All changes are effective Fall 2015.

**Academic Affairs (moved and seconded out of committee)**
Proposals for new courses and course changes:

**COLLEGE OF HUMANITIES AND FINE ARTS**

1. Department of Philosophy and Religious Studies

   a. RELG 105  
      **Introduction to Abrahamic Religions**
      Proposal for a new undergraduate course.
      Number of credits: 3  
      Prerequisite(s): None.  
      Corequisite(s): None.  
      Primary Goal: This course may be used as an elective.
      Proposed catalog description: RELG 105 Introduction to Abrahamic Religions. (3) This course is an introduction to the Abrahamic religious traditions, namely Judaism, Christianity, and Islam. It explores the beliefs, practices, and institutions of these traditions, as well their sacred texts and traditions of interpretation. Ancient Near Eastern history, beliefs and practices is also examined. Based on lectures, assigned readings, multimedia, and discussions, this course explores the historical development of Abrahamic religious history, thought and practice. Offered as needed.
      Estimated enrollment: 20.  
      Method of delivery: Classroom.  
      Semester(s) offered: As needed.

**COLLEGE OF SCIENCE**

1. Office of the Dean

   a. SCIE 101  
      **Introduction to Science**
      Proposed revision(s): Course change(s).
      Add course into the core curriculum: add to core goal 3: Knowledge of Scientific Concepts.
      Remove cross-listing: PHYS 101.
      No change in catalog description as noted below:
      Proposed catalog description: SCIE 101 Introduction to Science. (3) (Coreq: SCIE 101L) An introduction to the processes of science for non-science majors using the environment as a basic theme. The course, specifically designed to be the first university-level science course, draws on illustrations from all of the sciences on how to understand science and its integration into students' lives and careers. Three lecture hours per week. F, S.
      Justification: SCIE 101 was previously in the core and was removed. This will give non science majors another option for a science class in the core. This class used to be in the core. The dean’s office will hire a lecturer so the courses can be offered on a regular basis during fall and spring semesters. If need increases as we grow, the dean’s office will consider more hires at the lecturer level.
b. SCIE 101L  Introduction to Science Laboratory

Proposed revision(s): Course change(s).

Add course into the core curriculum: add to core goal 3: Knowledge of Scientific Concepts.

Remove cross-listing: PHYS 101L.

No change in catalog description as noted below:

Proposed catalog description: SCIE 101L Introduction to Science. (1) (Coreq: SCIE 101) Experiments, exercises, demonstrations and field experiences emphasizing the topics presented in SCIE 101. Three laboratory hours per week. F, S.

Justification: SCIE 101L was previously in the core and was removed. This will give non science majors another option for a science class in the core. This class used to be in the core. The dean’s office will hire a lecturer so the courses can be offered on a regular basis during fall and spring semesters. If need increases as we grow, the dean’s office will consider more hires at the lecturer level.

2. Department of Chemistry and Physics

a. CHEM 441  Physical Chemistry

Proposed revision(s): Course change(s).

Change title of course: from: Physical Chemistry to: Physical Chemistry I.

Proposed catalog description: CHEM 441 Physical Chemistry I. (3) (Prereq: MATH 161, PHYS 202 or PHYS 212, and CHEM 112) (Coreq: CHEM 441L) Theories and laws relating to chemical and physical changes including gas properties, thermodynamics, kinetic theory of gases and kinetics of chemical reactions. F.

b. CHEM 441L  Physical Chemistry Laboratory

Proposed revision(s): Course change(s).

Change title of course: from: Physical Chemistry Laboratory to: Physical Chemistry I Laboratory.

Proposed catalog description: CHEM 441L Physical Chemistry I Laboratory. (1) (Prereq: CHEM 321) (Coreq: CHEM 441) Applications of physical chemistry techniques. F.

c. CHEM 442  Physical Chemistry

Proposed revision(s): Course change(s).

Change title of course: from: Physical Chemistry to: Physical Chemistry II.

Proposed catalog description: CHEM 442 Physical Chemistry II. (3) (Prereq: CHEM 441) (Coreq: CHEM 442L) Theories and laws relating to molecular structure including quantum chemistry, statistical thermodynamics, determination of molecular structure and electric and magnetic properties of molecules. S.

d. CHEM 442L  Physical Chemistry Laboratory

Proposed revision(s): Course change(s).

Change title of course: from: Physical Chemistry Laboratory to: Physical Chemistry II Laboratory.

Proposed catalog description: CHEM 442L Physical Chemistry II Laboratory. (1) (Prereq: CHEM 441L) (Coreq: CHEM 442) Application of physical chemistry techniques for the determination of molecular structure. S.
3. Department of Psychology

   a. PSYC 489  Special Topics in Psychology
   Proposed revision(s): Course change(s).
   This course is repeatable for credit: Students may complete different topic names for repeatable credit with no credit limit.
   Change in prerequisite(s): from: permission of the instructor to: PSYC 101.
   Proposed catalog description: PSYC 489 Special Topics in Psychology. (3) (Prereq: PSYC 101) A topical or research interest not offered in an existing course. May be repeated for credit under different topics.

4. Department of Sociology

   a. SOC 300 Q*  Social Justice
   Proposal for a new undergraduate course.
   Number of credits: 3-4 Prerequisite(s): SOC 101 or SOC 102. Corequisite(s): None. Primary Goal: This course is required for a major, may be used as an elective, or a cognate.
   Proposed catalog description: SOC 300 Q* Social Justice. (3-4) (Prereq: SOC 101 or SOC 102) This course explores the broad context of social justice and fosters critical reflection and analysis of the social world and conditions of humanity. This course also explores individual and collective resistance for change and promotes students’ self-discovery of their own change agent skills. The course is guided by three primary questions: 1) What is social justice? 2) Why does social justice matter? 3) How do we actively participate in the struggle for social justice? Students taking Q* sections of this course receive four credit hours and must complete an additional 40-hour experiential learning activity. F, S.
   Estimated enrollment: 35. Method of delivery: Classroom, Distance Learning, and Hybrid. Semester(s) offered: Fall, Spring, Summer as needed.

   b. SOC 497  Senior Thesis
   Proposed revision(s): Course change(s).
   Change in prerequisite(s): from: SOC 101 or SOC 102, Senior standing, SOC 201, SOC 330, and SOC 331 to: SOC 101 or SOC 102, Senior standing, SOC 330, SOC 331, and PSYC 225/225L or equivalent statistics course.
   Proposed catalog description: SOC 497 Senior Thesis. (3) (Prereq: SOC 101 or SOC 102, Senior standing, SOC 201, SOC 330, SOC 331, and PSYC 225/225L or equivalent statistics course) (Coreq: SOC 497L) Each student plans and executes an original research project under a sociologist’s supervision. F, S.

   c. SOC 497L  Senior Thesis Laboratory
   Proposed revision(s): Course change(s).
   Change in prerequisite(s): from: SOC 101 or SOC 102, Senior standing, SOC 201, SOC 330, SOC 331 to: SOC 101 or SOC 102, Senior standing, SOC 201, SOC 330, SOC 331, and PSYC 225/225L or equivalent statistics course.
   Proposed catalog description: SOC 497L Senior Thesis Laboratory. (1) (Prereq: SOC 101 or SOC 102, Senior standing, SOC 330, SOC 331, and PSYC 225/225L or equivalent statistics
course) (Coreq: SOC 497) Exercises and assignments supplement the material presented in Sociology 497. F, S.

UNIVERSITY COLLEGE

a. UNIV 421 Sustainable Development
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisite(s): None. Corequisite(s): None. Primary Goal: This course may be used as an elective. Add cross-listing: POLI 421: Sustainable Development.
Proposed catalog description: UNIV 421 Sustainable Development. (3) (=POLI 421) This class examines important questions surrounding the term “sustainable development” and its history through an analysis of the political economy, institutions, and cultural/social impacts of living in a sustainable manner and/or living unsustainably. S.
Estimated enrollment: 25. Method of delivery: Classroom, Distance Learning, and Hybrid.
Semester(s) offered: Spring.