

REPORT: Added to Full Faculty Senate Agenda

(Proposals under consideration as of 9/24/2019)

Total proposals: 25

1. 7 - Arts and Sciences
2. 3 - [Business](#)
3. 2 - Engineering & Computing
4. 7 - Information & Communications
5. 5 - Public [Health](#)
6. 1 - Social Work

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

1) Arts and Sciences (7 Proposals)

Course	Title	College	Proposal Type	Change Description
CRJU-558	Crime Over the Life Course	Arts and Sciences	Change Course	<p>Description:</p> <p>Development of criminal and delinquent behavior over time. FS: 03/07/2018</p> <p>Justification:</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, 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.</p>
<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites entered</p> <p>Proposed: No change in Pre/Coreqs.</p>				

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.

[CRJU-575](#)

The Death Penalty

Arts and Sciences

Change Course (CCORE)

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:

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

Cross-Listing: No Cross-listings have been entered

Pre/Co-Requisites:

Current: No Pre/Co-requisites entered

Proposed: No change in Pre/Coreqs.

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)
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Description:
Legal and policy responses to crime and criminal justice issues.

Cross-Listing: No Cross-listings have been entered

Pre/Co-Requisites:

Current: Prerequisites: CRJU 313 or 314

Proposed: No change in Pre/Coreqs.

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 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-280](#)

Literature and Society	Arts and Sciences	New Course (CCORE)
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Cross-Listing: No Cross-listings have been entered

Pre/Co-Requisites:

Current: Pre-requisite: ENGL 101; ENGL 102

Proposed: No change in Pre/Coreqs.

Description:

Fiction, poetry, drama and other cultural texts engaged with questions of values, ethics and social responsibility.

Justification:

This proposal is to offer a new 200-level literature “Literature and Society” that would satisfy the Carolina Core overlay requirements in Aesthetic and Interpretive Understanding (AIU) and Values, Ethics, and Social Responsibility (VSR). As an AIU course, students will read, discuss, and analyze literary and cultural texts and complete assignments prompting them to analyze these works with regard to style, period, and composition. As a VSR course, students will address questions of personal and societal values by analyzing and discussing texts in which authors promote and discourage certain behaviors, moral frameworks, and modes of evaluation. Specific topics will vary from semester to semester and may include race, class, gender, sexuality, nationality, and personhood. All iterations of the course will lead to the outcomes listed below.

<p>POLI-316</p>	<p>Comparative Politics</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p>Description:</p> <p>Comparative approaches to political systems, behavior, and institutions.</p> <p>Justification:</p> <p>This course is designed to meet the needs of undergraduate students enrolled in the Political Science (PS) and International Studies (IS) programs offered by the Department of Political Science. This topic is indeed an essential part of learning about political phenomena around the globe. Given the high demand of the class for students enrolled in the PS and IS programs as well as those who may not be enrolled in those programs but are nonetheless interested in the political situation in various parts of the world, an online course is a good way to meet the demand. In particular, it will allow more flexibility in scheduling for those who may have difficulty attending a face-to-face on campus course.</p>
<p>SOCY-360</p>	<p>Sociology of Medicine & Health</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p>Description:</p> <p>Health and illness in relation to social institutions. The organization and professionalization of medicine and social barriers to medical care. FS: 12/04/2013</p> <p>Justification:</p> <p>This course is of high interest to students as it meets the requirements for the Sociology major and for CAS's "Medicine, Health, and Culture" minor. It is also a popular class for pre-med students and other students interested in health care professions. 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 larger sections, not be bound by physical classroom space, and allow more students to complete the course. 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 course components are ADA compliant.</p>
<p>THDC-Minor</p>	<p>Dance Minor</p>	<p>Arts and Sciences</p>	<p>Change Program</p>	<p>Justification:</p> <p>The current dance minor contains a small selection of courses offered in the program, and many of the courses are not currently taught. The minor is not easy to understand by advisors and students across the university and requires many hours of consultation within the academic unit approving substitutions because most of the courses on the current list of options are not offered. The restructuring of the minor provides students with opportunities to take a wide range of courses within and outside of the studio and allows them to focus more in the areas in which they are interested. Also, because so many courses will be available to dance minors, they will not need to worry about finishing their minor requirements or receive special approval for courses not on the list of approved courses.</p>

2) Business (3 Proposals)

Course	Title	College	Proposal Type	Change Description
FINA-464	Financial Innovation	Business	New Course	<p>Description:</p> <p>Explores the history, current environment, and near term outlook of financial innovation (FinTech), focusing on applications of Blockchain technology and Machine Learning tools. The course is designed to provide hands on experience in writing a “smart contract” using a blockchain and in applying machine learning tools.</p> <p>Justification:</p> <p>Innovation is a defining area of Financial Services, FinTech, Consulting, and Services firms. Understanding the drivers behind this innovation is necessary for anyone interested in working in these industries and/or understanding their strategies. Blockchain and Machine Learning are two of the primary innovations being explored and applied, and are forming the foundation of much of the innovation and business efforts of these various industry participants.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: Prerequisite: One of the following: FINA 365, FINA 465, or FINA 469. A minimum grade of 'C' is required for the prerequisite.</p> <p>Proposed: No change in Pre/Coreqs.</p>			
FINA-472	Student-Managed Investments	Business	Change Course	<p>Description:</p> <p>Hands-on experience in investment analysis; managing a real portfolio, decision-making in the design of a portfolio management process, asset allocation, security selection, and risk management. Prereq or coreq: FINA 469. Special Permission: Enrollment in this course requires a special permission from the instructor. FS: 06/03/2015</p> <p>Justification:</p> <p>It is important for our students to have a greater degree of data analytical proficiency. For this reason, among others, one of the business core courses, MGSC 291, was re-vamped, and it was expected that the course would be completed by students by end Sophomore year so that upper level electives could use or incorporate greater quantitative and analytical content, as well as application of R. Accordingly, we propose that MGSC 291 be added as a pre-requisite for FINA 444. This change will help insure that our students graduate with deeper understanding of analytical content and have more experience doing data analytical work.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: Prerequisite or Corequisite: FINA 469</p> <p>Proposed: Prerequisite: MGSC 291 Prerequisite or corequisite: FINA 469 A minimum grade of 'C' is required for each prerequisite/corequisite.</p>			
MGMT-425	HR Analytics	Business	Change Course	<p>Description:</p> <p>Metrics and measurements of HR concepts; processes through which knowledge is gained; tools and techniques for gathering and analyzing data; and critical thinking centered on whether findings are likely to be reproducible and trustworthy. Prereq: MGMT 371</p>
	<p>Cross-Listing: No Cross-listings have been entered</p>			

<p>Pre/Co-Requisites:</p> <p>Current: Pre-requisite: MGMT 371</p> <p>Proposed: Prerequisite: MGMT 371 and MGSC 291. A minimum grade of "C" is required for each prerequisite.</p>	<p>FS: 06/03/2015</p> <p>Justification:</p> <p>Updating the course title to more descriptively reflect the content of the course when it appears on the student's transcript.</p> <p>Having a strong understanding of the tools used for of data analytic proficiency is required for this course. As such, requiring MGSC 291 as a pre-requisite would greatly enhance the student's ability to perform the necessary tasks in this analytic course.</p>
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3) Engineering & Computing (2 Proposals)

Course	Title	College	Proposal Type	Change Description
CSCE-Major/Degree Program	BSCS Computer Science	Engineering & Computing	Change Program	<p>Justification:</p> <p>Department faculty have determined that the content of SPCH 230 adequately addresses revised ABET accreditation criteria, making this course an acceptable option for CMS.</p>
CSCE-Major/Degree Program	BS Computer Information Systems	Engineering & Computing	Change Program	<p>Justification:</p> <p>Department faculty have determined that the content of SPCH 230 adequately addresses revised ABET accreditation criteria, making this course an acceptable option for CMS.</p>

4) Information & Communications (7 Proposals)

Course	Title	College	Proposal Type	Change Description
JOUR-536	Crisis Communications	Information & Communications	Change Course	<p>Description:</p> <p>Analyzing public relations emergencies impacting businesses or clients. Techniques for ensuring positive outcomes when confronting public relations crises. Prereq: JOUR 201 and 436 or consent of instructor FS: 06/12/2013</p> <p>Justification:</p> <p>Description: The previous wording does not fully reflect the evolution of the course in the modern multichannel, social</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: Prerequisite: JOUR 201 and 436 or consent of instructor</p>			

	<p>Proposed: JOUR 436 with a grade of C or higher</p>			<p>media communications environment. The new description also allows some flexibility to evolve as things continue to change rapidly.</p> <p>Approved by SJMC curriculum committee 4/13/2018, by faculty 4/27/2018 (2018 is correct)</p> <p>Prerequisite: Including JOUR 201 was a scrivener's error on our part. JOUR 201 is a prerequisite for JOUR 436; ipso facto it will be included if only JOUR 436 is listed. We also need to show the minimum passing grade. Permission of instructor is deleted as it is incorporated by university policy and practice.</p>
<p>JOUR-540</p>	<p>Magazine Article Writing</p>	<p>Information & Communications</p>	<p>Change Course</p>	<p>Description:</p> <p>Researching, organizing, writing, and marketing articles for publication in general and specialized publications.</p> <p>Justification:</p> <p>Change course number to redesignate as journalism sequence course and move into journalism sequence number block. Approved by SJMC curriculum committee 4/12/2019, by faculty 4/26/2019</p>
<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: JOUR 361 or 436, or consent of instructor FS: 06/12/2013</p> <p>Proposed: No change in Pre/Coreqs.</p>				
<p>JOUR-541</p>	<p>Intl Mass Communications</p>	<p>Information & Communications</p>	<p>Change Course</p>	<p>Description:</p> <p>A comparative study of world mass communications media, with particular attention to press systems, the sources and flow of international news, and the problems and implications of world communications.</p> <p>Justification:</p> <p>Change course number to redesignate as mass communications sequence course and move into mass communications sequence number block. Approved by SJMC curriculum committee 4/12/2019, by faculty 4/26/2019</p>
<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites entered</p> <p>Proposed: No change in Pre/Coreqs.</p>				
<p>JOUR-551</p>	<p>Newspaper Management</p>	<p>Information & Communications</p>	<p>Terminate Course</p>	<p>Description:</p> <p>Publishing the daily and weekly newspaper; advertising, circulation, editorials and news policy, personnel, production, and promotion.</p> <p>Justification:</p> <p>Course (along with JOUR 556, broadcast station management) no longer represents the state of modern media management. Journalism sequence is developing a combined media management course. Approved by curriculum committee 4/12/2019, by faculty 4/26/2019.</p>
<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites entered</p> <p>Proposed: No change in Pre/Coreqs.</p>				
<p>JOUR-556</p>	<p>Broadcast Station Management</p>	<p>Information & Communications</p>	<p>Terminate Course</p>	<p>Description:</p> <p>Development, management, and operation of radio and</p>

				television stations.
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites entered</p> <p>Proposed: No change in Pre/Coreqs.</p>			<p>Justification:</p> <p>Course (along with JOUR 551, broadcast station management) no longer represents the state of modern media management. Journalism sequence is developing a combined media management course. Approved by curriculum committee 4/12/2019, by faculty 4/26/2019.</p>
JOUR-562	Communicating Sci, Hlth, & Env	Information & Communications	Change Course	<p>Description:</p> <p>Explores the role of journalism in shaping perceptions of scientific issues and task. Emphasis on methods of effectively communicating about science, health, and the environment.</p> <p>Justification:</p> <p>Change course number to redesignate as mass communications sequence course and move into mass communications sequence number block. Approved by SJMC curriculum committee 4/12/2019, by faculty 4/26/2019</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites entered</p> <p>Proposed: No change in Pre/Coreqs.</p>			
JOUR-571	Faith, Values & the Mass Media	Information & Communications	Change Course	<p>Description:</p> <p>Faith and values influence the media. An examination of the influence, why it happens, and of religious diversity and the increased public presence of religions, including Hinduism and Islam.</p> <p>Justification:</p> <p>Change course number to redesignate as mass communications sequence course and move into mass communications sequence number block. Approved by SJMC curriculum committee 4/12/2019, by faculty 4/26/2019</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: JOUR 291 and junior or senior standing or consent of instructor FS: 06/12/2013</p> <p>Proposed: No change in Pre/Coreqs.</p>			

5) Public Health (5 Proposals)

Course	Title	College	Proposal Type	Change Description
COMD-408	Directed study	Public Health	New Course	<p>Description:</p> <p>Directed readings and/or research in speech pathology.</p> <p>Justification:</p> <p>COMD currently has no course designation that specifically allows undergraduate students to do directed studies with faculty. We do not have an undergraduate program, nor a minor, and therefore only have a 700-level course that allows graduate students to do directed studies</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites entered</p>			

	Proposed: No change in Pre/Coreqs.			(COMD 708). This new course is meant to fill the gap for undergraduate students from other departments, who have an interest in working with our faculty.																
EPID-410	Principles of Epidemiology	Public Health	Change Course	<p>Description:</p> <p>Introduction to descriptive and analytical epidemiology. Topics will include the distribution and determinants of disease, surveillance, outbreak investigations, measures of association, screening tests, bias, and causal reasoning. Pre-requisite: PUBH 102; and Pre-requisite or Co-requisite: STAT 201 or STAT 205 or BIOS 410 FS: 11/2/2016</p> <p>Justification:</p> <p>NOTE: Regarding STAT 206 and STAT 515. I have dropped my request to add these two courses as pre/co-requisites as part of this course change proposal. Prior to this course change proposal, Epidemiology 410 listed the following STAT and BIOS courses as pre/co-requisites: STAT 201, STAT 205, and BIOS 410. I am no longer requesting that STAT 206 and STAT 515 be added as course pre/co-requisites; therefore, I have not changed anything in the original course that affects the Statistics department or STAT courses.</p> <p>We have dropped BIOS 410 as a pre-requisite or co-requisite for EPID 410. BIOS 410 was added as a pre-requisite or co-requisite in error.</p> <p>We have dropped PUBH 102 as a pre-requisite for EPID 410 for several reasons.</p> <p>1) Students do not need an introductory course in public health to do well in EPID 410. We have master's students who matriculate into our introductory epidemiology course who have had no exposure to public health in their undergraduate curriculum, and they are successful. I have taught EPID 410 for several years, and I have always had students who have not had PUBH 102 prior to taking the course.</p> <p>For example, below are the proportion of students who had NOT taken PUBH 102 prior to EPID 410. (These data were readily available to me. I was not able to quickly find statistics from other semesters, but the trends would be similar- decreasing numbers over time, but we have always had students without PUBH 102 as a pre-requisite.</p> <table border="1" data-bbox="683 1669 1357 1927"> <thead> <tr> <th>Sem</th> <th>Year</th> <th>Total Number of students in class</th> <th>Had not taken PUBH 102 (%)</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>14</td> <td>106</td> <td>44%</td> </tr> <tr> <td>Sprint</td> <td>15</td> <td>100</td> <td>34%</td> </tr> <tr> <td>Summer</td> <td>18</td> <td>24</td> <td>12.5%</td> </tr> </tbody> </table>	Sem	Year	Total Number of students in class	Had not taken PUBH 102 (%)	Fall	14	106	44%	Sprint	15	100	34%	Summer	18	24	12.5%
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Fall	14	106	44%																	
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EXSC-444	EXSC Practicum	Public	Change	Description:																

	Health	Course	
			<p>Supervised experience in a field, clinical, or research setting. Prereq: EXSC 401 Restricted to: EXSC majors FS: 12/02/2015</p> <p>Justification:</p> <ul style="list-style-type: none"> • SCI Scientific Literacy • CMW Effective, Engaged, & Persuasive Communication / Writing • CMS Effective, Engaged, & Persuasive Communication/ Speech • INF Information Literacy • VSR Value, Ethics, & Social Responsibility <p>It is an integrative course because this course is taking all the information the students learned in the carolina core courses and major courses and bringing that information to life in a real-world setting. They must incorporate their scientific knowledge and problem-solving skills into the daily activities at the practicum location. They are required to have effective and engaged communication, both oral and written. They are also required to collect, manage and evaluate information using technology and communicate those findings to their supervisor and instructor. Since the students are actively engaged with the public, they are able to examine different kinds of social and personal values throughout the entire semester.</p> <p>**Directed by Jenn Tilford to complete this to be active Fall 2019. The previous integrative courses are no longer available to students. This was previously submitted in 2017.</p>
HPEB-627	LGBT Health	Public Health	Change Course
			<p>Description:</p> <p>Health status and concerns of lesbian, gay, bisexual, and transgender communities. Includes an examination of measurement issues and methodological considerations in research, as well as intervention efforts targeting LGBT populations.</p> <p>Justification:</p> <p>Cross-listing the two courses (HPEB/WGST 627) will attract more students from a wider variety of academic backgrounds than would a singleton listing of the courses.</p>
			<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: Prerequisites: Graduate standing or upper-level [junior or senior] undergraduate standing Note: Restricted to: Graduate students or upper-level (junior or senior) undergraduate students. Excluded: First or second year undergraduates. Special permission required by professor.</p> <p>Proposed: No change in Pre/Coreqs.</p>
PUBH-498	Public Health Capstone Seminar	Public Health	Change Course
			<p>Description:</p> <p>Synthesis and application of BS/BA public health program content</p>

<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites entered</p> <p>Proposed: PUBH 302 Introduction to Public Health</p>	<p>and competencies in a practice setting with emphasis on student identified areas for professional growth. Note: Restricted to: Public Health Majors (BA & BS degrees); Senior Level Standing</p> <p>Justification:</p> <p>At the minimum, public health majors enrolled in the Senior Capstone Seminar course must have an understanding of the profession, concepts and scope of practice before engaging in a 50 hour beyond the classroom, integrated project. PUBH 302 Introduction to Public Health provides foundational concepts and an overview of public health practice competencies.</p> <p>For the past several years, students who change their major internally and who have a Health Promotion, Education and Behavior (HPEB) Minor have completed degree applicable courses for the BA and BS in public health. However, PUBH 302 is not required for the HPEB Minor.</p> <p>Therefore, students who change their major often take PUBH 302 and PUBH 498 in their final semester. Faculty teaching PUBH 498 have consistently discovered that students who do not have PUBH 302 as a pre-requisite (but rather as a co-requisite) do not perform well on reflective writing assignments or in their 50-hours beyond the classroom project.</p> <p>It is essential that majors take the introductory course prior to enrolling in the senior capstone integrative, experiential course.</p>
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6) Social Work (1 Proposal)

Course	Title	College	Proposal Type	Change Description
SOWK-Major / Degree Program	BSW - Social Work	Social Work	Change Program	<p>Justification:</p> <ol style="list-style-type: none"> 1. Removed extra information from the admission section about orientation and NASW - content is relevant to admission criteria; information will be provided to students in the program manual. 2. Clarified the need to maintain a 2.50 GPA in the major. 3. Added requirement to earn a grade of C or higher in major courses.