College of Arts and Sciences

ADD

INPG 412 Arts and Sciences Ambassador training (variable 1-3)
Grading Restriction: A-F
Instruction in the nature and value of a liberal arts education; practice in recruitment strategies; introduction to faculty and staff who represent the college and affiliated programs (ONSF, Center for Leadership and Service, etc.); support initiatives for the college.
(Repeatability: May be repeated. Maximum 10 hours.)

Rationale: The Ambassador program is made up of current undergraduate students who represent the College of Arts and Sciences at recruitment events and individual and group tours. They also serve with the Dean’s Student Advisor Committee and assist with development needs when necessary. Their training includes a course that provides instruction on the nature of the liberal arts, the disciplines and programs taught in this college, and opportunities for students who choose A&S majors/minors. The course also has a service component, and the students receiving professionalism and etiquette training. There is a reflection writing assignment required. Variable credit is requested because the course meeting times may be expanded from the current one credit hour per semester model. Course number is requested because we currently use INPG 400, which is also used by Neuroscience. This is causing enrollment issues.
Impact on other units: Recruitment is a priority for the college and most departments. These students help in that capacity.
Financial impact: none.

IDP Africana Studies

+Revise title and cross listing

AFST 342- AFST 342 - Geography of Human Rights: Africa and the Americas (3)
(See Geography 342.)
Formerly:
AFST 342 - Geography of Human Rights (3)
(See Geography 343.)

Rationale: GEOG 343 was divided into 2 courses, 342 and 343. GEOG 342 will focus on Africa and the Americas. Updating AFST 342 title to match cross-listed course and updating cross listing to match the new GEOG course.
Impact on other units: GEOG is primary. Financial impact: none.
**IDP Data Science**

Add

**DS 201- Introduction to Data Science (3)**
DS 201 will focus on data from a variety of fields, e.g. anthropology, biology, chemistry, geography, psychology, sociology. The course will introduce the essential elements of data science: (i) collection and management; (ii) exploring and visualizing data, (iii) modeling, (iv) computing, and (v) integrating ethics throughout. Students will also gain hands-on experience using the Python programming language.

*Rationale: Adding required course for new program in IDP Data Science*

*Impact on other units: none. Financial impact: none*

Add

**DS 301-Foundations of Data Science (3)**
DS 301 is the sequel of DS 201. Students will focus on data problems arising from a variety of domains, e.g. anthropology, biology, chemistry, geography, psychology, sociology. The course will undertake a more critical investigation of the essential elements of data science: (i) collection and management; (ii) modeling, and (iii) computing using various data formats. Students will get hands on experience with databases (SQL) and distributed programming (Spark).

*Prerequisite: DS 201. Satisfies Gen Ed-QR*

*Rationale: Adding required course for new program in IDP Data Science*

*Impact on other units: none. Financial impact: none*

Add

**DS 498-Data Science Capstone**
This is an independent study. Students will devise, strategize and implement a project using data science methods and following ethical procedures. An alternative would be to survey research papers and write a summary in a topic of their choice.

*Prerequisite: DS 301*

*Rationale: Adding required course for new program in IDP Data Science*

*Impact on other units: none. Financial impact: none*

**IDP Linguistics**

Add repeatability

**LING 426- Topics in Linguistics Research Methods (3)**
Repeatability: May be repeated with consent of department. Maximum 9 hours.

*Formerly:*
LING 426- Topics in Linguistics Research Methods (3)
Repeatability: none

Rationale: This is a course intended to be taught by different faculty, with differing linguistic research foci in the course, and would be suitable for being repeated when taught with a different focus.
Impact on other units: none, financial impact: none

Archive

LING 490 Language and Law (3)

Rationale: Course not taught in 4 years.
Impact on other units: none. Financial impact: none
Revise title and description

ANTH 110 - Introduction to Biological Anthropology (3)
Survey of the principles of human evolution, the examination of living primates, and the human fossil record toward appreciation of human biological variation.
Satisfies General Education Requirement: (NS)
Credit restriction: Students may not receive credit for both 110 and 117
Formerly:
ANTH 110 - Human Origins
3 Credit Hours
Survey of humanity’s background, fossil primates, fossil human remains, and living races of humankind.
Satisfies General Education Requirement: (NS)
Credit Restriction: Students may not receive credit for both 110 and 117.

Rationale: The title of the course needs to be changed to reflect changes in anthropological terminology, as well as to clarify the intent of the course to students and align all intro course titles in department.
Impact on other units: none, Financial impact: none

Revise title and description

ANTH 117 - Honors: Introduction to Biological Anthropology (3)
Honors survey of the principles of human evolution, the examination of living primates, and the human fossil record toward appreciation of human biological variation.
Satisfies General Education Requirement: (NS)
Credit Restriction: Students may not receive credit for both 110 and 117
Comment(s): Same as 110 but designed for high-achieving students.
Formerly:
ANTH 117 - Honors: Human Origins (3)
Honors survey of humanity’s background, fossil primates, fossil human remains, and living races of humankind.
Satisfies General Education Requirement: (NS)
Credit Restriction: Students may not receive credit for both 117 and 110.
Comment(s): Same as 110 but designed for high-achieving students.

Rationale: The title of the course needs to be changed to reflect changes in anthropological terminology, as well as to clarify the intent of the course to students and align all intro course titles in department.
Impact on other units: none, Financial impact: none

Revise title

ANTH 120 - Introduction to Archaeology (3)
Formerly:
ANTH 120 - Prehistoric Archaeology (3)

*Rationale:* The title of the course needs to be changed to reflect changes in archaeological terminology, as well as to clarify the intent of the course to students.
*Impact on other units:* none, *financial impact:* none

**Revise title**

ANTH 127-Honors: Introduction to Archaeology (3)
Formerly:
ANTH 127-Honors: Prehistoric Archaeology (3)

*Rationale:* The title of the course needs to be changed to reflect changes in archaeological terminology, as well as to clarify the intent of the course to students.
*Impact on other units:* none, *financial impact:* none

**Drop**

ANTH 210-Principles of Biological Anthropology (3)

*Rationale:* ANTH 210 is now ANTH 309, an upper division course.
*Impact on other units:* none, *financial impact:* none

**Add**

ANTH 309-Advanced Principles of Biological Anthropology (3)
Mechanisms of biological evolution, variation, and adaptation in living humans. Concepts in bioarchaeology, demography, forensic anthropology, and disease are covered.
Satisfies General Education Requirement: (WC)
(RE) Prerequisite(s): 110 or 117, English 102, 132, 290, or 298.

*Rationale:* this was formerly ANTH 210. This will change ANTH 210 into an upper division course. The class has the rigor expected of upper division course.
*Impact on other units:* none, *financial impact:* none

**Equivalency:**

<table>
<thead>
<tr>
<th>Old Course</th>
<th>New Course</th>
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</thead>
<tbody>
<tr>
<td>ANTH 210</td>
<td>ANTH 309</td>
</tr>
</tbody>
</table>

**Add**

ANTH 364-African Archaeology (3)
This new course will provide an in-depth review of archaeology in Africa beginning with the emergence of modern humans, and covers the origins of food production, complex societies, and historical archaeology.
AntH 431 - Isotope Ecology (3)
This new course will give graduate students and advanced undergraduates a thorough background in the principles and applications of stable isotope analysis in archaeology, ecology, and paleontology.
(Re) Prerequisite(s): none
Rationale: This is a new class, developed by a recently hired tenure-track faculty in the subdiscipline of archaeology and represents an area of her expertise.
Impact on other units: none, financial impact: none

Revise Description

AntH 435 Historical Archaeology Laboratory (3)
Laboratory procedures for the processing, identification, and interpretation of artifacts from historical sites. Artifactual material from historic sites excavated by UT archaeologists will be used for class projects.
(Re) Prerequisite(s): 120 or 127.
Recommended Background: 361.
Formerly:
- ANTH 435 - Historical Archaeology Laboratory (3)
Laboratory procedures for the processing, identification, and interpretation of artifacts from historical sites. Artifactual material from historic East Tennessee sites will be used for class projects.
(Re) Prerequisite(s): 120 or 127.
Recommended Background: 361.
Rationale: The former course description relates to research of previous instructors (based in East Tennessee); the course currently uses artifacts from other regions as well.
Impact on other units: none, financial impact: none

Revise Title, Description, and Prerequisite

AntH 449 - Big-data Social Sciences (3)
Big-data research is now a major part of the social sciences, including anthropology. This course combining lectures with practical tutorials in computational approaches using digital data on cultural change, from ancient to contemporary social media. Students are encouraged to bring a laptop, but no programming experience is required.
(Re) Prerequisite(s): none
Formerly
ANTH 449 - Big-data Anthropology (3)
Big-data research is now a major part of the social sciences, including anthropology. This course combines lectures with practical tutorials in computational approaches using digital data on cultural change, from ancient to contemporary social media. Students are encouraged to bring a laptop, but no programming experience is required.
(RE) Prerequisite(s): 130 or 137 or 210.

Rationale: We want to change the title to more general “Big-data social sciences” so that the course can be offered as part of the new Data Science IDP. In any case “Big-data social sciences” describes the content better than the previous title (“Big-data anthropology”).
We have also removed the pre-requisites for this reason, and they were not needed to succeed in the course.
Impact on other units: none, financial impact: none.

+Add

ANTH 465-Archaeology of the Trojan War (3)
Short title: Trojan War
Cross listed with CLAS 465-Classics is primary
Description: Seminar focusing on the physical and written evidence for the Trojan War and its historical context. Students compare cultural information from Homeric epics with archaeological and textual evidence from Troy, Anatolia, and the Aegean in the Late Bronze and Early Iron Ages in order to arrive at their own conclusions regarding the historicity of the Trojan War.
Writing-Emphasis course.
No Grading Restrictions
No prerequisites

Rationale: This seminar has been taught as a special topics course (CLAS 461) in 2019 with excellent student evaluations. Giving it its own course number and cross-listing it in Anthropology, since it is an archaeology focused course, will increase its visibility.
Impact on other units: Cross-list CLAS 465-CLAS is primary, financial impact: none

+Archive

ANTH 484 Museum Studies III: Field projects (1-12)

Rationale: course not taught in 4 years
Impact on other units: cross listed with ART 484. Financial impact: none
School of Art

Remove Corequisite:

ART 102-Introduction to 4-D Studio Art (3)
Formerly:
ART 102-Introduction to 4-D Studio Art (3)
(RE) Corequisite(s): 101 or 103.

Rationale: Cinema Studies students will be required to take ART 102 but are not required to take 101 or 103. With the departure of Graphic Design from the School of Art, the foundations can now be taken in any order by art students and the corequisite is not necessary.
Impact on other units: none, financial impact: none

Add

ART 444-Studio Art Research (1-6)
Active research investigations in faculty-led initiatives.
Repeatability: May be repeated. Maximum 6 hours.
Registration Permission: Consent of instructor.

Rationale: This course will provide an opportunity for undergraduate and graduate students to participate in, and learn from, faculty creative work and research.
Impact on other units: none, financial impact: none

Revise credit hours

ARTA 496 – Capstone (3)
Formerly:
ARTA 496 – Capstone (3-6)

Rationale: This course is consistently taught as 3 credit hours and culminates in a School of Art capstone exhibition. The capstone course is taught in two-dimensional (ARTA 496), three-dimensional (ARTB 496) and four-dimensional (ARTC 496) arts. All of these courses will be changed to 3 credit hours only.
Impact on other units: none, financial impact: none

Revise credit hours

ARTB 496 – Capstone (3)
Formerly:
ARTB 496 – Capstone (3-6)

Rationale: This course is consistently taught as 3 credit hours and culminates in a School of Art capstone exhibition. The capstone course is taught in two-dimensional (ARTA 496), three-dimensional (ARTB 496) and four-dimensional (ARTC 496) arts. All of these courses will be changed to 3 credit hours only. Impact on other units: none, financial impact: none

Revise credit hours
ARTC 496 – Capstone (3)
Formerly:
ARTC 496 – Capstone (3-6)

Rationale: This course is consistently taught as 3 credit hours and culminates in a School of Art capstone exhibition. The capstone course is taught in two-dimensional (ARTA 496), three-dimensional (ARTB 496) and four-dimensional (ARTC 496) arts. All of these courses will be changed to 3 credit hours only. Impact on other units: none, financial impact: none

Add

ARTH 410- Art & Image in the Age of Pharaohs (3)
Explores four thousand years of Egyptian art form the building of the Great Pyramids and the splendor of the New Kingdom to the achievements of its Hellenistic successors and beyond. Focuses on royal monuments, images of life, death, and afterlife along the Nile, mummies and funerary art, religion and temples, sculpture, luxury arts as well as objects of everyday life.

Rationale: This is an area of great interest to our students, and there are no courses offered on Egyptian art as a discrete topic at UT. We also have a collection at the McClung Museum that could be used to support this course.
Impact on other units: This course would be of particular interest to students in history and anthropology. It would also be of interest to those students taking arts and humanities courses.
Financial impact: none

Add prerequisite

CNST 236-Introduction to Cinema and Video Art (3)
(RE) Prerequisite or (CO) Corequisite: Art 102
Formerly:
CNST 236-Introduction to Cinema and Video Art (3)
(RE) Prerequisite or (CO) Corequisite: none

Rationale: This change reflects the need to include a foundation pre/co-requisite (Art 102) for our Cinema Studies students. Students can take this class in their year semester at UT. The change brings our curriculum in closer to the curriculum of the School of Art and prepares our students with the skills needed to successfully complete CNST 236.
Impact on other units: none. financial impact: none
Revise grading

**BCMB 200 Introduction to Research in Biochemistry and Cellular and Molecular Biology (1)**
Grading Restriction: A-F.
Formerly:
BCMB 200 Introduction to Research in Biochemistry and Cellular and Molecular Biology (1)
Grading Restriction: A, B, C, No Credit grading only.

Rationale: updating grading restriction to comply with HOPE scholarship policies
Impact on other units: none. Financial impact: none

Revise prerequisite

**BCMB 230 - Human Physiology (5)**
(RE) Prerequisite(s): Chemistry 112-113 or Chemistry 132-133.
Formerly:
BCMB 230 - Human Physiology (5)
(RE) Prerequisite(s): Chemistry 110 or Chemistry 130

Rationale: updating due to proposed changes in general chemistry program.
Impact on other units: none. Financial impact: none

Revise prerequisites

**BCMB 321 - Introductory Plant Physiology (3)**
(RE) Prerequisite(s): Biology 101-102 or 113-114-115 or 150-160-159 or equivalent; and Chemistry 132-133 or 138.
Formerly:
BCMB 321 - Introductory Plant Physiology (3)
(RE) Prerequisite(s): Biology 101-102 or 113-114-115 or 150-160-159 or equivalent; and Chemistry 130 or 138.

Rationale: updating due to proposed changes in general chemistry program.
Impact on other units: none. Financial impact: none

Revise prerequisite

**BCMB 333 - Structural Biology and Human Health (3)**
(RE) Prerequisite(s): Biology 160 or equivalent; and Chemistry 130.
Formerly:
BCMB 333 - Structural Biology and Human Health (3)
(RE) Prerequisite(s): Biology 160 or equivalent; and Chemistry 130.

Rationale: updating due to proposed changes in general chemistry program.
Impact on other units: none. Financial impact: none
REVISE DESCRIPTION AND COMMENT

BCMB 422 - Computational Biology and Bioinformatics (3)
An introduction to the cutting-edge tools and approaches biologists and clinicians use to extract information from the vast amounts of genomic and proteomic data becoming available. Students gain hands-on experience with computational biology tools such as data mining, protein structure manipulation and prediction, interaction network analysis, DNA sequence analysis, gene function analysis, R studio for statistics and data visualization, and dimensionality reduction for large datasets. Students apply these tools to biomedical research questions in course projects.
Contact Hour Distribution: 2 hours lecture and 2 hours lab.
(Re) Corequisite(s): 401.
Comment(s): Helpful if students have taken or are taking BCMB 412. Registration without 401 corequisites is possible with permission of instructor.
Registration Restriction(s): Minimum student level – junior.
Registration Permission: Consent of instructor.

Formerly:
BCMB 422 - Computational Biology and Bioinformatics (3)
Topics include Internet biological resources and databases; bioinformatics tools of analyzing and comparing sequences for nucleic acids and proteins; computational structural biology tools for analyzing protein 3D structures and functions; application of computational tools in drug design.
Contact Hour Distribution: 2 hours lecture and 2 hours lab.
(Re) Corequisite(s): 401.
Comment(s): Intended for seniors but open to juniors.
Registration Restriction(s): Minimum student level – junior.
Registration Permission: Consent of instructor.

Rationale: This course is now being taught by a new faculty member who has adjusted the focus toward the analysis of genomics and big data in biology rather than protein structure modeling. The protein structure side is well covered by BCMB 333, so this change makes the two courses complementary.
Impact on other units: The course will continue to fulfill its previous role as a bioinformatics course, even better adapted to students with interest in Data Science and with learning goals in line with Engaged Inquiries (separate proposal submitted to VoICore committees)
Financial impact: none
Division of Biology

Revise description, grading restriction, and add registration restriction

BIOL 100-Discovering Biology at UT (1)
Intended for first-time UT students to explore the biological sciences major while developing skills and strategies for successful biology degree completion in a supportive environment. Students will learn study strategies to improve academic performance in biology, explore the three concentrations of the biology major, learn about and form academic and social support networks at UT, and plan their goals to graduation.
Comment: Transfer students interested in this course should contact the instructor for permission.
Grading Restriction: ABC/N grading
Registration Restriction/Permission: 0-30 credit hours
Formerly:
Discovering Biology at UT will provide skills and strategies for successful biology degree completion in a supportive environment. Students will practice learning strategies to improve academic performance in biology, explore the three concentrations of the biology major, learn about academic and social support networks at UT, and plan their goals to graduation.
Grading Restriction: A, B, C, No Credit grading
Registration Restriction/Permission: none

Rationale: Description: I am requesting to change the course description in the catalogue to make it clear this course is for first-time UT students interested in the biological sciences major. This clarification will hopefully reduce the number of enrollments by sophomores interested only in the exploration of the biology degree portion of the course, upper-classmen looking for a 1-credit biology course and help transfer students understand they are eligible to take this course if interested. The other changes in what the students will do is only to improve the accuracy of the description of course content.
Registration Restriction: I am requesting to make the temporary restriction enrollment a permanent change to this course. Bio 100 is designed as a first-year seminar specific to helping new undergraduate students transition to UT and explore their interest in the biological sciences major. Therefore, only students with 0-30 credit hours (most likely freshman or new students) should be eligible to enroll and ensure only first-time, first-year students are in this course. Other students (e.g. transfer students, sophomores, first-time students with high dual enrollment credit), could enroll with instructor permission should we determine their particular situation makes them more relatable to a freshman than their current standing.
Impact on other units: none. Financial impact: none

Revise Comment

BIOL 160 Cellular and Molecular Biology (3)
Comment(s): The instructors strongly recommend that Biology 160 students either have taken, or are currently taking, Chemistry 122-123. Although not required, it is recommended that Biology 150 and 160 be taken in sequence.
Formerly:
BIOL 160 Cellular and Molecular Biology (3)
Comment(s): The instructors strongly recommend that Biology 160 students either have taken, or are currently taking, Chemistry 120. Although not required, it is recommended that Biology 150 and 160 be taken in sequence.
Rationale: updating to reflect changes in general chemistry program

Revise comment

BIOL 168 Honors Cellular and Molecular Biology (3)
Comment(s): The instructors strongly recommend that Biology 168 students either have taken, or are currently taking, Chemistry 122-123. Although not required, it is recommended that Biology 158 and 168 be taken in sequence.
Formerly:
BIOL 168 Honors Cellular and Molecular Biology (3)
Comment(s): The instructors strongly recommend that Biology 168 students either have taken, or are currently taking, Chemistry 120. Although not required, it is recommended that Biology 158 and 168 be taken in sequence.

Rationale: updating to reflect changes in general chemistry program

Revise Corequisite

BIOL 240-General Genetics (4)
(RE) Corequisite(s): Chemistry 132-133
Formerly:
BIOL 240-General Genetics (4)
(RE) Corequisite(s): Chemistry 130

Rationale: updating to reflect changes in general chemistry program
Department of Chemistry

Drop

CHEM 100 Principles of Chemistry (4)

Rationale: We are adding Chemistry 102, a three-credit hour lecture course with a weekly discussion and Chem 103 a one credit hour standalone lab to replace the dropped course.

Impact on other units: Other majors requiring CHEM 100 will need to update their requirements to state the need for 102 and 103 instead. Financial impact: none

Add

CHEM 102 Principles of Chemistry (3)

A general course in theoretical and descriptive chemistry. Modern atomic theory, chemical bonding, molecular structures and geometries, stoichiometry, quantitative aspects of solution chemistry, thermochemistry, intermolecular forces, gas laws, kinetics, and nuclear chemistry.

Satisfies General Education Requirement: (NS)

Credit Restriction: Credit may be received for only one of the following courses - 102, 122, or 128

(RE) Corequisite(s): 103

Equivalency Table

<table>
<thead>
<tr>
<th>Old course</th>
<th>New course</th>
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<tbody>
<tr>
<td>100</td>
<td>102 and 103</td>
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</table>

Rationale: the current combined lecture and lab, CHEM 100, is being split into independent courses, and this course serves as the new course number for just the lecture component. While the lecture (102) and lab (103) courses will be corequisites, the separation of the courses will allow more flexibility for students needing to re-take just one of the components.

Impact on other units: Other majors requiring CHEM 100 will need to update their requirements to state the need for 102 and 103 instead. Financial impact: none

Add

CHEM 103 Principles of Chemistry Laboratory (1)

Experiments focusing on the topics discussed in CHEM 102 and basic laboratory techniques to illustrate the principles of chemistry from experimental data.

Satisfies General Education Requirement: (NS with lab) if taken with Chemistry 102

(RE) Corequisite(s): 102

Equivalency Table

<table>
<thead>
<tr>
<th>Old course</th>
<th>New course</th>
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<tbody>
<tr>
<td>100</td>
<td>102 and 103</td>
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</tbody>
</table>
Rationale: The current combined lecture and lab, CHEM 100, is being split into independent courses, and this course serves as the new course number for just the laboratory component. While the lecture (102) and lab (103) courses will be corequisites, the separation of the courses will allow more flexibility for students needing to re-take just one of the components.
Impact on other units: Other majors requiring CHEM 100 will need to update their requirements to state the need for 102 and 103 instead. Financial Impact: none

Drop

CHEM 110 Introduction to Organic and Biochemistry (4)

Rationale: We are adding Chem 112, a three-credit hour lecture course with a weekly discussion and Chem 113, a one credit hour stand-alone lab to replace the dropped course.
Impact on other units: Other academic units requiring Chem 110 will need to update their requirements to Chem 112 and Chem 113 instead. Financial impact: none

Add

CHEM 112 Introduction to Organic and Biochemistry (3)
A course that provides an introduction to organic and biochemistry. Students will learn functional groups and basic reactions. They will also learn about carbohydrates, lipids, proteins, and enzymes.
Satisfies General Education Requirement: (NS)
(RE) Prerequisite(s): 102 and 103
(RE) Corequisite(s): 113
Equivalency Table
<table>
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<tr>
<th>Old course</th>
<th>New course</th>
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<tbody>
<tr>
<td>110</td>
<td>112 and 113</td>
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</table>

Rationale: The current combined lecture and lab, CHEM 110, is being split into independent courses, and this course serves as the new course number for just the lecture component. While the lecture (112) and lab (113) courses will be corequisites, the separation of the courses will allow more flexibility for students needing to re-take just one of the components.
Impact on other units: Other majors requiring CHEM 110 will need to update their requirements to state the need for 112 and 113 instead. Financial impact: none

Add

CHEM 113 Introduction to Organic and Biochemistry Laboratory (1)
A laboratory course to accompany CHEM 112. Perform basic organic reactions and laboratory procedures including melting point, crystallization, extraction, and chromatography.
Satisfies General Education Requirement: (NS with lab) if taken with Chemistry 112
(RE) Prerequisite(s): 103
(RE) Corequisite(s): 112
Equivalency Table
Old course | New course
--- | ---
110 | 112 and 113

**Rationale:** The current combined lecture and lab, CHEM 110, is being split into independent courses, and this course serves as the new course number for just the laboratory component. While the lecture (112) and lab (113) courses will be corequisites, the separation of the courses will allow more flexibility for students needing to re-take just one of the components.

**Impact on other units:** Other majors requiring CHEM 110 will need to update their requirements to state the need for 112 and 113 instead. **Financial impact:** none.

**Drop**

**CHEM 120 General Chemistry I (4)**

**Rationale:** We are adding Chemistry 122, a three-credit hour lecture course with a weekly discussion and Chem 123 a one credit hour standalone lab to replace the dropped course

**Impact on other units:** Other majors requiring CHEM 120 will need to update their requirements to state the need for 122 and 123 instead. **Financial impact:** none

**Add**

**CHEM 121 Introduction to Chemistry Concepts (1)**

Problem solving in chemistry applications including introductions to dimensional analysis, bonding, chemical equations and stoichiometry. This course is designed to prepare students for 122 when a stronger background in basic chemistry concepts, especially relating to fundamental mathematics, is necessary.

Grading Restriction: A, B, C, No Credit grading only; May not be used toward a major or minor in chemistry

Credit Restriction: Students who receive a grade of C or better in 102, 122 or 128 may not subsequently receive credit for 121.

**Rationale:** This course is designed to alleviate deficiencies in students' chemistry background to ensure their future success in general chemistry. The goal of this change is to address the relatively high failure rate in general chemistry.

**Impact on other units:** none. **Financial impact:** none

**Add**

**CHEM 122 General Chemistry I (3)**

A general course in theoretical and descriptive chemistry. Modern atomic theory, chemical bonding, molecular structures and geometries, stoichiometry, and quantitative aspects of solution chemistry, gas laws, and chemical energy.

**Credit Restriction:** Credit may be received for only one of the following courses - 102, 122, or 128
Satisfies General Education Requirement: (NS)
(RE) Prerequisite(s): Mathematics 119 or Math ACT score of 25 or higher, or SAT Math score of 620 or higher.
(RE) Corequisite(s): 123

Equivalency Table

<table>
<thead>
<tr>
<th>Old course</th>
<th>New course</th>
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<tr>
<td>120</td>
<td>122 and 123</td>
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</table>

**Rationale:** The current combined lecture and lab, CHEM 120, is being split into independent courses, and this course serves as the new course number for just the lecture component. While the lecture (122) and lab (123) courses will be corequisites, the separation of the courses will allow more flexibility for students needing to re-take just one of the components.

*There is a slight modification to the description of the course relative to 120 in order to reflect our current course coverage that was updated to an "Atoms First" approach of material with a textbook change five years ago. The change in order of material results in a shuffling of some subjects between the first and second semesters (122 and 132) of the course and does not reflect the inclusion of any addition.*

*Impact on other units: Other majors requiring CHEM 120 will need to update their requirements to state the need for 122 and 123 instead. Financial Impact: none*

Add

**CHEM 123 General Chemistry I Laboratory (1)**

Experiments focusing on the topics discussed in CHEM 122 and covering the basic techniques of measuring and analyzing data from chemical reactions.

Satisfies General Education Requirement: (NS with lab) if taken with Chemistry 122

(RE) Corequisite(s): 122

Equivalency Table

<table>
<thead>
<tr>
<th>Old course</th>
<th>New course</th>
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</thead>
<tbody>
<tr>
<td>120</td>
<td>122 and 123</td>
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</table>

**Rationale:** The current combined lecture and lab course, CHEM 120, is being split into independent courses, and this course serves as the new course number for just the laboratory component. While the lecture (122) and lab (123) courses will be corequisites, the separation of the courses will allow more flexibility for students needing to re-take just one of the components.

*Impact on other units: Other majors requiring CHEM 120 will need to update their requirements to state the need for 122 and 123 instead. Financial impact: none*

Revise credit restriction

**CHEM 128-Honors General Chemistry I (4)**

Credit Restriction: Credit may be received for only one of the following courses – 112-113, 122-123, or 128.
Formerly
CHEM 128 Honors General Chemistry I (4)
Credit Restriction: Credit may be received for only one of the following courses – 100, 120, or 128.

Rationale: updating to reflect changes made in the general Chemistry courses
Impact on other units: none. Financial impact: none

Drop

CHEM 130 General Chemistry II (4)

Rationale: We are adding Chem 132, a three-credit hour lecture course with a weekly discussion and Chem 133, a one credit hour standalone lab to replace the dropped course.
Impact on other units: Other academic units requiring Chem 130 will need to update their requirements to Chem 132 and Chem 133 instead. Financial impact: none

Add

CHEM 132 General Chemistry II (3)
A general course in theoretical and descriptive chemistry. Intermolecular forces, kinetics, chemical equilibria, acid and base chemistry, thermodynamics, electrochemistry, and introduction to coordination chemistry.
Satisfies General Education Requirement: (NS)
(RE) Prerequisite(s): 122 or 128 with a grade of C or better.
(RE) Corequisite(s): 133

Equivalency Table

<table>
<thead>
<tr>
<th>Old course</th>
<th>New course</th>
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<tbody>
<tr>
<td>130</td>
<td>132 and 133</td>
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</tbody>
</table>

Rationale: The current combined lecture and lab, CHEM 130, is being split into independent courses, and this course serves as the new course number for just the lecture component. While the lecture (132) and lab (133) courses will be corequisites, the separation of the courses will allow more flexibility for students needing to re-take just one of the components. There is a slight modification to the description of the course relative to 130 in order to reflect our current course coverage that was updated to an "Atoms First" approach of material with a textbook change five years ago. The change in order of material results in a shuffling of some subjects between the first and second semesters (122 and 132) of the course and does not reflect the inclusion of any additional material.
A grade requirement has also been to be added to the existing prerequisite. The goal of this change is to improve student success by providing clarity about the level of background knowledge necessary for the course.
Impact on other units: Other majors requiring CHEM 130 will need to update their requirements to state the need for 132 and 133 instead. Financial Impact: none
CHEM 133 General Chemistry II Laboratory (1)
Experiments focusing on the topics discussed in CHEM 132 and covering intermolecular forces, properties of solutions, kinetics, equilibrium, acid-base reactions, thermodynamics, and other topics covered in general chemistry II.
Satisfies General Education Requirement: (NS with lab) if taken with Chemistry 132
(RE) Prerequisite(s): 123 or 128 with a grade of C or better.
(RE) Corequisite(s): 132

<table>
<thead>
<tr>
<th>Old course</th>
<th>New course</th>
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<tbody>
<tr>
<td>130</td>
<td>132 and 133</td>
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</table>

Rationale: The current combined lecture and lab, CHEM 130, is being split into independent courses, and this course serves as the new course number for just the laboratory component. While the lecture (132) and lab (133) courses will be corequisites, the separation of the courses will allow more flexibility for students needing to re-take just one of the components.
Impact on other units: Other majors requiring CHEM 130 will need to update their requirements to state the need for 132 and 133 instead. Financial impact: none

Revise Prerequisite

CHEM 200 Introduction to Chemical Research (1)
(RE) Prerequisite(s): 122 and 123 or 128
Formerly:
CHEM 200 - Introduction to Chemical Research (1)
(RE) Prerequisite(s): 120 or 128

Rationale: Changing prerequisites to match course numbers for the new General Chemistry sequence (122/123 and 132/133) proposed.
Impact on other units: none. Financial impact: none

Revise Prerequisite

CHEM 210 Foundations of Analytical Chemistry (3)
(RE) Prerequisite(s): 132 and 133 or 138
Formerly
CHEM 210 - Foundations of Analytical Chemistry
(RE) Prerequisite(s): 130 or 138

Rationale: Changing prerequisites to match course numbers for the new General Chemistry sequence (122/123 and 132/133) proposed.
Impact on other units: none. Financial impact: none
Revise Prerequisite

CHEM 260 Foundations of Organic Chemistry (3)
(RE) Prerequisite(s): 132 and 133 or 138

Formerly
CHEM 260 - Foundations of Organic Chemistry
(RE) Prerequisite(s): 130 or 138

Rationale: Changing prerequisites to match course numbers for the new General Chemistry sequence (122/123 and 132/133) proposed.
Impact on other units: none. Financial impact: none

Revise Prerequisite and comment

CHEM 268 Honors: Foundations of Organic Chemistry (3)
(RE) Prerequisite(s): 132 and 133 or 138
Comment(s): Students using 132-133 as a prerequisite must have a grade of B or better and permission of instructor. Intended and recommended for chemistry, biochemistry, and other physical science majors preparing for careers in science or health-related fields.

Formerly
CHEM 268 Honors: foundations of Organic Chemistry (3)
(RE) Prerequisite(s): 130 or 138
Comment(s): Students using 130 as a prerequisite must have a grade of B or better and permission of instructor. Intended and recommended for chemistry, biochemistry, and other physical science majors preparing for careers in science or health-related fields.

Rationale: Changing prerequisites to match course numbers for the new General Chemistry sequence (122/123 and 132/133) proposed.
Impact on other units: none. Financial impact: none

Revise Prerequisite

CHEM 269 Foundations of Organic Chemistry Laboratory (1)
(RE) Corequisite(s): 260 or 268

Formerly:
CHEM 269 - Foundations of Organic Chemistry Laboratory
(RE) Prerequisite(s): 130 or 138
(RE) Corequisite(s): 260 or 268

Rationale: Changing prerequisites to match course numbers for the new General Chemistry sequence (122/123 and 132/133) proposed.
Impact on other units: none. Financial impact: none
Revise Description and Prerequisite

CHEM 300 Introductory Research in chemistry (1)
Introduction to the principles and practice of research in chemistry. Written report required
(RE) Corequisite(s): 132 and 133 or 138
Formerly:
CHEM 300 Introductory Research in Chemistry (1)
Introduction to the principles and practice of research in chemistry for chemistry majors.
Written report required
(RE) Corequisite(s): 130 or 138.

Rationale: Clarifying the description. We removed the requirement of "Chemistry Major" last year but the description still mentions chemistry majors.
Impact on other units: none. Financial impact: none

Add

CHEM 306 Chemistry Seminar (3)
Survey of scientific ethics, data presentation, and research in the chemistry department. Discussions by faculty and students of current research and topics from recent chemical literature. Attendance at chemistry or related subject seminars form external speakers. Oral reports are required.
Satisfies General Education Requirement: (AOC)
(RE) Prerequisite(s): CHEM 260
(RE) Corequisite(s): CHEM 210
Registration Restriction(s): Chemistry major

Rationale: We are adding a 3-credit hour (OC) course to satisfy the upcoming changes to the general education requirements.
Impact on other units: none. Financial impact: none

Revise Title and Prerequisite

CHEM 311 In Depth Analytical Chemistry (3)
(RE) Prerequisite(s): 210 and 219 and Physics 136 or 138 or 222 and Mathematics 142 or 148
Formerly:
CHEM 311 - Advanced Analytical Chemistry (3)
(RE) Prerequisite(s): 210 and 219 and Physics 136 and Mathematics 142

Rationale: The physics requirement for the major changed last year but we overlooked the prerequisite for this course. Allowing Physics 222 to satisfy the physics requirement for the course is in alignment with the requirements of our major. We also added the honors versions of the physics and mathematics prerequisite courses to avoid prerequisite overrides. The name has been changed to match the rest of the catalog.
Impact on other units: none. Financial Impact: none
Add

CHEM 340 Foundation Selected Topics in Chemistry (3)
Topics of current significance in chemistry with an emphasis on interdisciplinary concepts.
Repeatability: May be repeated. Maximum 6 hours.
Credit restriction: Only 6 hours may be applied to a major or minor in chemistry
(RE) Prerequisite(s): CHEM 132 and 133 or 138
(RE) Corequisite(s): CHEM 260

Rationale: We are adding the selected topics class so that broadly interdisciplinary classes can be offered at the sophomore or junior level without requiring the consent of instructor for every student.
Impact on other units: none. Financial Impact: none

Revise Prerequisite

CHEM 370 Foundations of Physical Chemistry (3)
(RE) Prerequisite(s): 132 and 133 or 138 and Physics 136 or 138 or 222 and Mathematics 142 or 148
Formerly:
CHEM 370 - Foundations of Physical Chemistry (3)
(RE) Prerequisite(s): 130 or 138 and Physics 136 or 138 or 222 and Mathematics 142 or 148

Rationale: Changing prerequisites to match course numbers for the new General Chemistry sequence (122/123 and 132/133) proposed.
Impact on other units: none. Financial impact: none

Drop

CHEM 369 Organic Chemistry Laboratory – Preprofessional, Non-chemistry Majors (2)
Rationale: This course is being deleted as part of the organic lab revision that went into effect Fall 2019.
Impact on other units: Other majors requiring CHEM 369 will need to update their requirements to state the need for CHEM 269 instead. Financial impact: none

Revise Prerequisite

CHEM 380 - Foundations of Chemical Biology (3)
(RE) Prerequisite(s): 132-133 or 138 and 260.
Formerly:
CHEM 380 - Foundations of Chemical Biology (3)
(RE) Prerequisite(s): 130 or 138 and 260.

Rationale: Changing prerequisites to match course numbers for the new General Chemistry sequence (132/133) proposed.
Impact on other units: none. Financial impact: none

Drop

CHEM 405 Topics in the development of Chemistry (3)

Rationale: This course has not been taught in many years and is being removed to clean up the catalog. Impact on other units: none. Financial impact: none.

Revise Prerequisite

CHEM 380 Foundations of Chemical Biology (3)
(RE) Prerequisite(s): 260
   Formerly:
   CHEM 380 - Foundations of Chemical Biology (3)
   (RE) Prerequisite(s): 130 or 138 and 260

Rationale: Changing prerequisites to match course numbers for the new General Chemistry sequence (122/123 and 132/133) proposed.
Impact on other units: none. Financial impact: none

Revise Title and description

CHEM 420 In-depth Selected Topics in Chemistry (3)
Topics selected with emphasis on multi-disciplinary areas within chemistry. Multiple foundation courses may be required as prerequisites.
   Formerly:
   CHEM 420 - Selected Topics in Chemistry
   3 Credit Hours
   Topics of current significance in chemistry.

Rationale: We are adding a foundation selected topics course (Chem340) and are changing the title and description to better distinguish Chem340 and Chem420.
Department of Classics

Revise grading restriction

CLAS 111 Beginning Latin (4)
Grading Restriction: ABC/N grading
Formerly
CLAS 111 Beginning Latin
Grading Restriction: A, B, C, No Credit grading only

Rationale: Updating grading to comply with HOPE scholarship guidelines

Revise grading restriction

CLAS 112 Beginning Latin (4)
Grading Restriction: ABC/N grading
Formerly
CLAS 112 Beginning Latin
Grading Restriction: A, B, C, No Credit grading only

Rationale: Updating grading to comply with HOPE scholarship guidelines

Revise grading restriction

CLAS 121 Beginning Greek (4)
Grading Restriction: ABC/N grading
Formerly
CLAS 121 Beginning Greek
Grading Restriction: A, B, C, No Credit grading only

Rationale: Updating grading to comply with HOPE scholarship guidelines

Revise grading restriction

CLAS 122 Beginning Greek (4)
Grading Restriction: ABC/N grading
Formerly
CLAS 122 Beginning Greek
Grading Restriction: A, B, C, No Credit grading only

Rationale: Updating grading to comply with HOPE scholarship guidelines

Revise grading restriction

**CLAS 150 Latin Transition (4)**
Grading Restriction: ABC/N grading
Formerly
- CLAS 150 Latin Transition
- Grading Restriction: A, B, C, No Credit grading only

*Rationale: Updating grading to comply with HOPE scholarship guidelines*

Add

**CLAS 256 The Ancient World Reimagined (3)**
Short title: Reimagined Ancient World
Description: Examination of the reception of texts, ideas, and myth from the ancient Graeco-Roman world in later sources (textual, visual, or audiovisual media). Focused on the study of original works in translation and then their adaptions in different forms at varying times or places and for differing audiences. Attention will be paid to the changes in the stories, texts, and representations for each audience and why these might have occurred. Utilizing modern scholarship and reception studies, students will learn how to analyze texts and films and consider the biases and agenda of ancient and modern creators.
- Writing-Emphasis course.
- Grading Restrictions
- Satisfies General Education Requirement: AH
- No prerequisites
- [Satisfied College of Arts and Sciences Perspectives Requirement: AH]

*Rationale: While Classics courses address the ancient world, they rarely discuss how the texts or materials have been adapted, modified, received, and consumed from antiquity into the modern world. This class fills that gap, explaining the context of the original, how it survived, changed, and, ultimately, is presented (and received) in a modern context. This class teaches students to analyze both ancient and modern creative works more critically.*
Impact on other units: none. Financial Impact: none

Revise Description

**CLAS 352 Roman Lyric Poetry (3)**
NEW DESCRIPTION: Poetry of Catullus, Horace, and/or the elegists
Formerly:
- CLAS 352 Roman Lyric Poetry (3)
- Poetry of Catullus, Horace, and the elegists.
Rationale: Clarifies that instructors with special expertise in the Roman love elegists, Tibullus, Propertius, and Ovid, have flexibility to rebalance course readings to take full advantage of their expertise.
Impact on other units: none. Financial impact: none

+Remove Prerequisites

CLAS 446 Archaeological Statistics (3)
(Same as Anthropology 446.)
Formerly:
CLAS 446 Archaeological Statistics (3)
(Same as Anthropology 446.)
(RE) Prerequisite(s): Anthropology 120 or 127 or Classics 232

Rationale: CLAS 446, cross-listed with ANTH 446, had required an introductory archaeological course as a prerequisite. In practice a prerequisite is not required for many of the concepts in the class, which involves the use of archaeological case studies as examples in statistical applications. Moreover, this course is proposed to be part of an IDP in Data Science in the College of Arts and Sciences and removing the unnecessary prerequisites for the class will enhance enrollment.
Impact on other units: cross-listed ANTH 446. Financial impact: none

Add

CLAS 462 Ancient Greek and Roman Technology (3)
Short title: Greek and Roman Technology
Description: From the harnessing of fire, sun, wind, and water energy to the creation of the world's first computer, people of ancient Greece and Rome have developed a wide range of materials, machines, and constructions to make their lives easier, increase productivity or fulfill other needs in their increasingly complex societies. Many of their technological achievements have been influential in later times and are still admired today. This course focuses on the technological achievements of the ancient Greek and Roman world from the Stone Age to the Roman empire, and at times it will include the Near East and Egypt.
Writing-Emphasis course.
3 Credit Hours
No Grading Restrictions
Satisfies General Education Requirement: N/A.
No prerequisites
[Connections Package: Ancient Mediterranean Studies]

Rationale: This course has been taught as a special topics course (CLAS 461) in 2016 and 2018 with excellent student evaluations. Giving it its own course number will increase its visibility and allow it to be included in the College's Connections Packages related to the ancient world.
Impact on other units: none. Financial impact: none

+Add
CLAS 465 Archaeology of the Trojan War (3)

Short title: Trojan war
(cross listed with ANTH 465-CLAS is primary)
Description: Seminar focusing on the physical and written evidence for the Trojan War and its historical context. Students compare cultural information from Homeric epics with archaeological and textual evidence from Troy, Anatolia, and the Aegean in the Late Bronze and Early Iron Ages in order to arrive at their own conclusions regarding the historicity of the Trojan War. Writing emphasis.
No Grading Restrictions
Satisfies Vol Core Requirement: AOC
No prerequisites
[Connections Packages: Ancient Mediterranean Civilizations; Rise and Decline of Pre-Modern Complex Societies]

Rationale: This seminar was taught as a special topics course (CLAS 461) in SP 2019 with excellent student evaluations. Giving it its own course number will increase its visibility and allow it to be included in the new Vol Core curriculum as well as in the College's Connections Packages related to the ancient world.

Impact on other units: cross list ANTH 465, CLAS is primary. AOC Vol Core course. Financial Impact: none
Department of Ecology and Evolutionary Biology

Add

EEB 401-Natural History Collections Research (1)
This course will introduce students to cutting edge collections-based research. We will explore topics such as biodiversity, conservation management, invasive species biology, anthropology, paleontology, ecology, evolution, scientific ethics, and advocacy that are informed by data from natural history collections.

Rationale: Previously taught under the Special Topics label. Providing this course with its own number will increase its profile making it more accessible to students.
Impact on other units: none, financial impact: none

Add

EEB 410- Ecological and Evolutionary Developmental Biology (3)
Short title: Eco-Evo-Devo
This course will discuss how organisms develop and interact with their surrounding environment as well as their evolutionary history.

Rationale: Previously taught under the Special Topics label. Providing this course with its own number will increase its profile making it more accessible to students.
Impact on other units: none, financial impact: none.

Add

EEB 444-Diversity of Fishes (4)
This course will explore the rich diversity of fishes in Tennessee.
Recommended background: Biology 260

Rationale: Previously taught under the Special Topics label. Providing this course with its own number will increase its profile making it more accessible to students.
Impact on other units: none, financial impact: none.

Add new course

EEB 471- Aquatic Macroeconomics and Conservation (4)
This course is designed to develop understanding of large-scale physical, chemical, and biological patterns and processes in different types of aquatic environments found on Earth. The impacts of anthropogenic activities on aquatic biodiversity and ecosystems will be explored. Students will be introduced to the collation and statistical analysis of publicly available data to answer important questions in aquatic ecology and conservation.
Prerequisite/Corequisite: EEB 411 or any upper division statistics class

Rationale: Course has been taught under special topics. We would like to make the course permanent with its own number.
Impact on other units: none, financial impact: none
Add and request variable title

EEB 476-Theoretical Ecology and its Applications (3)
Ecosystems show an incredible diversity of dynamics. Theoretical ecology focuses on identifying
generalizable principles that can help organize how we approach ecological data analyses and the design
of experimental programs in the face of that complexity and richness. Ecological theory bounds what is
possible, spotlights what is likely, and generates new hypotheses, thereby helping the ecological
scientist to focus their research effort. Ecological theory also provides techniques that can help guide
conservation management interventions. Topics may include but are not limited to: demographic
modeling, community ecology, life history theory, protected area design, bioeconomics, behavioral
ecology and more.

Variable Title.

Repeatability: May be repeated if topic differs. Maximum 6 hours.

(RE) Prerequisite(s): BIOL 260 and Math 152 OR 142

Rationale: As a course, Theoretical Ecology and its Applications will help students to identify cross-cutting
themes and linkages across the EEB concentration and other fields. It will integrate ideas from applied
mathematics, engineering, statistics and other disciplines and apply them to develop process-based
models of ecological systems. Ecologists use these techniques to generate new hypotheses, bridge scales,
integrate disparate data types, design statistical analyses, and to inform conservation and natural
resource management practice. While some of the material can be touched on in other subject area
courses (e.g., Invasive Species, Community Ecology), the risk inherent with such an idiosyncratic
approach is that students miss opportunities to identify shared concepts and techniques and to organize
their learning. Ecological theory provides an organizing spine around which students can organize more
context specific ideas and concepts. For this reason, Theoretical Ecology is a major recognized
subdiscipline within EEB with its own peer reviewed journals and sections of major professional societies.
Many peer and aspirational peer institutions offer at least one specialized course in Theoretical Ecology
for upper level undergraduate students. Ancillary benefits for students include that while exploring
ecological research questions they will also be enriching their mathematical, statistical and
computational training, all high demand skills area for subsequent careers.

Impact on other units: none, financial impact: none

Add prerequisite

EEB 484-Conservation Biology (3)
Prerequisite (RE): BIOL 260

Formerly: Recommended Background: Biology 260

Rationale: In the past, BIOL 260 was recommended, but it would be better if it was required.

Impact on other units: none. Financial impact: none
Department of English

Revise Grading restriction

ELI 110 Fundamentals in Academic English
Grading Restriction: ABC/N
Formerly
ELI 110 Fundamentals in Academic English
Grading Restriction: A, B, C, No Credit grading only.

Rationale: Updating to comply with HOPE scholarship policies

Revise Grading restriction

ENGL 101 English Composition I (3)
Grading Restriction: ABC/N
Formerly
ENGL 101 English Composition I (3)
Grading Restriction: A, B, C, No Credit grading only

Rationale: Updating to comply with HOPE scholarship policies

Revise Grading restriction

ENGL 102 English Composition II (3)
Grading Restriction: ABC/N
Formerly
ENGL 102 English Composition II (3)
Grading Restriction: A, B, C, No Credit grading only

Rationale: Updating to comply with HOPE scholarship policies

Revise Grading restriction

ENGL 118 Honors English Composition (3)
Grading Restriction: ABC/N
Formerly
ENGL 118 Honors English Composition (3)
Grading Restriction: A, B, C, No Credit grading only

Rationale: Updating to comply with HOPE scholarship policies

Revise Grading restriction
ENGL 121 Academic English for Undergraduate Students (3)
Grading Restriction: ABC/N
Formerly
ENGL 121 Academic English for Undergraduate Students (3)
Grading Restriction: A, B, C, No Credit grading only

Rationale: Updating to comply with HOPE scholarship policies

Revise title, comment, and grading restriction

ENGL 122 Graduate Writing for International Students (3)
Comment(s): Students may take the course at any time during their first three years of graduate study.
Recommended for graduate students with TOEFL scores of less than 100, or IELTS scores of less than 7.5.
Grading Restriction: ABC/N
Formerly:
ENGL 122 - Academic English for Graduate Students (3)
Comment(s): Admission based on TOEFL, IELTS, ACT, or SAT score, or by English Placement Exam.
Grading Restriction: A, B, C, No Credit grading only.

Rationale: The Graduate School formerly required international students with low standardized test scores or English Placement Exam results to take ENGL 122. This requirement has been dropped, and we seek to revise the course comment to reflect this policy change. We also wish to change the course title to reflect the course content more accurately.
The Linguistics IDP has been informed of this proposal; please see attached memo.
Impact on other units: none, financial impact: none

Revise Grading restriction

ENGL 131 Composition for Non-Native Speakers of English I (3)
Grading Restriction: ABC/N
Formerly
ENGL 131 Composition for Non-Native Speakers of English I (3)
Grading Restriction: A, B, C, No Credit grading only

Rationale: Updating to comply with HOPE scholarship policies

Revise Grading restriction

ENGL 132 Composition for Non-Native Speakers of English II (3)
Grading Restriction: ABC/N
Formerly
ENGL 132 Composition for Non-Native Speakers of English II (3)
Grading Restriction: A, B, C, No Credit grading only

Rationale: Updating to comply with HOPE scholarship policies

Revise Grading restriction

**ENGL 198 Chancellor's Honors Writing I (3)**
Grading Restriction: ABC/N
Formerly
ENGL 198 Chancellor’s Honors Writing I (3)
Grading Restriction: A, B, C, No Credit grading only

*Rationale: Updating to comply with HOPE scholarship policies

Revise Grading restriction

**ENGL 290 Intermediate Writing and Research (3)**
Grading Restriction: ABC/N
Formerly
ENGL 290 Intermediate Writing and Research (3)
Grading Restriction: A, B, C, No Credit grading only

*Rationale: Updating to comply with HOPE scholarship policies

Revise Grading restriction

**ENGL 298 Chancellor's Honors Writing II (3)**
Grading Restriction: ABC/N
Formerly
ENGL 298 Chancellor’s Honors Writing II (3)
Grading Restriction: A, B, C, No Credit grading only

*Rationale: Updating to comply with HOPE scholarship policies

Revise Registration restriction

**ENGL 360 - Technical and Professional Writing (3)**
For students who need to sharpen their technical communication skills. Writing of definitions, process descriptions, proposals, abstracts, executive summaries, and major reports.
Satisfies General Education Requirement: (WC)
(RE) Prerequisite(s): 102, 118, 132, 290, or 298.
FORMERLY:
Registration Restriction(s): Minimum student level – junior.

*Rationale: English 360 is the only English course that restricts enrollment to students with junior or senior standing. Courses that play a similar role in the other English major concentrations, such as ENGL 355 or
ENGL 376, have no such barriers to entry, and we see no reason to deny access to students who have completed one of the approved prerequisites. 
Impact on other units: none, financial impact: none
GEOL 100 - Earth, Environment, and People (3)
An introduction to Earth and its environments in the context of humanity. The course will provide the geologic foundation for discussions of climate change, air and water pollution, water resources, food and energy production, and mineral resources. Focus will be on impacts to natural systems that are required to sustain life on Earth, and the economic and social benefits of Earth's resources. The course will appeal to students who have cross-cutting interests in a variety of fields.
Gen Ed Designation: NS
College of Arts & Sciences Perspectives: Global Challenges

Rationale: The new course, offered at the 100-level will be a lecture-only Natural Science general education course. All other EPS 100-level courses have a lab component. EPS did not offer such a course at the 100-level in the past and we have recognized the need for this Gen Ed and A&S Global Challenges option.
Impact on other units: none, financial impact: none.

Add

GEOL 210 - Life, the Universe, and Everything (3)
An introduction to the origin, evolution, distribution, and destiny of life in the universe that blends basic principles of geology, biology, and physics to discover where, and under what conditions, life can arise and exist in the universe.
Prerequisites/Corequisites: none
Contact Hour Distribution: 3 class hours per week; lectures and in-class exercises

Rationale: Courses in the relatively new science of "astrobiology" are common entry points for STEM education, as well as popular courses for people with interest in science education, science journalism, and related fields. UT currently has courses taught at the majors-level (MICRO 333 – Mikucki) and at the graduate level (GEOL 640 – Kah), but no course dedicated to early undergraduates who are exploring future pathways. This course will specifically have no pre-requisites, and will serve as an exploratory course for a variety of undergraduates.
Impact on other units: I have discussed this course with Jill Mikucki, who teaches a majors-level Astrobiology course in microbiology (taken by a combination of Micro and Geology undergraduates). In the future, we hope to co-list both of these courses across GEOL and MICRO, but not in its initial offering.
Financial impact: none

Archive

GEOL 301 Introduction to Scientific Field Methods and Analysis (3)

Rationale: course not taught in 4 years
Impact on other units: none. Financial impact: none

Revise Corequisite
GEOL 310 – Mineralogy (4)
(RE) Corequisite(s): Chemistry 120.
Formerly:
GEOL 310 – Mineralogy (4)
(RE) Corequisite(s): Chemistry 120.

Rationale: updating due to proposed changes in the general chemistry curriculum

Revise recommended background

GEOL 461 - Organic Geochemistry (3)
Recommended Background: Chemistry 132-133 or consent of instructor.
Formerly
GEOL 461 - Organic Geochemistry (3)
Recommended Background: Chemistry 130 or consent of instructor.

Rationale: updating due to proposed changes in the general chemistry curriculum

Revise prerequisite

GEOL 462 - Environmental Aqueous Geochemistry (3)
(DE) Prerequisite(s): Chemistry 132-133 and Mathematics 132, 141, 147, or 151, or consent of instructor.
Recommended Background: 310, and completion of or concurrent enrollment in 330 or 340.
Formerly:
GEOL 462 - Environmental Aqueous Geochemistry (3)
(DE) Prerequisite(s): Chemistry 130 and Mathematics 141, 147, or 151, or consent of instructor.
Recommended Background: 310, and completion of or concurrent enrollment in 330 or 340.

Rationale: updating due to proposed changes in the general chemistry curriculum as well as mathematics. Since Math 132 and 141 will have the same learning outcome, either should be acceptable for a prerequisite.

+Revise Prerequisites

GEOL 465 – Geomicrobiology (3)
(Same as Microbiology 465.)
(RE) Prerequisite(s): English 102, 132, 290, or 298 and one eight-credit sequence chosen from
Astronomy 151-153 and 152-154; Astronomy 217-218; Biology 101-102; Biology 113-114-115; Biology 150-160-159; Biology 158-168-167; Chemistry 102-103 and 112-113; Chemistry 122-123 and 132-133;
Chemistry 128-138; Geography 137-132; or two courses chosen from Geology 101, 102, 103, 104, 107,
108; or Physics 135-136, 137-138, or 221-222.
Formerly:
GEOL 465 – Geomicrobiology (3)
3 Credit Hours
(Same as Microbiology 465.)
(RE) Prerequisite(s): English 102, 132, 290, or 298 and one eight-credit sequence chosen from Astronomy 151-153 and 152-154; Astronomy 217-218; Biology 101-102; Biology 113-114-115; Biology 150-160-159; Biology 158-168-167; Chemistry 100-110; Chemistry 120-130; Chemistry 128-138; Geography 137-132; or two courses chosen from Geology 101, 102, 103, 104, 107, 108; or Physics 135-136, 137-138, or 221-222.

_Rationale: updating due to proposed changes in the general chemistry curriculum_
_Impact on other units: cross listed Micr 465. Financial impact: none._

_Revise Prerequisite_

**GEOL 471 - Applied Geophysics (3)**
(RE) Prerequisite(s): Mathematics 132 or 141; Physics 135 or 221.

Formerly:
**GEOL 471 - Applied Geophysics (3)**
(RE) Prerequisite(s): Mathematics 141; Physics 135 or 221.

_Rationale: Since Math 132 and 141 will have the same learning outcome, either should be acceptable for a prerequisite._
_Impact on other units: none. Financial impact: none._

_Revise prerequisite_

**GEOL 484 - Planetary Geodynamics (3)**
(DE) Prerequisite(s): Mathematics 132 or 141 and 142, or Mathematics 147 and 148 or Mathematics 151 and 152, and Engineering Fundamentals 151 or Engineering Fundamentals 157 or Physics 135 or Physics 137 or Physics 221.

Formerly:
**GEOL 484 - Planetary Geodynamics (3)**
(DE) Prerequisite(s): Mathematics 141 and 142, or Mathematics 147 and 148 or Mathematics 151 and 152, and Engineering Fundamentals 151 or Engineering Fundamentals 157 or Physics 135 or Physics 137 or Physics 221.

_Rationale: Since Math 132 and 141 will have the same learning outcome, either should be acceptable for a prerequisite._
_Impact on other units: none. Financial impact: none._
Department of Geography

+Add

GEOG 342-Geography of Human Rights: Africa and the Americas (3)
(Same as Africana Studies 342-GEOG is primary)
Human rights and social justice issues in Africa and the Americas (with special emphasis on the African diaspora)

Rationale: Current GEOG 343 Geography of Human Rights to be split into GEOG 342 and 343. Additional course needed to fully cover global human right violations and genocide. Geo 343 will focus on Europe and Asia in the future. No additional staffing needed. GEOG 343 will be taught less frequently to accommodate GEOG 342 offerings.
Impact on other units: cross list as Africana Studies 342, financial impact: none.

+Revise title, description, and remove cross listing

GEOG 343- Geography of Human Rights: Europe and Asia (3)
Human rights and social justice issues in Europe and Asia. Includes the Middle East
   Formerly:
   GEOG 343 - Geography of Human Rights (3)
   (Same as Africana Studies 342, GEOG is primary)
   Human rights and social justice issues around the world. Special consideration of Africa and the African Diaspora.

Rationale: Current GEOG 343 to be expanded into GEOG 342 and 343 to fully survey global human rights and social justice issues. Geo 342 will focus on Africa and the Americas while this course, GEOG 343, will focus on Europe and Asia.
Impact on other units: Course no longer cross listed as Africana Studies 342, financial impact: none.

Add

GEOG 372-Geography of Africa (3)
Comprehensive and systematic survey of the physical environment, natural resources, population, geographic regions, and potentialities of Africa, and the significance of this region in the economic and political affairs of the world.
Prerequisite: none.

Rationale: Africa as a region is playing an ever increasingly important role in the global economic and political realms. However, few courses have been provided to the students to learn about this region and the complex human-environment interactions within. This course will serve a broad audience of students, and help to attract more geography majors, as it is diverse in topics, and shines light on a region not currently focused on in the U.S. education system.
Impact on other units: none. Financial impact: none
History

Add

HIEU 339 - Humanitarianism and the Two World Wars (3)
This course explores the catastrophic impact of the two world wars on European societies and how these crises shaped ideas of human rights and humanitarianism. Focusing primarily on the period 1914-1948, we will consider how governments, relief organizations, and international organizations framed discussions of human rights, sought to alleviate suffering, and create a more peaceful world. In addition to considering how human rights and humanitarian aid was envisioned by state actors and relief organizers, the students will also look at the actual application of these ideas and how populations experienced humanitarianism.

Rationale: Our students would benefit from studying human rights and humanitarianism through examination of historical events, humanitarian policies that grew out of those events, and the practical application of those policies. We have a faculty member with expertise in this area.
Impact to other units: none, financial impact: none

Add

HIEU 354 - Early Medieval Warfare (3)
Transformation of warfare, society, and culture in Europe and the Mediterranean during the years 350-1000. Writing-emphasis course.

Rationale: Students have expressed interest in warfare, especially warfare in the context of medieval Europe. War is obviously a phenomenon with very wide ramifications for all aspects of history. In response to student requests, the faculty member is expanding his course offerings in this area of his research.
Impact on other units: none, financial impact: none

Add

HIEU 364 - Fascism and Anti-Fascism in Global History (3)
Course examines fascism as a historical development in various parts of the world, but focuses particular attention on Europe, the Americas, and Asia. It also examines anti-fascist movements around the world from the 1920s to the present.

Rationale: The rise of authoritarian, racist, ultra-nationalist, and fascist (or quasi-fascist) movements around the globe is one of the most pressing global issues of our time. Once assumed to belong firmly to the past, such movements’ resurgence compels a historical reassessment. Students need a historical perspective to evaluate these movements -- and movements antithetical to them -- in a sophisticated and critical manner.
Impact on other units: none, financial impact: none

Add

HIEU 444 - Algeria, France, and the Violence of Decolonization (3)
This course will focus on the Algerian Revolution of 1954-1962, a particularly violent chapter in France’s colonial history. In France, the manner in which the war was fought raised unsettling and divisive questions about the use of torture, the nature of terrorism, resettlement camps, and imperialism more generally. Students will engage with both primary and secondary sources to learn about this conflict from the perspective of settlers, Algerians (in both Algeria and France), and the French. In addition to learning about scholarly debates and methodology, students will explore the role of memory and politics in shaping our understanding of this period of history.

Rationale: The Algerian Revolution was a particularly violent chapter in France’s colonial history. The French response raises questions about torture, resettlement camps, and imperialism with broad implications for French history and the history of all colonial powers. Students stand to benefit from exploring the role of memory and politics in shaping understanding of this period of history. Impact on other units: none, financial impact: none.

Add

HIST 200- Science, Medicine, and Technology in World Perspective (3)
This course examines what we now call science, medicine and technology in the period up to 1500, and the emergence of science, biomedicine, and engineering as the globalization of particular ways of understanding and manipulating nature in the time since. It considers how the histories of science, medicine, and technology have been enmeshed in the course of world events, from colonial conquests and plagues to political revolutions and world wars.

Rationale: On the basis of conversation with students and observation of enrollment trends, our faculty have noted an interest in the history of medicine, science, and technology among students. We are in the process of developing a concentration and a minor in this area. This course will introduce interested students to the history of science, medicine, and technology, and it will become the introduction to the minor and the concentration, as well, in due course.
Impact on other units: none, financial impact: none

Revise Description

HIST 299 Thinking Historically (3)
Fundamentals of the historian’s craft. Variable content. Required for all majors including history honors students.

Formerly:

HIST 299 Thinking Historically (3)
Fundamentals of the historian’s craft. Variable content. Required for all majors except history honors students.

Rationale: There was an error made when the course was added. History majors doing the honors concentration must also complete HIST 299. This change will correct the description etc.
Impact on other units: none. Financial impact: none

Add

HIST 301- Gender, Power, and Representation (3)
Examination of how gender and sexuality have historically informed discussions about political and social power.

Rationale: Given the current political climate and the rise in popular movements like #metoo, the importance of fostering inclusive conversations is increasingly clear. History can help us build inclusive conversations by analyzing how past societies defined and navigated difference across the ancient, medieval, or modern worlds. In particular, the study of gender from a historical perspective offers lessons about how to rectify unbalanced narratives and how to recognize structural problems that exclude certain voices.
Impact on other units: none, financial impact: none

Add

HIST 303- War and Society Issues (3)
This course examines the historical record of both world wars for insights into the causes of war, their precise social impact, and the long-lasting effects of conflict. Students evaluate suggestions for forestalling or even eliminating war and strategies for social reconstruction in its aftermath.

Rationale: In “War and Society Issues“, students will integrate their General Education experiences in a focused approach to the contemporary issue of war and society and possible solutions, understood from different historical perspectives, and building on their earlier General Education survey courses. They will choose one aspect of war and society (causes, impact, closure or continuation) as a theme to investigate and present their results both verbally and in writing in an integrated way, relating it to present-day news. This specific course will have connections to contemporary issues and their solutions that should make it suitable for the CIS graduation requirement.
Impact on other units: none, financial impact: none

Revise repeatability

HIST 307 Honors: Introduction/Historical Problems (3)
Repeatable up to 9 hours
Formerly
HIST 307 Honors: Introduction/Historical Problems (3)
Not repeatable

Rationale: Originally HIST 307 was taught by one faculty member repeatedly over several years with the same content. Now it rotates frequently among faculty members, who teach different content. Students may thus wish to repeat the course and this change will permit that. Consent of the department honors coordinator is required for registration, which will prevent students from repeating the same content.
Impact on other units: none, financial impact: none

Add

HIST 365- Medicine in Western Society (3)
In this course, we explore the changing intellectual, economic, institutional and cultural relationships that have characterized medicine in the Western world from antiquity to the present. We consider the education of practitioners, locations of healing, and expectations that people had of medicine as ideas about the body and illness shifted with new discoveries and theories about health and disease. We
examine the roles both of prominent individuals (Harvey, Pasteur, Ehrlich) and of general trends (industrialization, technology) in shaping medical practice and the medical professions.

Rationale: Students preparing for careers in the health sciences will benefit from understanding the historical context of their field of study. The history of medicine connects to many aspects of US history, making a course on it important for history majors and minors with a special interest in American history. We have a new faculty member with this field of specialization.
Impact on other units: none, financial impact: none

Add

HIST 399- Technology and Innovation in Modern History (3)
This course explores how culture and politics have shaped technological development, drawing on examples from the last three centuries. Historical topics are selected to shed light on contemporary controversies about the appropriate use of technology; students will examine contemporary debates about technology use in tandem with historical cases in which similar issues were at stake.

Rationale: The history of technology is a field of research with important perspectives to add to contemporary discussions about technology use. Undergraduate classes in this historical subdiscipline are taught at many R-1 universities, either through general History departments or through programs in Science, Technology and Society. UT currently does not offer any classes in this area of humanistic and social scientific expertise. Due to recent hiring, the History Department now has sufficient faculty to offer a recurring course in this area.
Impact on other units: none. Financial impact: none

Revise description, add restriction and prerequisite

HIST 407-Honors: Senior Paper (3)
Research for the senior thesis and completion of a partial draft. Required of students working for honors in history.
Credit Restriction: Grade of A or B required for honors credit.
Registration Permission: Consent of honors director.
Prerequisite(s): English 102, 132, 290, or 298.
Formerly:
HIST 407 - Honors: Senior Paper (3)
3 Credit Hours Bibliographic search, research, and conceptual clarification for the senior paper.

Rationale: This update reflects the course as presently taught and revisions made to make it suitable for WC credit under the new Vol Core gen ed curriculum. This will help students fulfill their graduation requirements in a timely fashion.
Impact on other units: none, financial impact: none.

Add

HIUS 339- The History of Medicine in the Movies (3)
In this course, we explore the social and cultural history of 20th and early 21st century American medicine through the depiction of health care practitioners and health care systems in Hollywood movies. We use films as our central primary source, watching thirteen movies during the semester.
Movies reveal a great deal about what was taken for granted at the time of each film's production. We examine how a range of social and professional conditions affected medicine over a century, including gender and race relations; physicians' paternalism and patients' autonomy; medical technology and expectations for care and cure; and ethical and professional norms for medical research and decision-making in patient care. Readings from a variety of secondary and primary sources help us to put these films into their historical contexts.

Rationale: Students preparing for careers in the health sciences, as well as for history majors and minors with a special interest in American history, will want to learn about medicine and its portrayal in American films. We have a new faculty with expertise in this area.

Impact on other units: none, financial impact: none

Add

HIUS 399- Podcasting US History (3)
Students in this course learn the skills needed to for creating podcasts while studying United States history. Students acquire abilities in oral communication and the technical aspects of podcasting, then create a podcast on a topic in US history. Historical content will vary by semester.

Rationale: Podcasts are a popular form of media today, including among historians and UT students. This course will teach students the methods needed to prepare and present a historical podcast, including presentation approaches, oral communication skills, software use, and recording equipment. Students will benefit from learning how to present historical material in a manner suited for a general audience, and they will get valuable experience in creating media.

Impact on other units: none, financial impact: none

Add

HIUS 443- Medicine and Healing in the Age of Slavery (3)
This course centers on the relationship between the practices of medicine and healing in the Age of Slavery (from the 16th century to Emancipation, mainly in the U.S. and the British Caribbean, with some readings on Cuba and Brazil). Our readings will begin with the West's construction of race as a physical, medical, and biological “fact.” We will contrast evidence of the realities of sickness under slavery and contemporary medical treatments with how enslaved communities used herbal healing traditions and other rituals employed to address afflictions of body and spirit. Finally, the class will consider the ethical implications of the intertwined history of slavery, race and science—and its legacies today.

Rationale: This upper-division research seminar aims to bring together students interested in History, Anthropology, Religious Studies, Africana Studies, and Nursing to build better historical awareness of the deep entanglements of race and medicine in the modern world. A guided research project will allow students from various disciplines to build their skills in independent inquiry and rigorous use of primary and secondary sources. This course is unique to the University and aims to be a regularly scheduled elective for an emerging program/minor/certificate in Medical Humanities.

Impact on other units: none, financial impact: none.
Department of Mathematics

Revise Grading Restriction

MATH 119 College Algebra (3)

Grading Restriction:
Formerly MATH 119 College Algebra (3)
Grading Restriction: A, B, C, No Credit grading only


Revise prerequisites

Math 123-Finite Mathematics (3)
(RE) Prerequisite(s): 119 with a grade of C or better, or 130 with a grade of C or better, or 131 with a grade of C or better, or 125 or 132 or 141 or 147.
Formerly:
Math 123-Finite Mathematics (3)
(RE) Prerequisite(s): 119 with a grade of C or better, or 130 with a grade of C or better, or 125 or 141 or 147

Rationale: Add Math 131-132 prerequisite because this new sequence will provide the same student learning outcomes as Math 130-141.
Impact on other units: update advising documents, financial impact: none

Revise credit restriction

Math 125-Basic Calculus (3)
Credit Restriction: Students who receive a grade of C or better in 132, 141, 147, or 152 may not subsequently receive credit for 125
Formerly:
Math 125-Basic Calculus (3)
Credit Restriction: Students who receive a grade of C or better in 141, 147, or 152 may not subsequently receive credit for 125

Rationale: Add the credit restriction as the new sequence Math 131-132 will provide the same student learning outcomes as Math 141.
Impact on other units: update advising documents, financial impact: none

Revise comment, credit, and grading restriction

MATH 130 - Precalculus I (4)
Credit Restriction: Students who receive a grade of C or better in 132, 141, 147, or 151 may not subsequently receive credit for 130.
(RE) Prerequisite(s): 119 with a grade of C or better, or appropriate placement exam score.
Comment(s): For students who satisfy the course prerequisites for 132, 141 or 151, but whose placement test scores indicate additional preparation is necessary. 

Grading Restriction:
Formerly:
MATH 130 - Precalculus I (4)
Credit Restriction: Students who receive a grade of C or better in 141, 147, or 151 may not subsequently receive credit for 130.
(RE) Prerequisite(s): 119 with a grade of C or better, or appropriate placement exam score.
Comment(s): For students who satisfy the course prerequisites for 141 or 151, but whose placement test scores indicate additional preparation is necessary.
Grading Restriction: A, B, C, No Credit grading only

Rationale: The new sequence Math 131-132 will provide the same student learning outcomes as Math 141. Grading restriction updated to comply with HOPE scholarship guidelines.
Impact on other units: update advising documents, financial impact: none

Add

Math 131- Calculus 1A infused with precalculus (3)
Single variable calculus, infused with precalculus, especially for students of science, engineering, mathematics, and computer science. Differential calculus with applications and relevant precalculus. Credit Restriction: Students who receive a grade of C or better in 141, 147, or 152 may not subsequently receive credit for 131.
(RE) Registration Enforced Prerequisite(s): appropriate placement exam score.

Rationale: The new course Math 131 will be the first in the sequence of two courses preparing students for Math 142 (Calculus II). The sequence is designed for students that are not ready to take Math 141 (Calculus I), and for those students it may replace the sequence Math 130 - 141.
Impact on other units: Advising documents should be updated. Students placed into Math 131 should continue in Math 132 to be ready for Math 142.
Financial impact: none

Add

MATH 132- Calculus 1B infused with precalculus (3)
Course description: Continuation of 131.
(RE) Registration Enforced Prerequisite(s): 131.

Rationale: The new course Math 132 will be the second in the sequence of two courses preparing students for Math 142 (Calculus II). The sequence is designed for students that are not ready to take Math 141 (Calculus I), and for those students it may replace the sequence Math 130 - 141. Students placed into Math 131 should continue in Math 132 to be ready for Math 142.
Impact on other units: Advising documents should be updated. We recommend adding Math 132 as a prerequisite for any course currently having Math 141 as a prerequisite. If a program requires Math 141 to be passed with C, we recommend accepting Math 132 with C.
Financial impact: none

Add credit restriction
MATH 141-Calculus I (3)
Credit Restriction: Students who receive a grade of C or better in 132 may not subsequently receive credit for 141.
   Formerly:
   MATH 141-Calculus I (3)
   Credit Restriction: none

Rationale: Add the credit restriction as the new sequence Math 131-132 will provide the same student learning outcomes as Math 141
Impact on other units: update advising documents.
Financial impact: none

Revise Prerequisites

MATH 142-Calculus 2 (3)
(RE) Prerequisite(s): 132 or 141 or 147
   Formerly:
   MATH 142-Calculus 2 (3)
   (RE) Prerequisite(s): 141 or 147

Rationale: Add Math 132 as a possible prerequisite of Math 142 because the new sequence Math 131-132 will have the same student learning outcomes as Math 141.
Impact on other units: update advising documents
Financial impact: none

Revise credit restriction

MATH 147 - Honors: Calculus I (4)
Credit Restriction: Credit will not be given for both 147 and 132, 141 or 152.
   Formerly:
   MATH 147 - Honors: Calculus I (4)
   Credit Restriction: Credit will not be given for both 147 and 141 or 152.

Rationale: Add the credit restriction as the new sequence Math 131-132 will provide the same student learning outcomes as Math 141
Impact on other units: update advising documents.
Financial impact: none

Revise Comment

MATH 148 - Honors: Calculus II (4)
Comment(s): Students should have a 32 mathematics ACT score or a 700 quantitative SAT score and credit for mathematics 132 or 141, an AP Calculus score of 5, or permission of the instructor to enroll.
   Formerly:
   MATH 148 - Honors: Calculus II (4)
Comment(s): Students should have a 32 mathematics ACT score or a 700 quantitative SAT score and credit for mathematics 141, an AP Calculus score of 5, or permission of the instructor to enroll.

Rationale: The new sequence Math 131-132 will provide the same student learning outcomes as Math 141.
Impact on other units: update advising documents.
Financial impact: none

Revise credit restriction

MATH 152-Mathematics for the Life Sciences II (3)
Credit Restriction: Students who receive a grade of C or better in 132 or 141 cannot subsequently receive credit for 152
   Formerly:
   MATH 152-Mathematics for the Life Sciences II (3)
   Credit Restriction: Students who receive a grade of C or better in 141 cannot subsequently receive credit for 152

Rationale: Add the credit restriction as the new sequence Math 131-132 will provide the same student learning outcomes as Math 141.
Impact on other units: update advising documents
Financial impact: none

Revise Prerequisites

MATH 171- Computer Literacy for Mathematics (3)
(RE) Prerequisite(s): 132 or 141 or 147
   Formerly:
   MATH 171- Computer Literacy for Mathematics (3)
   (RE) Prerequisite(s): 141 or 147

Rationale: Add Math 132 as a possible prerequisite of Math 171 because the new sequence Math 131-132 will have the same student learning outcomes as Math 141.
Impact on other units: update advising documents
Financial impact: none

Add

MATH 295- Introduction to Mathematical Sciences (1)
Course description: Introduction to areas of study, degree options, career choices, and professional development in the mathematical sciences.
Grading Restriction: Satisfactory/No Credit grading only.

Rationale: Based off successful practices at other universities, we propose to introduce a new 1-credit math course, Math 295. This course will be geared for sophomore-level math majors, will meet once a week, and we propose that it be required for the math major. The main goals are for students to learn about and plan for their time as a math major at UT and for their career following UT.
Add

MATH 395- Communicating Mathematics (1)
Course description: Oral communication of mathematical ideas in various contexts from presentations to informal conversations and group work.

Rationale: We propose to introduce a new 1-credit math course that will give our math majors an opportunity to develop their oral mathematical communication skills. Our goal is to apply for this course to satisfy the Applied Oral Communication (AOC) requirement of the new gen ed, so that it will provide a way for math majors to satisfy this gen ed requirement. This course will not be required for the major.

Impact on other units: update advising documents
Financial impact: none
Department of Modern Foreign Languages and Literature

Revise grading restriction

ARAB 121 Elementary Arabic I (4)
Revise prerequisite and grading restriction
Grading Restriction: ABC/N
Formerly
ARAB 121-Elementary Arabic I (4)
Grading Restriction: A, B, C, No Credit grading only.

Rationale: updating grading restriction to comply with HOPE scholarship guidelines.

Revise grading restriction

ARAB 122-Elementary Arabic II (4)
Credit hours: 4
(RE) Prerequisite(s): ARAB 121 with grade of C or better
Grading Restriction: ABC/N
Formerly
ARAB 122-Elementary Arabic I (4)
Grading Restriction: A, B, C, No Credit grading only.
(RE) prerequisite: none

Rationale: Requiring students to receive a C or better in the previous course will ensure that they are adequately prepared to move on. Updating grading restriction to comply with HOPE scholarship guidelines.
Impact on other units: none. Financial impact: none

Add prerequisite

ARAB 222-Intermediate Arabic II (4)
Credit hours: 4
(RE) Prerequisite(s): 221.
(RE) Prerequisite(s): ARAB 221 with grade of C or better
Formerly
ARAB 222-Intermediate Arabic II (4)
(RE) Prerequisite(s): 221

Rationale: Requiring students to receive a C or better in the previous course will ensure that they are adequately prepared to move on.
Impact on other units: none, financial impact: none

+Add prerequisite

ARAB 331-Advanced Arabic I (3)
(Same as MEST 331.)
Prerequisite(s): 221 and 222 or by placement test.

**Arabic Department**

Prerequisite(s): ARAB 222 with grade of C or better
Formerly
ARAB 331 - Advanced Arabic I (3)
(Same as MEST 331.)
(DE) Prerequisite(s): 221 and 222 or by placement test

Rationale: Requiring students to receive a C or better in the previous course will ensure that they are adequately prepared to move on.
Impact on other units: Cross listed with MEST 331. ARAB is primary
Financial impact: none

*Add prerequisite*

**Arabic Department**

ARAB 332 - Advanced Arabic II (3)
(Same as MEST 332, ARAB is primary)
(DE) Prerequisite(s): 331 or by placement test.
(RE) Prerequisite(s): ARAB 331 with grade of C or better
Formerly
ARAB 332 - Advanced Arabic II (3)
(Same as MEST 332)

Rationale: Requiring students to receive a C or better in the previous course will ensure that they are adequately prepared to move on.
Impact on other units: cross listed with MEST 332, ARAB is primary
Financial impact: none

*Revise Grading restriction*

**Chinese Department**

CHIN 131 Elementary Chinese I (4)
Grading Restriction: ABC/N
Formerly
CHIN 131 Elementary Chinese I (4)
Grading Restriction: A, B, C, No Credit grading only.

Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

*Revise Grading restriction*

**Chinese Department**

CHIN 132 Elementary Chinese II (4)
Grading Restriction: ABC/N
Formerly
CHIN 132 Elementary Chinese II (4)
Grading Restriction: A, B, C, No Credit grading only

Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Revise grading restriction

FREN 111 Elementary French I (3)
Grading Restriction: ABC/N
Formerly
FREN 111 Elementary French I (3)
Grading Restriction: A, B, C, No Credit grading only.

Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Revise grading restriction

FREN 112 Elementary French II (3)
Grading Restriction: ABC/N
Formerly
FREN 112 Elementary French II (3)
Grading Restriction: A, B, C, No Credit grading only.

Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Revise grading restriction

FREN 123 Intensive Elementary French (6)
Grading Restriction: ABC/N
Formerly
FREN 123 Intensive Elementary French (6)
Grading Restriction: A, B, C, No Credit grading only

Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Revise grading restriction

FREN 150 Intermediate French Transition (3)
Grading Restriction: ABC/N
Formerly
FREN 150 Intermediate French Transition (3)
Grading Restriction: A, B, C, No Credit grading only

Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Drop course
FREN 430 - Theatrical French (4)

*Rationale:* No faculty able to teach this course and no plans to hire a replacement

*Impact on other units:* none. *Financial impact:* none

**Revise title**

FREN 450 - Special Topics in French and Francophone Literature (3)

Formerly:

FREN 450 - Special Topics (3)

*Rationale:* Students regularly need to petition this topics class as a literature requirement; we are adding a new class, FREN 455 - Special Topics in French and Francophone History and Culture, to cover topics that are not literature oriented.

*Impact on other units:* none. *Financial impact:* none

**Add**

FREN 455 - Special Topics in French and Francophone History and Culture (3)

Selected topics in French studies.

Repeatability: May be repeated if topic differs. Maximum 9 hours.

(RE) Prerequisite(s): 353.

*Rationale:* This new class will complement FREN 450, which was "Special Topics" and will now become "Special Topics in French and Francophone Literature".

*Impact on other units:* none. *Financial impact:* none

**Revise title, description and repeatability**

GERM 325 - The German Graphic Novel (3)

This course examines contemporary German comics and graphic novels and exposes students to the scholarly methods used to study them. The course’s key aim is to expand students’ German vocabularies and understanding of complex syntactic structures.

*Readings and discussion in German.*

*Repeatability:* no

**PREREQUISITES:** German 212, or 223 or placement score higher than 454.

Formerly:

GERM 325 - Readings in German (3)

Topics in both literary and nonliterary fields. Students or student groups are encouraged to suggest topics for future courses. Writing-emphasis course.

Repeatability: May be repeated. Maximum 6 hours.

(RE) Prerequisite(s): 212 or 223 or placement score higher than 454

*Rationale:* The general course title for German 325 (Readings in German) obscures what the content of this course actually is: graphic novels. The revised title German 325 "The German Graphic Novel" and the revised course description will make the nature of this course clearer to students.

*Impact on other units:* none. *Financial impact:* none
Revise grading restriction

GERM 111 Elementary German I (3)
Grading Restriction: ABC/N
Formerly
GERM 111 Elementary German I (3)
Grading Restriction: A, B, C, No Credit grading only.

Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Revise grading restriction

GERM 112 Elementary German II (3)
Grading Restriction: ABC/N
Formerly
GERM 112 Elementary German II (3)
Grading Restriction: A, B, C, No Credit grading only.

Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Revise grading restriction

GERM 123 Intensive Elementary German (6)
Grading Restriction: ABC/N
Formerly
GERM 123 Intensive Elementary German (6)
Grading Restriction: A, B, C, No Credit grading only

Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Revise grading restriction

GERM 150 Intermediate German Transition (3)
Grading Restriction: ABC/N
Formerly
GERM 150 Intermediate German Transition (3)
Grading Restriction: A, B, C, No Credit grading only

Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Drop course

GERM 331 Elements of German for Upper-Division and Graduate Students (3)
Rationale: German will follow the model of offering a single, intensive preparatory grammar-translation course as it is commonly done at many other institutions. The revised GERM 332 course replaces the current course sequence GERM 331 and GERM 332 so that there is no longer a need for GERM 331. The revised GERM 332 course will allow graduate students in fields such as English, history, and philosophy to progress more efficiently towards the completion of the language requirement in their graduate degree program.

Impact on other units: none, financial impact: none

Revise description, comment, and remove prerequisite

GERM 332-Elements of German for Upper-Division and Graduate Students (3)
Elements of language, elementary and advanced readings, and written translation practice
Prerequisite: none
Comment: Open to graduate students (for undergraduate credit) preparing for language examinations and upper-division students desiring reading knowledge of the language. It is designed for students with no previous or German or some minimal preparation in the language. No credit will be granted to students who have completed 111 and 112 or 123

Formerly:
GERM 332-Elements of German for Upper-Division and Graduate Students (3)
Elements of language, elementary and advanced readings and a final 10,000-word translation project.
(RE) Prerequisite(s): 223 or 331 or 211 and 212.
Comment(s): Open to graduate students (for undergraduate credit) preparing for language examinations and upper-division students desiring reading knowledge of the language.

Rationale: German will follow the model of offering a single, intensive preparatory grammar-translation course as it is commonly done at many other institutions. The revised GERM 332 course replaces the current course sequence GERM 331 and GERM 332. The revised GERM 332 course will allow graduate students in fields such as English, history, and philosophy to progress more efficiently towards the completion of the language requirement in their graduate degree program.

Impact on other units: None. Most graduate programs requiring reading knowledge of German already specify completion of German 332 at a specific grade level; 331 was a prerequisite to 332 but with this change coverage of the material will be handled in one course.

Financial impact: none

Add

German 373: Fairy Tales and Their Afterlives (3)
In this course we will read fairy tales from Germany and other national traditions, from the Brothers Grimm to Disney. Students will analyze texts in a series of scaffolded writing assignments to develop expressive and scholarly writing skills.
Readings and discussion in English.
PREREQUISITE(S): English 102, 132, 290, or 298
REPEATABILITY: No.

Rationale: Currently this course content is offered as one of several iterations of German 363 ("Modern German Cultures"); assigning a separate course number will facilitate conforming to new Vol Core requirements.
Impact on other units: Will apply for WC and AH in new Vol Core, financial impact: none

Add

German 383: Aiming at Sustainability: A Closer Look at Approaches to 21st Century Global Challenges in German-Speaking Countries (3)
This course focuses on environmental history and politics in the German-speaking countries. Historical documents, policies, strategy reports, and other sources (literature, film, art, etc.) serve as foundation for analyzing selected historical and contemporary examples from the local, state, and national levels. Readings and discussions in English.
PREREQUISITE(S): English 102, 132, 290, or 298
REPEATABILITY: No

Rationale: Currently this course content is offered as one of several iterations of German 363 ("Modern German Cultures"); assigning a separate course number will facilitate conforming to new Vol Core requirements.
Impact on other units: Will apply for WC, OC, AH, GCI, and EI in new Vol Core. Financial impact: none

+Revise Repeatability

GERM 423 Themes and Genres in German Cinema (3)
Repeatability: May be repeated if topic differs. Maximum 6 hours.
Formerly:
GERM 423 Themes and Genres in German Cinema (3)
Repeatability: none

The course title is intentionally broadly defined to make it possible to offer courses that focus on different themes and genres in German cinema under this course number. The requested change will allow students to repeat this course if the topic is different.
Impact on other units: same as cinema studies 423. GERM is primary. Financial impact: none

Revise description and repeatability

GERM 477 - German Honors (1)
Preparation of a proposal and an outlined for an honors paper or an honors portfolio
Repeatability: no
Formerly:
GERM 477 - German Honors (1)
Preparation of a proposal and an outline for an honors paper

Rationale: Students in the German Honors Concentration have two options to complete their senior honors requirement: They can write an honors thesis or prepare an honors portfolio. The latter is not reflected in the current description for GERM 477. The proposed change aims at clarifying that there are these two options.
Impact on other units: none, financial impact: none

Add
GERMAN 498 - Senior Honors Project (1-6)
Preparation of an honors thesis or an honors portfolio, and oral presentation and defense of this senior honors project to a faculty committee.
COMMENT(S): A maximum 6 credit hours can be counted towards the Honors German Concentration
REPEATABILITY: May be repeated.
PREREQUISITE(S): German 477
REGISTRATION PERMISSION: Consent of program chair.

Rationale: Within the Modern Foreign Languages and Literatures Major (BA) there is an "Honors German Concentration." Students who are enrolled in this concentration need to prepare an honors thesis or an honors portfolio. There is a course number for preparation of a proposal and an outline for an honors paper (German 477) but there is currently no designated German course number for the honors project itself. Instead of having students sign up for independent study hours in order to complete their senior honors projects, a designated course that illustrates more adequately on students' academic histories that they completed an honor project should be added.
Impact on other units: none, financial impact: none

Revise credit hours and grading restriction

HEBR 141-Elementary Modern Hebrew I (3)
Grading Restriction: ABC/N
Formerly
HEBR 141-Elementary Modern Hebrew I (4)
Grading Restriction: A, B, C, No Credit grading only

Rationale: Changing the credit hours to 3 will bring the course in line with a number of other MFLL languages and will help increase enrollments by making the course fit more easily into students' schedules. Updating grading restriction to comply with HOPE scholarship guidelines
Impact on other units: none, financial impact: none

Revise credit hours and grading restriction

HEBR 142-Elementary Modern Hebrew II (3)
Grading Restriction: ABC/N
Formerly
HEBR 142-Elementary Modern Hebrew II (4)
Grading Restriction: A, B, C, No Credit grading only

Rationale: Changing the credit hours to 3 will bring the course in line with a number of other MFLL languages and will help increase enrollments by making the course fit more easily into students' schedules. Updating grading restriction to comply with HOPE scholarship guidelines
Impact on other units: none, financial impact: none

Revise credit hours

HEBR 241-Intermediate Modern Hebrew I (3)
Formerly
HEBR 241-Intermediate Modern Hebrew I (4)
Rationale: Changing the credit hours to 3 will bring the course in line with a number of other MFLL languages and will help increase enrollments by making the course fit more easily into students' schedules.
Impact on other units: none, financial impact: none

Revise credit hours

HEBR 242-Intermediate Modern Hebrew II (3)
Formerly
HEBR 242-Intermediate Modern Hebrew II (4)

Rationale: Changing the credit hours to 3 will bring the course in line with a number of other MFLL languages and will help increase enrollments by making the course fit more easily into students' schedules.
Impact on other units: none, financial impact: none

Add

HEBR 341-Advanced Modern Hebrew I (3)
This course focuses on developing advanced reading, writing, speaking, and listening skills through exposure to a variety of vocabulary, grammatical concepts, and authentic materials on a variety of topics.
(RE) Prerequisite(s): HEBR 242 with grade of C or better.

Rationale: This course will help the Hebrew program to meet the needs of students who want to continue past the intermediate level, and it will bring the program's offerings in line with the other languages in MFLL, all of which offer at least 3 years of instruction. It will also allow the program to offer a Hebrew minor in the near future.
Impact on other units: none. Financial impact: none

Add

HEBR 342-Advanced Modern Hebrew II (3)
This course focuses on developing advanced reading, writing, speaking, and listening skills through exposure to a variety of vocabulary, grammatical concepts, and authentic materials on a variety of topics.
(RE) Prerequisite(s): HEBR 341 with a grade of C or better

Rationale: This course will help the Hebrew program to meet the needs of students who want to continue past the intermediate level, and it will bring the program's offerings in line with the other languages in MFLL, all of which offer at least 3 years of instruction. It will also allow the program to offer a Hebrew minor in the near future.
Impact on other units: none, financial impact none

Revise grading restriction

ITAL 111 Elementary Italian I (3)
Grading Restriction: ABC/N
   Formerly
   ITAL 111 Elementary Italian I (3)
   Grading Restriction: A, B, C, No Credit grading only.

   Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Revise grading restriction

ITAL 112 Elementary Italian II (3)
Grading Restriction: ABC/N
   Formerly
   ITAL 112 Elementary Italian II (3)
   Grading Restriction: A, B, C, No Credit grading only.

   Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Revise grading restriction

ITAL 123 Intensive Elementary Italian (6)
Grading Restriction: ABC/N
   Formerly
   ITAL 123 Intensive Elementary Italian (6)
   Grading Restriction: A, B, C, No Credit grading only

   Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Add

ITAL 146- Introduction to Basic Italian Pronunciation (3)
Online course in Italian pronunciation. Students improve their Italian pronunciation by understanding phonetic sounds and learning correct use of facial muscles to master their pronunciation skills. It will also help students increase their Italian vocabulary. Students who have an academic and professional connection to Italian are encouraged to attend, as the course will particularly look at the pronunciation of words in the fields of architecture, art, business, culinary arts, film, language arts, literature, music, theatre and travel.
Comments: This course does not count for credits towards minoring or majoring in Italian.
Instructional Method: 02-Internet/web based

   Rationale: There is just one online course in Italian (ITAL 123 in the summer) in our curriculum and no course specifically dedicated to Italian pronunciation. This course fills a need for students who are planning to study abroad in Italy, major or minor in Italian, speak Italian (e.g. musicians, artists, historians) or work or travel in Italy. Also hope to offer through Vols Online (distance education).
   Impact on other units: none. Financial impact: none
**Revise Title, Description, and Prerequisite**

**ITAL 314 Highlights of Italian Civilization, Culture, and Identity (3)**
Examination of past and present Italian culture and identity as shaped by its political, religious, artistic, literary, and historical contexts. Taught in English.
Repeatability: May be repeated if topic differs. Maximum 6 hours.
(RE) Prerequisite(s): none

Formerly
ITAL 314 - Highlights of Italian Civilization (3)
Survey of Italian civilization with special attention to major social, political, and cultural achievements. Taught in Italian.
Repeatability: May be repeated if topic differs. Maximum 6 hours.
(RE) Prerequisite(s): 212.

**Rationale:** The Italian area needs a course that is taught in English and focuses on its past and present culture and identity, within the context of its history, religions, politics, immigration trends, etc. This course is a revision to an older course and it will focus on more contemporary questions and themes. When taught in Italy, it will make use of excursions and interviews with Italians.

**Impact on other units:** none. **Financial Impact:** none.

**Revise grading restriction**

**JAPA 151 Elementary Japanese I (4)**
Grading Restriction: ABC/N
Formerly
JAPA 151 Elementary Japanese I (4)
Grading Restriction: A, B, C, No Credit grading only.

**Rationale:** Updating grading restriction to comply with HOPE scholarship guidelines

**Impact on other units:** none. **Financial impact:** none.

**Revise grading restriction**

**JAPA 152 Elementary Japanese II (4)**
Grading Restriction: ABC/N
Formerly
JAPA 152 Elementary Japanese II (4)
Grading Restriction: A, B, C, No Credit grading only.

**Rationale:** Updating grading restriction to comply with HOPE scholarship guidelines

**Impact on other units:** none. **Financial impact:** none.

**Revise credit hours and grading**

**PERS 161-Elementary Persian I (3)**
Grading: ABC/NC
Formerly:
PERS 161-Elementary Persian I (4)  
Grading: A-F  

Rationale: All classes meet 3 hours a week, not 4 hours. Elementary Persian is the only elementary language that is not ABC/NC.  
Impact on other units: none. Financial impact: none

Revise credit hours and grading

PERS 162-Elementary Persian II (3)  
Grading: ABC/NC  
Formerly:  
PERS 162-Elementary Persian II (4)  
Grading: A-F  

Rationale: All classes meet 3 hours a week, not 4 hours. Elementary Persian is the only elementary language that is not ABC/NC.  
Impact on other units: none. Financial impact: none

Revise credit hours and grading

PERS 261-Intermediate Persian I (3)  
Grading: ABC/NC  
Formerly:  
PERS 261-Intermediate Persian I (4)  
Grading: A-F  

Rationale: All classes meet 3 hours a week, not 4 hours. Persian is the only language that is not ABC/NC.  
Impact on other units: none. Financial impact: none

Revise credit hours and grading

PERS 262-Intermediate Persian II (3)  
Grading: ABC/NC  
Formerly:  
PERS 262-Intermediate Persian II (4)  
Grading: A-F  

Rationale: All classes meet 3 hours a week, not 4 hours. Persian is the only language that is not ABC/NC.  
Impact on other units: none. Financial impact: none

Revise grading restriction

PORT 111 Elementary Portuguese (3)  
Grading Restriction: ABC/N  
Formerly  
PORT 111 Elementary Portuguese (3)  
Grading Restriction: A, B, C, No Credit grading only.
Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Revise grading restriction

PORT 112 Elementary Portuguese (3)
Grading Restriction: ABC/N
Formerly
PORT 112 Elementary Portuguese (3)
Grading Restriction: A, B, C, No Credit grading only.

Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Revise grading restriction

PORT 123 Intensive Elementary Portuguese (6)
Grading Restriction: ABC/N
Formerly
PORT 123 Intensive Elementary Portuguese (6)
Grading Restriction: A, B, C, No Credit grading only

Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Add

PORT 300 Portuguese for Speakers of Another Romance Language (3)
Accelerated class for beginning students of Portuguese with a strong background in another Romance language. Introduction to grammar, reading, and the culture of Portugal and Brazil. Recommended Background: 3 hours at the 300 level in another Romance language. repeatability: No.
Equivalence Table

<table>
<thead>
<tr>
<th>Old Course</th>
<th>New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>PORT 400</td>
<td>PORT 300</td>
</tr>
</tbody>
</table>

Rationale: This is a course number change for recruiting purposes. It replaces Port 400. Currently, as Port 400, most students wait to take it in their senior year. By changing it to Port 300, students will naturally take it sooner, in their junior year (ideally) and still have time to complete a minor or take other upper-division classes in Portuguese. This is the gateway class for most Portuguese minors. Impact on other units: Impact on other units: MFL: LWB/Hispanic Studies Concentration and LWB/Portuguese concentration.
LACS: Brazilian Studies Track, General studies Track
Financial impact: none

Drop
PORT 400 Portuguese for Speakers of Another Romance Language (3)

Rationale: Port 400 will be replaced by Port 300 in the Undergraduate programs and concentrations listed above, and by Port 501 in the Graduate Catalog.
Impact on other units: none. Financial impact: none

Revise grading restriction

RUSS 101 Elementary Russian (3)
Grading Restriction: ABC/N
Formerly
RUSS 101 Elementary Russian (3)
Grading Restriction: A, B, C, No Credit grading only.

Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Revise grading restriction

RUSS 102 Elementary Russian (3)
Grading Restriction: ABC/N
Formerly
RUSS 102 Elementary Russian (3)
Grading Restriction: A, B, C, No Credit grading only.

Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Revise grading restriction

SPAN 111 Elementary Spanish I (3)
Grading Restriction: ABC/N
Formerly
SPAN 111 Elementary Spanish I (3)
Grading Restriction: A, B, C, No Credit grading only.

Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Revise grading restriction

SPAN 112 Elementary Spanish II (3)
Grading Restriction: ABC/N
Formerly
SPAN 112 Elementary Spanish II (3)
Grading Restriction: A, B, C, No Credit grading only.

Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Revise grading restriction

SPAN 123 Intensive Elementary Spanish (6)
Grading Restriction: ABC/N
Formerly
SPAN 123 Intensive Elementary Spanish (6)
Grading Restriction: A, B, C, No Credit grading only

Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Revise grading restriction

SPAN 150 Transition to Intermediate Spanish (3)
Grading Restriction: ABC/N
Formerly
SPAN 150 Transition to Intermediate Spanish (3)
Grading Restriction: A, B, C, No Credit grading only

Rationale: Updating grading restriction to comply with HOPE scholarship guidelines

Drop

SPAN 300, Transition: Composition and Grammar through Reading (3)

Rationale: The Hispanic Studies section is revising its curriculum in light of current faculty and enrollment. Span 300 (transition to upper-level Spanish), 305 (Conversation) and 323 (Grammar) are being replaced by a 2-course sequence that is more balanced in nature (SPAN 311 and 312, Language in Context I and II).
Impact on other units: none. Financial impact: none

Drop

SPAN 305, Conversation and Aural Comprehension (3)

Rationale: The Hispanic Studies section is revising its curriculum in light of current faculty and enrollment. Span 300 (transition to upper-level Spanish), 305 (Conversation) and 323 (Grammar) are being replaced by a 2-course sequence that is more balanced in nature (SPAN 311 and 312, Language in Context I and II).
Impact on other units: none. Financial impact: none

Add

SPAN 309- Spanish for Bilinguals (3)
This course is designed for students who grew up speaking / hearing Spanish at home and wish to develop their academic skills in the language. In this course, students will engage in reading, writing and speaking practice in formal and academic contexts, including the study of relevant grammar topics.

(DE) Prerequisite(s): Placement exam for Spanish bilinguals.

Comments: Only open to native Spanish speakers or Spanish/English bilinguals with consent of department.

Rationale: SPAN 309 is being added to the curriculum to serve the bilingual heritage speaker student population at UT. This course will be focused on reading, writing and speaking in Spanish in an academic and professional setting and will focus on skills that heritage learners of Spanish need to improve in order to continue on the Spanish program and to use their Spanish in professional settings.

Impact on other units: none. Financial impact: none

Add

SPAN 311- Language in Context I (3)
This course develops students’ written and oral use of Spanish, through language study as well as exposure to authentic media (for example, movies, articles, stories).
(Re) Prerequisite(s): 212 or 223 or departmental placement exam (lrc.utk.edu).
Comments: 311 may not be taken after completion of 312. Not available to native Spanish speakers or Spanish/English bilinguals, who should instead take SPAN 309 with consent of the department.

Rationale: The Hispanic Studies section is revising its curriculum in light of current faculty and enrollment; this course will be part of a 2-course sequence that is more balanced in nature, replacing Span 300 (transition to upper-level Spanish), 305 (Conversation) and 323 (Grammar)

Add

SPAN 312- Language in Context II (3)
Building on knowledge gained in SPAN 311, this course continues development of students’ written and oral use of Spanish, through language study as well as exposure to authentic media (for example, movies, articles, stories).
(Re) Prerequisite(s): A grade of B or better in SPAN 218, or a C or better in SPAN 311.
Comments: Not available to native Spanish speakers or Spanish/English bilinguals, who should instead take SPAN 309 with consent of the department.

Rationale: The Hispanic Studies section is revising its curriculum in light of current faculty and enrollment; this course will be part of a 2-course sequence (311-312) that is more balanced in nature, replacing Span 300 (transition to upper-level Spanish), 305 (Conversation) and 323 (Grammar)

Add

SPAN 315, Spanish Phonetics and Phonology (3)
Introduction to the sound system of Spanish. Topics include: typical problems in pronunciation for native English speakers, transcription using relevant symbols of the International Phonetic Alphabet, various dialects of Spanish, and the physiological articulation and classification of Spanish sounds.
(RE) Prerequisite(s): SPAN 312 or 309.

Rationale: The Hispanic Studies section is revising its curriculum in light of current faculty and enrollment. This course will be a requirement for majors and minors in MFL/Hispanic Studies. Impact on other units: none. Financial impact: none

Drop

SPAN 323, Upper-level Grammar and Composition (3)

Rationale: The Hispanic Studies section is revising its curriculum in light of current faculty and enrollment. Span 300 (transition to upper-level Spanish), 305 (Conversation) and 323 (Grammar) are being replaced by a 2-course sequence that is more balanced in nature (SPAN 311 and 312, Language in Context I and II). Impact on other units: none. Financial impact: none.

Revise prerequisite

SPAN 330, Textual Analysis (3)
(Re) Prerequisite(s): 312 or 309
  Formerly
  SPAN 330, Textual Analysis (3)
  (RE) Prerequisite(s): 323

Rationale: SPAN 312 will be replacing SPAN 323.
Impact on other units: none. Financial impact: none

+Revise prerequisite

SPAN 331, Introduction to Hispanic Culture (3)
(Same as Latin American and Caribbean Studies 331)
(Re) Prerequisite(s): 312 or 309
  Formerly:
  SPAN 331, Introduction to Hispanic Culture (3)
  (RE) Prerequisite(s): 323.

Rationale: SPAN 312 will be replacing SPAN 323
Impact on other units: cross listed LAC 331, SPAN is primary
Financial impact: none

Revise prerequisite

SPAN 332, Survey of Spanish Literature: 1700-Present (3)
(Re) Prerequisite(s): 312 or 309.
  Formerly:
  SPAN 332, Survey of Spanish Literature: 1700-Present (3)
  (Re) Prerequisite(s): 323.
  (Re) Corequisite(s): 330.
Rationale: SPAN 312 will be replacing SPAN 323. SPAN 330 is being eliminated as a corequisite. Impact on other units: none. Financial impact: none.

+Revise prerequisite

SPAN 333 - Survey of Spanish-American Literature: 1700-Present (3)
(Same as Latin American and Caribbean Studies 333)
(RE) Prerequisite(s): 312 or 309
Formerly:
SPAN 333 - Survey of Spanish-American Literature: 1700-Present (3)
(RE) Prerequisite(s): 323
(RE) Corequisite(s): 330

Rationale: SPAN 312 will be replacing SPAN 323. SPAN 330 is being eliminated as a corequisite
Impact on other units: cross listed LAC 333, SPAN is primary
Financial impact: none

+Revise Prerequisite

SPAN 334, Survey of Hispanic Literatures: Beginnings-1700 (3)
(Same as Latin American and Caribbean Studies 334)
(RE) Prerequisite(s): 312 or 309
Formerly:
SPAN 334, Survey of Hispanic Literatures: Beginnings-1700 (3)
(RE) Prerequisite(s): 323
(RE) Corequisite(s): 330

Rationale: SPAN 312 will be replacing SPAN 323. SPAN 330 is being eliminated as a corequisite
Impact on other units: cross listed as LAC 334, SPAN is primary
Financial impact: none

Revise Prerequisite

SPAN 346, Language and Culture of the Hispanic Business World (3)
(RE) Prerequisite(s): 312 or 309
Formerly:
SPAN 346, Language and Culture of the Hispanic Business World (3)
(RE) Prerequisite(s): 323

Rationale: SPAN 312 will be replacing SPAN 323
Impact with other units: none
Financial impact: none

Add

SPAN 410, Introduction to Hispanic Linguistics (3)
Topics may include first and second language acquisition, phonetics, phonology, syntax, history of the Spanish language, semantics, pragmatics and linguistic variation, among others.
(RE) Prerequisite(s): 312 or 309.

Rationale: The Hispanic Studies section is revising its curriculum in light of current faculty and enrollment; this course will be a required course for the major.  
Impact on other units: Course likely to be added as fulfilling Phonetics or elective requirements for Linguistics IDP.  
Financial impact: none

Revise Prerequisite

SPAN 420, Applied Linguistics (3)  
(RE) Prerequisite(s): 312 or 309

Formerly:  
SPAN 420, Applied Linguistics (3)  
(RE) Prerequisite(s): 323

Rationale: SPAN 312 will be replacing SPAN 323  
Impact on other units: none. Financial impact: none

Drop

SPAN 421, Phonetics (3)

Rationale: The Hispanic Studies section is revising its curriculum in light of current faculty and enrollment. This course is being replaced by a course at the 300-level (SPAN 315)  
Impact on other units:  
Linguistics uses SPAN 421 to fulfill major requirements and/or electives. They are attaching parallel forms to add the replacement course (SPAN 315) into their curriculum. This course will no longer be available for graduate credit in the Linguistics Graduate Certificate  
Financial impact: none

Revise prerequisite

SPAN 422, Advanced Grammar and Translation (3)  
(RE) Prerequisite(s): 312 (or 309) and three additional Spanish courses above 312 (or 309)  
Formerly:  
SPAN 422, Advanced Grammar and Translation (3)  
(RE) Prerequisite(s): 323 and three additional Spanish courses above 323.

Rationale: SPAN 312 will be replacing SPAN 323  
Impact on other units: none. Financial impact: none

Revise Prerequisite

SPAN 423, Advanced Composition and Conversation (3)
(RE) Prerequisite(s): 312 or 309
   Formerly:
   SPAN 423, Advanced Composition and Conversation (3)
(REAL) Prerequisite(s): 323

Rationale: SPAN 312 will be replacing SPAN 323
Impact on other units: none. Financial impact: none

+Revise prerequisite

SPAN 430, Topics in Hispanic Linguistics (3)
(Same as Linguistics 431)
(REAL) Prerequisite(s): 312 or 309
   Formerly:
   SPAN 430, Topics in Hispanic Linguistics (3)
   (Same as Linguistics 431.)
   (REAL) Prerequisite(s): 323

Rational: SPAN 312 will be replacing SPAN 323
Impact on other units: cross listed as LING 431, SPAN is primary
Financial impact: none

Revise title, description, prerequisite, and repeatability

SPAN 433, Gender and Sexuality in Hispanic Literature and Culture (3)
Examines literary texts that address issues of gender & sexuality in the Hispanic world, especially with regard to personal and cultural identities. This course may address the role of sexual minorities in society as well as patriarchy, nationhood, masculinity, and feminist theoretical issues. Writing-emphasis course.
Repeatability: May be repeated with consent of department. Maximum 6 hours.
(REAL) Prerequisite(s): 312 or 309, and 330.
   Formerly:
   SPAN 433, Images of Woman in Hispanic Literature (3)
Examines major Hispanic texts (and/or women authors) in the light of the relation of female individuality to a particular social context, the role of women in society, patriarchal tradition, woman as cultural and as aesthetic value (the feminine symbolic), and feminist theoretical issues. Writing-emphasis course.
(REAL) Prerequisite(s): 323 and 330.
Comment(s): Requires completion of major or minor requirements in 332, 333, 334.

Rationale: The Hispanic Studies section is revising its curriculum in light of current faculty and enrollment.
Impact on other units: none
Financial impact: none

+Revise title, description, prerequisite, and repeatability

SPAN 434, Film and Visual Culture in the Hispanic World (3)
(Same as Cinema Studies 434)
Analysis of recent film and other visual media concerning life, culture, and artistic traditions in the Hispanic world. These artistic productions provide social, historical, political and ideological frameworks to explore the changes that have taken place in contemporary Latin America. Taught in Spanish. Writing-emphasis course.
Repeatability: May be repeated with consent of department. Maximum 6 hours.
(RE) Prerequisite(s): 312 or 309, and 330.
Formerly:
SPAN 434, Hispanic Culture through Film
3 Credit Hours
Analysis of selected films on subjects concerning life, culture, and artistic traditions in the Hispanic world; exploration of ideological, philosophical, social, and political implications of films and a comparison of them with treatments of related subjects in other types of artistic production. Taught in Spanish. Writing-emphasis course.
(Same as Cinema Studies 434.)
Repeatability: May be repeated with consent of department. Maximum 6 hours.
(RE) Prerequisite(s): 323 and 330.
Comment(s): Requires completion of major or minor requirements in 332, 333, 334.

Rationale: The Hispanic Studies section is revising its curriculum in light of current faculty and enrollment.
Impact on other units: cross-listed with Cinema Studies 434. SPAN is primary
Financial impact: none

Revise description and prerequisite

SPAN 461, Special Topics (3)
Focus on some aspect of Hispanic American thought, literature, or culture. Topics vary.
Formerly:
SPAN 461, Special Topics (3)
Focus on some aspect of Hispanic literature, culture, linguistics, or foreign language pedagogy. Topics vary.
(RE) Prerequisite(s): 312 or 309, and 330

Rationale: The Hispanic Studies section is revising its curriculum in light of current faculty and enrollment.

Drop

SPAN 479, Disenchanted Texts in Hispanic Literature (3)

Rationale: The Hispanic Studies section is revising its curriculum in light of current faculty and enrollment.
Impact on other units: none. Financial impact: none

Drop
SPAN 480, Social Forces in Hispanic Literary Expression (3)

Rationale: The Hispanic Studies section is revising its curriculum in light of current faculty and enrollment.
Impact on other units: none. Financial impact: none

Drop

SPAN 482, Trends in Hispanic Thought (3)

Rationale: The Hispanic Studies section is revising its curriculum in light of current faculty and enrollment.
Impact on other units: none. Financial impact: none

Revise description and prerequisite

SPAN 484, Race, Ethnicity, and Nation in Hispanic Literature (3)
Critical approaches to topics about race, ethnicity, and writing that define Spanish-speaking nations and communities across the globe. This course can include all texts and issues that dialogue with appropriate aspects of the diverse (Hispanic-based) racial and ethnic compositions and distinctions in Latin America, Spain, North America, Africa, and beyond. Also, a Latino Studies course. Writing-emphasis course.
(RE) Prerequisite(s): 312 or 309, and 330.
Formerly:
SPAN 484, Race, Ethnicity, and Nation in Hispanic Literature (3)
Close reading and analysis of literary texts that deal with issues of race and ethnicity in the Hispanic world, especially with regard to identity and concepts of nationhood. Among possible course topics — mestizaje; conceptual distinctions between race and ethnicity in Latin America; indigenismo; afrocentrism; issues of monarchy and empire; and relationship between Jews, Christians, and Moors in Spain. Writing-emphasis course.
(RE) Prerequisite(s): 323 and 330.
Comment(s): Requires completion of major or minor requirements in 332, 333, 334.

Rationale: The Hispanic Studies section is revising its curriculum in light of current faculty and enrollment.
Impact on other units: none. Financial impact: none

Drop

SPAN 486, Literary and Artistic Movements in the Hispanic World (3)

Rationale: The Hispanic Studies section is revising its curriculum in light of current faculty and enrollment
Impact on other units: none. Financial impact: none

Revise Description, prerequisite, and remove comment

SPAN 489, Topics in Hispanic Civilization (3)
Analysis and discussion of major trends, issues and/or movements in the civilizations of Spain and Spanish America. Political, literary, and cultural perspectives dealing with topics from the Middle Ages to the present day may be explored. Writing-emphasis course.

(RE) Prerequisite(s): 312 or 309, and 330

Formerly:
SPAN 489, Topics in Hispanic Civilization (3)
Analysis of major trends, issues and/or movements in the civilizations of Spain and Spanish America. Political, literary, and cultural perspectives dealing with topics from the Middle Ages to the present day may be explored. Writing-emphasis course.
(RE) Prerequisite(s): 323 and 330.
Comment(s): Requires completion of major or minor requirements in 332, 333, 334.

Rationale: The Hispanic Studies section is revising its curriculum in light of current faculty and enrollment.
Impact on other units: none. Financial impact: none
Department of Microbiology

Revise prerequisite

**MICR 333 Astrobiology (3)**
(RE) Prerequisite(s): English 102, 132, 290, or 298 and one eight-credit sequence chosen from Astronomy 151-153 and 152-154; Astronomy 217-218; Biology 101-102; Biology 113-114-115; Biology 150-160-159; Biology 158-168-167; Chemistry 102-103 and 112-113; Chemistry 122-123 and 132-133; Chemistry 128-138; Geography 131-132; Geography 137-132; or two courses chosen from Geology 101, 102, 103, 104, 107, 108; or Physics 135-136, 137-138, or 221-222.

Formerly:
MICR 333 Astrobiology (3)
(RE) Prerequisite(s): One eight-credit sequence chosen from Astronomy 151-153 and 152-154; Astronomy 217-218; Biology 101-102; Biology 113-114-115; Biology 150-160-159; Biology 158-168-167; Chemistry 100-110; Chemistry 120-130; Chemistry 128-138; Geography 131-132; Geography 137-132; or two courses chosen from Geology 101, 102, 103, 104, 107, 108; or Physics 135-136, 137-138, or 221-222.

*Rationale:* Update prerequisites to include English 102, 132, 290, or 298 and changes proposed in the general chemistry curriculum. This will update the course for our petition to the General Education Curriculum Committee and Vol Core to have MICR 333 serve as a WC course. Impact on other units; None. Financial impact: none
School of Music

Revise grading restriction

**MUCO 400 Music History Survey (3)**
Grading Restriction: A-F.
Formerly:
MUCO 400 Music History Survey (3)
Grading Restriction: A, B, C, No Credit grading only.

*Rationale:* updating grading restriction to comply with HOPE scholarship policy

Drop

**MUCO 460: Music Aesthetics (3)**

*Rationale:* Musicology 460: Music Aesthetics has not been offered in several years. The musicology area has no intention of offering it in the future and it is misleading to keep in the catalogs.
*Impact on other units: none. Financial impact: none*

Revise credit hours

**MUCO 493-Independent Study (1-3)**
Formerly:
MUCO 493-Independent Study (1-15)
Credit hours: 1-15

*Rationale:* Many of our independent study sections in the School of Music are 1-3 variable credits (not listed in this form), many are 1-15, and one is 1-5. We are creating uniformity among all independent study offerings and we do not envision scenarios where students would need less or more than 1-3 credits, respectively.
*Impact on other units: none. Financial impact: none*

Revise credit hours

**MUED 493-Independent Study (1-3)**
Formerly:
MUED 493-Independent Study (1-15)

*Rationale:* Many of our independent study sections in the School of Music are 1-3 variable credits (not listed in this form), many are 1-15, and one is 1-5. We are creating uniformity among all independent study offerings and we do not envision scenarios where students would need less or more than 1-3 credits, respectively.
*Impact on other units: none. Financial impact: none*

Add
MUEN 312- Balinese Gamelan (1)
A hands-on introduction to the gamelan (orchestra) music of Bali, Indonesia, its performance and culture. Through performance and discussion, this course introduces students to gamelan instruments, techniques of performance, and the cultural importance of the music within Bali and the world. No previous knowledge of Bali or gamelan expected.
Repeatability: may be repeated.
No prerequisites
Rationale: UT recently acquired its own Balinese gamelan set of instruments, which arrived on campus from Bali in December 2018. This course has been offered every term for several years (with rented instruments since 2015) under a Chamber Music number (MUEN 315, MUEN 515). A designated number for gamelan is needed for visibility in the catalog, and to offer the possibility of proposing the course for new undergraduate gen ed requirements.
Impact on other units: none. Financial impact: none
Revise title and description

MUKB 460- The Organ and its Literature (3)
A survey course of the development of the organ and organ literature from the Middle Ages to the current day. Problems of style and interpretation.
Formerly:
MUKB 460 - The Organ and Its Literature I (3)
Development of the organ and organ literature from the Middle Ages to approximately 1750.
Problems of style and interpretation. Pedagogical literature and methods.
Rationale: The amount of organ literature offered in the two-semester sequence (MUKB 460 and 470) for the Bachelor of Music is similar to what would be required for a Master's Degree. This course revision to MUKB 460 consolidates topics into one semester and frees up the BM Sacred Music concentration-organ track and the BM Performance-organ concentration curricula for other material (i.e. the only two curricula requiring both of these courses)
Impact on other units: none. Financial impact: none
Revise credit hours

MUTH 493-Independent Study (1-3)
Formerly:
MUTH 493-Independent Study (1-15)
Rationale: Many of our independent study sections in the School of Music are 1-3 variable credits (not listed in this form), many are 1-15, and one is 1-5. We are creating uniformity among all independent study offerings and we do not envision scenarios where students would need less or more than 1-3 credits, respectively.
Impact on other units: none. Financial impact: none
Revise grading restriction

MUSC 101 Fundamentals of Performance (1-2)
Grading Restriction: A-F.
Formerly:
MUSC 101 Fundamentals of Performance (1-2)
Grading Restriction: A, B, C, No Credit grading only.

**Rationale:** updating grading restriction to comply with HOPE scholarship policy
**Impact on other units:** none. **Financial impact:** none.

**Add**

**MUSC 402 Study Abroad Experience in Music (0)**
Instructional Method: OFF- Off campus study (06)
Catalog Description: Capstone project for students who have studied music abroad during their program at UTK. Students will present a summary of solutions to contemporary issues they encountered during their study abroad experience and communicate them to an audience.
Prerequisite: none. Departmental permission required.

**Rationale:** This new course would create an option for the new Contemporary Issues and Solutions general education requirement. Students may take this course during or after a study abroad program in order to satisfy this general education requirement. It is 0-credit; enrollment will be approved by their advisor or the Associate Director of Undergraduate Studies in the School of Music.
**Impact on other units:** none. **Financial impact:** none

**Add**

**MUTC 225 Commercial Scoring for Media (3)**
Project-based course providing enhanced understanding of modern music technology and production.
Provides real-world experience in applying these principles to scoring and editing licensed music to short form media. Experience with digital audio workstations suggested.
Prerequisites/Co-requisites: none

**Rationale:** This course is currently being taught as a variable topics MUTC 451 course. Creating a standalone course for this will give us the ability to add it to our degrees and/or consider it for Volunteer Core.
**Impact on other units:** none. **Financial impact:** none.

**Revise grading restriction**

**MUTH 130 Ear training I (1)**
Grading Restriction: A-F.
Formerly:
MUTH 130 Ear training I (1)
Grading Restriction: A, B, C, No Credit grading only.

**Rationale:** updating to comply with HOPE scholarship policy
**Impact on other units:** none. **Financial impact:** none

**Add**
MUTH 115 Harmony and Analysis through Popular Music (3)
Materials of popular and commercial music including melody, harmony, rhythm, and form. Exercises in song construction, analysis, and writing about music with an emphasis on popular music of a wide variety of styles.
(DE) Prerequisite: Successful completion of music theory placement test or MUTH 100: Fundamentals of Music

Rationale: The Theory/Composition area would like to add this 100-level music theory course to provide a relevant theory course for our music business minors. This course will replace the two theory courses and ear training course in the music business minor. It will also provide a relevant theory course in music for students from across the university who have some music background. This course is NOT a prerequisite to any other courses in the School of Music, it is an alternate path for the study of music theory for non-music majors.
Impact on other units: other units will need be aware their music business minor students will soon have curriculum changes.
Financial impact: none

Add

MUTH 305 Italian Musical Styles (3)
Fundamental style and analysis of Italian music of the common practice period through today. Important stylistic and compositional trends in Italian music that lead to significant Western cultural impacts in music, such as the polyphony of the Italian Renaissance, ornamentation and improvisation in Baroque Italy, and Italian Romantic operatic forms and styles. Discussion of 20th century styles including Italian folk music, musica leggera, rock leggero, progressive rock, and hip-hop.
Prerequisites/Co-requisites: none

Rationale: The UTK in Bologna program has used the variable topic number MUTH 451 for this course for several years. The course is not actually new, but needs its own name. This proposal gives the course, taught only in Italy on the summer abroad program, its own entry.
Impact on other units: It hopes to replace MUTH 451 as an option used in the Italian major and minors. That curricular revision form is concurrently being proposed.
Financial impact: none

Revise grading restriction

MUTH 400 Survey of Music Theory (3)
Grading Restriction: A-F.
Formerly:
MUTH 400 Survey of Music Theory (3)
Grading Restriction: A, B, C, No Credit grading only.

Rationale: updating to comply with HOPE scholarship policy
Impact on other units: none. Financial impact: none

Revise title, description, and prerequisite

MUTH 490 - Music Theory Practicum I (1)
Experience in teaching through peer teaching and observation/critiques of teaching. Also includes theatrical improvisation exercises.

(RE) Prerequisite(s): 210
Formerly
MUTH 490 - Music Theory Practicum (1)
Supervised experience in the theory classroom including tutoring, test construction and grading, materials preparation. Weekly meetings with faculty.
(RE) Prerequisite(s): 310.

Rationale: Revision of Practicum course into a sequence of two courses allows for more teaching experience for the students as peer teaching instead of teaching in a real classroom. Having two courses and aligning Practicum I with a pedagogy course also allows for the inclusion of theatrical improvisation exercises in the class.
Impact on other units: none. Financial impact: none

Add

MUTH 494 - Music Theory Practicum II (1)
Experience in teaching through peer teaching and supervised experience in the theory classroom.
Grading Restriction: Satisfactory/No Credit grading only.
Prereq (RE): MUTH 490

Rationale: Revision of Practicum course into a sequence of two courses allows for more teaching experience for the students as peer teaching instead of teaching in a real classroom. Having two courses allows students to have more practice in peer teaching before students teach in a real classroom setting.
Impact on other units: none. Financial impact: none
Department of Physics

Revise prerequisite

**ASTR 217 - Honors: Introductory Astronomy (4)**
(RE) Corequisite(s): Mathematics 130, 131, 132, or 141.

Formerly:
ASTR 217 - Honors: Introductory Astronomy (4)
(RE) Corequisite(s): Mathematics 141 or Mathematics 130.

*Rationale*: updating due to changes proposed in mathematics for. MATH 131 should be accepted where MATH 130 is required and MATH 132 should be accepted where MATH 141 is required as they have the same learning outcomes.
*Impact on other units: none. Financial impact: none*

Revise prerequisite

**ASTR 218 - Honors: Introductory Astronomy (4)**
(RE) Corequisite(s): Mathematics 130, 131, 132, or 141.

Formerly:
ASTR 218 - Honors: Introductory Astronomy (4)
(RE) Corequisite(s): Mathematics 141 or Mathematics 130.

*Rationale*: updating due to changes proposed in mathematics for. MATH 131 should be accepted where MATH 130 is required and MATH 132 should be accepted where MATH 141 is required as they have the same learning outcomes.
*Impact on other units: none. Financial impact: none*

Revise corequisite

**PHYS 135 - Introduction to Physics for Physical Science and Mathematics Majors I (4)**
(RE) Corequisite(s): Mathematics 132 or 141.

Formerly:
PHYS 135 - Introduction to Physics for Physical Science and Mathematics Majors I (4)
(RE) Corequisite(s): Mathematics 141.

*Rationale*: the new proposed MATH 132 will have the same learning outcomes at MATH 141 and should also be an acceptable co-requisite
*Impact on other units: none
Financial impact: none*

Revise corequisite

**PHYS 137 - Honors: Fundamentals of Physics for Physics Majors I (5)**
(RE) Corequisite(s): Mathematics 132 or 141.

Formerly:
PHYS 137 - Honors: Fundamentals of Physics for Physics Majors I (5)
(RE) Corequisite(s): Mathematics 141.
Rationale: the new proposed MATH 132 will have the same learning outcomes at MATH 141 and should also be an acceptable co-requisite
Impact on other units: none
Financial impact: none

Revise Prerequisites

PHYS 221-Elements of Physics I (4)
(RE) Prerequisite(s): Mathematics 130 or 131 or 132 or 125 or 141 or 151 or 152.
Formerly:
    PHYS 221-Elements of Physics I (4)
    (RE) Prerequisite(s): Mathematics 130 or 125 or 141 or 151 or 152.

Rationale: the new proposed MATH 132 will have the same learning outcomes at MATH 141 and should also be an acceptable co-requisite
Impact on other units: none
Financial impact: none

Revise prerequisites

PHYS 311- Mechanics (3)
(RE) Prerequisite(s): 136 or 138 or 232; Computer Science 102.
(RE) Corequisite(s): Mathematics 231.
Formerly:
    PHYS 311- Mechanics (3)
    (RE) Prerequisite(s): 136 or 138 or 231; Computer Science 102; Mathematics 251.
    (RE) Corequisite(s): Mathematics 231.

Rationale: Mathematics 251 is being removed from the prerequisites after having been erroneously added in the Fall 2019 catalog.
Impact on other units: none. Financial impact: none

Revise prerequisites

PHYS 411- Introduction to Quantum Mechanics (3)
(RE) Prerequisite(s): 250.
Recommended Background: A course (200-level or higher) in advanced calculus.
Formerly:
    PHYS 411- Introduction to Quantum Mechanics (3)
    (RE) Prerequisite(s): 250; Mathematics 241 and Mathematics 251.

Rationale: Mathematics 241 and 251 are being removed from the prerequisites after having been erroneously added in the Fall 2019 catalog, and a recommended background of any 200-level or higher course in calculus is being added. The course in effect reverts to its description, including prerequisites, etc. to that of the Fall 2018 catalog.
Impact on other units: none. Financial impact: none
POLS 481: Experiential Learning in Political Science (1)
Participate in departmentally sponsored student organizations and activities. Specific learning agreement required.
Prerequisite: Permission of undergraduate studies director and department head.
Grading: S or U.
Repeatable for Credit. May be repeated for a total of 3 credits.

Rationale: Many of our best students participate in time- and work-intensive student organizations such as UTK Mock Trial, and UTK Model United Nations. This one hour, PASS/FAIL course will allow students to receive a modicum of credit for participating in such organizations.

POLS 482: Focused Inquiry in Political Science (1).
This "child course" allows students to focus intensively on one topic within a "parent" political science course.
Prerequisite: Permission of department head, and instructor of "parent" political science course.
Grading: S or U.
Repeatable for Credit. May be repeated for a total of 4 credits.
Comment: This "child" course must be taken contemporaneously with some other "parent" political science course.
Mode of instruction: (02) Internet/Web-based/Online

Rationale: Instructors will use this course to develop individual modules within existing courses to give students the opportunity to explore specific topics within the course, going above and beyond the material covered in the course. This course will provide opportunities for students to engage in data analysis or other research activities on topics of their choosing. The course will also give students great flexibility in meeting College, department, and university requirements.
Add

**PSYC 211 - Brain Science Applications (3)**
This course provides an introduction to brain structure and function and the applications to everyday life. Topics may include neurological diseases, mental illness, stress, addiction, and social relationships.
(RE) Prerequisite(s): 110 or 117.

*Rationale: Current options for the biological bases core course do not serve the needs of many of our majors who pursue careers in teaching, law, business, etc. This new class will focus on what fundamental biological bases information we believe all of our majors need as educated people moving forward in a variety of careers, with a focus on applications of neuroscience. Offering this new class should also help free up seats in other classes that are required for neuroscience majors and in which we are having trouble meeting demand from both majors.*

*Impact on other units: By reducing demand from psychology majors in other courses (e.g., PSYC 301), adding this new course should help relieve enrollment pressures and curriculum roadblocks in neuroscience and related courses in other departments.*

*Financial impact: none*

Add

**PSYC 235 - Intergroup Dialogues (1)**
Facilitated, face-to-face dialogues on disability, ethnicity, gender, nationality, race, religion, sexual orientation, and/or social class, and associated forms of power and social inequity. Students will build skills in dialogue across groups and difference to develop a critical awareness of social inequity, and to develop capacities to work toward social justice.
Repeatability: May be repeated. Maximum 2 hours.

*Rationale: The course is being developed by Dr. Joe Miles, an expert in intergroup dialogue, at the request of and with support from the office of the Vice Chancellor of Diversity and Engagement.*


Add

**PSYC 245 - Orientation to the Psychology Major (1)**
Overview of the variety of career options possible with a major in psychology, strategies for success in the major to help students develop a plan for making the most of their major and curriculum to achieve their career goals.
(RE) Prerequisite: PSYC 110, 117, or equivalent
Registration Restriction(s): Bachelor of Arts - Psychology major or psychology minor.

*Rationale: In senior exit surveys and our recent alumni survey, a consistent theme is students saying they wish they had known sooner about how to make the most of the major, all the career options available, how to get involved in a research lab, and so on. We currently off a 300-level, 3-credit Careers in Psychology course, but this course currently only reaches ~25 students per year, typically juniors and seniors, yet we have 1,000 majors, most of whom would benefit from this information earlier.*

*Impact on other units: none Financial impact: none*
PSYC 247 - HONORS Orientation to the Psychology Major (1)
Overview of the variety of career options possible with a major in psychology, strategies for success in the major to help students develop a plan for making the most of their major and curriculum to achieve their career goals.
(RE) Prerequisite: PSYC 110, 117, or equivalent
Registration Restriction(s): Bachelor of Arts - Psychology major, Honors concentration.

Rationale: An honors version of this new course (see PSYC 245 for rationale for the regular course) will allow us to begin to create a cohort experience and to offer differentiated opportunities for honors students.
Impact on other units: none. Financial impact: none

PSYC 289 - Introduction to supervised research (1-3)
Enter-level research assistant experiences.
Repeatability: May be repeated. Maximum 6 hours.
Credit Restriction: Any combination of 6 hours of 289, 399, 489, 491, 492, or 493 may be used in the major. An additional 6 hours may be used as electives.
(RE) Prerequisite: PSYC 110, 117, or equivalent

Rationale: Some faculty offer scaffolded or differentiated research experiences. This new course provides the option for faculty who want to use it to distinguish between more basic and advanced RA opportunities.
Impact on other units: none. Financial impact: none

PSYC 294 - Research Methods in Psychology Laboratory (1)
Basic techniques in data collection, analysis, and presentation of results.
Contact Hour Distribution: One 2-hour lab each week.
(RE) Prerequisite(s): 110 or 117.
(RE) Corequisite(s): 295 or 298.

Rationale: Students need more opportunity for hands-on experiences with data collection, analysis, and interpretation. Having a stand-alone lab course creates flexibility for students and instructors in curriculum planning and course scheduling. We also plan to apply for Applied Oral Communication designation for this course, meeting a need for our majors under the new Vol Core.
Impact on other units: none. Financial impact: none

PSYC 297 - Honors Research Methods in Psychology Laboratory (1)
Basic techniques in data collection, analysis, and presentation of results.
Contact Hour Distribution: One 2-hour lab each week.
(RE) Prerequisite(s): 110 or 117.
(RE) Corequisite(s): 295 or 298.

Rationale: Students need more opportunity for hands-on experiences with data collection, analysis, and interpretation. Having a stand-alone lab course creates flexibility for students and instructors in curriculum planning and course scheduling. We also plan to apply for Applied Oral Communication designation for this course, meeting a need for our majors under the new Vol Core.
Impact on other units: none. Financial impact: none

Add

**PSYC 298 - HONORS Introduction to Psychological Research Methods (3)**
An introduction to the research methods and data analyses used in psychological research. This course should be taken as soon as possible after declaring a major or minor in psychology.
(RE) Prerequisite(s): 110 or 117.

Rationale: An honors version of this course will allow us to begin to create a cohort experience and to offer differentiated opportunities for honors students.
Impact on other units: none. Financial impact: none

Revise Title

**PSYC 300 Child Development (3)**
Formerly: PSYC 300 Child Psychology (3)

Rationale: The change was requested by our developmental psychology faculty to better represent the course content as well as the field more broadly: Child Psychology is typically more clinical in nature.
Impact on other units: none. Financial impact: none

Add

**PSYC 335 - Intergroup dialogue facilitation (3)**
Introduction to the theory, research, and practice of intergroup dialogue facilitation; preparation to become peer facilitators of intergroup dialogues focused on social identities and inequity.
(RE) Prerequisites: PSYC 235 and permission of instructor.

Rationale: The course is being developed by Dr. Joe Miles, an expert in intergroup dialogue. The course will train undergraduates to be peer facilitators of the intergroup dialogues offered as PSYC 235 (separate course proposal).
Impact on other units: none. Financial impact: none

Revise prerequisite

**PSYC 385 - Statistics in Psychology (3)**
Descriptive statistics. Logic of hypothesis-testing and statistical inference. Basic parametric and nonparametric tests.
(RE) Prerequisite(s): PSYC 110 or 117; MATH 115 or STAT 201
Formerly:
PSYC 385 - Statistics in Psychology (3)
(RE) Prerequisite(s): 110 or 117.

Rationale: Students are often underprepared for the course material and struggle to be successful in the course. The instructor also reports needing to spend more time reviewing basic information and less time on specific applications within psychology.
Impact on other units: PSYC 385 currently only enrolls <100 students per year, many of whom have already completed MATH 115. There should be minimal increased demand in MATH 115.
Financial impact: none

Add

PSYC 397 - HONORS Advanced Research Methods in Psychology (3)
Fundamentals in the design, conduct, and interpretation of research, including systematic observation, experiments, quasi-experiments, and program-evaluations. Focus on both laboratory and natural settings.
(RE) Prerequisite(s): 295 or 298; and 294 or 297; and 385 or Mathematics 115 or Statistics 201 or equivalent.

Rationale: Honors version of existing course (PSYC 395, Advanced Research Methods)
Impact on other units: none. Financial impact: none

Revise title, description, prerequisite, repeatability and registration restriction

PSYC 409 Intergroup Dialogue Facilitation II (3)
Focus on advanced theory, research, and practice of intergroup dialogue facilitation. Students will be supervised in their facilitation of an intergroup dialogue on class, disability, ethnicity, gender, nationality, race, religion, and/or sexual orientation, and associated forms of power and social inequity.
Pre-requisites: 335 and approval of instructor.
Repeatability: no
Formerly:
PSYC 409 - Group Facilitation (3)
Study of theory and technique through supervised experience in small groups.
Repeatability: May be repeated. Maximum 6 hours.
(RE) Prerequisite(s): 110 or 117.
Registration Restriction(s): Minimum student level – junior.

Rationale: PSYC 409 was developed to focus on intergroup dialogues. The changes reflect this emphasis and aligns it with the new PSYC 235 and PSYC 335 courses being proposed (see separate course proposals). This course will allow students who want to be peer facilitators of intergroup dialogues to repeat the experience for advanced credit.
Impact on other units: none. Financial impact: none

Drop

PSCY 431 Psychology of Adjustment (3)
Rationale: course not taught in 4 years.
Impact on other units: none. Financial impact: none

Add

**PSYC 444-Sustainability Psychology (3)**
Psychological forces that drive people’s thoughts, feelings, and behaviors relevant to environmental sustainability.
Registration Restriction(s): Minimum student level – Junior

*Rationale: This course has been offered for several years as a PSYC 482 special topics course and the instructor and department wish to add the course formally to the undergraduate psychology curriculum. We would like to seek designation for this course as a Contemporary Issues and Solutions course, and so a stand-alone course number will facilitate that.*
*Impact on other units: This course is regularly taken by students in the Sustainability major; getting a stand-alone course number will make it easier for those students to count the course toward the major.*
*Financial impact: none*

Revise prerequisite

**PSYC 464 - Drugs and Behavior (3)**
(RE) Prerequisite(s): PSYC 110 or 117 and PSYC 211 or 301 or consent of instructor.

Formerly:
**PSYC 464 - Drugs and Behavior (3)**
(RE) Prerequisite(s): 110 or 117 or consent of instructor.

*Rationale: Students are often underprepared for the course material and struggle to be successful in the course. The course is intended to build on prior knowledge of basic brain structure and function and other basic neuroscience topics.*
*Impact on other units: none. Financial impact: none*

Add

**PSYC 468 - Honors Research Experience in Psychology (3)**
Engagement in faculty-mentored research.
(RE) Pre-requisites: 110 or 117; 295 or 298; 294 or 297; honors concentration in psychology

*Rationale: We would like to expand our honors concentration beyond a traditional honors thesis, both to better meet the needs of our students and to address bottle-neck issues in the concentration.*
*Impact on other units: none. Financial impact: none*

Add prerequisite

**PSYC 484 Sleep and Dreaming (3)**
(RE) Prerequisites: PSYC 301 or BCMB 415 or permission of instructor.

Formerly:
**PSYC 484 Sleep and Dreaming (3)**
No prerequisite
Rationale: Instructor request based on insufficient preparation in basic neuroscience in previous students, interfering with ability to be successful in the course.
Impact on other units: The course is an elective for the Neuroscience major, but the new pre-requisites are already requirements for the major.
Financial impact: none

Add

PSYC 490 - Research experience in psychology (0)
Supervised research experience in psychology.
Repeatability: May be repeated.
(RE) Prerequisite: PSYC 110, 117, or equivalent

Rationale: Currently we have many undergraduates who work as RAs without enrolling for credit (PSYC 489), typically because they have exhausted the number of PSYC 489 enrollments they may have. This new 0-credit course would allow these "volunteer" RAs to formally document on their transcript the continued involvement in a lab and allow the department to better track research lab participation by our undergraduates.
Impact on other units: none. Financial impact: none

Add

PSYC 497 - Honors Internship in Psychology (3)
Field experience in community-based settings where students integrate and apply knowledge from psychology coursework in a professional setting.
Repeatability: May be repeated. Maximum 6 hours.
(RE) Prerequisite(s): 110 or 117; honors concentration.

Rationale: We would like to expand our honors concentration beyond a traditional honors thesis, both to better meet the needs of our students and to address bottle-neck issues in the concentration.
Impact on other units: none. Financial impact: none

Add

PSYC 497 - Honors Capstone seminar (1)
Professional development opportunities, research colloquia, and oral presentation of students' honors projects.

Rationale: We would like to (a) require students to present their honors projects to the department and (b) have opportunities in their senior year for a cohort experience and professional development.
Impact on other units: none. Financial impact: none
Department of Religious Studies

+Drop

JST 320 Gender and Religion (3)

*Rationale: course not taught in 4 years.*
*Impact on other units: cross list with REST 320*
*Financial impact: none*

Add

REST 309 Religion and the Workplace (3)
Within the framework of the academic study of religion, students will engage legal and organizational issues with religion in the workplace, focusing on understanding the complex dynamics that characterize workplace interactions.

*Rationale: This course will enhance curriculum in the new Religion and Non-profit leadership major, minor, and concentration in the department of religious studies as well as the general major in Religious Studies. It will also enhance the training of students outside the department and outside the College.*
*Impact on other units: none. Financial impact: none*

+Remove cross listing

REST 320 Gender and religion (3)

*Rationale: Course was cross listed with JST 320 which is being dropped.*
*Impact on other units: none. Financial impact: none*

Archive

REST 425 Seminar in Western Religions (3)

*Rationale: course not taught in 4 years*
*Impact on other units: none. Financial impact: none*

Archive

REST 440 Seminar in Comparative Religion (3)

*Rationale: course not taught in 4 years*
*Impact on other units: none. Financial impact: none*
Department of Sociology

Drop

SOCI 370 - Social Psychology (3)

Rationale: Course has not been taught for 2 years by any faculty member in the Department, and for more than 6 years by a tenure-track faculty member. It reflects a now-dated orientation within the Department.

Add with R designation

SOCI 431R - Applied Sociological Research (3)
Survey of advanced topics in sociological research, and hands-on application of research methods.
(RE) Prerequisite(s): 331. Comment(s): Encouraged for students interested in graduate school. Required for sociology honors students.

Rationale: Sociology 431 instructors build the course around either a particular, collective research project or students’ own research, at the discretion of the instructor. This research-intensive course requires of students a significant time investment between data collection and analysis, reading the assigned material, collecting/reading/synthesizing additional background research, and writing (from early reflections and field notes to producing a finished piece and preparing presentations)—certainly 5-10 hours per week over the course of the semester. Students receive extensive training in methodology, ethics (integrated into material throughout the semester), and sociological concepts and theories, as well as how to find and assess the relevant academic literature on a topic. They learn by doing, which they have, in past, noted has been extremely effective for them. Students are also trained in supporting skills/tools like qualitative data analysis software and bibliographic citation manager programs.
Impact on other units: none. Financial impact: none

Learning outcomes/objectives are as follows:
· Construct an original research design
· Find academic literature related to a topic and successfully synthesize it in a literature review
· Set achievable and challenging goals
· Gain proficiency in data collection/analysis
· Develop writing skills and good writing habits
· Gain skills in sociological theory development through empirical research and regular writing
· Think carefully about ethics, including one’s role as a researcher in the research setting
· Understand the professional environment of the academic
· Consider possible applications for these research projects

The course material is tied to the instructor’s ongoing research, so the instructor is well-equipped to train students and provide context for the work. The instructor also discusses career goals, graduate work, and other professionalization aspects, and explains how research can be used in related non-academic settings. Students regularly write reflections on their work, with “field notes” assignments and memos, weekly check-ins on progress, and multiple self and peer assessments of projects (rough and final drafts). Students’ work over the whole semester builds toward a final research project. Students present research findings either in faculty/graduate student departmental colloquium or other location (past venue was a community forum organized by the students. The course trains students in
constructing presentations. The course also covers the academic publication process and encourages publication in venues such as Pursuit. Students’ final written product is designed either to follow academic journal article format (to encourage revision as an academic manuscript) or another format designed for wider dissemination, depending on the topic and specific course goals.

Add new course

**SOCI 433 Participatory Action Research (3)**
Participatory Action Research (PAR) is a collaborative approach to research that brings together researchers and community members to identify, analyze, and act upon community challenges. In this course students will learn about the origins, processes, and epistemological underpinnings of PAR as we work with local community partners to carry out a community-based research project.


Add with R designation

**SOCI 433R Participatory Action Research (3)**
Participatory Action Research (PAR) is a collaborative approach to research that brings together researchers and community members to identify, analyze, and act upon community challenges. In this course students will learn about the origins, processes, and epistemological underpinnings of PAR as we work with local community partners to carry out a community-based research project.

*Rationale:* Students in Sociology 433 conduct original research in collaboration with the community partner(s) and community stakeholder(s). The nature of the research project and the types of community collaborators may change each semester, in keeping with the spirit of community-based participatory research. For example, students in the Spring 2019 Participatory Action Research class worked in teams to organize and conduct focus groups with key stakeholders and interviews with key informants. Future iterations of this course may include other research methods, including survey-based methods. The course is built around the research project. Students learn collaborative community-based research methods through organization and implementation of the project as well as analysis and presentation of the data. Class time is devoted to the research project on a weekly basis. Students are required to complete additional research-related tasks outside of class (e.g., reading and compiling an annotated bibliography of secondary research sources; developing an interview guide; interviewing key informants; transcribing and analyzing interviews). Students are expected to work an average of 10 hours per week on their research. Impact on other units: none. Financial Impact: none

Students explore the origins, methods, ethics, and challenges of community-based participatory research, including how to be good community partners, through engagement with the academic literature and application to a real community research project. Students learn research methods pertinent to the specific project identified in collaboration with community partners. During the Spring 2019 iteration of this course, students learned how to conduct focus groups and interviews, and how to analyze data stemming from these approaches.
Student learning objectives include: understanding the origins and epistemological underpinnings of participatory action research and community collaborative research; thinking critically about power and equity in research relationships with community partners, and the skills needed to be a collaborative community researcher; learning how to collaborate on community-focused research; and developing an understanding of the literature related to the topic of research (in the case of the Spring 2019 course, this content focused on immigration policies in local context; however, the nature of the research project may change, and thus the literature review may also change).

The instructors who teach this course have expertise and experience in collaborative community research. In addition, the class meets several times over the course of the semester with the community partner(s) and stakeholder(s) to understand the community-specific nature of the issue being researched.

Students complete regular self-reports (e.g., on a weekly basis), as well as a final self-reflection, to reflect on their research process. The final project takes the form of a report, or other approved output defined in collaboration with the community partner(s), which is then presented to the community partner. The final project is presented and distributed to the community partner(s) and community stakeholder(s) at the end of the semester.

Archive course

**SOCI 433 Participatory Action Research (3)**

*Rationale: base course created for 433R*

*Impact on other units: none. Financial impact: none*

Add

**SOCI 461-Immigration Politics and Policies (3)**

Examines US immigration history, politics, and policies in sociological context, with particular attention to how social, political, and economic factors have shaped our national understanding of immigrants and immigrant rights, and how immigrants and advocates organize around policies.

*Rationale: New course reflects expertise in the Department and its social justice curriculum*

*Impact on other units: none. Financial impact: none*
Department of Theatre

Revise title and description

THEA 220 Introduction to Acting (3)
Exploring and freeing the actor through Stanislavski-based exercises in order to form a solid foundation for playing a scene.
Formerly:
THEA 220 Acting I (3)
Basic acting techniques.

Rationale: The old title/description did little to tell students what the course would cover. The new description is significantly more detailed and helpful.
Impact on other units: none. Financial impact: none

Revise title and description

THEA 221 Beginning Scene Study (3)
Further exploration and development of acting techniques through exercises and beginning scene work.
Formerly:
THEA 221 Acting II (3)
Further exploration and development of acting techniques through exercises and beginning scene work.

Rationale: This new title is more specific. Also, if we rename Theatre 220 it wouldn’t make sense to call 221 “Acting 2” when we don’t have a course called “Acting 1”.
Impact on other units: none. Financial impact: none

Revise description

Theatre 320 – Advanced Acting 1 (3)
Character study and scene study in 20th and 21st century American plays, with a focus on major playwrights.
Formerly:
Theatre 320 – Advanced Acting 1 (3)
Character study and scene study in 20th century American plays.

Rationale: This description more accurately represents the material that is covered in the course.
Impact on other units: none. Financial impact: none