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Academic Affairs Committee Minutes

Faculty Senate

3-15-2018

March 2018 Academic Affairs Minutes

University of Nebraska at Kearney Academic Affairs Committee

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**Faculty Senate Academic Affairs Committee
Minutes from Meeting
Thursday, March 15, 2018
FNDH 2147**

Present: Rochelle Krueger (LIBR), Andrew White (CFAH), Vijendra Boken (CNSS), Deborah Bridges (CBT), Kay Hodge (CBT), Kate Heelan (COE), Ralph Hanson (CFAH), Kim Schipporeit (REGISTRAR), Joel Cardenas (ACAD. PUBL)

Absent: Hector Palencia (CNSS) Daniel May (FS), Cami West (COE), Kenya Taylor (ADM)

Guests: Kim Carlson (CNSS), Scott Darveau (CNSS)

Chair Bridges called the meeting to order at 3:33 - right on time.

The agenda called attention to itself; White (Boken) moved to entertain the agenda. The agenda (items #94 – #143) was recognized and approved.

Visitors were recognized and asked to speak to their particular issue.

Dr. Scott Darveau was at the meeting to discuss #108 (Alter, Program, Chemistry Comprehensive, B.S.) *“to allow students accepted to pharmacy school and leaving following their junior year an option within the HS emphasis that will allow those students to count their first year of pharmacy school toward their UNK Chem Comp degree.”* This is a change for the Health Sciences. Scott noted that Chemistry is just following the rules by bringing this to the FSAA (to which the committee cheered - Rah! Rah! Chemistry!)

Dr. Kim Carlsen attended the meeting to discuss #100 - BIOL 463 Gross Anatomy. This course is clinically oriented and was proposed due to the increasing numbers in the Health Sciences related majors. The class is oriented toward health sciences, especially students in pre-med. Kate Heelan noted that there was some misunderstanding regarding this course in terms of when and how it would be offered – especially in terms of it competing with PE 460 (Gross Anatomy of Movement). Schipporeit noted that all of the information about the course was shared with Nita Unruh (Chair KSS). The Committee noted that PE already has a gross anatomy course and that this one does not seem to be significantly different than the one that is on the books. So is this a duplication? Carlson responded that the course is different due to its clinical orientation and that no program changes have been made yet so we do not know what type of impact this course will have. Ralph Hanson pointed out that we were being value laden by calling the course “gross” (yuk, yuk, and yuk).

Discussion regarding #94-#96 ensued. White voiced the concern that changing Economics in such a manner is a short-sighted move. He pointed out that this was a permanent solution to a temporary problem, and it just did not “seem right” to do away with the department. White and others voiced considerable concern about this change.

White (Boken) moved to take #94-#96 out of the agenda so that the issue could be further addressed.
Motion passed.

Schipporeit (White) moved to approve #97 - #143. Motion carried FSAA (March 2018) - 2

Discussion of items #94 - #96 ensued. The Committee asked Bridges about the process or steps that led up to the proposed changes. Bridges asked Schipporeit to serve as temporary chair so she could answer the Committee and turned the meeting over to Schipporeit.

Bridges stated the department faculty first found out about the change in August 2017. Concern was expressed by faculty members, but the proposal went forward. Hanson asked if there was a governance issue here. Bridges responded that she had given a cursory reading of CBT governance documents and found nothing that indicated how these matters were supposed to be handled.

Bridges resumed chairing of the meeting.

White moved to reject proposed changes and recommend that the college discuss this matter further. Hanson pointed out that he did not believe that it was within our purview to reject these moves. Motion died for lack of a second.

The main question remained, were proper procedures followed here.

Hanson (White) moved to return items regarding restructuring of CBT departments (items #94 - #96) to the college to confirm that the college conformed to the approved processes outlined in the College Constitution. Motion passed (5 Yes, 1 No, and 2 abstentions).

Respectfully submitted

Kay Hodge, Secretary

Minutes approved via email March 17, 2018 FSAA (March 2018) - 3

2017-2018 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING

Academic Affairs Subcommittee 3/07/2018

Academic Affairs Full Committee 3/15/2018

NUMBER, REQUEST, LEVEL, SPECIFIC REQUEST, DEGREE/COURSE, PROGRAM/COURSE, TITLE, DEPT, COL, REASON

#94, Discontinue, Department, Economics, CBT, There has been consistently strong demand for Agribusiness and consistently weak demand for any of the four Economics degree programs. We have made a strategic decision to add resources and focus to the Agribusiness program. For example, in 2015 a faculty line was converted from Economics to Agribusiness. Another part of our strategy is to feature the Agribusiness program in a Department name. The Agribusiness receiving Department name will include three related and stable programs and will be changed to Marketing, Agribusiness, and

Supply Chain Management. There are strong connections among the three disciplines, as marketing and supply chain activities are central in managing agribusiness enterprises, such as grain merchandising or input sales.

#95, Alter, Department, Name, Accounting, Finance and Economics, CBT, The UNK Department of Economics is being eliminated and the programs moved to three existing departments. The Economics programs will be moved to the Department currently named Accounting (ACC) and Finance (FIN). The Agribusiness programs will be moved to the Department currently named Marketing (MKT) and Management Information Systems (MIS). The third program, Business Education (BSED), managed by a single faculty member, will be moved to the Department of Management; Change in Department name; Old Value: Accounting/Finance; New Value: Accounting, Finance and Economics.

#96, Alter, Department, Name, Marketing, Agribusiness and Supply Chain Management, CBT, The UNK Department of Economics is being eliminated and the programs will be moved to three existing departments. The Agribusiness programs will be moved to the Department currently named Marketing (MKT) and Management Information Systems (MIS). The Economics programs will be moved to the Department currently named Accounting (ACC) and Finance (FIN). The third program, Business Education (BSED), managed by a single faculty member, will move to the Department of Management; Change in Department name; Old Value Marketing and MIS; New Value: Marketing, Agribusiness and Supply Chain Management.

#97, Create, Program, Pre-Respiratory Therapy, HSCI, CNSS, This program is being created to replace the Respiratory Therapy Comprehensive Major which is being discontinued. Changing this program to a pre-professional program, rather than a major, will bring it in line with our other pre-professional programs and ensure consistency in our offerings. Students will proceed through this program exactly as they did when it was a major and they will still be able to graduate from UNK with a BS in Applied Health Sciences. Not only will this bring consistency to our offerings, but it will alleviate any concerns regarding the low number of graduates in this program (1-2 per year).

#98, Create, Minor, Public Law, PSCI, CNSS, We are proposing to create a Public Law minor to serve pre-law students on our campus. Currently there are approximately 50 pre-law students whose majors include: business, political science, psychology, social work, criminal justice, English, theatre, history, etc. Many of these programs offer law courses, but students are unable to take as many as they would within the confines of their majors. This minor will bring those courses together and reward students with a credential that prepares them for further study in law. In addition, given that the newly established Kearney Law Opportunities Program is drawing more students to our campus, having a public law minor will enable us to better recruit and serve those students. Finally, neither UNL nor UNO offer such a program. This would offer us a competitive advantage over those campuses. FSAA (March 2018) - 4

#99, Inactivate, Program, Athletic Training Comprehensive, B.S., The final catalog year should be 2017 -18. The agency that currently governs accreditation for athletic training education programs is the

Commission on Accreditation of Athletic Training Education (CAATE). This agency, in cooperation with the National Athletic Trainers' Association (NATA), The Board of Certification for athletic training (BOC), and the Executive Committee for Education (ECE) formed an overall strategic alliance that serves to guide the profession of athletic training. This group has conducted an exhaustive review of the degree requirement for entry into the profession and has determined that professional degree programs in athletic training should be moved to the graduate level. "CAATE accredited professional athletic training programs must result in the granting of a master's degree in Athletic Training. The program must be identified as an academic athletic training degree in institutional academic publications. The degree must appear on the official transcript similar to normal designations for other degrees at the institution." The CAATE has also provided accreditation standards that require programs make the professional degree declaration at the graduate level and that, "baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022." The proposal for the Master of Athletic Training degree was approved in August by the Nebraska Coordinating Commission for Post-Secondary Education. The Masters degree program is scheduled to start in the fall of 2018. Consequently, it will be a requirement that UNK discontinue the B.S. in AT and provide a process for students currently matriculating in the program to reach graduation.

#100, Create, Course, BIOL 463, Clinically Oriented Gross Anatomy, BIOL, CNSS, Due to the increasing number of students in the Health Sciences related majors and those students pursuing post-graduate degrees in this area, we need to create a course that is more clinically related. In addition, the current Gross Anatomy offering at UNK fills and there are not seats for every student who needs the course. We are creating this course to meet the demands of our students.

#101, Alter, Course, Credit Hours, CDIS 335, Speech and Hearing Science, CDIS, COE, This course will now embed activities into the course section and not have an additional lab time. ENG 101 is being added to the GS program and our program will be over the required 120 hours, this will put the program in compliance with 120 rule; Change in credit hours; Old Value: 4; New Value: 3.

#102, Alter, Course, Credit Hours, Course Type, Prerequisites, CDIS 410, Introduction to Audiology, CDIS, COE, This course will now embed activities into the course section and not have an additional lab time. ENG 101 is being added to the GS program and our program will be over the required 120 hours, this will put the program in compliance with 120 rule; Change in credit hours; Old Value: 4; New Value: 3; Change in course type; Old Value: Lecture, Laboratory; New Value: Lecture; Change in prerequisites; Old Value: CDIS 252 and CDIS 335; New Value: CDIS 335.

#103, Alter, Course, Prerequisites, CHEM 440, Materials Chemistry, CHEM, CNSS, Cleaning up prerequisites changed by creation of Chem 490L & Chem 491L and inactivation of Chem 430L, 480L, 481L, and 475L; Change in prerequisites; Old Value: CHEM 430 and CHEM 430L and CHEM 480 and CHEM 480L or permission of instructor; New Value: CHEM 430 and CHEM 480 or permission of instructor.

#104, Alter, Course, Prerequisites, CHEM 451, Advanced Biochemistry, CHEM, CNSS, Cleaning up prerequisites changed by creation of Chem 490L & Chem 491L and inactivation of Chem 430L, 480L,

481L, and 475L; Change in prerequisites; Old Value: CHEM 352 and CHEM 352L and CHEM 480 and CHEM 480L; New Value: CHEM 352 and CHEM 352L.

#105, Alter, Course, Co-requisites, CHEM 461, Qualitative Organic Analysis, CHEM, CNSS, CHEM 461L has never been taught in the last 20 years and is currently dormant. It needs to be removed from the list of co-requisites; Change in co-requisites; Old Value: CHEM 461L; New Value: None FSAA (March 2018) - 5

#106, Alter, Course, Prerequisites, CHEM 470, Advanced Organic Chemistry, CHEM, CNSS, Cleaning up prerequisites changed by creation of Chem 490L & Chem 491L and inactivation of Chem 430L, 480L, 481L, and 475; Change in prerequisites; Old Value: CHEM 361 and CHEM 361L and CHEM 480 and CHEM 480L; New Value: CHEM 361 and CHEM 361L.

#107, Alter, Course, Prerequisites, Co-requisites, CHEM 481, Physical Chemistry II, CHEM, CNSS, Cleaning up prerequisites changed by creation of Chem 490L & Chem 491L and inactivation of Chem 430L, 480L, 481L, and 475L; Change in prerequisites; Old Value: Grade of C or above CHEM 480 and CHEM 480L; New Value: Grade of C or above in CHEM 480; Change in co-requisites; Old Value: CHEM 481L; New Value: None

#108, Alter, Program, Chemistry Comprehensive, B.S., CHEM, CNSS, To allow students accepted to pharmacy school and leaving following their junior year, we are adding an option within the HS emphasis (analogous to the Applied HS B.S. degree) that will allow those students to count their first year of pharmacy school toward their UNK Chem Comp degree.

#109, Create, Course, CSIT 106, Computer Science Principles, CSIT, CNSS, New course. Matches new AP course. Provides an introduction to computer science that is appropriate for all students.

#110, Alter, Course, Title, Catalog Description, Prerequisites, CSIT 406, Enterprise Web Application Development, CSIT, CNSS, Update course to meet current web development standards and methodologies; Change in title; Old Value: Internet-based Information Systems Development; New Value: Enterprise Web Application Development; Change in catalog description; Old Value: This course is designed to assist students in learning the skills necessary to design and build Internet-based information systems. Skills and knowledge gained in this course can be applied in the development of information systems that support interactive Web sites, electronic commerce systems, and other systems that involve interaction with a database through the Internet. Security of Internet based information systems will also be covered; New Value: This course is designed to assist students in learning the skills necessary to design and build enterprise-level web applications. Skills and knowledge gained in this course can be applied in the development of interactive web sites, electronic commerce systems, cloud-based applications and other service-based architectures. Security of internet based information systems will also be covered; Change in prerequisites; Old Value: CSIT 150 and CSIT 425; New Value: CSIT 150.

#111, Create, Course, ENGR 010, Freshman Engineering Seminar, ENGR, CNSS, This will be a UNK version of a UNL class required of engineering students. The syllabus and course content are adapted from the UNL ENGR10 <https://bulletin.unl.edu/undergraduate/courses/ENGR/10> Just like the equivalent class, it is zero credit hours. The class will be managed entirely online, except the occasional industry tours.

#112, Alter, Program, Exercise Science Comprehensive, B.S., KSS, COE, We are changing the name from Fitness and Wellness Comprehensive to Exercise Science Comprehensive to broaden the scope of opportunities within the comprehensive major. In addition, we are moving from 62 hours to 53 hours to give students more room for electives that directly benefit their career choice. The Comprehensive major will include our new courses but will remove courses that were originally included for the Fitness center interest. Today's students are more interested in Sports Performance, Health Promotion/Corporate Wellness, Pre-Professional, Pre-Dietetics/Nutrition Education, Pre- AT, Business. Therefore, by providing more room for electives, we will have the opportunity to advise students to take courses in areas that would most benefit their career path.

#113, Alter, Program, Exercise Science, B.S., KSS, COE, Exercise Science BS program changes include alterations to enhance the preparation of our students in the per-professional tracks. Most of our students FSAA (March 2018) - 6

who complete the BS are continuing their education in the health profession. Hence the addition of PE 454 Exercise Prescription in Special Populations, removal of the group exercise component of PE 305 and new lab credits will make the program more appealing and enhance their educational preparedness and hands-on skills..

#114, Alter, Program, Health Education 7-12 Teaching Subject Endorsement, B.A.Ed., KSS, COE, To meet the 120 hr rule by CAEP accreditation for the HPE PK-12 degree, the health method courses for elementary and secondary were combined. PE 464, Elementary Health Methods will have a name modifications to School Health Methods. Although six hour credit course is moved into a three hour course, the HPE faculty believe this change stays with the change of Physical Education. Teaching of elementary health is very uncommon, and so students will learn how to incorporate health activities into their Physical Education courses in more than just this one specific course. In addition, to better help health endorsement majors understand how to write a lesson plan, PE 200 was added to the course program. Since the students of this major are not becoming Physical Education teachers, PE 428, middle and high school PE methods was eliminated, as well as PE 220, teaching aerobic and anaerobic activity. Due to difficulty in placement and staff shortage, PE 471 C Field Experience in the 7-12 Health endorsement will have a name modification in the course catalog back to PE 471, Field Experience in Physical Education, which is a current course in the catalog.

#115, Alter, Program, Health and Physical Education PK-12 Teaching Field Endorsement, B.A.Ed., KSS, COE, In accordance to the change of hours in general studies to include ENG 101 a decrease in 3 hours was needed in the program of study in order to meet the 120 hr rule by CAEP accreditation. The secondary and elementary health methods course will be combined into one three hour course with a focus on PK-12 instead of one specific grade area. Many elementary schools no longer have, or never had, an elementary health course. Instead Physical Education teachers taught health integrated into the Physical Education classroom. The name of the course, PE 464- Elementary Health Methods, will be changed to PE 464- School Health Methods. The curriculum has been modified to meet the needs of our teachers (See the new syllabus). In addition, due to difficulty in placement options and staff shortage, PE 471 A, B, and C, Field Experience in Elementary, Secondary Physical Education, and/or

Secondary Health, has been combined back into one field experience, PE 471, Field Experience in Physical Education. This course is an existing course in the catalog

#116, Alter, Minor, Health Science, Six new classes are being added to the Electives for this minor. These courses are all appropriate electives for students interested in pursuing healthcare professions and will add to depth and breadth of the elective choices for these students. The courses that are being added are HSCI 475 - Internship in Health Sciences, MGT 450 - Healthcare Delivery: Systems and Policies, PSY 350 - Ethics in Psychology, PSY 440 - Health Psychology, CDIS 210 - Survey of Communication Disorders and CDIS 406 - Adult Communication Disorders. The first four courses are relatively new courses and are simply now being added as additional options. The CDIS courses are new to the program and will offer options for students interested in learning more about Communication Disorders and Speech Pathology careers.

#117, Create, Course, PE 107, Introduction to Exercise Science, PE, COE, The current core curriculum in Exercise Science does not have any introductory level courses. This course has been designed to introduce students to the field of exercise science, potential career paths, certifications and introduce them to the exercise science faculty. This course may also be taken by undecided.

#118, Alter, Course, Credit Hours, PE 305, Fitness Leadership, PE, COE, Currently, one third of the PE 305 class time is spent learning how to lead group exercise. Our Exercise Science straight majors, who are typically pre-professional students, do not need to take this section of the course. Therefore; that component will be removed in the 2 hour section; Change in credit hours; Old Value: 3; New Value: 2-3. FSAA (March 2018) - 7

#119, Alter, Course, Title, Course Description, PE 422, Essentials of Strength and Conditioning, PE, COE, The name is being changed to better describe the course using up-to-date terminology that is used within the field. The course is designed to teach students how to assess and prescribe strength and conditioning programs. A significant amount of the course requires hands-on learning. Due to the increased demand of the course, a lab component is being added so students are able to get more hands-on experiences in smaller groups; Change in title; Old Value: Administration of Strength Programs; New Value: Essentials of Strength and Conditioning; Change in course description; Old Value: Principles and procedures for administering a strength program at the high school level; New Value: This course is designed to provide a comprehensive overview of strength and conditioning. Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, organization and administration, and testing and evaluation. The class will be divided into two sections for lab to provide students with a greater opportunity for one-on-one instruction and critique. Additionally, this course is designed to prepare students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam.

#120, Create, Course, PE 422L, Essentials of Strength and Conditioning Lab, PE, COE, The name is being changed to better describe the course using up-to-date terminology that is used within the field. The course is designed to teach students how to assess and prescribe strength and conditioning programs. A significant amount of the course requires hands-on learning. Due to the increased demand of the

course, a lab component is being added so students are able to get more hands-on experiences in smaller groups.

#121, Create, Course, PE 452, Exercise Prescription for Special Populations, PE, COE, This course has been created to fill a gap within the Exercise Science Program. Over the years we have attracted more students who have interests in working in clinical settings with diseased populations. Our current exercise testing and prescription course (PE 467) is designed to teach students to work with apparently healthy adults. This course will focus on special populations including: aging, diseased, pregnant and obese populations.

#122, Alter, Course, Title, Course Description, PE 464, School Health Methods, PE, COE, The overlap in material in PE 463 and the need to reduce the program to 120; Change in title; Old Value: Secondary School Health; New Value: School Health Methods; Change in course description; Old Value: Developing a curriculum in secondary school health. Health services and environment for health in the secondary school are discussed; New Value: This course provides the background information and skills teachers need to implement a comprehensive school health curriculum at the elementary and/or the secondary school level. The course includes information on the six categories of risk behavior, identified by the Centers for Disease Control and Prevention. The course examines educational reform focusing on improving the health of today's youth.

#123, Alter, Course, Type, Credit Hours, PE 467, Fitness Training, PE, COE, For the past 20 years PE 467 has been a lecture/lab course that is highly demanding of the students in Exercise Science. We are changing the course from a 3 hour to a 4 hour course to give the students credit for attending a lab each week in addition to the lecture component; Change in type; Old Value: Lecture; New Value: Lecture, Laboratory; Change in credit hours; Old Value: 3; New Value: 4.

#124, Alter, Program, Physical Education 7-12 Teaching Subject Endorsement, B.A.Ed., KSS, COE, Due to staff shortages and inability to place students in specific placements each semester, PE 471 B, Field Experience in Middle & Secondary Physical Education will be replaced with a course already in existence, PE 471, Field Experience in Physical Education.

#125, Alter, Program, Physical Education PK-6 Teaching Subject Endorsement, B.A.Ed., KSS, COE, Due to staff shortages and inability to place students in specific placements each semester, PE 471 A, Field FSAA (March 2018) - 8

Experience in Elementary Physical Education will be replaced with a course already in existence, PE 471, Field Experience in Physical Education.

#126, Create, Course, PSCI 372, Theoretical Foundations of American Politics and Law, PSCI, CNSS, Expand course offerings in Political Science; required course for Public Law Minor.

#127, Inactivate, Program, Respiratory Therapy Comprehensive, B.S., HSCI, CNSS, The Respiratory Therapy Comprehensive Major is being discontinued in an effort to streamline offerings from Health Sciences. It is being replaced by a Pre-Respiratory Therapy Program that will bring it in line with our programs, such as the Pre-Radiologic Technology program. Students interested in this field will progress through the

program exactly as they did previously, however, now they will graduate with a Bachelor's Degree in Applied Health Sciences. This will create consistency among our programs and will alleviate any concerns regarding the low number of graduates per year in this program (typically 1-2 students per year).

#128, Alter, Program, Social Science 7-12 Teaching Field Endorsement, B.A.Ed., HIST; CNSS, With the expansion of the General Studies program to 48 hours (putting ENG 101 back in) the SSC 7-12 endorsement will be at 122 hours. We have been told that the program must be reduced by two hours to meet the 120-hour rule. Consequently, we will drop the upper level PSCI course requirement, dropping Political Science from 9 to 6 hours. This isn't ideal, and it isn't good for our students but it appears to be the only solution. We are also fine tuning the Economics requirements. We are dropping the upper level Economics requirement and adding ECON 271 in its place. Most students are already taking ECON 271 and we are making substitutions so this is the official change for something that is already being practiced. We are also dropping the upper level requirement in Sociology and now requiring students to take both Sociology 100 and 250. These two courses meet the requirements outlined in the Rule 24 Matrix and will help students pass the Praxis II.

#129, Alter, Course, Co-requisites, TE 319, Management and Assessment in K-12/Secondary Classrooms, TE, COE, Updating co-requisites; Change in co-requisites; Old Value: TE 320 or ART 371 or CDIS 311 or MUS 358 or PE 471; New Value: TE 320 or ART 371 or CDIS 312 or MUS 356 or MUS 467 or PE 471.

#130, Create, Course, TEMO 403, Montessori Early Childhood- Philosophy and Child Development, TEMO, COE, The Montessori program (TEMO) will be open to undergraduates to earn a certificate of completion/recognition from MACTE to teach in a Montessori classroom. **Unlike the graduate program equivalent to this course, students will not complete the graduate paper/project.

#131, Create, Course, TEMO 404, Montessori Elementary I- Core Applications I, TEMO, COE, The Montessori program (TEMO) will be open to undergraduates to earn a certificate of completion/recognition from MACTE to teach in a Montessori classroom. **Unlike the graduate program equivalent to this course, students will not complete the graduate paper/project.

#132, Create, Course, TEMO 406, Montessori Elementary I- Physical Science/Biology, TEMO, COE, The Montessori program (TEMO) will be open to undergraduates to earn a certificate of completion/recognition from MACTE to teach in a Montessori classroom. **Unlike the graduate program equivalent to this course, students will not complete the graduate paper/project.

#133, Create, Course, TEMO 407, Montessori Elementary I- History/Geography, TEMO, COE, The Montessori program (TEMO) will be open to undergraduates to earn a certificate of completion/recognition from MACTE to teach in a Montessori classroom. **Unlike the graduate program equivalent to this course, students will not complete the graduate paper/project. FSA (March 2018) - 9

- #134, Create, Course, TEMO 408, Montessori Elementary I- Core Applications II, TEMO, COE, The Montessori program (TEMO) will be open to undergraduates to earn a certificate of completion/recognition from MACTE to teach in a Montessori classroom. **Unlike the graduate program equivalent to this course, students will not complete the graduate paper/project.
- #135, Create, Course, TEMO 409, Montessori Elementary I- Language and Grammar, TEMO, COE, The Montessori program (TEMO) will be open to undergraduates to earn a certificate of completion/recognition from MACTE to teach in a Montessori classroom. **Unlike the graduate program equivalent to this course, students will not complete the graduate paper/project.
- #136, Create, Course, TEMO 410, Montessori Elementary I- Mathematics/Geometry, TEMO, COE, The Montessori program (TEMO) will be open to undergraduates to earn a certificate of completion/recognition from MACTE to teach in a Montessori classroom. **Unlike the graduate program equivalent to this course, students will not complete the graduate paper/project.
- #137, Create, Course, TEMO 411, Montessori Early Childhood- Practical Life, TEMO, COE, The Montessori program (TEMO) will be open to undergraduates to earn a certificate of completion/recognition from MACTE to teach in a Montessori classroom. **Unlike the graduate program equivalent to this course, students will not complete the graduate paper/project.
- #138, Create, Course, TEMO 412, Montessori Early Childhood- Math and Sensorial, TEMO, COE, The Montessori program (TEMO) will be open to undergraduates to earn a certificate of completion/recognition from MACTE to teach in a Montessori classroom. **Unlike the graduate program equivalent to this course, students will not complete the graduate paper/project.
- #139, Create, Course, TEMO 413, Montessori Early Childhood- Language and Grammar, TEMO, COE, The Montessori program (TEMO) will be open to undergraduates to earn a certificate of completion/recognition from MACTE to teach in a Montessori classroom. **Unlike the graduate program equivalent to this course, students will not complete the graduate paper/project.
- #140, Create, Course, TEMO 414, Montessori Early Childhood- Core Applications I, TEMO, COE, The Montessori program (TEMO) will be open to undergraduates to earn a certificate of completion/recognition from MACTE to teach in a Montessori classroom. **Unlike the graduate program equivalent to this course, students will not complete the graduate paper/project.
- #141, Create, Course, TEMO 415, Montessori Early Childhood- Core Applications II, TEMO, COE, The Montessori program (TEMO) will be open to undergraduates to earn a certificate of completion/recognition from MACTE to teach in a Montessori classroom. **Unlike the graduate program equivalent to this course, students will not complete the graduate paper/project.
- #142, Create, Course, TEMO 416, Montessori Practicum: Early Childhood, TEMO, COE, The Montessori program (TEMO) will be open to undergraduates to earn a certificate of completion/recognition from MACTE to teach in a Montessori classroom. **Unlike the graduate program equivalent to this course, students will not complete the graduate paper/project.

#143, Create, Course, TEMO 417, Montessori Practicum: Elementary I, TEMO, COE, The Montessori program (TEMO) will be open to undergraduates to earn a certificate of completion/recognition from MACTE to teach in a Montessori classroom. **Unlike the graduate program equivalent to this course, students will not complete the graduate paper/project.