

The University of Vermont
Proposed Course Changes as of October 8, 2020 (includes course action forms reaching the Provost's Office between 10/8/20 and 1/5/21).
Review Period for these Changes Ends January 22, 2021.

The following Course Action Forms have been submitted and are ready for entry into Banner. Per the Course Action process, proposed changes will be made available for public review. If no objections are raised, the Course Action Forms will be sent to the Registrar's Office for inclusion in the University Course Listing and the next published Catalogue, effective Fall 2021.

In the event questions are raised, the Provost's Office should be notified (Kerry Castano) and the departments and programs involved should meet to resolve the issue in accord with the Faculty Senate Course Mediation Process found on the Faculty Senate website:
<http://www.uvm.edu/sites/default/files/CourseMediationProcessSenate.pdf>

The information provided for proposed new courses is abbreviated. You may view complete forms by logging into CourseLeaf and conducting a "Quick Search" for "Added" courses. The information provided for existing courses is limited to proposed changes. To see complete forms, log into CourseLeaf and conduct a "Quick Search" for "Edited" courses. The link to CourseLeaf is here:
<https://www.uvm.edu/provost/course-action-forms>

Proposed Courses

Revised Courses

Course	Title	Form Field	Current Course Information	Revised Course Information
ANTH 137	Europe:Neanderthals-Stonehenge	Added		
		College/School		College of Arts and Sciences
		Department/Program		Anthropology
		Credits		3
		Description		Traces the prehistory of Europe from the first hominids to set foot on the continent up through the earliest literate societies. Explores prehistoric developments such as the emergence of domestication, agriculture, and metallurgy; the florescence of regional artistic and ritual/religious traditions; and the development of socially-stratified, state-level societies.
		Course - Academic Merit		This course enhances the Department of Anthropology's offerings by providing content on a geographic area and time period that is not covered substantially by any other Anthropology class. The course also takes a landscape-based approach to understanding human evolution and cultural development in a unique way, based on the specific research skills of the instructor. It connects to other courses such as Human Osteology in that we examine the processes of hominin biological and cultural evolution. This course also provides variety for students with an archaeology or biological anthropology focus, those with a concentration in heritage management, and those pursuing the BS in Anthropology.
ANTH 189	Aging in Cross-Cultrl Persp	Course Status	Deactivate	Active
		Description	Aging from an anthropological perspective. Topics include exploration of biological and cultural aspects of human aging across the adult lifecycle in a variety of cultural groups.	Aging from an anthropological perspective. Topics include exploration of biological and sociocultural aspects of human aging across the adult lifecycle in a variety of cultural groups.

Course	Title	Form Field	Current Course Information	Revised Course Information
		Change Justification		Course will be taught for spring 2021 (as Anth 195 since it was auto-deactivated) and will be taught as Anth 189 in alternate years from there forward.
CDAE 113	Activist Journalism	Short Title	Citizen Journalism:Digital Age	Activist Journalism
		Catalog Prerequisites	CDAE 024, CDAE 120, or CDAE 121.	CDAE 024, ENVS 001 or ENGS 001 or FWIL Course or TAP Course, minimum Sophomore standing.
		Description	Focuses on present-day, digitally networked news commons created/populated by citizen journalists. Examines use of social media/digital platforms by marginalized and disenfranchised groups or individuals advocating for justice, fairness, equality. Further inquiries into state-/corporate-sponsored news, information, censorship in digital age.	Research and produce multimedia news stories that promote and advocate for justice, fairness, equality. Using traditional journalistic approaches and new digital media tools, students will investigate, publish, and distribute stories with a local/national/global impact. Further inquiries into censorship, ethics and social justice within state-/corporate-sponsored news/information.
		Change Justification		Leaning on newly hired full time faculty expertise and the *goal* of citizen journalism, CDAE feels that renaming the course Activist Journalism more adequately illustrates the goal of the citizen journalist: to actively raise awareness about a particular social justice movement, cause, etc on any side of an issue. This class is teaching fundamental skills about producing professional journalism in support of an issue or cause. Clarifying the name allows the content to cover citizen journalism as a concept and build upon that 'base' while emphasizing applied skill development. The changes for this course meet the less-than-20% threshold as we have not changed the learning objectives, focus, or skills taught in the class. We wanted to move the messaging of activist and activism focus to the title of the course rather than within the description. This allowed us to use the description to include a more robust, sweeping description of the course.
CDAE 118	Communication Design II	Short Title	Visual Presentation Techniques	Communication Design II
		Description	Development of sketching, perspective drawing, graphic techniques, color rendering, and observation skills for community, landscape, and ecological design students. Final portfolio required.	Explores visual communication through advanced projects in design research, planning, iteration, technical experimentation, and production for multi-modal design applications.
		Change Justification		As media, software, and skills in career fields in design have evolved so must the content and focus of this course. CDAE is shifting the content from including hand sketching and other analog styles to a more digitally-focused track at an intermediate level to create visual presentations through various media applications. CDAE 018: Communication Design I will be co-proposed and will serve as one of the prerequisites for this course.
CDAE 143	Sports Media	Added		
		College/School		College of Agriculture and Life Sciences
		Department/Program		Cmty Dev & Apld Econ
		Credits		3
		Catalog Prerequisites		ENGS 001, CDAE 024, or EDPE 220.

Course	Title	Form Field	Current Course Information	Revised Course Information
		Description		A hands-on video production class broken into three sections: sporting event coverage working with CATAMOUNT TV, sports journalism collaborating with The Vermont Cynic, and contributions scaffolding into a sports documentary with ESPN's 30-for-30 as a model.
		Course - Academic Merit		This course gives students an opportunity to garner an understanding of how sporting events and the stories behind athletes are represented. They will approach these stories in three applied journalistic forms and connect the stories to communities, societies, economies, environments, etc. This brings a theoretical and practical approach to Sports Media that no other course at UVM currently offers.
CDAE 144	Community Media Production	Added		
		College/School		College of Agriculture and Life Sciences
		Department/Program		Cmty Dev & Apld Econ
		Credits		3
		Catalog Prerequisites		CDAE 024.
		Description		A hands-on media-based class in which students work collaboratively, producing one long-form documentary or many short-form videos about a local community member, issue, or campaign. Students produce media for entertainment, social media, and informational purposes and learn what community media is and how it can develop community.
		Course - Academic Merit		This class examines the history of Public Access Television and the democratization of technology right up to the present moment, including social media. Through this history, students gain an understanding of how Public Access has fought for giving voice to the voiceless. As a service learning class, students get to learn a side of communities mostly overlooked. Through all this, they can also embark in group work or individual research projects and put into practice the skills they have garnered from working with their instructor. This includes technical craft and work with Adobe applications. They will also learn how to pitch and propose project ideas, create applications and promotional materials for documentary media, including their own social media campaigns.
CDAE 171	Community&Int'l Econ Transform	Credits	3	4
		Change Justification		Community Development and Applied Economics is proposing to add one credit to its travel course CDAE 171. Currently, students enroll in one additional credit as a special topics course, and instead will experience a more logical and efficient enrollment process that reflects the course load by enrolling in one, 4-credit course. The travel credit has always been included in the spring semester enrollment and so this would be a consolidation of those credits.
CDAE 061	SU:Principles of Comm Dev Econ	Short Title	SU:Principles of Comm Dev	SU:Principles of Comm Dev Econ

Course	Title	Form Field	Current Course Information	Revised Course Information
		Change Justification		Community Development and Applied Economics is proposing to re-adjust the title of its course CDAE 061 to be SU:Principles of Comm Dev Econ. There are no other changes to the course. This title adjustment is to reincorporate the term "economics" into the title, which presents directly the content taught in the course. The term "economics" was in the title until 2006 and we believe it was truncated administratively with changes in naming conventions and would just like to reintroduce this term to the title.
CDAE 066	Think Like an Entrepreneur	Short Title	Comm Entrepren Planning Basics	Think Like an Entrepreneur
		Description	Designed for non-community entrepreneurship major to learn details of writing a business plan, and associated procedures for new venture creation.	For students curious about entrepreneurship. Examines the entrepreneurial mindset - characteristics and competencies of entrepreneurs; explores entrepreneurship in all types of organizations and how the entrepreneurial mindset can support the success of any venture.
		Change Justification		We are proposing a name change as this course has undergone an evolution from the original proposal as the faculty member who originally taught it no longer teaches at UVM. It is now designed to expand students' approach to thinking about the who/what/where/when/why/how of entrepreneurship and how the mindset of innovators, risk-takers, businesspeople, organizations, researchers, etc have both common threads and characteristic traits, depending on the application and environment.
CLAS 150	SU:Sustainability Cultural Hst	Course - Required or Elective Explain	Satisfies the SU requirement and a Humanities distribution requirement in CAS	
		Cross Listed		SU:Sustainability Cultural Hst
		Change Justification		Adding a cross-list with newly created ENVS 168, and adding a prerequisite because none was listed, and 100-level courses need to have something.
COMU 150	Sleep and the Brain	Added		
		College/School		College of Medicine
		Department/Program		Dean-Medical College
		Credits		3
		Catalog Prerequisites		COMU 001.
		Description		Discusses topics including neurobiology of sleep, sleep across the lifespan, and neuropsychological/psychiatric correlates of sleep. Students will also have the opportunity to engage in sleep assessments and debate topics pertinent to sleep science.

Course	Title	Form Field	Current Course Information	Revised Course Information
		Course - Academic Merit		The Science of Sleep addresses a variety of topics from the lens of sleep that are not addressed in other courses. During the Healthy Brains, Healthy Body course, some of these themes are briefly identified, but not reviewed at length. The Science of Sleep aims to add to the COMU curriculum by challenging students to review how they sleep and the importance they place on their sleep habits. It also keeps with the themes of COMU by educating students on the neurobiology of sleep, how sleep affects the brain and behavior, and methods for improving sleep via lectures and active projects.
		Effects on Other Departments		In conversations with representatives from the Psychological Sciences dept discussing the Introduction to Health Psychology course, it was decided that Sleep and the Brain would be very complementary to Intro to Health Psychology. We also agreed it would benefit both courses to advertise each other's courses in the future. Approval was also given by the Neuroscience dept and Paula Tracy in LCOM. Correspondence is attached.
CSD 262	Measurement of Comm Processes	Catalog Prerequisites	CSD 199 or 3 credits NSCI.	
		Change Justification	allow CSD majors (sophomores, juniors, seniors) to take course as well as neuroscience majors	pre-reqs changed to pre/co-reqs so the courses can be taken during the same semester
		Pre/Co-requisites		CSD 199 or 3 credit hours of Neuroscience.
CSD 281	Intro Cognitive Neuroscience			
		Change Justification	An advanced Cognitive neuroscience course will now be offered through PSYS & NSCI (currently PSYS 295, but more permanent status is in the works). CSD 281 will continue to serve upper level CSD students, but is more appropriate for freshman and sophomore NSCI students. Therefore we are changing the name and description to reflect the intended audience, better guide students and differentiate the course from the new advanced cognitive neuroscience course.	We have expanded the available pre-requisite biology courses to allow for more opportunities for students to obtain the required foundational knowledge of human biology.
		Catalog Prerequisites	Human Biology course such as BIOL 004 or ANPS 019.	Human Biology course such as one of the following: BIOL 003, BIOL 004, BCOR 11, BCOR 12, or ANPS 019.
CSD 360	Rsch Methods Comm Disorders I	Course Status	Active	Deactivate
		Reason for Deactivation		Students are participating in NH 399 Interprofessional Clinical Inquiry course in place of this course.
DNCE 121	Ballet: Intermediate	Short Title	Ballet III	Ballet: Intermediate
		Catalog Prerequisites	DNCE 022 or Instructor permission.	DNCE 021 or Instructor permission.
		Does this course include a General Education action?		No
		Change Justification		Removing the numbered sequence in our ballet courses. Converting to one 000-level introductory course and one 100-level intermediate course. Title change. Prerequisite change. Credits and course description remain the same!
DNCE 155	D2: Sex, Gender & Performance	Short Title	D2: Sex, Gender & Social Dance	D2: Sex, Gender & Performance
		Catalog Prerequisites	DNCE 005 or DNCE 050 or DNCE 150.	DNCE 005, DNCE 050, or DNCE 150.

Course	Title	Form Field	Current Course Information	Revised Course Information
		Description	A study of social dances from around the world with emphasis on how they reflect, shape, support and challenge cultural concepts of sex and gender. Reading, writing, basic dancing, and live events required.	A study of performance forms from around the world with emphasis on how they reflect, shape, support and challenge cultural concepts of sex and gender. Reading, writing, basic dancing, and live events required.
		Change Justification		Change in title, from "social dance" to "performance." This allows for a broader spectrum of dance/performance forms to be incorporated into the class. Minimal change to course description. Credits and suggested prerequisite(s) remain the same. The change fits the focus of the course offered by a newer faculty member. It also fits with the titles of other course offerings such as Environment & Performance (offered as special topics, submitted for a permanent number), Activism & Performance (special topics course that will be submitted for a permanent number later this year).
DNCE 165	Contact Improvisation	Credits	1	2
		Change Justification		The course will largely stay the same in terms of content and design. Course title remains the same. We just want to make the course two credits instead of one. This will allow it to fall in line with our other 2 credit courses, which all meet twice/week. Faculty have decided that more studio time is important for the practice and mastery of this form. NOTE: This was decided when the class was last offered. COVID did not allow for us to offer the course in AY21. But, we hope to offer the course again in Spring 2022 as a 2-credit course.
DNCE 021	Ballet: Foundations	Short Title	Ballet I	Ballet: Foundations
		Change Justification		Removing the numbered sequence in our ballet courses. Converting to one 000-level introductory course and one 100-level intermediate course. Title change only. Credits and course description remain the same! Also, changing to repeatable. Some beginning students will prefer (and it will be more appropriate) to repeat the Foundations course, instead of moving to the intermediate level (DNCE 121).
DNCE 022	Ballet II	Course Status	Active	Deactivate
		Reason for Deactivation		The Dance Program is moving to one lower level ballet class (DNCE 021) and one intermediate level ballet class (DNCE 121). The course has not been offered for some time. We may bring this course back and change the title if demand grows for a more comprehensive ballet sequence.
DNCE 025	Hip Hop: Foundations	Short Title	Hip Hop I	Hip Hop: Foundations
		Change Justification	Home Department reconciliation	Removing the idea of numbered sequence in hip hop courses. Keeping this one 000-level course. May add other levels later. Title change only. Credits and course description remain the same!
		Does this course include a General Education action?		No
DNCE 062	Environment & Performance	Added		
		College/School		College of Arts and Sciences
		Department/Program		Theatre & Dance

Course	Title	Form Field	Current Course Information	Revised Course Information
		Credits		3
		Description		Explores the relationship between the human body and environment through movement practice, reading, writing, viewing, and discourse. Focusses on intersections between geography, history, identity, and performance. Students examine and build relationships between the moving body and space, time, nature, and context.
		Course - Academic Merit		This course, created and taught by Julian Barnett, has already become an important addition to our program offerings. It has been taught as a Special Topics class multiple times. The Dance Program is now seeking a permanent number for the course. The class has been taught as a dance elective, but most often has served as a first-year seminar for the CAS Teacher/Advisor Program and the LASP Arts Scholars and Earth and Environment Scholars Programs. It serves as an excellent introduction to dance/performance. Students engage in theory and practice that introduces them to a relationship between moving bodies (including their own) and the world around them. As a course for first year students, it provides them the opportunity to enter the realm of movement and performance studies as they examine themselves relocated/displaced in the new context of college life. It then moves beyond that to look at more expansive contexts/worlds, again, through the realm of physical performance. It is a course that works for all students, including dancers and non-dancers alike. Although the course has aspects of interdisciplinarity, the entry point is always from a movement/performance point of view. The course aligns with the environmental arts field, linking movement/performance to an examination of space and place. Many of the course resources (readings and online viewings) demonstrate the connection between this course and the ever-growing field of body studies, which examines intersections between human bodies, earth, and environment.
EDEC 151	The Science of Everyday Life	Description	Prepares students to apply STEM content, most relevant for working with children, birth-grade 3. Examines concepts related to Life Science, Physical Science, Technology, Engineering, and Mathematics, and how play contributes to children's construction of STEM knowledge.	Prepares students to apply STEM content, most relevant for working with children, birth-grade 3. Examines concepts related to Life Science, Physical Science, Technology, Engineering, Mathematics, and Sustainability. Examines how play contributes to children's construction of STEM knowledge and why Environmental Education should begin in Early Childhood.
		What type of gened action		Seeking new General Education designation(s) in addition to an existing General Education designation
		Check all General Education requirements that apply to this action		Sustainability
		Gened Action		I am seeking to have this course reviewed to become a Sustainability Course. EDEC 151 has been revised to meet SU requirements and both the updated Syllabus and the Sustainability Course Action Form are attached.
		Does this course include a General Education action?		Yes
		Companion Documents		Sustainability_Course_Action_Form_Supplement.docx

Course	Title	Form Field	Current Course Information	Revised Course Information
		Change Justification		I am seeking to have this course reviewed to become a Sustainability Course. EDEC 151 has been revised to meet SU requirements and both the new Syllabus and the Sustainability Course Action Form are attached.
EDEC 190	Early Childhood Internship	Credits	3-6	3-10
		Catalog Prerequisites	EDEC 001 or HDFFS 005 or SWSS 002, or Instructor permission.	EDEC 001, EDSP 005, HDFFS 005, or SWSS 002, or Instructor permission.
		Repeat Maximum Credits	12	10
		Description	A non-licensure practicum for students interested in gaining valuable, individually-defined, service learning experience working with young children- as well as their parents, teachers, advocates and support systems- in a collaborative, community-based context. Students will pursue a relevant action research project related to their field experience.	A customizable service learning course focused on action research and working with young children, parents, and teachers in diverse, community-based placements. Students pursue research, which supports host agencies, their own professional-development, and social-justice advocacy efforts. This course fulfills credits for Special Education Minor, the Individually Designed Major and the CESS Scholar of Distinction designation.
		Change Justification	This is a simple name change to reflect a broader definition ("Early Childhood" vs. "birth-age 5") to provide more flexibility for acquiring placement sites.	I changed the variable credits from 3-6 to 3-10 to reflect student interest in having more intensive service learning opportunities in the community. The course expectations include: 1. weekly field hours, 2. weekly scholarly research and writing activities and 3. a weekly remote group meeting. Components 1 and 2 are scalable to the number of credit hours being pursued by the student, based on the university definition of a credit hour and the published framework for internships. (1 credit= 40 hours per semester= 2.86 hours/wk x 14 wks) Here is an illustration of three scenarios: 3 CREDIT COURSE (14 weeks): 6 field hrs/wk 1.75 hrs research/wk 1 hr remote meeting/wk TOTAL per week= 8.75 hours TOTAL per semester=122.5 hours 6 CREDIT COURSE (14 weeks): 12 field hrs/wk 4 hr research/wk 1 hr remote meeting/wk TOTAL per week= 17 hours TOTAL per semester=238 hours 10 CREDIT COURSE (14 weeks): 20 field hrs/wk 7.5 hrs research/wk 1 hr remote meeting/wk TOTAL per week= 28.5 hours TOTAL per semester=399 hours I also edited the description of the course for further clarity, although the course has not undergone notable change. We historically used the term "non-licensure practicum," however this is better referred to as a "service learning internship course" based on current definitions. (http://catalogue.uvm.edu/undergraduate/academicinfo/academicinternships/)
EDSP 232	Restorative Approaches Schools	Added		
		College/School		College of Education and Social Services
		Department/Program		Education
		Credits		3
		Catalog Prerequisites		EDSP 117: Behavior Management
		Description		Examines the principles of restorative practices (RP) and contextual factors driving RP implementation in schools. Students will authentically engage with restorative approaches and explore the application of RP in school settings as part of a multi-tiered system of support, along with specific considerations for RP implementation with students with disabilities.

Course	Title	Form Field	Current Course Information	Revised Course Information
		Course - Academic Merit		<p>This course directly enhances the academic offerings within the Department of Education. The Special Education program faculty met in 2018 and supported the offering of this course as a 200-level special topics course. It has received overwhelmingly positive feedback in course evaluations from students who have taken it over the last two semesters (third offering running this spring 2021). Directly quoted feedback from student evaluations includes the following: "I loved this course and wish everyone could take it - restorative justice is relevant outside of just education majors/minors but should maybe even be required for ed. majors/minors & grad students" and "What would you change about the course?" More available!</p> <p>This course meets the departmental need to offer more 200-level core courses for the Special Education minor, particularly for those minor students who are not doing the dual endorsement track. Additionally, as a Special Education program faculty, we reviewed program and departmental data that shows a need for more coursework specifically focused on student behavior. This course meets that need and builds on knowledge from EDSP 117. Finally, this course is specific to Special Education as an EDSP course because a major driver of RP adoption in schools is the disproportionate use of punitive discipline against students with disabilities, to which RP offers an alternative framework. This course directly addresses this disparity by working to prepare special educators to meet students' behavioral and social-emotional needs through the use of restorative approaches and practices.</p>
		Effects on Other Departments		<p>None. There are no other undergraduate restorative practice courses offered at the university. As part of the Special Education minor, this course is open to students across the university who are enrolled in the minor and it complements other departments and programs within CESS.</p>
EE 131	Fundamentals of Digital Design	Credits	3	4
		Catalog Prerequisites	Sophomore standing.	Minimum Sophomore standing.
		Description	Combinational logic simplification and design, MSI and PLD components, synchronous and asynchronous sequential design, algorithmic state machines, registers, counters, memory units, introduction to hardware design languages.	Combinational logic simplification and design, MSI and PLD components, synchronous and asynchronous sequential design, algorithmic state machines, registers, counters, memory units, introduction to hardware design languages. Digital circuit and system design and analysis laboratory implementation.
		Change Justification	Correcting department from SOE to EBE.	The original course focuses on purely theoretical study and methodology. There are no hands-on experimental components. Based on the feedback received from the students and checking the same course in peer institute, the department decides that it is valuable and necessary to add hands-on laboratory components. To enable it, adding one more credit is needed.
		Syllabus		EE 131_Syllabus_new.docx
ENSC 148	Global Environmental Change	Added		
		College/School		Rubenstein School of Environment and Natural Resources
		Department/Program		Natural Resources
		Credits		3
		Catalog Prerequisites		GEOG 040 or ENSC 001.

Course	Title	Form Field	Current Course Information	Revised Course Information
		Description		Explores changes in natural processes and anthropogenic activities that influence the atmosphere, hydrosphere, and biosphere individually and through interactions and feedbacks from a distinctly spatial perspective employed by physical geographers.
		Course - Academic Merit		ENSC 148 is a new course that will be cross-listed with the already existing GEOG 148 in the Global Environment and Climate Change concentration that is an option within the ENSC cross-college major. The course emphasizes a systems approach to understanding global environmental change in the atmosphere, hydrosphere and biosphere from a physical geography perspective where understanding the how, why and where processes occur influences patterns we see on the earth's surface. This new, crosslisted course will increase access and awareness for environmental science students by increasing its visibility in the course catalog.
		Effects on Other Departments		This course will enhance the ENSC global environment and climate change concentration curriculum through its broad based approach to environmental science from a physical geography perspective.
ENVS 168	SU:Sustainability Cultural Hst	Added		
		College/School		Rubenstein School of Environment and Natural Resources
		Department/Program		Environmental Study
		Credits		3
		Catalog Prerequisites		Three hours in Classics, Environmental Studies, or a related discipline.
		Description		Through selected readings spanning over two thousand years traces the trajectory of modern notions of ecological and socio-economic sustainability back through time. Includes experiential component at the Instructor's sheep farm.
		Course - Academic Merit		Establishing a cross-list with the existing CLAS 150.
EXSC 220	Research Methods	Added		
		College/School		College of Nursing and Health Sciences
		Department/Program		Rehabilitation & Movement Sci
		Credits		3
		Catalog Prerequisites		Minimum Sophomore standing; Exercise Science major; STAT 111 or STAT 141.
		Description		Focuses on understanding the process of systematic inquiry. Emphasis on critical analysis and interpretation of published research related to exercise, physical activity, and health.
		Course - Academic Merit		This course is a foundational course for Exercise Science majors. It will allow students to become proficient at reading and understanding research literature in the discipline.
FREN 001	Elementary I	Are you seeking diversity credit approval as part of this action?	No	

Course	Title	Form Field	Current Course Information	Revised Course Information
		Change Justification	Update of course description to more accurately reflect current pedagogical practices.	Clarifies that back sequencing is not permitted
		Description	Fundamentals of French composition, comprehension, pronunciation, speaking, reading, and writing in a cultural context. Classes are conducted in French and students engage in active use of the language. No prior knowledge expected.	Fundamentals of French composition, comprehension, pronunciation, speaking, reading, and writing in a cultural context. Classes are conducted in French and students engage in active use of the language. No prior knowledge expected. Cannot be taken for credit after FREN 002.
FREN 002	Elementary II	Are you seeking diversity credit approval as part of this action?	No	
		Change Justification	Update of course description to more accurately reflect current pedagogical practices.	Clarifies that back sequencing is not permitted
		Description	Further development of French composition, comprehension, pronunciation, speaking, reading, and writing in a cultural context. Classes are conducted in French and students engage in active use of the language.	Further development of French composition, comprehension, pronunciation, speaking, reading, and writing in a cultural context. Classes are conducted in French and students engage in active use of the language. Cannot be taken for credit after FREN 051.
FREN 051	Intermediate I	Are you seeking diversity credit approval as part of this action?	No	
		Change Justification	Update of course description to more accurately reflect current pedagogical practices.	Clarifies that back sequencing is not permitted
		Description	Review of grammar, moving toward increased proficiency in composition, comprehension, pronunciation, speaking, reading, and writing. Emphasis on cultural context. Compositions, oral practice, reading.	Review of grammar, moving toward increased proficiency in composition, comprehension, pronunciation, speaking, reading, and writing. Emphasis on cultural context. Compositions, oral practice, reading. Cannot be taken for credit after FREN 052.
FREN 052	Intermediate II	Are you seeking diversity credit approval as part of this action?	No	
		Change Justification	Update of course description to more accurately reflect current pedagogical practices.	Clarifies that back sequencing is not permitted
		Description	Continues building on skills from FREN 051. Cultural context, grammar review, moving toward increased proficiency in comprehension, pronunciation, speaking, reading, and writing. More extensive and sophisticated readings and compositions than in FREN 051.	Continues building on skills from FREN 051. Cultural context, grammar review, moving toward increased proficiency in comprehension, pronunciation, speaking, reading, and writing. More extensive and sophisticated readings and compositions than in FREN 051. Cannot be taken for credit after FREN 101.
FTS 145	Screenwriting II	Course Status	Deactivate	Active
		Change Justification	Removed prerequisite as part of deactivation process.	This course has not been taught since initial activation. Instead, FTS has been offering Advanced Screenwriting as Independent Studies. Now, the demand is high enough that we would like to run the advanced course in alternate years, hence the request to reactivate. This year (Spring 2021) it is being offered as as FTS 196. The attached syllabus was created for a proposed summer course offering.
		Co-requisites		Last year FTS removed FTS 121 as a pre-req for 100-level courses.
		Catalog Prerequisites		FTS 144.
GEOG 148	Global Environmental Change	Course - Required or Elective Explain		
		Catalog Prerequisites	GEOG 040.	GEOG 040 or ENSC 001.
		Pre/Co-requisite Change Notes		New pre-requisite of ENSC 001 or GEOG 040.
		Cross Listed		Global Environmental Change

Course	Title	Form Field	Current Course Information	Revised Course Information
		Change Justification		We are asking for a cross-list of a newly proposed course, ENSC 148.
GERM 123	Culture of Modern Germany	Short Title	Modern Germany	Culture of Modern Germany
		Change Justification		To avoid confusion with a history course with the title "Modern Germany"
GRNS 302	Sci Nsg:Adults Across Life I	Short Title	Sci of Nsg:Adults & Elders I	Sci Nsg:Adults Across Life I
		Co-requisites	GRNS 300, GRNS 301, GRNS 303.	GRNS 300, PRNU 228, GRNS 303, NURS 220.
		Brief Description of the Proposed Graduate Action	This title better reflects that the topics in this course are continued in the spring semester (GRNS 312: Sci of Nsg:Adults & Elders II).	Sci Nsg:Adults Across Life I - Adults Across the Lifespan I Course title change due to replacing the word Elder with a more contemporary term for Older Adult.
		Change Justification	Single change is in the title to better reflect content of course which continues in Spring Semester. Previous title: Sci of Nsg:Adults & Elders Updated title: Sci of Nsg:Adults & Elders I	Sci Nsg:Adults Across Life I - Adults Across the Lifespan I Course title change due to replacing the word Elder with a more contemporary term for Older Adult.
GRNS 303	Practicum:Adults Lifespan I	Short Title	Practicum:Adults & Elders I	Practicum:Adults Lifespan I
		Co-requisites	GRNS 300, GRNS 301, GRNS 302.	GRNS 300, PRNU 228, GRNS 302, NURS 220.
		Pre/Co-requisites	GRNS 313.	
		Change Justification		Course title change due to replacing the word Elder with a more contemporary term for Older Adult.
GRNS 304	Pract:Adults Lifespan II	Short Title	Practicum:Adults & Elders II	Pract:Adults Lifespan II
		Catalog Prerequisites	GRNS 300, GRNS 301, GRNS 302, GRNS 303, GRNS 313.	GRNS 300, PRNU 228, GRNS 302, GRNS 303, NURS 220.
		Enforce Prerequisites		Yes
		Change Justification		Course title change due to replacing the word Elder with a more contemporary term for Older Adult.
GRNS 312	Sci of Nsg: Adults Lifespan II	Short Title	Sci of Nsg: Adults & Elders II	Sci of Nsg: Adults Lifespan II
		Change Justification	Title change to better reflect that this course builds upon part I (GRNS 302: The Science of Nursing: Adults & Elders I)	Course title change due to replacing the word Elder with a more contemporary term for Older Adult.
		Co-requisites		GRNS 306, 308, 309, PRNU 232.
GRNS 422	DNP Project Seminar I	Catalog Prerequisites	GRNS 321, GRNS 322, GRNS 323, GRNS 327.	GRNS 321, GRNS 324, NH 399, GRNS 326, GRNS 327.
		Change Justification	With discussion and approval of the Graduate Education Committee, these changes more accurately reflect an evidence based and methodological approach for the Doctor of Nursing Practice (DNP) project.	To reflect the full list of pre-requisites for the DNP project courses. Also to add the IPE course DPT 408 Fundamentals of Critical Inquiry.
		Pre/Co-requisite Change Notes		To reflect the full list of pre-requisites for the DNP project courses. Also to add the IPE course DPT 408 Fundamentals of Critical Inquiry.
GRNS 423	DNP Project Practicum I	Graduate Program	Graduate Nursing Students: Doctor of Nursing- Primary Care Nurse Practitioner and Executive Nurse Leader.	Graduate Nursing Students: GRNS
		Catalog Prerequisites	GRNS 322, GRNS 327.	GRNS 422.
		Co-requisites	GRNS 422.	
		Enforce Prerequisites		Yes
		Does this course include a General Education action?		No
		Pre/Co-requisite Change Notes		To reflect the prereq course.
		Change Justification		Not completed.
GRNS 424	DNP Project Seminar II	Short Title	DNP Project & Seminar II	DNP Project Seminar II
		Description	Students in this semester will prepare and implement the Doctor of Nursing Practice Project.	Students will prepare and implement the DNP Project.
		Change Justification		Catalog and Course Description has been edited to more accurately describe the intent of the course.
GRNS 425	DNP Project Practicum II	Enforce Prerequisites		Yes

Course	Title	Form Field	Current Course Information	Revised Course Information
		Change Justification		Catalog and Course Description has been edited to more accurately describe the intent of the practicum course.
GRNS 426	DNP Project Seminar III	Short Title	DNP Project & Seminar III	DNP Project Seminar III
		Description	Provides the structure for Doctor of Nursing Practice Project evaluation. Students in this semester will prepare and discuss the evaluation of the Doctor of Nursing Practice Project. Students will disseminate their findings.	Requires the analysis, completion, and dissemination of the DNP project for the preparation of advanced practice nurse with the practice doctorate.
		Catalog Prerequisites	GRNS 424, GRNS 425.	GRNS 424, GRNS 425, and GRNS 427 or GRNS 428.
		Change Justification		Catalog and Course Description has been edited to more accurately describe the intent of the course.
HDFS 290	Internship	Catalog Prerequisites	HDFS 161, HDFS 189; Senior standing; Instructor permission.	HDFS 101, HDFS 141, HDFS 161, HDFS 189; Senior standing; Instructor permission.
		Pre/Co-requisites		Successful completion of HDFS 001 (C or higher) or Program permission.
		Pre/Co-requisite Change Notes		This update is being submitted for two reasons: (1) to correct the omission of previous pre-requisite courses (HDFS 101, HDFS 141) when the course # and name was changed by former Program Coordinator Larry Shelton from HDFS 296 Field Experience to HDFS 290 Internship (a change requested by the College and University) and (2) to match the recently approved HDFS Program Faculty (reviewed and approved by Chair Jane Okech Fall 2019; updated to match the corrections being submitted here re pre-requisite courses) whereby students must complete the core introductory course for majors, HDFS 001, with a C or higher, or complete additional writing and skill building courses and receive alternative permission from the HDFS Program to complete the Internship course.
		Pre/Co-requisite Change Documents		HDFS 200 Level Professional Requirements, Pre-Requisites and Permissions Updated 03132020.docx
HSCI 230	SU:Reading and Eval. Research	Course Status	Active	Deactivate
		Catalog Prerequisites	STAT 111 or STAT 141; Health Sciences majors.	HSCI 021 Health Sciences majors.
		Description	Critical reading and analysis of varied types of health literature and research. Examination of research methods and evaluation of published literature viewed through a sustainability framework.	Exploration of research methods as they pertain to public health and sustainability. With an emphasis on the multiple dimensions of sustainability and health disparities, students will evaluate and analyze primary, secondary and tertiary sources of information.
		Change Justification	seeking sustainability course designation	We would like to change the course number to HSCI 120. Rationale: Students need a foundational information literacy and introductory Research Methods course earlier in their degree progression; student feedback currently varies, with some students having already taken an intro research class, making 230 redundant, and some have not. Moving the course to the 100 level will ensure that all majors are taking this foundational class closer to the beginning of their degree. At the 100-level, it will serve as a pre-req for 200-level courses
		Reason for Deactivation		We are moving this course to a 100-level, and therefore deactivating.

Course	Title	Form Field	Current Course Information	Revised Course Information
ITAL 001	Elementary I			
		Change Justification	Update of course description to more accurately reflect current pedagogical practices.	Clarifies that back sequencing is not permitted
		Description	Fundamentals of Italian composition, comprehension, pronunciation, speaking, reading, and writing in a cultural context. Classes are conducted in Italian and students engage in active use of the language. No prior knowledge expected.	Fundamentals of Italian composition, comprehension, pronunciation, speaking, reading, and writing in a cultural context. Classes are conducted in Italian and students engage in active use of the language. No prior knowledge expected. Cannot be taken for credit after ITAL 002.
ITAL 002	Elementary II			
		Change Justification	Updating of course description to reflect current pedagogical practices.	Clarifies that back sequencing is not permitted
		Description	Continuation of ITAL 001. Fundamentals of Italian composition, comprehension, pronunciation, speaking, reading, and writing in a cultural context. Classes are conducted in Italian and students engage in active use of the language.	Continuation of ITAL 001. Fundamentals of Italian composition, comprehension, pronunciation, speaking, reading, and writing in a cultural context. Classes are conducted in Italian and students engage in active use of the language. Cannot be taken for credit after ITAL 051.
ITAL 051	Intermediate I			
		Change Justification	Update of course description to more accurately reflect current pedagogical practices.	Clarifies that back sequencing is not permitted
		Description	Review of grammar, moving toward increased proficiency in composition, comprehension, pronunciation, speaking, reading, and writing. Emphasis on cultural context. Compositions, oral practice, reading.	Review of grammar, moving toward increased proficiency in composition, comprehension, pronunciation, speaking, reading, and writing. Emphasis on cultural context. Compositions, oral practice, reading. Cannot be taken for credit after ITAL 052.
NFS 254	Global Food Safety	Course - Required or Elective Explain	This will be an elective for students across campus who have taken the prereqs and will also be a restricted elective for the proposed minor in Biosecurity	
		Changing current Graduate Credit status?	No	Yes
		Graduate Program		Nutrition and Food Sciences MS
		Brief Description of the Proposed Graduate Action		I am requesting graduate approval for this course. As you can see from the attached syllabus and the companion documents, the requirements differ for the grads vs the undergrads. Additionally, the requirements for the review papers for the grads are more stringent than for the undergrads, as can be seen by the attached review paper instructions (final paper for undergrads, all 3 papers for grad students). To summarize the differences, the grads' paper is one page longer, requiring 15 references, with at least 13 being original research papers and up to 2 review articles. Undergrads only have to cite 10 sources for the final review paper (at least 8 original research, no more than 2 review articles); they only are required to write 4 pages of content. Additionally, as the syllabus notes, "a higher level of detail and analysis will be expected [from graduate papers] than from undergraduate papers."
		Change Justification		This course was previously taught as a mixed grad/undergrad course (NFS 295). I would like to be able to continue to offer it for graduate students as well as undergraduate students in the future.

Course	Title	Form Field	Current Course Information	Revised Course Information
NURS 200	SU: Health and Sustainability	Catalog Prerequisites	Minimum Junior standing, Preference given to Alternate Track Nursing students.	Junior standing.
		Change Justification		Updating pre/co reqs for accuracy and ease of registration for major.
NURS 244	Applied Patho-Pharmacology	Deleted		Course given PRNU prefix and new number.
		Delete Justification		
OT 410	Foundations for OT Practice	Added		
		College/School		College of Nursing and Health Sciences
		Department/Program		Rehabilitation & Movement Sci
		Credits		2
		Catalog Prerequisites		Graduate student in the Occupational Therapy Doctoral program.
		Description		The history of occupational therapy, and exploration of theories and frames of reference that guide practice. Introduction to documentation, ethical practice, professionalism, goal writing, APA, and scholarly writing.
		Course Seeking Graduate Credit?		Yes
		Course - Academic Merit		This course is part of the core curriculum for the new entry-level Doctor or Occupational Therapy program.
OT 412	Mvt and Occup Performance	Added		
		College/School		College of Nursing and Health Sciences
		Department/Program		Rehabilitation & Movement Sci
		Credits		4
		Catalog Prerequisites		Graduate student in the Occupational Therapy Doctoral program.
		Description		Exploration of how movement deficits impact functional performance. Kinesiology, biomechanical concepts and everyday physics are incorporated with anatomy concepts to help students understand normal and abnormal movement patterns. Goniometers, manual muscle testing, observation, and palpation will be utilized to assess normal and abnormal movement patterns.
		Course Seeking Graduate Credit?		Yes
		Course - Academic Merit		This course is part of the core curriculum for the new entry-level Doctor or Occupational Therapy program.
OT 413	Dev of Humans as Occ Beings	Added		
		College/School		College of Nursing and Health Sciences
		Department/Program		Rehabilitation & Movement Sci
		Credits		2
		Catalog Prerequisites		Graduate student in the Occupational Therapy Doctoral program.
		Description		Exploration of normal development of humans from birth to death through the lens of occupational science. Motor development, biological variables, social development, social determinants of health, environmental factors, and health-related factors are explored as students understand variables that influence occupational participation throughout the lifespan.
		Course Seeking Graduate Credit?		Yes
		Course - Academic Merit		This course is part of the core curriculum for the new entry-level Doctor or Occupational Therapy program.
OT 414	Psych & MH Influence on Occup	Added		

Course	Title	Form Field	Current Course Information	Revised Course Information
		College/School		College of Nursing and Health Sciences
		Department/Program		Rehabilitation & Movement Sci
		Credits		3
		Catalog Prerequisites		Graduate student in the Occupational Therapy Doctoral program.
		Description		Explores the ways in which psychosocial variables and mental health can influence occupation; the history of OT in mental health; and the influence of psychosocial variables on health. Students learn motivational interviewing and mindfulness, and practice running groups.
		Course Seeking Graduate Credit?		Yes
		Course - Academic Merit		This course is part of the core curriculum for the new entry-level Doctor or Occupational Therapy program.
OT 418	Analyze Activity & Performance	Added		
		College/School		College of Nursing and Health Sciences
		Department/Program		Rehabilitation & Movement Sci
		Credits		2
		Catalog Prerequisites		Graduate student in the Occupational Therapy Doctoral program.
		Description		Explains how to break down activities into minute pieces to gain an understanding of barriers that may impact desired participation. Performance skills and patterns, contexts and environments, and client factors will be analyzed as students explore the occupational therapy practice framework.
		Course Seeking Graduate Credit?		Yes
		Course - Academic Merit		This course is part of the core curriculum for the new entry-level Doctor or Occupational Therapy program.
OT 420	Therapeutic Interventions	Added		
		College/School		College of Nursing and Health Sciences
		Department/Program		Rehabilitation & Movement Sci
		Credits		3
		Catalog Prerequisites		OT 410.
		Description		Covers a variety of therapeutic interventions that can assist clients with everyday living. Includes concepts such as wheelchair fitting, orthosis fabrication, prosthetic management, modalities, telehealth, and assistive technology. Teaches 3D design and printing.
		Course Seeking Graduate Credit?		Yes
		Course - Academic Merit		This course is part of the core curriculum for the new entry-level Doctor or Occupational Therapy program.
OT 424	Vis&Cog-Percep Infl Occupation	Added		
		College/School		College of Nursing and Health Sciences
		Department/Program		Rehabilitation & Movement Sci
		Credits		3
		Catalog Prerequisites		OT 410.
		Description		Examines how vision, cognition, and perception can be an underlying barrier to performance in desired activities. Visual screening, visual attention, visual field deficits, executive functioning, awareness and attention deficits, visual-spatial impairments, cognitive function, neurocognitive disorders, memory deficits, and perceptual problems are addressed.
		Course Seeking Graduate Credit?		Yes

Course	Title	Form Field	Current Course Information	Revised Course Information
		Course - Academic Merit		This course is part of the core curriculum for the new entry-level Doctor or Occupational Therapy program.
OT 425	Older Adults as Occup Beings	Added		
		College/School		College of Nursing and Health Sciences
		Department/Program		Rehabilitation & Movement Sci
		Credits		6
		Catalog Prerequisites		OT 410.
		Description		Examines occupational performance for older adults and treatment strategies. Common health conditions and psychosocial conditions are addressed. An experiential learning course with class happening in nursing homes, assisted living facilities, and senior-citizen centers to provide hands-on experiences.
		Course Seeking Graduate Credit?		Yes
		Course - Academic Merit		This course is part of the core curriculum for the new entry-level Doctor or Occupational Therapy program.
OT 437	Research I: Identifying Gaps	Added		
		College/School		College of Nursing and Health Sciences
		Department/Program		Rehabilitation & Movement Sci
		Credits		3
		Catalog Prerequisites		OT 420.
		Description		Students begin the formulation of research groups and identify a research faculty mentor. Students explore the literature on a focused topic, work with their research groups and faculty mentor, formulate their research question, and write their IRB proposal.
		Course Seeking Graduate Credit?		Yes
		Course - Academic Merit		This course is part of the core curriculum for the new entry-level Doctor or Occupational Therapy program.
OT 440	Teaching and Advocacy	Added		
		College/School		College of Nursing and Health Sciences
		Department/Program		Rehabilitation & Movement Sci
		Credits		2
		Catalog Prerequisites		OT 435.
		Description		Teaches advocacy techniques, teaching strategies, marketing concepts, and health literacy concepts. Students utilize this knowledge to explain and advocate for the occupational therapy practice to a variety of stakeholders.
		Course Seeking Graduate Credit?		Yes
		Course - Academic Merit		This course is part of the core curriculum for the new entry-level Doctor or Occupational Therapy program.
OT 445	Young Adults as Occup Beings	Added		
		College/School		College of Nursing and Health Sciences
		Department/Program		Rehabilitation & Movement Sci
		Credits		6
		Catalog Prerequisites		OT 435.
		Description		Examines occupational performance for young adults and treatment strategies. Common health conditions and psychosocial conditions are addressed. An experiential learning course with class happening in rehabilitation facilities, hand therapy clinics, and additional centers to provide hands-on experiences.
		Course Seeking Graduate Credit?		Yes

Course	Title	Form Field	Current Course Information	Revised Course Information
		Course - Academic Merit		This course is part of the core curriculum for the new entry-level Doctor or Occupational Therapy program.
OT 447	Research II: Implementing	Added		
		College/School		College of Nursing and Health Sciences
		Department/Program		Rehabilitation & Movement Sci
		Credits		2
		Catalog Prerequisites		OT 437.
		Description		Student groups from OT 437 implement their research project. Students will learn to conduct research, implement recruitment strategies, gather and analyze data, and draw conclusions from the findings.
		Course Seeking Graduate Credit?		Yes
		Course - Academic Merit		This course is part of the core curriculum for the new entry-level Doctor or Occupational Therapy program.
OT 448	Designing Creative Ther Interv	Added		
		College/School		College of Nursing and Health Sciences
		Department/Program		Rehabilitation & Movement Sci
		Credits		2
		Catalog Prerequisites		OT 435.
		Description		Uses traditional or modern crafts or activities to design a creative therapeutic intervention. Students will choose a skill, craft or activity that is new to them, learn it, analyze it, and demonstrate how that skill or craft can be utilized in a therapeutic manner.
		Course Seeking Graduate Credit?		Yes
		Course - Academic Merit		This course is part of the core curriculum for the new entry-level Doctor or Occupational Therapy program.
OT 449	OT Practice Management	Added		
		College/School		College of Nursing and Health Sciences
		Department/Program		Rehabilitation & Movement Sci
		Credits		3
		Catalog Prerequisites		OT 435.
		Description		Examines the practice management side of occupational therapy including electronic medical systems, the interprofessional team, the role of the occupational therapy assistant, reimbursement systems, legislative and regulatory issues, financial management, business planning, strategic planning, program evaluation, marketing, liability, and supervision.
		Course Seeking Graduate Credit?		Yes
		Course - Academic Merit		This course is part of the core curriculum for the new entry-level Doctor or Occupational Therapy program.
OT 455	Children as Occup Beings	Added		
		College/School		College of Nursing and Health Sciences
		Department/Program		Rehabilitation & Movement Sci
		Credits		6
		Catalog Prerequisites		OT 445.
		Description		Examines occupational performance for children and treatment strategies. Common health conditions and psychosocial conditions are addressed. An experiential learning course with class happening in pediatric rehabilitation facilities and school settings to provide hands-on experiences.
		Course Seeking Graduate Credit?		Yes

Course	Title	Form Field	Current Course Information	Revised Course Information
		Course - Academic Merit		This course is part of the core curriculum for the new entry-level Doctor or Occupational Therapy program.
OT 456	Living Life to the Fullest	Added		
		College/School		College of Nursing and Health Sciences
		Department/Program		Rehabilitation & Movement Sci
		Credits		3
		Catalog Prerequisites		OT 445.
		Description		Students utilize knowledge gained throughout the program to explore advanced cases and helping people with complex scenarios live their life to the fullest. Technology, occupational science, and OT theories will be utilized as students piece together assessment and intervention of clients with advanced, complex cases.
		Course Seeking Graduate Credit?		Yes
		Course - Academic Merit		This course is part of the core curriculum for the new entry-level Doctor or Occupational Therapy program.
OT 457	Research III: Disseminating	Added		
		College/School		College of Nursing and Health Sciences
		Department/Program		Rehabilitation & Movement Sci
		Credits		2
		Catalog Prerequisites		OT 447.
		Description		Student groups prepare their research for presentation at the University of Vermont. Includes formatting research (1) as a poster presentation for a national conference, (2) as a presentation, and (3) submitting research posters to a regional, national, or international conference.
		Course Seeking Graduate Credit?		Yes
		Course - Academic Merit		This course is part of the core curriculum for the new entry-level Doctor or Occupational Therapy program.
PHIL 144	Phil Problems in Medicine	Course Status	Deactivate	Active
		Effective Date	Fall 2020	Fall 2021
		Change Justification		The course was automatically deactivated after it had not been offered for 3 years. But we are planning to offer it again in Fall '21 and thereafter, so we would like to reactivate it.
PRNU 110	Art & Science of Nursing	Change Justification	change to prefix of course pre-requisite: As per the Psychology Department, the current course pre-requisite- PSYC 001 has been corrected to PSYS 001.	Updating pre/co reqs for accuracy and ease of registration for major.
		Pre/Co-requisites	One course in Sociology, PSYS 001, ENGS 001.	
		Catalog Prerequisites		SOC 001 or above
PRNU 113	Health Assessment	Catalog Prerequisites	ANPS 019, NFS 043, HDFS 005, PRNU 110.	ANPS 019, PRNU 110, MMG 065.
		Co-requisites		ANPS 020.
		Change Justification		Updating course pre/co reqs for accuracy and ease with registration.
PRNU 114	Intro to Clinical Practice	Catalog Prerequisites		NFS 043.
		Change Justification		Updating pre/co reqs for accuracy and ease of registration for major.
PRNU 129	Women & Newborn Nurs: Thry&Ptm			

Course	Title	Form Field	Current Course Information	Revised Course Information
		Change Justification	In accordance with course standardization, changes in catalog description are made to clarify courses with lecture and clinical practica. No changes to existing syllabus.	Updating pre/co reqs for accuracy and ease of registration for major.
		Catalog Prerequisites	PRNU 113, PRNU 114.	PRNU 114.
		Pre/Co-requisites		PRNU 228, NURS 220.
PRNU 131	Health Alterations	Catalog Prerequisites	PRNU 121, PRNU 128, NURS 120.	PRNU 129.
		Effective Date		Fall 2021
		Change Justification		Updating pre/co reqs for accuracy and ease of registration for major.
PRNU 134	Adlt Hlth Nursing I Thry & Ptm	Are you seeking diversity credit approval as part of this action?	No	
		Change Justification	In accordance with course standardization, changes in catalog description are made to clarify courses with lecture and clinical practica. No changes to existing syllabus.	Updating pre/co reqs for accuracy and ease of registration for major.
		Catalog Prerequisites	NURS 120, PRNU 121, PRNU 128.	PRNU 129.
PRNU 234	Adlt Hlth Nurs II: Thry & Ptm			
		Change Justification	In accordance with course standardization, changes in catalog description are made to clarify courses with lecture and clinical practica. There is no change to the existing syllabus.	Updating pre-co reqs for accuracy and ease with course registration.
		Pre/Co-requisites	PRNU 231.	
PRNU 238	Caring For Select Populations	Deleted		
		Delete Justification		Last taught in 2002. It is no longer needed.
PRNU 240	Iss & Ldrs Prf Nurs Thr & Ptm			
		Change Justification	In accordance with course standardization process, the title and description are revised to show course has theory and clinical practicum included. No changes to existing syllabus.	Updating pre-co reqs for accuracy and ease with course registration.
		Co-requisites	PRNU 241.	PRNU 231.
PRNU 241	Public Hlth Nurs: Thry & Prctm	Deleted		
		Delete Justification		Revised and given new number.
PRNU 243	Transition to Prof Practice	Co-requisites	PRNU 240, PRNU 241.	PRNU 231, PRNU 240.
		Change Justification		Updating course pre/co reqs for accuracy and ease with registration.
PRNU 245	Public Health Nursing	Catalog Prerequisites	PRNU 134.	PRNU 131.
		Change Justification		Updating course pre/co reqs for accuracy and ease with registration.
PRNU 246	Practicum Pub Health Nursing	Catalog Prerequisites	PRNU 245; Senior standing.	PRNU 245.
		Change Justification		Updating course pre/co reqs for accuracy and ease with registration.
PRNU 248	Applied Patho-pharmacology	Catalog Prerequisites	Senior standing.	PRNU 228.
		Change Justification		Updating course pre/co reqs for accuracy and ease with registration.
PRNU 060	Trans to Cntmp Prof Nursing	Course Status	Active	Deactivate
		Reason for Deactivation		Currently not accepting students into the program.
PSYS 251	Race in American Youth	Added		
		College/School		College of Arts and Sciences
		Department/Program		Psychological Science
		Credits		3
		Catalog Prerequisites		PSYS 001, PSYS 053, PSYS 150.

Course	Title	Form Field	Current Course Information	Revised Course Information
		Description		An overview of how race and ethnicity relate to youth development, ranging from infancy to adolescence. Explores how youthsâ€™ racial attitudes, beliefs, identity, and interactions develop, as well as ways that race and ethnicity influence the pathways youth take in American society.
		Course - Academic Merit		This course covers an area of research that is not currently being covered in depth in any other courses in the department. This course also seeks to address the current lack of PSYS courses that focus on diversity.
		Effects on Other Departments		Since the course is at the 200 level, enrolls only 25 students per section, requires that students have taken PSYS 001 and PSYS 053, and will primarily be taken by PSYS majors and minors, we expect that the effect on other departments will be minimal.
RMS 220	Research Methods I	Course Status	Active	Deactivate
		Reason for Deactivation		We are deactivating this course and replacing it with the same course but with a new prefix.
SPAN 109	Spanish Grammar	Enforce Prerequisites	Yes	No
		Change Justification	SPAN 080 is being created to offer Intermediate II with an SU designation. Updating the prerequisites accordingly.	Clerical error: pre-requisites should not enforced for any SPAN courses.
SPAN 237	Issues in Early Spanish Lit	Catalog Prerequisites	SPAN 140.	SPAN 143, SPAN 144, SPAN 145, or SPAN 146, or Instructor permission.
SPAN 259	20-21 Cent. Poetry of Spain			
		Catalog Prerequisites	SPAN 140.	SPAN 143, SPAN 144, SPAN 145, or SPAN 146, or Instructor permission.
SPAN 261	Hispanic Writing from Margins	Course Status	Deactivate	Active
		Pre/Co-requisites		SPAN 143, SPAN 144, SPAN 145, or SPAN 146, or Instructor permission.
SPAN 264	D1: Border Literatures	Catalog Prerequisites	SPAN 140.	SPAN 143, SPAN 144, SPAN 145, or SPAN 146, or Instructor permission.
SPAN 268	Hispanic Folklore	Course Status	Deactivate	Active
		Catalog Prerequisites		SPAN 143, SPAN 144, SPAN 145, or SPAN 146, or Instructor permission.
		Change Justification		We plan to offer the course in fall 2021
SPAN 269	D2:Latin Amer City in Lit/Film	Catalog Prerequisites	SPAN 140.	SPAN 143, SPAN 144, SPAN 145, or SPAN 146, or Instructor permission.
SPAN 270	Narco Culture	Added		
		College/School		College of Arts and Sciences
		Department/Program		Romance Languages & Cultures
		Credits		3
		Catalog Prerequisites		SPAN 143, SPAN 144, SPAN 145, or SPAN 146, or Instructor permission.
		Description		Studies the culture that has arisen as a result of the drug trade in Latin America. Seeks to answer the following questions: 1) What is the relationship between the drug trade and the global world system and; 2) What role does art play in the episteme created by the drug trade.

Course	Title	Form Field	Current Course Information	Revised Course Information
		Course - Academic Merit		I have offered this course three times as a Special Topics course. There is no other course like it offered in my department. The drug trade, as many already know, is a matter of key importance to many Latin American countries. This course offers students an opportunity to learn about the drug trade from a Latin American perspective that, frequently, conflicts with the one presented in the media they normally consume.
SPAN 271	Petroculture	Added		
		College/School		College of Arts and Sciences
		Department/Program		Romance Languages & Cultures
		Credits		3
		Catalog Prerequisites		SPAN 143, SPAN 144, SPAN 145, or SPAN 146, or Instructor permission.
		Description		Studies the theme of petroleum in Latin American culture. A principle theme is the analysis of the importance of petroleum in the creation of the modern, globalized world as well as the formation of global capitalism.
		Course - Academic Merit		No other course in the department is taught on this topic.
SPAN 273	Latin American Short Story	Catalog Prerequisites	SPAN 140.	SPAN 143, SPAN 144, SPAN 145, or SPAN 146, or Instructor permission.
SPAN 275	Cuban Cinema and Revolution	Added		
		College/School		College of Arts and Sciences
		Department/Program		Romance Languages & Cultures
		Credits		3
		Catalog Prerequisites		SPAN 143, SPAN 144, SPAN 145, or SPAN 146, or Instructor permission.
		Description		Explores Cuban cinema in the context of the revolution and how Cuban films portrayed the dialectical struggle necessary to continue political and social change.
		Course - Academic Merit		No other class is taught on this topic even though Cuba is recognized as being one of the most important producers of cinema in Latin America.
SPAN 279	Performance and Politics	Catalog Prerequisites	SPAN 140.	SPAN 143, SPAN 144, SPAN 145, or SPAN 146, or Instructor permission.
SPAN 294	D2:Modern Latin Amer Cultures	Catalog Prerequisites	SPAN 140.	SPAN 143, SPAN 144, SPAN 145, or SPAN 146, or Instructor permission.
SPAN 001	Elementary I			
		Change Justification	Update of course description to more accurately reflect current pedagogical practices.	Clarifies that back sequencing is not permitted.
		Description	Fundamentals of Spanish composition, comprehension, pronunciation, speaking, reading, and writing in a cultural context. Classes are conducted in Spanish and students engage in active use of the language. No prior knowledge expected.	Fundamentals of Spanish composition, comprehension, pronunciation, speaking, reading, and writing in a cultural context. Classes are conducted in Spanish and students engage in active use of the language. No prior knowledge expected. Cannot be taken for credit after SPAN 002.
SPAN 002	Elementary II			
		Change Justification	Update of course description to more accurately reflect current pedagogical practices.	Clarifies that back sequencing is not permitted.

Course	Title	Form Field	Current Course Information	Revised Course Information
		Description	Continuation of SPAN 001. Fundamentals of Spanish composition, comprehension, pronunciation, speaking, reading, and writing in a cultural context. Classes are conducted in Spanish and students engage in active use of the language.	Continuation of SPAN 001. Fundamentals of Spanish composition, comprehension, pronunciation, speaking, reading, and writing in a cultural context. Classes are conducted in Spanish and students engage in active use of the language. Cannot be taken for credit after SPAN 051.
SPAN 051	Intermediate I			
		Change Justification	Update of course description to more accurately reflect current pedagogical practices.	Clarifies that back sequencing is not permitted
		Effective Date	Fall 2014	Fall 2021
		Description	Significant review of grammar, moving toward increased proficiency in composition, comprehension, pronunciation, speaking, reading, and writing. Emphasis on cultural context. Compositions, oral practice, reading.	Significant review of grammar, moving toward increased proficiency in composition, comprehension, pronunciation, speaking, reading, and writing. Emphasis on cultural context. Compositions, oral practice, reading. Cannot be taken for credit after SPAN 052.
SPAN 052	Intermediate II	Description	Continuation of SPAN 051. Grammar review, moving toward increased proficiency in composition, comprehension, pronunciation, speaking, reading, and writing. Emphasis on cultural context. May not be taken for credit concurrently with, or following receipt of, credit for SPAN 080.	Continuation of SPAN 051. Grammar review, moving toward increased proficiency in composition, comprehension, pronunciation, speaking, reading, and writing. Emphasis on cultural context. May not be taken for credit concurrently with, or following receipt of, credit for SPAN 080. May not be taken for credit after SPAN 101.
		Change Justification	With the creation of SPAN 080, it needs to be clear that students cannot receive credit for both SPAN 052 and SPAN 080.	Clarifies that back sequencing is not permitted
SPAN 080	SU: Intermediate II	Description	Continuation of SPAN 051. Students improve grammar, proficiency and their knowledge of the Hispanic world, while acquiring a Global South perspective surrounding sustainability. May not be taken for credit concurrently with, or following receipt of, credit for SPAN 52.	Continuation of SPAN 051. Students improve grammar, proficiency and their knowledge of the Hispanic world, while acquiring a Global South perspective surrounding sustainability. May not be taken for credit concurrently with, or following receipt of, credit for SPAN 52. May not be taken for credit after SPAN 101.
		Change Justification		Clarifies that back sequencing is not permitted
SPCH 051	Persuasion	Course Status	Deactivate	Active
		Description	Surveys classical and contemporary models of rhetoric as frameworks for analyzing, critiquing, and utilizing persuasive communication; teaches student to become better producers and consumers of persuasive appeals.	Surveys classical and contemporary models of rhetoric as frameworks for analyzing, critiquing, and utilizing persuasive communication; teaches students to become better at producing and thinking critically about persuasive appeals.
		Change Justification		We are now in a position of faculty expertise and breadth in order to offer this course again and are seeking to reactivate it. A slight change in course description was made in order to clarify the description.
THE 001	Introduction to Theatre	Course Status	Deactivate	Active