REPORT: Added to Full Faculty Senate Agenda
(Proposals under consideration as of 3/28/2018)

Total proposals: 28

1. 9 - Arts and Sciences  
2. 1 - Business  
3. 8 - Education  
4. 3 - Engineering & Computing  
5. 2 - Information & Communications  
6. 5 - Social Work

Full proposal details can be found on the Academic Program Proposal System (APPS) available at http://www.sc.edu/about/offices_and_divisions/provost/planning/academicprograms/proposals/index.php.

1) Arts and Sciences (9 Proposals)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>College</th>
<th>Proposal Type</th>
<th>Change Description</th>
</tr>
</thead>
</table>
| ANTH-216 | Violence & Peace | Arts and Sciences | New Course (CCORE) | Description:  
Violence and peace in current events, cultural practices, historical periods, and everyday experiences. The ethics shaping violence and peace-making strategies. Classroom discussions and lectures analyzing harm and wellbeing. Themes addressing the Values, Ethics, and Social Responsibility (VSR) carolina core component, including colonialism, environmental exploitation, bondage, mass extinctions, and racism.  
Justification:  
This course adds to the variety of the existing carolina core course offerings by surveying issues and settings that cross-cut diverse human contexts. While social practices, ideologies, and cultural beliefs are the focus, a comparative, interspecies perspective is also offered that broadens the temporal and conceptual scope. Violence and Peace brings literatures on human harm and wellbeing into an integrated discussion that challenges discourses that tend to handle each theme in isolation. In light of the prevalence of violence in mass media, entertainment, and current events, this course provides students with an opportunity to make sense of experiences and information that impact them regularly. Students are encouraged to go beyond observing problems, to finding patterns, identifying alternatives, and articulating peaceful solutions. In addition, this course integrates university ethical priorities directly, framing them against national concerns for campus safety, tolerance, and freedom from harassment or violation. |

| ANTH-518 | Visual Cultures | Arts and Sciences | Change Course (CCORE) | Description:  
Survey of visual anthropology including theoretical frameworks of ways of seeing, ethnographic photography and filmmaking, contemporary technologies, and their effects on culture.  
Justification:  
The Department of Anthropology has identified this course as being one of the best 500-level cultural anthropology courses to fulfill the Carolina Core Globalization and Multicultural Understanding - Social Science Integrative course for anthropology majors. Right now we only have one culture and globalization course at the 500-level that fulfills this integrative role on the books and we need to place a few more as fulfill this requirement. This course has always followed the |

Cross-Listing: No Cross-listings have been entered  
Pre/Co-Requisites:  
Current: No Pre/Co-requisites entered  
Proposed: No change in Pre/Coreqs.  

Cross-Listing: No Cross-listings have been entered  
Pre/Co-Requisites:  
Current: No Pre/Co-requisites entered  
Proposed: No change in Pre/Coreqs.
**COLA-390**

**Description:**
Structured, supervised work experience at a local nonprofit agency. May be repeated once. Grading System: Pass/Fail Only. Enrollment Restrictions: Students selected through application process. Special Permission: by Instructor FS: 04/01/2015

**Justification:**
This change allows students to use this internship for a variety of experiences that will enhance future career or work prospects for the student.

**Pre/Co-Requisites:**
- **Current:** No Pre/Co-requisites entered
- **Proposed:** No change in Pre/Coreqs.

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**GEOG-556**

**Description:**
Web-based Geographic Information Systems (WebGIS), including concepts and principles of WebGIS, web programming fundamentals, web-based mapping techniques, and developing WebGIS applications.

**Justification:**
Geographic Information Systems (GIS) have been widely recognized as powerful tools for solving spatial problems in broad areas including, for example, geography, environment, and health. With the advancement of the Internet and World Wide Web, GIS is quickly moving towards a web-based environment where people from everywhere can access, use, and share geographic information. No longer constrained to the desktop, such a web-based GIS is also called WebGIS. By integrating GIS and Web technologies, WebGIS brings the traditional GIS functionalities such as spatial analysis and mapping into the web environment in a way that was not possible before. Acquiring the theoretical background of WebGIS and the fundamental programming skills for developing high-quality web-based mapping applications is a critical asset to both academic and industrial portfolios. To make our students more competitive in the workplace, the proposed course aims to equip the advanced undergraduates or graduate students in Geography or related disciplines with fundamental WebGIS concept and skills. Specifically, the following topics will be covered: 1) the WebGIS concept and principles such as the roles of the Web in GIS and WebGIS architecture models, 2) web programming fundamentals such as HTML, Javascript, and servlet, 3) web-based mapping concepts and techniques such as geospatial mashups and geospatial web services, 4) developing WebGIS applications using both popular open-source tools such as OpenLayers and proprietary tools such as Google Maps Application Programming Interfaces (APIs), and 5) the frontiers and future directions of WebGIS in the era of Cloud GIS and Mobile GIS. While this course has not been taught as a special topic before, I feel confident that there is considerable interest in this topic and the course will fill. The course complements the existing set of GIS, and GIScience courses in general, within the Department of Geography’s undergraduate and graduate programs.

**Pre/Co-Requisites:**
- **Current:** Prerequisite: GEOG 363 (or permission of the instructor)
- **Proposed:** No change in Pre/Coreqs.

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**MATH-122**

**Description:**
Derivatives and integrals of elementary algebraic, exponential, and logarithmic functions. Maxima, minima, rate of change, motion, work, area under a curve, and volume.

**Justification:**
MATH 122 is currently only offered in the traditional format. It satisfies both the requirements for Carolina Core and Analytical Reasoning and Problem solving (ARP). This is an algebra – based course, and therefore fundamentally different than the statistics courses already in place. At present this course is offered on campus within the Palmetto College system. By offering this course online, we will create another instructional option for our students. This option would not only allow students to take the course in a different instructional format, but more flexibility in scheduling and a certain degree of control in setting their own pace as they matriculate through the course.

**Pre/Co-Requisites:**
- **Current:** Prerequisites: C or better in MATH 111 or 111I, or placement through Algebra version of the Mathematics Placement Test: http://assess.math.sc.edu/ Carolina Core: 3ARP FS: 12/03/2014
- **Proposed:** No change in Pre/Coreqs.
The course is designed with the Palmetto College student in mind. Many of the students in Palmetto College are working and/or responsible for taking care of their households. Their schedules do not allow them to always take the course they desire in the traditional format at their local campus. The online format will allow students to work on the material as it fits into their schedule. The assignments are all online and can be completed from home. This naturally brings up the question of test security. All tests are algorithmic generated. This means that every student will receive a different version of the test. The tests are stored on the system server and are password protected. Students are not allowed to access a test more than once without the instructor’s permission. This means once a test is started it must be completed in the allotted time. The system also allows an instructor to restrict IP address access during the testing phase. This means students are not allowed to access other websites during the test on the device used for testing.

The professor will meet with an instructional designer at the Center for Teaching Excellence and discuss ways that material posted online for this course can incorporate features to allow access by students with disabilities.

**Description:**

Special theory of relativity. Algebra-based course for students of all majors.

**Justification:**

The planned course is based on a book by a famous physicist David Mermin of Cornell University. Mermin spent several decades teaching this course to undergraduate science and non-science majors and perfected the pedagogical approach. Relativity is a difficult subject that is nevertheless a cornerstone of the modern understanding of the world. An on-line delivery of the course will allow interested students to include the course into their schedules, avoiding time conflicts with the required classes. The offering will be an opportunity for students of all majors with good knowledge of basic school math. It can be very helpful to engineering students who plan to work with satellite navigation systems, philosophy students, and of course physics majors as well.

**Description:**

This is an astrophysics course for physics students. The course will cover the basics of observational techniques, structure and evolution of stars, interstellar medium and star formation, structure and properties of the Milky Way and nearby galaxies, and generation and transfer of radiation in astrophysical environments.

**Justification:**

Astrophysics is one of the fastest-growing fields of physics. From extrasolar planets to distant galaxies to gravitational waves from colliding black holes, astrophysics is filled with numerous examples of exciting recent discoveries. This course is essential to offer Physics majors an introduction to the basic concepts of astrophysics. At USC, similar overview courses exist for other areas of physics, but not for astrophysics. We have several 100/200-level courses in astronomy, but these cater largely to the non-science majors and are more qualitative. There is no course at a suitable level for physics majors. As a result, current undergraduates interested in pursuing astrophysics at the graduate level have no upper-level astrophysics courses in their transcripts when they apply for graduate school, which is a significant disadvantage for them. The proposed course is intended to remedy this situation. The course may also prove useful for students interested in pursuing careers in space science.

This course will build on the students' knowledge of basic modern physics, mechanics, and thermal physics to illustrate how it can be applied to interpret observations of a variety of astrophysical objects and their evolution.

The state of South Carolina has remained significantly underrepresented in astrophysics compared to most other states in the US. In order to improve this...
situation, it is essential to train students in astrophysics. The proposed course is a key step in this direction.

**POLI-240**

**Language Conflict and Language Arts and Sciences New Course (CCORE)**

**Cross-Listing:**

Cross-listed course 1

Designator: LING

Course Number: 240

**Pre/Co-Requisites:**

Current: No Pre/Co-requisites entered

Proposed: No change in Pre/Coreqs.

**Description:**

Examination of linguistic conflict and rights, as well as centrality of language rights to human rights and personal/cultural identity. Basic facts without language related to identify, culture, attitudes, dialects, bilingualism. Case studies (local, national, international) with particular attention to nationalism, language revitalization, language planning.

**Justification:**

Ethnolinguistic factors are becoming increasingly apparent in global conflicts in the 21st century, and must be taken into account alongside religious, ideological, economic, environmental, and resource bases of conflicts. Ethnolinguistic nationalism is resurgent in the face of globalism, and centuries' old ethnolinguistic rivalries of Africa, the Middle East, and South Asia (temporarily papered over by European colonialism and UN imposed post-colonial borders) have once again come bursting forth. This course is intended to provide such a perspective on human conflict.

**Cross-Listing:**

No Cross-listings have been entered

**Pre/Co-Requisites:**

Current: Prerequisite - PSYC 226 with a C or better, Sophomore standing or higher, and consent of instructor.

Proposed: No change in Pre/Coreqs.

**Description:**

A supervised experiential course in psychology. Contract approved by instructor, advisor, and Office of Academic Programs is required for undergraduate students.

**Justification:**

This course is meant to expand the number of experiential learning opportunities available to our undergraduates through a number of supervised internships in the community. In meeting an increased demand from both students and the University to provide such opportunities, the course also matches up with similar programs offered by peer aspirants. Due to the diversity of career choices available to the psychology major, we thought it important to provide more resources for students to explore these choices and gain valuable experience in said fields. The hope is to eventually have 15-20 consistent placement sites available to students.

**Cross-Listing:**

No Cross-listings have been entered

**Pre/Co-Requisites:**

Current: Prerequisite - PSYC 226 with a C or better, Sophomore standing or higher, and consent of instructor.

Proposed: No change in Pre/Coreqs.

2) Business (1 Proposal)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>College</th>
<th>Proposal Type</th>
<th>Change Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINA-465</td>
<td>Commercial Bank Pract Policy</td>
<td>Business</td>
<td>Change Course</td>
<td>Fundamenta...</td>
</tr>
</tbody>
</table>

**Cross-Listing:**

No Cross-listings have been entered

**Pre/Co-Requisites:**

Current: Prerequisites: FINA 363

Proposed: No change in Pre/Coreqs.

**Description:**

Fundamental principles underlying the employment of bank funds. Allocation of funds among the various classes of loans and investments to bank operating costs and to changing bank practices.

**Justification:**

Instead of students sitting through 2.5 hours of class at a time, we thought it best to lower the time in class and replace that time with on-line interaction. After discussions with CTE, it was decided to use online discussion topics with VoiceThread. This approach allows students to engage with the course content and provides student-instructor interaction and student-student interaction.

3) Education (8 Proposals)
### EDEX-643
**Title**: Guidance for Children with DD  
**College**: Education  
**Proposal Type**: New Course  


**Justification**: In the past 50 years, the field of early childhood special education has emerged as a sub-discipline from the fields of early childhood education and special education. During this time, federal and state legislators have passed laws, which mandate services and provided funds to establish early childhood and early childhood special education services for young children with and without developmental delays. Professionals have developed services and supports that are well suited for young children with and without developmental delays. In particular, professionals in both early childhood education and early childhood special education have developed and published recommended practices for their respective fields. As the field of early childhood special education has expanded and become more specialized to meet the multiple needs of younger children, professionals have recognized the need to acquire contemporary and high-quality information about how to address the social, developmental, and behavioral needs of young children, particularly children who exhibit challenging behavior. Recent refinements of prevention and intervention strategies have included functional approaches such as functional behavior assessment, behavioral intervention plans, and prevention teaching. In addition, recently the South Carolina State Department of Education has adopted an ADD ON CERTIFICATION for Early Childhood Special Education which requires a course in Social/Emotional Development and Guidance for Young Children with Developmental Delays. This course will fulfill that requirement.

**Cross-Listing**: No Cross-listings have been entered

**Pre/Co-Requisites**

**Current**: Prerequisite: EDEX 523  
Introduction to Special Education or consent of the instructor

**Proposed**: No change in Pre/Coreqs.

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### PEAT-Major / Degree Program
**Course**: PEAT-Major  
**Title**: BSPE in Physical Education  
**College**: Education  
**Proposal Type**: Change Program

**Description**: The Athletic Training programs that used to be part of the Department of Physical Education (College of Education) moved to the Department of Exercise Science (School of Public Health) effective July 1, 2016. We therefore changed the 300 prefix from ATEP to PEDU. For CHEM 111, students are required to take the corequisite lab (CHEM 111L). The lab has always been required and we are making that clear in the bulletin. Regarding the skills courses, students should be able to see (online) the skills courses they are required to take and so we have listed these out. All of these changes should be reflected in the bulletin.

**Cross-Listing**: No Cross-listings have been entered

**Pre/Co-Requisites**

**Current**: Corequisite: PEDU 361  
Prerequisites: PEDU 340

**Proposed**: Corequisite: PEDU 361  
Prerequisite: PEDU 340 and PEDU 360, cumulative GPA of 2.75, have met the state basic skills testing requirement for educator preparation program admission.

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### PEDU-341
**Course**: PEDU-341  
**Title**: Practicum/Instr-Yng Learners  
**College**: Education  
**Proposal Type**: Change Course

**Description**: Application of curriculum and instructional principles to small group instruction with young learners. Coreq: PEDU 361 Prereq: PEDU 340 FS: 12/03/2014

**Justification**: This change is being requested because the pre-requisites for this course should match those for PEDU 361 (341 and 361 are taken together). PEDU 340 and 360 are both required before students can progress into PEDU 341. South Carolina State regulations for teacher certification programs require a 2.75 and passing the basic skills assessment for progression.

**Cross-Listing**: No Cross-listings have been entered

**Pre/Co-Requisites**

**Current**: Corequisite: PEDU 361  
Prerequisites: PEDU 340

**Proposed**: Corequisite: PEDU 361  
Prerequisite: PEDU 340 and PEDU 360, cumulative GPA of 2.75, have met the state basic skills testing requirement for educator preparation program admission.

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### PEDU-361
**Course**: PEDU-361  
**Title**: Instr/Yng Learners/Mvmt Sttngs  
**College**: Education  
**Proposal Type**: Change Course

**Description**: Development of knowledge and skills to teach physical education to young learners. Corequisites: PEDU 341

**Justification**: This change is being requested because the pre-requisites for this course should match those for PEDU 361 (341 and 361 are taken together). PEDU 340 and 360 are both required before students can progress into PEDU 341. South Carolina State regulations for teacher certification programs require a 2.75 and passing the basic skills assessment for progression.
Pre/Co-Requisites:

**Current:** Prerequisites: PEDU 360, cumulative overall GPA of 2.50 or consent of instructor, have met the state basic skills testing requirement for educator preparation program admission

Note: In Fall 2017, the change in prerequisite will become: Prereq: PEDU 360, cumulative overall GPA of 2.75 or consent of instructor, have met the state basic skills testing requirement for educator preparation program admission

**FS:** 12/03/2014

**Proposed:** Corequisite: PEDU 341

Prerequisite: PEDU 340 and PEDU 360, cumulative GPA of 2.75, have met the state basic skills testing requirement for educator preparation program admission.

PEDU-446

**Physical Education Curriculum**

**Cross-Listing:** No Cross-listings have been entered

**Pre/Co-Requisites:**

**Current:** No Pre/Co-requisites entered

**Proposed:** Prerequisite: Cumulative GPA of 2.75, Admission to Directed Teaching Semester

PEDU-462

**Instruction-Secondary Sch PE**

**Cross-Listing:** No Cross-listings have been entered

**Pre/Co-Requisites:**

**Current:** Prerequisites: PEDU 361, cumulative overall GPA of 2.50 or consent of instructor, have met the state basic skills testing requirement for educator preparation program admission

Note: In Fall 2017, the change in prerequisite will become: Prereq: PEDU 361, cumulative overall GPA of 2.75 or consent of instructor, have met the state basic skills testing requirement for educator preparation program admission

**FS:** 12/03/2014

**Proposed:** Corequisite: PEDU 440

Prerequisite: PEDU 341 and PEDU 361, cumulative GPA of 2.75, have met the state basic skills testing requirement for educator preparation program admission

PEDU-479

**Directed Teaching in Physical**

**Cross-Listing:** No Cross-listings have been entered

**Description:**

Graduation with Leadership Distinction: Professional and Civic Engagement.

**Justification:**

Students are required to have a cumulative GPA of 2.75 or above in order to take this course as this is a state regulation for teacher certification programs. Application and admission into the directed teaching/student teaching semester is also required.
PEDU-575
PE for the Classroom Teacher Education Change Course

**Pre/Co-Requisites:**

**Current:** No Pre/Co-requisites entered

**Proposed:** Prerequisite: Cumulative GPA of 2.75, Admission to Directed Teaching Semester

**Description:**
Appropriate movement experiences for children. Not available for physical education majors.

**Justification:**
The pre-requisite course prefix changed from EDUC to EDTE.

### 4) Engineering & Computing (3 Proposals)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>College</th>
<th>Proposal Type</th>
<th>Change Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE-415</td>
<td>Mainframe Systems</td>
<td>Engineering &amp; Computing</td>
<td>Change Course</td>
<td>Description: Introduction to the large scale computer systems used by businesses to support thousands of simultaneous users and process millions of transactions. (Prereq: Professional division standing in ITEC, upper division standing in CSCE, or permission of the instructor) FS: 12/05/2012</td>
</tr>
<tr>
<td>ITEC-164</td>
<td>Intro to Office Automation</td>
<td>Engineering &amp; Computing</td>
<td>Terminate Course</td>
<td>Description: Overview of automation systems including technology, human relations, improved productivity, and essential procedures within organizational and environmental contexts.</td>
</tr>
<tr>
<td>ITEC-311</td>
<td>Pract in Busn Ed - Intrnshp A</td>
<td>Engineering &amp; Computing</td>
<td>Terminate Course</td>
<td>Description: A sequence of supervised practica in various educational settings. Seminars and group discussions are included.</td>
</tr>
</tbody>
</table>

**Cross-Listing:**

**Cross-listed course 1**

Designator: ITEC
Course Number: 475

**Pre/Co-Requisites:**

**Current:** Prerequisites: EDUC 201

**Proposed:** Prerequisite: EDTE 201

**Justification:**
The application and admission into the directed teaching/student teaching semester is also required.
### 5) Information & Communications (2 Proposals)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>College</th>
<th>Proposal Type</th>
<th>Change Description</th>
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<tbody>
<tr>
<td>JOUR-303</td>
<td>Law and Ethics of Mass Comm</td>
<td>Information &amp; Communications</td>
<td>Change Course</td>
<td>Description: State and federal statutory and administrative law and the role of the regulatory agencies in mass communication; professional ethics in journalism and mass communications. Justification: A new course description was developed to better reflect the content being taught in the course.</td>
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<td>Cross-Listing: No Cross-listings have been entered</td>
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<td>Pre/Co-Requisites: Current: No Pre/Co-requisites entered Proposed: No change in Pre/Coreqs.</td>
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<tr>
<td>JOUR-438</td>
<td>Media Relations</td>
<td>Information &amp; Communications</td>
<td>New Course</td>
<td>Description: Planning and writing skills to effectively execute media relations, including how to research reporters and outlets, build a media relations plan, create messaging platforms, identify and prepare spokespeople, manage crisis communications and employ social media. Justification: Journalism serves communities and requires the development of techniques to effectively communicate TO audiences. However, the practice of public relations relies on effectively communicating WITH audiences. A PR practictioner needs to understand how to work with the press and use the tools at the disposal of journalists to create a two-way dialogue with the target audience. This course should provide students with the capacity to recognize and explain the efforts behind developing a news story and use that knowledge to develop content for the press as well as engage meaningfully with journalists to develop content for the target audience. Students will learn the difference between &quot;reporting the news&quot; and &quot;making the news&quot; and become equipped with the skills and knowledge to teach an organization about that dichotomy.</td>
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<td>Cross-Listing: No Cross-listings have been entered</td>
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<td>Pre/Co-Requisites: Current: Pre-requisite: JOUR436 Public Relations Writing Proposed: No change in Pre/Coreqs.</td>
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### 6) Social Work (5 Proposals)

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<tr>
<th>Course</th>
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<th>Proposal Type</th>
<th>Change Description</th>
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</thead>
<tbody>
<tr>
<td>SOWK-303</td>
<td>Soc Welfare Serv - Child/Youth</td>
<td>Social Work</td>
<td>Change Course</td>
<td>Description: Social welfare services available to children and youth and the referral processes involved. Justification: Ensures that any student enrolling in this course has completed at least one introductory course in the social sciences. Also, the BSW program would like to eliminate the P/F option.</td>
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<td>Cross-Listing: No Cross-listings have been entered</td>
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<td>Pre/Co-Requisites: Current: No Pre/Co-requisites entered Proposed: Need to complete one of the following three courses as a pre-requisite: 1) PSYC 101, or SOCY 101, or SOWK 201</td>
</tr>
<tr>
<td>SOWK-304</td>
<td>Soc Welfare Serv - Families/Aged</td>
<td>Social Work</td>
<td>Change Course</td>
<td>Description: Social welfare services available to families, ranging from counseling services to specialized services for aged citizens.</td>
</tr>
</tbody>
</table>
**Course Description:**

This course provides a framework for understanding social work and social justice issues with an emphasis on vulnerable populations in the areas of survival, protection, and promotion of human rights in China, India, the Middle East, Africa, and Central and South America.

**Justification:**

Ensures that any student registering for the course has completed at least one introductory course in the social sciences, the BSW Program does not want to offer the P/F grading option to students.

**Course Description:**

This course will examine the grief and loss process that is part of everyday life. This course surveys the knowledge and skills of human service practice with people as they cope with life transitions.

**Justification:**

Ensures that students registering for the course have completed at least one introductory course in the social sciences, SOWK 302 is no longer offered, and BSW program wants to remove the P/F grading option.

**Course Description:**

An initial supervised field education experience in a human service agency under the supervision of a field instructor.

**Justification:**

Most often, students in the upper division major take SOWK 312 and 382 concurrently during the spring semester of their junior year. Thus, it is incorrect to assume that SOWK 312 will suffice as a pre-requisite for for SOWK 382. Instead, SOWK 311 is the accurate pre-requisite because (1) this course is taken the semester prior to SOWK 382, and (2) it enables students to have one practice course prior to entering their field practicum.

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**Syllabus**

**UNIVERSITY OF SOUTH CAROLINA**

**COLLEGE OF SOCIAL WORK**
SOWK 311: GENERALIST PRACTICE I-
INTRODUCTION TO SOCIAL WORK PRACTICE

Term: Fall 2016
Professor/Instructor:

3 Credit Hours

COURSE DESCRIPTION
An educationally focused community service experience and seminar that emphasizes socialization into the profession of social work.

COURSE CONTENT
This course combines a weekly seminar with agency-based service learning work in a “helping role.” The seminar assists students in exploring their “goodness of fit” with a social work profession and career. Also, students explore their development capacities as they relate to professional social work professional competencies (e.g., scholarly and professional writing, ethical development and decision making, and professional employment behaviors). Students complete a minimum of 50 hours of service learning by end of semester to receive a passing grade in this course. The course instructor arranges the service-learning experiences.

FUNDAMENTAL COURSE EXPECTATIONS
Reflecting the world in which social workers practice, we are likely to cover controversial issues in the course. Our mutual responsibility is to engage in respectful, constructive discussion, in a safe—if not necessarily comfortable—classroom environment. If a particular discussion and/or content from assigned course reading, videos, or other sources raises questions or concerns, students are encouraged to raise the issue in class and/or with the instructor. Also, students must obtain the instructor’s approval prior to recording any portions of the class or photographing any individuals.

METHODS OF INSTRUCTION
This course may be taught through use of lectures, large and small group discussions, in-class and on-line experiential exercises, audiovisual presentations, and student projects and presentations. Details of course calendars (e.g., time allowed for topics, due dates for assignments) may vary by instructor. All courses must meet for a minimum of 2100 instructional contact hours (i.e., 150 minutes/week for 14 weeks). Exam days do not count as instructional time.

SIGNATURE ASSIGNMENTS
These assignments are crucial to the continued success of the BSW program. Each student is responsible for (1) reporting the score earned on all signature assignments (in percentages) to the BSW Program Coordinator, and (2) maintaining electronic copies. Then, these saved assignments will be used as mandatory artifacts in the e-portfolio assignment for SOWK 484: Capstone (occurs spring semester during senior year).
COURSE OBJECTIVES

1. Describe the definition of generalist practice and its components (Engagement, Assessment, Intervention and Evaluation)
2. Apply the values, ethics, and legal duties of generalist practice components (Engagement, Assessment, Intervention and Evaluation)
3. Describe the skills of interviewing used in the generalist practice components (Engagement, Assessment, Intervention and Evaluation)
4. Demonstrate professionalism used in generalist social work practice and,
5. Describe an initial plan life-long learning and self-care

Learning Outcomes: Connections to 2015 EPAS

<table>
<thead>
<tr>
<th>Number</th>
<th>Competency</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct in research, and additional codes of ethics as appropriate to context</td>
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<td>b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
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<td>c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communications</td>
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<td>d. Use technology ethically and appropriately to facilitate practice outcomes</td>
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<td>e. Use supervision and consultation to guide professional judgment and behavior</td>
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<tr>
<td>2</td>
<td>Engage Diversity and Difference in Practice</td>
<td>b. Present themselves as learners and engage clients and constituencies as experts of their own experiences</td>
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<td>c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</td>
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<td>3</td>
<td>Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>b. Engage in practice that advance social, economic and environmental justice</td>
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<tr>
<td>6</td>
<td>Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td>b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
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<td>7</td>
<td>Assess with Individuals, Families, Groups, Organizations, and Communities</td>
<td>a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
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<td>8</td>
<td>Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td>a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
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<tr>
<td>9</td>
<td>Evaluate with Individuals, Families, Groups, Organizations, and Communities</td>
<td>a. Select and use appropriate methods for the evaluation of outcomes</td>
</tr>
</tbody>
</table>

**REQUIRED TEXT**


***This text will also be used in SOWK 312 & SOWK 411***

**OTHER REQUIRED READINGS**


Purdue OWL APA: Formatting and Style Guide found at [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

## COURSE OUTLINE AND REQUIRED READINGS

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Course Introduction</td>
<td>Course Syllabus</td>
</tr>
<tr>
<td>Two</td>
<td>Human Rights</td>
<td>Swignoski, 2011</td>
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<tr>
<td>Three</td>
<td>The Challenges and Opportunities of Social Work</td>
<td>Chapter 1, Hepworth et al. 2017</td>
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<td>Four</td>
<td>Direct Practice: Domain, Philosophy, and Roles</td>
<td>Chapter 2, Hepworth et al. 2017</td>
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<td>Five</td>
<td>Overview of the Helping Process</td>
<td>Chapter 3, Hepworth et al. 2017</td>
</tr>
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<td>Six</td>
<td>NASW Code of Ethics</td>
<td>NASW Code of Ethics</td>
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<td>Seven</td>
<td>Operationalizing the Cardinal Social Work Values</td>
<td>Chapter 4, Hepworth et al. 2017</td>
</tr>
<tr>
<td>Eight</td>
<td>APA Writing Style</td>
<td>Purdue Owl APA Site</td>
</tr>
<tr>
<td>Ten</td>
<td>Self-Care</td>
<td>Graham et al. (2014)</td>
</tr>
<tr>
<td>Eleven</td>
<td>Building Blocks of Communication: Conveying Empathy and Authenticity</td>
<td>Chapter 5, Hepworth et al. 2017</td>
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<tr>
<td>Twelve</td>
<td>Verbal Following, Exploring, and Focusing Skills</td>
<td>Chapter 6, Hepworth et al. 2017</td>
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<td>Thirteen</td>
<td>Eliminating Counterproductive Communication Patterns</td>
<td>Chapter 7, Hepworth et al. 2017</td>
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<tr>
<td>Fourteen</td>
<td>Course Wrap-Up</td>
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</tbody>
</table>
COURSE ASSIGNMENTS:

ASSIGNMENT ONE: SERVICE LEARNING EXPERIENCE/SIGNATURE ASSIGNMENT (PART 2)

PART ONE: SERVICE LEARNING TIMESHEETS. The following is a service-learning timesheet.

Service-Learning Timesheet

*This form must have a site supervisor’s signature or it will not be accepted.*

Name: 

Reporting Month: ____________  Total Hours Completed This Month: ______________

USC Email: ________________  Main Service Site: ________________

**In the spaces below, list your service activities and corresponding hour commitments (additional space on back of form)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Activity</th>
<th>Number of Hours</th>
<th>Comments</th>
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Signature of Student: ____________________________  Date: ________________
STUDENTS MUST COMPLETE A MINIMUM OF 30 SERVICE HOURS

PART TWO: SERVICE LEARNING JOURNAL/SIGNATURE ASSIGNMENT

Students are required to write a reflective journal of at least 10, and no more than 15 pages that demonstrates the ability to critically reflect upon the service learning experience. Requirements for this assignment include the use of scholarly/APA writing that is composed in times new roman font, size 12, and double-spaced. Some items below are required components of the journal, while others are a choice:

1. Discuss how you will make a decision about which agency you are planning for the service learning project.
2. (Required) Discuss the mission and other information about the agency/organization of your service learning project.
3. (Required) Describe the population(s) this agency/organization serves.
4. What do you think will happen when you go to work at the agency?
5. Describe how you think the first few interviews will go when shadowing and when you do the interviews report what actually occurs.
6. What concerns you the most about working in the agency/organization?
7. What excites you the most about working in the agency/organization?
8. When do you plan to “do” your service learning hours?
9. (Required) Discuss about how you used supervision and consultation during the service-learning experience.
10. Discuss the orientation process at the agency/organization?
11. (Required) Discuss the tasks and assignments you completed during the service-learning experience.
12. (Required) Discuss about how the tasks and assignments you completed helped achieve agency’s/organization’s goals (e.g., think mission statement).
13. Describe the process of interviewing as you either did it or watched others do it?
14. (Required) Based on your service-learning experience, what important factors related to diversity and difference have you noticed?
15. (Required) Based on your service-learning experience, did you notice any ethical or practice dilemmas related to generalist practice and/or social work values and ethics?
16. (Required) Briefly describe 5 experiences in your service-learning agency/organization that were critical to your learning this semester. In your description, you need to include a statement about the generalist practice role (broker, consultant, problem-solver, etc.) you were doing or observing.
17. Discuss at length your overall service-learning experience and its relationship to your learning about generalist social work practice.
18. Describe how the service learning experiences in your agency/organization has shaped your professional development.
19. Describe any suggestions about the service-learning experiences that you would give to the next BSW student cohort.
20. (Required) Connect The NASW Code of Ethics to your service-learning experience. Be specific on examples.

ASSIGNMENT TWO: CONSTRUCTION OF THE EPORTFOLIO,

Students will select a template for an eportfolio and then construct the following pages: (1) About Me, and (2) Ethical and Professional Behavior

Eportfolio pages, which will be completed throughout upper division courses (there will be a total of 10), are used to highlight students’ understanding of social work practice competencies (with the exception of the About Me page) (1) prior to beginning the upper division major, and (2) as a function of participating in the upper division major. Students must document this information in no less than 750 words per page. Also, students are encouraged to be creative through the
The inclusion of photographs, poems, inspirational quotes, etc. on the pages. The about me page allows students to include meaningful information that relates to the decision towards pursuing a BSW degree and/or passion towards serving vulnerable populations.

ASSIGNMENT THREE: DEMONSTRATION OF INTERVIEW SKILLS

Framed from the following definition of generalist social work practice as provided by the Association of Baccalaureate Social Work Program Directors:

“Generalist Social Work Practice: Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strength’s perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.”

Students will demonstrate their interview skills by engaging and assessing a hypothetical client’s needs, and then collaborating towards objectives and goals for building that client’s strengths and preventing problems. Students will demonstrate these skills in pairs, whereas each individual will have role as social worker and client. Suggested length of the presentation per pair is 20 minutes.

Total Points Possible in Course

Assignment #1 =
Assignment #2 =
Assignment #3 =
Assignment #4 (instructors may have additional assignments) =

Total Points Possible =

GRADING SCALE

100-93 = A, 92-88 = B+, 87-80 = B, 79-78 = C+, 77-70 = C, 69-60 = D, Below 60 = F

PEOPLE WITH DISABILITIES

Any student with a documented disability should contact the Office of Student Disability Services at 777-6142 to make arrangements for appropriate accommodations.

COURSE REQUIREMENTS AND EXPECTATIONS – USC Undergraduate Bulletin

Grading Policies (http://bulletin.sc.edu/content.php?catoid=36&navoid=3740)

Enrollment in a course obligates the student not only for prompt completion of all work assigned but also for punctual and regular attendance and for participation in whatever class discussion may occur. It is the student’s responsibility to keep informed concerning all assignments made. Absences, whether excused or unexcused, do not absolve the student from this responsibility.

Students’ grades in their courses are determined by class standing and examination grade, combined in such proportion as the professor may decide.

Class standing is determined by the quality of a student’s work and the regularity of attendance in
lectures and laboratory sessions or other exercises of the course. Grading systems in graduate and professional schools are described in the appropriate bulletins.

A, B, C, D represent passing grades in order from highest to lowest. B+, C+, D+ may also be recorded. F represents failing performance.

**Class Attendance**

Students are obligated to complete all assigned work promptly, to attend class regularly, and to participate in whatever class discussion may occur.

Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences. It is of particular importance that a student who anticipates absences in excess of 10 percent of the scheduled class sessions receives prior approval from the instructor before the last day to change schedule as published in the academic and refund calendars on the registrar’s Web site.

It must be emphasized that the “10 percent rule” stated above applies to both excused and unexcused absences. Faculty members should notify classes, specifically in the course syllabi, the attendance policy which they intend to follow in each class. It is also recommended that the faculty include a policy statement in their syllabi requesting students to meet with the instructor early in the semester to discuss the consequences of potential excessive absences due to participation in University-sponsored events.

**ACADEMIC INTEGRITY**

All university policies related academic integrity and other academic issues have been housed in the USC Policies and Procedures Manual, maintained by the Office of the Provost. The policies, which are displayed in their entirety and in their most current version, may be viewed by subject or administrative division or searched by keyword. The university reserves the right to change these policies and procedures without notice.

**TECHNOLOGY CONTENT AND ACCESS**

*BlackBoard Access and Email:* Blackboard is used for this class. The instructor posts course information and messages on Blackboard. Examples of information posted on BlackBoard (BB) are as follows: the syllabus, handouts, homework assignments, and course notes. Students are automatically registered into the course on BB. The instructor may prefer all assignments to be posted on BB by the due date. See Instructor’s Course Calendar for details.

If you have difficulty logging on to the Blackboard CourseInfo server or forget your password, you can get assistance by calling Computer Services at 777-1800.

*USC Email:* Instructor uses the USC email system to communicate with students. Students are required to check their email frequently for communication from instructor.