

REPORT: Added to Full Faculty Senate Agenda

(Proposals under consideration as of 4/13/2020)

Total proposals: 15

- 1. 12 - Arts and Sciences
- 2. 2 - Education
- 3. 1 - Public Health

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 (12 Proposals)

Course	Title	College	Proposal Type	Change Description
AFAM-218	African and Jewish Americans	Arts and Sciences	New Course (CCORE)	<p>Description:</p> <p>An examination of African American and Jewish American inter-ethnic, historical and contemporary connections and disconnections. Implications for educational, social, and social settings are considered.</p> <p>Justification:</p> <p>The rationale for developing the course is threefold: 1) Addresses cross-cultural understandings which is congruent with the Carolinian Creed and for a democratic society 2) Both AA and JA groups are important and yet understudied and 3) Expanding Carolina Core offerings focused on these two understudied communities.</p> <p>The course directly targets objectives of the Carolinian Creed including, “I will discourage bigotry, while striving to learn from differences in people, ideas and opinions” and “I will demonstrate concern for others, their feelings, and their need for conditions which support their work and</p>
	Cross-Listing:			
	Cross-listed course 1			
	Designator:	EDTE		
Course Number:	218			
Cross-listed course 2				
Designator:	JSTU			
Course Number:	218			
Pre/Co-Requisites:				
Current: No Pre/Co-requisites entered				
Proposed: No change in Pre/Coreqs.				

development.” The course will use the African American and Jewish interrelated experiences as a microcosm of ways in which all groups in our country might be treated and educated. The course requires a basic understanding of the cultural constructs of race, systemic racism, colonization, assimilation, and activism. By using the interrelated experiences of the African American and Jewish communities, students will gain understanding of how the consciousness of minoritized people can be manipulated in American society. Accordingly, the course will use multiple theories to analyze and deconstruct responses to bigotry and the need to demonstrate concern for others, their feelings, and their needs. In addition, the course will offer new paradigms for understanding the impact of power and privilege in schools and society.

One can consider both **African American and Jewish American** topics to be understudied yet crucial to a liberal arts or education degree. Given Africa’s and black America’s massive, pervasive, and enduring impact on the contemporary world, and given the prominent role of race and ethnicity in political, policy, and other public debates, an understanding of African and black American culture and history is important for those entering law, politics, education, journalism, sociology, business, literature, the languages, and many other fields. Similar, Judaism has been central to Western culture from antiquity to the present. Its contributions to Western civilization are deeply interwoven into both Jewish and non-Jewish Western cultural history, contributing significantly to art, language, law, literature, medicine, philosophy and political thought. Yet, in 2013 researchers from the University of Indiana found that only 20% of U.S. colleges and universities had formal academic units focused on black studies. In the same year the Association of Jewish Studies programs calculated that about 11% of U.S. colleges and universities had formal academic units dedicated to Jewish studies.

African and Jewish American Convergence and Divergence intends to meet the **Carolina Core** - Global Citizenship and Multicultural Understanding (GSS) and overlay VSR- Values, Ethics, and Social Responsibility. The course will examine African American and Jewish American cultural, religious,

				<p>historic and contemporary relationships using an educational lens with emphasis on developing theories about how inter-ethnic connections and disconnections are maintained and/or disrupted in schools and society. The course will meet GSS requirements by applying social science methodology to define and analyze problems, draw conclusions, and communicate findings and draw from interdisciplinary knowledge and use theoretical frameworks to explain behavioral and social phenomena and think critically about local and global issues. Students will use multiple theories to analyze and deconstruct institutional structures, events, and people based on race, religion, and class. VSR goals will be met by examining sources of cultural and moral values, demonstrate the importance of values, ethics, and social responsibility and learning how systemic oppression can shape personal and community ethics and decision-making.</p> <p>This course will support the mission of the Carolinian Creed and offer students a unique prospective on African American and Jewish American convergence and divergence while adding to the Carolina Core courses.</p>
<p>ANTH-280</p>	<p>Humans Going Nuclear</p>	<p>Arts and Sciences</p>	<p>New Course (CCORE)</p>	<p>Description:</p> <p>Ethnographic study of the Cold War, nuclear culture, and its aftermath</p> <p>Justification:</p> <p>Although the Cold War is over, we still live in a nuclear age. "Humans Going Nuclear" provides students with an opportunity to study the social, political, and economic legacies of the Cold War from the perspective of individuals and communities that hosted the circuit of nuclear production, from uranium mining and reprocessing, to weapons development and nuclear testing. At the core of this course is anthropological engagement with ethnographic works that pay particular attention to issues of power, identity, and inequality, and to understanding the dynamic processes of social, historical, ecological, and biological change resulting from nuclear weapons production and its attendant technological developments that characterize much of</p>
<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: No Pre/Co-requisites entered</p> <p>Proposed: No change in Pre/Coreqs.</p>				

				the 20th and 21st centuries. This means that students learn about the nuclear age through ethnographies of "nuclearity," popular media, and film and in a way that distinguishes the discipline of anthropology from related fields like sociology, political science, or psychology. This course then, provides students with a historical, social, political and economic context for living in a multicultural and globally-interconnected nuclear world and helps them to develop anthropological skills to address the diversity of nuclear cultures and issues.
HIST-382	History of Medicine	Arts and Sciences	New Course	<p>Description:</p> <p>A survey of the history of premodern medicine. How Western cultures of the past approached health and illness; anatomy; nutrition; sexuality; disease and plague; mental and emotional health; and more. From ancient Greece, through medieval and early modern Islamic, Jewish, and Christian approaches to medicine and the body.</p> <p>Justification:</p> <p>JUSTIFICATION</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: No Pre/Co-requisites entered</p> <p>Proposed: No change in Pre/Coreqs.</p>			

The history of medicine has become a strength of the History Department. One recently tenured faculty member, Andrew Berns, has written extensively about Jewish and Christian physicians in pre-modern Europe, and has found that when undergraduates are exposed to texts, images, and ideas from the Western medical tradition they become very curious to learn more. Last year the History Department hired another faculty member with tremendous expertise in the history of medicine and epidemiology: Nükhet Varlik. Professor Varlik’s focus complements that of Professor Berns: she also focuses on the medieval and early modern period, but specifically the Islamicate world. This proposal seeks to make “History of Medicine: Antiquity to the Scientific Revolution” a permanent course at the undergraduate level in the UofSC Academic Bulletin. The course could be taught by either Professor Berns or Professor Varlik.

The History of Medicine is closely allied to STEM fields. In the History Department, Professors Marsh, November, and Risk are leading researchers and

				<p>teachers of the History of Science and Technology, and Professor Lekan (who holds a joint appointment in the School of the Earth, Ocean & Environment) is a renown environmental historian. Many of their students might be interested in taking this course. This complementary faculty expertise further legitimates this new course. Many pre-med students have an avid interest in the background to their own projected career: we suspect that HIST 382 would draw plenty of student interest.</p> <p>In addition, this course proposal supports a new history department initiative to offer and encourage history majors to declare one or more “concentrations.” Majors take four HIST courses beyond the 100-level in a specific area or topic, and they may declare up to two concentrations: https://sc.edu/study/colleges_schools/artsandsciences/history/study/undergraduate/index.php. One of these concentrations is “History of Science, Technology, the Environment, and Medicine,” and this proposed course in the History of Medicine is intended to augment the number and range of history courses related to science, medicine, technology, and the environment available at the undergraduate level. Undergraduate students outside the history major are also invited— even encouraged— to take the course.</p> <p>CONTACT INFORMATION. Professor Andrew Berns, aberns@sc.edu.</p>
<p>JSTU-218</p>	<p>African and Jewish Americans</p>	<p>Arts and Sciences</p>	<p>New Course (CCORE)</p>	<p>Description:</p> <p>An examination of African American and Jewish American inter-ethnic, historical and contemporary connections and disconnections. Implications for educational, social, and social settings are considered.</p> <p>Justification:</p> <p>The rationale for developing the course is threefold: 1) Addresses cross-cultural understandings which is congruent with the Carolinian Creed and for a democratic society 2) Both AA and JA groups are important and yet understudied and 3) Expanding Carolina Core offerings focused on these two understudied communities.</p>
<p>Cross-Listing:</p> <p>Cross-listed course 1</p> <p>Designator: EDTE Course Number: 218</p> <p>Cross-listed course 2</p> <p>Designator: AFAM Course Number: 218</p> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites</p>				

entered

Proposed: No change in Pre/Coreqs.

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<p>MATH-Minor</p>	<p>Mathematical Biology</p>	<p>Arts and Sciences</p>	<p>New Program</p>	<p>Justification:</p>

This minor is intended for students in other sciences who would like to have a more quantitative expertise within their area and have this explicitly stated on their transcripts. The emphasis is in biological applications, so it will specifically serve students from outside Math.

Rationale:

- For Biology and Marine Science majors this is clear: to provide them with a focused emphasis on the quantitative and analytical aspects of

their own disciplines. Of course, these students could just as well follow the regular Math Minor, which is heavier on straight math, but lacks the interdisciplinary character of the minor we are proposing. While 22 credit hours may seem heavy for foundational courses, the more analytically oriented Biology or Marine Science majors will have MATH 141-142 already, as well as the BIOL/MSCI courses. In this sense, MATH 241 will really be the only extra course before the actual minor. These students might also take BMEN courses under this minor, assuming that they have the prerequisites in Physics and Chemistry, etc., which again would provide an analytical augmentation of their program in a focused way.

- For BMEN students the attraction would be in the opposite direction; they would get credit for courses related to the major in perhaps somewhat different application areas of biology. Note that all of the Foundational Courses, except for MSCI 101-102, are either already required or serve as Technical Electives. The ordinary Math Minor is perhaps going to be more attractive to these students since they already take many of the required courses as part of their engineering major (and in fact a few BMEN students actually do a second major in Math), but this would provide a different option.
- For students in other STEM disciplines, the foundational Math courses would not be a problem, but they would have to take more Biology courses than they might otherwise have done. The payoff would be a truly interdisciplinary minor.
- Long term we would like to design some truly interdisciplinary courses like MATH 523 (Population Biology) that could either be team taught as that one was, or cross listed between departments with instruction rotating among them like we teach MATH/STAT 511.

- **Additional comments provided in response to questions:**

- The minor is not intended for Math majors and could not be used in any event by these students. They should indeed minor in Biology or even pick up Biology as a second major.
- This minor is intended for students in other sciences who would like to have a more quantitative expertise within their area and have this explicitly stated on their transcripts. The emphasis is in biological applications, so students from outside Math and Biology are the ones that stand to gain the most. But we also wanted to make this available for Biology majors that would like to add some quantitative “beef” to their records. From other Math departments we had learned this has been particularly successful for pre-med students, especially those considering MD/PhD programs.
- Biology majors can of course pick up the regular Minor in Math. They rarely do so, and we believe one reason is that it is pretty much unstructured: the student must only take a sufficient number of Math credits and declare it done. What we are proposing has more focus on the Math side and builds in applications on the Biology/BMEN side. So, for example, linear algebra and DE's are required in our proposal; these are allowed, but not required, for the existing minor.
- For Biology students the point would only in small part be to take some Biology courses that they might otherwise not have taken (we listed only a couple of these); more significantly, with somewhat more Math in their program they could take some BMEN courses that they might otherwise not have been able to take and this would add significantly to their job or grad school profile by indicating acquaintance with modeling and analytical techniques in combination with engineering applications.
- This proposal has not been developed to

address student demand from Biology, this hardly exists. We have always had to scramble to get Math - Biology courses such as MATH 523 and 599 to run. But perhaps by offering a more structured program that can be marketed and sold we can generate more demand. We do host Math minors from BMEN, and from Chemistry and Biochemistry; the proposed minor should be even more attractive to such students. As you know some universities even offer a Math - Biology major and there are graduate programs in this area as well, so this would open the door to future growth.

- The pre-requisites for the additional classes are as follows, underlined classes indicate they are already included in the minor:
- MATH 523 pre-requisites: MATH 142, BIOL 301, or MSCI 311
- BIOL 652 pre-requisites: BIOL 301 and BIOL 303 or consent of instructor
- BIOL 552 pre-requisites: BIOL 301, MSCI 302, and BIOL 303
- MSCI 552 pre-requisites: BIOL 301, MSCI 311, and BIOL 303
- MSCI 582 pre-requisites: differential equations, PHYS 201 or 211, or consent of instructor
- BMEN 212 pre-requisites: C or better in BMEN 211, C or better in CHEM 111 or CHEM 141, C or better in MATH 142
- BMEN 240 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
- BMEN 263 pre-requisites: C or better in BMEN 212, C or better in MATH 241, C or better in PHYS 211
- BMEN 290 pre-requisites: C or better in BMEN 240 or BMEN 211, C or better in MATH 241, C or better in PHYS 211
- BMEN 391 pre-requisites: CHEM 333 or CHEM 550 or BIOL 541; C or better in BMEN 290; C or better in MATH 242

				<p>There are some pre-requisites that are not included explicitly in the minor, but are required for the majors, so that they do not constitute an “extra” class for the student. Namely,</p> <ul style="list-style-type: none"> • CHEM 111: Taken by all BIOL, CHEM, MSCI, and BMEN majors • PHYS 211: This will be an extra class for BIOL majors, an option for MSCI majors and is already taken by BMEN majors. • BMEN 211: Through communication with professors Melissa Moss and Jed Lyons, we have been informed that the BMEN unit is in the process of removing this class from their curriculum. For this reason we assume the pre-requisites will be changed in the future.
<p>MATH-554</p>	<p>Analysis I</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p>Description:</p> <p>Least upper bound axiom, the real numbers, compactness, sequences, continuity, uniform continuity, differentiation, Riemann integral and fundamental theorem of calculus.</p> <p>Justification:</p> <p>Students get the math foundation for 554/555 (limits&differentiation&seq.&series&integration) in MATH 141 and 142, and then reinforced in MATH 241. Before taking MATH 554, the students would greatly benefit from some more "proof based classes".</p>
<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: Prerequisite: C or better in MATH 241 and two 500-level classes requiring Math 300: MATH 525, 531, 532, 533, 534, 540, 541, 544, 546, 548, 551, 561, 570, 574, 575, 580.</p> <p>Proposed: Prerequisites: C or better in MATH 241 as well as any two of MATH 525, 531, 532, 533, 534, 540, 541, 544, 546, 548, 551, 561, 570, 574, 575, 580, (or any other 500 level MATH course having MATH 300 as a prerequisite), or consent of the Undergraduate Director</p>				
<p>MATH-572</p>	<p>Math Foundation of Network Sci</p>	<p>Arts and Sciences</p>	<p>New Course</p>	<p>Description:</p> <p>Graphs and probability, Web graphs, random graphs,</p>

	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: C or better in MATH 374 and in one of MATH 344 or 544, or consent of the Undergraduate Director</p> <p>Proposed: No change in Pre/Coreqs.</p>			<p>models for complex graphs, graph searching algorithms, eigenvalues, PageRank.</p> <p>Justification:</p> <p>Data science and machine learning have become powerful tools in analyzing data, harnessing data to make good use of them in every facet of our life. They are making fundamental changes in the way people doing business, manufacturing goods, managing government, and fighting crimes. Mastering data science and machine learning is becoming a fundamental part of college education. This course is to provide the mathematical foundation of network science, in particular, for studying the Web Graph. It will cover the basic concepts of graphs and probability, the examples of web graphs and complex graphs, random graphs, and popular models for complex Graphs. Then it will cover graph structures and algorithms, such as PageRank algorithm and other applications.</p>
<p>MSCI-313</p>	<p>The Chemistry of the Sea</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p>Description:</p> <p>Biogeochemical cycling, carbonate chemistry, climate change, hydrothermal vents, stable isotopes, trace metals, radioactive tracers, mass balance, and properties of sea water. Three lecture and three laboratory hours per week. (Prereq: MSCI 101, CHEM 111, MATH 141; Prereq or Coreq: CHEM 112) Note: Carolina Core Integrative Course, Marine Science, BS FS: 09/11/2013</p> <p>Justification:</p> <p>Students in the MSCI 313 Chemical Oceanography course taking CHEM 112 at the same time as MSCI 313 struggle. Those who had not yet completed CHEM 112 did not do as well in the class nor understand the concepts as well as those students who had completed CHEM 112. Therefore, to ensure that students are prepared to be successful in this class, can understand the concepts and are prepared to think critically about this subject, CHEM 112 will become exclusively a pre-requisite, rather than co-OR pre-requisite.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites entered</p> <p>Proposed: Prerequisites: Minimum grade of C in the following: MSCI 101, CHEM 111, CHEM 112, and MATH 141 Note: Carolina Core Integrative Course, Marine Science, BS</p>			

				(please note that copy & paste function does not accurately copy and paste original format of syllabus)
SPAN-543	Sp-Am Lit from Ind thru Modern	Arts and Sciences	Change Course	<p>Description:</p> <p>Survey of the most significant works of the Independence through Modernism.</p> <p>Justification:</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>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: Prerequisites: For Undergraduates: SPAN 312 or consent of instructor. FS: 12/7/2016</p> <p>Proposed: Prerequisites: For undergraduates, C or better in SPAN 312.</p>			
WGST-Major / Degree Program	BA in Women's and Gender Studies	Arts and Sciences	Change Program	<p>Justification:</p> <p>We have expanded our curricular offerings in cross-cultural and comparative perspectives and have added some additional courses meeting this requirement to the suggested list of courses students may take so that our advisors do not have to frequently grant exceptions for this requirement. Additional courses added include:</p> <p>WGST 321, 335, 351, 388, 392</p>
WGST-309	Sexual Diversities	Arts and Sciences	Change Course	<p>Description:</p> <p>Introduction and overview of theories, history, literature, politics, legal, health and social issues within human sexual diversities, including the intersections of gender, race, and social class.</p> <p>Justification:</p> <p>The requested changes to the course title and description are being made because the more accurately reflect the course content.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: No Pre/Co-requisites entered</p> <p>Proposed: No change in Pre/Coreqs.</p>			
WGST-551	Adolescent Mentoring	Arts and Sciences	New Course	<p>Description:</p>

<p>Cross-Listing: Cross-listed course 1</p> <hr/> <p>Designator: CRJU Course Number: 551</p> <hr/> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites entered Proposed: No change in Pre/Coreqs.</p>	<p>Application of skills and theories of adolescent mentoring taught in the classroom to a supervised, structured mentoring field experience. Cross-listed course: CRJU 551</p> <p>Justification: This course has been offered successfully as a Special Topics course. The course is cross-listed with CRJU 551. It has been approved as an integrative course in the Criminology and Criminal Justice B.A.</p>
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2) Education (2 Proposals)

Course	Title	College	Proposal Type	Change Description
EDEX-691	Collab Partnerships PK-12 SPED	Education	Change Course	<p>Description: Collaboration and co-teaching strategies for teaching students with disabilities in the general education classroom.</p> <p>Justification: The current course will be changed to a completely online asynchronous course. This is primarily in response to current student needs, increasing presence of rigorous instruction in special education across the state, changing program dynamics, and remaining competitive for student enrollment with peer institutions.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: EDEX 523 or PSYC 528 or consent of instructor</p> <p>Proposed: No change in Pre/Coreqs.</p>			
EDTE-218	African and Jewish Americans	Education	New Course (CCORE)	<p>Description: An examination of African American and Jewish American inter-ethnic, historical and contemporary connections and disconnections. Implications for educational, social, and social settings are considered.</p> <p>Justification:</p>
	<p>Cross-Listing: Cross-listed course 1</p> <hr/> <p>Designator: AFAM Course Number: 218</p> <hr/> <p>Cross-listed course 2</p>			

Designator: JSTU

Course Number: 218

Pre/Co-Requisites:

Current: No Pre/Co-requisites entered

Proposed: No change in Pre/Coreqs.

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3) Public Health (1 Proposal)

Course	Title	College	Proposal Type	Change Description
EXSC-200	Intro Sports Med and AT	Public Health	New Course	<p>Description:</p> <p>Examination of careers and specific practices within sports medicine, specifically athletic training.</p> <p>Justification:</p> <p>The Exercise Science Undergraduate program is a path to professional graduate programs for many of our students. Professional programs include physical therapy, occupational therapy, medical school, dental school, physician’s assistant, chiropractic and athletic training. However, many of our students are not familiar with the myriad of options and opportunities. This course is designed to help educate students on the world of sports medicine and athletic training. The course has been taught previously 2 times (spring of 2019 and fall of 2019) as a special topics course with positive reviews from students and the course fills up rapidly each semester.</p>
<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: Pre-requisite: EXSC 223 and EXSC 223L with a minimum grade of "C"</p> <p>Proposed: No change in Pre/Coreqs.</p>				

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