

Palmetto College Senate Minutes, Feb 14, 2020

Morning Session

- Session called to order shortly after 9:30.
- Report from Chancellor Elkins (teleconferenced, begins at 1:00) (not very audible for the first thirty seconds, but it gets better)
 - Thanks (2:00)
 - Moment of Silence for lost students (3:00)
 - Report begins (5:15, Written report available below.)
- Report from Chair Rinehart for Dean Catalano, USC Union (13:20) (Dean's report available below)
- Report from Chair Rinehart for Associate Provost Catalano, (15:45) (Associate Provost's report available below)
- Report from Dean Cox, Palmetto College Columbia 18:30) (report available below)
- Report from Dean Collins, USC Lancaster (28:00) (report available below)
- Report from Dean Nesmith, USC Salkehatchie (33:30) (report available below)
- Report from Dean Mike Sonntag for USC Sumter (44:00) (report available below)

Adjourned for committee meetings.

Afternoon Session

Senators Attending: Matt Rashotte, Patrick Saucier, Julia Elliott, Brittany Taylor-Driggers, Patrick Lawrence, Peter Seipel, Chris Judge, Dana Lawrence, David Hatch, Sarah Miller, Francis Burns, Melissa Rack, David Dangerfield, David Cherry, Santosh Nandi, Blane DaSilva, Bianca Rowlett, Matthew Holly, Kristina Grob, Lee Morris, Kevin Torres.

- I. (1:40) Call to order
- II. (2:00) Attendance
- III. (4:00) Approval of the Minutes
- IV. Reports from Standing Committees
 - A. (4:30) Rights and Responsibilities, Sarah Miller
 - a) R&R will again present the motion clarifying the grievance committee appointment process and how long elected members serve in unfinished business.
 - b) In new business, R&R will present a motion ensuring that faculty who move to another campus can retain their rank and tenure, but it won't be voted on unless each campus approves the motion. This policy will go into an appendix; the motion presented today is a small modification of the manual pointing at this new appendix as the new policy.

c) Talked about teaching loads across campuses.

(10:30) Report from Welfare Committee, Bianca Rowlett

a) The committee voted today on the Plyler, Duffy and Shaw awards, to be announced at the April meeting.

b) Also discussed the deployment of the upcoming faculty welfare survey, and further discussion of updating a Faculty Welfare website.

B. (11:30) Report from System Affairs, Dana Lawrence

a) Talk today about gathering advising resources into a consolidated website which also includes local campus specific resources.

V. Executive Committee Reports

A. (13:20) Executive Committee, Christine Sixta Rinehart

a) Progress on the Provost search continues, requests for feedback and other info has been emailed.

b) Talk about resuming the Faculty Assembly continues

B. (15:20) Ad Hoc Attendance Committee, David Dangerfield

a) A motion to change USC attendance policy is expected to pass soon. Three policies are on the table, but the one likely to pass will require many excused absences.

(Several clarifying questions are asked about the proposed policy and what constitutes a policy that excuses absences.)

C. (29:00) Faculty Manual Liaison, Andy Yingst

a) Upcoming motion today from R&R to clarify the Grievance committee service period, will be voted on today.

b) The transfer of tenure motion from R&R will be presented, not voted on today.

c) Executive Committee will present a motion about creating a policy advisory committee, not to be voted on today.

VI. (30:20) Reports from Special Committees

A. Committee on Libraries (no report)

B. Committee on Curricula and Courses (30:35) (Report available below)

C. Committee on Faculty Welfare, (32:40), (Report available below)

the Columbia campus. Report available in the Columbia Faculty Senate minutes.

D. Faculty-Board of Trustees Liaison Committee, (35:00), Committee met in December and approved a name change for USC Connect, renaming it the Center for Experiential and Integrative Learning. The Master of International Business and the Master of Mass Communications were approved to be offered as online only.

E. Palmetto College Research and Productive Scholarship Committee, no report

- F. Palmetto College Academic Advisory Council. (38:20) The committee continues progress implementing a leadership capstone course for the BOL program. The degree plan has been reorganized, the course has been developed and is moving toward being submitted for approval. The committee also continues work on creating a Legal Studies track for the BLS degree.
- G. Conflict of Interest Committee, no report

VII. (18:15) Unfinished Business

Motion to clarify the length of term of the grievance committee, from R&R. (42:15) In order to maintain the absence of conflicts that are required for a faculty member to run for a grievance committee, they will continue to serve on that grievance committee until any grievance brought forward from the year of your election is concluded, possibly resulting in service beyond a single year. No discussion, the motion passed unanimously. (Motion attached)

VIII. (21:00) New Business

- A. Motion to create a policy advisory committee, from executive committee. (44:00) In discussion Saucier asks what this committee does that Executive Committee can't do themselves. Rinehart answers that it's an issue of expertise; we need a room with people from HR and Legal in the room to address some policy concerns. Sonntag points out that the USC Columbia manual discusses procedures for policy creation that reference this committee, which doesn't yet exist. Motion is ruled substantive and not voted on today. (Motion attached)
- B. Motion on Palmetto College Academic Advisory Committee. (50:30) This committee already exists, the proposed motion from Executive committee would restructure it and broaden its charge to include recommendations to improve two-year degree programs. Motion is substantive, isn't voted on today.
- C. (57:00) After some technical problems, the Motion on transfer of tenure, from R&R is presented. The motion itself adds very little of the intent, adding mention that a new appendix outlines new procedures for transfer of tenure. This motion will be voted on in April only if all campus faculty organizations approve this appendix.
- D. (58:30) A slate for election is presented for the April meeting. Nominations from the floor were invited; none are offered.

IX. Announcements

- A. (101:30) Kevin Torres announces a multicultural caucus to support Latinx and other multicultural students and faculty.

X. Ajournment, at (105:45).

**USC Palmetto College
Faculty Senate Executive Meeting
February 14, 2020**

Elkins Report

Good morning! As we begin 2020, it is such a privilege to be with you here at USC Salkehatchie today as we work together to serve our students across our regional Palmetto College campuses. Let me extend my thanks to each of you for your service as a member of the Palmetto College Campuses Faculty Senate, as always, and begin by extending our thanks to Dean Nesmith and the USC Salkehatchie team for hosting our meeting today! We so appreciate your gracious hospitality and the many efforts of the entire Salk family in welcoming us here today. Thank you, team Salkehatchie!

This has been a week of sadness across our Palmetto College family due to the tragic accident that took the lives of two of our USC Union softball players, Gracie Revels and Mia Stokes, and also left two students injured. Let's begin our meeting with a moment of silence as we extend our deepest sympathy to the families of these students and the entire USC Union family..... Thank you. Please continue to keep these families and our USC Union family in your thoughts during these difficult days.

My report today includes five brief items:

1. First, I'm delighted to share very positive news on Spring Semester 2020 enrollment. As of the latest official enrollment report on February 13, the Palmetto College overall headcount enrollment for the campuses is up from the same day last year by 445, or 10.93%, (from 4,072 to 4,517) over Spring Semester 2019. FTE enrollment is also up by 183, or 6.73% (from 2,720 to 2,903). Both increases are the largest increases across the UofSC System at this time.

In addition to the enrollment on the Palmetto College Campuses, the Palmetto College Online completion degree headcount enrollment as of yesterday, February 13, 2020, was 1,053 compared to 1,036 on the same day last year, for a 1.6% increase. In addition, Palmetto College Online has graduated 1,743 students as of Fall Semester 2019.

The overall Palmetto College enrollment as of yesterday, February 13, 2020, was 5,684, exceeding our final enrollment at census last spring of 5,315, so it's great to see our enrollment and the corresponding revenue continue to increase over time. Additional information will be presented as enrollment continues and is finalized after Spring II concludes later in March.

2. Second, as the Legislative Session has just started, I'm delighted to let you know that Palmetto College has a request included in the UofSC Legislative Budget Proposal for \$2

million, along with over \$17 million requested by the Palmetto College Campuses. Our requests continue to be promoted by President Caslen and other USC leaders and the Palmetto College leadership. Please encourage your legislative delegation to provide their support as you have opportunities to do so.

The University System also had an excellent turnout on Wednesday, January 29th for Carolina Day at the Legislature, where students, leaders, and friends of the University promoted UofSC, including the Palmetto College Campuses and Palmetto College Online.

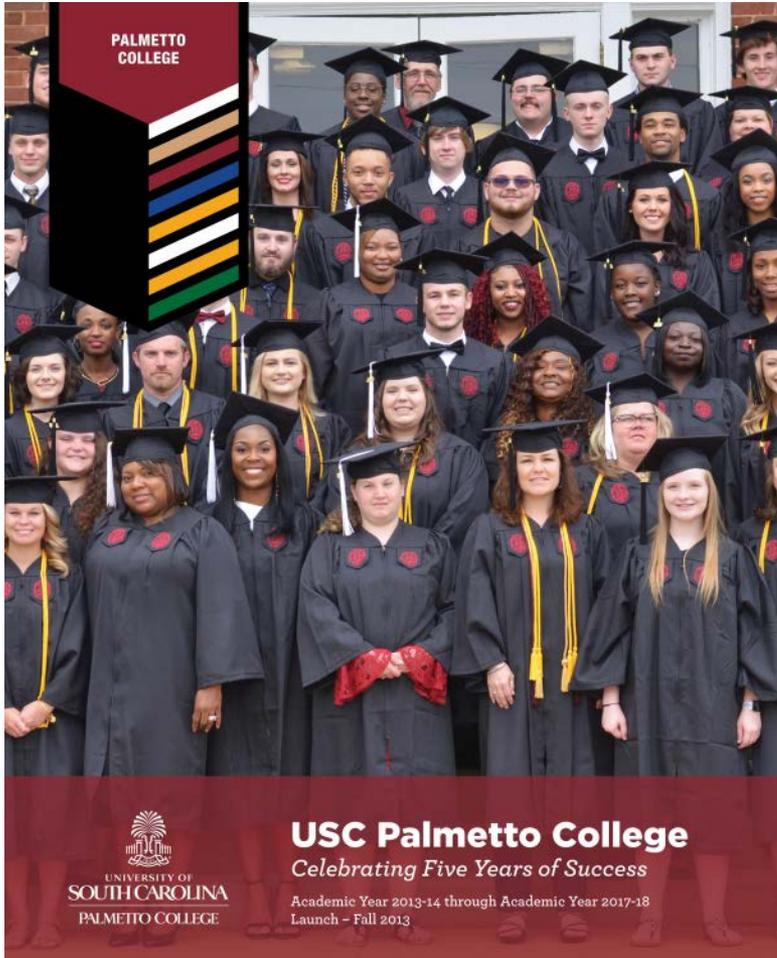
3. Third, let's all thank those involved in hosting a very successful Tenure and Promotion workshop on January 17th for those faculty members going through the T and P process. Senate Welfare Committee Chair Dr. Bianca Rowlett led the effort, along with Senate Chair Dr. Christine Rinehart. Presenters included Dr. Brian Lai, Dr. Ray McManus, Dr. Eran Kilpatrick, and Ms. Jean Carrano. Roundtable facilitators were Drs. Hayes Hampton, Kristina Grob, Peter Seipel, Bryan Lai, Lisa Hammond, Bettie Obi Johnson, Ray McManus, Sarah Miller, Ron Cox, Eran Kilpatrick, Christine Rhinehart, and Andy Kunka. We so appreciate those who led, presented, and facilitated the effort, as well as those faculty members who attended. Would those who are present please stand and be recognized....

Also related to Tenure and Promotion, the Palmetto College Wide T and P Committee met last Friday to review all T and P files from across the Palmetto College campuses. Those serving in this capacity included Elliot Vittes, Juila Elliot, Shemsi Alhaddad, Bettie Obi Johnson, Fidele Ngwane, Eran Kilpatrick, Park Bucker, Avery Fouts, and Michele Reese, Chair. Would those who are present please also stand and let us show you our appreciation.....

4. Fourth, as we've continued to discuss, the Salary Study recommendations are in the process of being implemented through our Human Resources and other campus and Columbia officials. Additional information will be forthcoming as the process continues and is completed this semester. We are also working in collaboration with the Columbia Provost as he is making a request for over \$7million to address faculty salaries that will include our faculty along with the Columbia faculty.
5. Finally, our additional top priorities for this semester are Strategic Planning in conjunction with President Caslen's Strategic Planning effort and preparation for the upcoming SACSCOC visit next year. We will continue to discuss each of these in more detail as the processes continue.

In closing, again, thank you for all that you do in your leadership role on the Faculty Senate, as well as for your campuses and students every day!!!

USC Palmetto College Chancellor's Report



Presented to

**Palmetto College Campuses
Faculty Senate**

by

**Dr. Susan A. Elkins, Chancellor
USC Palmetto College**

February 14, 2020



UNIVERSITY OF
SOUTH CAROLINA
PALMETTO COLLEGE

Spring Semester 2020 Enrollment

- Headcount enrollment is **up** from the same day last year by **445**, or **10.93%** over Spring Semester 2019 (**from 4,072 to 4,517**)
- FTE enrollment is up by **183**, or **6.73%** (**from 2,720 to 2,903**)
- Both increases are the **largest increases** in the **UofSC System** as of this time.



Spring Semester 2020 PC Online Enrollment

- Online degree completion headcount enrollment **up** from **1,036** to **1,053**
- **Increase** of **1.56%** from the same day last year
- Palmetto College Online has graduated **1,743** students as of Fall Semester 2019

Palmetto College Overall Enrollment



- Overall enrollment as of February 13 was up from the final enrollment at census last spring from 5,315 to **5,656**
- Additional enrollment information will be presented as enrollment continues and is finalized after Spring II concludes later in March.



Palmetto College and the Legislative Session

- Palmetto College has a request included in the UofSC Legislative Budget Request for **\$2 million**, along with over **\$17 million** requested by the Palmetto College Campuses.
- A very successful **Carolina Day at the State House** was held on January 29, with all PC campuses participating.



Tenure and Promotion Workshop

- Sponsored by Senate Welfare Committee on Jan. 17
- Chair: Dr. Bianca Rowlett
- Presenters: Drs. Brian Lai, Ray McManus, Eran Kilpatrick, and Ms. Jean Carrano
- Roundtable Facilitators: Drs. Hayes Hampton, Kristina Grob, Peter Seipel, Bryan Lai, Lisa Hammond, Bettie Obi Johnson, Ray McManus, Sarah Miller, Ron Cox, Eran Kilpatrick, Christine Rhinehart, and Andy Kunka



Palmetto College

Tenure and Promotion Committee

- Met Friday, Jan. 31
- Chair: Dr. Michele Reese (Sumter)
- Members:
 - PC Columbia: Drs. Elliot Vittes and Julia Elliot
 - Lancaster: Drs. Shemsi Alhaddad and Bettie Obi Johnson
 - Salkehatchie: Drs. Fidele Ngwane and Eran Kilpatrick
 - Sumter: Drs. Park Bucker and Michele Reese
 - Union: Dr. Avery Fouts



Salary Study



- The Salary Study recommendations are being implemented through our Human Resources and other campus and Columbia officials.
- Further information will be forthcoming as the process continues and is completed this semester.
- Additional funding is being requested in conjunction with the Columbia Provost.



Spring 2020 Additional Priorities

- Strategic Planning in conjunction with President Caslen's Strategic Planning effort 
- Preparation for the 2021 visit of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)



Thank YOU!!!!

See many more highlights in our 2019 Fall Newsletter!



Chancellor's Corner



Dr. Susan A. Elkins, Chancellor
USC Palmetto College

Happy holidays! I hope that all of you are wrapping up the semester and preparing for some much-deserved rest and relaxation during a wonderful holiday season.

This year, 2018, marked a significant milestone for us. The University of South Carolina Palmetto College was launched in 2013 with four regional two-year USC campuses (USC Lancaster, USC Sallkehatchie, USC Sumter and USC Union); two sites (Port Jackson and Shaw Air Force Base) and seven bachelor's degree completion programs from the four senior USC institutions.

The initial and ongoing mission has been to provide an accessible, affordable and flexible higher education and the opportunity for South Carolinians to earn a USC associate degree or to complete an online USC bachelor's degree within their local communities.

In the ensuing five years, Palmetto College has grown tremendously.

Enrollment at the two-year Regional Palmetto Colleges has risen 13.8 percent and enrollment of the online degree

Chancellor's Corner, continued page 1

New UofSC President Bob Caslen tours regional Palmetto College campuses

The regional Palmetto College campuses greeted two special visitors who have recently become an important part of the University of South Carolina and Palmetto College family: new UofSC President Bob Caslen and First Lady Shelly Caslen. The Caslens embarked upon a tour of the regional Palmetto Colleges as they became acquainted with both the UofSC System and the state of South Carolina this fall.

On their Sept. 26 tour of USC Sallkehatchie's Waterboro and Allendale campuses, the Caslens met with students, toured the clinical nursing simulation lab and other facilities.

Touring USC Sumter later in the day, they had the opportunity to tour the campus and the facilities at Shaw Air Force Base. Part of their tour included



Kathleen Darin Kern-Brick, assistant librarian at USC Lancaster's Modified Library was named the 2019 Academic Research Librarian of the Year by the Association of College and Research Libraries. President Caslen honored her distinction as best librarian in the nation with the presentation of the UofSC President's Circle of Excellence.

meeting members of the NCAAAE Championship-winning Sumter Fire Art eSports team.

President Caslen addressed

the combined Regional Palmetto College Campus Faculty Senate later in the week.

President Caslen, continued page 4

USC Lancaster and USC Sumter ranked among top five community colleges in the nation

All four regional USC Palmetto College campuses rank among top five in S.C.

The University of South Carolina's four regional Palmetto College campuses lead the pack among the state's community colleges in the 2020 Niche Best College rankings.

In its national list of 2020 Best Community Colleges, Niche ranked USC Lancaster No. 2 and USC Sumter No. 5. In the list of 2020 Best Community Colleges in South Carolina, Niche ranked all four regional Palmetto College campuses: No.

1 USC Lancaster, No. 2 USC Sumter, No. 3 USC Sallkehatchie and No. 5 USC Union.

"We are pleased to see that the entire nation sees the value in the education and opportunity afforded to students at our University of South Carolina system institutions," said University of South Carolina President Bob Caslen.

"These Niche rankings reaffirm the value of the University of South Carolina educational experience."



added USC Palmetto College Chancellor Susan Elkins. "The regional Palmetto Colleges offer South Carolinians an opportunity to pursue an accessible and affordable higher education within their respective communities."

The four two-year regional Palmetto College campuses – USC Lancaster, USC Sallkehatchie, USC Sumter and USC Union – collectively enroll nearly 5,000 students within the Allendale, Lancaster, Laurens, Sumter, Union and Waterboro communities.

The campuses confer associate degrees to graduates and partner

Niche.com rankings, continued page 6



UNIVERSITY OF
SOUTH CAROLINA
PALMETTO COLLEGE

John Catalano, USC Union

Dean's Report to PCFS, February 14, 2020

Students

The campus is devastated by the tragedy that claimed the lives of two softball students, Mia Stokes and Grace Revels, who were killed by a drunk driver last weekend. Two other students, Mallory Stokes and Devyn Royce were also seriously injured in this collision. A memorial service is scheduled at City Field in Union on Feb 21.

Enrollment for Spring 2020 is 1161 and is up by approximately 8% over Spring 2019. This is the highest number that we have ever served, and it is the fifth year in a row that USC Union has set a Spring Semester enrollment record. University Commons will expand this year but under new ownership. International study plans for spring break (Costa Rica) and summer (France) are in place. Dr. Lowell is escorting seven students to New Orleans this year to present their research at SEPA. The Bantam rifle target team's Bryanna Fish won the silver medal in Georgia at the national qualifiers and will compete for a national championship in March. Both soccer and baseball will now play at new Bantams stadiums in Jonesville. NJCAA women's volleyball will be added in Fall 2020. The athletic department boasted a cumulative GPA in the fall of 3.35 with Softball players leading the way with a 3.6. Three baseball players and 2 softball players had a perfect 4.0.

Faculty & Staff

We will hire new faculty in Biology and Nursing for Fall 2020. A new student activities coordinator, Anita Whitney, started work in January. Dr. Aziz, with help from many on campus, submitted a federal OSP/TRIO grant. USC Union has been the only USC campus without OSP/TRIO for the last five years. Dr. Randy Lowell has been selected as a recipient of the 2020 Distinguished Research Service Award by the Office of the Vice President for Research in Columbia.

Facilities

We have met with architects to develop final plans for the conversion of the old library space to classrooms and faculty offices, using the space primarily for language arts and humanities instruction. We should have the space ready by Fall 2020. We have begun to convert the old Post Office Building to a fine arts building, including classrooms and faculty offices. The corner building next to the Bookstore at 317 East Main St. will be the new USC Union Welcome Center, housing Admissions and Financial Aid. This year we hope to renovate all restrooms in the CB & MB, including handicapped accessibility upgrades. Science and Nursing Building improvements are ongoing. We have received the 2nd \$100K gift toward Mrs. Rippy's \$300K pledge for naming rights at 125 East Main St. The USC BOT will consider the request to rename the CB the William Whitener Building in February.

Budget

The USCU budget is in good shape, due mainly to recent enrollment increases, and both revenues and expenditures are very close to budgeted figures. We ended the fiscal year meeting our goal of maintaining a three-month reserve balance. SC continuing appropriations will get a bump this year thanks to Doug Gilliam's efforts in Columbia. USC Union has also seen some one-time appropriations designed to renovate current facilities. Any budget increases will have to come from SC appropriations and enrollment increases since no tuition increases are planned for the second year in a row.

John Catalano

Associate Provost, Palmetto College

Report to PCFS, February 14, 2020

Regular meetings have been ongoing with the SC CHE, CAAL, CAD, ACAP, APL, NOC, the Chancellor's Cabinet, and I still convene the Academic Deans. Jean Carrano keeps the agendas and meeting notes on file for each of these groups and you are welcome to see any of the above.

PC is planning to serve 100 students this Fall in the Palmetto Pathway Program, an increase from the 53 served in Fall 2019. Dr. Cox is the best person for you to question about faculty concerns you might have.

We did not have an overwhelming response to invitations to attend the LMS open house on Blackboard concerns. I would be happy to follow up with LMS if anyone has issues or concerns that should be forwarded.

The T&P process is moving along. We have 8 candidates for Tenure and Promotion to Associate Professor and 5 candidates for Promotion to Full Professor. The PC T&P Committee has made their decisions and the files are now in the hands of Chancellor Elkins. Jean Carrano does an amazing job keeping all this organized and on time.

Please feel free to contact me with your questions and concerns on any of this.



UNIVERSITY OF
South Carolina
PALMETTO COLLEGE

M. Ron Cox, Jr., Ph.D., Dean
USC Palmetto College Columbia

REPORT TO THE PALMETTO COLLEGE CAMPUSES FACULTY SENATE
14 February, 2020 C.E.

I begin my report by expressing my thanks to Dean Nesmith and USC Salkehatchie for its hospitality in hosting today's gathering. For me, it feels like coming home – even though it's been almost eighteen years since I left – and it's a good feeling.

I. Palmetto Pathway

- 53 students of the initial cohort of 54 completed the FALL 2019 semester:
 - 21 students (39.6%) earned a semester GPA of 3.5 or higher.
 - 23 students (43.4%) earned a semester GPA between 3.0 and 3.49.
 - 6 students (11.3%) earned a semester GPA between 2.50 and 2.99.
 - 1 student (1.9%) earned a semester GPA between 2.00 and 2.49.
 - 2 students (3.8%) earned a semester GPA of less than 2.00.
- 50 students returned for SPRING 2020 and 47 are on target to complete 30 USC credit hours by the end of the semester. The remaining three will have the option of enrolling in a summer course to meet the 30-credit hour requirement.
- The Pathway cohort for 2020-21 will be increased to 100 students, which means that we will need to offer roughly twice as many courses as we did this academic year. I have asked all of the campus academic deans to provide me with the names of faculty who would be interested in teaching for the Pathway program, and the times when they would be available (using USC Columbia time blocks). If you are interested in teaching in the program, please let me know ASAP.

II. BLS/BOL

- Dr. Steve Lowe has completed and submitted our self-study of the Organizational Leadership degree (similar to the BLS process last year). External reviewers will be on campus on March 04.
- As of Feb. 05 (the last report I could access), there were 152 students registered in the BLS degree program and 140 registered in the BOL program.

III. Lexington Transfer Center (LTC)

- The LTC continues to serve as a point of contact and information for students and prospective students residing in the Lexington area. Palmetto College is sending representatives out there two evenings a week to serve in this capacity.
- We will be meeting with Lexington School District officials on Monday, Feb. 17 to discuss other opportunities for the LTC, including a potential collaboration and partnership with them in their foreign language immersion program.

IV. Fort Jackson

- The SACS program prospectus for Fort Jackson was submitted to OIRAA (and forwarded to SACS) in November 2020.
- We are currently working on a revision of the Memorandum of Understanding with Fort Jackson to allow us greater flexibility in terms of program marketing and student advisement.

V. Miscellaneous

A. Diversity, Equity, & Inclusion

1. Search Committee training was held (via video conference) for all Palmetto College campuses on Friday, Nov. 15, and all campuses had at least some level of participation from faculty and staff.
2. I served as representative for Palmetto College on the search committee for the position of Vice President for Diversity, Equity, and Inclusion
 - a. Committee chaired by College of Nursing Dean Jeanette Andrews
 - b. 83 initial applicants; 10 applicants video interviewed with search committee
 - c. Submitted names of 3 finalists, who came to campus the week of Feb. 03 – 07
 - i. Dr. Deidra B. Dennie, currently Chief Diversity, Equity, & Inclusion Officer at Ann Arundel Community College, Arnold, MD
 - ii. Dr. John Dozier, currently Chief Diversity Officer & Senior Associate Provost, University of South Carolina, Columbia, SC
 - iii. Mr. Julian R. Williams, currently Vice President, Diversity & Inclusion, George Mason University, Fairfax, VA
 - d. On Wednesday, Feb. 12, the announcement went out that Dr. Dozier will be leaving UofSC and has accepted a position at MIT.
 - e. The Search Committee is scheduled to meet and conclude its work on Feb. 20.
3. Palmetto College Columbia faculty are working with USC Facilities in their plans to design and construct a gender-neutral single-occupancy ADA-compliant restroom on the first floor of the Byrnes Building. The plan is for the restroom to be completed by FALL 2020.
4. The Council of Academic Diversity Officers met on Thursday, Feb. 13. Major issues include a diversity assessment of USC faculty in the STEM fields (in which our campuses will be represented), as well as discussion of the impact of Dr. Dozier's impending departure from UofSC. I presented CADO with a report of Black History Month activities from all of the Palmetto College campuses (attached to this report).

B. Ad-Hoc Committee on Teaching the Constitution

1. S 0035 (H 4296) – Reinforcing College Education on America's Constitutional Heritage (REACH) Act: passed by SC Senate in February 2019. Introduced to SC House and referred to Committee on Education & Public Works
2. No indication of any further action on this bill at this time, although Vice Provost Sandra Kelley sat before a House Subcommittee for four hours recently discussing how the University plans to implement the act provided that it is passed and signed into law.
3. UofSC's ad hoc committee met on Dec. 13 to discuss continued preparations in the event of passage.

VI. Faculty News

- **Professor Mary Hjelm**, Professor of English, is on sabbatical in England working on a project which will develop materials for use by teachers of Shakespeare who are not necessarily scholars in the field.
- **Professor Shelley Jones**, Assistant Professor of English, will present *The Surprising History of Ephemera in British Romantic-era Verse* at the 2020 College English Association conference in Hilton Head, SC.
- **Professor Elliot Vittes**, Associate Professor of Political Science, has had two papers accepted for the 2020 Hawaii University International Conference STEM/STEAM and Education – *The Consequences of Ignoring Scale* and *The O-Ring Presidency*.
- **Professor Sher Downing**, Assistant Professor of Integrated Technology, presented a paper at the World Conference on Online Learning (WCOL) in Dublin, Ireland, in Nov. 2019, and has had a paper accepted for ICDE in Fall 2020. She has also been selected as a panel expert for a Grad Summit in April 2020.

My appreciation, as always, to the Senate for permitting me this time to report on some of the happenings at USC Palmetto College Columbia.

Respectfully submitted,

M. Ron Cox, Jr.

M. Ron Cox, Jr., Dean
Palmetto College Columbia



M. Ron Cox, Jr., Ph.D., Dean
USC Palmetto College Columbia

**Report to the Council of Academic Diversity Officers (CADO)
13 February 2020 C.E.**

I offer for information the following regarding DEI activities on the Palmetto College campuses of the University of South Carolina:

- Palmetto College Columbia faculty are working with USC Facilities to design and construct a gender-neutral single-occupancy ADA-compliant restroom on the first floor of the Byrnes Building. The plan is for the restroom to be completed by FALL 2020.
- Black History Month Events from the Palmetto College campuses:
 - USC LANCASTER
 - Faculty, staff, and students participated in Lancaster's MLK Day parade in late January
 - Medford Library produced and is hosting a month-long display entitled "The SC Story of the African American Vote"
 - TRiO hosted a Popcorn & Movie Series, Feb. 10 – 13, including films such as *The Abolitionists*, *Greenbook*, *Harriet*, and *Boss: The Black Experience in Business*
 - Native American Studies Center Lunch & Learn Series will sponsor "The Legacy of Community in the History of the Barr Street School" by Dr. Ernest Jenkins on Feb. 21
 - TRiO will host the annual Soul Food Cook-Off (raising funds to support the Thelathia Barnes Bailey textbook scholarship) on Feb. 25
 - USC SALKEHATCHIE – Allendale & Walterboro campuses
 - Screened the film *Hidden Figures* on Feb. 12 & 13 – intro & discussion by Dr. Bryan Lai
 - Sponsored a Voter Registration Table on the Allendale campus on Feb. 19
 - Sponsored a Black History Month trivia event on both campuses on Feb. 19 and 20
 - Will sponsor a lecture by the Honorable Bakari Sellers on Feb. 26 on the Walterboro campus
 - USC SUMTER
 - Hosted the 20th Annual Dr. Martin Luther King, Jr. Dream Walk on Jan. 20, followed by a celebration including Lefford Fate, Service Director for the City of Sumter
 - Is sponsoring a "Chalk the Walk" event on campus where students write quotes from different influential figures promoting BHM and inclusivity awareness & encouragement.
 - Will sponsor a movie night (TBA) screening a film celebrating African American history
 - USC UNION
 - Carnegie/USCU Library hosted "A Seat at the Table: Finding my Union African American Ancestors" on Feb. 01
 - Carnegie/USCU Library will host a Black History Trivia and Games event on Feb. 18
 - Will host New Breed Evangelical Church's Black History Celebration on Feb. 22
 - Will sponsor the African American Student Alliance's 2nd annual Black History Art Show on Feb. 28

USC LANCASTER CELEBRATES
Black History Month
Popcorn and Movie Series
FEBRUARY 10 – 13, 2020
11:00 am – 4:00 pm
 Join us in the
TRIO Learning Resource Center
 For the
First Featured Movie, Monday, February 10

Radicals. Agitators. Troublemakers. Liberators. Called by many names, the abolitionists tore the nation apart in order to create a more perfect union. Men and women, black and white, Northerners and Southerners, poor and wealthy, these passionate anti-slavery activists fought body and soul in the most important civil rights crusade in American history. What began as a pacifist movement fueled by persuasion and prayer became a fiery and furious struggle that forever changed the nation.

Native American Studies Center
 UNIVERSITY OF SOUTH CAROLINA LANCASTER
2020 Lunch and Learn Series

FRIDAY February 21

All are invited to attend these free monthly lectures which usually cover topics related to local and regional culture and history.
 Hours: 1:00 pm.
 Participants are invited to bring a bag lunch.
 Location: Native American Studies Center
 119 South Main Street, Lancaster, SC

"The Legacy of Community in the History of the Barr Street School"
 By: Dr. Ernest Jenkins

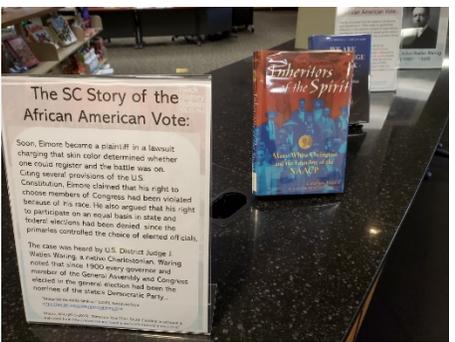
For many years, the Barr Street School has nourished the educational development of many Lancaster County residents. Join us for an exploration of the school's development, its continuing significance, and its linkages to the broader histories of our community and our state.

Please direct any questions or comments regarding the series to Brian Bargin at 803-353-7963 or whbargin@usc.edu. Mr. Bargin welcomes suggestions and ideas for future talks and speakers.

sc.edu/lancasternaas



The SC Story OF THE African American Vote



A SEAT AT THE TABLE SERIES
EASILY FINDING MY UNION COUNTY, SC, AFRICAN ANCESTORS

February 1st | 11AM – Noon
 Union County Carnegie Library
 300 E. South St.
 864-427-7140

Tom R. Foster has been researching and helping people discover their African American ancestors since 1995. He has written a FamilySearch History story for 2007 and 2015. He was among the first to use FamilySearch's genealogy.com, and he is the author of the book "How to Find Your African American Ancestors".

How much easier it is to find an African American ancestor based on the time period he or she was living? In this FREE workshop, genealogist Robin R. Foster will discuss how to use oral history, specific online resources, and specific oral history resources to document your ancestors. We will use examples from Union County, SC, to get started. Come prepared to pick a time period and we'll show you how to work from there.

Free People of Color - Prior to 1865
Enslaved Ancestors and Freedmen - Prior to 1865 and after 1865
Black Reconstruction - 1865 to 1876
Jim Crow - 1890 to 1965

You'll leave this FREE workshop armed with resources to help find your roots!

BLACK HISTORY MONTH SPECIAL GUEST SPEAKER

BAKARI SELLERS

- Youngest Member of the South Carolina State Legislature
- 2014 Democratic Nominee for Lt. Governor in the state of SC.
- Currently Political Commentator at CNN

February 26th
 Walterboro Campus
 Room 111
12:15 - 1:00



CELEBRATION OF BLACK ART

WHEN
 Feb. 22nd
 7pm-9pm

WHERE
 USC UNION - Main Building
 2nd Floor

FEATURING
 Spoken word • Musicians • Singers • Art



UNIVERSITY OF
South Carolina
 PALMETTO COLLEGE



Celebrating 60 years of Education and Service

Dr. Walter P. Collins, III
Regional Palmetto College Dean

**Report to the Palmetto College Campuses Faculty Senate
meeting at USC Salkehatchie
February 14, 2020**

People

Enrollment

As of February 11, enrollment for Spring 2020 stands at 1391. We anticipate being up in both headcount and FTE enrollment for this semester.

Searches in progress:

Psychology
Computer Science
Volleyball coach

In January 2020, we welcomed **Prof. Uday Neelakantan** who is serving as Instructor of Biology and Biology Lab Manager. We also welcomed **Coach Kenny Halas** who is serving as men's and women's soccer coach.

Dr. Todd Lekan has accepted our offer to serve as Associate Dean for Academic and Student Affairs and will begin in that position in July 2020 after his Fulbright semester concludes. Thanks to Dr. Eric Reisenauer, Executive Associate Dean for Academic and Student Affairs, of USC Sumter for chairing the committee and to all the committee members for their work in the search.

Congratulations to

Prof. Kaetrena Kendrick (Associate Librarian) who will be presenting a scholarly paper at the International Federation of Library Associations and Institutions in Dublin, Ireland in late Summer 2020. Prof. Kendrick has also co-authored an article that was published recently in the journal *Library Trends*.

Prof. Rebecca Freeman who will present a scholarly paper at the upcoming The Meaning of Food—Interdisciplinary Conference on Representations of Food in the Arts & Humanities in Greensboro, NC.

Prof. Chris Judge (anthropology/archeology) for his two panel co-presentations at the recent 46th Annual Conference on South Carolina Archaeology conference in Columbia. 1) “Pre-Contact Native American Pottery in the Robert Costello Collection, Santee River, South Carolina” and 2) “Avocational Archaeology: Methods, Contributions, and Concerns for the Future Moderator”.

Dr. Li Cai (chemistry) who was recently notified that he will be presented a 2020 Distinguished Service for Research Award from USC’s Office of the Vice President of Research.

USC Lancaster in our Communities

The Native American Studies Center will host the **15th annual Native American Studies Week March 20-26 with the theme of Native American Humor, Satire, and Parody**. Follow this [link](#) for more details. Also, we’re excited to announce next month's opening of the **Smithsonian traveling exhibit, “Roots of Wisdom: Native Knowledge. Shared Science”** on display at the Center from March 14- May 24. This exhibit examines how Native communities are using traditional knowledge and Western science to solve modern-day environmental problems.

USC Lancaster’s **Town Gown Advisory Council** met on February 13 in downtown Lancaster. Discussions centered around downtown revitalization and art in downtown areas.

USC Lancaster will be proposing a project to the Lancaster County Capital Project Sales Tax Committee through an application due 3/23. Our proposal is for funding to help construct a **pedestrian bridge over the Hwy 9 Bypass** to safely connect our campus and the community.

At the recent Lancaster County Chamber of Commerce Annual Meeting held in the Arnold Special Events Room, a presentation was made in recognition of the campus’s 60th Anniversary and to honor two of USCL’s founders still living in our community, Mr. Charlie Bundy and Mr. Bubber Gregory. An **endowed scholarship will be established** through the Educational Foundation of USC Lancaster to be awarded to students in accordance with criteria determined by the Chamber and its board. The scholarship will already meet endowment criteria at its establishment.

The date for **Laps for Lancers 2020** has been set for March 21.

Facilities

Expenditure of last fiscal year’s deferred maintenance funding continues. Project updates:

- Physics lab renovation (complete and in use)
- Hubbard Hall roof (complete)
- Replacement of solarium window system in the Gregory natatorium (bid opening is scheduled for Tuesday, February 11; project will begin in late March/April)
- Parking lot paving from Starr Hall around the east side of Hubbard (Spring/Summer 2020)
- Gregory roof replacement (Summer/Fall 2020)

Other items...

- The next **Lunch & Learn at the NASC** is February 21st at noon with a talk entitled “The Legacy of Community in the History of the Barr Street School” by Dr. Jenkins. The talk is to commemorate Black History Month.
- The 2020 **Soul Food Cook Off** will be held on Tuesday, February 25. The event helps raise money for USC Lancaster’s Emergency Textbook Scholarship.
- The **USC Lancaster theatre program** will present two productions this semester. On February 28th and 29th, and in commemoration of our campus’s 60th Anniversary, there will be an alumni production entitled **Noises Off!**. On April 3-5, the Lancaster Players will present **Lysistrata**. Likewise, on Saturday February 15th, the program is hosting the annual **South Carolina Speech and Theatre Association College Festival and Competition** with 5 colleges represented and over 50 students in attendance. Thanks to all USC Lancaster faculty and staff assisting with the festival.
- The **Campus Master Plan** Steering Committee was presented a draft of the plan update on Thursday, February 6. The committee will be working with Boudreaux to finalize the plan over the next several weeks. It will be presented to the entire campus soon.
- The **Sixtieth Anniversary Celebration Gala** will be held on Thursday, April 2, 2020 in the Arnold Special Events Room.



UNIVERSITY OF
SOUTH CAROLINA
SALKEHATCHIE

Palmetto College Campuses Faculty Senate

USC Salkehatchie

February 14, 2020

Dean's Report

Campus news

- Dr. Bryan Love was appointed Associate Dean for Academic Dean effective this January, after serving in the interim role for a year a half. Congratulations to Dr. Love!
- Our nursing program partnership with USC Beaufort officially launched this January, with a new cohort of 16 students. We are pleased with the partnership so far, and are anticipating increasing the number of students in next year's cohort to 24.
- On January 24 we had 175 middle school students on campus for University of Possibilities. The students heard from several faculty and staff members, including some of our coaches, and toured the campus.
- We had a successful Carolina Day at the Statehouse Jan. 29th, and visited with every one of our legislative delegation.
- Baseball and Softball seasons are well underway. At the opening game, Coach Joye and the team held a brief ceremony to retire the jersey of Parker Neff, our baseball player who died unexpectedly last spring. It was well attended by his friends, former teammates, and family.
- USC Salkehatchie men's basketball team is currently 20-4 and ranked #16 in the nation by the NJCAA.
- Sophomore Vince Cole recently scored his 1,000 point during a home game and was greeted by a surprise celebration his team had prepared for him. A native of Johns Island, he was a feature story on ABC News channel 4 out of Charleston.
- Another feature story recently on ABC News 4 was Kevin Smalls, an adjunct professor of criminal justice. Kevin was awarded a "Jefferson Award" by ABC News 4 out of Charleston and featured on the evening news for stopping to help a man hitch-hiking from Ohio to Florida.
- Bakari Sellers, CNN political commentator and former SC representative, will be speaking on campus Feb. 26 as part of our Black History Month events.

Faculty updates

- The Salkehatchie Scholarly Research Forum held its first event of the spring on Feb. 4th. Dr. Carmela Gottesman gave a talk entitled, “Memory: Shrinking and Expanding.” The next one will be Feb. 19, with Dr. Eran Kilpatrick. Thanks to Dr. Justin Mogilski for heading up that faculty-led effort.
- Associate Professor of History Dr. Rodney Steward recently gave an invited lecture to the American Civil War Round Table of the United Kingdom in London.
- Dr. David Dangerfield was recently notified he will be receiving the “Outstanding Young Alumni Award” from the Alumni Association of Erskine College. The award will be given at Alumni Day next month. “This award recognizes alumni of the last 15 years who have begun to be a positive and encouraging influence in their community, church, profession, and to Erskine.” Prof. Dangerfield notes, wryly, that it is probably the last time he will win anything with “young” in the description.
- Dr. Justin Mogilski has contracted with Oxford University Press to co-edit the *Oxford Handbook of Evolutionary Psychology and Romantic Relationships*, and also recently published a study in *Frontiers in Psychology*.



OFFICE OF THE
DEAN

Palmetto College Campuses Faculty Senate Report
February 14, 2020
Michael E. Sonntag, Ph.D.

Faculty

Since last Senate meeting (Nov. 8, 2019), 10 faculty produced 20 publications, presentations, or other scholarly works, and/or won awards and other recognition for scholarly work or service:

Sher Chhetri

- Paper Presentation: Parameter Estimation for Geometric Lévy Processes with Stochastic Volatility at Carolina Math Seminar in Columbia College on November 8, 2019.
- Selected as a Project NeXT Fellow 2020-2021 by Mathematical Association of America.
- A proposal/abstract is accepted to organize a workshop on: Teaching and Learning of Statistical Distributions to (Advanced) Undergraduate Students at the SOCAMATYC (South Carolina Mathematical Association of Two-Year Colleges), Tri-County Technical College, Pendleton, SC in February 29, 2020.

Kristina Grob

- Invited talk, "Silence as Love: Literature and Cultivating Moral Attention," at Coastal Carolina University as part of the programming for the Jackson Family Center for Ethics and Values

Dan Kiernan

- Published "Teachers' Content Knowledge, Beliefs, and Practice after a Project-based Professional Development Program with Ultrasound Scanning" (Lotter, C., Carnes, N., Marshall, J., Hoppman, R., Kiernan, D., Barth, S., & Clay) in the *Journal of Science Teacher Education*.
- Dr. Kiernan has been working with Alice Drive Middle school students in sending their experiment to space as a part of the Students Spaceflight Experiments Program (SSEP).
 - After months of preparation, four Sumter sixth graders were chosen to have their experiment sent into space.
 - <https://www.wltx.com/article/news/local/street-squad/sumter-6th-graders-to-send-experiment-into-space/101-2d0e566f-a870-4fd6-832c-c14636fce1f1?fbclid=IwAR2PQK9njY1vSGwXzcro6gxb8S69pnLMwraFZadxMEzYv22dAVMzWHnObMM>

Kathleen Klik

- Accepted for publication: Willis, L., Lee, E., Reynolds, K. J., & Klik, K. A. (2020). The theory of planned behavior and the social identity approach: A new look at group processes and social norms in the context of student binge drinking. Europe's *Journal of Psychology*.

- Accepted paper presentation: Klik, K. A., Reynolds, K. J., & Williams S. L., (April, 2020). Mental illness stigma and help-seeking: A social identity perspective. Accepted paper presentation at the annual meeting of the Southeastern Psychological Association in New Orleans, LA, USA.
- Accepted paper for plenary session: Reynolds, K. J. & Klik, K. A. (February, 2020). Strengthening social cohesion in Australian communities: Definition, measurement, and action. Plenary session paper presented at the 3rd Advancing Community Cohesion Conference in Sydney, NSW, Australia.

Andy Kunka

- Hosted of a behind-the-scenes look at the world of comics during the launch party for the Friends of University South Carolina Libraries

Ray McManus

- 2019 Jasper Artist of the Year in Literary Arts

Santosh Nandi

- Invited presentation at Governor's School of Science and Mathematics (GSSM) Parents' Day Seminar, January 2020 in Hartsville SC, "Blockchain Technology: Past, Present and Future"
- Invited Judge: SC FBLA District III Leadership Conference held on January 25 at West Florence High School, Florence (SC), Judged in Publication Design and Sales Presentation Competitions

Michelle Reese

- "The Flood" was published in *SAND*
- "Vidalia" was published in *Streetlight Magazine*

Mark Roberts

- Wetlands, Evolution, and Conservation of the Pine Barrens Treefrog (*Hyla andersonii*) (Kenneth J. Oswald, Mark A. Roberts, Paul E. Moler, Rudolf G. Arndt, Jeffrey D. Camper, and Joseph M. Quattro) accepted in the *Journal of Herpetology*.

Bianca Rowlett

- Chairing/Commenting on Panel entitled "World War I: Germs, Food, and Soldiers" for annual South Carolina Historical Association conference March 14th at USC Aiken.
- Conference paper accepted, will be presenting a paper at 22nd Annual Women's History Conference at Sarah Lawrence College as part of panel entitled "Powerful Women of the Silent Generation: Pioneering Careers in Politics and Law" on March 28th at Sarah Lawrence College in New York.
- Conference paper and panel accepted, will be presenting a paper at the Western Association of Women Historians' annual conference as part of a panel entitled "Political Women in the United States" on April 24th in Costa Mesa, CA.
- **Conference paper and panel accepted, will be presenting paper at the annual Society for Historians of American Foreign Relations conference as part of a panel entitled "Women and American Diplomacy in the Postwar World" in June (19-21) in New Orleans. (**most prestigious conference in my field, Diplomatic History)

Campus

- Hosted President Caslen for a special luncheon including members of the Mid-Carolina Commission for Higher Education, Sumter Partnership of the University of South Carolina Educational Foundation, and USC Sumter Associates
- Organized and hosted the 20th Annual MLK Dream Walk on January 20th
- Esports team won National Junior College Athletic Association Esports (NJCAA) Rocket League Fall Championship
- Kevin Williams (Esports Team Member) was one of the final 32 players who competed in the final round of the Madden Club Championship. The grand prize was \$60,000

Athletics

- Men's Tennis Team ranked #11 in the nation in preseason rankings
- Hired new assistant Baseball Coach – Steve Robbins
- Hired new assistant Tennis Coach – Brandon Workman

Grants

- \$300,000 donation received from Williams Brice Edwards Family Foundation in support of Nursing program
- \$100,000 donation received from Williams Brice Edwards Family Foundation in support of scholarship matching fund

Enrollment

- Spring 2020:
 - Spring 20 HDCT = 1086 vs. Spring 19 HDCT = 912 (21% increase)

REPORT: Added to Full Faculty Senate Agenda

(Proposals under consideration as of 10/30/2019)

Total proposals: 33

1. 15 - Arts and Sciences
2. 9 - Business
3. 1 - Education
4. 4 - Engineering & Computing
5. 1 - Hospitality, Retail, & Sport Management
6. 2 - Nursing
7. 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 (15 Proposals)

Course	Title	College	Proposal Type	Change Description
<u>ANTH-569</u>	Environment and Development	Arts and Sciences	Change Course	Description: Examination of development theory and environmental implications of social and economic change. Study of general theoretical perspectives will be balanced with case study materials. Cross-listed Course: GEOG 569
	Cross-Listing: Cross-listed course 1			Justification: The current course title and bulletin description do not clearly capture the nature of this course. In particular, it is not always clear to students what the word "development" means in the title. Many students come to the course, for example, mistakenly thinking that it will cover issues like real estate development in the United States. This revised title and bulletin description will clarify what this course is about. It will also help the many students around campus who are interested in development issues or working in the Global South identify as a course that speaks to those interests.
	Designator: GEOG Course Number: 569			
Pre/Co-Requisites: Current: Prerequisites: consent of instructor Proposed: No change in Pre/Coreqs.				
<u>ARMY-407</u>	Evolution of Warfare	Arts and Sciences	Terminate Course	Description: A history of tactics, strategy, weapons, and logistics from A.D. 1400 to the present. Cross-listed Course: HIST 597
	Cross-Listing: Cross-listed course 1			Justification: THE ARMY DOES NOT NEED THIS COURSE ANY LONGER FOR THEIR CADETS TO TAKE. DOD DOES NOT REQUIRE IT FOR THE MINOR OR THE CURRICULUM.
	Designator: HIST Course Number: 597			
Pre/Co-Requisites: Current: No Pre/Co-requisites entered				

	Proposed: No change in Pre/Coreqs.			
<u>BIOL-645</u>	Senior Seminar	Arts and Sciences	Change Course	<p>Description:</p> <p>*There is currently no course description listed in the Academic Bulletin.</p> <p>Justification:</p> <p>The current undergraduate seminar course for Biological Sciences that is listed in the Academic Bulletin has a 600-level course number associated with it. This is a little misleading to students because the 600-level courses typically designate graduate student status. Because of this, we are hoping to renumber the course into something more appropriate for a junior/senior level undergraduate. Seminar-based courses are critical for students as they allow them to focus more on learning and applying concepts in Biological Sciences through communication, not only their peers in the class, but also the instructor of record. We are hoping to renumber the current seminar course into a course number that better encompasses the goals of the class to better serve our undergraduates by allowing them to have the opportunity to participate in a seminar-based course.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: Prerequisites: 16 hours of biology</p> <p>Proposed: Pre-requisites:BIOL 301, BIOL 302, and BIOL 303, or Instructor's Permission</p>			
<u>HIST-394</u>	History of the Automobile	Arts and Sciences	New Course	<p>Description:</p> <p>Evolution of the automobile from a conceptual idea through the present-day. Emphasis on analysis of the automobile's impact on culture, economics, the environment, politics, science and technology, and society.</p> <p>Justification:</p> <p>The automobile did more than just revolutionize transportation. It revolutionized society as a whole. The automobile touches nearly every aspect of modern culture, economics, politics, and society. As such, a course on the history of the automobile allows students to analyze some of modernity's most important historical debates and societal issues. Whether focusing on gender and race or the sustainability of the automobile as a personal mode of transportation, the course appeals to a diverse group of students and allows for cross-cultural and transnational comparisons. When this course was taught as a special topics course in the Spring of 2019, students overwhelmingly requested this course be made a permanent offering in the History Department's course catalog. Those students came from a variety of majors including engineering, political science, education, history, and environmental studies. The course also compliments the History Department's offerings in the history of science and technology and can be taught by several faculty in the department.</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>			
<u>LING-243</u>	Korean Pop Culture & Language	Arts and Sciences	New Course (CCORE)	<p>Description:</p> <p>Introduction to linguistic and anthropological concepts through the lens of South Korean popular culture.</p> <p>Justification:</p> <p>Students will learn about South Korean cultural genres that are increasingly globally recognized and will learn how to analyze these</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>			<p>genres using linguistic and anthropological concepts. The course was successfully taught one year ago, drawing students from other colleges (Business, Engineering).</p>
PHYS-101	Physics of How Things Work I	Arts and Sciences	Change Course (CCORE)	<p>Description:</p> <p>A practical introduction to physics and science in everyday life--from concrete examples to basic physical principles Carolina Core: SCI</p> <p>Justification:</p> <p>Please note that PHYS 101 was intended to be a Carolina Core course. It was not designated as one merely due to oversight.</p> <p>Physics has been recognized by established scientists to be the basis of all sciences. Since grounding in the sciences is considered optimal for the educational foundation of an undergraduate student, it will be ideal for him/her to have a basic knowledge and understanding of physics. Compared to PHYS 201, which is a requirement for certain science majors, and PHYS 211, which is a requirement for engineering and certain other science majors, PHYS 101 is recommended for students who are not in the sciences, such as arts, education and business majors. It introduces them to the fundamental principles of physics and requires them to demonstrate understanding by solving problems through performing derivations with equations. The mathematical processes are a basic skill that should be mastered by all <u>college students</u> to meet the demands of their profession, their personal life, and their involvement with the community. The physical conception will expand their mind and provide them with a higher perspective of phenomena. The practical <u>application</u> of mathematics to the physical conception will help them to quantify phenomena.</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>			
PHYS-101L	How Things Work I Lab	Arts and Sciences	Change Course (CCORE)	<p>Description:</p> <p>Experiments, exercises, and demonstrations to accompany PHYS 101 Prerequisite or corequisite: PHYS 101 Carolina Core: SCI</p> <p>Justification:</p> <p>PHYS 101L complements and completes PHYS 101, as students will be seeing physical concepts imparted during lecture in motion. They will personally execute the physical processes, organize and process data, present results and compare them with theory, draw conclusions, and prove or disprove hypotheses.</p> <p>Note: Please see the application for PHYS 101 to be designated a Carolina Core course.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: The prerequisite or corequisite is PHYS 101. That means, the student should have completed PHYS 101 or is taking PHYS 101 concurrently.</p> <p>Proposed: No change in Pre/Coreqs.</p>			
SPAN-380A	Hispanic Film & Cult: Spanish	Arts and Sciences	Change Course	<p>Description:</p> <p>A-Spanish Film; B-Spanish-American Film. Interpretation of contemporary Hispanic culture through selected Spanish or Spanish-American films.</p> <p>Justification:</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p>			

	<p>Current: Pre-requisite: SPAN 303 or by placement. Note: Only courses with a grade of C or better count toward the Spanish major and minor.</p> <p>Proposed: No change in Pre/Coreqs.</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 the instructor to teach the specificities of the cultural contexts of the distinct regions as well as the 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 deleting SPAN 380B and replacing it with a new course proposal for SPAN 381, which will be called The Cinema of Latin America.</p>
SPAN-398	Selected Topics	Arts and Sciences	Change Course	<p>Description:</p> <p>Intensive study of selected topics of the Hispanic world. May be repeated for credit under different suffix. Taught in English.</p> <p>Justification:</p> <p>The Spanish Program is proposing topics courses at the 400- and 500-level, and is taking this opportunity to update some of the details of this course.</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>			
SPAN-475	Adv Topics in Hispanic Lit	Arts and Sciences	New Course	<p>Description:</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>Justification:</p> <p>The Spanish Program is expanding its special topics options at various levels, and this designator will be applied to advanced courses in literature taught in Spanish.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: Prerequisites: D or better in SPAN 312 or by placement.</p> <p>Proposed: No change in Pre/Coreqs.</p>			
SPAN-575	Special Topics in Spanish	Arts and Sciences	New Course	<p>Description:</p> <p>Course content varies and will be announced in the schedule of classes by suffix and title. May be repeated as content varies by title.</p> <p>Justification:</p> <p>The Spanish program currently offers SPAN 375 (taught in English); this designator would be used to offer special topics courses taught at the combined advanced undergraduate and graduate student level.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: Pre-requisite: D or better in SPAN 312 or graduate standing.</p> <p>Proposed: No change in Pre/Coreqs.</p>			
THEA-225	Intro to Stage Management	Arts and Sciences	New Course	<p>Description:</p> <p>An introduction to the roles of the stage manager throughout theatrical productions that include pre-production planning, oversight of the rehearsal process, running technical rehearsals and performances, and completing post-production duties.</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>			<p>Currently there is no foundational level course in stage management at the undergraduate level in stage management, yet students have opportunities to stage manage productions. This course would not only ensure that students develop basic skills in stage management before overseeing theatrical productions, but it would also allow theatre majors and minors who are interested in this area of specialization to develop the skills necessary to pursue more advanced levels of study.</p>
THEA-425	Advanced Stage Management	Arts and Sciences	New Course	<p>Description:</p> <p>Delving deeper into the role of the stage manager in theatrical productions that includes problem solving, adapting to challenging situations, and distinguishing the various responsibilities of production assistants, assistant stage managers, and production stage managers and their collaborative contributions.</p> <p>Justification:</p> <p>Currently there is no advanced course in stage management at the undergraduate level to prepare students to manage productions. This course would not only ensure that students develop advanced skills in stage management before overseeing theatrical productions, but it would also allow theatre majors and minors who are interested in this area of specialization to develop the skills necessary to pursue professional and graduate study.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: Pre-requisite: THEA 225 (minimum grade of C or better) or permission of instructor</p> <p>Proposed: No change in Pre/Coreqs.</p>			
THEA-442	Accents and Dialects	Arts and Sciences	New Course	<p>Description:</p> <p>Study and practical application of major accents and dialects used by actors in performance. Emphasis on acquiring the skills necessary for independent learning of an accent or dialect.</p> <p>Justification:</p> <p>Students preparing for success in the performance field need a variety of specialized skills, including the ability to perform in an accent or dialect other than their own. Plays, teleplays and screenplays frequently include characters from various regions in the United States and from other countries, requiring the actor to speak convincingly from the character's origins. Along with study of the country or region's culture, students will learn a systematic process in order to analyze, acquire and apply vocal and speech elements to text in performance.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: Prerequisite: THEA 240 (minimum grade of C or better) or by Instructor Permission</p> <p>Proposed: No change in Pre/Coreqs.</p>			
THEA-558	Draping	Arts and Sciences	New Course	<p>Description:</p> <p>Apparel design through basic draping techniques on industry standard dress forms. Analysis of fit and design, problem solving and interaction of fabric characteristics with style features.</p> <p>Justification:</p> <p>This course has been taught as a special topics course (THEA 599) for many years. It is being proposed as a specific course to provide students with the opportunity to have this course on their transcripts upon graduation.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: Pre-requisite: THEA 551 (minimum grade of B or better)</p> <p>Proposed: No change in Pre/Coreqs.</p>			

2) Business (9 Proposals)

Course	Title	College	Proposal Type	Change Description
<u>ACCT-Concentration</u>	Optional Business Analytics Concentration	Business	Change Program	<p>Justification:</p> <p>Increasing the number of hours and class/elective choices to match the offerings available to students in other areas that pursue the analytics concentration.</p>
<u>ECON-510</u>	Experimental Economics	Business	Change Course	<p>Description:</p> <p>Exploration of the basic theory and techniques of experimental economics. Topics include: basic game theory, experimental design, and elements of behavioral economic thought.</p> <p>Justification:</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. 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>
<u>ECON-511</u>	Senior Seminar in Economics	Business	Change Course	<p>Description:</p> <p>Philosophy and methodology of economics, perspectives on theory and empiricism, economic policy; individualized guided research.</p> <p>Justification:</p> <p>This is a change that will primarily affect our undergraduate Economics majors. ECON 511 is considered an upper-level course for graduating seniors. As such, we wish them to have completed all major requirements before taking it. ECON 436 (Econometrics) was recently added as a major requirement. Adding Econometrics as a pre-requisite will allow instructors to introduce more empirical work into the class.</p>
<u>ECON-562</u>	Public Finance	Business	Change Course	<p>Description:</p> <p>Theory and practice of taxation: public revenue, expenditure, and debt.</p> <p>Justification:</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. 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</p>

				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.
<u>IBUS-430</u>	Resrch in Intl Business	Business	Change Course	<p>Description:</p> <p>This seminar introduces students to research issues related to conducting studies in a cross-cultural setting. Students also develop an awareness of current international research programs.</p> <p>Justification:</p> <p>Adding MGSC 291 Statistics for Business and Economics course as a prerequisite to taking IBUS 430 Research in International Business to support and comply with the undergraduate curriculum as it relates to data analytic guidelines for Darla Moore School of Business.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: Prerequisites: IBUS 310</p> <p>Proposed: Pre-requisites: IBUS 310, MGSC 291; a minimum grade of "C" required for each pre-requisite.</p>			
<u>MGMT-Concentration</u>	Business Analytics Concentration (12 hours) optional	Business	Change Program	<p>Justification:</p> <p>The DMSB's Business Analytics Task Force has approved the addition of this new elective for the business analytics concentration.</p>
<u>MGSC-Concentration</u>	Optional Business Analytics Concentration (12 hours)	Business	Change Program	<p>Justification:</p> <p>The DMSB's Business Analytics Committee has approved the addition of these new elective courses for the business analytics concentration.</p>
<u>ZZBA-Major / Degree Program</u>	Darla Moore School of Business	Business	Change Program	<p>Justification:</p> <p>CLEP Examinations have become an increasingly popular form of obtaining course credit among our current students. However, we are concerned that students testing out of course requirements with low scores undermines the rigor of our program and leaves them unprepared for upper-level courses in the business school. Hence, we wish to increase the minimum passing score for credit on CLEP exams.</p> <p>Also, several names in the administration of the DMSB have changed in the last few years. This change updates them.</p>
<u>ZZBA-Minor</u>	Business Administration Minor	Business	Change Program	<p>Justification:</p> <p>Adding MGSC 290 as a required course to the business minor ensures that students will have coverage across key foundations in business. MGSC 290 is a critical, applied course because it covers information system applications used in day-to-day business communications, data analysis, and decision making. This particular course is important due to the increased use of data analytics and computer systems in the modern business environment. Also, many of the elective courses within the previous version of the minor are rarely</p>

offered. The six required courses in the new version of the minor are all offered on a regular basis and are also more scalable in terms of size to accommodate fluctuating demand for minor courses.

3) Education (1 Proposal)

Course	Title	College	Proposal Type	Change Description
EDTE-474	Directed Teaching in Frgn Lang	Education	Change Course	<p>Description:</p> <p>Students apply methods of curriculum and assessment, professionalism, effective teaching, and organization of instructional settings during internship in foreign language classrooms. Cross-listed Course: FORL 474</p> <p>Justification:</p> <p>In a separate proposal, our colleagues submitted a FORL 474 proposal to increase the number of credit hours from 12 to 15 hours, removing EDSE 584 as a course requirement for students pursuing a BA in foreign language with teacher certification. The increased number of hours received support by the Department of Instruction and Teacher Education faculty. Since FORL 474 is cross-listed with EDSE 474, the same increase in credit hours is needed and the same rationale applies. Also, only undergraduate teacher candidates enroll in this course, and a pass/fail grade isn't an option for them if they want to complete the program.</p>
<p>Cross-Listing: Cross-listed course 1 Designator: FORL Course Number: 474</p>				
<p>Pre/Co-Requisites: Current: Prerequisites: admission to the professional program of education Proposed: No change in Pre/Coreqs.</p>				

4) Engineering & Computing (4 Proposals)

Course	Title	College	Proposal Type	Change Description
<u>CSCE-Major/Degree Program</u>	BSE Computer Engineering	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>
<u>CSCE-Major/Degree Program</u>	Computer Engineering, BSE	Engineering & Computing	Change Program	<p>Justification:</p> <p>We are deleting one class, CSCE 317, and adding a new class in its place CSCE 491.</p> <p>There is a separate New Course Proposal with details on CSCE 491.</p> <p>The change is a result of our program assessment and continuous improvement process, including feedback from an ABET accreditation review. CSCE 491 will be a hands-on, culminating</p>

				design experience to replace the lecture-based CSCE 317 that was not providing such an experience. The addition of a hardware-focused capstone design experience strengthens the program's alignment with ABET accreditation criteria for Computer Engineering.
CSCE-491	Capstone Comp. Eng. Project	Engineering & Computing	New Course	<p>Description:</p> <p>Advanced computer systems engineering. Team projects. Written reports and oral presentations in a technical setting.</p> <p>Justification:</p> <p>This is a new Capstone laboratory course for Computer Engineering majors. It will be required. A Major Change Proposal is also being submitted to add this course to the major.</p> <p>The faculty have determined that this course is needed to meet revised ABET accreditation criteria. There was a call for more hand-on hardware courses from the Computer Engineering students as well as a requirement from ABET that the Computer Engineering major include a hardware-focused capstone project class. This class fulfills both needs.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: Pre-requisite: D or better in CSCE 240, 313, 611</p> <p>Proposed: No change in Pre/Coreqs.</p>			
ITEC-293	Cybersecurity Operations	Engineering & Computing	New Course	<p>Description:</p> <p>Operations in Security Operations Centers (SOC). Securing information systems by monitoring, analyzing, detecting, and responding to security events.</p> <p>Justification:</p> <p>This course is supporting the efforts of the IIT Department to strengthen the cybersecurity area of the program. It is meant as an introduction to cybersecurity that can be taken with no prerequisites.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: Pre-requisite: C or better in ITEC 233 or CSCE 145</p> <p>Proposed: No change in Pre/Coreqs.</p>			

5) Hospitality, Retail, & Sport Management (1 Proposal)

Course	Title	College	Proposal Type	Change Description
SPTE-385	Ethics/Sport & Ent Business	Hospitality, Retail, & Sport Management	Change Course (CCORE)	<p>Description:</p> <p>The objective of this course is to familiarize students with the ethical issues that exist in sport and entertainment business. Students will learn various theories of ethics and how they relate to issues faced by managers in the sport and entertainment industry. FS: 02/07/2018</p> <p>Justification:</p> <p>Adding the Carolina Core VSR designation to SPTE 385 would allow a wider audience of students access to this course as a way to examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives. Studying these concepts through the lens of sport</p>

and entertainment would provide an engaging and innovative, yet familiar context for a broad audience of learners.

6) Nursing (2 Proposals)

Course	Title	College	Proposal Type	Change Description
<u>NURS-Major / Degree Program</u>	BSN in Nursing generic (pre-licensure)	Nursing	Change Program	<p>Justification:</p> <p>The university mission and goals are to provide educational opportunities that promote a diverse student population from varying backgrounds, career goals and levels of aspiration. We propose to change our progression requirements for upper division to foster a holistic approach into the competitive BSN program. With a holistic review, the CON will be able to better evaluate an applicant's unique experiences in addition to traditional metrics of academic accomplishments such as grades and test scores. Basing progression on holistic criteria will allow the CON to consider a broader range of factors that may indicate an applicant's overall academic readiness, potential contribution to the cohort, and likelihood for success. As a result, implementing holistic admissions will result in a more diverse cohort of students who have backgrounds, qualities, and skills necessary for the profession of nursing.</p>
<u>NURS-Major / Degree Program</u>	RN-BSN Program (Post licensure)	Nursing	Change Program	<p>Justification:</p> <p>The proposed changes reflect the faculty endorsed removal of "life GPA" as a determining factor for admission and/or progression in the RN-BSN (post-licensure) program. The removal of "life GPA" has also been submitted for consideration for the traditional BSN (pre-licensure) program.</p>

7) Public Health (1 Proposal)

Course	Title	College	Proposal Type	Change Description
EXSC-410	Psych of Physical Activity	Public Health	Change Course	<p>Description:</p> <p>Introduction to psychosocial factors in physical activity. Topics include mental health effects of exercise, behavior change theories applied to physical activity, and physical activity determinants and interventions. Cross-listed Course: PSYC 565</p> <p>Justification:</p> <p>The proposed changes to EXSC 410 are administrative changes that do not impact the delivery nor the content of the course, but the changes do effect the assignment of letter grades and course</p>
	<p>Cross-Listing: Cross-listed course 1 Designator: PSYC Course Number: 565</p>			
	<p>Pre/Co-Requisites:</p>			

	<p>Current: Prerequisites: EXSC 224 or consent of instructor</p> <p>Proposed: Delete current prerequisites. Replace with New Prerequisite: PSYC 101</p>	<p>prerequisites. The proposed changes update the grading system to Letter Grades only from the previous letter grade and passfail and removes the ability to audit the course. Additionally, we wish to open up the course to Public Health BA majors who do not take EXSC 224 and therefore propose to remove the current course prerequisites (EXSC 224: Anatomy and Physiology or consent of the instructor) and replace them with a more relevant prerequisite for an applied psychology course (Psyc 101).</p>
--	---	--

Last Updated: Wednesday, October 30, 2019 4:16 PM

REPORT: Added to Full Faculty Senate Agenda

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

Total proposals: 74

1. 34 - Arts and Sciences
2. 1 - Business
3. 1 - Education
4. 12 - Engineering & Computing
5. 9 - Hospitality, Retail, & Sport Management
6. 9 - Information & Communications
7. 4 - Music
8. 1 - Palmetto Programs
9. 1 - Public Health
10. 2 - Social Work

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

1) Arts and Sciences (34 Proposals)

Course	Title	College	Proposal Type	Change Description
AFAM-200	Freedom Papers	Arts and Sciences	New Course	<p>Description:</p> <p>A study of the United States founding documents that emphasizes how the experiences of African American citizens throughout history and culture shape the country's values, norms, and ideals.</p> <p>Justification:</p> <p>Students in this course will explore the evolving definitions of freedom in the United States through an analysis of the lives and writings of African Americans who have struggled to realize the country's founding principles. We will couple our study of the Declaration of Independence, the U.S. Constitution, the Federalist Papers, and the Emancipation Proclamation with deeper interdisciplinary inquiry into how the principles and provisions of these documents affect the everyday lives of black citizens from the seventeenth-century to the present. Central to this effort will be questions, readings, and assignments that help students to understand the societal values and norms that frame the call for self-governance, individual rights, and free expression. Students will be asked to identify and contextualize the consequences of these practices in the United States with particular attention to the ways that black</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>			
AFAM-348	Environmental Justice	Arts and Sciences	New Course	<p>Description:</p> <p>have worked to make the ethical codes and moral theories more inclusive. History of the environmental justice movement and the unequal distribution of environmental harms on low income, minority, and historically marginalized groups.</p> <p>Justification:</p>

<p>Cross-Listing: Cross-listed course 1 Designator: ENVR Course Number: 348</p> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites entered Proposed: No change in Pre/Coreqs.</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 exclusiely on these issues.</p>			
<p>AFAM-463</p> <table border="1" data-bbox="269 831 683 926"> <tr> <td>Jim Crow: Histories & Revivals</td> <td>Arts and Sciences</td> <td>New Course</td> </tr> </table> <p>Cross-Listing: Cross-listed course 1 Designator: HIST Course Number: 463</p> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites entered Proposed: No change in Pre/Coreqs.</p>	Jim Crow: Histories & Revivals	Arts and Sciences	New Course	<p>Description: This course critically examines the continuities and discontinuities between Jim Crow and our current historical and political moment.</p> <p>Justification: The Jim Crow Era is important to South Carolina History, United States History, and Civil Rights History, all of which are taken seriously in the University of South Carolina History Department. While these courses may touch on Jim Crow, they do not critically engage with the history and legacies of Jim Crow as they relate to our current social, political, and historical moment. Furthermore, traditional courses that examine the history of Jim Crow look at race relations in black and white, but this course seeks to change that. "Jim Crow: Histories & Revivals" parses out the continuities and discontinuities between the Jim Crow Era and the present, while putting Jim Crow in a broader context.</p> <p>In addition to putting the history of Jim Crow into a broader context, this course pushes students to engage with statutes, legislation, and other legal documents in order to interpret these primary sources for themselves. In addition to encouraging history majors to engage with legal history and the history of Jim Crow, this course invites students from African American Studies and the Law and Society Minor to take more history courses. Finally, as parents and students continue to ask how a Bachelors' Degree in History can be useful, this course makes history relevant to students' lives, teaches students to think critically, read with a critical eye, write persuasive essays, and interpret primary sources for themselves. Rather than letting others tell them what to think, students will be able to determine a law's significance for themselves, and they will be able to use the skill set developed in this course outside of and after their time at the University of South Carolina.</p>
Jim Crow: Histories & Revivals	Arts and Sciences	New Course		
<p>ANTH-Minor</p> <table border="1" data-bbox="269 1734 683 1808"> <tr> <td>Medical Anthropology</td> <td>Arts and Sciences</td> <td>New Program</td> </tr> </table>	Medical Anthropology	Arts and Sciences	New Program	<p>Justification: This Medical Anthropology minor offers a range of courses that explore how health, illness, and wellbeing are shaped, experienced, and understood in the context of social, cultural, historical, economic, and political forces. Medical anthropology is steadfastly committed to</p>
Medical Anthropology	Arts and Sciences	New Program		

		<p>ethnography for its empirical merits and value for theory building. It encourages students to apply insights about cultures to health-related studies across the university, including studies in biological, psychological, and social sciences, as well as other pre-medical and pre-health fields. Current trends in education and <u>employment</u> show a growing need for medical anthropology knowledge and expertise in a variety of national and international <u>career</u> sectors. Given that societies and communities are increasingly multicultural, <u>healthcare</u> must adapt to this trend.</p>						
<p><u>ARTE-560P</u></p>	<table border="1"> <tr> <td data-bbox="267 430 462 514">Sec. Meth. K-12 Art Crt. Prac.</td> <td data-bbox="462 430 576 514">Arts and Sciences</td> <td data-bbox="576 430 706 514">Change Course</td> </tr> <tr> <td colspan="3" data-bbox="267 514 706 955"> <p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Co-requisite: Arte 560</p> <p>Proposed: Corequisite: ARTE 560 with a grade of C or higher Prerequisites: ARTE 525 and ARTE 525P with a grade of C or higher Note: Restricted to: Undergraduates only Note: ARTE 560 and ARTE 560P cannot be taken simultaneously with ARTE 540 and 540P</p> </td> </tr> </table>	Sec. Meth. K-12 Art Crt. Prac.	Arts and Sciences	Change Course	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Co-requisite: Arte 560</p> <p>Proposed: Corequisite: ARTE 560 with a grade of C or higher Prerequisites: ARTE 525 and ARTE 525P with a grade of C or higher Note: Restricted to: Undergraduates only Note: ARTE 560 and ARTE 560P cannot be taken simultaneously with ARTE 540 and 540P</p>			<p>Description:</p> <p>Experiential curriculum, methods, and materials for teaching secondary schoolchildren. Coreq: ARTE 560 Restricted to: Undergraduates only</p> <p>Justification:</p> <p>This recommended change is to force students to take the course in sequence and to take the co-requisite at the same time.</p>
Sec. Meth. K-12 Art Crt. Prac.	Arts and Sciences	Change Course						
<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Co-requisite: Arte 560</p> <p>Proposed: Corequisite: ARTE 560 with a grade of C or higher Prerequisites: ARTE 525 and ARTE 525P with a grade of C or higher Note: Restricted to: Undergraduates only Note: ARTE 560 and ARTE 560P cannot be taken simultaneously with ARTE 540 and 540P</p>								
<p><u>ARTS-330</u></p>	<table border="1"> <tr> <td data-bbox="267 955 462 1060">Intermediate Drawing I</td> <td data-bbox="462 955 576 1060">Arts and Sciences</td> <td data-bbox="576 955 706 1060">Change Course (CCORE)</td> </tr> <tr> <td colspan="3" data-bbox="267 1060 706 1963"></td> </tr> </table>	Intermediate Drawing I	Arts and Sciences	Change Course (CCORE)				<p>Description:</p> <p>Enhancing graphic richness in drawings with intellectual and visual perception as content. Prerequisite: ARTS 230 FS: 11/1/2017</p> <p>Justification:</p> <p>INT: AIU and GHS</p> <p>ARTS 330, Intermediate Drawing I, is added here as Carolina Core integrative course in the Art Studio major for the BA Degree. The other eleven discipline-specific ARTS 300-level intermediate courses have already been previously designated as INT; this course was accidentally omitted in the initial designation of those courses as fulfilling the integrative component.</p> <p>ARTS 330 meets both the AIU learning area (the content of the course revolves and round the production and engaged discussions of fine art drawing), and the GHS - Global Citizenship and Multicultural Understanding: Historical Thinking learning area. In the course, students apply historical principles as a means to understand and interpret multicultural influences on both their own and larger cultural artistic practices.</p> <p>The class asks students to identify and analyze the historical context of their artwork by researching artists from other time periods and cultures, and to interpret the past and its relationship to the present. Through library and internet research, students use a wide range of historical sources to inform their creative practice. One example is an assignment that asks students to research, compose, and create a drawing based on the practice of Dutch still-life drawing that originated in the 1600s, and evolved through the 1800s. Students must directly analyze the relationship between the social and economic</p>
Intermediate Drawing I	Arts and Sciences	Change Course (CCORE)						

<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisite: ARTS 230. Must be passed with C or higher. Proposed: Prerequisite: ARTS 230 must be passed with C or higher</p>	<p>underpinnings of the historical practice, and relate them to their own creative production of their artwork in a contemporary context.</p> <p>From the outcomes section of the ARTS 330 syllabus:</p> <p>Critical/Presentation Skills:</p> <ul style="list-style-type: none"> • Develop critical skills for talking about own work and work of others • Investigate contemporary, historical, and cross-cultural approaches to drawing • Demonstrate confident use of visual language terms – able to identify and discuss design principles, methods of execution, iconographic language • Understand how to ‘read’ an image, for composition and content • Research and recognize a range of drawing approaches, from technical to abstract expressionist, and acquire an understanding of the role of drawing throughout history • Present artwork in a finished form for public viewing 			
<p>ARTS-399</p>	<p>Independent Study</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p>Description:</p> <p>Independent Study</p> <p>Justification:</p> <p>This course change proposal is part of a larger proposal put forth by the School of Visual Art and Design to change the credit hours earned by ARTS classes. Currently, Independent Study ARTS 399 is offered for 3-9 course credits. This proposal changes the credit hours to a variable range of 1-6, which will allow a student to undertake an independent study for wider options of credit.</p> <p>NOTE: APPS will not pull the Credit Hours Maximum for a Single Offering: 6 (UPDATED).</p>
<p>ENVR-342</p>	<p>Environmental Anthropology</p>	<p>Arts and Sciences</p>	<p>New Course</p>	<p>Description:</p> <p>Cross-cultural perspectives on environmental issues.</p> <p>Justification:</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>FORL-474</p>	<p>Dir Tchng in Foreign Languages</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p>Description:</p>

	<p>Cross-Listing: Cross-listed course 1 Designator: EDTE Course Number: 474</p> <p>Pre/Co-Requisites: Current: Prerequisites: admission to the professional program in education Proposed: No change in Pre/Coreqs.</p>			<p>Students apply methods of curriculum and assessment, professionalism, effective teaching, and organization of instructional settings during internship in foreign language classroom. Cross-listed Course: EDSE 474</p> <p>Justification: In a separate proposal, we are proposing the removal of EDSE 584 as a requirement for students pursuing a BA in foreign language with the teacher certification option. The content that would be covered in EDSE 584 is addressed in FORL 474 and is reflected in the learning outcomes listed on the syllabus. The College of Education will also be submitting a proposal to increase the number of hours of the cross-listed course, EDTE 474.</p> <p>Regarding the justification for the change to the course description, there is currently a typo stating that the cross-listed course is EDSE 474 when, in fact, it is EDTE 474.</p>
<p><u>GEOL-220</u></p>	<p>Real Estate Geology</p>	<p>Arts and Sciences</p>	<p>Terminate Course</p>	<p>Description: Application of geologic concepts to land development. Recognition of hazards related to the hydrologic cycle, land stability, soils, coastal environment, and earthquakes. Intended for nonscience majors. Note: Three lecture hours and two laboratory hours each week.</p> <p>Justification: Course is no longer offered</p>
<p><u>GEOL-250</u></p>	<p>Continental Drift and Ice Ages</p>	<p>Arts and Sciences</p>	<p>Terminate Course</p>	<p>Description: An introduction to geology and geophysics. The structure of the earth, core, mantle, and crust; problems of facies, plate motions, and their probable influence on climate and evolution. Future prospects.</p> <p>Justification: Course is no longer offered</p>
<p><u>GEOL-508</u></p>	<p>Palynology</p>	<p>Arts and Sciences</p>	<p>Terminate Course</p>	<p>Description: Fundamentals of pollen analysis including morphology of modern and fossil forms, use of pollen and spores for correlation, dating, establishing phylogenetic trends, and reconstruction of ancient environments.</p> <p>Justification: Course is no longer offered</p>
<p><u>GEOL-510</u></p>	<p>Organic Sedimnt & Coal Genesis</p>	<p>Arts and Sciences</p>	<p>Terminate Course</p>	<p>Description: Theories of origin of coal deposits and coal-forming ingredients. Basic concepts of coal composition and classification. Practical applications of coal petrographic techniques. Note: Two lectures plus one two-hour lab. Two optional field trips.</p>

	<p>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: Course is no longer offered</p>
HIST-381	The Nobel Peace Prize	Arts and Sciences	New Course	<p>Description: Modern history through the lens of the Nobel Peace Prize. Limitations of the Nobel as encouragement to peace.</p> <p>Justification: This course offers an innovative and compelling new way to approach 20th century history, through the lens of the Nobel Peace Prize. The Nobel Peace Prize has become arguably the world's most prestigious prize, at precisely the same time that global conflicts seem to have gotten bloodier and more intractable. This course engages this paradox. Students will encounter the formation and early history of the prize itself. We will also study how the prize has evolved as global awareness of conflict and violence has shifted from European wars to global decolonization and nationalist movements, global poverty, the legacies of war and conflict, and even popular movements for democracy. Thus students will encounter differing conceptions of what "peace" means or can mean, such as the mere "absence of violence" to the "presence of justice." A focus on the peace prize also presents 20th century history from a decidedly transnational and international perspective, broadening and deepening what is currently a fairly nationalist-based history curriculum. An important dimension of the course will be to assess leadership and political organization styles and tactics of select laureates. We will also consider the significance of who never won the prize and why.</p> <p>Justification: This proposal seeks to make HIST 395 a permanent course at the undergraduate level in the USC Academic Bulletin to allow USC undergraduates to study the history of disease, health, and medicine in a global context. It will fill major lacunae in the curriculum, for the History Department, other majors (such as Global Studies), and the Medical Humanities and Culture minor.</p> <p><i>History</i></p> <p>History of medicine is an under-represented area of teaching in most history departments' offerings. At USC, the only course that is devoted to this field is HIST 451 (The History of American Medicine), while HIST 452 (The History of Science in America) and HIST 108 (Science and Technology in World History) also touch upon topics related to the history of medicine. The proposed course is intended to augment the number and range of history courses on history of medicine and global history at the undergraduate level. In addition, it will support two different <u>undergraduate concentrations</u> in the History Department: a geographic (Global History) and a</p>
HIST-395	Plagues and Societies	Arts and Sciences	New Course	<p>Description: A survey of biopolitical, social, economic, and cultural aspects of epidemic diseases throughout world history.</p> <p>Justification: This proposal seeks to make HIST 395 a permanent course at the undergraduate level in the USC Academic Bulletin to allow USC undergraduates to study the history of disease, health, and medicine in a global context. It will fill major lacunae in the curriculum, for the History Department, other majors (such as Global Studies), and the Medical Humanities and Culture minor.</p> <p><i>History</i></p> <p>History of medicine is an under-represented area of teaching in most history departments' offerings. At USC, the only course that is devoted to this field is HIST 451 (The History of American Medicine), while HIST 452 (The History of Science in America) and HIST 108 (Science and Technology in World History) also touch upon topics related to the history of medicine. The proposed course is intended to augment the number and range of history courses on history of medicine and global history at the undergraduate level. In addition, it will support two different <u>undergraduate concentrations</u> in the History Department: a geographic (Global History) and a</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>subject-area (History of Science, Technology, the Environment, and Medicine) concentration.</p> <p><i>Medical Humanities and Culture Minor</i></p> <p>The proposed course will also contribute to the <u>Medical Humanities and Culture minor</u>, an interdisciplinary undergraduate minor in CAS that includes courses from Anthropology, Sociology, Philosophy, and others. Currently, there are only three History courses listed in the minor's Group A category (list of Humanities courses students can choose two to three electives from toward the minor), HIST 393, and HIST 451 and HIST 452, which are both limited to the American context. The proposed course will not only strengthen the minor's History component, but also diversify its curriculum by adding a wider global scope.</p>					
<p>LING-303</p> <table border="1" data-bbox="272 636 706 735"> <tr> <td>Chinese language and society</td> <td>Arts and Sciences</td> <td>New Course</td> </tr> </table> <p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Pre/Co-Requisites: CHIN 121 with a minimum grade of a C or equivalent course or instructor's permission.</p> <p>Proposed: No change in Pre/Coreqs.</p>	Chinese language and society	Arts and Sciences	New Course	<p>Description:</p> <p>A comprehensive and up-to-date survey of Chinese language in a social context, teaching students not only the linguistic structure of modern standard Chinese but also how language and society mutually influence each other in history and today's digital age. Hands-on instruction to carry out linguistic research.</p> <p>Justification:</p> <p>In language classes, typically there is not enough time to teach or appreciate aspects of Chinese language such as the sound structure, writing system, vocabulary usage, word collocation, the context where certain grammar points are used, pragmatics, discourse, the interface between prosody and sentence meaning, idioms. This course tries to cover these topics.</p> <p>China has been undergoing drastic social changes for about four decades as a result of globalization. Chinese discourse has not only been an important force for social changes in China, but itself is also in a constant state of changing. This course will discuss the language development in Chinese society and the discourse.</p> <p>The Chinese language is difficult for native English speakers due to the significant difference between the structures of the two languages.</p>		
Chinese language and society	Arts and Sciences	New Course				
<p>LING-527</p> <table border="1" data-bbox="272 1354 706 1428"> <tr> <td>Mathematical Linguistics</td> <td>Arts and Sciences</td> <td>New Course</td> </tr> </table> <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>	Mathematical Linguistics	Arts and Sciences	New Course	<p>Description:</p> <p>As a systematic linguistic course, it is very difficult for students to master the language or advance to higher language proficiency. Introduction to mathematical mechanisms that play a prominent role in the formalization of syntactic and semantic theories, showing how they are applied to an understanding of the working parts of human language. The topics covered include: set theory, logic, English as a formal language, and languages & grammars.</p> <p>Justification:</p> <p>The course bridges the gap between informal and formal analysis of language, leaving students in a better position to understand the formal bases of linguistic theory. Rather than serve as an introduction to any particular linguistic sub-discipline, the course teaches basic formalisms and shows how these can be applied to an understanding of the working parts of human language. It is, in a way, a little like a course in learning how to use tools, rather than a course in how to make anything with those tools.</p>		
Mathematical Linguistics	Arts and Sciences	New Course				
<p>MATH-152</p> <table border="1" data-bbox="272 1864 706 1959"> <tr> <td>Calculus Workshop II</td> <td>Arts and Sciences</td> <td>Change Course</td> </tr> </table>	Calculus Workshop II	Arts and Sciences	Change Course	<p>Description:</p>		
Calculus Workshop II	Arts and Sciences	Change Course				

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

<p><u>MSCI-312</u></p>	<p>Physical & Chem Oceanography</p>	<p>Arts and Sciences</p>	<p>Terminate Course</p>	<p>Description: Properties of seawater, mass balances, biogeochemical cycles, circulation, mixing, waves and tides, continental shelf processes, estuarine dynamics. Three lecture and three laboratory hours per week. Scheduled field trips are required.</p> <p>Justification: Course is no longer offered</p>
<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites entered Proposed: No change in Pre/Coreqs.</p>				
<p><u>PSYC-475</u></p>	<p>Survey Clinical Psyc</p>	<p>Arts and Sciences</p>	<p>New Course</p>	<p>Description: The scientific basis of clinical psychology. Topics include history, theory, research, ethics, and best practices. For students interested in graduate school in psychology or other mental health professions.</p> <p>Justification: This is a new course designed to give students exposure to the nuts and bolts of clinical psychology and other mental health professions. Many of our students will be applying to graduate school in clinical or counseling psychology or social work and we didn't have a course that would give them an adequate picture of what clinical mental health work is about. This course will also strengthen the resume of any students applying to graduate school in the above areas.</p>
<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Pre-requisite: PSYC 228 and PSYC 410 with a grade of B or better. Proposed: No change in Pre/Coreqs.</p>				
<p><u>PSYC-585</u></p>	<p>Advanced General Psychology</p>	<p>Arts and Sciences</p>	<p>Terminate Course</p>	<p>Description: Review and integration of general principles of psychology. Primarily for students planning graduate study in psychology.</p> <p>Justification: This course has not been offered since 2013.</p>
<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites entered Proposed: No change in Pre/Coreqs.</p>				
<p><u>SPAN-360</u></p>	<p>Span for Hlthcare Profs</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p>Description: Health professionals' functional and lexical language ability, cultural information, etiquette and protocol necessary to interact with Spanish speakers. Prereq: SPAN 309, or equivalent course at the college level, or consent of the instructor FS: 11/04/2015</p> <p>Justification: 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: Current: Prerequisites: SPAN 309, or equivalent course at the college level, or consent of the instructor. Proposed: No change in Pre/Coreqs.</p>				
<p><u>SPAN-375</u></p>	<p>Topics in Hispanic Literature</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p>Description: Course content varies and will be announced in the schedule of classes by suffix and title. May be repeated once for credit. Taught in Spanish.</p> <p>Justification:</p>

	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: SPAN 303 or by placement.</p> <p>Proposed: Prerequisites: SPAN 303 with a C or higher or by placement.</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>
SPAN-398	Selected Topics	Arts and Sciences	Change Course	<p>Description:</p> <p>Intensive study of selected topics of the Hispanic world. May be repeated for credit under different suffix. Taught in English.</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: Current: Prerequisites: Placement at 300 level on Phase II placement exam, grade of B or better in SPAN 210 or 211, or consent of instructor. Department permission required for transfer students.</p> <p>Proposed: No prerequisite.</p>			
SPAN-400	Spanish Civilization	Arts and Sciences	Change Course	<p>Description:</p> <p>Lectures, readings, and visuals on selected topics of Spanish civilization and its cultural heritage. Prereq: Placement at 300 level on Phase II placement exam, grade of C+ or better in SPAN 303, or consent of instructor. Department permission required for transfer students. FS: 12/7/2016</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: Current: Prerequisites: SPAN 303 or by placement.</p> <p>Proposed: Prerequisites: C+ or better in SPAN 303 or by placement.</p>			
SPAN-404	Lit Tends & Masterpcs of Spain	Arts and Sciences	Change Course	<p>Description:</p> <p>A survey of the masterworks and literary tendencies of Spain.</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: Current: Prerequisites: SPAN 312.</p> <p>Proposed: Prerequisites: Grade of C or better in SPAN 312.</p>			
SPAN-410	Adv Oral Comm for Professions	Arts and Sciences	Terminate Course	<p>Description:</p> <p>Designed to develop linguistic functions such as supporting opinions and hypothesizing, as well as communicative strategies and vocabulary that are essential to effective communication in Spanish in the workplace.</p> <p>Justification:</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>			This course has not been taught since 2013.
SPAN-476	Adv Topics Hispanic Lang/cult	Arts and Sciences	New Course	<p>Description:</p> <p>Course content varies and will be announced in the schedule of classes by title. May be repeated as content varies by title. This course will be taught in Spanish.</p> <p>Justification:</p> <p>The Spanish Program currently offers SPAN 375 for students at the advanced level. (SPAN 376 is currently being proposed.) The SPAN 476 designator will be assigned to special topics courses in language and culture taught in Spanish at a superior level.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: Placement Exam score of SD or S7; grade of D or better in SPAN 302 or SPAN 309 AND grade of D or better in either SPAN 303 or SPAN 304; or permission of instructor.</p> <p>Proposed: No change in Pre/Coreqs.</p>			
SPAN-518	Intro to Span Medieval Lit	Arts and Sciences	Change Course	<p>Description:</p> <p>Survey of Spanish literature from its first manifestations to La Celestina. Introduction; early works; the epic; 13th- through 15th-century prose and verse; Berceo, Alfonso X, Juan Ruiz, Marques de Santillana; others.</p> <p>Justification:</p> <p>Justification: Standardize and simplify Bulletin wording of prerequisite and progression requirements so that the Bulletin, Master Schedule, Degreeworks and all other platforms deliver consistent information.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: For Undergraduates: SPAN 312 or consent of instructor FS: 12/7/2016</p> <p>Proposed: Prerequisites: Undergraduates must have earned a grade of C or better in SPAN 312</p>			
SPAN-524	Renaissance & Golden Age Lit	Arts and Sciences	Change Course	<p>Description:</p> <p>Survey of the works of Garcilaso, the Spanish mystics, Lope, Quevedo, Tirso, Calderon, Gongora and others.</p> <p>Justification:</p> <p>Justification: Standardize and simplify Bulletin wording of prerequisite and progression requirements so that the Bulletin, Master Schedule, Degreeworks and all other platforms deliver consistent information.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: For Undergraduates: SPAN 312 or consent of instructor. FS: 12/7/2016</p> <p>Proposed: Prerequisites: For undergraduates, grade of C or better in SPAN 312.</p>			
WGST-445	LGBTQ+ Literature	Arts and Sciences	New Course	<p>Description:</p> <p>This course will examine LGBTQ+ (lesbian, gay, bisexual, trans, queer, and other nonnormative sexual identities) literatures and cultures.</p>

<p>Cross-Listing: Cross-listed course 1 Designator: ENGL Course Number: 445</p> <hr/> <p>Pre/Co-Requisites: Current: both ENGL 101 and ENGL 102 (minimum grade of "C" or better for both) Proposed: No change in Pre/Coreqs.</p>	<p>Justification:</p> <p>This course has been taught as a special topics course several times and should become a regular course. It will fill a significant gap in our curriculum and will bring it in line with current practice. The course can be taught by multiple members of the UofSC faculty. It will be crosslisted with ENGL and will be an important complement to their curriculum as well. The specific texts selected will vary from term to term and instructor to instructor.</p>
---	---

2) Business (1 Proposal)

Course	Title	College	Proposal Type	Change Description
<u>ACCT-505</u>	Gov & Nonprofit Accounting	Business	Change Course	<p>Description:</p> <p>Accounting principles and procedures for local, state, and federal governmental units and for private nonprofit organizations.</p> <p>Justification:</p> <p>The course focuses primarily on local and state governmental units as well as some coverage of nonprofit organizations. There is very little coverage of federal governmental units. Thus, the current description implying coverage of federal governmental units is misleading. The proposed change will correct for this while also allowing instructors more flexibility should they want to cover federal governmental units in addition to local and state units.</p>
<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: ACCT 405 or consent of instructor Proposed: No change in Pre/Coreqs.</p>				

3) Education (1 Proposal)

Course	Title	College	Proposal Type	Change Description
<u>INTE-Major / Degree Program</u>	BA in Elementary Education	Education	Change Program	<p>Justification:</p> <p>The following justifications are on behalf of each change submitted-</p> <p>1) Carolina Core changes- Students in the elementary program are given more course selections to satisfy the requirements for Carolina Core as well as program specific requirements for physical science. These include CHEM 101, CHEM 107, PHYS 201 & 201L for the Scientific Literacy strand. Also, PHYS 101 is now an approved Carolina Core SCI course and we are now including it as an option in the Carolina Core.</p> <p>2) GEOG 202 is being added to provide students another course option as an approved course from which students can elect to take for Earth</p>

	<p>Science for both Carolina Core and the elementary program in the Scientific Literacy strand.</p> <p>3) Addition of MUED 555 and removal of MUED 454- The music education program added a newly approved course designed specifically for elementary education majors. In doing so, elementary education majors will be advised to take MUED 555. With this addition MUED 454, designed for early childhood majors, will be removed from the elementary education bulletin.</p>
--	---

4) Engineering & Computing (12 Proposals)

Course	Title	College	Proposal Type	Change Description
<u>CHME-Minor</u>	Chemical Engineering Minor	Engineering & Computing	New Program	<p>Justification:</p> <p>Thanks to recent chemical engineering innovations leading to shale gas developments in the U.S., chemical engineering is a growing field and several non-chemical engineers such as chemistry or biochemistry, as well as the other engineering disciplines (especially biomedical engineers), can improve their job performance by obtaining a minor in chemical engineering. The larger portion of this minor in the ability to apply knowledge of separation component types, phase and fluid mechanics problems encountered in chemical engineering practice. This requires fundamental knowledge of energy balances, chemical engineering thermodynamics, fluid mechanics, and separation process design. A minor in chemical engineering has few students from Chemistry and Biochemistry who have switched into Chemical Engineering and we are only approving program in Chemical Engineering have taken CHEM 541. This is because through this course they have the basic thermodynamic knowledge needed to be successful in ECHE 311. It should be noted that we still require them to take ECHE 310 for the B.S.E. in Chemical Engineering, since there is significant other material in ECHE 310 that is important for Chemical Engineers to learn. This change just makes it easier for transferring students to progress in their new degree. Just as important, this change supports our introduction of a Minor in Chemical Engineering (see accompanying proposal), by allowing Chemistry and Biochemistry majors to pursue</p>
<u>ECHE-311</u>	Chemical Engr Thermodynamics	Engineering & Computing	Change Course	<p>Description:</p> <p>and several non-chemical engineers such as chemistry or biochemistry, as well as the other engineering disciplines (especially biomedical engineers), can improve their job performance by obtaining a minor in chemical engineering. The larger portion of this minor in the ability to apply knowledge of separation component types, phase and fluid mechanics problems encountered in chemical engineering practice. This requires fundamental knowledge of energy balances, chemical engineering thermodynamics, fluid mechanics, and separation process design. A minor in chemical engineering has few students from Chemistry and Biochemistry who have switched into Chemical Engineering and we are only approving program in Chemical Engineering have taken CHEM 541. This is because through this course they have the basic thermodynamic knowledge needed to be successful in ECHE 311. It should be noted that we still require them to take ECHE 310 for the B.S.E. in Chemical Engineering, since there is significant other material in ECHE 310 that is important for Chemical Engineers to learn. This change just makes it easier for transferring students to progress in their new degree. Just as important, this change supports our introduction of a Minor in Chemical Engineering (see accompanying proposal), by allowing Chemistry and Biochemistry majors to pursue</p> <p>Justification:</p> <p>We have had a few students from Chemistry and Biochemistry who have switched into Chemical Engineering and we are only approving program in Chemical Engineering have taken CHEM 541. This is because through this course they have the basic thermodynamic knowledge needed to be successful in ECHE 311. It should be noted that we still require them to take ECHE 310 for the B.S.E. in Chemical Engineering, since there is significant other material in ECHE 310 that is important for Chemical Engineers to learn. This change just makes it easier for transferring students to progress in their new degree. Just as important, this change supports our introduction of a Minor in Chemical Engineering (see accompanying proposal), by allowing Chemistry and Biochemistry majors to pursue</p>
<u>ECHE-530</u>	Intermediate Chem Eng Kinetics	Engineering & Computing	New Course	<p>Description:</p> <p>Intermediate concepts of chemical kinetics, batch and flow reactors, catalysts and reactor design, including non-ideal systems.</p> <p>Justification:</p> <p>After analysis of our current offerings in this area of chemical engineering, the Department has determined a need for an intermediate level course situated between the current introductory undergraduate ECHE 430 and advanced graduate 730 courses. The proposed new course ECHE 530 will be available for both undergraduate and graduate students to take, and will also facilitate USC undergraduate students to be able to pursue an accelerated M.E. or M.S. in Chemical Engineering.</p>

<p>ECHE-540</p>	<p>Intermediate Sep Proc Design</p>	<p>Engineering & Computing</p>	<p>New Course</p>	<p>Description: Intermediate level design of stagewise chemical separation cascades; analysis of binary and ternary systems; multicomponent separations, plate and column specification procedures; distillation, crystallization, extraction, and leaching.</p> <p>Justification: After analysis of our current offerings in this area of chemical engineering, the Department has determined a need for an intermediate level course situated between the current introductory undergraduate ECHE 440 and advanced graduate 740, 741, and 742 courses. The proposed new course ECHE 540 will be available for both undergraduate and graduate students to take, and will also facilitate undergraduate students to be able to pursue an accelerated M.E. or M.S. in Chemical Engineering.</p>
<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisite or Corequisite: D or better in ECHE 311 Prerequisites: C or better in ECHE 300</p> <p>Proposed: No change in Pre/Coreqs.</p>				
<p>ECIV-360</p>	<p>Fluid Mechanics</p>	<p>Engineering & Computing</p>	<p>Change Course</p>	<p>Description: Principles of fluid statics and dynamics. Conservation of mass, momentum, and energy. Similitude and dimensional analysis, open channel flow, lift and drag forces, and introduction to turbulent flow. Prerequisite or Corequisite: ECIV 210 and MATH 241 FS: 11/05/2014</p> <p>Justification: The faculty have determined that ECIV 200 is a more appropriate prerequisite than ECIV 210. The faculty have determined that MATH 241 should not be a prerequisite for this course. Notice that ECIV 200 has a pre-requisite of MATH 141</p>
<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites entered</p> <p>Proposed: Prerequisite: C or better in ECIV 200 or C or better in ENCP 200</p>				
<p>ELCT-Minor</p>	<p>Electrical Engineering Minor</p>	<p>Engineering & Computing</p>	<p>Change Program</p>	<p>Justification: 2 Changes to Minor:</p>
<p>Justification: -1. Under Course Requirements, "ELCT 220-Electrical Engineering ELCT 220-Electrical Engineering for non majors" has been added as an alternative to ELCT 102-Electrical Science. It will read: ELCT 102-Electrical Science or ELCT 220-Electrical Engineering for non majors. ELCT 220 is broader, but more shallow, than ELCT 102. Nonetheless, it provides an acceptable introduction to the more in-depth content of ELCT 220.</p> <p>Justification: This change allows the minor to be more accessible to Mechanical and Aerospace UG students who are likely interested in getting EE minor. Mechanical and Aerospace already have the option to take ELCT 220-Electrical Engineering for non majors, thus including as an alternative to ELCT 102 will most likely increase enrollment in EE minor.</p> <p>2. The advisement sequence "For Interest in Biomedical Electronics" was removed because it actually requires 21 hours (due to pre-requisites) rather than just the standard 18 hours.</p>				
<p>EMCH-360</p>	<p>Fluid Mechanics</p>	<p>Engineering & Computing</p>	<p>Change Course</p>	<p>Description: Principles of measurement, analysis of data, and experimental planning. Written and oral presentation techniques.</p>
<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: EMCH 200 or ENCP 200 with a grade of C or better and EMCH 201 or ENCP 201 and MATH 241</p> <p>Proposed: Pre-requisites: C or better in EMCH 200 or ENCP 200 or BMEN 212. D or better in EMCH 290 or ENCP 290 or BMEN 290. C or better in MATH 242</p>				
<p>EMCH-361</p>	<p>Mech Engineering Lab I</p>	<p>Engineering & Computing</p>	<p>Change Course</p>	<p>Description: Principles of measurement, analysis of data, and experimental planning. Written and oral presentation techniques.</p>
<p>Cross-Listing: No Cross-listings have been entered</p>				

	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: STAT 509, PHYS 212 Prereq or Coreq: EMCH 260 or ENCP 260, EMCH 290 or ENCP 290 FS: 02/03/2016</p> <p>Proposed: D or better in EMCH 290, ENCP 290, or BMEN 290. D or better in EMCH 260 or ENCP 260. D or better in EMCH 201 or ENCP 201. D or better in ELCT 220 or ELCT 221</p>			<p>Justification:</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><u>EMCH-362</u></p>	<p>Mech Engineering Lab II</p>	<p>Engineering & Computing</p>	<p>Change Course</p>	<p>Description:</p> <p>Introduces design of experiments with emphasis on confidence levels, dimensional analysis, correlations or experimental data, experimental variance, and uncertainty analyses. Oral and written reports. Prereq: EMCH 361, ELCT 220 or 221 Prereq or Coreq: EMCH 360 or ENCP 360, EMCH 310 or ENCP 210 Note: Excluded: Mechanical Engineering majors. FS: 02/03/2016</p> <p>Justification:</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><u>EMCH-380</u></p>	<p>Project Management</p>	<p>Engineering & Computing</p>	<p>Change Course</p>	<p>Description:</p> <p>Introduction to decision making for engineering projects. Planning methods, forecasting, exploratory charts, team building, leadership, quality control, project scheduling, and project economics. Prerequisite: Grade of D or better in MATH 241 FS: 12/05/2018</p> <p>Justification:</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><u>EMCH-427</u></p>	<p>Mechanical Design I</p>	<p>Engineering & Computing</p>	<p>Change Course</p>	<p>Description:</p> <p>Lecture topics include design specifications and planning, innovation, economic factors, safety, reliability, ethics and social impact. Selection, specification, and feasibility study of an open-ended design project to be completed in EMCH 428.</p> <p>Justification:</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>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: EMCH 327, 354, 371, 394 Prereq or Coreq: EMCH 332, 362 FS: 02/03/2016</p> <p>Proposed: Prereq: D or better in EMCH 380; Prereq or Coreq: D or better in EMCH 332, 354, 362, 371, and 368</p>				
ITEC-472	Tch. H/S Business Education	Engineering & Computing	Terminate Course	<p>Description: There is currently no bulletin description - It is being deleted anyway</p> <p>Justification: This was originally part of the Business Education program that was in our department. The program was shut down about 8 year and have not taught it since, and we have no plans to teach it in the future. We want to clear up the courses listed under our department.</p> <p>Note, the cross listed course is currently cross listed to TSTM 472, which is this same course. The designator was apparently not changed on the cross list.</p> <p>We want this deleted from the bulletin as soon as possible. APPS would not allow me to select Fall 2020, which was my target date.</p>
	<p>Cross-Listing: Cross-listed course 1 Designator: EDSE Course Number: 472</p> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites entered</p> <p>Proposed: No change in Pre/Coreqs.</p>			

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

Course	Title	College	Proposal Type	Change Description
HRTM-270	Quantity Food Production	Hospitality, Retail, & Sport Management	Change Course	<p>Description: The basics of food production from storeroom to consumer. Various techniques of storage, preparation, merchandising, and menu-planning, as well as the many aspects of service Note: One lecture and three laboratory hours per week.</p> <p>Justification: Students that are already certified through their work experience or previous educational institutions will have satisfied this requirement and not be required to take HRTM 169. Students must provide proof of certification at the beginning of HRTM 270 to continue in the class.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites entered</p> <p>Proposed: Pre-requisite A minimum grade of "C" in HRTM 169</p>			
SPTE-101	The Student-Athlete Experience	Hospitality, Retail, & Sport Management	New Course	<p>Description: Examination of the functions and resources the university provides for students transitioning to college and the problems common to the first-year student-athlete experience.</p> <p>Justification:</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>The Student-Athlete experience has been taught for the past three years as a special topics course in our department. Due to large enrollments and number of sections taught in this time, there is a demonstrated demand for the course.</p>
SPTE-330	The Summer Olympic Games	Hospitality, Retail, & Sport Management	New Course	<p>Description:</p> <p>Examination of the Summer Olympic Games and its impact on sport, entertainment, hospitality, tourism and the host community</p> <p>Justification:</p> <p>This course will examine in detail the concept of mega-event sport tourism. It will allow students to more thoroughly discuss and demonstrate an understanding of mega-event sport tourism from both the sport and entertainment and hospitality and tourism sectors. It will concentrate on the Olympic Games, management issues surrounding the organization of the Olympic Games, theories that may explain our willingness to support the Olympic Games as a sport tourism mega-event and impacts of sport tourism mega-events in a geopolitical arena.</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>			
SPTE-335	The Business of Baseball	Hospitality, Retail, & Sport Management	New Course	<p>Description:</p> <p>Overall view of the sport of baseball from a business perspective</p> <p>Justification:</p> <p>The Business of Baseball has been taught for the past three years as a special topics course in our department. Due to large enrollments and number of sections taught in this time, there is a demonstrated demand for the course. This class is similar to other classes we currently offer including the Business of NASCAR and Collegiate Athletics.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: none</p> <p>Proposed: No change in Pre/Coreqs.</p>			
SPTE-415	Sport in Film	Hospitality, Retail, & Sport Management	New Course	<p>Description:</p> <p>This class invites students to consider a variety of classic and contemporary, international and domestic sports films featuring heroes and villains from baseball, basketball, boxing, football, soccer and other sports stages. Students will develop a rhetorical analysis of socially significant sport films after exposure to numerous critical perspectives.</p> <p>Justification:</p> <p>This course will add to the curriculum by develop the awareness of students in sport and entertainment management about how sport is represented and depicted within film. The course will help students in sport and entertainment management to broaden their understanding of how media plays an important role in sport industry.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: PRE-REQUISITE: none</p> <p>Proposed: No change in Pre/Coreqs.</p>			
SPTE-550	The Business of Esports	Hospitality, Retail, & Sport Management	New Course	<p>Description:</p> <p>This course is designed to provide students with an overview of the business of esports. It will focus on the history of video games from creation to the present and will also cover the various business elements of the modern, competitive esports environment.</p>

	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Enter description here</p> <p>Proposed: No change in Pre/Coreqs.</p>			<p>Justification:</p> <p>Esports have become an integral component of the sport and entertainment industry. Though the "general" knowledge and skills necessary to succeed in the business of esports are covered in other areas of the sport and entertainment management curriculum, this course will introduce students to the "unique" aspects of the esports industry that are not currently being taught in our curriculum. This course will provide a foundation for future curriculum growth in the business of esports.</p>
SPTE-560	Perf Arts Mgmt Leadership	Hospitality, Retail, & Sport Management	New Course	<p>Description:</p> <p>The study of performing arts management as it relates to nonprofits and organizational structure.</p> <p>Justification:</p> <p>This course has been taught three times as a well-received special topics course. However, there is an increasing need to expand the entertainment management curriculum, as more students are seeking to pursue a career in the entertainment field. The growth of the live entertainment industry translates to the continuous addition of employment opportunities for graduates. Having this course as part of the required curriculum will give our students the competitive advantage of acquiring an in-depth knowledge and understanding of the foundations of this industry.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisite: SPTE 202 – Intro to Live Entertainment Management Prerequisite: SPTE 380 – Sport and Entertainment Marketing Minimum grade required for SPTE majors: C</p> <p>Proposed: No change in Pre/Coreqs.</p>			
SPTE-565	Business of Broadway	Hospitality, Retail, & Sport Management	New Course	<p>Description:</p> <p>The study of the management of Broadway productions from script to play, including the creative process, business ventures, production houses, and investor relations.</p> <p>Justification:</p> <p>This course has been taught three times as a well-received special topics course. However, there is an increasing need to expand the entertainment management curriculum, as more students are seeking to pursue a career in the entertainment field. The growth of the live entertainment industry translates to the continuous addition of employment opportunities for graduates. Having this course as part of the required curriculum will give our students the competitive advantage of acquiring an in-depth knowledge and understanding of the foundations of this industry.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisite: SPTE 202 – Intro to Live Entertainment Management Prerequisite: SPTE 380 – Sport and Entertainment Marketing Minimum grade required for SPTE majors: C</p> <p>Proposed: No change in Pre/Coreqs.</p>			
SPTE-585	Sport Economics	Hospitality, Retail, & Sport Management	New Course	<p>Description:</p> <p>This course focuses on issues relevant to sport, entertainment, and related industries. The goal of the class will be for students to understand both basic and complex concepts within economics in a sport and entertainment context, in order to grasp the importance of economic decision-making.</p> <p>Justification:</p> <p>This course is designed to provide students in sport and entertainment management a review of the economic aspects of the sport industry. Because the sport industry is unique in many ways from an economic aspect, the course is designed to introduce how economics impacts business and behaviors within sport and entertainment.</p>

<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>
--

6) Information & Communications (9 Proposals)

Course	Title	College	Proposal Type	Change Description
JOUR-308	Media and Youth	Information & Communications	New Course	<p>Description:</p> <p>An introduction to media uses and effects research, considering cognitive, affective, and social development as a framework for analyzing media effects on youth.</p> <p>Justification:</p> <p>To make JOUR 308, Youth and Media, a permanent course offering so that the School of Journalism can offer a course that explains how children and youth process media.</p>
	<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-371	Social Media and Mobile Journ	Information & Communications	New Course	<p>Description:</p> <p>This course provides an introduction on how to use online social platforms and mobile tools following journalistic editorial guidelines. Students will get an overview of the digital-first mindset that informs and enriches their professional preparation.</p> <p>Justification:</p> <p>The course combines both social and mobile journalism skills, it is critical that students taking this course have at least some foundation in journalistic principles, practices and writing styles. We envision this as a course students can take early in their academic programs.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: JOUR 204 and JOUR 291, both with a C or better.</p> <p>Proposed: No change in Pre/Coreqs.</p>			
JOUR-382	Financial Basics for Comms	Information & Communications	New Course	<p>Description:</p> <p>Students will gain a fundamental understanding of business and how write about it. Students will learn how various aspects of business, finance and the economy relate to individuals, communities, companies, governments and world events and how to communicate that impact.</p> <p>Justification:</p> <p>This course is expected to be the one required course in a Business Communications Concentration for SJMC. It will be a prerequisite for other classes.</p>
	<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-398</p>	<p>Diversity Topics in Mass Media</p>	<p>Information & Communications</p>	<p>New Course</p>	<p>Description: Topics addressing the intersection of race, gender, sexual orientation, or other forms of diversity or marginality and mass media. Topics may change from term to term. May be repeated for credit with different topics.</p> <p>Justification: To offer a course in Mass Communications that incorporates diversity Mass Media. Two course that have already been approved will be taught under this designation: "The African American Freedom Struggle and the Mass Media" and "Media, Sports and Race" (see syllabus).</p>
<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites entered Proposed: No change in Pre/Coreqs.</p>				
<p>JOUR-447</p>	<p>Photo Comm II: Adv Photo</p>	<p>Information & Communications</p>	<p>Change Course (CCORE)</p>	<p>Description: Developing professional, portfolio-quality photographic images for use in the mass media. Prereq: JOUR 347 FS: 06/12/2013</p> <p>Justification: Remove CC-INT designation for both Advertising BAJMC, and Public Relations, BAJMC. This is an error left from a major curriculum and renumbering change several years ago. Advertising retains JOUR 517, Integrated Campaigns, as its capstone and CC-INT course. A proposal to make JOUR 531, Public Relations Campaigns, the PR sequence's CC-INT is being filed concurrently in APPS.</p>
<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisite JOUR 347 C or better Proposed: No change in Pre/Coreqs.</p>				
<p>JOUR-506</p>	<p>Mass Media Criticism</p>	<p>Information & Communications</p>	<p>Change Course (CCORE)</p>	<p>Description: Development of critical thinking skills for analyzing mass media. Carolina Core Integrative Course</p> <p>Justification: Remove as Carolina Core Integrative, JOUR 515, Mass Communications BAJMC. This is an elective course that is the only CC-INT course for this sequence. However, it is an elective, so many students could bypass the CC-INT requirement or be delayed in graduation if they cannot get into this course. This is being replaced by JOUR 515, the sequence's required capstone course. A separate proposal has been submitted to APPS for that.</p>
<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: JOUR 101 FS: 06/12/2013 Proposed: No change in Pre/Coreqs.</p>				
<p>JOUR-515</p>	<p>Mass Comm Capstone Portfolio</p>	<p>Information & Communications</p>	<p>Change Course (CCORE)</p>	<p>Description: Development of Mass Communications E-portfolio showcasing and reflecting on coursework and experiential learning, with a focus on leadership, as preparation for matriculation in higher education or careers in mass media.</p> <p>Justification: Designate this as the Carolina Core-INT class for the mass communications major, replacing JOUR 506, which is an elective.</p>

	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: Students must have taken either Jour 501, Jour 506, or Jour 542 a with a grade of "C" or better. FS: 12/6/2017</p> <p>Proposed: No change in Pre/Coreqs.</p>			
JOUR-531	Public Relations Campaigns	Information & Communications	Change Course (CCORE)	<p>Description: Development of public relations campaigns for business and social institutions. Case studies of public relations campaigns and programs.</p> <p>Justification: To designate JOUR 531, Public Relations Campaigns, as the Carolina Core-INT class for the Public Relations major, replacing JOUR 537, which is The Carolina Agency. JOUR 537 is incorrect because of The Carolina Agency's selective membership and application process.</p> <p>Learning Outcomes: Analytical Reasoning and Problem Solving: Students will be able to apply the methods of mathematics, statistics, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.</p> <p>Effective, Engaged and Persuasive Communication—Written: Students will be able to identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes, through writing.</p>
JOUR-537	The Carolina Agency	Information & Communications	Change Course (CCORE)	<p>Description: Effective, Engaged and Persuasive Communication—Oral: Students will be able to identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes, through speaking. Participation in a functioning communications agency working for actual clients in a student-directed environment. Opportunity to both lead and be a part of a team servicing the communication needs of various clients. (Prereq: JOUR 101; 201; 203 or 202; and 291) FS: 06/12/2013</p> <p>Justification: Remove CC-INT designation from both Advertising, BAJMC, and Public Relations, BAJMC. This is an error left from a major curriculum and renumbering change several years ago.</p> <p>This course is inappropriate as a CC-INT. It is an elective with limited enrollment. Advertising retains JOUR 517, Integrated Campaigns, as its capstone and CC-INT course.</p> <p>A proposal to make JOUR 531, Public Relations Campaigns, the PR sequence's CC-INT is being filed concurrently in APPS.</p>

7) Music (4 Proposals)

Course	Title	College	Proposal Type	Change Description
<u>MUSC-567</u>	Recording Studio Techniques	Music	Change Course	<p>Description:</p> <p>Technology and techniques in the recording studio including use of equalizers, limiters, reverberators, compressors, the mixing console, multi-track recording, microphone techniques, and basic acoustics related to the instrumental and vocal recording process. Not auditable.</p> <p>Justification:</p> <p>Listing MUSC 564 as a prerequisite for this course was a mistake in the bulletin, so we wish to remove it. MUSC 564 has no relationship to this class.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: MUSC 564, MUSC 565 or approval of instructor</p> <p>Proposed: Prerequisites: MUSC 565 or approval of instructor Minimum grade of C or better</p>			
<u>MUSC-582</u>	Music and Money	Music	Change Course	<p>Description:</p> <p>A survey of the for-profit and non-profit music economies and the broader policy that drives these economies. Restricted to Music majors.</p> <p>Justification:</p> <p>the teacher does not believe the existing pre-requisites are necessary for this course.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: MUSC 580, ECON 224</p> <p>Proposed: None</p>			
<u>MUSC-590</u>	Sem in Music Entrepreneurship	Music	Change Course	<p>Description:</p> <p>Analyses of music businesses through the use of case studies. Restricted to Music majors.</p> <p>Justification:</p> <p>The teacher of this course does not believe the existing prerequisites are necessary.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: MUSC 582, MKTG 350</p> <p>Proposed: No change in Pre/Coreqs.</p>			
<u>MUSC-591</u>	Music Leadership Practicum	Music	Change Course	<p>Description:</p> <p>A practicum to design and execute an entrepreneurial music leadership project in Columbia, South Carolina. Restricted to Music majors.</p> <p>Justification:</p> <p>The teacher of this course wishes to change the prerequisites to MUSC 580 and 582, rather than the current prerequisite.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: MUSC 590</p> <p>Proposed: MUSC 580, MUSC 582; The minimum grade for both pre-requisites is C or better.</p>			

8) Palmetto Programs (1 Proposal)

Course	Title	College	Proposal Type	Change Description
PCAM-101	Nurs Concepts, Comm, Calc	Palmetto Programs	New Course	<p>Description:</p> <p>Introduction to concepts essential to basic nursing practice. Nursing's historical evolution through theory, concept and role development will be presented. Overview of medical terminology and calculations provided as rudimentary skills that promote effective interpretation and communication within health disciplines, and calculations required to administer pharmaceutical agents.</p> <p>Justification:</p> <p>This course is a must for USC Salkehatchie with regard to their new nursing partnership with Beaufort because it is required for lower-division nursing majors in the Beaufort program and there is no equivalent to the course in the Columbia catalog. Hence, in order to keep their commitment to their nursing students that they will offer the lower-level classes as Salkehatchie classes, they need an equivalent course we can offer.</p>
<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisite: none</p> <p>Proposed: No change in Pre/Coreqs.</p>				

9) Public Health (1 Proposal)

Course	Title	College	Proposal Type	Change Description
HPEB-471	Social Determinants of Health	Public Health	New Course	<p>Description:</p> <p>The social, cultural, economic, and political factors that influence health and its distribution within and between populations. How society helps shape our health beliefs, behaviors, and status.</p> <p>Justification:</p> <p>Persistent health inequalities exist in the United States and globally. Research finds that much of these inequalities stem from upstream factors - also known as the social determinants of health - such as income inequality, racism, sexism, neighborhood environments, and social networks. Currently, HPEB does not offer an undergraduate course that delves into these social determinants and how they impact health. We see this as an important gap that needs to be addressed. Last year, we offered a special topics course - HPEB 492: Social Determinants of Health - that was approved as an online course and was very popular among our undergraduate students. The course was capped at 50 students and all seats were taken by the start of the spring semester. We are asking to convert this special topics course to a permanent online course.</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>				

10) Social Work (2 Proposals)

Course	Title	College	Proposal Type	Change Description
SOWK-360	Refuge and Refugees	Social Work	New Course	<p>Description:</p> <p>This course provides students with foundational knowledge about forced migration and the institutions of humanitarian aid that address forced migration. Students will learn about global theories of forced migration, humanitarian aid policy, empirical studies of humanitarian aid, refugee resettlement, and displacement, and evaluate biographies and literature on forced migration.</p> <p>Justification:</p> <p>Course is designed to provide social work students exposure to this specific content area, refugees and immigration, that is a critical need in the discipline.</p>
	<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>			
SOWK-441	HBSE III: Large Systems	Social Work	Change Course	<p>Description:</p> <p>Examining how individuals and families are affected by, and affect, larger social systems.</p> <p>Justification:</p> <p>SOWK 342 is being proposed for termination.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: Prerequisites: SOWK 342</p> <p>Proposed: Delete Prerequisite: SOWK 342</p>			

Last Updated: Wednesday, January 29, 2020 9:05 AM

Palmetto College Campuses Faculty Senate
February 14, 2019 Faculty Senate Meeting
USC-Columbia

Report from USC-Columbia Faculty Welfare Committee

To: Palmetto College Campuses Faculty Senate

From: Shelley AJ Jones, Extended University
PCC Representative to USC-Columbia Faculty Welfare Committee—2018-2020

Meeting Dates: November 25, 2019 and January 27, 2020

The committee continues to work on providing faculty recommendations for the compression and merit raises process on the Columbia campus. CFWC convened a special meeting in December to write recommendations for the impending raises. In addition to being shared with the Interim Provost, this report will be included in the February Columbia Faculty Senate minutes.

Another continuing point of business is dissemination of the COACHE survey data, which Vice Provost Cheryl Addy updated the committee on in both scheduled meetings. An executive summary is due to be released late February, with town halls planned for the early Spring semester and college-level reports released mid-semester.

The committee was also updated on the impending formation of a committee to review and revise student teaching evaluations, including developing a core set of questions and discussing standardizing a piece for T&P files and standardizing technology for dissemination.

The committee completed work on requiring T&P timelines to be published in each unit/department. Chairs and deans' deadline to submit requested documents to the Faculty Senate Office was December 2, 2019.

CFWC chair Bethany Bell also met with President Caslen, Susan Bonn (Presidential Faculty Fellow), and Mark Biegger (Chief of Staff) on January 23, 2020. She introduced President Caslen to the work of our committee and discussed three areas: money for non-tenure track merit raises (on the Columbia campus), the creation of a staff council, and a facilities accessibility audit.

Proposed Revisions to the *Palmetto College Campuses Faculty Manual*
Palmetto College Campuses Faculty Senate
University of South Carolina

Brief Title of Proposed Change	Term of Grievance Committee
Committee Proposing Revision	Rights and Responsibilities
Date of Presentation to Senate	November 8, 2019
Senate Approval Date	February 14, 2020

Rationale for Proposed Revisions

Currently the Grievance Committee serves a one-year term. The Grievance Committee consists of faculty who do not serve on local T&P or PCC T&P committees during a given year. This revision clarifies that Grievance Committee will respond to grievances concerning reviews conducted during the year for which that committee was elected.

Summary of Proposed Revisions

The revision clarifies that a Grievance Committee addresses grievances that develop during their term of the committee.

Section and page numbers of the current *Manual* for proposed revisions

Change 1:

Current	Proposed
---------	----------

<p>p. 3</p> <p>Grievance Committee</p> <p>The Grievance Committee shall consider individual grievances brought before the committee by members of the faculty. The committee shall examine alleged grievances, and when, in the judgment of the committee, a grievance is determined to exist, it shall attempt to resolve the matter through mediation or other appropriate action. This committee shall be comprised of five tenured faculty, one elected from each faculty organization of the Palmetto College Campuses. Individual USC faculty members have the right to grieve any administrative decisions affecting their employment. Grievance procedures are detailed in Appendix IV.</p>	<p>p. 3</p> <p>Grievance Committee</p> <p>The Grievance Committee shall consider individual grievances brought before the committee by members of the faculty. The committee shall examine alleged grievances, and when, in the judgment of the committee, a grievance is determined to exist, it shall attempt to resolve the matter through mediation or other appropriate action. This committee shall be comprised of five tenured faculty, one elected from each faculty organization of the Palmetto College Campuses. Individual USC faculty members have the right to grieve any administrative decisions affecting their employment. Grievance procedures are detailed <u>on page 66. An elected Grievance Committee will hear all tenure and promotion related grievances for candidates whose files were reviewed by the Palmetto College Tenure and Promotion committee elected at the same time. As such, members of the Grievance Committee may have work that extends beyond the usual one year term.</u></p>
<p>p. 68</p> <p>Membership</p> <p>The Grievance Committee shall consist of one representative from each campus, elected by each campus faculty organization. Members must be tenured and may be senators. Members cannot be persons who are serving on the local or Palmetto College Campuses Tenure and Promotion Committee. Committee members shall be elected before the Spring Faculty Senate meeting and will serve for one year beginning at the first Senate meeting of the following academic year.</p>	<p>Membership</p> <p>The Grievance Committee shall consist of one representative from each campus, elected by each campus faculty organization. Members must be tenured and may be senators. Members cannot be persons who are serving on the local or Palmetto College Campuses Tenure and Promotion Committee. Committee members shall be elected before the Spring Faculty Senate meeting <u>and will respond to grievances concerning reviews conducted during the year for which that committee was elected.</u></p>

4.
Within 10 days of receiving a response from the Provost, the grievant may submit the case to the Grievance Committee. The request for a hearing should be sent to the Chair of the Palmetto College Campuses Grievance Committee in care of the Palmetto College Chancellor.

~~-and will serve for one year beginning at the first Senate meeting of the following academic year.~~

4.
Within 10 days of receiving a response from the Provost, the grievant may submit the case to the Grievance Committee. The request for a hearing should be sent to the Chair of the Palmetto College Campuses Grievance Committee in care of the Palmetto College Chancellor, who should deliver this request to the Grievance committee who was elected at the same time as the Palmetto College Tenure and Promotion Committee which reviewed the grievant's tenure and promotion file initially.

Proposed Revisions to the *Palmetto College Campuses Faculty Manual*
Palmetto College Campuses Faculty Senate
University of South Carolina

Brief Title of Proposed Change	Creation of the Palmetto College Policy Advisory Committee
Committee Proposing Revision	Executive
Date of Presentation to Senate	2/14/20
Senate Approval Date	

Summary of Proposed Revisions

We propose the creation of a Palmetto College Policy Advisory Committee.

Section and page numbers of the current *Manual* for proposed revisions

We move to insert the following text in to the manual, in the list of Special Committees on page 4 after the description of the Academic Advisory Committee

Palmetto College Policy Advisory Committee (PCPAC)

The Palmetto College Policy Advisory Committee shall consult with university offices on proposals for new, revised and repealed policies to consider whether they are necessary and aligned with institutional mission, goals and priorities; that policies are concise, consistent in format and scope, and easy to understand; to identify constituencies and other policies that may be affected; and to make recommendations to appropriate offices. The Palmetto College Policy Advisory Committee (PCPAC) shall also assist with dissemination and sharing feedback regarding policies. This committee will meet on an ad-hoc basis as determined by the Palmetto College Faculty Senate Executive Committee.

The PCPAC shall comprise: A representative of the Office of the Associate Provost, a representative of Human Resources, a representative of the Office of the Chancellor, a representative of the Division of Information Technology, the Dean for Equity, Diversity and Inclusion (or designee), a representative for SACSCOC, a representative of the Office of General Counsel, the chairs of each Palmetto College Campuses Faculty Senate standing committee (those being the Faculty Welfare, System Affairs, and Rights and Responsibilities committees), a faculty member elected by each of the Palmetto College campuses, and a student representative chosen from one Palmetto college campus on a rotating basis, and a representative from the Palmetto College Senate Executive Committee who shall serve as chair.

Office of the Associate Provost	John Catalano
Human Resources	Victoria Hollins
Office of the Chancellor	Susan Elkins
Division of Information Technology	Bob Dyer
Dean for Equity, Diversity and Inclusion	Ron Cox
SACSCOCS	David Hunter
Office of General Counsel	Ed Evans
Chair of Faculty Welfare	
Chair of Rights and Responsibilities	
Chair of System Affairs	
Faculty Representative Columbia	
Faculty Representative Lancaster	
Faculty Representative Salkahatchie	
Faculty Representative Sumter	
Faculty Representative Union	
Student Representative (Rotating from Each PC Campus)	

Proposed Revisions to the *Palmetto College Campuses Faculty Manual*
 Palmetto College Campuses Faculty Senate
 University of South Carolina

Brief Title of Proposed Change	PCC Academic Advisory Committee
Committee Proposing Revision	Executive
Date of Presentation to Senate	2-14-2020
Senate Approval Date	

Rationale for Proposed Revisions

Currently, the PCC Academic Advisory Committee is supposed to meet and discuss baccalaureate degree programs for Palmetto College. This committee was created to lighten the burden of System Affairs. However, due to structure of the committee, etc. the courses and curriculum approval process is not efficient, often garnering extended wait times to pass new curriculum and courses. In addition, the AA/AS degrees should be added to the purview of this committee to lighten the load of System Affairs and provide a faster approach to course approval.

Summary of Proposed Revisions

The purpose of this motion is to make the Palmetto College Campuses Academic Advisory Committee more efficient in the creation and management of curriculum. The committee is given purview to review 2-year degrees (only those offered on all campuses, currently only the AA and AS without major) and its membership and chairmanship are changed.

Section and page numbers of the current *Manual* for proposed revisions

Change 1:

Current	Proposed
<p>This committee considers academic policy and curriculum issues concerning the baccalaureate degree programs of the Palmetto College Campuses. The committee advises the Chancellor or designee on matters pertaining to academic</p> <p>policy for these programs, such as student grievances, readmission petitions, and other policy items. The committee will also consider matters pertaining to the curricula for these baccalaureate programs, and will make recommendations for curriculum changes to the Faculty Senate, via the System Affairs committee. Since these degree programs are offered under the</p>	<p>This committee considers academic policy and curriculum issues concerning <u>those associate and baccalaureate degree programs that are offered across all the Palmetto College Campuses</u>. The committee advises the Chancellor <u>and/or Associate Provost</u> on matters pertaining to academic policy for these programs, such as student grievances, readmission petitions, and other policy items. The committee will also consider matters pertaining to the curricula for these <u>associate and baccalaureate</u> programs, and will make recommendations for curriculum changes to the Faculty Senate, via the System Affairs committee. Since the <u>Baccalaureate degrees</u> programs are offered</p>

auspices of the Provost's Office, the Columbia Faculty Senate must approve any curriculum changes for the baccalaureate degree programs as well.

This committee will be comprised of one member from each Palmetto College Campus, elected by the faculty organizations of the individual campuses, as well as three faculty representatives appointed by the Chancellor or designee. Each will serve a two-year term. The chief academic officers of the Palmetto College campuses (or their designees) will chair (with no voting privileges) this committee on a rotating basis, each serving for two year terms.

under the auspices of the Provost's Office, the Columbia Faculty Senate must approve any curriculum changes for the baccalaureate degree programs.

This committee will comprise one member from each Palmetto College Campus, elected by the faculty organizations of the individual campuses, as well as three faculty representatives appointed by the Chancellor or Associate Provost. Two Associate Deans will serve on the committee. Each member will serve a two-year term. The Chair of this committee will be the Director of the BOL/BLS programs. The committee will meet twice per semester or as needed and will report to System Affairs before each Senate meeting.

Proposed Revisions to the *Palmetto College Campuses Faculty Manual*
 Palmetto College Campuses Faculty Senate
 University of South Carolina

Brief Title of Proposed Change	Inclusion of New Subsection Referring to the Appendix Page for Transfer of Tenure and Rank for Palmetto Colleges Faculty
Committee Proposing Revision	Rights and Responsibilities
Date of Presentation to Senate	February 14, 2020
Senate Approval Date	

Rationale for Proposed Revisions

- To direct readers to the appendix section describing transfer of tenure and rank within Palmetto College Campuses.

Summary of Proposed Revisions

- Adding a new subsection to the PCC Manual directing the reader to the appendix section describing transfer of tenure and rank within Palmetto College Campuses.

Section and page numbers of the current *Manual* for proposed revisions

Current	Proposed
None	Page 32 Transfer of Tenure and Rank for Palmetto College Faculty An agreement for transfer of tenure and rank for Palmetto College Faculty, approved by all Palmetto College Faculty Organizations, can be found on appendix page XXX.

Transfer of Tenure and Rank for Palmetto College Faculty

The process described below has been approved by the Faculty Organizations of the Palmetto College Campuses.

Changes to this process require the approval of the Faculty Organizations of all of the Palmetto College Campuses.

Transfer of tenure and rank for Palmetto College Faculty may occur when:

- Faculty FTE request has been approved by the Chancellor's Office the Palmetto College Regional Campus Dean is authorized to advertise the faculty FTE in print and online venues.
- Faculty position is posted in compliance with university academic, HR and EOP policies, procedures and diversity guidelines.
- Proper search has been conducted.
- Recruitment and selection of candidate has been completed, approved and the Palmetto College faculty member has signed the offer of employment letter.
- Faculty member's tenure would automatically transfer to the new Palmetto College campus.
- Transfer of tenure only applies to Palmetto College faculty that were granted tenure and/or promotion through the Palmetto College Campuses tenure and promotion process.
- Tenure only resides at the campus to which it was transferred once the faculty member begins employment at another campus. Once the faculty member begins employment at another campus, it would not be feasible for them to be able to decide to return to their original campus of their own free will. They would have to in effect be "re-hired" (in the same way as outlined above) by the original campus.

**The language in this procedure has already been approved by Legal and Human Resources.