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Academic Affairs Committee Minutes

Faculty Senate

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4-19-2018

## April 2018 Faculty Senate Packet

University of Nebraska at Kearney Academic Affairs Committee

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**Faculty Senate Academic Affairs Committee Minutes from Meeting  
Thursday, April 19, 2018  
FNDH 2147**

**Present:** Andrew White (CFAH), Daniel May (FS), Deborah Bridges (CBT), Ralph Hanson (CFAH), Cami West (COE), Kim Schipporeit (REGISTRAR), Joel Cardenas (ACAD. PUBL)

**Absent:** Rochelle Krueger (LIBR), Vijendra Boken (CNSS), Kay Hodge (CBT), Kate Heelan (COE), Hector Palencia (CNSS), Kenya Taylor (ADM)

**Guests:** Ron Tuttle (CBT), SVCASA Charlie Bicak

Pre-meeting jostling for the honor of recording meeting minutes took place; it was noted that notorious mis-speaker Krueger (also notoriously absent for the festivities) volunteered Hanson to take notes. Hanson agreed (committee responded with shouts of hallelujah and whispers of May God have mercy on all our souls!).

Chair Bridges called the meeting to order at either 3:34 - by clock on wall – or 3:32 - by cell phone time – but still right on time.

Bridges requested a motion to approve the agenda. White (May) moved to approve the agenda.

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

**Guest SVCASA Bicak** spoke on merger of NSS and CFAH and reviewed the process to date:

At start of fall 2017 semester, four committees were formed:

- Dean's Position Committee
- Bylaws and Constitution Committee
- Retention, Tenure and Promotion Committee
- Committee on Committees Committee

Goal was to see how we could bridge the gaps across the disciplines. He had hoped for possibility of starting an inaugural dean search starting in spring, but there were too many hoops to jump through. He said the committee reports ranged from 3 to 15 pages.

In February and March, Dr. Bicak met with the Ed Policy committees from the two colleges individually and then met with them together. The conversation centered around talking about commonalities and differences.

A major issue was retention, tenure and promotion. Dr. Bicak said there should not be concern that there will be changes made for those who are currently junior faculty.

The proposal for the merger received unanimous support from the various campus chief academic officers. He said he hopes to have the merger approved by Board of Regents by mid-summer and have it implemented by Aug. 13, 2018. He noted that even if this is structurally in place by August there will likely still be things to do.

**Guest Dr. Ron Tuttle** attended to represent the CBT Academic Affairs Committee

Dr. Tuttle delivered a memo to UNK Academic Affairs Committee from the CBT committee. He thanked the committee for checking on how procedures were followed for the realignment of multiple CBT departments, but he noted that the memo states that the review process was properly followed, and the college did get full feedback from faculty. The version of the re-alignment before the committee now is a revised proposal that was created in consultation with the CBT Academic Affairs Committee.

Discussion of the proposal ensued. Questions regarding the impact of the realignment on the Economics program and whether the program would continue, and if this realignment was the end result of having taken Economics out of the required general studies program. Dr. Tuttle indicated that Bridges, as a faculty member in the Economics Department faculty member, would be in best position to answer questions about the realignment and asked her to do so.

Bridges reluctantly agreed to answer questions. **Bridges asked Schipporeit to serve as temporary chair so she could answer the Committee and turned the meeting over to Schipporeit.**

Bridges noted that the Economics program is moving to Accounting and Finance, the Agribusiness program is moving to Marketing, and Business Education program is moving to Management. The proposal includes Department name changes and that "Economics" will be part of the new department name. Bridges also noted that Agribusiness faculty will be teaching classes out of two departments under the realignment.

White inquired if the Economics could return as a free-standing department in the future. Schipporeit indicated that while she doubted that economics would be reformed as a stand-alone department but went on to say that nothing would stop them from expanding their offerings as part of a combined department. May expressed concern that we would start seeing elimination of programs because there is not sufficient demand, such as happened at University of Wisconsin - Stevens Point. White also raised bigger questions about the importance of economics education and the detriment to the state because of the fact that this is missing from UNK general studies.

Bridges noted that there are no procedural reasons why this re-alignment cannot go forward and so the committee can, by following its responsibilities, approve the change.

Bridges noted that the Academic Affairs Committee often returns proposals to the originating body and that CBT was not being singled out.

**At this point, Schipporeit returned chairing of meeting to Bridges.**

Bridges resumed chairing of the meeting.

May (White) moved to approve #94 - #96 and #144 - # 187. Motion carried unanimously.

Bridges reminded the Committee that this was the last meeting of the 2017/18 AY (but would see them all in September), thanked everyone for their hard work and dedication and wished them a wonderful summer; in return, Committee members showed off their dance moves by two-stepping and hustling out the door. Motion approved at 4:15 p.m.

Respectfully submitted

Ralph Hanson, on behalf of absent Rochelle Kruegar and much missed Kay Hodge, Secretary  
Minutes approved via email April 20, 2018

Next subcommittee will be September 12 and full-committee meeting will be September 20, 2018.

## 2017-2018 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING

Academic Affairs Subcommittee 4/11/2018 Academic  
Affairs Full Committee 4/19/2018

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

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#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 Management Information Systems; New Value: Marketing, Agribusiness and Supply Chain Management.

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#144, Alter, Course, Prerequisites, ART 218, Introduction to Design, ART, CFAH, The department is removing the Prerequisites in order to reduce course and program conflicts; Change prerequisites, Old Value: ART 105; New Value: None.

#145, Alter, Course, Prerequisites, ART 305, Graphic Applications, ART, CFAH, to remove the prerequisites so other art degree areas can take this course as an art elective; Change in prerequisites, Old Value: ART 218; New Value: None.

#146, Alter, Course, Prerequisites, ART 318, Design I, ART, CFAH, Changes in the VCD program course sequence has affected this course prerequisites. The Design Students will be taking the Sophomore Portfolio Review during this semester this course is offered; Change in prerequisites, Old Value: ART 301 and successful completion and passing of the Sophomore Portfolio Review; New Value: ART 301.

#147, Alter, Course, Prerequisites, ART 355, Web Design & Motion Graphics, ART, CFAH, the VCD program sequences has changed, so this course, art 355 will be offered the same semester as art 318; Change in prerequisites, Old Value: ART 318; New Value: ART 305.

#148, Alter, Course, Prerequisites, ART 368, Design II, ART, CFAH, Changes in the VCD program course sequence has affected this course prerequisites. The successful passing of the Sophomore Portfolio

Review will be required; Change in prerequisites, Old Value: ART 318; New Value: ART 318 and Successful passing of the Sophomore Portfolio Review.

#149, Create, Course, ART 388, The Scientific Study of Art, ART, CFAH, The Department of Art & Design has a GS Portal and we want to offer a capstone as well. We (Art Faculty) believe we have an opportunity to start offering both courses regularly starting the Fall of 2018.

#150, Alter, Course, Credit Hours, ART 498, Senior Project: Art Education, ART, CFAH, To change the credit hours from 4 credits to 1 credit in order to align the Art Ed Senior Project with the other Senior Project (Art 499). The extra 3 credits will be used in the proposed Art Education Program update; Change credit hours, Old Value: 4; New Value: 1.

#151, Alter, Program, Art K-12 Teaching Field Endorsement Bachelor of Arts in Education, ART, CFAH, to update the Art Education program to so that the art core is consist for the student choices for the upper level art electives and does not go over the 120 total credit hours.

#152, Inactivate, Course, DANC 138, Dance Techniques I, DANC, CFAH, The course is no longer in the dance curriculum.

#153, Inactivate, Course, DANC 139, Dance Technique II, DANC, CFAH, The course will no longer be offered as part of the Dance Minor.

#154, Alter, Course, Catalog Description, DANC 148, Jazz Dance I, DANC, CFAH, Removed "A concurrent enrollment in Dance 138 is strongly recommended." because that course no longer exists; Change catalog description, Old Value: A course for the student with little or no experience in dance. Course consists of understanding rhythm, musicality, and style. Course also includes exercises developing isolation of body movement and body strength. A concurrent enrollment in DANC 138 is strongly recommended; New Value: A course for the student with little or no experience in dance. Course consists of understanding rhythm, musicality, and style. Course also includes exercises developing isolation of body movement and body strength.

#155, Alter, Course, Completions, Credits Allowed, Credit Hours, Prerequisites, DANC 149, Jazz Dance II, DANC, CFAH, The workload is comparable to DANC 248, Jazz Dance III which is 2 credits. This change will bring us into alignment with our peer institutions; Change in total completions, Old Value: 3; New Value: 2; Change in total credits allowed, Old Value: 3; New Value: 4; Change in credit hours, Old Value: 1; New Value: 2; Change prerequisites, Old Value DANC 148 or permission of instructor; New Value: DANC 148 or DANC 141 or DANC 131.

#156, Inactivate, Course, DANC 238, Dance Technique III, DANC, CFAH, The course will no longer be offered as part of the Dance Minor.

#157, Inactivate, Course, DANC 239, Dance Technique IV, DANC, CFAH, The course will no longer be offered as part of the Dance Minor.

#158, Inactivate, Course, DANC 348, Dance Technique V, DANC, CFAH, The course will no longer be offered as part of the Dance Minor.

#159, Inactivate, Course, DANC 349, Dance Technique VI, DANC, CFAH, The course will no longer be offered as part of the Dance Minor.

#160, Alter, Minor, Dance, DANC, CFAH, Independent studies courses left off in last curriculum change. Adding to elective options that were previously in the degree, but left off the last curriculum change by accident.

#161, Alter, Program, Middle Level 5-9 Teaching Subject Endorsement, B.A.Ed., TE, COE, The Middle Level 5-9 Teaching Subject Endorsement BAEd will only have specializations English and Social Science

while the Middle Level 5-9 Teaching Subject Endorsement BSEd will only have specializations in Mathematics and Sciences. These changes are to make the degree titles more accurate with the subject matter students complete.

#162, Alter, Program, Middle Level 5-9 Teaching Subject Endorsement, B.S.Ed., TE, COE, The Middle Level 5-9 Teaching Subject Endorsement BAEd will only have specializations English and Social Science while the Middle Level 5-9 Teaching Subject Endorsement BSEd will only have specializations in Mathematics and Sciences. These changes are to make the degree titles more accurate with the subject matter students complete.

#163, Alter, Program, Multimedia, B.A., JMC, CFAH, To add more flexibility to reflect the changing nature of the multimedia job market.

#164, Alter, Program, Multimedia, B.S., JMC, CFAH, To add more flexibility to reflect the changing nature of the multimedia job market

#165, Create, Course, MUS 185, New Music Ensemble, MUS, CFAH, This course has been offered as a MUS 165 Small Ensemble course for many years. The department feels that it should have its own ensemble number to clearly articulate the significance of this ensemble.

#166, Create, Course, MUS 303, University Band, MUS, CFAH, Our peer-institutions, as well as most universities have upper division ensembles as part of their curriculum. The Department is building upper division sections of each ensemble for juniors and seniors who are taking on leadership roles with significantly more responsibility.

#167, Create, Course, MUS 304, Symphonic Band, MUS, CFAH, Our peer-institutions, as well as most universities have upper division ensembles as part of their curriculum. The Department is building upper division sections of each ensemble for juniors and seniors who are taking on leadership roles with significantly more responsibility.

#168, Create, Course, MUS 306, Wind Ensemble, MUS, CFAH, Our peer-institutions, as well as most universities have upper division ensembles as part of their curriculum. The Department is building upper division sections of each ensemble for juniors and seniors who are taking on leadership roles with significantly more responsibility.

#169, Create, Course, MUS 373, Choraleers, MUS, CFAH, Our peer-institutions, as well as most universities have upper division ensembles as part of their curriculum. The Department is building upper division sections of each ensemble for juniors and seniors who are taking on leadership roles with significantly more responsibility.

#170, Create, Course, MUS 376, University Women's Chorus, MUS, CFAH, Our peer-institutions, as well as most universities have upper division ensembles as part of their curriculum. The Department is building upper division sections of each ensemble for juniors and seniors who are taking on leadership roles with significantly more responsibility.

#171, Create, Course, MUS 377, Opera Workshop, MUS, CFAH, Our peer-institutions, as well as most universities have upper division ensembles as part of their curriculum. The Department is building upper division sections of each ensemble for juniors and seniors who are taking on leadership roles with significantly more responsibility.

#172, Create, Course, MUS 379, Collegium, MUS, CFAH, Our peer-institutions, as well as most universities have upper division ensembles as part of their curriculum. The Department is building upper division sections of each ensemble for juniors and seniors who are taking on leadership roles with significantly more responsibility.

#173, Create, Course, MUS 380, Jazz/Rock Ensemble, MUS, CFAH, Our peer-institutions, as well as most universities have upper division ensembles as part of their curriculum. The Department is building upper division sections of each ensemble for juniors and seniors who are taking on leadership roles with significantly more responsibility.

#174, Create, Course, MUS 385, New Music Ensemble, MUS, CFAH, Our peer-institutions, as well as most universities have upper division ensembles as part of their curriculum. The Department is building upper division sections of each ensemble for juniors and seniors who are taking on leadership roles with significantly more responsibility.

#175, Create, Course, MUS 420, Kearney Area Symphony Orchestra, MUS, CFAH, Our peer-institutions, as well as most universities have upper division ensembles as part of their curriculum. The Department is building upper division sections of each ensemble for juniors and seniors who are taking on leadership roles with significantly more responsibility.

#176, Alter, Course, Credits, Credits Allowed, Prerequisites, MUS 475, Internship in Music Business, MUS, CFAH, Changes made to satisfy 120 credit requirement with the addition of English 101; Change in credits, Old Value: 9-15; New Value: 7-12; Change in credits allowed, Old Value: 15; New Value: 12; Change in prerequisites, Old Value: MUS 474 and permission of program director; New Value: Permission of program director or Department Chair.

#177, Alter, Program, Music Education PK-12, B.M., MUS, CFAH, Altered to maintain 120 hour requirement.

#178, Alter, Program, Music Comprehensive, B.M., MUS, CFAH, Altered to maintain 120 hour requirement.

#179, Alter, Program, Music Performance Comprehensive, B.M., MUS, CFAH, Altered to maintain 120 hour requirement.

#180, Alter, Program, Special Education 7-12 Teaching Subject Endorsement, B.A.Ed., TE, COE, Catalog correction for 120 rule (The academic concentration was formerly at 18 hours to meet "highly qualified" status for NCLB. This designation/expectation is no longer in effect.)

#181, Alter, Program, Special Education K-12 Teaching Field Endorsement, B.A.Ed., TE, COE, Catalog change - Must meet the 120 rule; Replacing TESE 471, 472, and 473 with TESE 371 (Which will replace TESE 471) and TESE 372 (combination of TESE 472 and 473). Also, TESE 475 and TESE 476 will be changed from each being 3-credit hour courses to each being 2 credit hour courses.

#182, Alter, Program, Special Education K-6 Teaching Subject Endorsement, B.A.Ed., TE, COE, Catalog change - Must meet the 120 rule; Replacing TESE 471, 472, and 473 with TESE 371 (Which will replace TESE 471) and TESE 372 (combination of TESE 472 and 473)

#183, Alter, Course, Number, Co-requisites, Description, TESE 371, Field Experience with Students with Multiple Disabilities, TESE, COE, TESE 471 will be renumbered to TESE 371 so it is numbered more closely with TESE 372 (which is a combination of TESE 472 and TESE 473); Change course number, Old Value: TESE 471; New Value: TESE 371; Change in co-requisites, Old Value: TESE 472 and TESE 473; New Value: TESE 372; Change in course description, Old Value: The course is designed to provide practical application of learned skills. Students will be placed in a special education setting for a total of twenty-five clock hours. Students will implement learning strategies and develop a behavior intervention plan. Students will also complete five additional hours, which will include a field trip to Mosaic, work in a classroom, or at events benefiting individuals with disabilities. This course is required for majors in Special Education K-12 and Special Education K-6. It should be taken one to two semesters prior to student teaching; New Value: The course is designed to provide practical application of learned skills. Students will be placed in a special education setting for a total of twenty-five clock hours. Students will implement learning strategies and develop a behavior intervention plan. Students will also complete five

additional hours, work in a classroom, or at events benefiting individuals with disabilities. This course is required for majors in Special Education K-12 and Special Education K-6. It should be taken one to two semesters prior to student teaching.

#184, Create, Course, TESE 372, Instructional Strategies for Individuals with Intellectual and Multiple Disabilities, TESE, COE, Meeting the 120 rule - Combining TESE 472 and TESE 473 into one course. In merging these courses, it was noted that there was a substantial amount of overlap in topics and objectives. Merging Multiple Disabilities with Intellectual Disabilities will continue to address the topics that are unique to each while eliminating the overlap. In addition, it will address those situations in which multiple disabilities do not necessarily involve intellectual disability and provide the accommodations necessary for student success.

#185, Alter, Course, Title, Credits, Description, TESE 475, Curriculum Content for Secondary Students with Disabilities, TESE, COE, In order to meet the 120-hour rule, TESE 475 was reduced from a three-credit hour to a two-credit hour course. In reducing this course from 3 to 2 credit hours, it was reviewed for topics that overlapped with the secondary special education course TESE 476, Transition Issues for Individuals with Disabilities. There were several overlaps, and content which is more appropriate for TESE 476. That content has been moved, and the overlaps removed; Change course title, Old Value: Preparing Adolescents for the Post-Secondary World; New Value: Curriculum Content for Secondary Students with Disabilities; Change in credits, Old Value: 3; New Value: 2; Change in description, Old Value: The course is designed to address the instructional needs of secondary students with disabilities. Task analysis, community-based interventions, functional academics, modification of materials, and alternative assessments will be emphasized. Students will apply their knowledge of lesson plan development in the development of age appropriate lessons in reading, math, and writing both in a school and community setting; New Value: This course is designed to address the instructional needs of secondary students with disabilities. Task analysis, community-based interventions, functional academics, modification of materials, and alternative assessments will be emphasized. Students will apply their knowledge of lesson plan development in the development of age and ability appropriate lessons in reading, math, and writing both in a school and community/life skills setting.

#186, Alter, Course, Credits, Description, TESE 476, Transitional Issues for Individuals with Disabilities, TESE, COE, TESE 476 will be reduced from 3 to 2 credit hours to meet the 120-hour rule required for majors in Special Education, 7-12. In reducing this course from 3 to 2 credit hours, it was reviewed for topics that overlapped with the secondary special education course TESE 475, Preparing Adolescents for the 21st Century World. There were several overlaps; Change in credits, Old Value: 3; New Value: 2; Change in description, Old Value: Assessment planning and instruction to facilitate educational and employment post-school outcomes will be emphasized. Federal and state laws governing minimum transition practices will be covered. Assessment, transition planning, services, interagency collaboration, resources, and instruction will be discussed to facilitate a successful transition; New Value: This course provides instruction and guidance in assessment planning and to facilitate educational and employment post-school outcomes will be emphasized. Federal and state laws governing minimum transition practices will be covered. Assessment, transition planning, services, interagency collaboration, resources, and instruction will be discussed to facilitate a successful transition experience.

#187, Alter, Minor, Visual Communication and Design, ART, CFAH, We are requesting these changes in order to remove the overlapping credit hours so other art majors like the BAED and BFA Studio can take VCD Minor with their main degree