

# REPORT: Added to Full Faculty Senate Agenda

## *(Proposals under consideration as of 1/29/2020)*

**Total proposals: 74**

1. 34 - Arts and Sciences
2. 1 - Business
3. 1 - Education
4. 12 - Engineering & Computing
5. 9 - Hospitality, Retail, & Sport Management
6. 9 - Information & Communications
7. 4 - Music
8. 1 - Palmetto Programs
9. 1 - Public [Health](#)
10. 2 - [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](http://www.sc.edu/about/offices_and_divisions/provost/planning/academicprograms/proposals/index.php).

### **1) Arts and Sciences (34 Proposals)**

Course	Title	College	Proposal Type	Change Description
<a href="#">AFAM-200</a>	Freedom Papers	Arts and Sciences	New Course	<p><b>Description:</b></p> <p>A study of the United States founding documents that emphasizes how the experiences of African American citizens throughout history and culture shape the country's values, norms, and ideals.</p> <p><b>Justification:</b></p> <p>Students in this course will explore the evolving definitions of freedom in the United States through an analysis of the lives and writings of African Americans who have struggled to realize the country's founding principles. We will couple our study of the Declaration of Independence, the U.S. Constitution, the Federalist Papers, and the Emancipation Proclamation with deeper interdisciplinary inquiry into how the principles and provisions of these documents affect the everyday lives of black citizens from the seventeenth-century to the present. Central to this effort will be questions, readings, and assignments that help students to understand the societal values and norms that frame the call for self-governance, individual rights, and free expression. Students will be asked to identify and contextualize the consequences of these practices in the United States with particular attention to the ways that black Americans have worked to make the ethical codes and moral theories more inclusive.</p>

<b>AFAM-348</b>	Environmental Justice	Arts and Sciences	New Course	<b>Description:</b>  History of the environmental justice movement and the unequal distribution of environmental harms on low income, minority, and historically marginalized groups.
	<b>Cross-Listing:</b>  <b>Cross-listed course 1</b>	Designator: ENVR  Course Number: 348		<b>Justification:</b>  Issues of racial and class inequalities shape the contours of which groups are exposed to the risks and harms associated with environmental pollution, natural hazards, and other environmental catastrophes. This class explains how racial and class inequalities contribute to the unequal exposure of people of color and low income groups to environmental hazards and the grassroots activism and policies that have shaped national and international environmental regulations to protect vulnerable populations. Understanding the cultural, political, and social history that shape inequality and environmental issues is crucial part of understanding the societal impacts of environmental activities and policies within the fields of environmental studies. In addition to this, as an anti-racist political movement originating in predominately African American communities in the United States, environmental justice is a central part of the history of civil rights organizing in communities of color and a critical means by which these communities continue to experience forms of structural racism. A course on environmental racism and justice teaches undergraduate students in Environmental Studies and African American Studies about the vital connections between racial inequality and environmental activities and policies. Current course offerings in both departments do not currently offer a course focused exclusively on these issues.
<b>AFAM-463</b>	Jim Crow: Histories & Revivals	Arts and Sciences	New Course	<b>Description:</b>  This course critically examines the continuities and discontinuities between Jim Crow and our current historical and political moment.
	<b>Cross-Listing:</b>  <b>Cross-listed course 1</b>	Designator: HIST  Course Number: 463		<b>Justification:</b>  The Jim Crow Era is important to South Carolina History, United States History, and Civil Rights History, all of which are taken seriously in the University of South Carolina History Department. While these courses may touch on Jim Crow, they do not critically engage with the history and legacies of Jim Crow as they relate to our current social, political, and historical moment. Furthermore, traditional courses that examine the history of Jim Crow look at race relations in black and white, but this course seeks to change that. "Jim Crow: Histories & Revivals" parses out the continuities and discontinuities between the Jim Crow Era and the present, while putting Jim Crow in a broader context.  In addition to putting the history of Jim Crow into a broader context, this course pushes students to engage with statutes, legislation, and other legal documents in order to interpret these primary sources for themselves. In addition to encouraging history majors to engage with legal history and the history of Jim Crow, this course invites students

from African American Studies and the Law and Society Minor to take more history courses. Finally, as parents and students continue to ask how a Bachelors' Degree in History can be useful, this course makes history relevant to students' lives, teaches students to think critically, read with a critical eye, write persuasive essays, and interpret primary sources for themselves. Rather than letting others tell them what to think, students will be able to determine a law's significance for themselves, and they will be able to use the skill set developed in this course in life outside of and after their time at the University of South Carolina.

<a href="#"><u>ANTH-Minor</u></a>	<table border="1" data-bbox="204 460 677 538"> <tr> <td data-bbox="204 460 416 538">Medical Anthropology</td><td data-bbox="416 460 563 538">Arts and Sciences</td><td data-bbox="563 460 677 538">New Program</td></tr> </table>	Medical Anthropology	Arts and Sciences	New Program	<p><b>Justification:</b></p> <p>This Medical Anthropology minor offers a range of courses that explore how health, illness, and wellbeing are shaped, experienced, and understood in the context of social, cultural, historical, economic, and political forces. Medical anthropology is steadfastly committed to ethnography for its empirical merits and value for theory building. It encourages students to apply insights about cultures to health-related studies across the university, including studies in biological, psychological, and social sciences, as well as other pre-medical and pre-health fields. Current trends in education and <a href="#"><u>employment</u></a> show a growing need for medical anthropology knowledge and expertise in a variety of national and international <a href="#"><u>career</u></a> sectors. Given that societies and communities are increasingly multicultural, <a href="#"><u>healthcare</u></a> must adapt to this trend.</p>
Medical Anthropology	Arts and Sciences	New Program			
<a href="#"><u>ARTE-560P</u></a>	<table border="1" data-bbox="204 1056 677 1182"> <tr> <td data-bbox="204 1056 416 1182">Sec. Meth. K-12 Art Crt. Prac.</td><td data-bbox="416 1056 563 1182">Arts and Sciences</td><td data-bbox="563 1056 677 1182">Change Course</td></tr> </table> <p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Co-requisite: Arte 560</p> <p><b>Proposed:</b> Corequisite: ARTE 560 with a grade of C or higher</p> <p>Prerequisites: ARTE 525 and ARTE 525P with a grade of C or higher</p> <p>Note: Restricted to: Undergraduates only</p> <p>Note: ARTE 560 and ARTE 560P cannot be taken simultaneously with ARTE 540 and 540P</p>	Sec. Meth. K-12 Art Crt. Prac.	Arts and Sciences	Change Course	<p><b>Description:</b></p> <p>Experiential curriculum, methods, and materials for teaching secondary schoolchildren. Coreq: ARTE 560 Restricted to: Undergraduates only</p> <p><b>Justification:</b></p> <p>This recommended change is to force students to take the course in sequence and to take the co-requisite at the same time.</p>
Sec. Meth. K-12 Art Crt. Prac.	Arts and Sciences	Change Course			
<a href="#"><u>ARTS-330</u></a>	<table border="1" data-bbox="204 1731 677 1869"> <tr> <td data-bbox="204 1731 416 1869">Intermediate Drawing I</td><td data-bbox="416 1731 563 1869">Arts and Sciences</td><td data-bbox="563 1731 677 1869">Change Course (CCORE)</td></tr> </table> <p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p>	Intermediate Drawing I	Arts and Sciences	Change Course (CCORE)	<p><b>Description:</b></p> <p>Enhancing graphic richness in drawings with intellectual and visual perception as content. Prerequisite: ARTS 230 FS: 11/1/2017</p> <p><b>Justification:</b></p> <p>INT: AIU and GHS</p>
Intermediate Drawing I	Arts and Sciences	Change Course (CCORE)			

**Current:** Prerequisite: ARTS 230. Must be passed with C or higher.

**Proposed:** Prerequisite: ARTS 230 must be passed with C or higher

ARTS 330, Intermediate Drawing I, is added here as Carolina Core integrative course in the Art Studio major for the BA Degree. The other eleven discipline-specific ARTS 300-level intermediate courses have already been previously designated as INT; this course was accidentally omitted in the initial designation of those courses as fulfilling the integrative component.

ARTS 330 meets both the AIU learning area (the content of the course revolves around the production and engaged discussions of fine art drawing), and the GHS - Global Citizenship and Multicultural Understanding: Historical Thinking learning area. In the course, students apply historical principles as a means to understand and interpret multicultural influences on both their own and larger cultural artistic practices.

The class asks students to identify and analyze the historical context of their artwork by researching artists from other time periods and cultures, and to interpret the past and its relationship to the present. Through library and internet research, students use a wide range of historical sources to inform their creative practice. One example is an assignment that asks students to research, compose, and create a drawing based on the practice of Dutch still-life drawing that originated in the 1600s, and evolved through the 1800s. Students must directly analyze the relationship between the social and economic underpinnings of the historical practice, and relate them to their own creative production of their artwork in a contemporary context.

From the outcomes section of the ARTS 330 syllabus:

***Critical/Presentation Skills:***

- Develop critical skills for talking about own work and work of others
- Investigate contemporary, historical, and cross-cultural approaches to drawing
- Demonstrate confident use of visual language terms – able to identify and discuss design principles, methods of execution, iconographic language
- Understand how to ‘read’ an image, for composition and content
- Research and recognize a range of drawing approaches, from technical to abstract expressionist, and acquire an understanding of the role of drawing throughout history
- Present artwork in a finished form for public viewing

[ARTS-399](#)

Independent Study	Arts and Sciences	Change Course
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**Cross-Listing:** No Cross-listings have been entered

**Pre/Co-Requisites:**

**Current:** Prerequisites: consent of instructor and department chair

**Description:**

Independent Study

**Justification:**

This course change proposal is part of a larger proposal put forth by the School of Visual Art and Design to change the credit hours

	<p><b>Proposed:</b> No change in Pre/Coreqs.</p>			<p>earned by ARTS classes. Currently, Independent Study ARTS 399 is offered for 3-9 course credits. This proposal changes the credit hours to a variable range of 1-6, which will allow a student to undertake an independent study for wider options of credit.</p> <p><b>NOTE: APPS will not pull the Credit Hours Maximum for a Single Offering: 6 (UPDATED).</b></p>
<a href="#">ENVR-342</a>	Environmental Anthropology	Arts and Sciences	New Course	<p><b>Description:</b> Cross-cultural perspectives on environmental issues.</p> <p><b>Justification:</b> This course examines contemporary environmental issues from the perspective of the diverse cultural values, ethical frameworks, and environmental knowledge held by different groups in North America and around the world. It introduces students conceptual frameworks that foreground analyzing cultural difference as a means towards understanding how diverse cultural values shape the ways environmental issues are understood and confronted. This course complements inquiry into environmental issues for environmental science/studies students from the perspective of the natural sciences and policy. For cultural anthropology students, this course provides a in-depth examination of a key subfield within anthropology, familiarizing them with key topics, interpretive frameworks, and methodologies on the cultural dimensions of environmental issues. Currently taught as a special topics course in both Environmental Studies and Anthropology.</p>
<a href="#">FORL-474</a>	Dir Tchng in Foreign Languages	Arts and Sciences	Change Course	<p><b>Description:</b> Students apply methods of curriculum and assessment, professionalism, effective teaching, and organization of instructional settings during internship in foreign language classroom. Cross-listed Course: EDSE 474</p> <p><b>Justification:</b> In a separate proposal, we are proposing the removal of EDSE 584 as a requirement for students pursuing a BA in foreign language with the teacher certification option. The content that would be covered in EDSE 584 is addressed in FORL 474 and is reflected in the learning outcomes listed on the syllabus. The College of Education will also be submitting a proposal to increase the number of hours of the cross-listed course, EDTE 474.</p> <p>Regarding the justification for the change to the course description, there is currently a typo stating that the cross-listed course is EDSE 474 when, in fact, it is EDTE 474.</p>
<a href="#">GEOL-220</a>	Real Estate Geology	Arts and Sciences	Terminate Course	<p><b>Description:</b> Application of geologic concepts to land development. Recognition</p>

	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> No Pre/Co-requisites entered</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>	<p>of hazards related to the hydrologic cycle, land stability, soils, coastal environment, and earthquakes. Intended for nonscience majors. Note: Three lecture hours and two laboratory hours each week.</p> <p><b>Justification:</b></p> <p>Course is no longer offered</p>
<a href="#"><u>GEOL-250</u></a>	<p>Continental Drift and Ice Ages</p> <p>Arts and Sciences</p> <p>Terminate Course</p>	<p><b>Description:</b></p> <p>An introduction to geology and geophysics. The structure of the earth, core, mantle, and crust; problems of facies, plate motions, and their probable influence on climate and evolution. Future prospects.</p> <p><b>Justification:</b></p> <p>Course is no longer offered</p>
<a href="#"><u>GEOL-508</u></a>	<p>Palynology</p> <p>Arts and Sciences</p> <p>Terminate Course</p>	<p><b>Description:</b></p> <p>Fundamentals of pollen analysis including morphology of modern and fossil forms, use of pollen and spores for correlation, dating, establishing phylogenetic trends, and reconstruction of ancient environments.</p> <p><b>Justification:</b></p> <p>Course is no longer offered</p>
<a href="#"><u>GEOL-510</u></a>	<p>Organic Sedimnt &amp; Coal Genesis</p> <p>Arts and Sciences</p> <p>Terminate Course</p>	<p><b>Description:</b></p> <p>Theories of origin of coal deposits and coal-forming ingredients. Basic concepts of coal composition and classification. Practical applications of coal petrographic techniques. Note: Two lectures plus one two-hour lab. Two optional field trips.</p> <p><b>Justification:</b></p> <p>Course is no longer offered</p>
<a href="#"><u>HIST-381</u></a>	<p>The Nobel Peace Prize</p> <p>Arts and Sciences</p> <p>New Course</p>	<p><b>Description:</b></p> <p>Modern history through the lens of the Nobel Peace Prize. Limitations of the Nobel as encouragement to peace.</p>

	<p><b>Pre/Co-Requisites:</b>  <b>Current:</b> No Pre/Co-requisites entered</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>	<p><b>Justification:</b></p> <p>This course offers an innovative and compelling new way to approach 20th century history, through the lens of the Nobel Peace Prize. The Nobel Peace Prize has become arguably the world's most prestigious prize, at precisely the same time that global conflicts seem to have gotten bloodier and more intractable. This course engages this paradox. Students will encounter the formation and early history of the prize itself. We will also study how the prize has evolved as global awareness of conflict and violence has shifted from European wars to global decolonization and nationalist movements, global poverty, the legacies of war and conflict, and even popular movements for democracy. Thus students will encounter differing conceptions of what "peace" means or can mean, such as the mere "absence of violence" to the "presence of justice." A focus on the peace prize also presents 20th century history from a decidedly transnational and international perspective, broadening and deepening what is currently a fairly nationalist-based history curriculum. An important dimension of the course will be to assess leadership and political organization styles and tactics of select laureates. We will also consider the significance of who never won the prize and why.</p>			
<a href="#"><u>HIST-395</u></a>	<table border="1"> <tr> <td>Plagues and Societies</td> <td>Arts and Sciences</td> <td>New Course</td> </tr> </table> <p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b>  <b>Current:</b> No Pre/Co-requisites entered</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>	Plagues and Societies	Arts and Sciences	New Course	<p><b>Description:</b></p> <p>A survey of biopolitical, social, economic, and cultural aspects of epidemic diseases throughout world history.</p> <p><b>Justification:</b></p> <p>This proposal seeks to make HIST 395 a permanent course at the undergraduate level in the USC Academic Bulletin to allow USC undergraduates to study the history of disease, health, and medicine in a global context. It will fill major lacunae in the curriculum, for the History Department, other majors (such as Global Studies), and the Medical Humanities and Culture minor.</p> <p><i>History</i></p> <p>History of medicine is an under-represented area of teaching in most history departments' offerings. At USC, the only course that is devoted to this field is HIST 451 (The History of American Medicine), while HIST 452 (The History of Science in America) and HIST 108 (Science and Technology in World History) also touch upon topics related to the history of medicine. The proposed course is intended to augment the number and range of history courses on history of medicine and global history at the undergraduate level. In addition, it will support two different <a href="#"><u>undergraduate concentrations</u></a> in the History Department: a geographic (Global History) and a subject-area (History of Science, Technology, the Environment, and Medicine) concentration.</p> <p><i>Medical Humanities and Culture Minor</i></p>
Plagues and Societies	Arts and Sciences	New Course			

The proposed course will also contribute to the [Medical Humanities and Culture minor](#), an interdisciplinary undergraduate minor in CAS that includes courses from Anthropology, Sociology, Philosophy, and others. Currently, there are only three History courses listed in the minor's Group A category (list of Humanities courses students can choose two to three electives from toward the minor), HIST 393, and HIST 451 and HIST 452, which are both limited to the American context. The proposed course will not only strengthen the minor's History component, but also diversify its curriculum by adding a wider global scope.

<a href="#">LING-303</a>	Chinese language and society	Arts and Sciences	New Course	
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Pre/Co-Requisites: CHIN 121 with a minimum grade of a C or equivalent course or instructor's permission.</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>	<p><b>Description:</b></p> <p>A comprehensive and up-to-date survey of Chinese language in a social context, teaching students not only the linguistic structure of modern standard Chinese but also how language and society mutually influence each other in history and today's digital age. Hands-on instruction to carry out linguistic research.</p> <p><b>Justification:</b></p> <p>In language classes, typically there is not enough time to teach or appreciate aspects of Chinese language such as the sound structure, writing system, vocabulary usage, word collocation, the context where certain grammar points are used, pragmatics, discourse, the interface between prosody and sentence meaning, idioms. This course tries to cover these topics.</p> <p>China has been undergoing drastic social changes for about four decades as a result of globalization. Chinese discourse has not only been an important force for social changes in China, but itself is also in a constant state of changing. This course will discuss the language development in Chinese society and the discourse.</p> <p>The Chinese language is difficult for native English speakers due to the significant difference between the structures of the two languages. Without a systematic linguistic course, it is very difficult for students to master the language or advance to higher language proficiency.</p>		
<a href="#">LING-527</a>	Mathematical Linguistics	Arts and Sciences	New Course	<p><b>Description:</b></p> <p>Introduction to mathematical mechanisms that play a prominent role in the formalization of syntactic and semantic theories, showing how they are applied to an understanding of the working parts of human language. The topics covered include: set theory, logic, English as a formal language, and languages &amp; grammars.</p> <p><b>Justification:</b></p> <p>The course bridges the gap between informal and formal analysis of language, leaving students in a better position to understand the formal bases of linguistic theory. Rather than serve as an introduction to any particular linguistic sub-discipline, the course teaches basic formalisms and shows how these can be applied to an</p>

			understanding of the working parts of human language. It is, in a way, a little like a course in learning how to use tools, rather than a course in how to make anything with those tools.
<a href="#"><u>MATH-152</u></a>	Calculus Workshop II	Arts and Sciences	Change Course
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Co-requisite: MATH 142</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>		
	<p><b>Description:</b></p> <p>Small study group practice in applications of calculus. For elective credit only. Corequisite: concurrent registration in MATH 142 Note: Two 2-hour sessions per week. FS: 12/03/2014</p> <p><b>Justification:</b></p> <p>The purpose of this class is to offer extra help to students who struggle in calculus. The reason for changing from 2 credits to 1 credit and having pass/fail grading is to make it easier for students to enroll in this class.</p>		
<a href="#"><u>MATH-525</u></a>	Mathematical Game Theory	Arts and Sciences	Change Course
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Prerequisites: C or better in MATH 544 or in both MATH 300 and 344, or consent of the Undergraduate Director</p> <p><b>Proposed:</b> Prerequisites: C or better in MATH 300 and in one of MATH 344 or 544, or consent of the Undergraduate Director</p>		
	<p><b>Description:</b></p> <p>Two-person zero-sum games, minimax theorem, utility theory, n-person games, market games, stability.</p> <p><b>Justification:</b></p> <p>Wording change in pre-requisite</p>		
<a href="#"><u>MATH-541</u></a>	Algebraic Coding Theory	Arts and Sciences	Change Course
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Prerequisites: C or better in MATH 544 or in both MATH 300 and 344 or consent of the Undergraduate Director</p> <p><b>Proposed:</b> Prerequisites: C or better in MATH 300 and in one of MATH 344 or 544, or consent of the Undergraduate Director</p>		
	<p><b>Description:</b></p> <p>Error-correcting codes, polynomial rings, cyclic codes, finite fields, BCH codes.</p> <p><b>Justification:</b></p> <p>Wording change in prerequisite</p>		
<a href="#"><u>MATH-546</u></a>	Algebraic Structures I	Arts and Sciences	Change Course
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p>		
	<p><b>Description:</b></p> <p>Permutation groups; abstract groups; introduction to algebraic structures through study of subgroups, quotient groups, homomorphisms, isomorphisms, direct product; decompositions;</p>		

	<b>Pre/Co-Requisites:</b> <b>Current:</b> Prerequisites: C or better in MATH 544 or consent of the Undergraduate Director  <b>Proposed:</b> Prerequisites: C or better in both MATH 300 and 544, or consent of the Undergraduate Director	introduction to rings and fields.
<a href="#">MSCI-312</a>	Physical & Chem Oceanography  <b>Cross-Listing:</b> No Cross-listings have been entered  <b>Pre/Co-Requisites:</b> <b>Current:</b> No Pre/Co-requisites entered  <b>Proposed:</b> No change in Pre/Coreqs.	<b>Description:</b>  Properties of seawater, mass balances, biogeochemical cycles, circulation, mixing, waves and tides, continental shelf processes, estuarine dynamics. Three lecture and three laboratory hours per week. Scheduled field trips are required.  <b>Justification:</b>  Course is no longer offered
<a href="#">PSYC-475</a>	Survey Clinical Psyc  <b>Cross-Listing:</b> No Cross-listings have been entered  <b>Pre/Co-Requisites:</b> <b>Current:</b> Pre-requisite: PSYC 228 and PSYC 410 with a grade of B or better.  <b>Proposed:</b> No change in Pre/Coreqs.	<b>Description:</b>  The scientific basis of clinical psychology. Topics include history, theory, research, ethics, and best practices. For students interested in graduate school in psychology or other mental health professions.  <b>Justification:</b>  This is a new course designed to give students exposure to the nuts and bolts of clinical psychology and other mental health professions. Many of our students will be applying to graduate school in clinical or counseling psychology or social work and we didn't have a course that would give them an adequate picture of what clinical mental health work is about. This course will also strengthen the resume of any students applying to graduate school in the above areas.
<a href="#">PSYC-585</a>	Advanced General Psychology  <b>Cross-Listing:</b> No Cross-listings have been entered  <b>Pre/Co-Requisites:</b> <b>Current:</b> No Pre/Co-requisites entered  <b>Proposed:</b> No change in Pre/Coreqs.	<b>Description:</b>  Review and integration of general principles of psychology. Primarily for students planning graduate study in psychology.  <b>Justification:</b>  This course has not been offered since 2013.
<a href="#">SPAN-360</a>	Span for Arts and Change	<b>Description:</b>

	Hlthcare Profs	Sciences	Course	
	<b>Cross-Listing:</b> No Cross-listings have been entered			Health professionals' functional and lexical language ability, cultural information, etiquette and protocol necessary to interact with Spanish speakers. Prereq: SPAN 309, or equivalent course at the college level, or consent of the instructor FS: 11/04/2015
	<b>Pre/Co-Requisites:</b>  <b>Current:</b> Prerequisites: SPAN 309, or equivalent course at the college level, or consent of the instructor.  <b>Proposed:</b> No change in Pre/Coreqs.			<b>Justification:</b>  Justification: Standardize and simplify Bulletin wording of pre-requisite and progression requirements so that the Bulletin, Master Schedule, Degreeworks and all other platforms deliver consistent information.
<a href="#">SPAN-375</a>	Topics in Hispanic Literature	Arts and Sciences	Change Course	<b>Description:</b>  Course content varies and will be announced in the schedule of classes by suffix and title. May be repeated once for credit. Taught in Spanish.
	<b>Cross-Listing:</b> No Cross-listings have been entered			<b>Justification:</b>  Justification: Standardize and simplify Bulletin wording of pre-requisite and progression requirements so that the Bulletin, Master Schedule, Degreeworks and all other platforms deliver consistent information.
<a href="#">SPAN-398</a>	Selected Topics	Arts and Sciences	Change Course	<b>Description:</b>  Intensive study of selected topics of the Hispanic world. May be repeated for credit under different suffix. Taught in English.
	<b>Cross-Listing:</b> No Cross-listings have been entered			<b>Justification:</b>  Justification: Standardize and simplify Bulletin wording of pre-requisite and progression requirements so that the Bulletin, Master Schedule, Degreeworks and all other platforms deliver consistent information.
<a href="#">SPAN-400</a>	Spanish Civilization	Arts and Sciences	Change Course	<b>Description:</b>  Lectures, readings, and visuals on selected topics of Spanish civilization and its cultural heritage. Prereq: Placement at 300 level on Phase II placement exam, grade of C+ or better in SPAN 303, or consent of instructor. Department permission required for transfer students. FS: 12/7/2016
	<b>Cross-Listing:</b> No Cross-listings have been entered			<b>Justification:</b>  Justification: Standardize and simplify Bulletin wording of pre-
	<b>Pre/Co-Requisites:</b>  <b>Current:</b> Prerequisites: SPAN 303 or by placement.  <b>Proposed:</b> Prerequisites: C+ or			

	better in SPAN 303 or by placement.			requisite and progression requirements so that the Bulletin, Master Schedule, Degreeworks and all other platforms deliver consistent information.
<a href="#">SPAN-404</a>	Lit Tends & Masterpcs of Spain	Arts and Sciences	Change Course	<p><b>Description:</b></p> <p>A survey of the masterworks and literary tendencies of Spain.</p> <p><b>Justification:</b></p> <p>Justification: Standardize and simplify Bulletin wording of pre-requisite and progression requirements so that the Bulletin, Master Schedule, Degreeworks and all other platforms deliver consistent information.</p>
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Prerequisites: SPAN 312.</p> <p><b>Proposed:</b> Prerequisites: Grade of C or better in SPAN 312.</p>			
<a href="#">SPAN-410</a>	Adv Oral Comm for Professions	Arts and Sciences	Terminate Course	<p><b>Description:</b></p> <p>Designed to develop linguistic functions such as supporting opinions and hypothesizing, as well as communicative strategies and vocabulary that are essential to effective communication in Spanish in the workplace.</p> <p><b>Justification:</b></p> <p>This course has not been taught since 2013.</p>
<a href="#">SPAN-476</a>	Adv Topics Hispanic Lang/cult	Arts and Sciences	New Course	<p><b>Description:</b></p> <p>Course content varies and will be announced in the schedule of classes by title. May be repeated as content varies by title. This course will be taught in Spanish.</p> <p><b>Justification:</b></p> <p>The Spanish Program currently offers SPAN 375 for students at the advanced level. (SPAN 376 is currently being proposed.) The SPAN 476 designator will be assigned to special topics courses in language and culture taught in Spanish at a superior level.</p>
<a href="#">SPAN-518</a>	Intro to Span Medieval Lit	Arts and Sciences	Change Course	<p><b>Description:</b></p> <p>Survey of Spanish literature from its first manifestations to La Celestina. Introduction; early works; the epic; 13th- through 15th-century prose and verse; Berceo, Alfonso X, Juan Ruiz, Marques de Santillana; others.</p>
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p>			

	<p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Prerequisites: For Undergraduates: SPAN 312 or consent of instructor FS: 12/7/2016</p> <p><b>Proposed:</b> Prerequisites: Undergraduates must have earned a grade of C or better in SPAN 312</p>	<p><b>Justification:</b></p> <p>Justification: Standardize and simplify Bulletin wording of prerequisite and progression requirements so that the Bulletin, Master Schedule, Degreeworks and all other platforms deliver consistent information.</p>							
<a href="#">SPAN-524</a>	<table border="1"> <tr> <td>Renaissance &amp; Golden Age Lit</td> <td>Arts and Sciences</td> <td>Change Course</td> </tr> </table> <p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Prerequisites: For Undergraduates: SPAN 312 or consent of instructor. FS: 12/7/2016</p> <p><b>Proposed:</b> Prerequisites: For undergraduates, grade of C or better in SPAN 312.</p>	Renaissance & Golden Age Lit	Arts and Sciences	Change Course	<p><b>Description:</b></p> <p>Survey of the works of Garcilaso, the Spanish mystics, Lope, Quevedo, Tirso, Calderon, Gongora and others.</p> <p><b>Justification:</b></p> <p>Justification: Standardize and simplify Bulletin wording of prerequisite and progression requirements so that the Bulletin, Master Schedule, Degreeworks and all other platforms deliver consistent information.</p>				
Renaissance & Golden Age Lit	Arts and Sciences	Change Course							
<a href="#">WGST-445</a>	<table border="1"> <tr> <td>LGBTQ+ Literature</td> <td>Arts and Sciences</td> <td>New Course</td> </tr> </table> <p><b>Cross-Listing:</b></p> <p><b>Cross-listed course 1</b></p> <table border="1"> <tr> <td>Designator:</td> <td>ENGL</td> </tr> <tr> <td>Course Number:</td> <td>445</td> </tr> </table> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> both ENGL 101 and ENGL 102 (minimum grade of "C" or better for both)</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>	LGBTQ+ Literature	Arts and Sciences	New Course	Designator:	ENGL	Course Number:	445	<p><b>Description:</b></p> <p>This course will examine LGBTQ+ (lesbian, gay, bisexual, trans, queer, and other nonnormative sexual identities) literatures and cultures.</p> <p><b>Justification:</b></p> <p>This course has been taught as a special topics course several times and should become a regular course. It will fill a significant gap in our curriculum and will bring it in line with current practice. The course can be taught by multiple members of the UofSC faculty. It will be crosslisted with ENGL and will be an important complement to their curriculum as well. The specific texts selected will vary from term to term and instructor to instructor.</p>
LGBTQ+ Literature	Arts and Sciences	New Course							
Designator:	ENGL								
Course Number:	445								

## 2) Business (1 Proposal)

Course	Title	College	Proposal Type	Change Description
<a href="#">ACCT-505</a>	Gov & Nonprofit Accounting	Business	Change Course	<p><b>Description:</b></p> <p>Accounting principles and procedures for local, state, and federal governmental units and for private nonprofit organizations.</p>
	<b>Cross-Listing:</b> No Cross-listings have been entered			

<p><b>Pre/Co-Requisites:</b>  <b>Current:</b> Prerequisites: ACCT 405 or consent of instructor</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>	<p><b>Justification:</b>  The course focuses primarily on local and state governmental units as well as some coverage of nonprofit organizations. There is very little coverage of federal governmental units. Thus, the current description implying coverage of federal governmental units is misleading. The proposed change will correct for this while also allowing instructors more flexibility should they want to cover federal governmental units in addition to local and state units.</p>
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### 3) Education (1 Proposal)

Course	Title	College	Proposal Type	Change Description
<a href="#"><u>INTE-Major / Degree Program</u></a>	BA in Elementary Education	Education	Change Program	<p><b>Justification:</b>  The following justifications are on behalf of each change submitted-</p> <p>1) Carolina Core changes- Students in the elementary program are given more course selections to satisfy the requirements for Carolina Core as well as program specific requirements for physical science. These include CHEM 101, CHEM 107, PHYS 201 &amp; 201L for the Scientific Literacy strand. Also, PHYS 101 is now an approved Carolina Core SCI course and we are now including it as an option in the Carolina Core.</p> <p>2) GEOG 202 is being added to provide students another course option as an approved course from which students can elect to take for Earth Science for both Carolina Core and the elementary program in the Scientific Literacy strand.</p> <p>3) Addition of MUED 555 and removal of MUED 454- The music education program added a newly approved course designed specifically for elementary education majors. In doing so, elementary education majors will be advised to take MUED 555. With this addition MUED 454, designed for early childhood majors, will be removed from the elementary education bulletin.</p>

### 4) Engineering & Computing (12 Proposals)

Course	Title	College	Proposal Type	Change Description
<a href="#"><u>CHME-Minor</u></a>	Chemical Engineering	Engineering &	New Program	<p><b>Justification:</b></p>

				Thanks to recent chemical engineering innovations leading to shale gas developments in the U.S., chemical engineering is a growing field and several non-chemical engineers such as chemistry or biochemistry, as well as the other engineering disciplines (especially biomedical engineers), can improve their job perspectives by obtaining a minor in chemical engineering. The key learning outcome of this minor is the ability to apply knowledge of engineering to typical separation and fluid mechanics problems encountered in chemical engineering practice. This requires fundamental knowledge in mass and energy balances, chemical engineering thermodynamics, fluid mechanics, and separation process design. A minor in chemical engineering also permits qualified USC students to have the background to enroll into the accelerated Master of Engineering program in Chemical Engineering.
<a href="#">ECHE-311</a>	Chemical Engr Thermodynamics	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Mass, energy, and entropy balance analysis of chemical engineering systems; evaluation of thermodynamic property changes of pure materials; solution thermodynamics of single-phase multicomponent systems; phase and chemical reaction equilibrium.</p> <p><b>Justification:</b></p> <p>We have had a few students from Chemistry and Biochemistry who have switched into Chemical Engineering, and we routinely approve them to take ECHE 311 if they have taken CHEM 541. This is because through this course they have the basic thermodynamic knowledge needed to be successful in ECHE 311. It should be noted that we still require them to take ECHE 310 for the B.S.E. in Chemical Engineering, since there is significant other material in ECHE 310 that is important for Chemical Engineers to learn. This change just makes it easier for transferring students to progress in their new degree. Just as important, this change supports our introduction of a Minor in Chemical Engineering (see accompanying proposal), by allowing Chemistry and Biochemistry majors to pursue the Minor without having to take ECHE 310 or ENCP 290 at all.</p>
<a href="#">ECHE-530</a>	Intermediate Chem Eng Kinetics	Engineering & Computing	New Course	<p><b>Description:</b></p> <p>Intermediate concepts of chemical kinetics, batch and flow reactors, catalysts and reactor design, including non-ideal systems.</p> <p><b>Justification:</b></p> <p>After analysis of our current offerings in this area of chemical engineering, the Department has determined a need for an intermediate level course situated between the current introductory undergraduate ECHE 430 and advanced graduate 730 courses. The proposed new course ECHE 530 will be available for both undergraduate and graduate students to take, and will also facilitate USC undergraduate students to be able to pursue an</p>

	<b>Proposed:</b> No change in Pre/Coreqs.			accelerated M.E. or M.S. in Chemical Engineering.
<a href="#"><u>ECHE-540</u></a>	Intermediate Sep Proc Design	Engineering & Computing	New Course	<p><b>Description:</b></p> <p>Intermediate level design of stagewise chemical separation cascades; analysis of binary and ternary systems; multicomponent separations, plate and column specification procedures; distillation, crystallization, extraction, and leaching.</p> <p><b>Justification:</b></p> <p>After analysis of our current offerings in this area of chemical engineering, the Department has determined a need for an intermediate level course situated between the current introductory undergraduate ECHE 440 and advanced graduate 740, 741, and 742 courses. The proposed new course ECHE 540 will be available for both undergraduate and graduate students to take, and will also facilitate undergraduate students to be able to pursue an accelerated M.E. or M.S. in Chemical Engineering.</p>
<a href="#"><u>ECIV-360</u></a>	Fluid Mechanics	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Principles of fluid statics and dynamics. Conservation of mass, momentum, and energy. Similitude and dimensional analysis, open channel flow, lift and drag forces, and introduction to turbulent flow. Prerequisite or Corequisite: ECIV 210 and MATH 241 FS: 11/05/2014</p> <p><b>Justification:</b></p> <p>The faculty have determined that ECIV 200 is a more appropriate prerequisite than ECIV 210. The faculty have determined that MATH 241 should not be a prerequisite for this course. Notice that ECIV 200 has a pre-requisite of MATH 141</p>
<a href="#"><u>ELCT- Minor</u></a>	Electrical Engineering Minor	Engineering & Computing	Change Program	<p><b>Justification:</b></p> <p><b>2 Changes to Minor:</b></p> <p>-1. Under Course Requirements, "<b>ELCT 220-Electrical Engineering for non majors</b>" has been added as an alternative to ELCT 102-Electrical Science. It will read: <b>ELCT 102-Electrical Science or ELCT 220-Electrical Engineering for non majors</b>. ELCT 220 is broader, but more shallow, than ELCT 102. Nonetheless, it provides an acceptable introduction to the more-rigorous content of ELCT 221.</p> <p>This change allows the minor to be more accessible to Mechanical and Aerospace UG students who are likely interested in getting EE minor. Mechanical and Aerospace already have the option to take ELCT 220-Electrical Engineering for non majors, thus including it as an alternative to ELCT 102 will most likely increase enrollment in EE minor.</p> <p>2. The advisement sequence "For Interest in Biomedical</p>

			Electronics" was removed because it actually requires 21 hours (due to pre-requisites) rather than just the standard 18 hours.	
<a href="#"><u>EMCH-360</u></a>	Fluid Mechanics	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Mechanical engineering applications of fluid statics and dynamics. Conservation of mass, momentum, and energy. Similitude and dimensional analysis, open channel flow, lift and drag. Introduction to turbulent flow. Prereq: EMCH 200 or ENCP 200 with a grade of C or better, EMCH 201 or ENCP 201, MATH 241 FS: 02/03/2016</p> <p><b>Justification:</b></p> <p>As a result of a 2-year long accreditation-driven assessment process, the department faculty have determined that the course description and prerequisites needs to be updated to reflect current expectations.</p>
<a href="#"><u>EMCH-361</u></a>	Mech Engineering Lab I	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Principles of measurement, analysis of data, and experimental planning. Written and oral presentation techniques.</p> <p><b>Justification:</b></p> <p>As a result of a 2-year long accreditation-driven assessment process, the department faculty have determined that the course description and prerequisites needs to be updated to reflect current expectations.</p>
<a href="#"><u>EMCH-362</u></a>	Mech Engineering Lab II	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Introduces design of experiments with emphasis on confidence levels, dimensional analysis, correlations or experimental data, experimental variance, and uncertainty analyses. Oral and written reports. Prereq: EMCH 361, ELCT 220 or 221 Prereq or Coreq: EMCH 360 or ENCP 360, EMCH 310 or ENCP 210 Note: Excluded: Mechanical Engineering majors. FS: 02/03/2016</p> <p><b>Justification:</b></p> <p>As a result of a 2-year long accreditation-driven assessment process, the department faculty have determined that the course</p>

	<p><b>Proposed:</b> Pre-requisites: D or better in EMCH 361; Co-requisites or Pre-requisites: D or better in EMCH 360 or AESP 265 or ENCP 360; D or better in EMCH 310 or ENCP 210;</p>			description and prerequisites needs to be updated to reflect current expectations.
<a href="#">EMCH-380</a>	Project Management	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Introduction to decision making for engineering projects. Planning methods, forecasting, exploratory charts, team building, leadership, quality control, project scheduling, and project economics. Prerequisite: Grade of D or better in MATH 241 FS: 12/05/2018</p> <p><b>Justification:</b></p> <p>As a result of a 2-year long accreditation-driven assessment process, the department faculty have determined that the course description and prerequisites needs to be updated to reflect current expectations.</p>
<a href="#">EMCH-427</a>	Mechanical Design I	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Lecture topics include design specifications and planning, innovation, economic factors, safety, reliability, ethics and social impact. Selection, specification, and feasibility study of an open-ended design project to be completed in EMCH 428.</p> <p><b>Justification:</b></p> <p>As a result of a 2-year long accreditation-driven assessment process, the department faculty have determined that the course description and pre-requisites needs to be updated to reflect current expectations.</p>
<a href="#">ITEC-472</a>	Tch. H/S Business Education	Engineering & Computing	Terminate Course	<p><b>Description:</b></p> <p>There is currently no bulletin description - It is being deleted anyway</p> <p><b>Justification:</b></p> <p>This was originally part of the Business Education program that was in our department. The program was shut down about 8 years ago and have not taught it since, and we have no plans to teach it in the future. We want to clear up the courses listed under our department.</p> <p>Note, the cross listed course is currently cross listed to TSTM 472, which is this same course. The designator was apparently not changed on the cross list.</p>

We want this deleted from the bulletin as soon as possible. APPS would not allow me to select Fall 2020, which was my target date.

## 5) Hospitality, Retail, & Sport Management (9 Proposals)

Course	Title	College	Proposal Type	Change Description
<a href="#">HRTM-270</a>	Quantity Food Production	Hospitality, Retail, & Sport Management	Change Course	<p><b>Description:</b></p> <p>The basics of food production from storeroom to consumer. Various techniques of storage, preparation, merchandising, and menu-planning, as well as the many aspects of service Note: One lecture and three laboratory hours per week.</p> <p><b>Justification:</b></p> <p>Students that are already certified through their work experience or previous educational institutions will have satisfied this requirement and not be required to take HRTM 169. Students must provide proof of certification at the begining of HRTM 270 to continue in the class.</p>
<a href="#">SPTE-101</a>	The Student-Athlete Experience	Hospitality, Retail, & Sport Management	New Course	<p><b>Description:</b></p> <p>Examination of the functions and resources the university provides for students transitioning to college and the problems common to the first-year student-athlete experience.</p> <p><b>Justification:</b></p> <p>The Student-Athlete experience has been taught for the past three years as a special topics course in our department. Due to large enrollments and number of sections taught in this time, there is a demonstrated demand for the course.</p>
<a href="#">SPTE-330</a>	The Summer Olympic Games	Hospitality, Retail, & Sport Management	New Course	<p><b>Description:</b></p> <p><b>Examination of the Summer Olympic Games and its impact on sport, entertainment, hospitality, tourism and the host community</b></p> <p><b>Justification:</b></p> <p>This course will examine in detail the concept of mega-event sport tourism. It will allow students to more thoroughly discuss and demonstrate an understanding of mega-event sport tourism from both the sport and entertainment and hospitality and tourism</p>

	Pre/Coreqs.	sectors. It will concentrate on the Olympic Games, management issues surrounding the organization of the Olympic Games, theories that may explain our willingness to support the Olympic Games as a sport tourism mega-event and impacts of sport tourism mega-events in a geopolitical arena.		
<a href="#"><u>SPTE-335</u></a>	The Business of Baseball	Hospitality, Retail, & Sport Management	New Course	<p><b>Description:</b> Overall view of the sport of baseball from a business perspective</p> <p><b>Justification:</b> The Business of Baseball has been taught for the past three years as a special topics course in our department. Due to large enrollments and number of sections taught in this time, there is a demonstrated demand for the course. This class is similar to other classes we currently offer including the Business of NASCAR and Collegiate Athletics.</p>
	<b>Cross-Listing:</b> No Cross-listings have been entered			
	<b>Pre/Co-Requisites:</b> <b>Current:</b> Prerequisites: none			
	<b>Proposed:</b> No change in Pre/Coreqs.			
<a href="#"><u>SPTE-415</u></a>	Sport in Film	Hospitality, Retail, & Sport Management	New Course	<p><b>Description:</b> This class invites students to consider a variety of classic and contemporary, international and domestic sports films featuring heroes and villains from baseball, basketball, boxing, football, soccer and other sports stages. Students will develop a rhetorical analysis of socially significant sport films after exposure to numerous critical perspectives.</p> <p><b>Justification:</b> This course will add to the curriculum by develop the awareness of students in sport and entertainment management about how sport is represented and depicted within film. The course will help students in sport and entertainment management to broaden their understanding of how media plays an important role in sport industry.</p>
	<b>Cross-Listing:</b> No Cross-listings have been entered			
	<b>Pre/Co-Requisites:</b> <b>Current:</b> PRE-REQUISITE: none			
	<b>Proposed:</b> No change in Pre/Coreqs.			
<a href="#"><u>SPTE-550</u></a>	The Business of Esports	Hospitality, Retail, & Sport Management	New Course	<p><b>Description:</b> This course is designed to provide students with an overview of the business of esports. It will focus on the history of video games from creation to the present and will also cover the various business elements of the modern, competitive esports environment.</p> <p><b>Justification:</b> Esports have become an integral component of the sport and entertainment industry. Though the "general" knowledge and skills necessary to succeed in the business of esports are covered in other areas of the sport and entertainment management curriculum, this course will introduce students to the "unique" aspects of the esports industry that are not currently being taught in our curriculum. This course will provide a foundation for future curriculum growth in the business of esports.</p>
	<b>Cross-Listing:</b> No Cross-listings have been entered			
	<b>Pre/Co-Requisites:</b> <b>Current:</b> Enter description here			
	<b>Proposed:</b> No change in Pre/Coreqs.			

<a href="#">SPTE-560</a>	Perf Arts Mgmt Leadership	Hospitality, Retail, & Sport Management	New Course	<p><b>Description:</b></p> <p>The study of performing arts management as it relates to nonprofits and organizational structure.</p> <p><b>Justification:</b></p> <p>This course has been taught three times as a well-received special topics course. However, there is an increasing need to expand the entertainment management curriculum, as more students are seeking to pursue a career in the entertainment field. The growth of the live entertainment industry translates to the continuous addition of employment opportunities for graduates. Having this course as part of the required curriculum will give our students the competitive advantage of acquiring an in-depth knowledge and understanding of the foundations of this industry.</p>
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Prerequisite: SPTE 202 – Intro to Live Entertainment Management Prerequisite: SPTE 380 – Sport and Entertainment Marketing Minimum grade required for SPTE majors: C</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>			
<a href="#">SPTE-565</a>	Business of Broadway	Hospitality, Retail, & Sport Management	New Course	<p><b>Description:</b></p> <p>The study of the management of Broadway productions from script to play, including the creative process, business ventures, production houses, and investor relations.</p> <p><b>Justification:</b></p> <p>This course has been taught three times as a well-received special topics course. However, there is an increasing need to expand the entertainment management curriculum, as more students are seeking to pursue a career in the entertainment field. The growth of the live entertainment industry translates to the continuous addition of employment opportunities for graduates. Having this course as part of the required curriculum will give our students the competitive advantage of acquiring an in-depth knowledge and understanding of the foundations of this industry.</p>
<a href="#">SPTE-585</a>	Sport Economics	Hospitality, Retail, & Sport Management	New Course	<p><b>Description:</b></p> <p>This course focuses on issues relevant to sport, entertainment, and related industries. The goal of the class will be for students to understand both basic and complex concepts within economics in a sport and entertainment context, in order to grasp the importance of economic decision-making.</p> <p><b>Justification:</b></p> <p>This course is designed to provide students in sport and entertainment management a review of the economic aspects of the sport industry. Because the sport industry is unique in many ways from an economic aspect, the course is designed to introduce how economics impacts business and behaviors within sport and entertainment.</p>

## 6) Information & Communications (9 Proposals)

Course	Title	College	Proposal Type	Change Description
<a href="#">JOUR-308</a>	Media and Youth	Information & Communications	New Course	<p><b>Description:</b></p> <p>An introduction to media uses and effects research, considering cognitive, affective, and social development as a framework for analyzing media effects on youth.</p> <p><b>Justification:</b></p> <p>To make JOUR 308, Youth and Media, a permanent course offering so that the School of Journalism can offer a course that explains how children and youth process media.</p>
<a href="#">JOUR-371</a>	Social Media and Mobile Journ	Information & Communications	New Course	<p><b>Description:</b></p> <p>This course provides an introduction on how to use online social platforms and mobile tools following journalistic editorial guidelines. Students will get an overview of the digital-first mindset that informs and enriches their professional preparation.</p> <p><b>Justification:</b></p> <p>The course combines both social and mobile journalism skills, it is critical that students taking this course have at least some foundation in journalistic principles, practices and writing styles. We envision this as a course students can take early in their academic programs.</p>
<a href="#">JOUR-382</a>	Financial Basics for Comms	Information & Communications	New Course	<p><b>Description:</b></p> <p>Students will gain a fundamental understanding of business and how to write about it. Students will learn how various aspects of business, finance and the economy relate to individuals, communities, companies, governments and world events and how to communicate that impact.</p> <p><b>Justification:</b></p> <p>This course is expected to be the one required course in a Business Communications Concentration for SJMC. It will be a prerequisite for other classes.</p>
<a href="#">JOUR-398</a>	Diversity Topics in Mass Media	Information & Communications	New Course	<p><b>Description:</b></p> <p>Topics addressing the intersection of race, gender, sexual orientation, or other forms of diversity or marginality and mass media. Topics may change from term to term. May be repeated for credit with different topics.</p> <p><b>Justification:</b></p> <p>To offer a course in Mass Communications that incorporates</p>

	<b>Proposed:</b> No change in Pre/Coreqs.			diversity Mass Media. Two course that have already been approved will be taught under this designation: "The African American Freedom Struggle and the Mass Media" and "Media, Sports and Race" (see syllabus).
<a href="#"><u>JOUR-447</u></a>	Photo Comm II: Adv Photo	Information & Communications	Change Course (CCORE)	<p><b>Description:</b></p> <p>Developing professional, portfolio-quality photographic images for use in the mass media. Prereq: JOUR 347 FS: 06/12/2013</p> <p><b>Justification:</b></p> <p>Remove CC-INT designation for both Advertising BAJMC, and Public Relatinons, BAJMC.</p> <p>This is an error left from a major curriculum and renumbering change several years ago.</p> <p>Advertising retains JOUR 517, Integrated Campaigns, as its capstone and CC-INT course.</p> <p>A proposal to make JOUR 531, Public Relations Campaigns, the PR sequence's CC-INT is being filed concurrently in APPS.</p>
<a href="#"><u>JOUR-506</u></a>	Mass Media Criticism	Information & Communications	Change Course (CCORE)	<p><b>Description:</b></p> <p>Development of critical thinking skills for analyzing mass media. Carolina Core Integrative Course</p> <p><b>Justification:</b></p> <p>Remove as Carolina Core Integrative, JOUR 515, Mass Communications BAJMC.</p> <p>This is an elective course that is the only CC-INT course for this sequence. However, it is an elective, so many students could bypass the CC-INT requirement or be delayed in graduation if they cannot get into this course.</p> <p>This is being replaced by JOUR 515, the sequence's required capstone course. A separate proposal has been submitted to APPS for that.</p>
<a href="#"><u>JOUR-515</u></a>	Mass Comm Capstone Portfolio	Information & Communications	Change Course (CCORE)	<p><b>Description:</b></p> <p>Development of Mass Communications E-portfolio showcasing and reflecting on coursework and experiential learning, with a focus on leadership, as preparation for matriculation in higher education or careers in mass media.</p> <p><b>Justification:</b></p> <p>Designate this as the Carolina Core-INT class for the mass communications major, replacing JOUR 506, which is an elective.</p>

	<b>Proposed:</b> No change in Pre/Coreqs.			
<a href="#"><u>JOUR-531</u></a>	Public Relations Campaigns	Information & Communications	Change Course (CCORE)	<p><b>Description:</b></p> <p>Development of public relations campaigns for business and social institutions. Case studies of public relations campaigns and programs.</p> <p><b>Justification:</b></p> <p>To designate JOUR 531, Public Relations Campaigns, as the Carolina Core-INT class for the Public Relations major, replacing JOUR 537, which is The Carolina Agency. JOUR 537 is incorrect because of The Carolina Agency's selective membership and application process.</p> <p><b>Learning Outcomes:</b></p> <p>Analytical Reasoning and Problem Solving: Students will be able to apply the methods of mathematics, statistics, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.</p> <p>Effective, Engaged and Persuasive Communication—Written: Students will be able to identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes, through writing.</p> <p>Effective, Engaged and Persuasive Communication—Oral: Students will be able to identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes, through speaking.</p>
<a href="#"><u>JOUR-537</u></a>	The Carolina Agency	Information & Communications	Change Course (CCORE)	<p><b>Description:</b></p> <p>Participation in a functioning communications agency working for actual clients in a student-directed environment. Opportunity to both lead and be a part of a team servicing the communication needs of various clients. (Prereq: JOUR 101; 201; 203 or 202; and 291) FS: 06/12/2013</p> <p><b>Justification:</b></p> <p>Remove CC-INT designation from both Advertising, BAJMC, and Public Relations, BAJMC. This is an error left from a major curriculum and renumbering change several years ago.</p> <p>This course is inappropriate as a CC-INT. It is an elective with limited enrollment. Advertising retains JOUR 517, Integrated Campaigns, as its capstone and CC-INT course.</p> <p>A proposal to make JOUR 531, Public Relations Campaigns, the PR sequence's CC-INT is being filed concurrently in APPS.</p>

## 7) Music (4 Proposals)

Course	Title	College	Proposal Type	Change Description
<a href="#"><u>MUSC-567</u></a>	Recording Studio Techniques	Music	Change Course	<p><b>Description:</b></p> <p>Technology and techniques in the recording studio including use of equalizers, limiters, reverberators, compressors, the mixing console, multi-track recording, microphone techniques, and basic acoustics related to the instrumental and vocal recording process. Not auditable.</p> <p><b>Justification:</b></p> <p>Listing MUSC 564 as a prerequisite for this course was a mistake in the bulletin, so we wish to remove it. MUSC 564 has no relationship to this class.</p>
<a href="#"><u>MUSC-582</u></a>	Music and Money	Music	Change Course	<p><b>Description:</b></p> <p>A survey of the for-profit and non-profit music economies and the broader policy that drives these economies. Restricted to Music majors.</p> <p><b>Justification:</b></p> <p>the teacher does not believe the existing pre-requisites are necessary for this course.</p>
<a href="#"><u>MUSC-590</u></a>	Sem in Music Entrepreneurship	Music	Change Course	<p><b>Description:</b></p> <p>Analyses of music businesses through the use of case studies. Restricted to Music majors.</p> <p><b>Justification:</b></p> <p>The teacher of this course does not believe the existing prerequisites are necessary.</p>
<a href="#"><u>MUSC-591</u></a>	Music Leadership Practicum	Music	Change Course	<p><b>Description:</b></p> <p>A practicum to design and execute an entrepreneurial music leadership project in Columbia, South Carolina. Restricted to Music majors.</p> <p><b>Justification:</b></p> <p>Current: Prerequisites: MUSC 590</p>

**Proposed:** MUSC 580, MUSC 582;  
The minimum grade for both pre-requisites is C or better.

The teacher of this course wishes to change the prerequisites to MUSC 580 and 582, rather than the current prerequisite.

## 8) Palmetto Programs (1 Proposal)

Course	Title	College	Proposal Type	Change Description
<a href="#">PCAM-101</a>	Nurs Concepts, Comm, Calc	Palmetto Programs	New Course	<p><b>Description:</b></p> <p>Introduction to concepts essential to basic nursing practice. Nursing's historical evolution through theory, concept and role development will be presented. Overview of medical terminology and calculations provided as rudimentary skills that promote effective interpretation and communication within health disciplines, and calculations required to administer pharmaceutical agents.</p> <p><b>Justification:</b></p> <p>This course is a must for USC Salkehatchie with regard to their new nursing partnership with Beaufort because it is required for lower-division nursing majors in the Beaufort program and there is no equivalent to the course in the Columbia catalog. Hence, in order to keep their commitment to their nursing students that they will offer the lower-level classes as Salkehatchie classes, they need an equivalent course we can offer.</p>

## 9) Public Health (1 Proposal)

Course	Title	College	Proposal Type	Change Description
<a href="#">HPEB-471</a>	Social Determinants of Health	Public Health	New Course	<p><b>Description:</b></p> <p>The social, cultural, economic, and political factors that influence health and its distribution within and between populations. How society helps shape our health beliefs, behaviors, and status.</p> <p><b>Justification:</b></p> <p>Persistent health inequalities exist in the United States and globally. Research finds that much of these inequalities stem from upstream factors - also known as the social determinants of health - such as income inequality, racism, sexism, neighborhood environments, and social networks. Currently, HPEB does not offer an undergraduate course that delves into these social determinants and how they impact</p>

health. We see this as an important gap that needs to be addressed. Last year, we offered a special topics course - HPEB 492: Social Determinants of Health - that was approved as an online course and was very popular among our undergraduate students. The course was capped at 50 students and all seats were taken by the start of the spring semester. We are asking to convert this special topics course to a permanent online course.

## 10) Social Work (2 Proposals)

Course	Title	College	Proposal Type	Change Description
<a href="#"><u>SOWK-360</u></a>	Refuge and Refugees	Social Work	New Course	<p><b>Description:</b></p> <p>This course provides students with foundational knowledge about forced migration and the institutions of humanitarian aid that address forced migration. Students will learn about global theories of forced migration, humanitarian aid policy, empirical studies of humanitarian aid, refugee resettlement, and displacement, and evaluate biographies and literature on forced migration.</p> <p><b>Justification:</b></p> <p>Course is designed to provide social work students exposure to this specific content area, refugees and immigration, that is a critical need in the discipline.</p>
<a href="#"><u>SOWK-441</u></a>	HBSE III: Large Systems	Social Work	Change Course	<p><b>Description:</b></p> <p>Examining how individuals and families are affected by, and affect, larger social systems.</p> <p><b>Justification:</b></p> <p>SOWK 342 is being proposed for termination.</p>

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