



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

000039

**Course Abbreviation & Number:**

X New Undergraduate Course: A L- 438

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 08/2012**Catalog Title:** Selected Topics in Athletic Leadership**Transcript Title:** ALSelectTopics**Fixed Credit Course:** 0 (0,0)**Variable Credit Course:** 1-3 (1-3), (0-0)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X Graded	.. Oral Communication
.. D-Seminar	X Variable Title	.. Mathematics
.. E-Independent Study	.. Creative Inquiry	.. Natural Science w/Lab
.. F-Tutorial (w/fee)	X Repeatable	.. Math or Science
.. G-Studio	maximum credits:	.. 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:** Specific Athletic Leadership topics not found in other courses are selected for in-depth study. May be repeated for a maximum of 9 credits, but only if different topics are covered.

**Prerequisite(s):** Determined by Coordinator of Athletic Leadership

**Projected Enrollment:**

Year 1 - 20 Year 2 - 20 Year 3 - 20 Year 4 - 20

**Required course for students in:** N/A

**Statement of need and justification based on assessment results of student learning outcomes:** Athletic Leadership requires separate course where students can be enrolled in selected topics. When AL was in Teacher Education ED 438 was used for placement of AL students in Select Topics. AL is now with LCH and requires an undergraduate Select Topics course to meet student needs.

**Textbook(s):** Varies with course topic TBA

For example, the course Personal Trainer Certification Prep might use the text:

NCSF Advanced concepts of Personal Training, National Council on Strength &amp; Fitness 2010

**Learning Objectives:** These would vary with the topic.

For example, Students will:

Demonstrate knowledge of the muscle and joint actions of trunk, pelvis, shoulder, elbow, hip knee and ankle

Discuss how forces are managed by the body

Explain muscle contraction, muscle fatigue, how fiber type affects performance and adaptation response

Identify energy and non-energy yielding nutrients, and nutritional supplementation

Discuss fat cell size vs. number in obesity risk

Discuss the set point theory and hormonal controls

Demonstrate knowledge of psychology of body composition and testing

Design a program for cardiovascular fitness that includes appropriate hydration

Define anaerobic training

Demonstrate knowledge of fitness activities appropriate for special populations

**Topical Outline:** Will vary with course topics. For example Personal Training Certification Prep 21 topics would be covered over a period of 15 week lessons and labs. Topics are as follows:

1:Functional Anatomy

2:Bio mechanics

3:Muscle Physiology

4:Nutrition: Energy Yielding Nutrients,Nutrition: Non-Energy Yielding Nutrients, Nutritional Supplementation

5:Body Composition, Body Composition Lab

6:Weight Management (Part 1 and 2)

7:Physical Fitness and Health

8:Pre-Exercise Screening and Assessment (Part 1 and 2)

9:Assessment of Physical Fitness

10:Exercise Program Components

11:Flexibility, Flexibility Assessment Lab

12:Programming for Cardiovascular Fitness (Part 1 and 2)

13:Anaerobic Training Lecture (Part 1 and 2)

14:Functional Training Lecture, Anaerobic Training Lab

15:Creating an Exercise Program, Working with Special Populations

**Evaluation:** Online Quizzes (3% each) 15%

Team Questionnaires 8%

Labs 7%

Team Project 10%

Exam #1 20%

Exam #2 20%

Final Exam 20%

A 90-100

000040

- B 80-89.99
- C 70-79.99
- D 60-69.99
- F 59.99 or below

Duplication (if applicable): N/A

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

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

Form Originator: DJCAT, Deborah Cadorette Date Form Created: 11/23/2011

Form Last Updated by: , Date Form Last Updated: 3/9/2012

Form Number: 4730

Approval

<i>Patricia Horvath</i>	3/9/12	<i>Carice W. Mendenhall</i>	4/6/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Robt C Knapp</i>	3/12/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>K. Green</i>	3/13/12	<i>Dennis A. Williams</i>	6/11/12
Chair, College Curriculum Committee	Date	Provost	Date
<i>Pat J. Deady</i>	3/13/12	<i>James J. ...</i>	6/11/12
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

000021



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

**Course Abbreviation & Number:**

X New Undergraduate Course: A L- 439

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 08/2012**Catalog Title:** Independent Study In Athletic Leadership**Transcript Title:** Ind Study AL**Fixed Credit Course:** 0 (0,0)**Variable Credit Course:** 1-3 (1-3), (0-0)

Method of Instruction	Course Modifier	General Education Designation
.. A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X Graded	.. Oral Communication
.. D-Seminar	X Variable Title	.. Mathematics
X E-Independent Study	.. Creative Inquiry	.. Natural Science w/Lab
.. F-Tutorial (w/fee)	X 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:** Independent study in athletic leadership will be under the direction of an athletic leadership faculty member. Student and faculty member develop a course of study different from any existing courses and designed for the individual student to enhance leadership skills in athletics. May be repeated for a maximum of 9 credits with different course topics.

**Prerequisite(s):** Determined by coordinator of athletic leadership**Projected Enrollment:**

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

**Required course for students in:** N/A

**Statement of need and justification based on assessment results of student learning outcomes:** Athletic Leadership used ED439 when in Teacher Education to meet this need. AL has moved from TE to LCH and in need of undergraduate AL Independent Study Course to generate sections that meet individual AL student needs.

**Textbook(s):** Varies with course topic TBA

For example, the course Personal Trainer Certification Prep might use the text:

NCSF Advanced concepts of Personal Training, National Council on Strength &amp; Fitness 2010

**Learning Objectives:** These would vary with the topic.

For example, Students will:

Demonstrate knowledge of the muscle and joint actions of trunk, pelvis, shoulder, elbow, hip knee and ankle

Discuss how forces are managed by the body

Explain muscle contraction, muscle fatigue, how fiber type affects performance and adaptation response

Identify energy and non-energy yielding nutrients, and nutritional supplementation

Discuss fat cell size vs. number in obesity risk

Discuss the set point theory and hormonal controls

Demonstrate knowledge of psychology of body composition and testing

Design a program for cardiovascular fitness that includes appropriate hydration

Define anaerobic training

Demonstrate knowledge of fitness activities appropriate for special populations

**Topical Outline:** Will vary with course topics. For example Personal Training Certification Prep 21 topics would be covered over a period of 15 week lessons and labs. Topics are as follows:

1:Functional Anatomy

2:Bio mechanics

3:Muscle Physiology

4:Nutrition: Energy Yielding Nutrients,Nutrition: Non-Energy Yielding Nutrients, Nutritional Supplementation

5:Body Composition, Body Composition Lab

6:Weight Management (Part 1 and 2)

7:Physical Fitness and Health

8:Pre-Exercise Screening and Assessment (Part 1 and 2)

9:Assessment of Physical Fitness

10:Exercise Program Components

11:Flexibility, Flexibility Assessment Lab

12:Programming for Cardiovascular Fitness (Part 1 and 2)

13:Anaerobic Training Lecture (Part 1 and 2)

14:Functional Training Lecture, Anaerobic Training Lab

15:Creating an Exercise Program, Working with Special Populations

**Evaluation:** Online Quizzes (3% each) 15%

Team Questionnaires 8%

Labs 7%

Team Project 10%

Exam #1 20%

Exam #2 20%

Final Exam 20%

000042

- A 90-100
- B 80-89.99
- C 70-79.99
- D 60-69.99
- F 59.99 or below

Duplication (if applicable): N/A

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

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

Form Originator: DJCAT, Deborah Cadorette Date Form Created: 11/23/2011

Form Last Updated by: , Date Form Last Updated: 3/9/2012

Form Number: 4731

Approval

<i>Pamela Hawice</i>	3/9/12	<i>Carice W. Murrell</i>	4/6/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Robert Conner</i>	3/12/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>R. Green, Jr.</i>	3/13/12	<i>David R. Helms</i>	6/11/12
Chair, College Curriculum Committee	Date	Provost	Date
<i>Pat Hendry</i>	3/13/12	<i>James O. ...</i>	6/11/12
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		



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

000043

**Course Abbreviation & Number:**

X New Undergraduate Course: ED- 101

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 06/2012**Catalog Title:** Effective Strategies for College Success**Transcript Title:** College Success**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** - (-), (-)

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

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

**Catalog Description:** Provides knowledge of specific strategies to increase academic success for college students. Includes instruction in strategies to address engagement and participation, organizational and study skills, test-taking, note-taking, reading content-area text, and writing.

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

Year 1 - 20 Year 2 - 20 Year 3 - 20 Year 4 - 20

**Required course for students in:** not required

**Statement of need and justification based on assessment results of student learning outcomes:** The federal graduation rate for Clemson's undergraduate student body is 77%. In addition, many students enter Clemson unprepared for the organizational, reading, and writing demands of college work. This lack of preparation often leads to academic probation. This course will provide instruction in effective and efficient strategies to increase success for college freshmen across programs.

**Textbook(s):** VanderStoep, S. W., & Pintrich, P. R. (2008). Learning to Learn: The Skill and Will of College Success (2nd Edition); Prentice Hall.

**Learning Objectives:** One who successfully completes this course will:

1. Demonstrate effective class participation and engagement to increase learning opportunities.
2. Demonstrate strategies for organizing materials, assignments, and time to complete course assignments efficiently and effectively.
3. Demonstrate effective note-taking skills from readings and class discussions/lectures.
4. Demonstrate effective test-taking skills across content-areas.
5. Demonstrate effective strategies for reading content-area materials.
6. Demonstrate effective writing strategies for specific purposes across content-areas.

**Topical Outline:** Week 1 Class participation and engagement: Strategies for success

Week 2 Organization and study skills

Week 3 Effective note-taking strategies

Week 4 Metacognitive/self-regulation strategies

Week 5 Test-taking strategies

Weeks 6-9 Content-area reading strategies across varying text structures

Weeks 10-15 Effective writing strategies for specific purposes

Exam

**Evaluation:** Final Exam (25%)

Daily class participation (15%)

Quizzes (15%)

Calendar/agenda assignment (5%)

Note-taking assignment (10%)

Content-area reading assignment (15%)

Writing-for-a-purpose assignment (15%)

**Grading policy:** Final grade assignment will be consistent with the University catalog of A, B, C, D, F.

A: 90%-100%

B: 80%-89%

C: 70%-79%

D: 65%-69%

F=&lt;65%

**Form Originator:** HODGE,Martha Hodge **Date Form Created:** 10/28/2011**Form Last Updated by:** , **Date Form Last Updated:** 3/7/2012**Form Number:** 4591**Approval**

000044

<i>R.P. Green, Jr.</i>	12/8/11	<i>Carice W. Murchison</i>	4/6/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>A. Rosenbitter</i>	2/10/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>R.P. Green, Jr.</i>	3/7/12	<i>Ann O. Nelson</i>	6/11/12
Chair, College Curriculum Committee	Date	Provost	Date
<i>Kathy Neath</i>	3/13/12	<i>Ann O. Nelson</i>	6/11/12
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

000045

**CLEMSON**

UNIVERSITY Curriculum and Course Change System - Print New Course Form

**Course Abbreviation & Number:**

X New Undergraduate Course: NURS- 416

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 06/2012**Catalog Title:** Concepts in Transcultural Nursing**Transcript Title:** CONCEPT IN TRANS NSG**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** -(-), (-)

Method of Instruction	Course Modifier	General Education Designation
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		..A&H (Non-Literature)
..I-Study Abroad		..Social Science
..L-Lab (no/fee)		..CCA
..N/B-Lecture/Lab(w/fee)		..STS
..N/L-Lecture/Lab(no fee)		

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

**Catalog Description:** The course will focus on transcultural nursing concepts, theory, and practices in order to provide culturally congruent nursing care. Culture care beliefs, values, and practices of specific cultures will be analyzed based on Leininger's Culture Care Theory using the ethn nursing method and research findings.

**Prerequisite(s):** Admission to the RN-BS program.

**Projected Enrollment:**

Year 1 - 20 Year 2 - 30 Year 3 - 30 Year 4 - 30

**Required course for students in:**

**Statement of need and justification based on assessment results of student learning outcomes:** The increasing diversity of the US population requires nurses to be knowledgeable of other cultures in order to provide culturally congruent nursing care. Regulatory agencies mandate that nurses must demonstrate knowledge of cultural competence related to client care.

**Textbook(s):** Leininger, M. & McFarland, M. (2006). Culture Care Diversity and Universality Worldwide: A Worldwide Nursing Theory. (2nd Edition). Jones & Bartlett: Sudbury, MA.

Giger, J. & Davidhizar, R. (2007). Transcultural Nursing: Assessment & Intervention. (5th Edition). Mosby: St. Louis, MO.

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

1. Examine the tendencies for cultural and gender biases, ethnocentrism, cultural blindness, and cultural imposition practices.
2. Use major transcultural nursing constructs and principles to assess client needs.
3. Compare illness beliefs, values, and practices among clients (folk care) and health care professionals of diverse and similar cultures.
4. Incorporate research findings using the Theory of Culture Care Diversity and Universality to provide culturally congruent care to selected cultures throughout the life cycle.

**Topical Outline:** Intro to Transcultural Nursing: (6 hrs)

- Cultural diversities and similarities
- Historical factors and status of transcultural nursing
- Major constructs, concepts, definitions, and expressions of transcultural nursing
- Cultural phenomena

Understanding the importance of language, cultural context, culture history, and lifeways of specific cultures in a community context: (6 hrs)

- Culture of nursing, hospital, medicine, and other cultures of health care systems
- Culture Care Diversity and Universality Theory and the Sunrise Model for guiding study and nursing actions

Exam (1 hr)

## Cultural Assessment Models: (6 hrs)

- Leininger's Sunrise Model
- Purnell's Model
- Giger & Davidhizar
- Spector's Heritage Assessment

## Ethn nursing Research Methods: (6 hrs)

- Purpose and rationale
- Domain of Inquiry
- Enablers
- Key and general Informants
- Criteria for qualitative research (credibility, confirmability, meaning-in-context, recurrent patterning, saturation, transferability)

Comparative life cycle beliefs, values, lifeways with gender and age considerations in diverse cultures: (8 hrs)

- Expressions of pains
- Expressions of grief and dying
- Healing, caring, and curing practices
- Gender and family roles
- Expectations of health care providers

Comparative cultural phenomena of selected ethnicities: (8 hrs)

- Native American

000045



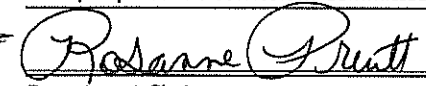
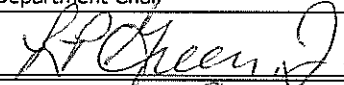

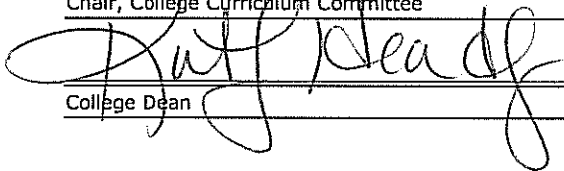

- Hispanic/Latino
  - Asian
  - African American
  - Appalachian
  - Other ethnic groups
- Oral Presentations (4 hrs)

**Evaluation:** Evidence of extensive reading with active class participation 10%  
 Exam: Terminology and Transcultural Phenomenon 10%  
 Cultural Assessment 20%  
 Oral presentation on a domain of Inquiry 15%  
 Written paper with a focus on a domain of Inquiry (Final Exam) 45%

**Grading Scale:**  
 90 - 100 = A  
 80 - 89 = B  
 75 - 79 = C  
 70 - 74 = D  
 Below 70 = F

**Form Originator:** ROXANNA, Roxanne Amerson **Date Form Created:** 1/11/2012  
**Form Last Updated by:** , **Date Form Last Updated:** 3/8/2012  
**Form Number:** 4770

**Approval**

	3/8/12		4/6/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	3/8/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3/13/12		6/11/12
Chair, College Curriculum Committee	Date	Provost	Date
	3/13/12		6/11/12
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		