

# REPORT: Added to Full Faculty Senate Agenda

## (Proposals under consideration as of 11/22/2019)

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### Total proposals: 168

1. 96 - Arts and Sciences
2. 10 - Business
3. 7 - Education
4. 41 - Engineering & Computing
5. 2 - Information & Communications
6. 3 - Music
7. 6 - Public [Health](#)
8. 3 - 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 (96 Proposals)

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Course	Title	College	Proposal Type	Change Description
<a href="#">AFAM-202</a>	Intro to AFAM: Arts & Culture	Arts and Sciences	Change Course (CCORE)	<p><b>Description:</b></p> <p>Introduction to the key debates, figures, and concepts that are fundamental to the interdisciplinary study of the artistic, literary, and cultural development of black life in America.</p> <p><b>Justification:</b></p> <p>Introduction to African American Studies: Arts &amp; Culture (AFAM 202) is an existing course that meets the Carolina Core Requirements for Aesthetic and Interpretive Understanding (AIU) by providing UofSC students with the opportunity to study diverse traditions and interpret existing works. In accordance with the syllabus review rubric for foundational courses in the Carolina Core, the syllabus for AFAM 202 features primary and secondary readings and activities that satisfy the necessary learning outcomes for AIU courses.</p> <p>It should be noted that the first half of the program's introductory sequence - AFAM 201: Intro to African American Studies: Social and Historical Foundations - has already been approved as Carolina Core under the GSS requirements. In contrast, AFAM 202 provides lower-division students seeking Carolina Core courses with a stronger, clearer emphasis on arts, cultural expression, and interpretation that is distinct from the AFAM 201 focus on the social sciences.</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>Students in AFAM 202 will be able to “analyze works of literary, visual or performance art with regard to style, period and composition” (outcome #2) through five units that focus specifically on folklore, music, visual art, poetry and literature, and dance in African American culture. The class begins with an introduction to four artistic manifestos by pivotal figures in African American culture. Each unit that follows includes background material to provide historical context and to break down the compositional elements so that lower-division students can directly engage with these diverse forms of artistic expression through supplemental images, video, audio, and readings.</p> <p>Students in AFAM 202 will be able to “discuss specific artistic periods or styles with regard to history, development, and major practitioners” (outcome #3) through interpretive written responses and creative projects that correspond to each unit. In addition to small group discussions in class, five short assignments allow students to demonstrate what they have learned about styles such as the Blues and periods such as the Harlem Renaissance or the Black Arts Movement through in-depth interpretation of a specific song, painting, or dance style. Three independent aesthetic projects require students to curate their own playlist, recite a poem to the class (after researching the poet's background), and explore the characteristics of African American dance aesthetics through a video montage.</p> <p>To further enhance the students' experiential learning, the course will include a visit from a local storyteller, a museum tour, and an assignment that encourages students to attend at least one campus event related to African American arts and culture. Midterm and Final Exams with further test basic knowledge of style, period, and composition, as well as basic analytical, interpretive, and critical skills appropriate to interdisciplinary studies.</p>
<p><a href="#">ANTH-305</a></p>	<p>South American Indian Cultures</p>	<p>Arts and Sciences</p>	<p>Terminate Course</p>	<p><b>Description:</b></p> <p>An examination of ethnographic data on South American Indians, emphasizing methods used to acquire those data and their applications to theoretical considerations. Cross-listed Course: LASP 315</p> <p><b>Justification:</b></p> <p>Course no longer offered</p>
<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>				
<p><a href="#">ANTH-308</a></p>	<p>Japanese Cultures</p>	<p>Arts and Sciences</p>	<p>Terminate Course</p>	<p><b>Description:</b></p> <p>An exploration of Japanese values and the institutions that shape Japanese behavior through analysis of rural and urban community studies and how Japanese <a href="#">present</a> themselves. FS: 10/5/2016</p> <p><b>Justification:</b></p> <p>Course no longer offered</p>
<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>				

	<b>Proposed:</b> No change in Pre/Coreqs.			
<a href="#">ANTH-342</a>	Environmental Anthropology	Arts and Sciences	New Course	<p><b>Description:</b></p> <p>Cross-cultural perspectives on environmental issues.</p> <p><b>Justification:</b></p> <p>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>
	<p><b>Cross-Listing:</b>  <b>Cross-listed course 1</b>                  Designator: ENVR                  Course Number: 342</p> <hr/> <p><b>Pre/Co-Requisites:</b>  <b>Current:</b> No Pre/Co-requisites entered   <b>Proposed:</b> No change in Pre/Coreqs.</p>			
<a href="#">ANTH-354</a>	Anth of Nonverbal Commun	Arts and Sciences	Terminate Course	<p><b>Description:</b></p> <p>Body language, facial expressions, gestures, use of interpersonal space, and other nonverbal systems of communication and behavior in terms of pertinent theories, research methodology, findings, and cross-cultural implications.</p> <p><b>Justification:</b></p> <p>This course has not been offered since 2013.</p>
	<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   <b>Proposed:</b> No change in Pre/Coreqs.</p>			
<a href="#">ANTH-370</a>	Comp Applications in Soc Anth	Arts and Sciences	Terminate Course	<p><b>Description:</b></p> <p>How social anthropologists use computers in research including cross-tables of traits, word counts, simulations, and database management.</p> <p><b>Justification:</b></p> <p>This course has not been offered since before Fall 2013</p>
	<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   <b>Proposed:</b> No change in Pre/Coreqs.</p>			
<a href="#">ANTH-392</a>	Global Women's Health	Arts and Sciences	New Course	<p><b>Description:</b></p>

	<p><b>Cross-Listing:</b>  <b>Cross-listed course 1</b>                  Designator:        WGST                  Course Number:   392</p> <hr/> <p><b>Pre/Co-Requisites:</b>  <b>Current:</b> No Pre/Co-requisites entered   <b>Proposed:</b> No change in Pre/Coreqs.</p>			<p>This course examines health concerns important to the lives of women around the world through an overview of contemporary issues and challenges in the field of global health, broadly construed.</p> <p><b>Justification:</b>                  This interdisciplinary course, designed for students in Anthropology, Women's and Gender Studies, and related fields, examines health concerns important in the lives of women around the world, through an overview of contemporary issues and challenges in the field of global health, broadly construed. Drawing largely on critical medical anthropology perspectives and other social science research, this course examines the tensions between global and local dynamics, politics and cultures, technologies and inequalities shaping health realities for women. Specifically, we will explore the gendered, ethnic, culture, and class dimensions that shape the patterning of disease and illness, paying particular attention to the long-term health effects of racism, poverty, and sexism. The goal of this course is to examine how these dimensions are informed by and intersect particular social, historical, economic, and political contexts. Drawing on contemporary ethnographies, popular media, and film, this course reflects on women's global health through the study of the social construction of social/health problems and the female body, reproductive rights and choices, effects of poverty, violence, and sexism, and how women make meaning of their health experiences. This course is relevant to students interested in issues of gender; health and illness; human rights; reproductive rights; social inequality.</p>
<p><a href="#">ANTH-516</a></p>	<p>Indonesian Culture Thru Film</p>	<p>Arts and Sciences</p>	<p>Terminate Course</p>	<p><b>Description:</b>                  Examination of Indonesian culture, history, social and economic change using scripted Indonesian fiction films and supplementary readings.</p> <p><b>Justification:</b>                  Course has not been offered since 2013</p>
<p><a href="#">ART-Major./Degree Program</a></p>	<p>Art Studio, BA</p>	<p>Arts and Sciences</p>	<p>Change Program</p>	<p><b>Justification:</b>                  This addendum adds a statement to the ARTS BA degree requirements to assure that students are choosing an approved Carolina Core Integrative course for the Art Studio BA major.</p> <p>Please note:</p> <p>1) This is an addendum to the program changes that were approved by the Faculty Senate in June 2019 to the Art Studio BA for inclusion in the Fall 2020 Bulletin. The 'existing' and 'new' major requirements were pasted into APPS to assure that we do not revert</p>

				to the major requirements listed in the 2019 Bulletin.  2) ARTS 330 Intermediate Drawing I is concurrently being put forth as an INT course, as it was accidentally omitted from the original list of courses designated INT. It appears in the list of 12 courses designated INT.
<a href="#">ART-Major / Degree Program</a>	BFA in Art Education	Arts and Sciences	Change Program	<p><b>Justification:</b></p> <p>To streamline our BFA students' progress through the program, which requires higher than average number of credit hours, we propose to make our art studio curriculum less prescriptive in terms of specific classes taken in any given art medium. The proposed new art studio curriculum will offer more flexibility in choosing any class in any given medium (drawing, painting, printmaking, ceramics, 3D design/jewelrymaking, and photography) at 200 level or above that better suits students' interests and schedule. Also, due to the fact that most recent Praxis subject assessment test for preservice teachers no longer requires figure structure drawing skills, we propose to replace a figure structure course with any studio art elective at 200 level or above that meets students' interests.</p> <p>The program credit hours and major requirements on the 'existing' side are based on already-approved changes from June 2019.</p>
<a href="#">ART-Major / Degree Program</a>	BA in Media Arts	Arts and Sciences	Change Program	<p><b>Justification:</b></p> <p>We added a requirement to the upper division major electives that at least 3 of those credits must be selected from MART 521 A-D, MART 571A-E, or MART 581A-E. This change is necessary to ensure that every MART major fulfills an integrative course requirement in the degree. While it virtually never happens, it is currently theoretically possible for a student to choose all studies courses that are not integrative courses to complete the upper division requirements, we are simply closing a loophole before anyone tries.</p>
<a href="#">ARTE-350</a>	Intracv Multimedia Appr Art	Arts and Sciences	Terminate Course	<p><b>Description:</b></p> <p>An introduction to classroom applications of interactive multimedia such as photography, sound, video, and computer generated imagery for curriculum planning in art.</p> <p><b>Justification:</b></p> <p>This course has not been offered since before 2013.</p>
	<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  <b>Proposed:</b> No change in Pre/Coreqs.</p>			
<a href="#">ARTE-465</a>	Applied Art Education	Arts and Sciences	Terminate Course	<p><b>Description:</b></p>

	<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>			<p>A series of seminars designed to assist art students with the directed teaching experience, to be taken concurrently with directed teaching. Corequisite: EDSE 471</p> <p><b>Justification:</b> This course has not been taught since before Fall 2013</p>
<p><a href="#">ARTE-535</a></p>	<p>Children's Art &amp; Aesth Dev</p>	<p>Arts and Sciences</p>	<p>Terminate Course</p>	<p><b>Description:</b> Theories of the artistic development of children (including special needs) from infancy through adolescence. Apply theoretical explanations to observations made in art classrooms.</p> <p><b>Justification:</b> This course has not been offered since before Fall 2013.</p>
<p><a href="#">ARTE-555</a></p>	<p>Art Criticism</p>	<p>Arts and Sciences</p>	<p>Terminate Course</p>	<p><b>Description:</b> Critical skills in viewing, interpreting, and communicating meanings of visual art works. Experiences in art appreciation and aesthetic sensitivity.</p> <p><b>Justification:</b> This course has not been offered since before Fall 2013.</p>
<p><a href="#">ARTH-105</a></p>	<p>History of Western Art I</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p><b>Description:</b> The visual arts from Paleolithic times to the Renaissance.</p> <p><b>Justification:</b> Art History is uniquely suited to be in an on-line format, in part due to the wonderful on line resources available. There is so much great ARTH content on line, including videos and virtual tours of museums, which will enhance powerpoint lectures in an online course. An online course has the potential to even make ARTH more interesting because of these on line resources. An online ARTH 105 course will bring Art History to more students. The course will be marketed to USC Sumter students and is one of the only classes that is not on line at USC Sumter.</p>
<p><a href="#">ARTS-258</a></p>	<p>Introduction to Crafts</p>	<p>Arts and Sciences</p>	<p>Terminate Course</p>	<p><b>Description:</b> Traditional craft media: techniques, design, and contemporary</p>



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

**Pre/Co-Requisites:**

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

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

concepts.

**Justification:**

This course has not been offered since 2013.

[ARTS-447](#)

Senior Project I	Arts and Sciences	Change Course
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**Cross-Listing:** No Cross-listings have been entered

**Pre/Co-Requisites:**

**Current:** Prerequisites: ARTS 445 - Minimum grade of C required

**Proposed:** Prerequisites: ARTS 445 or instructor permission. Minimum grade of C required in ARTS 445

**Description:**

Individual final project in graphic design.

**Justification:**

In June 2019, the USC Faculty Senate approved nearly 80 ARTS course changes which raise the credit hours on 200-400 level courses in Art Studio from 3 credits to 4 credit hours. In an oversight, ARTS 447 was not originally put forward in the batch that was approved, and it should be raised to 4 credits to conform to the other 400-level ARTS offerings.

**Justification for ARTS Course Credit Changes (from previous submission)**

The Studio Art program (ARTS) of the School of Visual Art and Design seeks to implement a curricular change to the 200- through 400-level ARTS lab/studio courses, shifting them from 3 to 4 credit hours, effective Fall 2020. Seven advanced 400-level classes will shift to a variable 4-6 credit hours.

After consultation with the National Association of Schools of Art and Design (NASAD), our accrediting body, and extensive research into credit hour standards at peer and peer-aspirant institutions (outlined below), we confirmed that the NASAD standard for a 4-credit studio class is that students work a *total* of 12 hours per week on course content, both in and out of class. NASAD's standard is consistent with our existing course meeting times and the required workload for ARTS lab/studio courses that are 200-level and above. Currently, ARTS courses are held for 4 to 6 hours per week, with an average of 6 to 8 hours of additional independent lab/studio time required to complete research and studio assignments.

Changing 200- to 400-level classes from 3 to 4 credit hours will:

- 1) Align the amount of time and effort undergraduate students currently spend on ARTS laboratory coursework with credits awarded, to accurately reflect the reality of the weekly work commitment;
- 2) Bring our ARTS degrees in line with other majors in the College, the majority of which require fewer credit hours to degree. The BA is currently 39 credits and 13 classes, the BFA is 63 credits and 19 classes; this shift will bring the BA to 11 classes and the BFA to 16 while still maintaining the credit hours required by

NASAD;

- 3) Enable CAS students to more easily choose ARTS as a cognate or minor; and
- 4) Enable students to complete both the BA and BFA degrees in a more timely way while maintaining high-quality programmatic outcomes.

Each ARTS disciplinary program (Ceramics, Drawing, Graphic Design, Painting, Printmaking, Photography, 3D/Sculpture) has proposals in place to adapt their respective BFA degree programs to reflect the 4-credit hour shift and assuring superior pedagogical outcomes for both degree programs.

Shifting to a 4-credit hour system is in line with NASAD’s provisions for awarding credit for studio art classes (2016-2107 NASAD Handbook, p. 72-73). Consultation with Kyle Dobeck, a NASAD accreditation associate, has confirmed that the credit shift falls well within NASAD accreditation guidelines.

A number of peer and peer-aspirant institutions have 4 to 6 credit hour Studio Art classes, including:

- University of Minnesota – All studio classes are 4 credits
- University of California system – All studio classes are 4 credits
- Cornell University – 200- to 400- level studio classes are 4 credits
- University of Wisconsin – 300- and 400-level studio classes are 4 credits
- Georgia State University – Select 300- and 400-level studio classes are 4 credits
- University of Tennessee – 300-level studio classes are 4 credits, 400-level are 6 credits
- University of Alabama – 400-level studio classes are 4 to 6 credits
- University of Arkansas – 400-level studio classes are 1 to 6 credits

In summary, this change in ARTS undergraduate credit hours will positively affect student outcomes by bringing our program’s credit hour requirements closer to other majors in the College, and align our course credit hours with a growing number of peer and peer-aspirant universities.

<a href="#">BIOL-Major / Degree Program</a>	BS in Biological Sciences	Arts and Sciences	Change Program

**Justification:**

Biological Sciences majors are required to take CHEM 333, 331L, 334, and 332L as part of their program requirements. For many years, the advising practice has been to allow these 8 credit hours to share with the cognate. However, it has been recently learned that these practices do not directly correspond to the bulletin



				descriptions. Therefore, we need to ensure that our curriculum advising practices are in line with the current bulletin descriptions.
<a href="#">BIOL-351</a>	Intro to Animal Science	Arts and Sciences	New Course	<p><b>Description:</b></p> <p>Exploration of current careers in the animal industry including a brief overview of the sciences involved in animal production such as genetics and selection, behavior, physiology, reproduction, and nutrition of cattle (beef and dairy), horses, swine, sheep, poultry, and others.</p> <p><b>Justification:</b></p> <p>This course will provide a necessary pre-requisite for students planning to enter veterinary school. The course will cover careers in the animal industry beyond simply veterinary science and can open a variety of career paths to individuals interested in working with animals in the future. There will also be a discussion of animal industries and their role in society making the course pertinent to a student's everyday life.</p>
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Pre-requisite: a minimum grade of C in BIOL 102</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>			
<a href="#">BIOL-460</a>	General Physiology	Arts and Sciences	Change Course	<p><b>Description:</b></p> <p>Functional mechanisms of vertebrate organ systems. Three lecture hours per week.</p> <p><b>Justification:</b></p> <p>The title change better reflects the current course content of BIOL 460, and will avoid confusion about content overlap with BIOL 543, Comparative Physiology. In addition, the title change will meet pre-admission requirements for allied health post-graduate programs. The designation "Advanced" distinguishes the course from similarly titled non-majors' courses that do not have any biological pre-requisites. The updated course description better reflects material covered in the course for the past several years and the content the course will cover in the future. The grading system should be letter grades only.</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: BIOL 302 or MSCI 311 with a grade of C or better.</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>			
<a href="#">BIOL-460L</a>	General Physiology Lab	Arts and Sciences	Change Course	<p><b>Description:</b></p> <p>Experiments on vertebrate organ system functions using different animal models Corequisite: Prereq or coreq: BIOL 460</p> <p><b>Justification:</b></p> <p>The title change better reflects the current course content of BIOL 460L, and maintains consistency with the new title for BIOL 460. In addition, the title change will meet pre-admission requirements for allied health post-graduate programs. The designation "Advanced" distinguishes the course from similarly titled non-majors' courses that do not have any biological pre-requisites. The updated course description better reflects material covered in the course for the past several years and the content the course will cover in the future. The grading system should be letter grades only.</p>
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Pre-requisite or co-requisite: BIOL 460 (with a grade of D or better if used as a pre-requisite).</p> <p><b>Proposed:</b> Prereq or coreq: BIOL 460</p>			

<p><a href="#">BIOL-461</a></p>	<p>Advanced Human Anatomy</p>	<p>Arts and Sciences</p>	<p>New Course</p>	<p><b>Description:</b> Structure, function, and development of human anatomy.</p> <p><b>Justification:</b> Currently, BIOL majors who plan allied health careers (e.g., physicians' assistant) have to take extra courses to satisfy admission requirements for post-graduate programs because the Department does not offer appropriately titled courses for major credit. Existing courses cannot be modified to count for major credit because they specifically serve non-majors' populations. This course will satisfy pre-admission requirements for allied health programs and will also count toward the BIOL major. This way, students majoring in BIOL will not have to take extra courses, which in some cases causes graduation delays.</p>
<p><a href="#">BIOL-461L</a></p>	<p>Advanced Human Anatomy Lab</p>	<p>Arts and Sciences</p>	<p>New Course</p>	<p><b>Description:</b> Practical exercises in structure, function, and development of anatomy using digital and animal models.</p> <p><b>Justification:</b> Currently, BIOL majors who plan allied health careers (e.g., physicians' assistant) have to take extra courses to satisfy admission requirements for post-graduate programs because the Department does not offer appropriately titled courses for major credit. Existing courses cannot be modified to count for major credit because they specifically serve non-majors' populations. This course will satisfy pre-admission requirements for allied health programs and will also count toward the BIOL major. This way, students majoring in BIOL will not have to take extra courses, which in some cases causes graduation delays.</p>
<p><a href="#">BIOL-588</a></p>	<p>Genomic Data Science</p>	<p>Arts and Sciences</p>	<p>New Course</p>	<p><b>Description:</b> This course focuses on quantitative knowledge for interdisciplinary applications in genetics as well as hands-on experience in analyzing genetic data. In this course, students will have programming exercises in using analysis tools to conduct genome-wide analysis, annotation, and interpretation of genetic data using R/Bioconductor packages.</p> <p><b>Justification:</b> 1. The course titled “<b>Genomic Data Science</b>” has been offered three times (Spring 2017, Spring 2018, Spring 2019) as a special topic course in the biological sciences department (BIOL599: Introduction to Analysis of Genomic Data Using R). In this proposal, I would like to develop a new 500-level course proposal for biology/statistics students (cross-listing with Statistics). This new course is designed to equip quantitative-oriented biology students with data science skills for them to work with modern real-world data generated in the context of life science and statistics students with the</p>

				<p>background knowledge in working with genomic data.</p> <p>2. Twenty-first-century life sciences have transformed into data-intensive sciences due to the advances of high-throughput technologies. Therefore, it is imperative to involve students in working with these data and tools during their education. Just as the use of quantitative algorithms and databases changed the way biologists investigate problems, our curriculum must incorporate new opportunities for students to gain experiences in using these modern analytical tools.</p>
<a href="#">BIOL-643L</a>	Advanced Microbiology Lab	Arts and Sciences	New Course	<p><b>Description:</b></p> <p>Practical exercises with the taxonomy, morphology, metabolism, genetics, and ecology of microorganisms.</p> <p><b>Justification:</b></p> <p>To support BIOL majors who plan allied health careers, we need to offer a majors' course with a lab that has the word "microbiology" in the title. This is a common admission requirement for post-graduate allied health programs (e.g., physicians' assistant). Our existing microbiology + lab course, BIOL 250/250L, is a non-majors' course that cannot be modified to be appropriate for majors' credit. Our existing Advanced Microbiology course, BIOL 643, does not have an associated lab. This new lab course will be associated with BIOL 643 and be acceptable both for majors' credit and allied-health admissions requirements.</p>
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Pre-requisite or co-requisite: BIOL 643 (with a grade of D or better if used as a pre-requisite)</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>			
<a href="#">CHEM-Major / Degree Program</a>	Chemistry, BSChem	Arts and Sciences	Change Program	<p><b>Justification:</b></p> <p>CHEM 141 and 142 (honors freshman chemistry) can be taken instead of CHEM 111/111L and CHEM 112/112L but no longer is equivalent to 321L (note removed from other program requirements section of bulletin).</p>
<a href="#">CHEM-340L</a>	Elem Biophysical Chem Lab	Arts and Sciences	Terminate Course	<p><b>Description:</b></p> <p>Experimental study of the physical and chemical properties of matter, especially of the characteristics of biomolecules. Prereq: Grade of C or higher in CHEM 340 or 550 Note: Three laboratory hours per week. Credit for a degree will not be given for both CHEM 340L and CHEM 591 or CHEM 541L. FS: 12/02/2015</p> <p><b>Justification:</b></p> <p>This course has not been offered since 2013.</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>			
<a href="#">CHEM-590</a>	Introductory Glassblowing	Arts and Sciences	Terminate Course	<p><b>Description:</b></p> <p>The history and fundamental application of glassblowing techniques.</p>

	<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>			<p><b>Justification:</b></p> <p>This course has not been offered since before 2013.</p>
<p><a href="#">CHEM-591</a></p>	<p>Adv Experimental Chemistry I</p>	<p>Arts and Sciences</p>	<p>Terminate Course</p>	<p><b>Description:</b></p> <p>Synthesis of compounds by specialized methods; measurement of thermochemical, electrochemical, and structural properties.                      Corequisite: Prereq or coreq: CHEM 541</p> <p><b>Justification:</b></p> <p>This course has not been offered since 2014.</p>
<p><a href="#">CHEM-592</a></p>	<p>Adv Experimental Chemistry II</p>	<p>Arts and Sciences</p>	<p>Terminate Course</p>	<p><b>Description:</b></p> <p>A continuation of Chemistry 591.</p> <p><b>Justification:</b></p> <p>This course has not been offered since 2013.</p>
<p><a href="#">CRJU-341</a></p>	<p>Sociology of Crime</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p><b>Description:</b></p> <p>Social factors in the development, identification, and treatment of criminals. Cross-listed Course: SOCY 353</p> <p><b>Justification:</b></p> <p>This course is of high interest to students as a general elective, is a required course for students majoring in Criminology and Criminal Justice, and is a restricted elective for students pursuing a minor in CCJ. The department is currently unable to teach enough face-to-face sections to meet the course demand. Providing the course online will allow the department to offer additional sections, not be bound by physical classroom space, and allow more students to complete the course. The asynchronous nature of the online course will also facilitate course scheduling around students' other commitments. The course materials incorporate basic accessibility features, provide for appropriate learning activities and allow for appropriate interaction. The professor will work with a Center for Teaching Excellence instructional designer to ensure all course components are ADA compliant.</p>

<a href="#">CRJU-551</a>	Adolescent Mentoring	Arts and Sciences	New Course (CCORE)	<p><b>Description:</b></p> <p>Application of skills and theories of adolescent mentoring taught in the classroom to a supervised, structured mentoring field experience. Cross-listed Course: WGST 551</p> <p><b>Justification:</b></p> <p>This course has been offered successfully as a Special Topics course. We propose to have the course count towards the Carolina Core Integrative Writing requirement.</p> <p>We believe the course satisfies three identifiable Integrative requirements. They are identified below.</p> <p>The course outcomes include those related to the foundational-level requirements for the <i>Values, Ethics, and Social Responsibility (VSR)</i> area of the Carolina Core. These outcomes will be demonstrated through the disciplinary content of the course including demonstrating understanding of the importance of values, ethnics, and social responsibility in youth mentoring; reflection on how values shape school discipline, delinquency prevention and intervention, and mentoring youth; and the role of race, class, gender, and social class in shaping youth mentoring experiences and outcomes.</p> <p>The course outcomes include those related to the foundational-level requirements for the <i>Effective, Engaged, and Persuasive Communication (CMW- Writing)</i> area of the Carolina Core since the course requires students to write effectively about course content.</p> <p>The course outcomes include those related to the foundational-level requirements for the <i>Effective, Engaged, and Persuasive Communication (CMS-Oral)</i> area of the Carolina Core since the course requires students to speak effectively about course content.</p>
<p><b>Cross-Listing:</b></p> <p><b>Cross-listed course 1</b></p>				
<p>Designator: WGST</p> <p>Course Number: 551</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>				
<a href="#">CRJU-558</a>	Crime Over the Life Course	Arts and Sciences	Change Course	<p><b>Description:</b></p> <p>Development of criminal and delinquent behavior over time. FS: 03/07/2018</p> <p><b>Justification:</b></p> <p>The Department of Criminology and Criminal Justice proposes to have CRJU 558 count towards the Carolina Core Integrative Writing requirement. As the title implies, this course examines criminal offending over the lifecourse from adolescence into adulthood. Among other things, this course explores whether persistence best describe criminal offending or whether "limited" criminal offending best captures their behavior.</p> <p>Critical thinking, engagement and innovative policy solutions are required from students. This is an important course for the field of criminal justice due to current legal and policy efforts designed around mandatory minimums and punishment of recidivist. For criminal justice students, and students in other department,</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>				

understanding the legal, historical, and policy justifications for the persistent criminal offending is crucial. Currently, there are no other academic units at USC that offer a similar topical course. This class has implications to a broader South Carolina community that is interested in issues of justice and fairness. More specifically, we believe CRJU satisfy three identifiable Integrative Writing requirements. They are identified below.

CRJU 558, Crime Over the Life Course, meets the requirements for Values, Ethics, and Social Responsibility (VSR). Upon completion of the course, students will understand the historical and global implications of crime over the life course. Additionally, students will understand how culture and social change impacts criminal offending. Students will also understand the policy interventions that impact criminal offending. Last, students will understand the role of globalization as it relates to crime over the life course.

CRJU 558, Crime Over the Life Course, meets the requirements for Effective, Engaged, and Persuasive Communication (CMW-Writing). Upon completion of the course, students will be able to critically analyze and write about issues related to crime over the life course. Students will acquire these skills through a series of essays and papers that will be assigned throughout the semester. These essays and papers will build upon themes identified through the analysis of historical texts and empirical studies. Students' writing skills will be honed and advanced through their writings on subjects ranging from biology, schools, and peers. By the end of the class, students will be able to articulate and explain theories of change and continuity in criminal offending.

CRJU 558, Crime Over the Life Course, meets the requirements for Effective, Engaged, and Persuasive Communication (CMS-Oral). By the end of the course, students will be able to communicate ideas to various audiences regarding the onset, persistence, and desistance from crime. Not only will students be able to articulate what are criminal trajectories but they will also be able to discuss the relevance of turning points in those trajectories. Students' communication skills will be honed through a series of structured debates that include the presentation of a resolution, rebuttal, and cross-examination. By the end of the course, students will be able to articulate varied views on crime over the life course, inform their audience of the relevant issues, and engage in a high-level exchange on ideas about life course theories.

<a href="#">CRJU-575</a>	The Death Penalty	Arts and Sciences	Change Course (CCORE)
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**Cross-Listing:** No Cross-listings have been entered

**Pre/Co-Requisites:**

**Description:**

Overview of the history and evolution of the death penalty. Identification of key legal developments in death penalty jurisprudence. FS: 6/7/2017

**Justification:**



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

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

CRJU 575, The Death Penalty, meets the requirements for Values, Ethics, and Social Responsibility (VSR). Upon completion of the course, students will understand the historical and contemporary justifications for the death penalty. Additionally, students will understand the philosophical justifications for the death penalty including how the death penalty has been shaped by ideas from Bentham, Romilly, and Becarria. Students will also understand whether the methods and modes of capital punishment comport with human dignity. Last, students will understand how race, class, and gender impact death penalty decision making.

CRJU 575, the Death Penalty, meets the requirements for Effective, Engaged, and Persuasive Communication (CMW- Writing). Upon completion of the course, students will be able to critically analyze and write about death penalty-related issues. Students will acquire these skills through a series of essays and papers that will be assigned throughout the semester. These essays and papers will build upon themes identified through the analysis of case law and course readings. Students' writing skills will be honed and advanced through their writings on subjects ranging from the use of technology to reduce pain in executions and whether physicians violate the Hippocratic Oath when they participate in executions. By the end of the class, students will be able to articulate and defend their positions on a variety of death penalty-related issues.

CRJU 575, The Death Penalty, meets the requirements for Effective, Engaged, and Persuasive Communication (CMS-Oral). By the end of the course, students will be able to communicate ideas to various audiences regarding the merits of the death penalty. Not only will students be able to articulate their own personal views regarding the death penalty but they will also be able to present alternative views that are not consistent with their own value systems. Students' communication skills will be honed through a series of structured debates that include the presentation of a resolution, rebuttal, and cross-examination. By the end of the course, students will be able to articulate varied views on the death penalty, inform their audience of the relevant issues, and engage in a high-level exchange on ideas about the death penalty.

[CRJU-577](#)

Law & Criminal Justice Policy

Arts and Sciences

Change Course (CCORE)

**Description:**

Legal and policy responses to crime and criminal justice issues.

**Justification:**

CRJU 577, Law & Criminal Justice Policy, meets the requirements for Values, Ethics, and Social Responsibility (VSR). Upon completion of the course, students will understand the philosophical justifications for the law in society including how the law has been shaped by ideas from John S. Mill, Hegel, and Kant. Students will also understand how their ideas shape how the law is implemented

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

**Pre/Co-Requisites:**

**Current:** Prerequisites: CRJU 313 or 314

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

through a variety of criminal justice policies including rape, drug crimes, and mental illness. Last, students will understand how race, class, and gender impact legal decision making at the community, state, and federal levels.

CRJU 577, Law & Criminal Justice Policy, meets the requirements for Effective, Engaged, and Persuasive Communication (CMW-Writing). Upon completion of the course, students will be able to critically analyze and write about the law and society. Students will acquire these skills through a series of essays and papers that will be assigned throughout the semester. These essays and papers will build upon themes identified through the analysis of case law and course readings. Students' writing skills will be honed and advanced through their writings on subjects ranging from the Eighth Amendment's impact on sentencing and how the First Amendment impacts gang reduction strategies. By the end of the class, students will be able to articulate and defend their positions on a variety of law and criminal justice-related issues.

CRJU 577, Law & Criminal Justice Policy, meets the requirements for Effective, Engaged, and Persuasive Communication (CMS-Oral). By the end of the course, students will be able to communicate ideas to various audiences regarding the law and criminal justice policy. Not only will students be able to articulate their own personal views regarding criminal justice policy but they will also be able to present alternative views that are not consistent with their own value systems. Students' communication skills will be honed through a series of structured debates that include the presentation of a resolution, rebuttal, and cross-examination. By the end of the course, students will be able to articulate varied views on criminal justice policy, inform their audience of the relevant issues, and engage in a high-level exchange on ideas about how the law shapes criminal justice policy.


[ENGL-Minor](#)

Professional Writing and Communications Minor

Arts and Sciences

New Program

**Justification:**

English proposes a minor in Professional Writing and Communication. The minor complements our existing minors in English and in Creative Writing. This minor will align our program with current practice at peer and aspirant institutions and will provide training in professional writing to students across the University.

[ENGL-363](#)

Intro to

Arts and

New

**Description:**

	Professional Writing	Sciences	Course	<p>Overview of concepts, contexts, and genres used in professional communication. Intensive practice in analyzing, emulating, and creating textual and multimedia documents for a variety of professional, non-academic purposes (including commercial, informative, persuasive, and technical).</p> <p><b>Justification:</b></p> <p>This course will fill a need for a general introduction to professional writing which our program currently lacks. We have courses in technical, business, and digital writing but no course that introduces students to professional writing. This kind of course is standard at other institutions. It will also be a required course in a proposed Minor in Professional Writing and Communication.</p>
<a href="#">ENGL-437</a>	Women Writers	Arts and Sciences	Change Course	<p><b>Description:</b></p> <p>Representative works written by women. Cross-listed Course: WGST 437 Note: All Literature Courses 300 and above require ENGL 101, 102, and one course between ENGL 270-292.</p> <p><b>Justification:</b></p> <p>Update CD/Pre-Req</p>
<a href="#">ENGL-445</a>	LGTBQ+ Literature	Arts and Sciences	New Course	<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 faculty. It will be crosslisted with WGST 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>
<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Both ENGL 101 and ENGL 102 with a grade of C or higher</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>				
<p><b>Cross-Listing:</b></p> <p><b>Cross-listed course 1</b></p> <p>Designator: WGST</p> <p>Course Number: 437</p> <hr/> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> No Pre/Co-requisites entered</p> <p><b>Proposed:</b> Both ENGL 101 and ENGL 102 with a grade of C or higher</p>				
<p><b>Cross-Listing:</b></p> <p><b>Cross-listed course 1</b></p> <p>Designator: WGST</p> <p>Course Number: 445</p> <hr/> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Prerequisite: both ENGL 101 and ENGL 102 with a grade of C or higher</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>				

<p><a href="#">ENGL-464</a></p>	<p>Poetry Workshop</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p><b>Description:</b></p> <p>Workshop in writing poetry for students who have successfully completed ENGL 360.</p> <p><b>Justification:</b></p> <p>This change to the prerequisites brings the course in line with all of our other upper level courses.</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: ENGL 101 and 102 or equivalent with a grade of C or better.</p> <p><b>Proposed:</b> Prerequisites: ENGL 101 and 102.</p>				
<p><a href="#">ENGL-465</a></p>	<p>Fiction Workshop</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p><b>Description:</b></p> <p>Workshop in writing fiction for students who have successfully completed ENGL 360. Note: All Literature Courses 300 and above require ENGL 101, 102, and one course between ENGL 270-292.</p> <p><b>Justification:</b></p> <p>THis change in prerequisites will bring the course in line with our other upper level courses.</p>
<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Both ENGL 101 and ENGL 102 with a grade of C or higher</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>				
<p><a href="#">ENGL-469</a></p>	<p>Creative Nonfiction</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p><b>Description:</b></p> <p>Explores the various subgenres and techniques of creative nonfiction, such as collage, memoir and literary journalism by reading polished examples and by responding to writing exercises designed to prompt ideas and hone skills.</p> <p><b>Justification:</b></p> <p>This change to the prerequisites will bring this course in line with our other upper level courses.</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: ENGL 360 Preference given to English Majors</p> <p><b>Proposed:</b> Prerequisites: Both ENGL 101 and 102 with a grade of C or higher</p>				
<p><a href="#">ENGL-491</a></p>	<p>Advanced Poetry Workshop</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p><b>Description:</b></p> <p>Students will study poetry writing at an advanced undergraduate level through close readings of professional poetry, composition of original work, and regular practice in the evaluation of peer work.</p> <p><b>Justification:</b></p> <p>This change will align the course with all of other other upper level offerings.</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: ENGL 101 and 102 or equivalent; ENGL 360 and 464</p> <p><b>Proposed:</b> Both ENGL 101 and ENGL 102 with a grade of C or</p>				

	higher			
<a href="#">ENGL-492</a>	Advanced Fiction Workshop	Arts and Sciences	Change Course	<p><b>Description:</b></p> <p>Students will study the art and craft of writing literary fiction at an advanced level through close readings and the composition of original short stories.</p> <p><b>Justification:</b></p> <p>This change will bring this class into alignment with all of our other upper level courses.</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: ENGL 101 and 102 or equivalent; ENGL 360 and 465</p> <p><b>Proposed:</b> Both ENGL 101 and ENGL 102 with a grade of C or higher</p>			
<a href="#">ENGL-493</a>	Advanced Creative Non-Fiction	Arts and Sciences	Change Course	<p><b>Description:</b></p> <p>The art and craft of writing creative nonfiction at the advanced level.</p> <p><b>Justification:</b></p> <p>THIS change will bring this course into alignment with all of our other upper division courses.</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: ENGL 360 and 469 Preference given to English Majors</p> <p><b>Proposed:</b> Both ENGL 101 and 102 with a grade of C or higher</p>			
<a href="#">ENGL-494</a>	Adv Professional Writing Wkshp	Arts and Sciences	Change Course	<p><b>Description:</b></p> <p>An advanced workshop on the genres, practices, and contexts of professional writing for experienced writers.</p> <p><b>Justification:</b></p> <p>This change will bring this course into agreement with all of our other upper level courses.</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: ENGL 101 and 102 or equivalent; ENGL 387</p> <p><b>Proposed:</b> Both ENGL 101 and ENGL 102 with a grade of C or higher</p>			
<a href="#">ENVR-Major/Degree Program</a>	BA in Environmental Studies	Arts and Sciences	Change Program	<p><b>Justification:</b></p> <p><b>Overarching Goals for Revised Curriculum</b></p> <ol style="list-style-type: none"> <li>1. Expand the conception of environmental studies to encompass the diverse areas that constitute this field.</li> <li>2. Grow the major, by creating an attractive, flexible program of study.</li> <li>3. Encourage students to develop breadth, depth, and specific skills in areas of environmental studies that fit their personal</li> </ol>

				<p>and professional interests.</p> <p>4. Build the environmental studies community on campus, by encouraging students to take classes with core environmental studies faculty and with other majors.</p> <p>In addition, based on the addition and removal of courses over the years, the existing Major Electives list was revised. Also, 5 new courses, which are currently in the process of being approved are added to the major and/or major electives:</p> <ul style="list-style-type: none"> <li>• ENVR 341- [=ANTH 341]Environmental Anthropology</li> <li>• ENVR 348- [=AFAM 348] Environmental Racism and Justice</li> <li>• ENVR 533 - Sustainability Projects</li> <li>• ENVR 540 - Decolonizing the Environment and</li> <li>• HIST 398 - Sustainability in World History</li> </ul>
<p><a href="#">ENVR-348</a></p>	<p>Environmental Justice</p>	<p>Arts and Sciences</p>	<p>New Course</p>	<p><b>Description:</b></p> <p>History of the environmental justice movement and the unequal distribution of environmental harms on low income, minority, and historically marginalized groups.</p> <p><b>Justification:</b></p> <p>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 experinece 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 enviornmental activities and policies. Current course offerings in both departments do not currently offer a couse focused exclusviely on these issues.</p>
<p><a href="#">ENVR-533</a></p>	<p>Sustainability Projects</p>	<p>Arts and Sciences</p>	<p>New Course</p>	<p><b>Description:</b></p> <p>Research, development and implementation of sustainability projects throughout the campus and community.</p> <p><b>Justification:</b></p> <p>The course has been taught for a number of years as a Special Topics Class (ENVR 501) and we seek to make this a permanently</p>
	<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   <b>Proposed:</b> No change in Pre/Coreqs.</p>			



	<p><b>Proposed:</b> No change in Pre/Coreqs.</p>			<p>numbered course. The course is successful and often closes. Providing a defined course number will also assist students finding the course during advising and registration.</p> <p>Furthermore, in today's society it is critical that students learn how to work in teams. In this class, student teams work with clients to establish working relationships in a consulting project environment. Clients will come from within the University – such as consulting projects related to the construction or renovation of buildings – and from without – a number of local businesses have expressed interest in working with our students in definable projects.</p>
<p><a href="#">ENVR-540</a></p>	<p>Decolonizing the Environment</p>	<p>Arts and Sciences</p>	<p>New Course</p>	<p><b>Description:</b></p> <p>Critical examination of the ways ideas about nature and racial difference are conceptually and materially entwined with the production of social and environmental inequalities.</p> <p><b>Justification:</b></p> <p>This is an advanced seminar that introduces students in the field of environmental studies to theoretical frameworks on race/racism, indigeneity, social justice, and the social production of nature. It uses critical theory as a framework for examining case studies of environmental issues in order to teach students how critical theory and social science case studies work together to inform the ways social and political inequalities are produced in the contexts of environmental management and change. Currently taught as a special topics class, it is a class aimed at advanced undergraduate and graduate students with interests and research in critical studies of race, inequality, and environmental change.</p>
<p><a href="#">GEOG-333</a></p>	<p>Geography of Popular Music</p>	<p>Arts and Sciences</p>	<p>Terminate Course</p>	<p><b>Description:</b></p> <p>Concepts of regional identity, spatial diffusion, culture change, regional economic growth and change as illustrated by U.S. popular music and the contemporary music industry.</p> <p><b>Justification:</b></p> <p>Course is no longer offered</p>
<p><a href="#">GEOG-337</a></p>	<p>Psychogeography</p>	<p>Arts and Sciences</p>	<p>Terminate Course</p>	<p><b>Description:</b></p> <p>Aspects of human environment relationships with emphasis on cognitive and behavioral processes, including wayfinding, spatial decision-making, place preference, and cognitive mapping.</p> <p><b>Justification:</b></p> <p>Course is no longer offered</p>

	<b>Proposed:</b> No change in Pre/Coreqs.			
<a href="#">GEOG-351</a>	Principles of Geog Boundaries	Arts and Sciences	Terminate Course	<p><b>Description:</b></p> <p>This course will introduce students to issues in researching, establishing, describing, and defending geographic boundaries. Topics include reading and interpreting legal descriptions, working with surveyed data, and compensating for errors in boundary definitions.</p> <p><b>Justification:</b></p> <p>Course is no longer offered</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>			
<a href="#">GEOL-542</a>	Geoscience Education Research	Arts and Sciences	New Course	<p><b>Description:</b></p> <p>Introduction to methods used in discipline-based education research and their application to research questions in the geosciences</p> <p><b>Justification:</b></p> <p>Geoscience Education Research (GER) is the development, application, and evaluation of new geoscience teaching innovations and curricula, as well as the development and testing of geoscience education research questions and hypotheses. It typically is an interdisciplinary exercise involving the use of social science methods to develop and test hypotheses in a physical science context. In this course, we will focus on methods that target the interdisciplinary overlap of geoscience content knowledge, educational psychology, and practitioner wisdom. The methods themselves have broad applications to other disciplinary-based education research, but will be grounded in a geoscience context. These include observation protocols, interview techniques, surveys, and what can be learned from each of these to inform GER research questions. Students will gain hands-on training with multiple methods, including applying different observation protocols to video-taped classes, analyzing interview transcripts, and investigating data collected using surveys of geoscience students and faculty.</p>
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Pre-requisite: At least one course in GEOL, ENVR, MSCI or GEOG with a C or better, or instructor permission</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>			
<a href="#">ITAL-101</a>	Basic Italian Lng/Study Abroad	Arts and Sciences	Terminate Course	<p><b>Description:</b></p> <p>Basic language practice, emphasizing oral skills. Classroom instruction by native speakers, contact with community members, and field trips. Not applicable to foreign language requirement.</p> <p><b>Justification:</b></p> <p>This course is no longer offered</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>			

<a href="#">ITAL-309</a>	Vocabulary Building in Italian	Arts and Sciences	Terminate Course	<p><b>Description:</b></p> <p>Study of bilingual dictionaries, Italian cognates of English words, and false cognates for the purpose of readily increasing active vocabulary.</p> <p><b>Justification:</b></p> <p>This course has not been offered since 2013</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>				
<a href="#">ITAL-312</a>	Ital-Eng Translation Skills	Arts and Sciences	Terminate Course	<p><b>Description:</b></p> <p>Develops the ability to translate a wide variety of Italian tests into English and exposes the student to personal and institutional styles used by Italians.</p> <p><b>Justification:</b></p> <p>Course has not been offered since 2013</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>				
<a href="#">ITAL-516</a>	Practical Italian Phonetics	Arts and Sciences	Terminate Course	<p><b>Description:</b></p> <p>Synchronic analysis of the Italian sound system; intensive exercises to perfect Italian pronunciation.</p> <p><b>Justification:</b></p> <p>Course is no longer offered</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>				
<a href="#">JAPA-123</a>	Accelerated Intro Japanese	Arts and Sciences	Terminate Course	<p><b>Description:</b></p> <p>Intensive introduction to grammar and practical vocabulary necessary for fundamental listening, reading, speaking, and writing skills. Admission only to highly motivated students who obtain the permission of the department. Equivalent to 121 and 122. Cross-listed Courses: JAPA 121 &amp; JAPA 122 Note: Offered only in the summer.</p> <p><b>Justification:</b></p> <p>Course has not been offered since Fall 2013</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>				
<a href="#">JAPA-223</a>	Accelerated Interm Japanese	Arts and Sciences	Terminate Course	<p><b>Description:</b></p> <p>Intensive intermediate language practice emphasizing oral communication. Admission only to highly motivated students who</p>
<p><b>Cross-Listing:</b> No Cross-listings have</p>				

	been entered <b>Pre/Co-Requisites:</b> <b>Current:</b> No Pre/Co-requisites entered <b>Proposed:</b> No change in Pre/Coreqs.			obtain permission of the department; credit not awarded for both JAPA 223 and 221-222. <b>Justification:</b> Class has not been offered since 2013
<a href="#">JAPA-323</a>	Accelerated Advanced Japanese	Arts and Sciences	Terminate Course	<b>Description:</b> Intensive advanced language practice of modern spoken Japanese. Admission only to highly motivated students who obtain permission of the department; credit not awarded for both JAPA 323 and 321-322. <b>Justification:</b> Course has not been offered since 2013
<a href="#">LANG-Major / Degree Program</a>	German, BA	Arts and Sciences	Change Program	<b>Justification:</b> The changes to hours listed for Program Requirements, Cognate or Minor, Major Requirements, and PK-12 Teacher Certification Concentration are necessary because the hours currently listed are incorrect. The changes to the courses listed for PK-12 Teacher Certification and their corresponding justifications are as follows: <ul style="list-style-type: none"> <li>- The removal of the list of ED courses is because including them here is confusing. Students completing this program will complete a Foreign Language Education minor. The courses are listed there and a hyperlink to the Foreign Language Education minor is included in the revision.</li> <li>- The courses required for the German major for PK-12 Teacher Certification have been restated and include GERM 515 (which is required for teacher certification).</li> <li>- We have removed EDSE 584 as a required course for PK-12 Teacher Certification. In a separate proposal, we have proposed an increase in the credit hours for FORL 474 from 12 to 15 because the material covered in EDSE 584 is now being covered in FORL 474.</li> </ul>
<a href="#">LANG-Major / Degree Program</a>	Spanish, BA	Arts and Sciences	Change Program	<b>Justification:</b> The changes to hours listed for Program Requirements are necessary because the hours currently listed are incorrect. We have removed EDSE 584 as a required course for PK-12

				<p>Teacher Certification. In a separate proposal, we have proposed an increase in the credit hours for FORL 474 from 12 to 15 because the material covered in EDSE 584 is now being covered in FORL 474.</p>
<p><a href="#">LANG-Major / Degree Program</a></p>	<p>French, BA</p>	<p>Arts and Sciences</p>	<p>Change Program</p>	<p><b>Justification:</b></p> <p>The changes to hours listed for Program Requirements, Cognate or Minor, Major Requirements, and PK-12 Teacher Certification Concentration are necessary because the hours currently listed are incorrect.</p> <p>The changes to the courses listed for PK-12 Teacher Certification and their corresponding justifications are as follows:</p> <ul style="list-style-type: none"> <li>- The removal of the list of ED courses is because including them here is confusing. Students completing this program will complete a Foreign Language Education minor. The courses are listed there and a hyperlink to the Foreign Language Education minor is included in the revision.</li> <li>- The courses required for the French major for PK-12 Teacher Certification have been restated and include FREN 517 (which is required for teacher certification).</li> <li>- We have removed EDSE 584 as a required course for PK-12 Teacher Certification. In a separate proposal, we have proposed an increase in the credit hours for FORL 474 from 12 to 15 because the material covered in EDSE 584 is now being covered in FORL 474.</li> </ul>
<p><a href="#">LANG-Major / Degree Program</a></p>	<p>Classics BA</p>	<p>Arts and Sciences</p>	<p>Change Program</p>	<p><b>Justification:</b></p> <p>The changes to hours listed for Program Requirements, Cognate or Minor, Major Requirements, and PK-12 Teacher Certification Concentration are necessary because the hours currently listed are incorrect.</p> <p>The changes to the courses listed for PK-12 Teacher Certification and their corresponding justifications are as follows:</p> <ul style="list-style-type: none"> <li>- The removal of the list of ED courses is because including them here is confusing. Students completing this program will complete a Foreign Language Education minor. The courses are listed there and a hyperlink to the Foreign Language Education minor is included in the revision.</li> <li>- The courses required for the Latin major for PK-12 Teacher Certification have been restated and revised. The major is being reduced from 38 hours to 27 to keep it in line with the other PK-12 Teacher Certification programs in foreign languages and to make the program more accessible. (No student has previously attempted this specific degree because the major was too many hours.)</li> <li>- We have removed EDSE 584 as a required course for PK-12 Teacher Certification. In a separate proposal, we have proposed an</li> </ul>

				increase in the credit hours for FORL 474 from 12 to 15 because the material covered in EDSE 584 is now being covered in FORL 474.
<a href="#">MSCI-375</a>	The Deep Sea	Arts and Sciences	New Course	<p><b>Description:</b></p> <p><i>The Deep Sea</i> is an interdisciplinary, scientific survey of the geology, biology, chemistry, and physical setting of the deep-sea (more than 1000 m depth).</p> <p><b>Justification:</b></p> <p>MSCI undergraduates at UofSC have little exposure to one of the largest biomes of our planet- the deep sea. The deep sea (below 1000m) encompasses the majority of the oceans by volume. Separated from the surface and sunlight, the deep sea provides an unique comparison for understanding broader marine science processes and concepts. This course provides students with a thorough survey of the various components of the deep sea and unique adaptations to this environment. Students also perform peer-review of a scientific paper, prepare a NSF format proposal, and plan a research cruise leg to perform research.</p> <p>I have taught this class twice previous as MSCI 599 (Spring 2017 and Spring 2019). The students in both semesters have encouraged me to make this course part of my permanent teaching program.</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>			
<a href="#">PORT-130</a>	Accel Basic Prof in PORT	Arts and Sciences	Terminate Course	<p><b>Description:</b></p> <p>Accelerated development of essential listening, reading, speaking, and writing skills to obtain the Basic Proficiency Level in Portuguese. Credit may be received only for one of the following: PORT 121 and 122, or 130.</p> <p><b>Justification:</b></p> <p>Course no longer offered</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>			
<a href="#">PORT-230</a>	Accelerated Intermediate PORT	Arts and Sciences	Terminate Course	<p><b>Description:</b></p> <p>Accelerated development of intermediate level listening, reading, speaking, and writing skills in Portuguese. Credit may be received only for one of the following: PORT 201 and 202, or 230. (Prereq: PORT 122 or PORT 130)</p> <p><b>Justification:</b></p> <p>Course isn't offered anymore</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>			
<a href="#">PORT-301</a>	Cult Manifestations Mod Brazil	Arts and Sciences	Terminate Course	<p><b>Description:</b></p> <p>Examination of representative works of literature, the visual arts,</p>



	<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>			<p>dance, music and crafts in order to build an image of Brazil today, with emphasis on popular culture.</p> <p><b>Justification:</b>                  Course has not been offered since 2014</p>
<p><a href="#">PSYC-Major / Degree Program</a></p>	<p>Experimental Psychology, B.A.</p>	<p>Arts and Sciences</p>	<p>Change Program</p>	<p><b>Justification:</b></p> <p>Experimental Psychology generally refers to ‘the branch of psychology concerned with the scientific investigation of basic psychological processes such as learning, memory, and cognition in humans and animals’.</p> <p>The label <i>Experimental Psychology</i> no longer reflects the content of the programs offered by the Psychology Department of the University of South Carolina. Rather, the label <i>Experimental Psychology</i> is too narrow</p>
<p><a href="#">PSYC-Major / Degree Program</a></p>	<p>Experimental Psychology, B.S.</p>	<p>Arts and Sciences</p>	<p>Change Program</p>	<p><b>Justification:</b></p> <p>Experimental Psychology generally refers to ‘the branch of psychology concerned with the scientific investigation of basic psychological processes such as learning, memory, and cognition in humans and animals’.</p> <p>The label <i>Experimental Psychology</i> no longer reflects the content of the programs offered by the Psychology Department of the University of South Carolina. Rather, the label <i>Experimental Psychology</i> is too narrow</p>
<p><a href="#">PSYC-571</a></p>	<p>Cognitive Neuroscience Lab</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p><b>Description:</b></p> <p>Methods of observation and experimentation in cognitive neuroscience. Two lectures and one three-hour laboratory per week. Corequisite or Prerequisite: one course from PSYC 400, 405, 450, 455, or 460</p> <p><b>Justification:</b></p> <p>We are adjusting our prerequisites for some of our harder 500-level courses. We were finding that students were underprepared to take these classes.</p>
<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b>  <b>Current:</b> Prerequisites: PSYC 226 and 227; FS: 12/7/2016</p> <p><b>Proposed:</b> Pre-Requisites: PSYC 227 and two courses from PSYC 405, 450, 455, 460, or 507 with a C</p>				

	or higher.			
<a href="#">PSYC-580</a>	Intermediate Stats for Psych	Arts and Sciences	Change Course	<p><b>Description:</b></p> <p>Advanced analysis of the uses and applications of statistics to research in psychology, and interpretation of statistics in the psychological literature.</p> <p><b>Justification:</b></p> <p>Students need to have been somewhat successful in stats to do well in this class. Restricting the class to only PSYC majors was limiting enrollment.</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: PSYC 226 and 227; undergraduate enrollment limited to psychology majors</p> <p><b>Proposed:</b> Pre-requisites: PSYC 227 or equivalent with a grade of B or higher. Restricted to PSYC majors and minors, neuroscience minors, or consent of instructor.</p>			
<a href="#">PSYC-583</a>	Psych Tests & Measurement	Arts and Sciences	Change Course	<p><b>Description:</b></p> <p>Overview of the nature, design, and application of psychological tests. Emphasis on test construction, the psychometric properties of psychological tests, intelligence and aptitude testing, objective and projective tests of personality, and general issues</p> <p><b>Justification:</b></p> <p>We recently started teaching this course again and needed to modernize both the course and its description. For example, the previous description alluded to projective tests which are not widely used in the discipline anymore. Also, the course has been redesigned to be more hands-on. Students are tasked with designing a workable psychological measure, administering that measure, and analyzing the results.</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: PSYC 227 or consent of instructor</p> <p><b>Proposed:</b> Pre-requisites: PSYC 227 and PSYC 228 with a B or better or consent of instructor</p>			
<a href="#">SEOE-Major/Degree Program</a>	BS in Geological Sciences	Arts and Sciences	Change Program	<p><b>Justification:</b></p> <p>The BS in Geological Sciences degree currently has 4 concentrations; however, only 3 of them have been selected by students during the last 10 years. The Intensive Geology Major in Marine Geology is most likely not selected because students with an interest in Marine Geology will select either a minor in Marine Science or a double major with Marine Science. The Intensive Geology Major requires that students select an additional 9 hours of elective Geological Science courses. If a student wanted to focus on Marine Geology, the removal of the Marine Geology concentration would not prevent the student from selecting Marine Geology courses. Therefore, due to the lack of selection, the opportunity to continue to take Marine Geology courses, and the option for a Marine Science minor or double major, a request is made to remove the Intensive Geology Major in Marine Geology concentration from the BS in Geological Science.</p>

<p><a href="#">SOCY-300</a></p>	<p>Social Structures</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p><b>Description:</b> Selected theoretical orientations, methodological procedures, and illustrative substantive data pertaining to social structures.</p> <p><b>Justification:</b> Removing prerequisites.</p>
<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b> <b>Current:</b> Prerequisites: SOCY 101, SOCY 220 or equivalent course in quantitative methods</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>				
<p><a href="#">SOCY-308</a></p>	<p>Community Organization</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p><b>Description:</b> An analysis of formal and informal organization, the interrelationships among public and private agencies, and means through which community action programs are initiated, coordinated, and maintained.</p> <p><b>Justification:</b> Removing prerequisites</p>
<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b> <b>Current:</b> Prerequisites: SOCY 101</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>				
<p><a href="#">SOCY-309</a></p>	<p>Intro to Social Inequality</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p><b>Description:</b> A sociological analysis of the distribution of wealth and income in selected societies.</p> <p><b>Justification:</b> Removing pre-requisites</p>
<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b> <b>Current:</b> Prerequisites: SOCY 101</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>				
<p><a href="#">SOCY-507</a></p>	<p>Sociology of Social Control</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p><b>Description:</b> Theories and issues relating to the definition of and response to crime and/or deviance. (Prereq: Any Sociology 300-level course) FS: 12/04/2013</p> <p><b>Justification:</b> The pre-requisite poses unnecessary restrictions to enrollment. Students do fine without the pre-requisite.</p>
<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b> <b>Current:</b> Prerequisite: Any Sociology 300-level course</p> <p><b>Proposed:</b> changing the pre-req from "Any Sociology 300-level course" to none.</p>				
<p><a href="#">SPAN-130</a></p>	<p>Accelerated Basic Prof Spanish</p>	<p>Arts and Sciences</p>	<p>Terminate Course</p>	<p><b>Description:</b> Accelerated development of essential listening, reading, speaking, and writing skills in Spanish. Credit may be received only for one of</p>
<p><b>Cross-Listing:</b> No Cross-listings have</p>				

	been entered			the following SPAN 121 and 122, or 130. Prerequisite: Assumes prior experience in Spanish. Admission only by proficiency examination with a score indicating placement into SPAN 121 or 130. FS: 04/02/2014
	<b>Pre/Co-Requisites:</b> <b>Current:</b> No Pre/Co-requisites entered  <b>Proposed:</b> No change in Pre/Coreqs.			<b>Justification:</b>  This course has not been offered since summer of 2014
<a href="#">SPAN-207</a>	Intermediate Oral Practice	Arts and Sciences	Terminate Course	<b>Description:</b>  Development and maintenance of speaking and listening skills at the intermediate level. May be repeated once for credit.  <b>Justification:</b>  This course has not been offered in 2014.
	<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.			
<a href="#">SPAN-230</a>	Accelerated Intermediate Span	Arts and Sciences	Terminate Course	<b>Description:</b>  Accelerated development of intermediate listening, reading, speaking, and writing skills in Spanish. Credit may be received for only of the following: SPAN 209 and 210, or 230. Prerequisite: Grade of C or better in SPAN 122 or 130, or by proficiency examination with a score indicating placement into SPAN 209 or 230. FS: 04/02/2014  <b>Justification:</b>  Course has not been offered since 2015.
	<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.			
<a href="#">SPAN-300</a>	Cultural Reading for Conversat	Arts and Sciences	Terminate Course	<b>Description:</b>  Readings and discussion of topics affecting the Hispanic world. Emphasis on speaking and listening skills. Use of electronic media. Not open to native speakers.  <b>Justification:</b>  This course has not been offered since 2016
	<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.			
<a href="#">SPAN-302</a>	Advanced Spanish	Arts and Sciences	Change Course	<b>Description:</b>  In-depth study of advanced grammatical structures of Spanish to develop proficiency in all 4 skills and cultural competency. Gateway course for Spanish majors. FS: 12/2/2015  <b>Justification:</b>
	<b>Cross-Listing:</b> No Cross-listings have been entered  <b>Pre/Co-Requisites:</b> <b>Current:</b> Prerequisites: Grade of B			

	<p>or better in SPAN 210 or 211 or by placement.</p> <p><b>Proposed:</b> Prerequisites: Grade of B or better in SPAN 210, 211 or 230 or by placement.</p>			<p>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>
<a href="#">SPAN-307</a>	Advanced Oral Practice	Arts and Sciences	Terminate Course	<p><b>Description:</b></p> <p>Development and maintenance of speaking and listening skills at the advanced level. May be repeated once for credit.</p> <p><b>Justification:</b></p> <p>Course has not been taught since before 2013</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>			
<a href="#">SPAN-309</a>	Adv Spanish Language I	Arts and Sciences	Terminate Course	<p><b>Description:</b></p> <p>Advanced practice of listening, speaking, reading and writing skills.</p> <p><b>Justification:</b></p> <p>This course has not been taught since 2013.</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>			
<a href="#">SPAN-312</a>	Intro to Read Hispanic Lit Txt	Arts and Sciences	Change Course	<p><b>Description:</b></p> <p>No description listed. See proposed description.</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 303 or by placement. Minimum grade for non-Spanish majors is a D. Minimum grade for Spanish majors and minors is a grade of C or better.</p> <p><b>Proposed:</b></p>			
<a href="#">SPAN-316</a>	Business Spanish	Arts and Sciences	Change Course	<p><b>Description:</b></p> <p>Commercial organizations and business in Spanish-speaking countries, business correspondence, terminology, and techniques in commercial transactions. Standardized examinations available such as the Certificado de la Camara de Comercio de Madrid.</p> <p><b>Justification:</b></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 302</p>			

	or by placement.			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-376</a>	Topics in 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.</p> <p><b>Justification:</b></p> <p>The Spanish Program is adding other special topics courses, and takes this opportunity to add this course and separate language/culture content from the current SPAN 375, which will now focus on literature and prerequisite SPAN 312.</p>
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Placement Exam score of SD or S7 and a C or higher in SPAN 302.</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>			
<a href="#">SPAN-380B</a>	Hispanic Film & Cult: Sp-Amer	Arts and Sciences	Change Course	<p><b>Description:</b></p> <p>A-Spanish Film; B-Spanish-American Film. Interpretation of contemporary Hispanic culture through selected Spanish or Spanish-American films.</p> <p><b>Justification:</b></p> <p>As the suffix system to differentiate courses has been eliminated, we need to split the SPAN 380 film course into two separate courses, one focused on Spain and the other focused on Latin America. This will allow students to take both courses to count towards their major or minor in Spanish. We are submitting a course change proposal for SPAN 380A, which will now be called The Cinema of Spain under the designator SPAN 380. We are also submitting a course change proposal for SPAN 380B, changing it to SPAN 381 The Cinema of Latin America.</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: 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</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>			
<a href="#">SPAN-409</a>	Intro to Stylistics in Spanish	Arts and Sciences	Terminate Course	<p><b>Description:</b></p> <p>Written application of advanced Spanish structures and composition techniques; directed writing exercises based on model reading selections.</p> <p><b>Justification:</b></p> <p>This course is no longer taught</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>			
<a href="#">STAT-588</a>	Genomic Data Science	Arts and Sciences	New Course	<p><b>Description:</b></p> <p>This course focuses on quantitative knowledge for interdisciplinary applications in genetics as well as hands-on experience in analyzing</p>
	<p><b>Cross-Listing:</b></p>			



	<p><b>Cross-listed course 1</b></p> <p>Designator: BIOL Course Number: 588</p> <hr/> <p><b>Pre/Co-Requisites:</b> <b>Current:</b> Pre-requisite: STAT201 or higher (must earn a grade C or better). <b>Proposed:</b> No change in Pre/Coreqs.</p>			<p>genetic data. In this course, students will have programming exercises in using analysis tools to conduct genomewide analysis, annotation, and interpretation of genetic data using R/Bioconductor packages.</p> <p><b>Justification:</b></p> <ol style="list-style-type: none"> <li>1. The course titled “Genomic Data Science” has been offered three times (Spring 2017, Spring 2018, Spring 2019) as a special topic course in the biological sciences department (BIOL599: Introduction to Analysis of Genomic Data Using R). In this proposal, I would like to develop a new 500-level course proposal for biology/statistics students (cross-listing with Statistics). This new course is designed to equip quantitative-oriented biology students with data science skills for them to work with modern real-world data generated in the context of life science and statistics students with the background knowledge in working with genomic data.</li> <li>2. Twenty-first-century life sciences have transformed into data-intensive sciences due to the advances of high-throughput technologies. Therefore, it is imperative to involve students in working with these data and tools during their education. Just as the use of quantitative algorithms and databases changed the way biologists investigate problems, our curriculum must incorporate new opportunities for students to gain experiences in using these modern analytical tools.</li> </ol>
<p><a href="#">THEA-444</a></p>	<p>Voice Over and Voice Acting</p>	<p>Arts and Sciences</p>	<p>New Course</p>	<p><b>Description:</b></p> <p>Principles and practice of a wide range of voice-over including commercial and narrative styles. Development of character voice as applied to animation, gaming and/or other audio storytelling. Focus is on practical skills necessary for the profession.</p> <p><b>Justification:</b></p> <p>Voice Acting is a growing component of the performance industry. The increase of technology and media-related products has created more Voice Over opportunities for performers. Specific and specialized skills such as microphone technique, vocal versatility and stamina will be covered. Voice Acting is addressed through variety in vocal interpretation and development of characters. Study and application of these components are necessary for success in this field.</p>
<p><a href="#">WGST-392</a></p>	<p>Global Women's Health</p>	<p>Arts and Sciences</p>	<p>New Course</p>	<p><b>Description:</b></p> <p>This course examines health concerns important in the lives of women around the world through an overview of contemporary issues and challenges in the field of global health, broadly construed.</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</p>
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b> <b>Current:</b> Pre-requisite: THEA 240 (minimum grade of C or better) or by permission <b>Proposed:</b> No change in Pre/Coreqs.</p>			
	<p><b>Cross-listed course 1</b></p> <p>Designator: ANTH Course Number: 392</p> <hr/> <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>course can be taught by multiple members of the UofSC faculty. It will be crosslisted with ANTH 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> <p>As Director of the Women's and Gender Studies Program and with this note of concurrence, I affirm that faculty in women's and gender studies support the cross-listing of WGST 392 Global Women's Health with ANTH 392 by the same name. This course benefits the curriculum in our programs and we welcome the participation of ANTH students.</p>
<a href="#">WGST-437</a>	Women Writers	Arts and Sciences	Change Course	<p><b>Description:</b></p> <p>Representative works written by women. Cross-listed Course: ENGL 437</p> <p><b>Justification:</b></p> <p>Update CD/Pre-Req. Adding pre-reqs to match cross-listed English course.</p>
	<p><b>Cross-Listing:</b>  <b>Cross-listed course 1</b>                  Designator: ENGL                  Course Number: 437</p> <hr/> <p><b>Pre/Co-Requisites:</b>  <b>Current:</b> No Pre/Co-requisites entered</p> <p><b>Proposed:</b> Note: All Literature Courses 300 and above require ENGL 101, 102, and one course between ENGL 270-292.</p>			

## 2) Business (10 Proposals)

Course	Title	College	Proposal Type	Change Description
<a href="#">ECON-514</a>	The Economics of Terrorism	Business	Change Course	<p><b>Description:</b></p> <p>Focuses on the following aspects of terrorism: (1) its causes/determinants (historical, social, cultural, economic, political, and religious determinants); (2) the organizational and funding structure of terrorist groups; (3) the tactics and weapons of terrorist groups; (4) mobilization and recruitment within terror networks; and (5) counterterrorism methods. Restricted to: Business Majors and Economics Arts and Sciences Majors FS: 12/7/2016</p> <p><b>Justification:</b></p> <p>This change will primarily affect our undergraduate Economics majors. This course is intended as an upper-level elective for undergraduate Economics majors as well as master's level students.</p>
	<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> Pre-requisite: Pass ECON 321 with a grade of C or higher.</p>			

				<p>Therefore, we wish for undergraduate students to have taken ECON 321 (Intermediate Microeconomics) before this course, as it will allow the instructor to present more advanced material. Furthermore, the pre-requisite will also encourage the undergraduate majors to take their courses in a more logical sequence -- first, major requirements, and then major electives.</p>
<p><a href="#">ECON-555</a></p>	<p>Game Theory in Economics</p>	<p>Business</p>	<p>Change Course</p>	<p><b>Description:</b></p> <p>Game theory as used to understand decision making in business, economics, politics and other real-world environments. Topics covered include: basic terminology; strategic, extensive, and combinatorial models; and equilibrium strategy.</p> <p><b>Justification:</b></p> <p>This change will primarily affect our undergraduate majors. This course is intended as an upper-level elective in Game Theory for undergraduate Economics or Math majors as well as our master's students. Therefore, it is important that students have developed sufficient skills in optimization and probability, which we believe can be attained by successful completion of ECON 321 or MATH 141 (for optimization) and STAT 201 or STAT 206 (for probability). Including these pre-requisites will allow instructors to proceed more quickly to new course material without having to spend as much time on review. Furthermore, the ECON 321 pre-requisite will encourage our undergraduate Economics majors to take their courses in a more logical sequence -- first, major requirements, and then major electives.</p>
<p><a href="#">IBUS-519</a></p>	<p>Social Networks</p>	<p>Business</p>	<p>New Course</p>	<p><b>Description:</b></p> <p>A survey of social network theories and evidence that provide theoretical, empirical and practical examples of how different social network configurations achieve different function goals. Concepts are applied to case studies of multinational enterprises to illustrate the network coordination challenges of global business.</p> <p><b>Justification:</b></p> <p>IBUS 519, Social Networks and Global Leadership, Provides a framework for how to understand how different social network configurations are directly related to objective improvement in the quality of our work. Too often, the term “social networks” is conceptually equated to a meet-and-greet form of “networking,” which prioritizes the volume of contacts we have and their status. This course takes a more objective approach by showing students how to build and leverage networks that provide better access to information, learning, and execution such that they become people worth knowing. Doing so builds value for their organizations through objective contributions rather than assisting personal advancement through well placed friends.</p>
<p><a href="#">IBUS-590</a></p>	<p>Specialized Study in IB</p>	<p>Business</p>	<p>New Course</p>	<p><b>Description:</b></p> <p>Topics in international business. Reading and research on selected topics in the practices in the international business environment.</p> <p><b>Justification:</b></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> Pre-requisites: Pass ECON 321 or MATH 141 and STAT 201 or STAT 206 with a grade of C or higher.</p>			
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Undergraduate IB Major pre-requisite: IBUS 310 with a minimum grade of "C"</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>			
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p>			

	<p><b>Pre/Co-Requisites:</b>  <b>Current:</b> Undergraduate IB Major pre-requisite: IBUS 310, with a minimum grade of "C"  <b>Proposed:</b> No change in Pre/Coreqs.</p>			<p>This course is intended for special topics in international business that would be available to both advanced undergraduate students in the IB Major program and graduate business students.</p>
<p><a href="#">MGSC-Major / Degree Program</a></p>	<p>BS in Operations and Supply Chain</p>	<p>Business</p>	<p>Change Program</p>	<p><b>Justification:</b>  <p>As the field evolves and broadens, we want to give our students access to a wider breadth of topics within Operations and Supply Chain. Thus, we are offering a wider variety of classes so that students have electives within our major.</p> </p>
<p><a href="#">MGSC-450</a></p>	<p>Special Topics in MGSC</p>	<p>Business</p>	<p>New Course</p>	<p><b>Description:</b>  <p>Current topics, issues and practices in various areas of Management Science. Course may be repeated up to three (3) times as content varies by title.</p> <p><b>Justification:</b>  <p>We want to be able to offer courses on emerging topics, thus we would like the flexibility to be able to quickly offer a class of interest. An example might be offering a class on a topic such as, "Global Comparity business study" (that is the example syllabus provided here), that compares the cluster of automotive manufacturing clusters of South Carolina and Germany, and includes trips to plants in the Spartanburg area as well as in Germany. This course would be a placeholder to offer emerging topics classes (and if it proves to be of interest, then we could build it out to a class we offer regularly, with its own course number). This course gives us agility.</p> </p> </p>
<p><a href="#">MGSC-488</a></p>	<p>Innovation and Design</p>	<p>Business</p>	<p>New Course</p>	<p><b>Description:</b>  <p>Creation and launch of viable businesses using innovation tournaments. Development of problem solving and design skills. Application to real innovation and entrepreneurial hurdles.</p> <p><b>Justification:</b>  <p>Innovation and design is an important part of the operations function. Additionally, tools and techniques taught in this course, such as innovation tournaments, has led to radical changes in business models and the way we do business. This class is being offered to allow students to learn and apply these skills and tools.</p> </p> </p>
<p><a href="#">MGSC-491</a></p>	<p>Supply Chain Management</p>	<p>Business</p>	<p>Change Course</p>	<p><b>Description:</b>  <p>This course examines principles governing an integrated supply chain that includes the cross-functional processes of sourcing, inventory management, and logistics. Key tools for managing supply chains will also be discussed.</p> </p>

	<p><b>Pre/Co-Requisites:</b>  <b>Current:</b> Prerequisites: MKTG 350, MGSC 395  <b>Proposed:</b> Prerequisites: MGSC 395, minimum grade = C</p>			<p><b>Justification:</b>                  We do not know why this MGSC course has a MKTG course listed as a prerequisite, but it is not a valid prerequisite, so we'd like to remove it.</p>
<p><a href="#">MKTG-448</a></p>	Data Science for Business	Business	New Course	<p><b>Description:</b>                  The conceptual, applied, and managerial elements of advanced data science methods for business decision-making.</p> <p><b>Justification:</b>                  Faculty has identified the need to offer a course on data mining and data science suitable for business undergraduates to strengthen the school-wide analytics certificate. Part of the relevant material has been delivered to marketing majors under the number MKTG 451 (marketing topics) since year 2016, but a dedicated number is required for its advertising.</p> <p>Representatives from the Statistics and Computer Science departments have reported via email that the proposed course does not duplicate their current offerings. The sequence of emails that details that conversation between Prof. Janice Bass (School of Business), Joshua Tebbs (Statistics department) and John Rose (Computer Science department) are attached here.</p>
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b>  <b>Current:</b> This course requires students to understand basic statistical concepts and analyses, such as random variables, the normal distribution, and hypothesis testing. For this reason, completion of MGSC 291 (or any equivalent) with a minimum grade of B+ (or permission from the instructor) is a pre-requisite.  <b>Proposed:</b> No change in Pre/Coreqs.</p>			
<p><a href="#">MKTG-460</a></p>	Product Management	Business	Change Course	<p><b>Description:</b>                  The primary tasks involved in new product development and mature product management, including sales forecasting, competitive analysis, pricing, brand equity management, marketing information systems management, and monitoring customer satisfaction.</p> <p><b>Justification:</b>                  The course focuses on both product and brand management. The current description was leaving brand management aside. The proposed change will correct for this while allowing instructors more flexibility. This change will also provide a better fit with the new marketing major track called "Product and Brand Management".</p>
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b>  <b>Current:</b> Prerequisites: MKTG 350 with a grade of C or higher.  <b>Proposed:</b> No change in Pre/Coreqs.</p>			

### 3) Education (7 Proposals)

Course	Title	College	Proposal Type	Change Description
<a href="#">EDEFI-361</a>	Comparative &	Education	New	<b>Description:</b>

	International Ed		Course	<p>Understanding of schooling in a global society. An introduction to comparative and international education and its major theories practices and research methodologies with an examination of educational issues, levels and system in a variety of cultural contexts and countries.</p> <p><b>Justification:</b></p> <p>Schooling is a global phenomenon that develops and transforms as a result of internationally moving ideas, pressures, and politics. An introduction to global commitments, expressions, issues, and problems in education helps students both to appreciate the commonalities and distinctions on their state-system, but also to be inspired, critical, and curious about the possibilities with this institution as we look around the world. Students hoping to be teachers, active in the government and/or non-profit sector, and/or informed citizens can benefit from learning about the shared threads, distinctive elements, and future directions of schooling around the world. The course additionally introduces students to the ways that both quantitative and qualitative research methods help us to understand better educational developments.</p> <p>This course will be used in the newly redesigned education minor</p>
<a href="#">EDLP-517</a>	Law & Policy in Education	Education	New Course	<p><b>Description:</b></p> <p>Policy issues affecting public and private educational institutions across the PK-20 continuum (pre-school through higher education).</p> <p><b>Justification:</b></p> <p>This course will be especially helpful for undergraduate/masters students who are, or wish to become, educators or policy makers in the education system. The course will be part of the newly revised education minor.</p>
<a href="#">EDSE-302</a>	Teachers and Teaching	Education	Change Course	<p><b>Description:</b></p> <p>Teaching as reflective and ethical practice. Professional standards, teacher leadership and school change, and various roles of professional educators. FS: 11/05/2014</p> <p><b>Justification:</b></p> <p>The course will be used in the Master of Teaching Career Changers (MTCC) track when needed so we are modifying the course to include a graduate-level component. The reason the course is needed is to give an early practicum course for the MTCC students who typically have not had much prior experience in classrooms with K-12 students. In the current program, MTCC students may not spend time in classrooms until their second year in the program. If they decide at that time that they do not enjoy spending time with K-12 students in classrooms, they have already spent time and money in a year's worth of coursework for a degree they will not complete. Hence, offering this course to MTCC students to</p>



				take earlier in the program allows them an opportunity to ensure, early in the program, that they do indeed want to work with K-12 students and complete the degree.
<a href="#">EDTE-202</a>	Global Citzshp/Soc Resp in Edu	Education	New Course (CCORE)	<p><b>Description:</b></p> <p>Examining the continuing evolution of education and the direct impact on the development of social responsibility, values, and our place as global citizens.</p> <p><b>Justification:</b></p> <p>The focus of the course is to introduce students to global factors that impact education and to help students advocate for social justice. Being part of the Carolina Core, students taking this course will have a broader understanding of how social sciences, values, and ethics connect through education. In addition, the course offers an opportunity to engage in education curriculum that may inspire students to consider a career in education.</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>			
<a href="#">INTE-Major/Degree Program</a>	BA in Middle Level	Education	Change Program	<p><b>Justification:</b></p> <p>Consistent with most teacher preparation programs and South Carolina state requirements, middle level teacher candidates are required to pass the Praxis II (certification test) series examination within their respective subject areas. As a result of ongoing reviews of their pass rates, the program faculty chooses to broaden the expectation of a "C" or better in "Major Courses" to "Concentrations/Specialization courses to ensure that teacher candidates are better prepared to perform well on Praxis II examinations. This decision is consistent with teacher preparation research and nationwide efforts to ensure teacher quality.</p>
<a href="#">INTE-Major/Degree Program</a>	BS in Middle Level	Education	Change Program	<p><b>Justification:</b></p> <p>Consistent with most teacher preparation programs and South Carolina state requirements, middle level teacher candidates are required to pass the Praxis II (certification test) series examination within their respective subject areas. As a result of ongoing reviews of their pass rates, the program faculty chooses to broaden the expectation of a "C" or better in "Major Courses" to "Concentrations/Specialization courses to ensure that teacher candidates are better prepared to perform well on Praxis II examinations. This decision is consistent with teacher preparation research and nationwide efforts to ensure teacher quality.</p>
<a href="#">ZZED-Minor</a>	General Education Minor	Education	Change Program	<p><b>Justification:</b></p> <p>The College of Education is restructuring its education minor to provide a more directed program of study. This defined set of courses ensures that students will experience a wide range of important topics and issues in education. Students completing the minor will explore many different areas of study within education,</p>

	<p>including history of education, education law and policy, education reform, diversity in education, values and ethics in education, education philosophy, education systems and theory, human development, understanding disabilities, research in education, and international/comparative education. A foundational understanding of these issues will help graduates in many different career fields, including government and the private sector.</p> <p>The new structure of minor will also provide an opportunity for students intending to enter the Master of Teaching for secondary education to complete the full minor.</p> <p>The proposed minor will also result in more efficient and consistent course delivery from the College of Education, allowing students to better matriculate through the minor.</p> <p>Additionally, the name of the minor will change from "General Education Minor" to "Education Minor." This name change will make it easier for students to identify the minor.</p> <p>Accompanying this proposal you will find 4 course proposals:</p> <ul style="list-style-type: none"> <li>• <b>EDFI 361 - New Course Proposal</b></li> <li>• <b>EDTE 202 - New Course Proposal</b></li> <li>• <b>EDLP 517 - New Course Proposal</b></li> <li>• <b>EDSE 302 - Course Change from EDSE 302 to EDSE 502</b></li> </ul>
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#### 4) Engineering & Computing (41 Proposals)

Course	Title	College	Proposal Type	Change Description
<a href="#">BIOE-Major/Degree Program</a>	BS in Biomedical Engineering	Engineering & Computing	Change Program	<p><b>Justification:</b></p> <p>The Biomedical Engineering Program (BME) proposes to eliminate BMEN 211 "Computational Tools for Modeling Biomedical Systems" (taken in the second semester of the Freshman year) from its curriculum and replace it with BMEN 411 "Modeling and Simulation of Biomedical Systems" (to be taken in the first semester of the Senior year). There are three motivating factors for this change in major program requirements. The first is to move the modeling component of the curriculum later in the major map, when students have the mathematical and engineering background to learn more complex modeling concepts. This change will enrich the experience of students relative to this aspect of the curriculum and better prepare them for the modeling challenges that they will encounter in their post-graduate pursuits. Second,</p>

				<p>positioning BMEN 411 in the first semester Senior year will allow the students to connect computational modeling to their Senior Design projects. Third, from a pedagogical point of view, the major concepts of BME will already be introduced before the student takes BMEN 411, so the modelling concepts will act as a both a review of this material as well as a more solid foundation for the modeling concepts themselves.</p> <p>The prerequisite changes for courses affected by eliminating BMEN 211 have already been approved by the Faculty Senate Committee on Curricula and Courses and forwarded to full Faculty Senate for approval. These courses include BMEN 212 and BMEN 240.</p>
<p><a href="#">BMEN-212</a></p>	<p>Fundamentals Biomed Systems</p>	<p>Engineering &amp; Computing</p>	<p>Change Course</p>	<p><b>Description:</b></p> <p>Fundamentals of static equilibrium, free body diagrams, force and momentum balances; viscoelastic mechanical behavior and models of viscoelasticity; introduction to linear circuit analysis, filters, and amplifiers. Pre-requisites: C or better in BMEN 211, C or better in CHEM 111 or CHEM 141, C or better in MATH 142 FS: 12/7/2016</p> <p><b>Justification:</b></p> <p>The faculty have determined that students do not need BMEN 211 prior to taking this course. In fact, BMEN 211 is being removed from the curriculum.</p> <p>Due to the elimination of BMEN 211, we are proposing to move BMEN 212 from the third semester in the curriculum to the second semester of the curriculum. We need to exchange MATH 142 with MATH 141 as the required math prerequisite. Along with the location change in the timing of the curriculum, the new BMEN 212 course will no longer require integration, so we feel that this change is commensurate with the level of Calculus instruction through MATH 141. A concurrence statement from the College of Arts and Sciences is included</p> <p>The proposed prerequisite change does not affect the other units besides MATH i.e. the same CHEM courses remain as prerequisites.</p>
<p><a href="#">BMEN-240</a></p>	<p>Cell Molec Biol with Eng Apps</p>	<p>Engineering &amp; Computing</p>	<p>Change Course</p>	<p><b>Description:</b></p> <p>Introduction to molecular, cellular, and physical biology principles and concepts and application of engineering principles to further the understanding of biological systems. Protein and nucleic acid structure and function; DNA replication, mutations, and repair; transcription, translation, and post-translational processing; cellular organization; molecular transport and trafficking; and cellular models. Pre-requisites: C or better in BIOL 101, C or better in BMEN 211, C or better in CHEM 112 or CHEM 142, C or better in MATH 142 FS: 12/7/2016</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> Pre-requisites: C or better in BIOL 101, C or better in CHEM 112 or</p>				

	CHEM 142, and C or better in MATH 142	<p><b>Justification:</b></p> <p>The faculty have determined that students do not need BMEN 211 prior to taking this course. In fact, BMEN 211 is being removed from the curriculum.</p> <p>APPS is not displaying current prerequisites correctly. They are: C or better in BIOL 101, C or better in BMEN 211, C or better in CHEM 112 or CHEM 142, C or better in MATH 142.</p> <p>The proposed prerequisite change does not affect the other units i.e. the same BIOL, CHEM, MATH courses remain as prerequisites.</p>
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<a href="#">BMEN-411</a>	Model Simul Biomed Systems	Engineering & Computing	New Course	<p><b>Description:</b></p> <p>Introduction to modern computational modeling tools used in biomedical engineering. Analysis, visualization and image processing using engineering software as applied to problems of interest in biomedical engineering.</p> <p><b>Justification:</b></p> <div style="border: 1px solid black; padding: 10px;"> <p>The Biomedical Engineering Program (BME) proposes to create BMEN 411 "Modeling and Simulation of Biomedical Systems". This new course is being proposed because we want to eliminate BMEN 211 "Computational Tools for Modeling Biomedical Systems" (taken in the second semester of the Freshman year) from its curriculum and replace it with BMEN 411 "Modeling and Simulation of Biomedical Systems" (to be taken in the first semester of the Senior year). There is a program change submitted with this course. There are three motivating factors for this change in major program requirements. The first is to move the modeling component of the curriculum later in the major map, when students have the mathematical and engineering background to learn more complex modeling concepts. This change will enrich the experience of students relative to this aspect of the curriculum and better prepare them for the modeling challenges that they will encounter in their post-graduate pursuits. Second, positioning BMEN 411 in the first semester Senior year will allow the students to connect computational modeling to their Senior Design projects. Third, from a pedagogical point of view, the major concepts of BME will already be introduced before the student takes BMEN 411, so the modelling concepts will act as a both a review of this material as well as a more solid foundation for the modeling concepts themselves.</p> </div>
<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Pre-requisites: D or better in BMEN 263, BMEN 271, and BMEN 354</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>				

<a href="#">CSCE-242</a>	Client-Server Computing	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Web technologies to support client-server computing. Implementation of client-server applications.</p>
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	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b>  <b>Current:</b> Prerequisites: CSCE 190, 146</p> <p><b>Proposed:</b> Prerequisites: C or better in CSCE 146</p>			<p><b>Justification:</b></p> <p>CSCE 190 is not needed in order to take CSCE 242, only CSCE 146 is required.</p> <p>CSCE 190 is a Seminar class which introduces students to the various career options in Computer Science.</p>
<a href="#">CSCE-585</a>	Machine Learning Systems	Engineering & Computing	New Course	<p><b>Description:</b></p> <p>Design and implementation of machine learning systems, Deep learning systems stack, machine learning platforms, scalable and distributed machine learning.</p> <p><b>Justification:</b></p> <p>This course has already been taught as a CSCE 590 class and was successful. We are adding it as a permanent course. There is growing demand from our students for more courses related to machine learning.</p>
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b>  <b>Current:</b> Pre-requisite:C or better in CSCE 240 or CSCE 206</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>			
<a href="#">ECIV-111</a>	Intro Engr Grphc&Visualization	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Principles and practice of visualization and graphical representation using modern computer-aided design tools.</p> <p><b>Justification:</b></p> <p>The feedback from the instructor and faculty in the department is that the material and work required for this course is comparable to other 3 credit-hour courses.</p>
	<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>			
<a href="#">ECIV-307</a>	Prof. Devel. for Civil Engrs.	Engineering & Computing	New Course	<p><b>Description:</b></p> <p>Regulatory permits and scheduling of construction projects. Engineering responsibility and liabilities. Reporting of engineering designs and analysis. Cost estimation of engineering projects including present or future net value.</p> <p><b>Justification:</b></p> <p>Currently there is no single course available that addresses the ABET requirement: explain basic concepts in project management, business, public policy, and leadership; analyze issues in professional ethics. This course will allow the department to teach students these concepts, equip them with the necessary knowledge and skills to be successful in senior design (ECIV 470) and prepare them for the workforce.</p>
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b>  <b>Current:</b> Corequisite or Prerequisite: D or better in ECIV 320, or D or better in ECIV 330, or D or better in ECIV 340, or D or better in ECIV 350, or D or better in ECIV 362.</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>			
<a href="#">ECIV-340</a>	Intro to Transportation Engr	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Transportation design, planning, and operational analysis, including roadway, airway, and railway systems; transportation elements, including traveled way, vehicle, control, terminals,</p>
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p>			

	<p>entered</p> <p><b>Pre/Co-Requisites:</b>  <b>Current:</b> Prerequisites: ECIV 201 or ENCP 201, C or better in ECIV 210 or ENCP 210 FS: 12.2.2017</p> <p><b>Proposed:</b> Prerequisite: D or better in ECIV 201 or D or better in ENCP 201 and D or better in STAT 509 or D or better in STAT 511</p>			<p>and advanced technology; traffic data collection, interpretation, and analysis.</p> <p><b>Justification:</b>                      The faculty have determined that ECIV 210 is not an appropriate prerequisite for this course and that STAT 509 and STAT 511 should be prerequisites for this course</p>
<p><a href="#">ECIV-350</a></p>	<p>Intro to Environmental Engr</p>	<p>Engineering &amp; Computing</p>	<p>Change Course</p>	<p><b>Description:</b>                      Concepts of environmental engineering, including air and water pollution, solid and hazardous waste disposal, and noise pollution. Qualitative and quantitative development of engineering techniques for pollution control.</p> <p><b>Justification:</b>                      The faculty have determined that CHEM 111 and CHEM 141 are a more appropriate prerequisites than CHEM 112 and CHEM 142</p>
<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b>  <b>Current:</b> Prerequisites: CHEM 112 or CHEM 142 and C or better in Math 142.</p> <p><b>Proposed:</b> Prerequisites: D or better in CHEM 111 or D or better in CHEM 141, and C or better in Math 142.</p>				
<p><a href="#">ECIV-362</a></p>	<p>Intro to Water Resources Engr</p>	<p>Engineering &amp; Computing</p>	<p>Change Course</p>	<p><b>Description:</b>                      Application of fluid mechanic principles to water resources engineering problems; pipe systems, pumps, open channel flow, peak runoff, seepage, hydraulic structures.</p> <p><b>Justification:</b>                      Typo correction Grade of D or better should be Grade of C or better.</p>
<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b>  <b>Current:</b> Prerequisites: ECIV 360</p> <p><b>Proposed:</b> Grade of C or better in either ECIV 360 or ENCP 360</p>				
<p><a href="#">ECIV-470</a></p>	<p>Civil Engineering Design</p>	<p>Engineering &amp; Computing</p>	<p>Change Course</p>	<p><b>Description:</b>                      Application of hydraulic, geotechnical, and structural principles in design; project scheduling; cost estimation; ethics; environmental and social impact; design drawings; report documents. Corequisite: ECIV 111 and two ECIV Distribution FS: 11/05/2014</p> <p><b>Justification:</b>                      The faculty have determined that the new course, ECIV 307, is an appropriate prerequisite for this course.</p>
<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b>  <b>Current:</b> Prerequisite or Corequisite: ECIV 111 and two ECIV Distribution</p> <p><b>Proposed:</b> Prerequisite or Corequisite: D or Better in ECIV 111 or D or better in ENCP 102 and D or better in two ECIV Distribution. Prerequisite: D or better in ECIV 307</p>				



<p><a href="#">ECIV-490</a></p>	<p>Special Topics</p>	<p>Engineering &amp; Computing</p>	<p>Change Course</p>	<p><b>Description:</b></p> <p>Course content varies and will be announced in the schedule of classes by suffix and title. May be repeated as topic varies. A maximum of six credits may be applied towards a degree. (Prereq: consent of instructor)</p> <p><b>Justification:</b></p> <p>We are updating the description to include new terminology on how courses appear in the registration system (by title no longer by suffix). The faculty have determined that students may take up to 12 credits of Special Topics (up from 6).</p>
<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b>  <b>Current:</b> Prerequisite : ECIV 330 Introduction to Geotechnical Engineering, students need to earn a D or higher.  <b>Proposed:</b> none</p>				
<p><a href="#">ECIV-499</a></p>	<p>Undergrad Rsrch Civil&amp;Env Engr</p>	<p>Engineering &amp; Computing</p>	<p>Change Course</p>	<p><b>Description:</b></p> <p>Individual investigation or studies of special topics. A maximum of three credits may be applied toward a degree. (Prereq: approval of project proposal by instructor; USC/GPA 2.8) FS: 2/05/2014</p> <p><b>Justification:</b></p> <p>To provide students with more opportunities to do independent study or research under the supervision of a faculty. Such opportunities will better prepare students for graduate school.</p>
<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b>  <b>Current:</b> Prerequisite: Approval of project proposal by instructor: USC/GPA 2.8  <b>Proposed:</b> No change in Pre/Coreqs.</p>				
<p><a href="#">ECIV-521</a></p>	<p>Numerical Methods in Mechanics</p>	<p>Engineering &amp; Computing</p>	<p>Change Course</p>	<p><b>Description:</b></p> <p>Numerical modeling of typical engineering problems. Numerical solution of linear and nonlinear, boundary and initial value problems. Introduction to optimization.</p> <p><b>Justification:</b></p> <p>To keep prereq ECIV 201 consistent with other listings in the bulletin</p>
<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b>  <b>Current:</b> Prerequisites: ECIV 201  <b>Proposed:</b> Prerequisite: Grade of D or better in ECIV 201 or ENCP 201.</p>				
<p><a href="#">ECIV-541</a></p>	<p>Highway Design</p>	<p>Engineering &amp; Computing</p>	<p>Change Course</p>	<p><b>Description:</b></p> <p>Design of transportation facilities using relevant tools and guidelines with emphasis on physical and operational aspects of arterials, freeways, intersections, and interchanges, including geometry, capacity, control, and safety.</p> <p><b>Justification:</b></p> <p>To be consistent in listing "or ENCP XXX" in the on line bulletin course description.</p>
<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b>  <b>Current:</b> Prerequisites: ECIV 111 and 340 FS: 11/04/2015  <b>Proposed:</b> Prerequisites: D or better in ECIV 111 or ENCP 102 and D or better</p>				

	in ECIV 340			
<a href="#">ELCT-404</a>	Capstone Design Project II	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Capstone design project: design and implementation.</p> <p><b>Justification:</b></p> <p>There are three changes to this proposal.</p> <ol style="list-style-type: none"> <li>1. Revised Bulletin Description just refines the public description of course content; there has been no change to course content.</li> <li>2. Change of grading system to standard letter grades only, as a corrective action.</li> <li>3. The statement of Grade D or better in the prerequisite is requested by the Registrar's office for an administrative purpose. It does not change the nature of the prerequisite requirement of the course.</li> </ol>
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Prerequisites: ELCT 403</p> <p><b>Proposed:</b> Prerequisites: Grade of D or better in ELCT 403</p>			
<a href="#">EMCH-Major/Degree Program</a>	Mechanical Engineering, BSE	Engineering & Computing	Change Program	<p><b>Justification:</b></p> <p>To better prepare our students in terms of Math and Science requirements as well as to better align the curriculum with ABET accreditation requirements.</p>
<a href="#">EMCH-101</a>	Intro to Mech Engineering	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Introduction to engineering with emphasis on mechanical engineering. Engineering thinking and problem-solving Engineering computer tools. Restricted to: College of Engineering and Computing FS: 06/03/2015</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 needs to be updated to reflect current expectations.</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>			
<a href="#">EMCH-111</a>	Intro to Engrng Graphics & Vis	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Principles and practice of visualization and graphical representation using modern computer-aided design tools.</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 title and description needs to be updated to reflect current expectations.</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>			
<a href="#">EMCH-200</a>	Statics	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Principles of mechanics; equilibrium of particles and rigid bodies; distributed forces, centroids, and center of gravity;</p>

	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b>  <b>Current:</b> Prerequisites: MATH 141 FS: 02/03/2016</p> <p><b>Proposed:</b> Pre-requisites: C or better in MATH 141</p>			<p>moments of inertia of areas; analysis of simple structures and machines. Friction. Corequisite or Prerequisite: EMCH 201 or ENCP 201</p> <p><b>Justification:</b></p> <p>APPS has pulled in the wrong current prereqs. They are currently EMCH/ENCP 201 and MATH 141. We are dropping the EMCH/ENCP 201 prereq because the faculty have determined that the content is not needed for student success in EMCH 200.</p> <p>This change does not affect other units because there is no change to the MATH prerequisite.</p> <p>In addition, as a result of a 2-year long accreditation-driven assessment process, the department faculty have determined that the course description needs to be updated to reflect current expectations.</p>
<p><a href="#">EMCH-260</a></p>	<p>Intro Mechanics of Solids</p>	<p>Engineering &amp; Computing</p>	<p>Change Course</p>	<p><b>Description:</b></p> <p>Basic concepts of stress and strain. Stress and strain transformation concepts. Basic developments for stresses. Tension, torsion, axial load, and pressure. Deformations of elastic relationships between stress and strain.</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>
<p><a href="#">EMCH-290</a></p>	<p>Thermodynamic Fundamentals</p>	<p>Engineering &amp; Computing</p>	<p>Change Course</p>	<p><b>Description:</b></p> <p>Definitions, work, heat, and energy. First law of analyses of systems and control volumes. Second law analysis.</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 pre-requisites and description needs to be updated to reflect current expectations.</p>
<p><a href="#">EMCH-310</a></p>	<p>Dynamics</p>	<p>Engineering &amp; Computing</p>	<p>Change Course</p>	<p><b>Description:</b></p> <p>Kinematics of particles and rigid bodies. Kinetics of particles, emphasis on Newton's second law: energy and momentum methods for the solution of problems. Applications of plane motion of rigid bodies.</p>

	<p><b>Pre/Co-Requisites:</b>  <b>Current:</b> Prerequisites: EMCH 200 with a grade of C or better or ENCP 200 with a grade of C or better FS: 02/03/2016   <b>Proposed:</b> Prerequisites: C or better in MATH 242 Differential Equations; C or better in EMCH 200 Statics or ENCP 200 Statics;</p>			<p><b>Justification:</b>                  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>
<p><a href="#">EMCH-327</a></p>	<p>Design of Mechanical Elements</p>	<p>Engineering &amp; Computing</p>	<p>Change Course</p>	<p><b>Description:</b>                  Design against static failure and fatigue failure of structural members and machine parts: design and selection of components including fasteners, welds, shafts, springs, gears, bearings, and chain drives.</p> <p><b>Justification:</b>                  As a result of a 2-year long accreditation-driven assessment process, the department faculty have determined that the course description needs to be updated to reflect current expectations.</p>
<p><a href="#">EMCH-332</a></p>	<p>Kinematics &amp; Dynamics of Machn</p>	<p>Engineering &amp; Computing</p>	<p>Change Course</p>	<p><b>Description:</b>                  The application of vector and graphical analysis for the determination of velocities, accelerations, and forces in linkages normally used in modern machinery. Concepts for correcting rotating and reciprocating unbalance are applied to machines and engines.</p> <p><b>Justification:</b>                  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>
<p><a href="#">EMCH-354</a></p>	<p>Heat Transfer</p>	<p>Engineering &amp; Computing</p>	<p>Change Course</p>	<p><b>Description:</b>                  One- and two-dimensional steady and unsteady conduction; free and forced convection; boiling and condensation; heat exchangers.</p> <p><b>Justification:</b>                  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>

	<b>Proposed:</b> Pre-requisites: D or better in EMCH 360 or AESP 265 or ENCP 360 ;			
<a href="#">EMCH-367</a>	Microcontrollers in Mech Engrn	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Study of microcontrollers and their applications as measurement and control devices in mechanical engineering.</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, pre-requisites needs to be updated to reflect current expectations.</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: EMCH 361</p> <p><b>Proposed:</b> Prerequisites: D or Better in EMCH 310 or ENCP 210, D or Better in EMCH 368</p>			
<a href="#">EMCH-368</a>	Mechatronics	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Introduction to the principles of integrating mechanical, electrical and computer engineering in the analysis and design of mechatronic systems. Overview of mechatronics, sensors, signals, actuators, microprocessors, and control of mechatronic systems. Prerequisite: Grade of D or better in EMCH 367 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 pre-requisites needs to be updated to reflect current expectations.</p>
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Pre-requisite: Grade of D or better in EMCH 367</p> <p><b>Proposed:</b> Pre-requisite: D or better in CSCE 206. D or better in ELCT 220 or ELCT 221. D or better in EMCH 260 or ENCP 260.</p>			
<a href="#">EMCH-371</a>	Engineering Materials	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Structures and properties of engineering metals, ceramics, and polymers; atomic bonding, crystalline structures and microstructures; mechanical behavior and deformation mechanisms; processes for controlling structures and properties; corrosion.</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 prerequisites and course description needs to be updated to reflect current expectations.</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: EMCH 260, CHEM 112 and CHEM 112L FS: 09/14/2016</p> <p><b>Proposed:</b> Prerequisites: D or Better EMCH 260 or ENCP 260;</p>			
<a href="#">EMCH-377</a>	Manufacturing Processes	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Basic principles of metal processing; applied mechanics of metal cutting and forming; cost analysis of manufacturing operations.</p>
	<p><b>Cross-Listing:</b> No Cross-listings have been</p>			

	entered  <b>Pre/Co-Requisites:</b> <b>Current:</b> Prerequisites: EMCH 371  <b>Proposed:</b> No change in Pre/Coreqs.			<b>Justification:</b>  As a result of a 2-year long accreditation-driven assessment process, the department faculty have determined that the course description needs to be updated to reflect current expectations.
<a href="#">EMCH-394</a>	Thermodynamic Syst Des & Anlys	Engineering & Computing	Change Course	<b>Description:</b>  Design and analysis applied to vapor and gas power cycles, refrigeration and heat pump systems, thermodynamic relations, ideal gas mixtures, psychrometric humid air analysis, and combustion processes.  <b>Justification:</b>  As a result of a 2-year long accreditation-driven assessment process, the department faculty have determined that the course description needs to be updated to reflect current expectations.
<a href="#">EMCH-428</a>	Mechanical Design II	Engineering & Computing	Change Course	<b>Description:</b>  Synthesis, analysis, construction, testing, and evaluation of the design begun in EMCH 427. Consideration of economics, safety, reliability, and social impact. Written and oral reports.  <b>Justification:</b>  As a result of a 2-year long accreditation-driven assessment process, the department faculty have determined that the course description needs to be updated to reflect current expectations.
<a href="#">ITEC-Minor</a>	Integrated Information Technology Minor			<b>Justification:</b> <ul style="list-style-type: none"> <li>• We are making the minor more flexible by requiring two core classes, and allowing students to select 4 electives among other ITEC courses based on student interest and availability.</li> <li>• Rather than itemizing each elective ITEC course, we are indicating that all ITEC courses are acceptable (with a few itemized exceptions), assuming you have the appropriate prerequisites. We are excluding courses that are in our catalog but are not taught on the Columbia campus (they are retained in the catalog because they are taught on branch campuses).</li> <li>• To provide advising guidance, a set of advising tracts are</li> </ul>



				provided. These suggest courses which provide appropriate content for the specified tracts. Students have the flexibility to take alternate course than those listed.
<a href="#">ITEC-Major / Degree Program</a>	Integrated Information Technology, BS	Engineering & Computing	Change Program	<p><b>Justification:</b></p> <p>We are changing the Minimum Course Grade Section and Elective sections</p> <p>* The IIT major courses are defined in Section 4 of the bulletin, so references to major and minor courses are not needed in this section. Reference to CSCE 101 and 102 is not relevant to our program. We are removing the superfluous information to improve communication with students and advisors.</p> <p>* Changing how we specify the major elective to include any 3 credit ITEC course that is 400 or above. This means that any new course the department adds would be automatically used as an elective without having to change the major's program description. This reduces future maintenance of the bulletin program description.</p> <p>* In the Supporting Courses of the program Description we are listing CSCE 204 or ITEC 204 under the Software Programming Language requirement section. These are cross-listed courses, and this change explicitly recognizes that they are equivalent so either can be used to satisfy the requirement. This eliminates the need for waivers and simplifies advising.</p>
<a href="#">ITEC-233</a>	Intro to Comp Hardware & Softw	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Understanding of current computer hardware and software through computer building, repairing, and troubleshooting. FS: 12/07/2016</p> <p><b>Justification:</b></p> <p>* We want to remove the word "Support" from the title. This is a carry over from our prior department name (Technology Support and Training Managment). The change aligns the title with the existing course description and course content. The course does not deal with hardware support (which has the conotation of a help desk).</p> <p>* grade system is not changing. Apps turned Pass / Fail on. It should not be (and never was).</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>			
<a href="#">ITEC-265</a>	Comp Apps in Business II	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>The interaction and analysis of electronic spreadsheets and databases. FS: 11/04/2015</p> <p><b>Justification:</b></p>
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p>			

**Pre/Co-Requisites:**

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

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

The current title is not descriptive of the course. The current bulletin description is descriptive. We want to change the name to make it clear what the course covers.

Our program ranking was negatively impacted because an outside organization could not identify this course as a database course. This name change makes it clear, and it is consistent with the existing course description.

There is no change in content of the course. We are just revising the name to reflect the content of the course.

There is no change in the grade system. Apps switched it to include Pass/Fail, but it should not be.

[ITEC-301](#)

Prof Internship Seminar

Engineering & Computing

Change Course

**Description:**

Preparation for professional internship. FS: 12/07/2016

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

**Justification:**

The purpose of the proposal is the update the prereqs. The current prereqs currently allow students to enroll in this course after taking lower level courses. We are adding the ITEC 242 to ensure they have a writing and communication course (ITEC 242), and ITEC 370 so they have taken at least some upper division courses.

**Pre/Co-Requisites:**

**Current:** Prerequisites: ITEC 264 and ITEC 265.

**Proposed:** Prerequisites: C or better in both ITEC 242 and ITEC 370;

The grade system is not a change. Currently the course is not offered with a Pass/Fail option.

Removed the extraneous content from the Bulletin Description.

[ITEC-362](#)

Web-Based Support Systems

Engineering & Computing

Change Course

**Description:**

The development of Web-based information systems for support and training. Communication technologies for the global dissemination of information, including static information and multimedia content. FS: 02/05/2014

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

**Justification:**

**Pre/Co-Requisites:**

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

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

\* The course title was originally named when our department was Technology Support and Training Management. This is why we had the word "Support" in the title.

\* We want to align the title to the ACM curriculum guidelines, which are used by our accrediting body. Changing to Web Systems is broader and more descriptive of the class.

\* The current course description also uses the older terminology. The course content is more general than just for support and training, and thus we feel it would be clearer to remove the first sentence.

We are not changing the course, but rather updating the

				bulletin information to more clearly describe it. This may appear to be a significant change, so I have added a syllabus.
<a href="#">ITEC-560</a>	Anlys/Appl. Proj. Mgmt. Sftwre	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Project management principles and standard practices, including software applications for project management.</p> <p><b>Justification:</b></p> <p>* We are <b>not</b> changing the grade system. It is not suppose to have the Pass/fail option (Apps changed it)</p> <p>* We want to change the title to better reflect the course material. The course has never dealt with the analysis of Project Managment software, so the title is misleading. As indicated in the current course description, it deals with the principles and standard practices of Project Management. We feel the revised name better reflects this material.</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: ITEC 264 and ITEC 265 FS: 12/07/2016</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>			
<a href="#">ITEC-564</a>	Project Mgmt. For Info. Sys.	Engineering & Computing	Change Course	<p><b>Description:</b></p> <p>Integration of business software and technology in information technology system. Pre-requisite: ITEC 362 and ITEC 560 FS: 12/07/2016</p> <p><b>Justification:</b></p> <p>* The current title and description does not identify the course as our capstone class. In a recent review our program ranking was negatively impacted because the assessing agency did not identify this course as a capstone course (which was a required element). This name change makes it clear. There is no change in content of the course.</p> <p>* The current program description as show in apps is not correct. I listed the actual current description along with the proposed new description. The proposed change is to replace the words "<b>Information Technology</b>" with "<b>capstone</b>" in the description to highlight this is a capstone class.</p> <p>* No change in prereqs.</p> <p>* The grading system is not being changed. Apps set the Pass / Fail setting on. I reset it to require letter grades only.</p>
	<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> C or better in both ITEC 362 and ITEC 560</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>			

## 5) Information & Communications (2 Proposals)

Course	Title	College	Proposal Type	Change Description
<a href="#">JOUR-347</a>	Photovisual	Information &	Change	<b>Description:</b>

	Comm I Photography	Communications	Course	<p>Introduction to photography that includes digital SLR camera usage, photography creation, editing, distribution and display. Emphasis is on story-telling images for publication in editorial and persuasive media. Addresses various considerations for photographers working in those media. Prerequisite: JOUR 203 FS: 06/12/2013</p> <p><b>Justification:</b></p> <p>This is part of a three-course realignment of part of the visual communications sequence core of JOUR 347, JOUR 447 and JOUR 448. This course is several years old, so we are updating the description and learning outcomes to better align with our current/future needs. This course is also be popular for many undergraduates who have the prerequisite course.</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 JOUR 203 with a grade of C or better.</p> <p><b>Proposed:</b> Prerequisite JOUR 203 with a grade of C or better.</p>			
<a href="#">JOUR-448</a>	Photo Comm III:Video Mass Comm	Information & Communications	Change Course	<p><b>Description:</b></p> <p>Development of the theory, skills, and techniques needed to create videos and multimedia for use in a variety of media applications, including editorial assignments, information messages and persuasive communications. (Prereq: JOUR 347) FS: 06/12/2013</p> <p><b>Justification:</b></p> <p>This is part of a three-course realignment of part of the visual communications sequence core of JOUR 347, JOUR 447 and JOUR 448. This course is several years old, so we are updating the description and learning outcomes to better align with our current/future needs. This course is also be popular for many undergraduates who have the prerequisite course.</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>			

## 6) Music (3 Proposals)

Course	Title	College	Proposal Type	Change Description
<a href="#">MUSC-Minor</a>	Music Industry Studies Minor	Music	Change Program	<p><b>Justification:</b></p> <p>This is our newest minor, and is proving to be very popular. The proposed changes will allow for greater student choice and flexibility in course offerings within the School of Music. In addition, it removes MUSC 365 as a required course. This will allow students without a background in music to complete the minor, and will also help prevent enrollment issues in the course. The course is currently offered only in the Spring, with a maximum enrollment of 16.</p>
<a href="#">MUSC-</a>	Introduction to	Music	New	<p><b>Description:</b></p>

<a href="#">104</a>	Piano		Course	<p>An introductory course in the beginning techniques of making music at the piano. One group class and one private lesson each week. This class is designed for students with no prior formal training in piano.</p> <p><b>Justification:</b></p> <p>We frequently have requests from non-music majors for introductory applied piano and/or group piano. This course is designed for those with no formal training in music.</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>			
<a href="#">MUSC-105</a>	Introduction to Singing	Music	New Course	<p><b>Description:</b></p> <p>An introduction to singing, designed for students with no prior formal training in music.</p> <p><b>Justification:</b></p> <p>We frequently have requests from non-music majors for introductory applied voice and/or group voice. This course is designed for those with no formal training in music.</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>			

## 7) Public Health (6 Proposals)

Course	Title	College	Proposal Type	Change Description
<a href="#">EXSC-Major/Degree Program</a>	BS in Exercise Science	Public Health	Change Program	<p><b>Justification:</b></p> <p>When the AY 2019-2020 new Program of Study components were entered and implemented by Jenn Tilford, 2 College Requirements were put under the Major Requirements block in error.</p> <p>The 2 courses, EXSC 191: Physical Activity and Health and EPID 410: Principles of Epidemiology, are required for all 3 of our Bachelors degrees (i.e., BA in PUBH, BS in PUBH and BS in EXSC). Therefore they meet the definition of "College Requirements" and need to be moved from the Major Requirements block to the College Requirements block.</p> <p>Subsequently, the credit hours also need to be changed to reflect a decrease in credits under the Major Requirements block and an increase in credits the College Requirements block.</p> <p>No substantial program/curricular changes are being proposed.</p>
<a href="#">EXSC-330</a>	Physiology Muscular Activity	Public Health	Change Course	<p><b>Description:</b></p> <p>The individual and combined roles of the major organ systems of the</p>

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

**Pre/Co-Requisites:**

**Current:** Prerequisites: "C" or better in EXSC 224 and EXSC 224L Co-requisite: EXSC 330L

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

body in maintaining homeostasis during muscular exercise.  
Prerequisite: EXSC 224/L Co-requisite: EXSC 330L FS: 11/07/2018

**Justification:**

1. Name change: As language evolves the interpretation of words and phrases also change. The current course name "Physiology of Muscular Activity" is the original course name. However, the name could be easily be confused with physical activity by someone reading the transcript of a UofSC Exercise Science graduate who is unfamiliar with this course/program. Changing the name of this course from "Physiology of Muscular Activity" to "Exercise Physiology" reflects current terminology and clearly reflects the content of the course.

2. EXSC 330 is core Exercise Science course. Changing from letter grades and pass/fail to letter grades makes an administrative change that reflects the manner in which the course is currently run. Arnold School of Public Health does not allow courses to be audited.

[EXSC-330L](#)

Physiology Muscular Act Lab	Public Health	Change Course
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**Cross-Listing:** No Cross-listings have been entered

**Pre/Co-Requisites:**

**Current:** Prerequisites: EXSC 224 and EXSC 224L Co-requisite: EXSC 330 FS: 11/07/2018

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

**Description:**

Laboratory procedures in exercise physiology; measurement of physical fitness components

**Justification:**

1. Name change: As language evolves the interpretation of words and phrases also changes. The current course name, Physiology of Muscular Activity is the original course name. However, the name could be easily be confused with physical activity by someone who is unfamiliar with this when reading the transcript of a UofSC Exercise Science graduate. Changing the name of this course from Physiology of Muscular Activity to Exercise Physiology reflects current terminology and clearly reflects the content of the course.

2. EXSC 330 is core Exercise Science course. Changing from letter grades and pass/fail to letter grades makes an administrative change that reflects the manner in which the course is currently run.

[HPEB-Minor](#)

Nutrition and Food Systems Minor	Public Health	Change Program
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**Justification:**

To provide more flexibility to students as they complete their minor, we would like to add HPEB 560 to the list of approved classes in the area of "Nutrition". HPEB developed this course to address the needs of the Nutrition and Food Systems minor.

We would also like to require an introduction to economics course as part of the minor requirements because it will improve students ability to understand the supply and demand issues involved with creating sustainable food systems. We have indentified ECON 224 (with support from the Chair of the Department of Economics) to fill this requirement. Business and economics majors do not take ECON 224, however, so we have included a note (per a request made by the Chair of the Economics Department) that majors can substitute ECON 221



				<p>or 222 for the ECON 224 requirement.</p> <p>We have moved HPEB 502 from a "required" course to a course that can fulfill the nutrition requirement rather than increasing the minor to 21 required credit hours, which we believe would reduce interest and increase student burden.</p>
<a href="#">PUBH-Major / Degree Program</a>	BA in Public Health	Public Health	Change Program	<p><b>Justification:</b></p> <p>When the AY 2019-2020 new Program of Study components were entered and implemented by Jenn Tilford, 2 College Requirements were put under the Major Requirements block in error.</p> <p>The 2 courses, EXSC 191: Physical Activity and Health and EPID 410: Principles of Epidemiology, are required for all 3 of our Bachelors degrees (i.e., BA in PUBH, BS in PUBH and BS in EXSC). Therefore they meet the definition of "College Requirements" and need to be moved from the Major Requirements block to the College Requirements block.</p> <p>Subsequently, the credit hours also need to be changed to reflect a decrease in credits under the Major Requirements block and an increase in credits the College Requirements block.</p>
<a href="#">PUBH-Major / Degree Program</a>	BS in Public Health	Public Health	Change Program	<p><b>Justification:</b></p> <p>When the AY 2019-2020 new Program of Study components were entered and implemented by Jenn Tilford, 2 College Requirements were put under the Major Requirements block in error.</p> <p>The 2 courses, EXSC 191: Physical Activity and Health and EPID 410: Principles of Epidemiology, are required for all 3 of our Bachelors degrees (i.e., BA in PUBH, BS in PUBH and BS in EXSC). Therefore they meet the definition of "College Requirements" and need to be moved from the Major Requirements block to the College Requirements block.</p> <p>Subsequently, the credit hours also need to be changed to reflect a decrease in credits under the Major Requirements block and an increase in credits the College Requirements block.</p> <p>No substantial program/curricular changes are being proposed.</p>

## 8) Social Work (3 Proposals)

Course	Title	College	Proposal Type	Change Description
<a href="#">SOWK-Major /</a>	BSW - Social Work	Social Work	Change Program	<p><b>Justification:</b></p>

<a href="#">Degree Program</a>				<p>SOWK 342 is being proposed for termination. As a result, students will take another social elective instead of SOWK 342, allowing them more flexibility in the program of study as well as increased topical learning opportunities.</p>
<a href="#">SOWK-342</a>	HBSE II: Family Dev & Diversity	Social Work	Terminate Course	<p><b>Description:</b></p> <p>Family development and human behavior within the context of intimate social systems and the larger cultural and sociological contexts.</p> <p><b>Justification:</b></p> <p>Some content of the course will be added to other courses; otherwise, the content no longer meets the new social work education competencies. In place of the course, students will take a social work elective.</p> <p>Note: This course termination will be effective Fall 2020.</p>
<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b></p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>				
<a href="#">SOWK-411</a>	Generalist Practice III	Social Work	Change Course	<p><b>Description:</b></p> <p>Knowledge, values, and skills essential for generalist social work practice with treatment and task groups across systems of all sizes. An emphasis is given to group practice interventions with diverse, vulnerable, and at-risk populations.</p> <p><b>Justification:</b></p> <p>SOWK 342 is a pending termination. The only prerequisite for this course is SOWK 312, all other listed pre-requisites do not apply to this course and should be removed.</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: SOWK 312, 322, 342, 352, 382 Minimum grade of C or higher for all prerequisites.</p> <p><b>Proposed:</b> Prerequisites: SOWK 312 Minimum grade of C or higher for prerequisite. Note: Remove all other listed prerequisites.</p>				