics (GEN 3000 or GEN 3020).

⁵One lecture and associated laboratory must be completed for both animal diversity (BIOL 3020/3060 or BIOL 3030/3070) and for plant diversity (BIOL 3040/3080, BIOL 3200, or BIOL 4060/4070).

⁶BIOL 4410, 4430, 4460, or 4700

⁷To be taken the semester prior to EDSC 4470 and 4570. EDSC 4270 and EDLT 4980 must be taken concurrently.

⁸See General Education Requirements.

⁹EDSC 4470 and 4570 must be taken concurrently. Offered spring semester only.

2014-15

SCIENCE TEACHING

The programs leading to a Bachelor of Arts or Bachelor of Science degree in Science Teaching are designed for students planning to teach biological sciences, chemistry, earth sciences, or physical sciences on the secondary school level (grades 9-12). To be recommended for certification, students must earn a grade of C or higher in all science content courses.

Double Majors in Science Teaching and Content Area

The Bachelor of Arts Degree in Science Teaching will result in a double major in Science Teaching and the select content area (Biological Science, Chemistry, or Physics). To achieve the double major, the plan of study listed under Science Teaching must be followed. The double major prepares students for teaching science on the secondary level and graduate work in the respective content field.

TEACHING AREA:

BIOLOGICAL SCIENCES

Bachelor of Arts

Freshman Year

First Semester

- 3 - BIOL 1030 General Biology I and
 - 1 - BIOL 1050 General Biology Lab. I *or*
 - 5 - BIOL 1100 Principles of Biology
 - 4 - CH 1010 General Chemistry
 - 2 - ED 1050 Orientation to Education
 - 4 - MTHS 1060 Calculus of One Variable I
 - 3 - Foreign Language Requirement¹
-

17-18

Second Semester

- 3 - BIOL 1040 General Biology I and
 - 1 - BIOL 1060 General Biology Lab. II *or*
 - 5 - BIOL 1110 Principles of Biology II
 - 4 - CH 1020 General Chemistry
 - 3 - ENGL 1030 Accelerated Composition
 - 3 - Foreign Language Requirement¹
 - 3 - Statistics Requirement²
-

17-18

Sophomore Year**First Semester**

- 4 - CH 2010 Survey of Organic Chemistry
 - 3 - HIST 1220 History, Technology and Society or
3 - HIST 1240 Environmental History Survey
 - 3 - PHYS 2070 General Physics I
 - 1 - PHYS 2090 General Physics I Lab.
 - 3 - Arts and Humanities (Literature) Requirement³
 - 3 - Biochemistry or Genetics Requirement⁴
-

17

Second Semester

- 4 - BIOL 3160 Human Physiology
 - 3 - EDF 3010 Principles of American Education
 - 3 - PHYS 2080 General Physics II
 - 1 - PHYS 2100 General Physics II Lab.
 - 3 - EDF 4800 Foundations of Digital Media and Learning
 - 3 - Biochemistry or Genetics Requirement⁴
-

17

Junior Year**First Semester**

- 3 - BIOL 4610 Cell Biology
 - 2 - BIOL 4620 Cell Biology Laboratory
 - 3 - EDF 3020 Educational Psychology
 - 3 - EDSC 3270 Practicum in Secondary Science
 - 3 - Ecology Requirement⁶
-

14

Second Semester

- 3 - BIOL 3350 Evolutionary Biology
 - 3 - BIOL 4820 / EDSC 4820 Lab. Techniques for Teaching Sci.
 - 3 - EDF 3350 Adolescent Growth and Development
 - 3 - ENGL 3150 Scientific Writing and Comm.
 - 4 - Animal or Plant Diversity Requirement⁵
-

16

Senior Year**First Semester**

- 3 - COMM 1500 Intro. to Human Comm. or
3 - COMM 2500 Public Speaking
 - 3 - EDSP 3700 Introduction to Special Education
 - 3 - EDSC 4270 Teaching Secondary Science⁷
 - 3 - EDLT 4980 Secondary Content Area Reading⁷
 - 3 - GEOG 1030 World Regional Geography
 - 3 - Arts and Humanities (Non-Lit.) Requirement⁸
-

18

Second Semester

9 - EDSC 4470 Teaching Internship in Sec. Sci.⁹

3 - EDSC 4570 Sec. Science Capstone Seminar⁹

12

128-130 Total Semester Hours

¹Two semesters (through 2020) in any modern foreign language (including American Sign Language) are required.

²EXST 3010, MTHS 2030, 3010, or 3090

³ENGL 2120, 2130, 2140, or 2150

⁴One lecture course must be completed for both biochemistry (BCHM 3010 or BCHM 3050) and for genetics (GEN 3000 or GEN 3020).

⁵One lecture and associated laboratory must be completed for animal diversity (BIOL 3020/3060 or BIOL 3030/3070) or for plant diversity (BIOL 3040/3080, BIOL 3200, or BIOL 4060/4070).

⁶BIOL 4410, 4430, 4460, or 4700

⁷To be taken the semester prior to EDSC 4470 and 4570. EDSC 4270 and EDLT 4980 must be taken concurrently.

⁸See General Education Requirements.

⁹EDSC 4470 and 4570 must be taken concurrently. Offered spring semester only.



Curriculum and Course Change System - Print Major Form

Change Major Name: Science Teach (Biological Sci)-BS**Degree:** BS**Effective Catalog Year:** 2014**.. Change Major Name to:****.. Change Degree to:** (CHE approval required)**X Change Curriculum Requirements**

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

.. Change General Education Requirements

(Must also submit a General Education Checklist)

.. Add, Change or Delete Concentration(s)

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

.. Add, Change or Delete Emphasis Area(s)**Explanation:** BS Biological Sciences

- EDF 315 will be eliminated from the curriculum (eliminating 1 hour from the curriculum)
- EDF 480 will be added to the curriculum (spring of Sophomore; this adds 3 hours to the curriculum)
- One of the animal/plant diversity requirements will be removed from the curriculum to match the current BA in Biological Sciences. This will mean that students will have an animal OR plant diversity requirement, but they will not be required to take both any longer. (this eliminates 4 hours from the curriculum)--The course is removed from the second semester junior year leaving only the one for first semester junior.
- A footnote (#8) is added. One hour of elective credit may be needed to achieve the minimum 120 hours for the program.
- This will move the major from 121-123 hours to 120-121 hours being required.
- Further, BIOSC 4820 will be crosslisted with EDSC 4820.

Form Originator: MARSHA9, Jeff Marshall **Date Form Created:** 9/16/2013**Form Last Updated by:** MARSHA9, Marshall,Jeff C **Date Form Last Updated:** 10/14/2013**Form Number:** 6450

Approval		
	10-11-13	12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee
	10-21-13	
Department Chair	Date	Chair, Graduate Curriculum Committee
	11-18-13	
Chair, College Curriculum Committee	Date	Provost
	11-25-13	1/20/14
College Dean	Date	President

2014-15

TEACHING AREA:**BIOLOGICAL SCIENCES****Bachelor of Science****Freshman Year****First Semester**

- 3 - BIOL 1030 General Biology I and
 - 1 - BIOL 1050 General Biology Lab. I or
5 - BIOL 1100 Principles of Biology I
 - 4 - CH 1010 General Chemistry
 - 3 - COMM 1500 Intro. to Human Comm. or
3 - COMM 2500 Public Speaking
 - 4 - MTHS 1060 Calculus of One Variable I
-

15-16

Second Semester

- 3 - BIOL 1040 General Biology II and
 - 1 - BIOL 1060 General Biology Lab. II or
5 - BIOL 1110 Principles of Biology II
 - 4 - CH 1020 General Chemistry
 - 2 - ED 1050 Orientation to Education
 - 3 - ENGL 1030 Accelerated Composition
 - 3 - Statistics Requirement¹
-

16-17

Sophomore Year**First Semester**

- 4 - CH 2010 Survey of Organic Chemistry
 - 3 - EDF 3020 Educational Psychology
 - 3 - HIST 1220 History, Technology, and Society or
3 - HIST 1240 Environmental History Survey
 - 3 - PHYS 2070 General Physics I
 - 1 - PHYS 2090 General Physics I Lab.
 - 3 - Biochemistry or Genetics Requirement²
-

17

Second Semester

- 4 - BIOL 3160 Human Physiology
 - 3 - EDF 3010 Principles of American Education
 - 3 - EDF 4800 Foundations of Digital Media and Learning
 - 3 - PHYS 2080 General Physics II
 - 1 - PHYS 2100 General Physics II Lab.
 - 3 - Biochemistry or Genetics Requirement²
-

17

Junior Year**First Semester**

3 - BIOL 4610 Cell Biology
 2 - BIOL 4620 Cell Biology Laboratory
 3 - EDSC 3270 Practicum in Secondary Science
 3 - Ecology Requirement³
 4 - Plant or Animal Diversity Requirement⁴

15

Second Semester

3 - BIOL 3350 Evolutionary Biology
 3 - BIOL 4820 / EDSC 4820 Lab. Techniques for Teaching Sci.
 3 - EDF 3350 Adolescent Growth and Development
 3 - Arts and Humanities (Literature) Requirement⁵

12

Senior Year

First Semester

3 - EDSP 3700 Introduction to Special Education
 3 - EDSC 4270 Teaching Secondary Science⁶
 3 - EDLT 4980 Secondary Content Area Reading⁶
 3 - GEOG 1030 World Regional Geography
 3 - Art and Humanities (Non-Lit.) Requirement⁵

15

Second Semester

9 - EDSC 4470 Teaching Internship in Sec. Sci.⁷
 3 - EDSC 4570 Sec. Science Capstone Seminar⁷

12

120–121 Total Semester Hours⁸

¹EXST 3010, MTHS 2030, 3010, or 3090

²One lecture course must be completed for both biochemistry (BCHM 3010 or 3050) and for genetics (GEN 3000 or 3020).

³BIOL 4410, 4430, 4460, or 4700

⁴One lecture and associated laboratory must be completed for animal diversity (BIOL 3020/3060 or 3030/3070) or for plant diversity (BIOL 3040/3080).

⁵See General Education Requirements.

⁶To be taken the semester prior to EDSC 4470 and 4570. EDSC 4270 and EDLT 4980 must be taken concurrently. Offered fall semester only.

⁷EDSC 4470 and 4570 must be taken concurrently. Offered spring semester only.

⁸One hour of elective credit may be needed to achieve the minimum 120 hours.

Current 2013-14

**TEACHING AREA:
BIOLOGICAL SCIENCES**

Bachelor of Science

Freshman Year

First Semester

- 3 - BIOL 1030 General Biology I and
 - 1 - BIOL 1050 General Biology Lab. I or
 - 5 - BIOL 1100 Principles of Biology I
 - 4 - CH 1010 General Chemistry
 - 3 - COMM 1500 Intro. to Human Comm. or
 - 3 - COMM 2500 Public Speaking
 - 4 - MTHS 1060 Calculus of One Variable I
-

15-16

Second Semester

- 3 - BIOL 1040 General Biology II and
 - 1 - BIOL 1060 General Biology Lab. II or
 - 5 - BIOL 1110 Principles of Biology II
 - 4 - CH 1020 General Chemistry
 - 2 - ED 1050 Orientation to Education
 - 3 - ENGL 1030 Accelerated Composition
 - 3 - Statistics Requirement¹
-

16-17

Sophomore Year

First Semester

- 4 - CH 2010 Survey of Organic Chemistry
 - 3 - EDF 3020 Educational Psychology
 - 3 - HIST 1220 History, Technology, and Society or
 - 3 - HIST 1240 Environmental History Survey
 - 3 - PHYS 2070 General Physics I
 - 1 - PHYS 2090 General Physics I Lab.
 - 3 - Biochemistry or Genetics Requirement²
-

17

Second Semester

- 4 - BIOL 3160 Human Physiology
 - 3 - EDF 3010 Principles of American Education
 - 1 - EDF (CTE) 3150 Technology Skills for Learning
 - 3 - PHYS 2080 General Physics II
 - 1 - PHYS 2100 General Physics II Lab.
 - 3 - Biochemistry or Genetics Requirement²
-

15

Junior Year

First Semester

- 3 - BIOL 4610 Cell Biology
 - 2 - BIOL 4620 Cell Biology Laboratory
 - 3 - EDSC 3270 Practicum in Secondary Science
 - 3 - Ecology Requirement³
 - 4 - Plant or Animal Diversity Requirement⁴
-

15

Second Semester

- 3 - BIOL 3350 Evolutionary Biology
 - 3 - BIOL 4820 Lab. Techniques for Teaching Sci.
 - 3 - EDF 3350 Adolescent Growth and Development
 - 3 - Arts and Humanities (Literature) Requirement⁵
 - 4 - Plant or Animal Diversity Requirement⁴
-

16

Senior Year**First Semester**

- 3 - EDSP 3700 Introduction to Special Education
 - 3 - EDSC 4270 Teaching Secondary Science⁶
 - 3 - EDLT 4980 Secondary Content Area Reading⁶
 - 3 - GEOG 1030 World Regional Geography
 - 3 - Art and Humanities (Non-Lit.) Requirement⁵
-

15

Second Semester

- 9 - EDSC 4470 Teaching Internship in Sec. Sci.⁷
 - 3 - EDSC 4570 Sec. Science Capstone Seminar⁷
-

12

121-123 Total Semester Hours

¹EXST 3010, MTHS 2030, 3010, or 3090²One lecture course must be completed for both biochemistry (BCHM 3010 or 3050) and for genetics (GEN 3000 or 3020).³BIOL 4410, 4430, 4460, or 4700⁴One lecture and associated laboratory must be completed for both animal diversity (BIOL 3020/3060 or 3030/3070) and for plant diversity (BIOL 3040/3080).⁵See General Education Requirements.⁶To be taken the semester prior to EDSC 4470 and 4570. EDSC 4270 and EDLT 4980 must be taken concurrently. Offered fall semester only.⁷EDSC 4470 and 4570 must be taken concurrently. Offered spring semester only.

000261



Curriculum and Course Change System - Print Major Form

Change Major Name: Science Teaching (Chemistry)

Degree: BA

Effective Catalog Year: 2014

.. Change Major Name to:

.. Change Degree to: (CHE approval required)

X Change Curriculum Requirements

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

.. Change General Education Requirements

(Must also submit a General Education Checklist)

.. Add, Change or Delete Concentration(s)

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

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

Explanation: BA Chemistry

- EDF 315 will be eliminated from the curriculum (eliminating 1 hour from the curriculum)
- EDF 480 will be added to the curriculum (spring of Sophomore; this adds 3 hours to the curriculum)
- This will move the major from 123-125 hours to 125-127 hours being required.
- Further, BIOSC 4820 will be crosslisted with EDSC 4820.

Form Originator: MARSHA9, Jeff Marshall **Date Form Created:** 9/16/2013

Form Last Updated by: MARSHA9, Jeff Marshall **Date Form Last Updated:** 9/16/2013

Form Number: 6451

Approval

	10-11-13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10-21-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-18-13		
Chair, College Curriculum Committee	Date	Provost	Date
	11-25-13		1/20/14
College Dean	Date	President	Date

Current 2013-14

TEACHING AREA: CHEMISTRY

Bachelor of Arts

Freshman Year

First Semester

- 4 - CH 1010 General Chemistry
 - 1 - CH 1410 Chemistry Orientation
 - 3 - ENGL 1030 Accelerated Composition
 - 4 - MTHS 1060 Calculus of One Variable I
 - 3 - Foreign Language Requirement¹
-

15

Second Semester

- 4 - CH 1020 General Chemistry
 - 2 - CH 1520 Chemistry Communication I
 - 4 - MTHS 1080 Calculus of One Variable II
 - 3 - PHYS 1220 Physics with Calculus I
 - 1 - PHYS 1240 Physics Laboratory I
 - 3 - Foreign Language Requirement¹
-

17

Sophomore Year

First Semester

- 3 - CH 2230 Organic Chemistry
 - 1 - CH 2270 Organic Chemistry Laboratory
 - 2 - ED 1050 Orientation to Education
 - 3 - HIST 1220 History, Technology and Society *or*
 - 3 - HIST 1240 Environmental History Survey
 - 3 - PHYS 2210 Physics with Calculus II
 - 1 - PHYS 2230 Physics Laboratory II
 - 3 - Arts and Humanities (Non-Lit.) Requirement²
-

16

Second Semester

- 3 - CH 2050 Intro. to Inorganic Chemistry
 - 3 - CH 2240 Organic Chemistry
 - 1 - CH 2280 Organic Chemistry Laboratory
 - 3 - EDF 3010 Principles of American Education
 - 1 - EDF 3150 Technology Skills for Learning
 - 3 - PHYS 2220 Physics with Calculus III
-

14

Junior Year

First Semester

- 3 - BIOL 1030 General Biology I *and*
- 1 - BIOL 1050 General Biology Laboratory I *or*
- 5 - BIOL 1100 Principles of Biology I
- 3 - CH 3130 Quantitative Analysis
- 1 - CH 3170 Quantitative Analysis Laboratory

3 - CH 3300 Introduction to Physical Chemistry
 3 - EDSC 3270 Practicum in Secondary Science

14-15

Second Semester

3 - BIOL 1040 General Biology II and
 1 - BIOL 1060 General Biology Laboratory II or
 5 - BIOL 1110 Principles of Biology II
 3 - BIOL 4820 Laboratory Techniques for Teaching Science
 3 - EDF 3020 Educational Psychology
 3 - EDF 3350 Adolescent Growth and Develop.
 3 - Statistics Requirement³

16-17

Senior Year

First Semester

3 - EDSP 3700 Introduction to Special Education
 3 - EDSC 4270 Teaching Secondary Science⁴
 3 - EDLT 4980 Secondary Content Area Reading⁴
 3 - GEOG 1030 World Regional Geography
 3 - Arts and Humanities (Literature) Requirement⁵

15

Second Semester

3 - CH 4500 Chemistry Capstone
 1 - CH 4520 Chemistry Communication II
 9 - EDSC 4470 Teaching Internship in Sec. Sci.⁶
 3 - EDSC 4570 Sec. Science Capstone Seminar⁶

16

123-125 Total Semester Hours

¹Two semesters (through 2020) in any modern foreign language or American Sign Language are required.

²See General Education Requirements.

³EXST 3010, MTHS 2030, 3010, 3020, or 3090

⁴To be taken the semester prior to EDSC 4470 and 4570. EDSC 4270 and EDLT 4980 must be taken concurrently. Offered fall semester only.

⁵ENGL 2120, 2130, 2140, or 2150

⁶EDSC 4470 and 4570 must be taken concurrently. Offered spring semester only.

2014-15

TEACHING AREA: CHEMISTRY**Bachelor of Arts****Freshman Year****First Semester**

- 4 - CH 1010 General Chemistry
 - 1 - CH 1410 Chemistry Orientation
 - 3 - ENGL 1030 Accelerated Composition
 - 4 - MTHS 1060 Calculus of One Variable I
 - 3 - Foreign Language Requirement¹
-

15

Second Semester

- 4 - CH 1020 General Chemistry
 - 2 - CH 1520 Chemistry Communication I
 - 4 - MTHS 1080 Calculus of One Variable II
 - 3 - PHYS 1220 Physics with Calculus I
 - 1 - PHYS 1240 Physics Laboratory I
 - 3 - Foreign Language Requirement¹
-

17

Sophomore Year**First Semester**

- 3 - CH 2230 Organic Chemistry
 - 1 - CH 2270 Organic Chemistry Laboratory
 - 2 - ED 1050 Orientation to Education
 - 3 - HIST 1220 History, Technology and Society *or*
 - 3 - HIST 1240 Environmental History Survey
 - 3 - PHYS 2210 Physics with Calculus II
 - 1 - PHYS 2230 Physics Laboratory II
 - 3 - Arts and Humanities (Non-Lit.) Requirement²
-

16

Second Semester

- 3 - CH 2050 Intro. to Inorganic Chemistry
 - 3 - CH 2240 Organic Chemistry
 - 1 - CH 2280 Organic Chemistry Laboratory
 - 3 - EDF 3010 Principles of American Education
 - 3 - EDF 4800 Foundations of Digital Media and Learning
 - 3 - PHYS 2220 Physics with Calculus III
-

16

Junior Year**First Semester**

- 3 - BIOL 1030 General Biology I *and*
- 1 - BIOL 1050 General Biology Laboratory I *or*
 - 5 - BIOL 1100 Principles of Biology I
- 3 - CH 3130 Quantitative Analysis
- 1 - CH 3170 Quantitative Analysis Laboratory

3 - CH 3300 Introduction to Physical Chemistry
 3 - EDSC 3270 Practicum in Secondary Science

14-15

Second Semester

3 - BIOL 1040 General Biology II and
 1 - BIOL 1060 General Biology Laboratory II or
 5 - BIOL 1110 Principles of Biology II
 3 - BIOL 4820 / EDSC 4820 Laboratory Techniques for Teaching Science
 3 - EDF 3020 Educational Psychology
 3 - EDF 3350 Adolescent Growth and Develop.
 3 - Statistics Requirement¹

16-17

Senior Year

First Semester

3 - EDSP 3700 Introduction to Special Education
 3 - EDSC 4270 Teaching Secondary Science⁴
 3 - EDLT 4980 Secondary Content Area Reading⁴
 3 - GEOG 1030 World Regional Geography
 3 - Arts and Humanities (Literature) Requirement⁵

15

Second Semester

3 - CH 4500 Chemistry Capstone
 1 - CH 4520 Chemistry Communication II
 9 - EDSC 4470 Teaching Internship in Sec. Sci.⁶
 3 - EDSC 4570 Sec. Science Capstone Seminar⁶

16

125-127 Total Semester Hours

¹Two semesters (through 2020) in any modern foreign language or American Sign Language are required.

²See General Education Requirements.

³EXST 3010, MTHS 2030, 3010, 3020, or 3090

⁴To be taken the semester prior to EDSC 4470 and 4570. EDSC 4270 and EDLT 4980 must be taken concurrently. Offered fall semester only.

⁵ENGL 2120, 2130, 2140, or 2150

⁶EDSC 4470 and 4570 must be taken concurrently. Offered spring semester only.

000266



Curriculum and Course Change System - Print Major Form

Change Major Name: Science Teaching (Physical SC)
Degree: BS

Effective Catalog Year: 2014

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

X Change Curriculum Requirements

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

.. **Change General Education Requirements**

(Must also submit a General Education Checklist)

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

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

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

Explanation: BS Physical Science

- EDF 315 will be eliminated from the curriculum (eliminating 1 hour from the curriculum)
- EDF 480 will be added to the curriculum (spring of Sophomore; this adds 3 hours to the curriculum)
- This will move the major from 120-123 hours to 122-125 hours being required.
- Further, BIOSC 4820 will be crosslisted with EDSC 4820.

Form Originator: MARSHA9, Jeff Marshall **Date Form Created:** 9/16/2013

Form Last Updated by: MARSHA9, Jeff Marshall **Date Form Last Updated:** 9/16/2013

Form Number: 6452

Approval

	10-11-13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10-21-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-18-13		
Chair, College Curriculum Committee	Date	Provost	Date
	11-25-13		1/20/14
College Dean	Date	President	Date

Current 2013-14

TEACHING AREA:

PHYSICAL SCIENCES

Bachelor of Science

Freshman Year

First Semester

- 4 - CH 1010 General Chemistry
 - 3 - COMM 1500 Introduction Human Comm. or
3 - COMM 2500 Public Speaking
 - 2 - ED 1050 Orientation to Education
 - 3 - HIST 1220 History, Technology, and Society or
3 - HIST 1240 Environmental History Survey
 - 4 - MTHS 1060 Calculus of One Variable I
-

16

Second Semester

- 4 - CH 1020 General Chemistry
 - 3 - ENGL 1030 Accelerated Composition
 - 4 - MTHS 1080 Calculus of One Variable II
 - 3 - PHYS 1220 Physics with Calculus I
 - 1 - PHYS 1240 Physics Lab. I
-

15

Sophomore Year

First Semester

- 3 - BIOL 1030 General Biology I
 - 1 - BIOL 1050 General Biology Lab. I or
5 - BIOL 1100 Principles of Biology I
 - 4 - CH 2010 Survey of Organic Chemistry
 - 4 - MTHS 2060 Calculus of Several Variables
 - 3 - PHYS 2210 Physics with Calculus II
 - 1 - PHYS 2230 Physics Lab. II
-

16-17

Second Semester

- 3 - BIOL 1040 General Biology II
 - 1 - BIOL 1060 General Biology Lab. II or
5 - BIOL 1110 Principles of Biology II
 - 3 - CH 2050 Intro. to Inorganic Chemistry
 - 3 - EDF 3010 Principles of American Education
 - 1 - EDF (CTE) 3150 Technology Skills for Learning
 - 3 - PHYS 2220 Physics with Calculus III
 - 1 - PHYS 2240 Physics Lab. III
-

15-16

Junior Year

First Semester

- 3 - ASTR 1050 Physics of the Universe or

000267

000268

- 3 - ASTR 1020 Stellar Astronomy *and*
 - 1 - ASTR 1040 Stellar Astronomy Lab.
 - 3 - CH 3130 Quantitative Analysis
 - 1 - CH 3170 Quantitative Analysis Lab.
 - 3 - CH 3300 Introduction to Physical Chemistry
 - 3 - EDSC 3270 Practicum in Secondary Science
 - 3 - Arts and Humanities (Literature) Requirement¹
-

16-17

Second Semester

- 3 - BIOL 4820 Lab. Techniques for Teaching Sci.
 - 3 - EDF 3020 Educational Psychology
 - 3 - EDF 3350 Adolescent Growth and Development
 - 3 - Social Science Requirement²
 - 3 - Statistics Requirement³
-

15

Senior Year

First Semester

- 3 - EDSP 3700 Introduction to Special Education
 - 3 - EDLT 4980 Secondary Content Area Reading⁴
 - 3 - EDSC 4270 Teaching Secondary Science⁴
 - 3 - PHIL 3240 Philosophy of Technology *or*
 - 3 - PHIL 3250 Philosophy of Science *or*
 - 3 - PHIL 3260 Science and Values
 - 3 - PHYS 3110 Intro. to Meth. of Theoretical Phys.
-

15

Second Semester

- 9 - EDSC 4470 Teaching Internship in Sec. Sci.⁵
 - 3 - EDSC 4570 Sec. Science Capstone Seminar⁵
-

12

120-123 Total Semester Hours

¹ENGL 2120, 2130, 2140, or 2150

²ANTH 2010, GEOG 1030, POSC 1020, or 1040

³EXST 3010, MTHS 2030, 3010, or 3090

⁴To be taken the semester prior to EDSC 4470 and 4570. EDF 4250, EDSC 4270 and EDLT 49800 must be taken concurrently. Offered fall semester only.

⁵EDSC 4470 and 4570 must be taken concurrently. Offered spring semester only.

000269

2014-15

TEACHING AREA:

PHYSICAL SCIENCES

Bachelor of Science

Freshman Year

First Semester

- 4 - CH 1010 General Chemistry
 - 3 - COMM 1500 Introduction Human Comm. *or*
3 - COMM 2500 Public Speaking
 - 2 - ED 1050 Orientation to Education
 - 3 - HIST 1220 History, Technology, and Society *or*
3 - HIST 1240 Environmental History Survey
 - 4 - MTHS 1060 Calculus of One Variable I
-

16

Second Semester

- 4 - CH 1020 General Chemistry
 - 3 - ENGL 1030 Accelerated Composition
 - 4 - MTHS 1080 Calculus of One Variable II
 - 3 - PHYS 1220 Physics with Calculus I
 - 1 - PHYS 1240 Physics Lab. I
-

15

Sophomore Year

First Semester

- 3 - BIOL 1030 General Biology I
 - 1 - BIOL 1050 General Biology Lab. I *or*
5 - BIOL 1100 Principles of Biology I
 - 4 - CH 2010 Survey of Organic Chemistry
 - 4 - MTHS 2060 Calculus of Several Variables
 - 3 - PHYS 2210 Physics with Calculus II
 - 1 - PHYS 2230 Physics Lab. II
-

16-17

Second Semester

- 3 - BIOL 1040 General Biology II
 - 1 - BIOL 1060 General Biology Lab. II *or*
5 - BIOL 1110 Principles of Biology II
 - 3 - CH 2050 Intro. to Inorganic Chemistry
 - 3 - EDF 3010 Principles of American Education
 - 3 - EDF 4800 Foundations of Digital Media and Learning
 - 3 - PHYS 2220 Physics with Calculus III
 - 1 - PHYS 2240 Physics Lab. III
-

17-18

Junior Year

First Semester

- 3 - ASTR 1050 Physics of the Universe *or*

000270

- 3 - ASTR 1020 Stellar Astronomy and
- 1 - ASTR 1040 Stellar Astronomy Lab.
- 3 - CH 3130 Quantitative Analysis
- 1 - CH 3170 Quantitative Analysis Lab.
- 3 - CH 3300 Introduction to Physical Chemistry
- 3 - EDSC 3270 Practicum in Secondary Science
- 3 - Arts and Humanities (Literature) Requirement¹

16-17

Second Semester

- 3 - BIOL 4820 / EDSC 4820 Lab. Techniques for Teaching Sci.
- 3 - EDF 3020 Educational Psychology
- 3 - EDF 3350 Adolescent Growth and Development
- 3 - Social Science Requirement²
- 3 - Statistics Requirement³

15

Senior Year

First Semester

- 3 - EDSP 3700 Introduction to Special Education
- 3 - EDLT 4980 Secondary Content Area Reading⁴
- 3 - EDSC 4270 Teaching Secondary Science⁴
- 3 - PHIL 3240 Philosophy of Technology or
- 3 - PHIL 3250 Philosophy of Science or
- 3 - PHIL 3260 Science and Values
- 3 - PHYS 3110 Intro. to Meth. of Theoretical Phys.

15

Second Semester

- 9 - EDSC 4470 Teaching Internship in Sec. Sci.⁵
- 3 - EDSC 4570 Sec. Science Capstone Seminar⁵

12

122-125 Total Semester Hours

¹ENGL 2120, 2130, 2140, or 2150

²ANTH 2010, GEOG 1030, POSC 1020, or 1040

³EXST 3010, MTHS 2030, 3010, or 3090

⁴To be taken the semester prior to EDSC 4470 and 4570. EDF 4250, EDSC 4270 and EDLT 49800 must be taken concurrently. Offered fall semester only.

⁵EDSC 4470 and 4570 must be taken concurrently. Offered spring semester only.



Curriculum and Course Change System - Print Major Form

0002771

Change Major Name: Science Teaching (Physics)

Degree: BA

Effective Catalog Year: 2014

.. Change Major Name to:

.. Change Degree to: (CHE approval required)

X Change Curriculum Requirements

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

.. Change General Education Requirements

(Must also submit a General Education Checklist)

.. Add, Change or Delete Concentration(s)

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

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

Explanation: BA Physics

- EDF 315 will be eliminated from the curriculum (eliminating 1 hour from the curriculum)
- EDF 480 will be added to the curriculum (spring of Sophomore; this adds 3 hours to the curriculum)
- This will move the major from 127-129 hours to 129-131 hours being required.
- Further, BIOSC 4820 will be crosslisted with EDSC 4820.

Form Originator: MARSHA9, Jeff Marshall **Date Form Created:** 9/16/2013

Form Last Updated by: MARSHA9, Jeff Marshall **Date Form Last Updated:** 9/16/2013

Form Number: 6453

Approval

	10.1.13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10.21.13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-18-13		
Chair, College Curriculum Committee	Date	Provost	Date
	11.25.13		1/20/14
College Dean	Date	President	Date

000272

Current 2013-14

TEACHING AREA: PHYSICS

Bachelor of Arts

Freshman Year

First Semester

- 4 - CH 1010 General Chemistry
 - 2 - ED 105 Orientation to Education
 - 3 - ENGL 1030 Accelerated Composition
 - 4 - MTHS 1060 Calculus of One Variable I
 - 3 - PHYS 1220 Physics with Calculus I
 - 1 - PHYS 1240 Physics Laboratory I
-

17

Second Semester

- 4 - CH 1020 General Chemistry
 - 4 - MTHS 1080 Calculus of One Variable II
 - 3 - PHYS 2210 Physics with Calculus II
 - 1 - PHYS 2230 Physics Laboratory II
 - 3 - Arts and Humanities (Non-Lit.) Requirement¹
 - 3 - Oral Communication Requirement¹
-

18

Sophomore Year

First Semester

- 5 - BIOL 1100 Principles of Biology I *or*
 - 3 - BIOL 1030 General Biology I *and*
 - 1 - BIOL 1050 General Biology I Lab.
 - 4 - MTHS 2060 Calculus of Several Variables
 - 3 - PHYS 2220 Physics with Calculus III
 - 3 - PHYS 3250 Experimental Physics I
-

14-15

Second Semester

- 5 - BIOL 1110 Principles of Biology II *or*
 - 3 - BIOL 1040 General Biology II *and*
 - 1 - BIOL 1060 General Biology II Lab.
 - 3 - EDF 3010 Principles of American Education
 - 1 - EDF 3150 Tech. Skills for Learning
 - 4 - MTHS 2080 Intro. to Ordinary Diff. Equations
 - 3 - Social Science Requirement¹
-

15-16

Junior Year

First Semester

- 3 - ASTR 101 Solar System Astronomy
- 3 - CH 3300 Intro. to Physical Chemistry *or*
 - 3 - CH 3310 Physical Chemistry
- 3 - EDSC 3270 Practicum in Secondary Science

000273

3 - PHYS 3210 Mechanics I
3 - Foreign Language Requirement²

15

Second Semester

3 - BIOL 4820 Lab. Techniques for Teaching Sci.
3 - EDF 3020 Educational Psychology
3 - EDF 3350 Adolescent Growth and Develop.
3 - MTHS 4340 Advanced Engineering Math. or
3 - PHYS 3110 Intro. to the Methods of Theoretical Physics
3 - Foreign Language Requirement²
3 - Social Science Requirement¹

18

Senior Year

First Semester

3 - EDSC 4270 Teaching Secondary Science³
3 - EDLT 4980 Secondary Content Area Reading³
3 - PHYS 4410 Electromagnetics I
3 - PHYS 4550 Quantum Physics I
3 - Arts and Humanities (Literature) Requirement¹

15

Second Semester

3 - EDSP 3700 Introduction to Special Education
9 - EDSC 4470 Teaching Internship in Secondary Science⁴
3 - EDSC 4570 Sec. Science Capstone Seminar⁴

15

127-129 Total Semester Hours¹

¹See General Education Requirements. Six of these credit hours must also satisfy the Cross-Cultural Awareness and Science and Technology in Society General Education Requirements.

²Two semesters (through 2020) in any modern foreign language or American Sign Language.

³To be taken the semester prior to EDSC 4470 and 4570. EDSC 4270 and EDLT 4980 must be taken concurrently.

⁴EDSC 4470 and 4570 must be taken concurrently. Offered during spring semester only.

000274

2014-15

TEACHING AREA: PHYSICS

Bachelor of Arts

Freshman Year

First Semester

- 4 - CH 1010 General Chemistry
 - 2 - ED 105 Orientation to Education
 - 3 - ENGL 1030 Accelerated Composition
 - 4 - MTHS 1060 Calculus of One Variable I
 - 3 - PHYS 1220 Physics with Calculus I
 - 1 - PHYS 1240 Physics Laboratory I
-

17

Second Semester

- 4 - CH 1020 General Chemistry
 - 4 - MTHS 1080 Calculus of One Variable II
 - 3 - PHYS 2210 Physics with Calculus II
 - 1 - PHYS 2230 Physics Laboratory II
 - 3 - Arts and Humanities (Non-Lit.) Requirement¹
 - 3 - Oral Communication Requirement¹
-

18

Sophomore Year

First Semester

- 5 - BIOL 1100 Principles of Biology I or
 - 3 - BIOL 1030 General Biology I and
 - 1 - BIOL 1050 General Biology I Lab.
 - 4 - MTHS 2060 Calculus of Several Variables
 - 3 - PHYS 2220 Physics with Calculus III
 - 3 - PHYS 3250 Experimental Physics I
-

14-15

Second Semester

- 5 - BIOL 1110 Principles of Biology II or
 - 3 - BIOL 1040 General Biology II and
 - 1 - BIOL 1060 General Biology II Lab.
 - 3 - EDF 3010 Principles of American Education
 - 3 - EDF 4800 Foundations of Digital Media and Learning
 - 4 - MTHS 2080 Intro. to Ordinary Diff. Equations
 - 3 - Social Science Requirement¹
-

17-18

Junior Year

First Semester

- 3 - ASTR 101 Solar System Astronomy
- 3 - CH 3300 Intro. to Physical Chemistry or
 - 3 - CH 3310 Physical Chemistry
- 3 - EDSC 3270 Practicum in Secondary Science

000275

3 - PHYS 3210 Mechanics I
3 - Foreign Language Requirement²

15

Second Semester

3 - BIOL 4820 / EDSC 4820 Lab. Techniques for Teaching Sci.
3 - EDF 3020 Educational Psychology
3 - EDF 3350 Adolescent Growth and Develop.
3 - MTHS 4340 Advanced Engineering Math. or
3 - PHYS 3110 Intro. to the Methods of Theoretical Physics
3 - Foreign Language Requirement²
3 - Social Science Requirement¹

18

Senior Year

First Semester

3 - EDSC 4270 Teaching Secondary Science³
3 - EDLT 4980 Secondary Content Area Reading³
3 - PHYS 4410 Electromagnetics I
3 - PHYS 4550 Quantum Physics I
3 - Arts and Humanities (Literature) Requirement¹

15

Second Semester

3 - EDSP 3700 Introduction to Special Education
9 - EDSC 4470 Teaching Internship in Secondary Science⁴
3 - EDSC 4570 Sec. Science Capstone Seminar⁴

15

129-131 Total Semester Hours¹

¹See General Education Requirements. Six of these credit hours must also satisfy the Cross-Cultural Awareness and Science and Technology in Society General Education Requirements.

²Two semesters (through 2020) in any modern foreign language or American Sign Language.

³To be taken the semester prior to EDSC 4470 and 4570. EDSC 4270 and EDLT 4980 must be taken concurrently.

⁴EDSC 4470 and 4570 must be taken concurrently. Offered during spring semester only.



Curriculum and Course Change System - Print Major Form

000276

Change Major Name: Sec Ed: Soc Studies (History) - BA

Degree: BA

Effective Catalog Year: 2014

.. Change Major Name to:

.. Change Degree to: (CHE approval required)

X Change Curriculum Requirements

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

.. Change General Education Requirements

(Must also submit a General Education Checklist)

.. Add, Change or Delete Concentration(s)

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

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

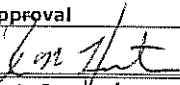

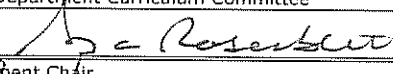
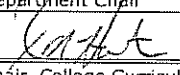
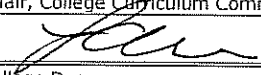
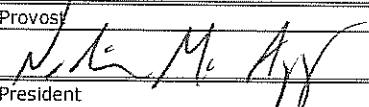
Explanation: Education's Foundations faculty will no longer be offering EDF 315 and EDF 425, which are both 1-hour courses in technology. Instead, students will need to take EDF 4800, Foundations of Digital Media and Learning. This is a 3-hour course, so the net result is an increase of 1 hour, from 129 to 130. Note, however, that students earn a double major in this program, with one in Secondary Education - Social Studies (History) and the other in History.

Form Originator: BHORTON, Robert Horton **Date Form Created:** 9/30/2013

Form Last Updated by: , **Date Form Last Updated:** 9/30/2013

Form Number: 6509

Approval

	10/1/13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/21/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-18-13		
Chair, College Curriculum Committee	Date	Provost	Date
	11-25-13		1/20/14
College Dean	Date	President	Date

CLEMSON UNIVERSITY
Secondary Education
Teaching Area: Social Studies (History)
Bachelor of Arts

000277

Proposed 2014-2015 Curriculum Plan

Eugene T. Moore School of Education – 102 Tillman Hall – Clemson, SC 29634 – 864-656-7656

<http://www.clemson.edu/hehd/departments/education/>

FRESHMAN YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
ED 1050 Orientation to Education	2	ANTH 2010 Introduction to Anthropology	3
ENGL 1030 Accelerated Composition	3	BIOL 2000 Biology in the News ³	3
MTHS 1010 Essential Math for the Informed Society	3	ENGL 2140 American Literature	3
Foreign Language Requirement ¹	3	GEOG 1010 Introduction to Geography	3
Natural Science Requirement ²	4	PSYC 2010 Introduction to Psychology	3
		Foreign Language Requirement ¹	<u>3</u>
	15		18

SOPHMORE YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
ECON 2000 Economic Concepts	3	EDF (CTE) 3150 Technology Skills for Learning	4
EDF 3020 Educational Psychology	3	HIST 1020 History of the United States	3
HIST 1010 History of the United States	3	HIST 1730 The West and the World II	3
HIST 1720 The West and the World I	3	HIST 2990 Seminar: The Historian's Craft	4
POSC 1010 American National Government	<u>3</u>	Advanced Humanities Requirement ¹	3
		Arts and Humanities (Non-Lit) Requirement ²	<u>3</u>
	15		16

JUNIOR YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
EDF (HIST) 3200 History of U.S. Public Education	3	SOC 2010 Introduction to Sociology	3
EDF 3350 Adolescent Growth and Development	3	Advanced Humanities Requirement ¹	3
EDSC 3280 Practicum in Secondary Social Studies Teaching Major ⁵	3	Arts and Humanities (Literature) Requirement ²	3
	<u>2</u>	Teaching Major ⁵	<u>2</u>
	18		18

SENIOR YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
EDF 4250 Instructional Technology Strategies ⁶	4	EDSC 4480 Teaching Internship in Secondary Social Studies ⁷	9
EDSP 3700 Introduction to Special Education	3	EDSC 4580 Secondary Social Studies Capstone Seminar ⁷	<u>3</u>
EDSC 4280 Teaching Secondary Social Studies ⁶	3		
<i>EDF 4800 Foundations of Digital Media and Learning</i>	3		
EDLT 4980 Secondary Content Area Reading ⁶	3		
HIST 4900 Senior Seminar ⁶	3		
Advanced Humanities Requirement ⁴	<u>3</u>		
	18		12

129-130 Total Semester Hours

¹Two semesters (through 2020) in any modern foreign language (including American Sign Language) are required.

²See General Education Requirements.

³Any other course related to science or mathematics that satisfies the General Education STS requirement may be substituted.

⁴Select from AAH 2100, MUSC 2100, THEA 2100, or any AAH, COMM (except 3640, 3680), ENGL (except 3040, 3120, 3140, 3160, 3330, 3350, 4850, 4900, 4950), HUM, MUSC, PHIL, REL, THEA (except 3770, 4870, 4970), WS, or foreign language course numbered 3000 or higher.

⁵See advisor. Students must complete a minimum of three hours each of United States history and European history, and six hours of non-Western history selected from 3000- or 4000-level HIST courses. At least one course must be at the 4000 level.

⁶EDF 4250, EDSC 4280, HIST 4900, and EDLT 4980 must be taken concurrently in the fall semester of the senior year.

⁷EDSC 4480 and 4580 must be taken concurrently. Offered spring semester only.

0002778

CLEMSON UNIVERSITY
Secondary Education
Teaching Area: Social Studies (History)
Bachelor of Arts

2013-2014 Curriculum Plan

Eugene T. Moore School of Education – 102 Tillman Hall – Clemson, SC 29634 – 864-656-7656
<http://www.clemson.edu/hehd/departments/education/>

FRESHMAN YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
ED 1050 Orientation to Education	2	ANTH 2010 Introduction to Anthropology	3
ENGL 1030 Accelerated Composition	3	BIOL 2000 Biology in the News ³	3
MTHS 1010 Essential Math for the Informed Society	3	ENGL 2140 American Literature	3
Foreign Language Requirement ¹	3	GEOG 1010 Introduction to Geography	3
Natural Science Requirement ²	4	PSYC 2010 Introduction to Psychology	3
		Foreign Language Requirement ¹	3
	15		18

SOPHOMORE YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
ECON 2000 Economic Concepts	3	EDF (CTE) 3150 Technology Skills for Learning	1
EDF 3020 Educational Psychology	3	HIST 1020 History of the United States	3
HIST 1010 History of the United States	3	HIST 1730 The West and the World II	3
HIST 1720 The West and the World I	3	HIST 2990 Seminar: The Historian's Craft	4
POSC 1010 American National Government	3	Advanced Humanities Requirement ⁴	3
		Arts and Humanities (Non-Lit) Requirement ²	3
	15		17

JUNIOR YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
EDF (HIST) 3200 History of U.S. Public Education	3	SOC 2010 Introduction to Sociology	3
EDF 3350 Adolescent Growth and Development	3	Advanced Humanities Requirement ⁴	3
EDSC 3280 Practicum in Secondary Social Studies Teaching Major ⁵	3	Arts and Humanities (Literature) Requirement ²	3
	9	Teaching Major ⁵	9
	18		18

SENIOR YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
EDF 4250 Instructional Technology Strategies ⁶	1	EDSC 4480 Teaching Internship in Secondary Social Studies ⁷	9
EDSP 3700 Introduction to Special Education	3	EDSC 4580 Secondary Social Studies Capstone Seminar ⁷	3
EDSC 4280 Teaching Secondary Social Studies ⁶	3		
EDLT 4980 Secondary Content Area Reading ⁶	3		
HIST 4900 Senior Seminar ⁶	3		
Advanced Humanities Requirement ⁴	3		
	16		

12
129 Total Semester Hours

¹Two semesters (through 2020) in any modern foreign language (including American Sign Language) are required.

²See General Education Requirements.

³Any other course related to science or mathematics that satisfies the General Education STS requirement may be substituted.

⁴Select from AAH 2100, MUSC 2100, THEA 2100, or any AAH, COMM (except 3640, 3680), ENGL (except 3040, 3120, 3140, 3160, 3330, 3350, 4850, 4900, 4950), HUM, MUSC, PHIL, REL, THEA (except 3770, 4870, 4970), WS, or foreign language course numbered 3000 or higher.

⁵See advisor. Students must complete a minimum of three hours each of United States history and European history, and six hours of non-Western history selected from 3000- or 4000-level HIST courses. At least one course must be at the 4000 level.

⁶EDF 4250, EDSC 4280, HIST 4900, and EDLT 4980 must be taken concurrently in the fall semester of the senior year.

⁷EDSC 4480 and 4580 must be taken concurrently. Offered spring semester only.



Curriculum and Course Change System - Print Major Form

000279

Change Major Name: Secondary Education (English)
 Degree: BA

Effective Catalog Year: 2014

.. Change Major Name to:

.. Change Degree to: (CHE approval required)

X Change Curriculum Requirements

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

.. Change General Education Requirements

(Must also submit a General Education Checklist)

.. Add, Change or Delete Concentration(s)

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

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

Explanation: SUMMARY OF PROPOSED CHANGES for 2014-2015

CHANGES ARE BEING MADE TO ACCOMMODATE ELIMINATION OF EDF 315 + EDF 425, KEEPING THEM W/ EDF 480. AND TO REDUCE NUMBER OF SUBSTITUTIONS THAT HAVE BEEN NEEDED

Freshman Year: No changes

Sophomore Year:

Move HIST 3160 to first semester sophomore from second semester sophomore.
 Remove EDF 315 from second semester sophomore.
 Move ENGL 4110 Shakespeare to second semester sophomore from first semester junior.

Junior year:

Add EDF 480 to first semester junior.
 Move EDSP 3700 to first semester junior from first semester senior.
 Remove ENGL 3000 from first semester junior.
 Remove English literature survey requirement from second semester junior.
 Add English literature elective to second semester junior.

Senior year:

Move English Literature Area Diversity Requirement to first semester senior from first semester junior.
 Remove EDF 425 from second semester senior.

NET CHANGE: Decrease in 1 hour from 121 to 120.

First semester sophomore from 15 to 18

Second semester sophomore from 16 to 15.

First semester junior from 17 to 15.

Second semester senior from 13 to 12

Form Originator: SCRIDLA, Susan Cridland-Hughe Date Form Created: 10/3/2013

Form Last Updated by: SCRIDLA, Susan Cridland-Hughe Date Form Last Updated: 10/3/2013

Form Number: 6551

Approval

	10-1-13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10-21-13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-18-13		
Chair, College Curriculum Committee	Date	Provost	Date
	11-25-13		1/20/14
College Dean	Date	President	Date

B.A.: Secondary Education- English (Double Major)

000280

SUMMARY OF PROPOSED CHANGES for 2014-2015

Freshman Year: No changes

Sophomore Year:

Move HIST 3160 to first semester sophomore from second semester sophomore.
Remove EDF 315 from second semester sophomore.
Move ENGL 4110 Shakespeare to second semester sophomore from first semester junior.

Junior year:

Add EDF 480 to first semester junior.
Move EDSP 3700 to first semester junior from first semester senior.
Remove ENGL 3000 from first semester junior.
Remove English literature survey requirement from second semester junior.
Add English literature elective to second semester junior.

Senior year:

Move English Literature Area Diversity Requirement to first semester senior from first semester junior.
Remove EDF 425 from second semester senior.

NET CHANGE: Decrease in 1 hour from 121 to 120.

First semester sophomore from 15 to 18

Second semester sophomore from 16 to 15.

First semester junior from 17 to 15.

Second semester senior from 13 to 12

CLEMSON UNIVERSITY
Secondary Education
Teaching Area: English
Bachelor of Arts

000287

Proposed 2014-2015 Curriculum Plan

Eugene T. Moore School of Education – 102 Tillman Hall – Clemson, SC 29634 – 864-656-7656
<http://www.clemson.edu/hehd/departments/education/>

FRESHMAN YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
COMM 1150 Intro to Human Communication or COMM 2500 Public Speaking	3	BIOL 2000 Biology in the News ³	3
ED 1050 Orientation to Education	2	ENGL 2120 World Literature	3
ENGL 1030 Accelerated Composition	3	HIST 1730 The West and the World II	3
Foreign Language Requirement ¹	3	Foreign Language Requirement ¹	3
Mathematics Requirement ²	3	Natural Science Requirement ²	4
CU 100	<u>0</u>		
	14		16

SOPHOMORE YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
EDF 3010 Principles of American Ed	3	Fine Arts Requirement ⁶	3
EDF 3020 Educational Psychology	3	EDF 3350 Adolescent Growth and Development	3
ENGL 3100 Critical Writing About Literature Arts and Humanities (Non-Lit) Requirement ¹	3	ENGL 3860 Adolescent Literature ⁷	3
English Literature Survey Requirement ⁵	3	English Literature Survey Requirement ⁵	3
HIST 3160 American Social History or HIST 3610 History of England to 1688 or HIST 3630 Britain Since 1688 or HIST 3650 British Cultural History	3	ENG411 Shakespeare	<u>3</u>
	18		15

JUNIOR YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
EDSC 3240 Practicum in Teaching Secondary English ⁸	3	Literature Emphasis Area Requirement II ¹⁰	3
EDSP 3700 Introduction to Special Education	3	Literary Theory Requirement ¹¹	3
EDF480 Foundations of Dig. Med/Lrn	3	Literature Emphasis Area Requirement III ¹²	3
English Literature Survey Requirement ⁵	3	English Literature Elective ¹³	3
Literature Emphasis Area Requirement I ⁹	<u>3</u>	Social Science Requirement ²	<u>3</u>
	15		15

SENIOR YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
Literature Emphasis Area Diversity Requirement ¹⁴	3	EDSC 4440 Teaching Intern. in Secondary English ¹⁶	9
EDSC 4240 Teaching Secondary English ¹⁵	3	EDSC 4540 Secondary English Capstone Seminar ¹⁶	<u>3</u>
ENGL 4850 Composition for Teachers ¹⁵	3		
ENGL 4960 English Senior Seminar	3		
EDLT 4980 Secondary Content Area Reading ¹⁵	<u>3</u>		
	15		12

120 Total Hours

¹Two semesters (through 2020) of the same modern foreign language are required.
²See General Education Requirements.
³Any other course related to science or mathematics that satisfies the General Education STS requirement may be substituted.
⁴Select from PHIL 1010, 1020, OR 1030.
⁵Select from ENGL 3960, 3970, 3980, or 3990. One course each of British and American Survey are required. The third serves as your upper level ENGL elective.
⁶Select from AAH 101 or 210; ENG 357; HUM 301, 302, or 306; MUSIC 210, 311, 415, or 416; or THEA 210.
⁷This course qualifies as the Literature Emphasis Area Requirement for a BA in English.
⁸Students must complete 45 hours of field experience in a public school.
⁹Select from ENGL 4030, 4070, 4080, 4100, 4140, 4200, 4290, 4440, or 4630.

- 000252
- ¹⁰ Select from ENGL 4150, 4160, 4170, 4180, 4210, 4250, 4260, or 4640.
 - ¹¹ Select from ENGL 4350, 4360, 4400, or 4420, or other course approved by the department.
 - ¹² Select from ENGL 4280, (THEA) 4300, 4310, 4320, 4330, 4340, 4550, or 4650.
 - ¹³ Select any 400 level ENGL elective.
 - ¹⁴ Select from ENGL 3530, 3800, 4190, (HUM) 4560, 4820, or 4830.
 - ¹⁵ ENGL (EDSC) 4850, EDSC 4240, and EDLT 4980 must be taken concurrently during fall semester of senior year. Students must also enroll in the laboratory sections of EDSC 4240 and EDLT 4980.
 - ¹⁶ EDSC 4440 and EDSC 4540 must be taken concurrently during spring semester of senior year.

000285

CLEMSON UNIVERSITY
Secondary Education
Teaching Area: English
Bachelor of Arts

2013-2014 Curriculum Plan

Eugene T. Moore School of Education – 102 Tillman Hall – Clemson, SC 29634 – 864-656-7656
<http://www.clemson.edu/hehd/departments/education/>

FRESHMAN YEAR

Fall Semester		Spring Semester	
COMM 1150 Intro to Human Communication or COMM 2500 Public Speaking	3	BIOL 2000 Biology in the News ³	3
ED 1050 Orientation to Education	2	ENGL 2120 World Literature	3
ENGL 1030 Accelerated Composition	3	HIST 1730 The West and the World II	3
Foreign Language Requirement ¹	3	Foreign Language Requirement ¹	3
Mathematics Requirement ²	3	Natural Science Requirement ²	4
CU 1000	0		
	14		16

SOPHOMORE YEAR

Fall Semester		Spring Semester	
EDF 3010 Principles of American Ed	3	EDF (CTE) 3150 Technology Skills for Learning	1
EDF 3020 Educational Psychology	3	EDF 3350 Adolescent Growth and Development	3
ENGL 3100 Critical Writing About Literature Arts and Humanities (Non-Lit) Requirement ¹	3	ENGL 3860 Adolescent Literature ⁶	3
English Literature Survey Requirement ⁵	3	English Literature Survey Requirement ⁵	3
	3	HIST 3160 American Social History or HIST 3610 History of England to 1688 or HIST 3630 Britain Since 1688 or HIST 3650 British Cultural History	3
	15	Fine Arts Requirement ⁷	3
			16

JUNIOR YEAR

Fall Semester		Spring Semester	
EDSC 3240 Practicum in Teaching Secondary English ⁸	3	English Literature Survey Requirement ⁵	3
ENGL 3000 Professional Development	2	Literary Theory Requirement ¹¹	3
ENGL 4110 Shakespeare	3	Literature Emphasis Area Requirement II ¹²	3
English Literature Survey Requirement ⁵	3	Literature Emphasis Area Requirement III ¹³	3
Literature Emphasis Area Requirement I ⁹	3	Social Science Requirement ²	3
Literature Emphasis Area Diversity Requirement ¹⁰	3		
	17		15

SENIOR YEAR

Fall Semester		Spring Semester	
EDSP 3700 Introduction to Special Education ¹⁴	3	EDF 4250 Instructional Technology Strategies ¹⁵	1
EDSC 4240 Teaching Secondary English ¹⁴	3	EDSC 4440 Teaching Intern. in Secondary English ¹⁵	9
ENGL 4850 Composition for Teachers ¹⁴	3	EDSC 4540 Secondary English Capstone Seminar ¹⁵	3
ENGL 4960 English Senior Seminar	3		
EDLT 4980 Secondary Content Area Reading ¹⁴	3		
	15		13

121 Total Hours

¹Two semesters (through 2020) of the same modern foreign language are required.
²See General Education Requirements.
³Any other course related to science or mathematics that satisfies the General Education STS requirement may be substituted.
⁴Select from PHIL 1010, 1020, OR 1030.
⁵Select from ENGL 3960, 3970, 3980, or 3990.
⁶This course qualifies as the Literature Emphasis Area Requirement for a BA in English.
⁷ENGL 3570 is required.
⁸Students must complete 45 hours of field experience in a public school.
⁹Select from ENGL 4030, 4070, 4080, 4100, 4140, 4200, 4290, 4440, or 4630.
¹⁰Select from ENGL 3530, 3800, 4190, (HUM) 4560, 4820, or 4830.
¹¹Select from ENGL 4350, 4360, 4400, or 4420, or other course approved by the department.
¹²Select from ENGL 4150, 4160, 4170, 4180, 4210, 4250, 4260, or 4640.
¹³Select from ENGL 4280, (THEA) 4300, 4310, 4320, 4330, 4340, 4550, or 4650.

000284

¹⁴ENGL (EDSC) 4850, EDSP 3700, EDSC 4240, and EDLT 4980 must be taken concurrently during fall semester of senior year. Students must also enroll in the laboratory sections of EDSC 4240 and EDLT 4980.

¹⁵EDF 4250, EDSC 4440, and EDSC 4540 must be taken concurrently during spring semester of senior year.

X Change a Course - Abbrev & Number: NURS- 3190

Corresponding Lab Course: --

Corresponding Honors course: --

.. Add Honors course: --

Corresponding Graduate course: --

.. Add Graduate course: --

Course Title: Health Assess Rns

000285

Brief Statement of Change:

Lecture hours were increased from 2 to 3 credit hours based on feedback from faculty, students and RNBS exit survey. SACS accreditation requires at least 15 credit hours per semester for a total of 30 credit hours per year. This change also fulfills the SACS requirement.

Last Term taught: 201301 .. Change Abbrev to:

Effective Term: 08/2014 .. Change Number to:

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

from: from: Health Assess Rns

to: to:

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

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

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

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

.. Reverse Parent/Child relationship with:

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

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

X Change Catalog Description:

from: Expands knowledge of health assessment techniques utilized with well or ill adult clients. Emphasizes data collection as a basis for critical thinking in nursing practice.

to: No change

X Change Prerequisite(s):

from: Admission to the RN/BS program

to: No change

Learning Objectives: 1. Demonstrate professional interviewing techniques in assessing health, including obtaining a review of systems and health history.

2. Conduct and document a complete health assessment of a well or ill adult including both physical and psychosocial aspects.

3. Develop professional nursing assessment techniques to be performed during a health assessment/physical assessment skills check off.

Topical Outline: WEEK 1 - Intro to Health Assessment, Developmental Implications, Cultural Competence Interviewing, Health History - Ch. 1, 2, 3, 4 - Skills practice using online videos - Post Biography on discussion board - Quiz 1

WEEK 2 - Mental Status & Pain Assessments, Vital Signs - Ch. 5, 8, 9, 10 - Online PPs - Skills practice using online videos - Quiz 2

WEEK 3 - Nutritional Assessment, Skin, Hair, and Nails - Ch. 11, 12 - Skills practice using online videos - Quiz 3

WEEK 4 - Eyes - Ch. 14 - Online PP - Skills practice using online videos

WEEK 5 - Ears - Ch. 15 - Skills practice using online videos - Quiz 4 (Eyes & Ears)

WEEK 6 - Head, Face, Neck, Mouth, Throat & Lymph System - Ch. 13, 16 - Online PPs - Skills practice using online videos - Quiz 5

WEEK 7 - Respiratory, Breast exam - Ch. 17, 18 Skills practice using online videos - Quiz 6

WEEK 8 FALL BREAK

WEEK 9 - Cardiovascular and Peripheral vascular - Ch. 19, 20 - Skills practice using online videos - Quiz 7

WEEK 10 - Abdomen, Genitalia and Rectum - Ch. 21, 24, 25, 26 - Online PPs - Skills practice using online videos - Quiz 8

WEEK 11 - Neurological - Ch. 23 - Skills practice using online videos - Quiz 9

WEEK 12 - Musculoskeletal - Ch. 22 - Online PPs - Skills practice using online videos - Quiz 10

COURSE

WEEK 12 - Integration of Health Assessment Skills & Bedside Assessment - Ch. 27, 28 - Skills practice using online videos - Health Assessment Paper DUE

WEEK 13 - Student Preparation for Check-Offs - Review online skills videos

WEEK 14 - Final Check Off Practice - Final Check Offs as assigned - Complete course evaluation

WEEK 15 - Final Exam Week - Final Check Off Practice - Final Check offs as assigned - Complete course evaluation

Evaluation: Evaluation Methods:

Class participation 20%

Quizzes (10)* 20%

Health History & Physical Exam Paper 30%

Final check off 30%

*All quizzes must be completed with a grade of 75 or above in order to pass the course. Multiple attempts are permitted.

Grading Scale:

A = 90 - 100

B = 80 - 89

C = 75 - 79

D = 70 - 74

F = 69 and below



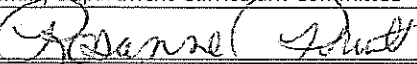

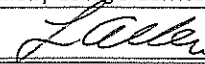
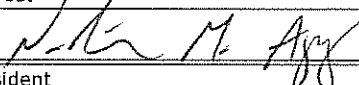
Incomplete = see University policy

Form Originator: MWETSEL, Wetsel, Margaret A **Date Form Created:** 11/24/2013

Form Last Updated by: MWETSEL, Wetsel, Margaret A **Date Form Last Updated:** 11/24/2013

Form Number: 6880

Approval

	11/25/13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	11/25/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-26-13		
Chair, College Curriculum Committee	Date	Provost	Date
	11/26/13		1/20/14
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

Duplicate?

00038

CLEMSON UNIVERSITY (Current)
SCHOOL OF NURSING
Bachelor of Science
Registered Nurse Completion Program
CURRICULUM PLAN 2012-2013

SCHOOL OF NURSING – CLEMSON UNIVERSITY, UCG, MCALISTER SQUARE GREENVILLE, SOUTH CAROLINA (864) 250-8881

FRESHMAN YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
Computer Skills Requirement ¹	(3,0)	3	Science Requirement ¹	(3,3)	4
Mathematics Requirement ²	(3,0)	3	Approved Requirement ¹	(3,0)	3
Soc 2010, Intro to Sociology	(3,0)	3	Engl 1030, Accelerated Composition	(3,0)	3
Science Requirement ¹	(3,3)	4	Psyc 2010, Intro to Psychology	(3,0)	3
Elective	(3,0)	<u>3</u>	Arts and Humanities (Non-Lit.) Req.	(3,0)	<u>3^{1,3}</u>
16			16		

SOPHOMORE YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
Biol 2220, Hum Anat. Phys I	(3,3)	4	Biol 2230, Human Anat. Phys II	(3,3)	4
Micr 2050, Intro to Microbiology	(3,3)	4	Nutrition Requirement ¹	(3,0)	3
Arts and Humanities (Literature) Req.	(3,0)	3 ³	Oral Communications Requirement ³	(3,0)	3
Elective	(4,0)	<u>4</u>	Elective	(3,0)	<u>5</u>
15			15		

JUNIOR YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
Nurs 3120 Therapeutic Nrsng Interv. ⁴	(2,4)	4	Nurs 3030 Nurs Care of Adults ⁴	(3,8)	7
Nurs 4110 Nurs of Children ⁴	(2,4)	5	Nurs 3190 Health Assess for RNs	(2,0)	2
Nurs 3040 Pathophysiology	(3,0)	3	Nurs 4060 Issues in Professionalism	(3,0)	3
Departmental Requirement ¹	(3,0)	<u>3</u>	Nurs 3300 Research in Nursing	(3,0)	<u>3</u>
15			15		

SENIOR YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
Nurs (HCG) 3330 Healthcare Genetics	(3,0)	3	Nurs 4050 Leadership & Management Nurs	(2,2)	3
Nurs 4030 Complex Nurs Adults ⁴	(3,4)	5	Nurs 4010 Mental Health Nurs ¹	(2,4)	5
Nurs 3070 Family Nursing	(3,2)	4	Nurs 4250 Community Nurs	(3,2)	4
Nurs 4120 Nurs Women & Fam ⁴	(3,4)	<u>5</u>	Scientific/Technical Writing Requirement ⁵	(3,0)	<u>3</u>
17			15		

TOTAL HOURS = 124

- ¹ See advisor.
- ² MTHS 2030 or other course approved by department.
- ³ See General Education Requirement. Three of these credit hours must also satisfy the Cross-cultural Awareness Requirement.
- ⁴ The course is exempt if the student achieves a "B" or better in NURS 406.
- ⁵ ENGL3040, 3140, or 3150.

NOTES:

1. Students must achieve a C or better in all required science and nursing courses.
2. A minimum grade-point ratio of 2.5 must be achieved in all required nursing courses for progression to the next level. Students may repeat a nursing course one time only. A student who does not maintain a 2.5 or better GPR in the curriculum will not be permitted to continue in the Nursing major.
3. Students must pass didactic and clinical components to pass all clinical courses.

CLEMSON UNIVERSITY (Proposed Draft)
SCHOOL OF NURSING
Bachelor of Science
Registered Nurse Completion Program
CURRICULUM PLAN 2014-2015

000288

SCHOOL OF NURSING – CLEMSON UNIVERSITY, UCG, MCALISTER SQUARE GREENVILLE, SOUTH CAROLINA (864) 250-8881

FRESHMAN YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
NURS 1400 <i>or</i> CPSC 1200	(3,0)	3	CH 1020 <i>or</i> Biol 1040	(3,0)	
STAT 2030 ¹	(3,0)	3	CH 1020 Lab <i>or</i> Biol 1060 Lab	(0,3)	1
Soc 2010, Intro to Sociology	(3,0)	3	Engl 1030, Accelerated Composition	(3,0)	3
CH 1010 <i>or</i> Biol 1030	(3,0)	3	Psyc 2010, Intro to Psychology	(3,0)	3
CH 1010 Lab <i>or</i> Biol 1050 Lab	(0,3)	1	ENGL 1999 <i>Math Requirement</i>	(3,0)	3
Elective	(3,0)	<u>3</u>	Arts and Humanities (Non-Lit.) Req ³ .	(3,0)	<u>3</u>
16			16		

SOPHOMORE YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
Biol 2220, Hum Anat. Phys I	(3,3)	4	Biol 2230, Human Anat. Phys II	(3,3)	4
Micr 2050, Intro to Microbiology <i>or</i> Micr 3050 Gen Microbiology	(3,3)	4	NUTR 2030 <i>or</i> NUTR 2050	(3,0)	3
Arts and Humanities (Literature) Req. ³	(3,0)	3	COMM 1500 <i>or</i> COMM 2500	(3,0)	3
Elective	(4,0)	<u>4</u>	Elective	(3,0)	<u>5</u>
15			15		

JUNIOR YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
Nurs 4060 Issues in Professionalism	(3,0)	3	Nurs 3030 Nurs Care of Adults ⁵	(3,8)	7
Nurs 3190 Hlth Assess for RNs	(3,0)	3	Nurs 4110 Nurs of Children ⁵	(2,4)	5
Nurs 3040 Pathophysiology	(3,0)	3	Nurs 3300 Research in Nursing	(3,0)	<u>3</u>
ENGL 3040 Business Writing <i>or</i> ENGL 3150 Scientific Writing <i>or</i> ENGL 3140 Technical Writing	(3,0)	3			
NURS Elective ⁴	(3,0)	<u>3</u>			
15			15		

SENIOR YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
Nurs (HCG) 3330 Healthcare Genetics	(3,0)	3	Nurs 4050 Leadership & Management Nurs	(2,2)	3
Nurs 4030 Complex Nurs Adults ⁵	(3,4)	5	Nurs 4010 Mental Health Nurs ⁵	(2,4)	5
Nurs 3070 Family Nursing	(3,2)	4	Nurs 4250 Community Nurs	(3,2)	4
Nurs 4120 Nurs Women & Fam ⁵	(3,4)	<u>5</u>	Nurs 3120 Therapeutic Nrsng Interv ⁵ .	(2,4)	4
17			15		

TOTAL HOURS = 125

- ¹ Students may substitute STAT 3300, 3090, or 2300.
- ² Students may substitute any math course.
- ³ See General Education Requirement. Three of these credit hours must also satisfy the Cross-cultural Awareness Requirement.
- ⁴ NURS 3340 or 4160.
- ⁵ The course is exempt if the student achieves a "B" or better in NURS 406.

NOTES:

1. A minimum grade of C is required in the following courses to progress in the program: CH 1010, CH 1010 Lab, CH 1020, CH 1020 Lab, Biol 1030, Biol 1050 Lab, Biol 1040, Biol 1060 Lab, Biol 2220, Biol 2230, STAT 2030, NUTR 2030, 2050, and all courses with the NURS subject code.
2. A minimum nursing grade-point ratio of 2.5 must be achieved in all required nursing courses for progression to the next level. The nursing GPA will include all courses with the NURS subject code.
3. ~~Students must pass didactic and clinical components to pass all clinical courses.~~

Major Name: Nursing - RNBS Program

000281

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Creative Inquiry	..	..	..	X
Oral Communication*	..	..	XCOMM 1500 or COMM 2500	..
Academic & Professional Development			XNURS 4050 and 4060	..
Mathematics	..	..	XSTAT 2030 or STAT 3300, 3090, 2300	..
Natural Science with no lab	..	..	..	X
Natural Science with lab	..	..	XCH 1010, CH 1010 Lab or Biol 1030, Biol 1050 Lab	..
Math or Natural Science	..	..	XCH 1020, CH 1020 Lab or Biol 1040, Biol 1060 Lab	..
Arts & Humanities (Literature)	X	..	..	..
Arts & Humanities (Non-Literature)	X	..	..	..
Social Sciences	..	..	XSOC 2010	..
Cross-Cultural Awareness	X	..	..	..
Science and Tech. in Society	..	..	XNURS 3330	..

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

Distributed Competencies

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

Ethical Judgement Integration Plan - Address competencies, implementation, and assessment: NURS 4060 Issues in Professionalism - Ethical Judgement Integration Plan competency is achieved through completion of Course Objective #4 - Analyze the effect of legal, ethical, and economic issues on nursing practice and health care. Achievement of course objective is demonstrated through completion of a course assignment - Nursing Ethical Issue Paper: "Describe a current nursing ethical issue and clearly describe why it constitutes an ethical issue. Present opposing and supporting views related to the issue and your personal position regarding the issue." Evaluation is completed through instructor assessment through use of a rubric which is published in the course syllabus. Benchmark for demonstration of Ethical Judgement Integration Plan competency is student grades of 80% on all class assignments. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' Ethical Judgement Integration competency.

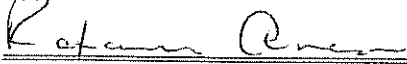
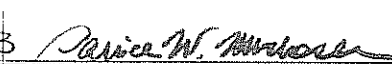

Communication Integration Plan - Address competencies, implementation, and assessment: ENGL 3150 Scientific Writing and Communication - Communication Integration Plan competency is met through successful completion of assignments during weeks 2 & 3: A summary report of the main claims, arguments, and conclusions of one of the following articles published in the Journal of Holistic Nursing: "Art Interpretation as a Clinical Intervention Toward Healing" (Rancour & Barrett) or "Advanced Practice Nursing in Performance Arts Health Care" (Weslin & Smith). Evaluation methods include class discussion on Blackboard Learn, 2 essays: rhetorical analysis of journal articles, class participation, multiple choice examination. Evaluation of class assignments will be completed through the use of an instructor-developed rubric which is published in the course syllabus. Benchmark for demonstration of Communication Integration Plan competency is student achievement of 80% on all class assignments. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' Communication Integration competency.

Critical Thinking Integration Plan - Address competencies, implementation, and assessment: NURS 3190 Health Assessment for RNs - Critical Thinking Integration Plan competency is achieved through demonstration of the ability to assess and critically analyze health assessment data (through collection of a complete health history and physical examination). The student is able to prioritize health assessment data to develop nursing diagnoses which are clinical judgements about the individual, family, or community experiences, and responses to actual or potential health problems. Nursing diagnoses are used to determine the appropriate plan of care for the patient. Evaluation of learning includes class participation, weekly quizzes, written documentation of complete health assessment, and practical demonstration of physical examination. Faculty uses a rubric which is published in the course syllabus to evaluate student assignments. Benchmark for demonstration of Critical Thinking Integration Plan is achievement of 80% on all class assignments. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' Critical Thinking Integration competency.

Form Originator: MWETSEL, Wetsel, Margaret A Date Form Created: 11/24/2013

Form Last Updated by: MWETSEL, Wetsel, Margaret A Date Form Last Updated: 11/25/2013 Form Number: 6883

Approval

	11/25/13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	11/25/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
Chair, College Curriculum Committee	Date	Provost	Date

College Dean

Date

President

Date



Curriculum and Course Change System - Print Major Form

000190

Change Major Name: Nursing (BS - 201401)

Degree: BS

Effective Catalog Year: 2014

..Change Major Name to:

..Change Degree to: (CHE approval required)

XChange 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:**
1. Specified courses to fulfill computer skills requirement as foundation for major - NURS 1400 or CPSC 1200.
 2. Specified courses to fulfill mathematics requirement as foundation for major - STAT 2030.
 3. Specified courses to fulfill Science requirement as foundation for major - CH 1010, CH 1010 Lab or Biol 1030 + Biol 1050 Lab.
 4. Specified courses to fulfill Science requirement as foundation for major - CH 1020, CH 1020 Lab or Biol 1040 + Biol 1060 Lab.
 5. Specified any math course may be used to substitute for ENGL 1999 as foundation for major.
 6. Specified Micr 3050 will also fulfill the Micr requirement as foundation for major.
 7. Specified courses to fulfill nutrition requirement as foundation for major - NUTR 2030 or NUTR 2050.
 8. Specified courses to fulfill oral communications requirement as foundation for major - COMM 1500 or COMM 2500.
 9. Increased credit hours from two (2) to three (3) lecture hours in NURS 3190 Health Assessment in response to faculty, student & exit survey feedback. Also fulfills SACS requirement of 15 credit hours/semester and 30 credit hours/year.
 10. Specified courses to fulfill scientific/technical writing skills requirement as foundation for major - ENGL 3040, ENGL 3150 or ENGL 3140.
 11. Specifies NURS Elective for Departmental requirement for the major.
 12. TOTAL CREDIT HOURS increased from 124 to 125 with the addition of one (1) credit hour to NURS 3190.
 13. Footnote 1 - Specifies that STAT 3300, 3090 or 2300 may be substituted for STAT 2030 as foundation for major.
 14. Footnote 2 - Specifies that any math course may be substituted for ENGL 1999 as foundation for major.
 15. Footnote 3 - Specifies NURS Electives.
 16. Note 1 - Specifies the required science and nursing courses in which a student must earn a grade of C.
 17. Note 2 - Specifies that the Nursing GPA will include all NURS courses.
 18. Note 3 - Deleted from Notes as requirement in all NURS courses with clinical component.

Form Originator: MWETSEL, Wetsel, Margaret A Date Form Created: 11/24/2013

Form Last Updated by: MWETSEL, Wetsel, Margaret A Date Form Last Updated: 11/25/2013

Form Number: 6882

Approval

	11/25/13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	11/25/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-26-13		
Chair, College Curriculum Committee	Date	Provost	Date
	11/26/13		1/20/14
College Dean	Date	President	Date

CLEMSON UNIVERSITY (Current)
SCHOOL OF NURSING
Bachelor of Science
Registered Nurse Completion Program
CURRICULUM PLAN 2012-2013

000291

SCHOOL OF NURSING – CLEMSON UNIVERSITY, UCG, MCALISTER SQUARE GREENVILLE, SOUTH CAROLINA (864) 250-8881

FRESHMAN YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
Computer Skills Requirement ¹	(3,0)	3	Science Requirement ¹	(3,3)	4
Mathematics Requirement ²	(3,0)	3	Approved Requirement ¹	(3,0)	3
Soc 2010, Intro to Sociology	(3,0)	3	Engl 1030, Accelerated Composition	(3,0)	3
Science Requirement ¹	(3,3)	4	Psyc 2010, Intro to Psychology	(3,0)	3
Elective	(3,0)	<u>3</u>	Arts and Humanities (Non-Lit.) Req.	(3,0)	<u>3^{1,3}</u>
16			16		

SOPHOMORE YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
Biol 2220, Hum Anat. Phys I	(3,3)	4	Biol 2230, Human Anat. Phys II	(3,3)	4
Micr 2050, Intro to Microbiology	(3,3)	4	Nutrition Requirement ¹	(3,0)	3
Arts and Humanities (Literature) Req.	(3,0)	3 ³	Oral Communications Requirement ³	(3,0)	3
Elective	(4,0)	4	Elective	(3,0)	<u>5</u>
15			15		

JUNIOR YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
Nurs 3120 Therapeutic Nrsng Interv. ⁴	(2,4)	4	Nurs 3030 Nurs Care of Adults ⁴	(3,8)	7
Nurs 4110 Nurs of Children ⁴	(2,4)	5	Nurs 3190 Health Assess for RNs	(2,0)	2
Nurs 3040 Pathophysiology	(3,0)	3	Nurs 4060 Issues in Professionalism	(3,0)	3
Departmental Requirement ¹	(3,0)	<u>3</u>	Nurs 3300 Research in Nursing	(3,0)	<u>3</u>
15			15		

SENIOR YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
Nurs (HCG) 3330 Healthcare Genetics	(3,0)	3	Nurs 4050 Leadership & Management Nurs	(2,2)	3
Nurs 4030 Complex Nurs Adults ⁴	(3,4)	5	Nurs 4010 Mental Health Nurs ⁴	(2,4)	5
Nurs 3070 Family Nursing	(3,2)	4	Nurs 4250 Community Nurs	(3,2)	4
Nurs 4120 Nurs Women & Fam ⁴	(3,4)	<u>5</u>	Scientific/Technical Writing Requirement ⁵	(3,0)	<u>3</u>
17			15		

TOTAL HOURS = 124

- ¹ See advisor.
- ² MTHS 2030 or other course approved by department.
- ³ See General Education Requirement. Three of these credit hours must also satisfy the Cross-cultural Awareness Requirement.
- ⁴ The course is exempt if the student achieves a "B" or better in NURS 406.
- ⁵ ENGL3040, 3140, or 3150.

NOTES:

1. Students must achieve a C or better in all required science and nursing courses.
2. A minimum grade-point ratio of 2.5 must be achieved in all required nursing courses for progression to the next level. Students may repeat a nursing course one time only. A student who does not maintain a 2.5 or better GPR in the curriculum will not be permitted to continue in the Nursing major.
3. Students must pass didactic and clinical components to pass all clinical courses.

CLEMSON UNIVERSITY (Proposed Draft)
SCHOOL OF NURSING
Bachelor of Science
Registered Nurse Completion Program
CURRICULUM PLAN 2014-2015

000292

SCHOOL OF NURSING – CLEMSON UNIVERSITY, UCG, MCALISTER SQUARE GREENVILLE, SOUTH CAROLINA (864) 250-8881

FRESHMAN YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
NURS 1400 <i>or</i> CPSC 1200	(3,0)	3	CH 1020 <i>or</i> Biol 1040	(3,0)	
STAT 2030 ¹	(3,0)	3	CH 1020 Lab <i>or</i> Biol 1060 Lab	(0,3)	1
Soc 2010, Intro to Sociology	(3,0)	3	Engl 1030, Accelerated Composition	(3,0)	3
CH 1010 <i>or</i> Biol 1030	(3,0)	3	Psyc 2010, Intro to Psychology	(3,0)	3
CH 1010 Lab <i>or</i> Biol 1050 Lab	(0,3)	1	ENGL 1999 ² <i>Math Req.</i>	(3,0)	3
Elective	(3,0)	<u>3</u>	Arts and Humanities (Non-Lit) Req ³ .	(3,0)	<u>3</u>
16			16		

SOPHOMORE YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
Biol 2220, Hum Anat. Phys I	(3,3)	4	Biol 2230, Human Anat. Phys II	(3,3)	4
Micr 2050, Intro to Microbiology <i>or</i> Micr 3050 Gen Microbiology	(3,3)	4	NUTR 2030 <i>or</i> NUTR 2050	(3,0)	3
Arts and Humanities (Literature) Req. ³	(3,0)	3	COMM 1500 <i>or</i> COMM 2500	(3,0)	3
Elective	(4,0)	<u>4</u>	Elective	(3,0)	<u>5</u>
15			15		

JUNIOR YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
Nurs 4060 Issues in Professionalism	(3,0)	3	Nurs 3030 Nurs Care of Adults ⁵	(3,8)	7
Nurs 3190 Hlth Assess for RNs	(3,0)	3	Nurs 4110 Nurs of Children ⁵	(2,4)	5
Nurs 3040 Pathophysiology	(3,0)	3	Nurs 3300 Research in Nursing	(3,0)	<u>3</u>
ENGL 3040 Business Writing <i>or</i> ENGL 3150 Scientific Writing <i>or</i> ENGL 3140 Technical Writing	(3,0)	3			
NURS Elective ⁴	(3,0)	<u>3</u>			
15			15		

SENIOR YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
Nurs (HCG) 3330 Healthcare Genetics	(3,0)	3	Nurs 4050 Leadership & Management Nurs	(2,2)	3
Nurs 4030 Complex Nurs Adults ⁵	(3,4)	5	Nurs 4010 Mental Health Nurs ⁵	(2,4)	5
Nurs 3070 Family Nursing	(3,2)	4	Nurs 4250 Community Nurs	(3,2)	4
Nurs 4120 Nurs Women & Fam ⁵	(3,4)	<u>5</u>	Nurs 3120 Therapeutic Nrsng Interv ⁵ .	(2,4)	4
17			15		

TOTAL HOURS = 125

- ¹ Students may substitute STAT 3300, 3090, or 2300.
- ² Students may substitute any math course.
- ³ See General Education Requirement. Three of these credit hours must also satisfy the Cross-cultural Awareness Requirement.
- ⁴ NURS 3340 or 4160.
- ⁵ The course is exempt if the student achieves a "B" or better in NURS 406.

NOTES:

1. A minimum grade of C is required in the following courses to progress in the program: CH 1010, CH 1010 Lab, CH 1020, CH 1020 Lab, Biol 1030, Biol 1050 Lab, Biol 1040, Biol 1060 Lab, Biol 2220, Biol 2230, STAT 2030, NUTR 2030, 2050, and all courses with the NURS subject code.
2. A minimum nursing grade-point ratio of 2.5 must be achieved in all required nursing courses for progression to the next level. The nursing GPA will include all courses with the NURS subject code.
3. ~~Students must pass didactic and clinical components to pass all clinical courses.~~

Major Name: Nursing - RNBS Program

Specific General Education Requirements

000293

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
English Composition		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
Creative Inquiry	..	..	ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development	..	..	XCOMM 1500 or COMM 2500	..
Mathematics	..	..	XNURS 4050 and 4060	..
Natural Science with no lab	..	..	XSTAT 2030 or STAT 3300, 3090, 2300	..
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	XCH 1010, CH 1010 Lab or Biol 1030, Biol 1050 Lab	..
Arts & Humanities (Literature)	X	..	XCH 1020, CH 1020 Lab or Biol 1040, Biol 1060 Lab	..
Arts & Humanities (Non-Literature)	X	..	..	..
Social Sciences	..	..	..	..
Cross-Cultural Awareness	X	..	XSOC 2010	..
Science and Tech. in Society	..	..	..	..
			XNURS 3330	..

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

Distributed Competencies

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

Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:

NURS 4060 Issues in Professionalism - Ethical Judgement Integration Plan competency is achieved through completion of Course Objective #4 - Analyze the effect of legal, ethical, and economic issues on nursing practice and health care. Achievement of course objective is demonstrated through completion of a course assignment - Nursing Ethical Issue Paper: "Describe a current nursing ethical issue and clearly describe why it constitutes an ethical issue. Present opposing and supporting views related to the issue and your personal position regarding the issue." Evaluation is completed through instructor assessment through use of a rubric which is published in the course syllabus. Benchmark for demonstration of Ethical Judgement Integration competency is student grades of 80% on all class assignments. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' Ethical Judgement Integration competency.

Communication Integration Plan - Address competencies, implementation, and assessment:

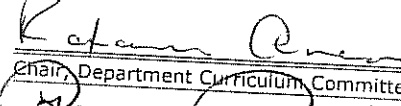

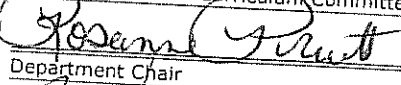
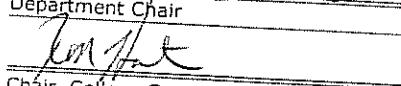
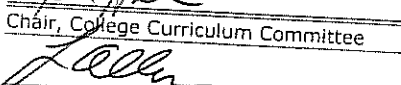
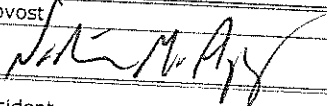
ENGL 3150 Scientific Writing and Communication - Communication Integration Plan competency is met through successful completion of assignments during weeks 2 & 3: A summary report of the main claims, arguments, and conclusions of one of the following articles published in the Journal of Holistic Nursing: "Art Interpretation as a Clinical Intervention Toward Healing" (Rancour & Barrett) or "Advanced Practice Nursing in Performance Arts Health Care" (Weslin & Smith). Evaluation methods include class discussion on Blackboard Learn, 2 essays: rhetorical analysis of journal articles, class participation, multiple choice examination. Evaluation of class assignments will be completed through the use of an instructor-developed rubric which is published in the course syllabus. Benchmark for demonstration of Communication Integration Plan competency is student achievement of 80% on all class assignments. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' Communication Integration competency.

Critical Thinking Integration Plan - Address competencies, implementation, and assessment:

NURS 3190 Health Assessment for RNs - Critical Thinking Integration Plan competency is achieved through demonstration of the ability to assess and critically analyze health assessment data (through collection of a complete health history and physical examination). The student is able to prioritize health assessment data to develop nursing diagnoses which are clinical judgements about the individual, family, or community experiences, and responses to actual or potential health problems. Nursing diagnoses are used to determine the appropriate plan of care for the patient. Evaluation of learning includes class participation, weekly quizzes, written documentation of complete health assessment, and practical demonstration of physical examination. Faculty uses a rubric which is published in the course syllabus to evaluate student assignments. Benchmark for demonstration of Critical Thinking Integration Plan is achievement of 80% on all class assignments. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' Critical Thinking Integration competency.

Form Originator: MWETSEL, Wetsel, Margaret A Date Form Created: 11/24/2013
 Form Last Updated by: MWETSEL, Wetsel, Margaret A Date Form Last Updated: 11/25/2013 Form Number: 6883

Approval

 Chair, Department Curriculum Committee	11/25/13	 Chair, Undergraduate Curriculum Committee	12/6/2013
 Department Chair	11/25/13		
 Chair, College Curriculum Committee	11-26-13		
 College Dean	11/26/13	 President	1/20/14



Curriculum and Course Change System - Print Major Form

000294

Change Major Name: Nursing (BS - 201401)

Degree: BS

Effective Catalog Year: 2013 2014

.. Change Major Name to:

.. Change Degree to: (CHE approval required)

 Change Curriculum Requirements

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

.. Change General Education Requirements

(Must also submit a General Education Checklist)

.. Add, Change or Delete Concentration(s)

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

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

Explanation: MICR 2050 or MICR 3050 will be accepted to meet the requirements of the curriculum. Transfer students from the technical colleges commonly transfer in BIO 225 to meet the requirement of MICR 2050. Second degree students enrolled at the University Center of Greenville commonly transfer CPSC 1200 to meet the requirements of the curriculum.

A clarification of the courses needed to calculate a nursing GPA is required for the Degree Works system.

Form Originator: ROXANNA, Amerson, Roxanne Date Form Created: 10/29/2013

Form Last Updated by: ROXANNA, Amerson, Roxanne Date Form Last Updated: 11/8/2013

Form Number: 6739

Approval

	11/8/13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	11/11/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11/18/13		
Chair, College Curriculum Committee	Date	Provost	Date
	11-25-13		11/20/14
College Dean	Date	President	Date

**CLEMSON UNIVERSITY
SCHOOL OF NURSING**

(current) 000295

Bachelor of Science

CURRICULUM PLAN 2013-2014

SCHOOL OF NURSING - 510 ROBERT C. EDWARDS HALL - CLEMSON, SOUTH CAROLINA 29634-0743 - (864) 656-7622

<http://www.clemson.edu/nursing/>

FRESHMAN YEAR

<u>Fall Semester¹</u>			<u>Spring Semester</u>		
Biol 1030, General Biology I	(3,0)	3	Chem. 1010, General Chemistry I	(3,3)	4
Biol 1050, General Biology I Lab	(0,3)	1	Arts and Humanities (Non-Literature) Req ^{2,3}	(3,0)	3
Comm 1500 or Comm 2500	(3,0)	3	Mths 2030, Elem. Statistical Inference	(3,0)	3
Nurs 1400, Computer Appl. In Health Care	(3,0)	3	Engl 1030, Accelerated Composition	(3,0)	3
Soc 2010, Intro to Sociology	(3,0)	3	Psyc 2010, Intro to Psychology	(3,0)	3
Nurs 1020, Nursing Success Skills	(2,0)	2			16
CU 1000 Clemson Connect		0			
		<u>15</u>			

SOPHOMORE YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
Biol 2220 Hum Anat. and Phys I	(3,3)	4	Biol 2230, Human Anat. And Phys II	(3,3)	4
Micr 2050, Intro to Microbiology	(3,3)	4	Cross Cultural Awareness Requirement ^{2,3}	(3,0)	3
Arts and Humanities (Literature) Req. ³	(3,0)	3	Nurs (H C G) 3330, Health Care Genetics	(3,0)	3
Nutr 2050 Nutr. for Nursing Prof.	(3,0)	3	Nurs 3200, Professionalism in Nursing	(2,0)	3
Elective		1	Elective		2
		<u>15</u>			<u>15</u>

JUNIOR YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
Engl 3040 Business Writing <i>or</i>			Nurs 3030, Med. Surg. II: Nurs of Adults	(3,12)	7
Engl 3150 Scientific Writing and Comm <i>or</i>			Nurs 3050, Psychosocial Nurs	(3,0)	3
Engl 3140 Technical Writing	(3,0)	3	Nurs 3110, Health Promotion Across Lifespan ⁴	(2,0)	2
Nurs 3040, Pathophysiology for Health Prof	(3,0)	3	Nurs 3230, Gerontology Nurs.	(2,0)	2
Nurs 3100, Health Assessment	(2,3)	3	Nurs 3300, Research in Nurs	(3,0)	3
Nurs 3120, Med. Surg. I: Found of Nurs	(2,6)	4			17
Nurs 3400, Pharmacotherapeutic Nurs	(3,0)	3			
		<u>16</u>			

SENIOR YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
Nurs 4010, Mental Health Nurs	(3,6)	5	Nurs 4030, Med. Surg. III: Complex Nurs Adults	(3,6)	5
Nurs 4110, Nurs of Children	(3,6)	5	Nurs 4150, Community Hlth Nurs ⁴	(2,6)	4
Nurs 4120, Nurs Women & Fam	(3,6)	5	OR Nurs 4140, Comm. Hlth Nurs and Health Prom. ⁴	(3,6)	5
		<u>15</u>	Nurs 4100, Leadership Mgmt. & Nursing Care Pract.	(3,9)	6
					15 or

TOTAL HOURS = 124 or 125

16

- 1 Students scoring 2 or below on the CMPT must take MTHS 1010 as a prerequisite for CH 1010 during this semester.
- 2 See General Education Requirements
- 3 If this requirement is satisfied by another course in the curriculum, elective hours must be taken to cover the credit hours
- 4 Students enrolled at the University Center Greenville will substitute NURS 4140 for NURS 3110 and 4150.

NOTES:

1. A minimum grade of a *C* is required in the following courses for progression to junior year clinical courses: BIOL 1030/1050, BIOL 2220, 2230, CH 1010, MICR 2050, MTHS 1010 (if needed), 2030, NUTR 2050.
2. A minimum grade of *C* is required in all nursing courses.
3. To progress to junior-level nursing courses, students must have a minimum grade-point ratio of 2.5 and may not have received more than two final course grades of less than a *C* in the last five years.
4. A minimum grade-point ratio of 2.5 must be achieved in all required nursing courses for progression to the next level. Only courses required for the Nursing curriculum, including the allotted three elective credit hours, will be used to calculate this grade-point ratio.
5. Students may repeat only one nursing course. Further, students may repeat that nursing course one time only. Withdrawing ("w") from the course or redemption counts as an attempt. Students who are unsuccessful on the second attempt in a nursing course will be counseled to select another major and will not be permitted to continue in the Nursing program.
6. Students must pass didactic and clinical components to pass all clinical courses.

CLEMSON UNIVERSITY DRAFT (Proposed)

SCHOOL OF NURSING

000296

Bachelor of Science

CURRICULUM PLAN 2014-2015

SCHOOL OF NURSING - 510 ROBERT C. EDWARDS HALL - CLEMSON, SOUTH CAROLINA 29634-0743 - (864) 656-7622
<http://www.clemson.edu/nursing/>

FRESHMAN YEAR

<u>Fall Semester¹</u>					
Biol 1030, General Biology I	(3,0)	3		<u>Spring Semester</u>	
Biol 1050, General Biology I Lab	(0,3)	1		Chem. 1010, General Chemistry I	(3,3) 4
Comm 1500 or Comm 2500	(3,0)	3		Arts and Humanities (Non-Literature) Req ²	(3,0) 3
Nurs 1400, Computer Appl. In Health Care ⁵	(3,0)	3		Mths 2030, Elem. Statistical Inference	(3,0) 3
Soc 2010, Intro to Sociology	(3,0)	3		Engl 1030, Accelerated Composition	(3,0) 3
Nurs 1020, Nursing Success Skills	(2,0)	2		Psyc 2010, Intro to Psychology	(3,0) <u>3</u>
CU 1000 Clemson Connect		<u>0</u>			16
		15			

SOPHOMORE YEAR

<u>Fall Semester</u>					
Biol 2220 Hum Anat. and Phys I	(3,3)	4		<u>Spring Semester</u>	
Micr 2050, Intro to Microbiology <i>or</i> Micr 3050 Gen Microbiology	(3,3)	4		Biol 2230, Human Anat. And Phys II	(3,3) 4
Arts and Humanities (Literature) Req. ²	(3,0)	3		Cross Cultural Awareness Requirement ^{2,3}	(3,0) 3
Nutr 2050 Nutr. for Nursing Prof.	(3,0)	3		Nurs (H C G) 3330, Health Care Genetics	(3,0) 3
Elective		<u>1</u>		Nurs 3200, Professionalism in Nursing	(2,0) 3
		15		Elective	<u>2</u>
					15

JUNIOR YEAR

<u>Fall Semester</u>					
Engl 3040 Business Writing <i>or</i> Engl 3150 Scientific Writing and Comm <i>or</i> Engl 3140 Technical Writing	(3,0)	3		<u>Spring Semester</u>	
Nurs 3040, Pathophysiology for Health Prof	(3,0)	3		Nurs 3030, Med. Surg. II: Nurs of Adults	(3,12) 7
Nurs 3100, Health Assessment	(2,3)	3		Nurs 3050, Psychosocial Nurs	(3,0) 3
Nurs 3120, Med. Surg. I: Found of Nurs	(2,6)	4		Nurs 3110, Health Promotion Across Lifespan ⁴	(2,0) 2
Nurs 3400, Pharmacotherapeutic Nurs	(3,0)	<u>3</u>		Nurs 3230, Gerontology Nurs.	(2,0) 2
		16		Nurs 3300, Research in Nurs	(3,0) <u>3</u>
					17

SENIOR YEAR

<u>Fall Semester</u>					
Nurs 4010, Mental Health Nurs	(3,6)	5		<u>Spring Semester</u>	
Nurs 4110, Nurs of Children	(3,6)	5		Nurs 4030, Med. Surg. III: Complex Nurs Adults	(3,6) 5
Nurs 4120, Nurs Women & Fam	(3,6)	<u>5</u>		Nurs 4150, Community Hlth Nurs ⁴	(2,6) 4
		15		<i>or</i> Nurs 4140, Comm. Hlth Nurs and Health Prom. ⁴	(3,6) 5
				Nurs 4100, Leadership Mgmt. & Nursing Care Pract.	(3,9) <u>6</u>
					15 or 16

TOTAL HOURS = 124 or 125

- ¹ Students scoring 2 or below on the CMPT must take MTHS 1010 as a prerequisite for CH 1010 during this semester.
- ² See General Education Requirements
- ³ If this requirement is satisfied by another course in the curriculum, elective hours must be taken to cover the credit hours
- ⁴ Students enrolled at the University Center Greenville will substitute NURS 4140 for NURS 3110 and 4150.
- ⁵ Students enrolled at the University Center Greenville may substitute CPSC1200 for NURS 1400.

NOTES:

1. A minimum grade of a C is required in the following courses for progression to junior year clinical courses: BIOL 1030/1050, BIOL 2220, 2230, CH 1010, MICR 2050 or 3050, MTHS 1010 (if needed), 2030, NUTR 2050.
2. A minimum grade of C is required in all nursing courses.
3. To progress to junior-level nursing courses, students must have a minimum grade-point ratio of 2.5 and may not have received more than two final course grades of less than a C in the last five years.
4. A minimum nursing grade-point ratio of 2.5 must be achieved in all required nursing courses for progression to the next level. The nursing GPA will include only NURS courses.
5. Students may repeat only one nursing course. Further, students may repeat that nursing course one time only. Withdrawing ("w") from the course or redemption counts as an attempt. Students who are unsuccessful on the second attempt in a nursing course will be counseled to select another major and will not be permitted to continue in the Nursing program.
6. Students must pass didactic and clinical components to pass all clinical courses.



Curriculum and Course Change System - Print Major Form

000297

Change Major Name: Hlth Sci (Cardio Imaging Lead)

Degree: BS

Effective Catalog Year: 2014

.. Change Major Name to:

.. Change Degree to: (CHE approval required)

X Change Curriculum Requirements

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

.. Change General Education Requirements

(Must also submit a General Education Checklist)

.. Add, Change or Delete Concentration(s)

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

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

Explanation: Seven changes have been made to make this concentration curriculum more efficient and effective. The sequence for courses CVT 2250 and CVT 2260 have been reversed in the sophomore year; the sequence of two general education requirements (Arts & Humanities non-lit and a Social Science course) have been switched across the junior spring and senior fall semesters; the name for the CVT 4240 course has been changed from "Field Experience 1" to "Introduction to Field Experience" and the credit hours reduced from 6 to 3. A new three-credit course, HLTH 4180 CVT Professional Development, has been added to the senior fall semester and the general elective dropped. Total hours decreased from 125-128 to 122-125.

Form Originator: FALTAD, Deborah Falta Date Form Created: 9/19/2013

Form Last Updated by: FALTAD/Falta, Deborah Alma Date Form Last Updated: 10/28/2013

Form Number: 6473

Approval

	10/28/13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	
	10/30/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	
	11-22-13		
Chair, College Curriculum Committee	Date	Provost	
	11-24-13		1/20/14
College Dean	Date	President	

Bachelor of Science in Health Science Cardiovascular Imaging Leadership Concentration

2014-15

Clemson University • Department of Public Health Sciences
501 Edwards Hall • Clemson, South Carolina 29634-0745 • FAX (864) 656-6227 • (864) 656-5502

Freshmen Year

First Semester

BIOL 1030 & 1050 General Biology I & Lab I <i>or</i> BIOL 1100 Principles of Biology I	3 & 1 5
CH 1010 General Chemistry I	4
HLTH 2020 Introduction to Public Health	3
¹ Social Science Requirement	3
	14-15

Second Semester

BIOL 1040 & 1060 General Biology II & Lab II <i>or</i> BIOL 1110 Principles of Biology II	3 & 1 5
CH 1020 General Chemistry II	4
ENGL 1030 Accelerated Composition	3
HLTH 2030 Overview of Health Care Systems	3
² Mathematics Requirement	3-4
	17-19

Sophomore Year

First Semester

BIOL 2220 Human Anatomy & Physiology I	4
HLTH 2980 Human Health & Disease	3
CVT 2260 Intro to Cardiovascular Sonography	3
³ Statistics Requirement	3
PHYS 2070 General Physics I	3
PHYS 2090 General Physics I Laboratory	1
	17

Second Semester

BIOL 2230 Human Anatomy & Physiology II	4
HLTH 2400 Determinants of Health Behavior	3
COMM 2500 Public Speaking <i>or</i> COMM 1500 Intro to Human Communication	3 3
HEHD 4000 Intro Leadership Theories Concepts	3
⁴ CVT 2250 Ultrasound Physics	3
	16

Junior Year

First Semester

¹ Arts & Humanities (Literature) Requirement	3
HLTH 3800 Epidemiology	3
⁵ CVT 3250 Echocardiography Principles CVT 3251 Echo Prin Lab	4 4
⁵ CVT 3350 Vascular Sonography Principles CVT 3351 Vascular Sono Lab	4 4
	14

Second Semester

¹ Social Science Requirement	3
HLTH 4900 Research & Eval Strategies for Pub Health	3
HEHD 4100 Leadership Behav. and Civic Engag.	3
⁵ CVT 3260 Echocardiography Methods CVT 3261 Echo Methods Lab	4 4
⁵ CVT 3360 Vascular Sonography Methods CVT 3361 Vascular Methods Lab	4 4
	17

Summer

⁵ CVT 4240 CVT Introduction to Field Experience	3
--	---

Senior Year

First Semester

¹ Arts & Humanities (Non-Lit) Requirement	3
⁵ CVT 4250 CVS Field Experiences II	6
HLTH 4180 CVT Professional Development	3
	12

Second Semester

⁵ CVT 4260 CVS Field Experience III	6
HLTH Requirement	3
HEHD 4200 Leadership Appl. and Experience	3
	12

Total Semester Hours = **122-125**

¹ See General Education Requirements. Six of these credit hours must also satisfy the Cross-Cultural Awareness and Science & Technology in Society Requirements.

² MTHS 1010, 1020, or 1060

³ EX ST 3010, MTHS 2030, 3010, or 3090

⁴ CVT 2250 is taught one night per week at Greenville Technical College.

⁵ All of the CVT courses junior & senior year are at the Patewood C building in Greenville, 8-4pm; twice per week junior year & M - Th senior year.

Notes:

1. A minimum grade-point ratio of 2.0 is required for registration in all HLTH courses.

OLD
000299

Bachelor of Science in Health Science Cardiovascular Imaging Leadership Concentration

2012-13
Clemson University • Department of Public Health Sciences
501 Edwards Hall • Clemson, South Carolina 29634-0745 • FAX (864) 656-6227 • (864) 656-5502

Freshmen Year

First Semester

BIOL 103 & 105 General Biology I & Lab I <i>or</i> BIOL 110 Principles of Biology I	3 & 1 5
CH 101 General Chemistry I	4
HLTH 202 Introduction to Public Health	3
¹ Social Science Requirement	3
	14-15

Second Semester

BIOL 104 & 106 General Biology II & Lab II <i>or</i> BIOL 111 Principles of Biology II	3 & 1 5
CH 102 General Chemistry II	4
ENGL 103 Accelerated Composition	3
HLTH 203 Overview of Health Care Systems	3
² Mathematics Requirement	3-4
	17-19

Sophomore Year

First Semester

BIOSC 222 Human Anatomy & Physiology I	4
HLTH 298 Human Health & Disease	3
CVT 226 Intro to Cardiovascular Sonography	3
PHYS 207 General Physics I	3
PHYS 209 General Physics I Laboratory	1
Statistics Requirement	3
	17

Second Semester

BIOSC 223 Human Anatomy & Physiology II	4
HLTH 240 Determinants of Health Behavior	3
COMM 250 Public Speaking <i>or</i> COMM 150 Intro to Human Communication	3
HEHD 400 Intro to Leadership Theories and Concepts	3
CVT 225 Ultrasound Physics	3
	16

Junior Year

First Semester

¹ Arts & Humanities (Literature) Requirement	3
HLTH 380 Epidemiology	3
CVT 325 Echocardiography Principles	4
CVT 335 Vascular Sonography Principles	4
	14

Second Semester

¹ Arts & Humanities (Non-Literature) Requirement	3
HLTH 490 Research & Eval Strategies for Pub Health	3
HEHD 410 Leadership Behav. and Civic Engag.	3
CVT 326 Echocardiography Methods	4
CVT 336 Vascular Sonography Methods	4
	17

Summer

CVT 424 CVS Field Experience I	6
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Senior Year

First Semester

CVT 425 CVS Field Experiences II	6
HEHD 420 Leadership Appl. And Experience	3
¹ Social Science Requirement	3
	12

Second Semester

CVT 426 CVS Field Experience III	6
¹ HLTH Requirement	3
Elective	3
	12

Total Semester Hours = **125-128**

¹ See General Education Requirements. Six of these credit hours must also satisfy the Cross-Cultural Awareness and Science & Technology in Society Requirements.

² MTHSC 101, 102, or 106

³ EX ST 301, MTHSC 203, 301, or 309

⁴ Any HLTH course not otherwise required.

Notes:

1. A minimum grade-point ratio of 2.0 is required for registration in all HLTH courses.

000300



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

X Change a Course - Abbrev & Number: CVT- 226

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

Course Title: INTRO CARDIOVAS SONO

Brief Statement of Change:

This course has been moved from the Spring term of the sophomore year to the Fall (or 1st) term of the sophomore year, necessitating a change in the prerequisite requirement associated with the anatomy & physiology courses.

Last Term taught: 1108 .. Change Abbrev to:
 Effective Term: 01/2014 .. Change Number to:

.. Change Catalog Title: .. Change Transcript Title:
 from: from: INTRO CARDIOVAS SONO
 to: to:

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

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

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

.. Reverse Parent/Child relationship with:

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

.. Change Catalog Description:

from:

to:

X Change Prerequisite(s):

from: CVT 2250

to: Pre or Co-requisite of BIOL 2220

Learning Objectives:

Topical Outline:

Evaluation:

Form Originator: FALTAD, Deborah Falta Date Form Created: 9/19/2013

Form Last Updated by: FALTAD, Deborah Falta Date Form Last Updated: 9/19/2013

Form Number: 6474

Approval

	10/28/13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/30/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-22-13		
Chair, College Curriculum Committee	Date	Provost	Date
			1/20/14
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

000201



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

X Change a Course - Abbrev & Number: CVT- 225

Corresponding Lab Course: --

Corresponding Honors course: --

.. Add Honors course: --

Corresponding Graduate course: --

.. Add Graduate course: --

Course Title: ULTRASOUND PHYSICS

Brief Statement of Change:

This course has been moved from the Fall term of the sophomore year to the Spring (or 2nd) term of the sophomore year, necessitating a change in the prerequisite requirement associated with the CVT 2260 course.

Last Term taught: 1301 .. Change Abbrev to:

Effective Term: 01/2014 .. Change Number to:

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

from: from: ULTRASOUND PHYSICS

to: to:

.. From: Fixed Credit: 3 (3,) 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: X A-Lecture Only	to: .. Pass/Fail Only	from: .. English Composition
.. B-Lab (w/fee)	.. X Graded	.. Oral Communication
.. D-Seminar	.. Variable Title	.. Mathematics
.. E-Independent Study	.. Creative Inquiry	.. Natural Science w/Lab
.. F-Tutorial (w/fee)	.. Repeatable	.. Math or Science
.. G-Studio	.. maximum credits	.. A&H (Literature)
.. H-Field course	from:	.. A&H (Non-Literature)
.. I-Study Abroad	to:	.. Social Science
.. L-Lab (no/fee)		.. CCA
.. N/B-Lecture/Lab(w/fee)		.. STS
.. N/L-Lecture/Lab(no fee)		

.. Change Catalog Description:

from:

to:

X Change Prerequisite(s):

from: None

to: CVT 2260

Learning Objectives:

Topical Outline:

Evaluation:

Form Originator: FALTAD, Deborah Falta Date Form Created: 9/19/2013

Form Last Updated by: FALTAD, Deborah Falta Date Form Last Updated: 9/19/2013

Form Number: 6475

Approval

	10/28/13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/20/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11-22-13		
Chair, College Curriculum Committee	Date	Provost	Date
			1/20/14
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		



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

000305

X Change a Course - Abbrev & Number: CVT- 424

Corresponding Lab Course: --

Corresponding Honors course: --

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

Corresponding Graduate course: --

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

Course Title: FIELD EXPERIENCE I

Brief Statement of Change:

The credit hours for this course were lowered to reflect the experiential, rather than academic, nature of this introduction to clinical CVT field experience. Also, the course is intended to be a graded course.

Last Term taught: 1306

Effective Term: 01/2014

.. **Change Abbrev to:**

.. **Change Number to:**

X Change Catalog Title:

from: CVS Field Experience 1

to: CVT Introduction to Field Experience

X Change Transcript Title:

from: FIELD EXPERIENCE I

to: Intro Field Experience

X From: Fixed Credit: 6 (0,18) To: Fixed Credit: 3 (0,18) •

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

.. **Change Catalog Description:**

from:

to:

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

from:

to:

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

1. Physically assess patients for cardiovascular disease, including palpate pulses, manual blood pressures, and patient history.
2. Set up for all diagnostic testing procedures including carotid duplex, extremity duplex and physiological testing, transthoracic, and transesophageal echocardiograms.
3. Acquire standard views in all of the above-mentioned diagnostic tests.
4. Continue to study texts in preparation for technology components of the ARDMS exams in vascular technology and adult echocardiography.

Topical Outline: Unit 1: Introduction to Clinical Experience - Week 1

- A. Clinical Schedule
- B. ARDMS Clinical Tracking Form
- C. Check-off Forms
- D. Policy Review
- E. Patient Care Techniques
- F. Patient Flow
- G. Senior Project Guidelines

Weeks 2 through 15 will have students divided between vascular lab and echo labs throughout Greenville Health System

000003

Evaluation: During clinicals, students are scheduled from 8:00 to 4:00 PM Monday through Thursday. Students are expected to attend every class meeting. However, it is recognized that occasional absences may be necessary. A student is responsible for any work missed. As such, Fridays are used to make up missed days and to account for week of summer break (800 procedures/1680 hours of clinical time as required by the ARDMS). Students are expected to attend class on time and to remain present for the scheduled class time.

Grading Policy:

- 93-100 A
- 85-92 B
- 77-84 C
- 69-76 D
- Below 69 F

Evaluation:


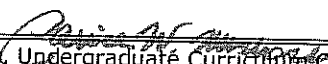
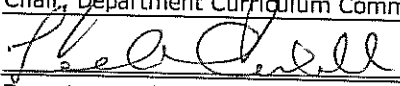
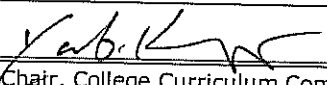
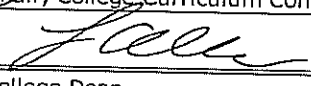
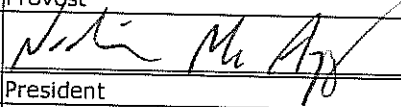
- Five Procedure-specific Evaluations 75%
- BlackBoard Quizzes 25%

Form Originator: FALTAD, Deborah Falta **Date Form Created:** 9/19/2013

Form Last Updated by: FALTAD, Falta, Deborah Alma **Date Form Last Updated:** 10/24/2013

Form Number: 6476

Approval

	10/24/13		7/26/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	
	10/20/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	
	11-22-13		
Chair, College Curriculum Committee	Date	Provost	
			1/20/14
College Dean	Date	President	
Director, Calhoun Honors College	Date		

CVT 4240 – Introduction to Field Experience

Course Title: CVT Introduction to Field Experience
Credit Hours: 3.0 credits of lab instruction
Instructor: Eric J. Walker, MHA, RVT, RDCS, GHS Clinical Staff
Phone: 864-454-2889
Hours: Department staffed 8:00am - 5:00pm
Class Hours: Monday – Thursday 8:00 am – 4:00 pm
Prerequisite Class: CVT 3260, CVT 3360

Text: Purchased Previously in the Program

Course Description:

Introductory instruction for CVT students in the fundamental principles, techniques and applications of multiple diagnostic modalities, including echocardiography duplex imaging, Doppler, and plethysmography. Student will begin to obtain hands-on experience in the clinical setting.

Competencies:

1. Cardiovascular anatomical identification
2. Cardiovascular hemodynamic considerations within normal and abnormal states
3. Correct identification and classification of pathology
4. Ultrasound system settings, image optimization
5. Fine motor skills necessary for scanning patients
6. Interpersonal communication skills
7. Writing skills

Learning Objectives:

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

1. Physically assess patients for cardiovascular disease, including palpate pulses, manual blood pressures, and patient history.
2. Set up for all diagnostic testing procedures including carotid duplex, extremity duplex and physiological testing, transthoracic, and transesophageal echocardiograms.
3. Acquire standard views in all of the above-mentioned diagnostic tests.
4. Continue to study texts in preparation for technology components of the ARDMS exams in vascular technology and adult echocardiography.

Attendance:

During clinicals, students are scheduled from 8:00 to 4:00 PM Monday through Thursday. Students are expected to attend every class meeting. However, it is recognized that occasional absences may be necessary. A student is responsible for any work missed. As such, Fridays are used to make up missed days and to account for week of summer break (800 procedures/1680 hours of clinical time as required by the ARDMS). Students are expected to attend class on time and to remain present for the scheduled class time. After 2



CVT 4240 – Introduction to Field Experience

tardies, all future tardies will be counted as absences. At a minimum, a student will be dropped from class membership after missing 10% of the class.

Conduct:

Disruptions in the clinical setting will not be tolerated. Students disturbing the work of the cardiovascular imaging department by excessive talking, personal use of the computer/phone or distracting behavior will be asked to leave the department. Refer to the Clinical Introduction PowerPoint for specific guidelines.

Assignments and Course Syllabus:

Clinical rotation and clinical instructor assignments will be given on the first day of class and posted online for future reference.

Accommodations for Students with Disabilities:

If you require an accommodation for a disabling condition, please let me know.

Grading Policy:

93-100	A
85-92	B
77-84	C
69-76	D
Below 69	F

Evaluation:

Five Procedure-specific Evaluations	75%
BlackBoard Quizzes	25%

Unit 1: Introduction to Clinical Experience – Week 1

- A. Clinical Schedule
- B. ARDMS Clinical Tracking Form
- C. Check-off Forms
- D. Policy Review
- E. Patient Care Techniques
- F. Patient Flow
- G. Senior Project Guidelines

Weeks 2 through 15 will have students divided between vascular lab and echo labs throughout Greenville Health System



Curriculum and Course Change System - Print New Course Form

000306

Course Abbreviation & Number:
X New Undergraduate Course: HLTH- 4180
.. New Honors Course: --
.. New Graduate Course: -

Effective Term: 08/2014
Catalog Title: Professional Development for CVT
Transcript Title: CVT Prof Devel

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

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

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

Catalog Description: This HLTH course addresses the general academic and professional development requirements for students pursuing the Cardiovascular Technology (CVT) degree.

Prerequisite(s): Consent of Instructor

Projected Enrollment:

Year 1 - Year 2 - Year 3 - Year 4 - 10

Required course for students in: HLTH Cardiovascular Imaging Leadership concentration, CAIM

Statement of need and justification based on assessment results of student learning outcomes: A professional development course was added to the CVT concentration to prepare them for careers in clinical settings and to meet general education professional development requirements.

Textbook(s): None

Learning Objectives: At the conclusion of this course the student will have:

1. Identified the activities required to graduate from the University.
2. Identified the credentialing requirements to pursue a CVT degree.
3. Reviewed and revised the Student Manual for CVT Majors

Topical Outline: 1. Completion of University Graduation Requirements Weeks 1-5

- a. General Education ePortfolio Requirements
2. Preparing for the CVT Career Weeks 6 - 12
 - a. Career Related Documentation
 - b. Credentialing/Career Requirement Overview
 - c. Interview Techniques
 - d. Job Search Strategies/Job Link

3. Revision of a Guide for future CVT students Weeks 13-15

Evaluation: Evaluation:

- A = > 89.5 %
- B = 89.4 - 79.5%
- C = 79.4 - 69.5%
- D = 69.4 - 62%
- F = <62 %

1. Satisfactorily complete the University Requirements for the General Education artifact submissions. 30% of Grade
2. Create a portfolio to organize required professional certification materials, such as time logs, case management descriptions, etc. 30% of Grade
3. Professional Resume. 10% of Grade
4. Professional job search activities. 10% of Grade
5. Course participation 20% of Grade

Learning Activities associated with General Education competencies (if applicable): Creation of resume and documentation of requirements for CVT certification are associated with professional development.




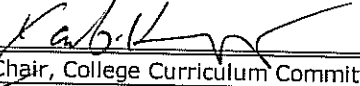
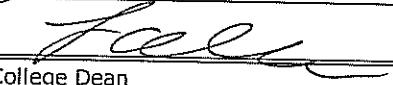
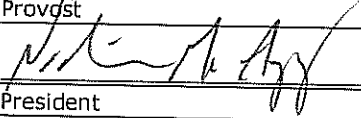
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Form Originator: FALTAD, Deborah Falta Date Form Created: 9/19/2013

Form Last Updated by: FALTAD, Falta, Deborah Alma Date Form Last Updated: 10/24/2013

Form Number: 6477

Approval

	10/24/13		12/6/2013
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	
	10/30/13		
Department Chair	Date	Chair, Graduate Curriculum Committee	
	11-23-13		
Chair, College Curriculum Committee	Date	Provost	
			1/22/14
College Dean	Date	President	
Director, Calhoun Honors College	Date		

SYLLABUS

Course Title and Number: Professional Development for CVT (HLTH 4180)

Credit: 3 credits (3, 0)

Placement in Curriculum: Senior Fall Semester

Prerequisites: Consent of Instructor

Instructor: Deborah A. Faltad, PhD., MPH

Office: Edwards Hall, Room 535

Telephone: 656-1627 (Office)

E-mail: faltad@clermson.edu

Office hours: MWF 11:15am - Noon; MW 1:30 – 3pm; or by appointment

Course Description: This HLTH course addresses the general academic and professional development requirements for students pursuing the Cardiovascular Technology (CVT) degree.

Topical Outline:

1. Completion of University Graduation Requirements Weeks 1-5
 - a. General Education ePortfolio Requirements
2. Preparing for the CVT Career Weeks 6 - 12
 - a. Career Related Documentation
 - b. Credentialing/Career Requirement Overview
 - c. Interview Techniques
 - d. Job Search Strategies/Job Link
3. Revision of a Guide for future CVT students Weeks 13-15

Course Objectives: At the conclusion of this course the student will have:

1. Identified the activities required to graduate from the University.
2. Identified the credentialing requirements to pursue a CVT degree.
3. Reviewed and revised the Student Manual for CVT Majors

Teaching Strategies: Discussion, professional presentations, role-play, guest speakers, online modules, and guided practice.

Required Text: None

Academic Integrity Policy

000009

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

“When in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct to the Associate Dean of Undergraduate Services. At the same time, the faculty member may, but is not required to inform each involved student privately of the nature of the alleged charge.”

Course Requirements:

1. Attend all class meetings. BE PROMPT!
2. Participate in related, required workshops.
3. Begin the development of a professional portfolio.
4. Prepare career related documents.

Evaluation:

A =	> 89.5 %
B =	89.4 – 79.5%
C =	79.4 – 69.5%
D =	69.4 – 62%
F =	<62 %

Required General Education Artifacts

- “General Education” artifacts selected as submissions that demonstrate the following competencies:
 - 1) Arts and Humanities
 - 2) Ethical Judgment
 - 3) Mathematics
 - 4) Natural Sciences
 - 5) Science, Technology, and Society
 - 6) Social Sciences
 - 7) Critical Thinking
 - 8) Cross-Cultural Awareness

Explanation of Assignments:

1. Satisfactorily complete the University Requirements for the General Education artifact submissions. 30% of Grade
2. Create a portfolio to organize required professional certification materials, such as time logs, case management descriptions, etc. 30% of Grade
3. Professional Resume. 10% of Grade
4. Professional job search activities. 10% of Grade
5. Course participation 20% of Grade

What is a Portfolio?

A portfolio is a collection of samples of a student’s work done over the course of time: a semester, year, or several years. Portfolios are used to stimulate students’ self-reflection by allowing them to look back on their progress and identify strengths and weaknesses. Portfolios also offer a way of seeing how one is growing and learning. In some instances, they are used as a basis for grading or a graduation requirement, such as the electronic portfolio

(ePortfolio) each student must prepare to display mastery of general education competencies. The CVT students need to assess the value of creating an electronic versus hard copy version of their materials required for obtaining certification as a professional CVT.

Revision of a Student Handbook for CVT Majors: *details to be discussed in class.*