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Academic Affairs Committee Minutes

Faculty Senate

2-18-2021

February 2021 Academic Affairs Minutes

University of Nebraska at Kearney Academic Affairs Committee

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**Faculty Senate Academic Affairs Committee
Minutes from Meeting
Thursday, February 18, 2021
Meeting held via Zoom**

Present: Debbie Bridges (CBT), Steve Hall (CBT), Ralph Hanson (CAS), Bailey Koch (COE), Lindsay Brownfield (LIB), Joel Cardenas (AA), Lisa Neal (REG), Anthony Donofrio (FS), Mark Ellis (AA)

Absent: Ted Rupnow (CAS), Kate Heelan (COE)

Guest: Ben Brachle (ITEC), Jim Vaux (ITEC)

Hanson (Donofrio) motioned to approve the previous agenda. Motion carried.

Bridges called the meeting to order at 3:32 pm.

Discussion moved to items discussed during FSAA Subcommittee meeting. Bridges noted that the agenda items were routine, and no issues / concerns were raised at the Subcommittee meeting.

Hanson (Brownfield) moved approval of agenda items #88 through #130. Motion carried.

Donofrio (Koch) moved to adjourn at 3:34 pm.

Bridges thanked everyone for a great meeting and hoped to see everyone next month.

Respectfully submitted,

Bailey Koch (scribe)

2020-2021 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING

Academic Affairs Subcommittee 2/10/2021

Academic Affairs Full Committee 2/18/2021

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

#88, Alter, Program, Biology 7-12 Teaching Subject Endorsement, B.S.Ed., BIOL, CAS, PE 150 is not required for admission to the TE program, it is not a requirement of the professional sequence, it is not used to meet standards in Rule 24 and is not a CAEP accreditation requirement. We believe that our students need a course that addresses the number of student issues, including mental health issues that our future teachers will need. The CSP - 417 Counseling Skills course will more better meet the needs of our students and their future needs. We are adding this course under our supporting requirements.

#89, Alter, Program, Business Administration Comprehensive – Marketing Emphasis, B.S., MASCM, CBT, Updating program with new GS requirements, adding MKT435 as an option for MKT EMPH students in the Analytics category, deleting MKT435 as a required course in the MKT EMPH requirements, thereby reducing the required courses to 9 hrs., and increasing the MKT EMPH Elective hours to 12. This maintains the 21 total hour MKT EMPH requirement. At a later date, we intend to increase the EMPH required courses back to 12 hours by adding a new course and reduce the EMPH elective hour requirement back to 9.

#90, Alter, Program, Business Administration Comprehensive – Supply Chain Management Emphasis, B.S., MKMIS, CBT, Updating program with new GS requirements and adding MKT435 as an option in the Analytics set of courses.

#91, Alter, Program, Communication Disorders Comprehensive, B.S.Ed., CDIS, COE, Changes are due to the implementation of the new GS program at UNK.

#92, Alter, Course, Prerequisites, General Studies Status, ENG 253, Intro to Literature: Non-Western Civilization, ENG, CAS, We are changing the prerequisites of our General Studies courses because 102 is no longer required for all students – we would like our GS literature courses to be available to all students; Change prerequisites, Old Value: ENG 102, New Value, ENG 101 or ENG 102; Change in General Studies Status, Old Value: Humanities, New Value: Respect for Human Diversity.

#93, Alter, Course, Prerequisites, ENG 254, Introduction to Literature: Special Topics, ENG, CAS, We are changing the prerequisites of our General Studies courses because 102 is no longer required for all students – we would like our GS literature courses to be available to all students; Change prerequisites, Old Value: ENG 102, New Value: ENG 101 or ENG 102.

#94, Alter, Course, Prerequisites, General Studies Status, ENG 260, Images of Women in Literature, ENG, CAS, We have submitted the course for approval in the GS program (LOPERS 6&10) because it does not fulfill any other requirements and we believe it covers the appropriate GS learning objectives. We are therefore changing the prerequisites along with the rest of our GS courses because 102 is no longer required for all students – we would like our GS literature courses to be available to all students; Change prerequisites, Old Value: ENG 102, New Value: ENG 101 or ENG 102; Change in General Studies Status, Old Value: Not a General Studies course, New Value: General Studies course: Respect for Human Diversity and Humanities.

#95, Alter, Minor, Environmental Science, BIOL, CAS, The minor is being changed to update for current careers and to add current classes being offered. The Department of Chemistry has been replaced with the Department of Political Science.

#96, Alter, Minor, International Studies, INTS, CAS, Clarify that language requirement applies only to those students receiving a BA. Make the program more accessible and increase upper division requirement while reducing overall numbers.

#97, Alter, Program, Interior and Product Design Comprehensive, B.S., ITEC, CBT, Accreditation alignment, a reduction of credits, and change to reflect new General Studies program.

#98, Alter, Course, Prerequisites, Catalog Description, ITEC 271, Industrial Products & Applications I, ITEC, CBT, The math requirement for ITEC 271 can be met with a GS math course in conjunction with the math review that is taught in ITEC 114, which is a pre-requisite for ITEC 271. Rationale for course description change: The current description is based on an old curriculum and changes have been made, specifically, electrical products and components are now part of a different class. By making the change on the description, we will be able to cover current and relevant industrial products and their applications and include/adapt them as they shift with the industry. The change will also better align the class to the outcome statements of the Industrial Distribution Program. Rationale for course prerequisite change: The course currently has MATH 102 as a prerequisite. Based on the content to be covered in this class, the mathematical skills required will be basic level math operations and will not require the completion of Math 102 prior to taking the course; Change prerequisite, Old Value: ITEC 114 and completion of General Studies Foundational Core Math class, New Value: ITEC 114; Change catalog description, Old Value: This course is designed to provide specific product knowledge and applications skills required of today's electrical and electronic component sales professionals, New Value: This course is designed to provide specific product knowledge and applications skills required of today's industrial sales professionals in the construction industry. New technologies are included in the course as they become available.

#99, Alter, Course, Prerequisites, Catalog Description, ITEC 320, Applied Electronics, ITEC, CBT, Rationale for course prerequisite change: The ITEC 110, Introduction to Technology, prerequisite is being dropped as a course prerequisite. ITEC 110 is being eliminated from the Industrial Distribution program curriculum as discussed previously. The attributes of ITEC 110 most critically tied to the Industrial Distribution program are going to be captured in ITEC 114, Introduction to Industrial Distribution. Rationale for course description change: The course description for ITEC 320, Applied Electronics, is being updated to better reflect the outcome statements of the Industrial Distribution program. This course is now exclusively required by the Industrial Distribution program, and, as such, allows a greater degree of tailoring. This change will bring with it increased focus and value to the student. Additionally, shifting away from emphasis on analog and digital circuitry more accurately ties to the content of the course to the title of the course, Applied Electronics; Change prerequisites, Old Value: ITEC 110 and ITEC 220, New Value: ITEC 220; Change catalog description, Old Value: The course will deal with analog and digital circuitry and their various applications in electronics. Computer and industry control circuits will be incorporated, New Value: This course is designed to provide specific product knowledge and applications skills required of today's industrial sales professional in the electrical and electronic controls industry. New technologies are included in the course as they become available.

#100, Alter, Course, Prerequisites, Catalog Description, ITEC 353, Industrial Distribution Branch Operations, ITEC, CBT, Rationale for course prerequisite change: A significant amount of the class is currently spent reviewing and getting students up to speed on the different financial measures and financial documents used in distribution and business in general. These basic accounting aptitudes are not necessarily included in the course's competencies, but are needed in order to understand branch operations, various distribution analytical models and the operation of an ERP system. The purpose of adding ACCT 240 or ACCT 250 as a prerequisite is to allow for more time spent covering the intended course competencies. Rationale for course description change: The current description was modified slightly to bring the class more in line with the "branch operation" course descriptions of the Industrial Distribution programs at our peer institutions (mainly Texas A&M University and East Carolina University). This change will also bring the class more in line with the outcome statements of the Industrial Distribution program; Change prerequisites, Old Value: None, New Value: ACCT 240 or ACCT 250; Change catalog description, Old Value: A study of the basic functions of an industrial distributor, how to manage each area of branch operations for a single or multi-level branch organization, account planning,

and the management of territories, sales cycles, and sales teams, New Value: A study of the basic functions of an industrial distributor and how to manage each area of branch operations for a single or multi-level branch organization through the utilization of various financial reporting metrics, operational practices, and distribution management technology applications.

#101, Alter, Course, Prerequisites, Catalog Description, ITEC 451, Manufacturing/Distribution Relationships, ITEC, CBT, Rationale for course description change: This class has been modified to align with the outcome statements of the program. The old description referred more to manufacturing and product design processes, those topics are covered in ITEC 458. This new description focuses on the relationship between manufacturers and distributors, how they align their goals and make both profitable organizations. Rationale for course prerequisite change: Currently ITEC 251 Machine Tool Products and Applications is one of the prerequisites for ITEC 451. The removal of ITEC 251 as a prerequisite is warranted based on the fact that the class is no longer active and has not been offered for a number of years. The content that was once taught in ITEC 251 has since become irrelevant and is no longer needed to achieve the course competencies of ITEC 451. This change is long overdue; Change prerequisites, Old Value: ITEC 251 and ITEC 475, New Value: ITEC 475; Change catalog description, Old Value: The study of the design and development of products and services emphasizing the quantitative aspects and the interlocking factors affecting human performance and the utilization of facilities, machines, and materials. A working corporate structure will be established to research, develop, produce, and market produce, New Value: The study of the dynamic relationship between manufacturer and distributor and the alignment of goals between organizations for profitable optimization. This course is designed to help students become familiar with the design and development of products and services emphasizing the quantitative aspects and the interlocking factors affecting human performance and the utilization of facilities, machines, and materials in the Manufacturer/Distributor relationship.

#102, Alter, Course, Title, Catalog Description, ITEC 458, Materials: Properties and Processing, ITEC, CBT, Rationale for course name and description change: Description is being changed from "Materials: Structure, Properties and Processing" to "Materials: Properties and Processing." This change will allow students to get a better understanding on the processing of materials and allow them to focus on what really matters to our graduates which is understanding properties and different processes materials go through during the manufacturing process. Basic structural concepts will be covered when talking about properties but is not going to be an area of focus in the class. This change will also bring the class more in line with the outcome statements of the Industrial Distribution program; Change course title, Old Value: Materials: Structure, Properties, and Processing, New Value: Materials: Properties and Processing; Change catalog description, Old Value: This course is designed to help students become familiar with industrial materials, including metals, ceramics, polymers, and composites. Successful students will understand the atomic structure and micro structure of materials, how fabrication and processing conditions influence this structure, and the mechanical properties of the resulting materials, New Value: This course is designed to help students become familiar with mechanical properties, industrial processes and treatments of engineered materials, including metals, ceramics, polymers, and composites during the manufacturing process.

#103, Alter, Course, General Studies Status, MATH 115: Calculus I with Analytic Geometry, MATH, CAS, Approval of the General Studies Council for MATH 115 to satisfy LOPER 4; Change in General Studies Status, New Value: LOPER 4: Mathematics, Statistics and Quantitative Reasoning

#104, Create, Course, MATH 251, Inquiry and Proof in 9-12 Mathematics, MATH, CAS, MATH 251 Inquiry and Proof in 9-12 Mathematics introduces students to the role of proof and mathematical inquiry in 9-12 curriculum they will teach. National standards suggest we need 9 hours of mathematical content designed primarily for prospective teachers (MET II p. 18 and 62-66) and the current program has 0 hours. Student data is showing 79% of students who leave our 6-12 Program do so during sophomore or junior year, concurrent with MATH 250. (n=22 students in the past 5 years). This course will run concurrent with 250 to address this retention issue. Program feedback also supports the inclusion of mathematics coursework that connects undergraduate mathematics with the mathematics taught in 9-12 grades. This course should be offered every fall semester beginning fall 2022.

#105, Create, Course, MATH 270, Methods in Middle and High School Mathematics Teaching I, MATH, CAS, We are instituting 4 hours of methods instead of 3, split between MATH 470 and MATH 270. This means reducing MATH 470 to be a 2-hour course titled Methods in Middle and High School Mathematics Teaching II and adding this MATH 270 titled Methods in Middle and High School Mathematics Teaching I. One 3-hour methods course (previously MATH 470) was not sufficient to meet requirements in state standards (Rule 24 – S3, S4, S6) or in national standards. Students need to be introduced to pedagogy specific to mathematics earlier in their program. This increases the probability of meeting requirements (Rule 24 – S3, S4) in the Professional Sequence. Currently, the professional sequence courses are not math-specific and students do not have the prerequisite knowledge to apply what they are learning in those courses effectively in mathematics classrooms. Student data is showing 79% of students who leave our 6-12 Program do so during sophomore or junior year, and support from MATH 270/271 may help reduce attrition. Program feedback suggests this change because the main response from graduates is that they need more teaching methods courses. This course should be offered every spring semester beginning spring 2023.

#106, Create, Course, MATH 271, Field Experience in Middle and High School Mathematics I, MATH, CAS, MATH 271 Field Experience in Middle and High School Mathematics I gives students initial classroom experiences that complement learning in the new MATH 270 methods course. Students need classroom experiences with feedback and support from highly qualified mathematics education supervisors. Currently, cooperating teachers may not practice teaching aligned to math education research and university supervisors may not be trained in mathematics. Our current program only requires preservice teachers to teach ONE lesson prior to student teaching. This helps us better meet state requirements (Rule 24 – S5, S6, S7) and national standards. Program feedback suggests students need to be observed in the field by a math educator and a desire for field experience to be connected to mathematics methods. This course should be offered every spring semester beginning spring 2023.

#107, Create, Course, MATH 465, Advanced Study in 9-12 Mathematics, MATH, CAS, MATH 465 Advanced Study in 9-12 Mathematics emphasizes depth of mathematical understanding, communication, and connections of 9-12 mathematics with undergraduate mathematics. National standards suggest we need 9 hours of mathematical content designed primarily for prospective teachers (MET II p. 18 and 62-66) and the current program has 0 hours. This will also help us better meet Rule 24- S1/S2. Program feedback also supports the inclusion of mathematics coursework that connects undergraduate mathematics with the mathematics taught in 9-12 grades. This course should be offered every fall semester beginning fall 2024.

#108, Alter, Course, Title, Credit Hours, Prerequisites, Co-requisites, Catalog Description, MATH 470, Methods in Middle and High School Mathematics Teaching II, MATH, CAS, We are instituting 4 hours of methods instead of 3, split between MATH 470 and MATH 270. This means reducing MATH 470 to be a 2-hour course titled Methods in Middle and High School Mathematics Teaching II. We are also adding this MATH 270 titled Methods in Middle and High School Mathematics Teaching I. See MATH 270 for a thorough justification, Change course title, Old Value: Methods in Middle and High School Mathematics Teaching, New Value: Methods in Middle and High School Mathematics Teaching II; Change credit hours, Old Value: 3, New Value: 2; Change prerequisites, Old Value: MATH 430 and admission to Teacher Education, New Value: MATH 270 and MATH 271 AND TE 319 and TE 320 OR TE 472 and TE 473; Change co-requisites, Old Value: None, New Value: MATH 471; Change catalog description, Old Value: In this course, preservice teachers develop research-based knowledge and instructional practices that facilitate mathematics learning for grades 6-12 students. The topics investigated in the course include mathematics instructional methodology, research literature, diversity and equity, mathematics standards and curricula, assessment, and the development of effective mathematics lesson plans and curricular units. In addition, preservice teachers examine the importance of continuously improving teaching of mathematics through teacher reflection, instructional leadership, and professional development, New Value: In this second methods course, preservice teachers develop specialized research-based knowledge and instructional practices that facilitate mathematics learning for grades 6-12 students. The topics investigated in the course include mathematics research literature, differentiation, diversity and equity, assessment practices, and the development of effective mathematics lesson plans and curricular units. In addition, preservice teachers examine the importance of continuously improving teaching of

mathematics through teacher reflection, instructional leadership, and professional development. MATH 471, a corequisite course, provides the opportunity to put learning into practice.

#109, Create, Course, MATH 471, Field Experience in Middle and High School Mathematics II, MATH, CAS, MATH 471 Field Experience in Middle and High School Mathematics II gives students additional classroom experiences that complement learning in the MATH 470 methods course. Students need classroom experiences with feedback and support from highly qualified mathematics education supervisors. Currently, cooperating teachers may not practice teaching aligned to math education research and university supervisors may not be trained in mathematics. Our current program only requires preservice teachers to teach ONE lesson prior to student teaching. This helps us better meet state requirements (Rule 24 – S5, S6, S7) and national standards. Program feedback suggests students need to be observed in the field by a math educator and a desire for field experience to be connected to mathematics methods. This course should be offered every fall semester beginning fall 2024.

#110, Alter, Program, Mathematics, B.A., MATH, CAS, Changed to reflect new General Studies program.

#111, Alter, Program, Mathematics, B.S., MATH, CAS, Changed to reflect new General Studies program.

#112, Alter, Minor, Mathematics (Elementary Education), MATH, CAS, We have received more students interested or with credit in MATH 115 than previously anticipated. Move MATH 103 from a required course to an elective. Change the number of electives from 6 to 8 hours. Change minimum hours from the minor from 21 to 20. CSIT 100 is no longer offered. Removed CSIT 100 from program. Having a Special Topics course (MATH 490) for numerous students at once does not fit the needs of this minor. Replace MATH 490 with MATH 495. STAT 345 has not been offered in 5 plus years. Removed STAT 345 from program. We have to turn away students with majors other than Elementary Education. A math minor for Elementary Education could be useful to numerous majors, including (but not limited to) SPED K-6, SPED K-12, Early Childhood, Early Childhood and Family Advocacy, Early Childhood Inclusive. Remove the stipulation that only Elementary Education majors can add the minor.

#113, Create, Course, MKT 377, Digital and Social Media Marketing, MASCM, CBT, This basic course content is currently being taught as a General Studies Capstone Course--MKT388 Emerging Marketing Media. As the new GS program is implemented, the capstone courses will be phased out. Thus, we want to create a new digital and social media marketing course to offer to students in the future. We have found that employers of new marketing emphasis grads often expect them to have some fundamental knowledge of how to use these tools to promote their organizations. Students from other majors across the campus may find this course valuable as well.

#114, Alter, Minor, Nutrition, KSS, COE, The FAMS department has moved to COE. The nutrition minor has moved to KSS. Therefore, we are modifying the program to be part of KSS and ensuring there are at least 12 unique hours in the minor. This is also to compliment the per-dietetic program.

#115, Create, Course, PE 126, First Year Seminar, PEREC, COE, Creation of a new course to meet the LOPER 1 GS requirements.

#116, Alter, Course, Title, Catalog Description, PHYS 360, Computational Methods in Physics and Astronomy, PHYS, CAS, change learning outcomes and focus; Change course title, Old Value: Astronomy Methods I, New Value: Computational Methods in Physics and Astronomy; Change catalog description, Old Value: This course addresses the computational methods used in astronomy. Modern astronomy has moved beyond observations made locally at telescopes. Handling large datasets, using scripts to mine data, and computational modeling methods are all important tools for modern astronomers. Topics addressed in this course will include writing scripts in Linux and Python, modeling data, presentation of data, mining data from large surveys, and computational analysis methods. The lab will focus on the use of computational tools, New Value: This course addresses the computational methods used in physics and astronomy with an integrated lab and lecture. Physics contains many problems that can only be solved numerically and large quantities of data must often be reduced and examined to draw meaningful results. Modern astronomy has moved beyond observations made locally

at telescopes. Handling large datasets, using scripts to mine data, and computational modeling methods are all important tools for modern physicists and astronomers. Topics addressed in this course will include computer usage techniques, writing scripts, modeling data, presentation of data, mining data from large surveys, and computational analysis methods. The lab will focus on the use of computational tools. Lecture 2 credit hours, Laboratory 1 credit hour.

#117, Inactivate, Course, PHYS 446, Modern Physics for High School Teachers, PHYS, CAS, please make dormant; not part of a program and not offered in years.

#118, Alter, Minor, Physics, PHYS, CAS, update program.

#119, Alter, Program, Physical Science, B.A., PHYS, CAS, update program to align with new GS.

#120, Alter, Program, Physical Science, B.S., PHYS CAS, align with new GS program.

#121, Create, Course, REC 126, First Year Seminar, PEREC, COE, Creation of a course to meet GS LOPER 1.

#122, Alter, Program, Sociology, B.A., CAS, Change to reflect new General Studies program.

#123, Alter, Program, Sociology, B.S., CAS, Change to reflect new General Studies program.

#124, Alter, Minor, Special Education, TE, COE, Updating of courses to meet current trends/needs of Special Education.

#125, Alter, Course, General Studies Status, Catalog Description, TE 100, Teaching in a Democratic Society, TE, COE, With the change in General Studies requirements, the course description was expanded to reflect the change in the course and LOPER 10 outcomes, Change General Studies Status, Old Value: Democracy in Perspective, New Value: Respect for Human Diversity; Change catalog description, Old Value: The first course for all teacher education majors. The key course themes are democracy, diversity, and technology. Current educational issues will be explored. The course includes a field experience in K-12 school sites. Concurrent enrollment in a matched section of PSCI 110 is encouraged, New Value: This course investigates the intersectionality of education, diversity, and democracy. This course is designed to increase awareness and appreciation of how schools and communities work to sustain democracy in a diverse society. Students will explore several aspects of human diversity and democratic issues experienced in schools and society. TE 100 seeks to increase students' awareness of personal, educational, and societal inequalities, and the actions leading to a more equitable and inclusive classroom and community. This course includes a field experience component in PK-12 school sites where students will make observations to evaluate best practices for diversity to become more culturally and democratically engaged as future professionals and possible educators.

#126, Alter, Course, Prerequisites, Co-requisites, TE 314, Phonics and Word Study, TE, COE, The common assessment for ELED has been moved to another course. Adjusting the co-requisite provides transfer students and students coming in with considerable credits to advance more efficiently; Change prerequisites, Old Value: Admission to Teacher Education and TE 318 or TE 319, New Value: Admission to Teacher Education and TE 204; Change co-requisites, Old Value: TE 315 and TE 316 and TE 317, New Value: Completion or enrollment in TE 318 or TE 319 or TE 472. Co-enrollment in TE 315 and TE 316 and TE 317.

#127, Alter, Course, Credit Hours, TE 318, Management and Assessment in Preschool/Elementary Classrooms, TE, COE, Accreditation data from the last several cycles has indicated a need for a deeper understanding of assessment for classrooms. By increasing the credit hours for this course, assessment will be more thoroughly studied; Change credit hours, Old Value: 2, New Value: 3.

#128, Alter, Course, Prerequisites, TE 336, Methods for Preschool and Kindergarten Classrooms, TE, COE, The change will improve student access to the courses resulting in a more timely completion rate;

Change prerequisites, Old Value: TE 341 and TESE 333 or TE 327 or TE 328 or TE 329, New Value: TE 341.

#129, Alter, Course, Prerequisites, TE 342, Literacy Methods for the Preschool Teacher, TE, COE, This change would allow more access to courses so students can complete the program more efficiently; Change prerequisites, Old Value: TE 336 or permission, New Value: TE 341 or permission.

#130, Alter, Program, Theatre, B.A., MUS, CAS, Changes to reflect new General Studies program.