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Academic Affairs Committee Minutes

Faculty Senate

10-21-2021

October 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, October 21, 2021
Meeting held via Zoom**

Present: Debbie Bridges (CBT), Steve Hall (CBT), Julie Shaffer (CAS), Ted Rupnow (CAS), Bailey Koch (COE), Kate Heelan (COE), Lindsay Brownfield (LIB), Anthony Donofrio (FS), Joel Cardenas (AA), Lisa Neal (REG), Mark Ellis (AA), Jackson Miller (Student Senate); Aidan Weidner (Student Senate)

Absent:

Guests: Liaquat Hossain (CYBR); Heather Meyer (MKT); Ben Malczyk (Faculty Senate)

Bridges called the meeting to order at 3:32 p.m.

Bridges welcomed Committee members and introduced Malczyk (FS).

Ben Malczyk, FS President and Member, Faculty Senate Executive Committee, presented the charge to the FSAA committee and oversaw election of Chair and Secretary. Heelan (Rupnow) nominated Bridges as Chair. Motion carried (voice vote). Bridges (Heelan) nominated Koch as Secretary. Motion carried (voice vote).

Shaffer (Heelan) moved to approve the agenda. Motion carried (voice vote).

Bridges reminded the Committee that the wording of the Drop/Withdraw Policy had been distributed to Department Chairs and College Ed Policy / Academic Affairs Committees for input, feedback used to make clarifications / revisions. Final wording of the policy now reads:

A class can be dropped from your schedule using MyBLUE up until the last day to withdraw. After the first week through the end of the twelfth week of the semester, dropping a full fall or spring semester course will be awarded a "W." The last day to withdraw from a full fall or spring semester course can be found on the academic calendar.

For courses of duration other than a full fall or spring semester (e.g., three-week, 8-week, and all summer courses), students may drop and receive a "W" after the first day of the class through three-fourths of the class meeting duration (e.g., the end of the sixth week of an eight-week course). Classes cannot be dropped after three-fourths of the course duration.

Discussion moved to agenda items. Committee members requested clarification of agenda items #16, #18, #21, #23, and #25. Taylor and Hossain provided clarification. No further discussion on agenda items.

Shaffer (Donofrio) moved to approve agenda items #11 - #48. Motion carried (voice vote).

Hall (Heelan) moved to adjourn. Motion carried.

Meeting adjourned at 4:15 p.m.

Respectfully submitted,

Debbie Bridges (temporary scribe)

Approved via email, October 25, 2021

2021-2022 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING

Academic Affairs Subcommittee 10/13/2021

Academic Affairs Full Committee 10/21/2021

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

#11, Create, Minor, Cybersecurity, CYSY, CBT, The creation of cybersecurity minor will allow students from business, social sciences, and health sciences to gain relevant cybersecurity education.

#12, Create, Minor, Data Science, CYSY, CBT, This will allow students from business, social sciences, arts and humanities, health sciences to gain expertise to apply data science and data driven analysis and decision making in their profession. This will also add value to students' employability.

#13, Alter, Course, Prerequisites, Catalog Description, CHEM 145, Introduction Chemistry, CHEM, CASC, Students need a basic level of algebra to be successful in CHEM 145; Change prerequisites, Old Value: None, New Value: MATH 101 or completion of or concurrent enrollment in MATH 102 or Math ACT subscore of 20 or above or SAT Math subscore of 560 or above; Change catalog description, Old Value: Introductory course in the fundamental laws and principles of chemistry including a study of the properties of elements and their compounds. Three lectures, one laboratory each week. Credit for this course may be obtained by examination, New Value: Introductory course in the fundamental laws and principles of chemistry including a study of the properties of elements and their compounds. It is recommended that MATH 102 be completed or taken concurrently with CHEM 145. Three lectures, one laboratory each week. Credit for this course may be obtained by examination.

#14, Alter, Course, Prerequisites, CHEM 430, Inorganic Chemistry, CHEM, CASC, Changing prerequisite to better reflect the knowledge needed to be successful in the course; Change in prerequisites, Old Value: Grade of C or above in CHEM 161 and CHEM 161L and MATH 115 and either PHYS 205 and PHYS 205L or PHYS 275 and PHYS 275L, New Value: Grade of C or above in CHEM 250 OR Grade of C or above in CHEM 360.

#15, Alter, Program, Chemistry Comprehensive, B.S., CHEM, CASC, Removing second semester physics lecture and lab from Health Sciences Pharmacy Track.

#16, Alter, Course, Credits, CYBR 101, Computer Science I: Python for Analytics, CYSY, CBT, Request for change in credit hours from 4 to 3 will not change the assignments and associated learning outcomes, see attached the revised description. To support student learning and progression, we also created informal senior student led programming clinic and peer based programming practice lab which we strongly encourage students to attend. The setup of these two informal peer supported programming logic design and programming practice lab are accommodating change in credit hours from 4 to 3 without changing the assignments and associated learning outcomes; Change credit hours, Old Value: 4, New Value: 3.

#17, Create, Course, CYBR 151, Cyber Programming Environment: Linux, CYSY, CBT, New course for program level changes.

#18, Alter, Course, Prerequisites, Course Description, CYBR 190, Data Analytics Mathematical Modeling, Changes to prerequisites; Old Value: MATH 102 and CYBR 182, New Value: None; Change course description, Old Value: This course is designed to cover fundamental IT enabled models and their application in data analytics. Some areas to be covered include: systems of equations and inequalities; sequences, inductions, and the binomial theorem; counting and probability; basic statistics; simulation; data tables and what-if analysis; and enhancing decision-making using Solver, New Value: This course is designed to cover fundamental IT enabled models and their application in data analytics. Some areas to be covered include: systems of equations and inequalities; sequences, inductions, and the binomial theorem; counting and probability; basic statistics; simulation; data tables and what-if analysis; and

enhancing decision-making using Solver. Prior completion of LOPER 4 - Mathematics, Statistics and Quantitative Reasoning course is highly recommended.

#19, Inactivate, Course, CYBR 251, Linux Programming Environment, CYSY, CBT, Change to the Cyber Systems Department. Move to 151.

#20, Inactivate, Course, CYBR 252, Cloud Computing and Containerization, CYSY, CBT, Changes to CYBR curriculum and program level changes.

#21, Alter, Course, Prerequisites, Catalog Description, CYBR 306, Introduction to Predictive Modeling, CYSY, CBT, Changes to prerequisites; Old Value: MGT 233 or STAT 241 or STAT 345 or BIOL 305 or PSY 250, New Value: None; Change catalog description, Old Value: Data Analytics uses real-time processing of sentiment, buzz, social networks, context and/or other data of interest to improve performance and impact. This course will expand on basic statistical and analytical tools for developing an understanding of advanced methods for data analysis and modeling to support decision making. Students learn how to develop, explore, model, and answer questions using analytical processes to examine datasets, including "big data". Predictive modeling is introduced to show how to use these concepts, and others, to support more informed decisions and to drive business strategy using current and rapidly changing technologies. The course covers the fundamentals of databases, data analysis, data visualization, inferential statistics, and reporting; all supporting predictive and prescriptive analytics. Two hours lecture, two hours lab per week, New Value: Data Analytics uses real-time processing of sentiment, buzz, social networks, context and/or other data of interest to improve performance and impact. This course will expand on basic statistical and analytical tools for developing an understanding of advanced methods for data analysis and modeling to support decision making. Students learn how to develop, explore, model, and answer questions using analytical processes to examine datasets, including "big data". Predictive modeling is introduced to show how to use these concepts, and others, to support more informed decisions and to drive business strategy using current and rapidly changing technologies. The course covers the fundamentals of databases, data analysis, data visualization, inferential statistics, and reporting; all supporting predictive and prescriptive analytics. Two hours lecture, two hours lab per week. Prior completion of LOPER 4 - Mathematics, Statistics and Quantitative Reasoning course is highly recommended.

#22, Create, Course, CYBR 325, Database Systems, CYSY, CBT, New course for the program level changes.

#23, Alter, Course, Prerequisites, CYBR 410, Big Data Visualization, CYSY, CBT, Cyber Systems Department overall curriculum changes, changes to prerequisite; Change to prerequisites, Old Value: CYBR 350, New Value: CYBR 306.

#24, Create, Course, CYBR 412, Fundamentals and Security of Mobile Networks, CYSY, CBT, New course for CSO Comp to meet the mandatory NSA accreditation requirement.

#25, Alter, Course, Title, Prerequisites, Catalog Description, CYBR 425, Applied Database Management Systems, CYSY, CBT, Program level changes; Change to course title, Old Value: Database Systems, New Value: Applied Database Management Systems; Change prerequisites, Old Value: CYBR 101 or CYBR 102 or CYBR 103 or CYBR 434, New Value: None; Change catalog description, Old Value: This course is a comprehensive study of multi-user database concepts. The relational model and relational database management systems along with proper database design will be emphasized. The normalization process and the various normal forms will be covered. Internet database applications are introduced. SQL will serve as the standard language for database manipulation. Several current database management systems will be introduced and will serve as the sample DBMSs for implementation of the course material, New Value: This is an interdisciplinary course designed for non-technical majors. This course is a comprehensive study of database concepts. The relational database along with proper database design will be emphasized. However, all types of databases will be studied. Additional concepts covered will be the normalization process and forms; structured query language (SQL); and various database management systems.

#26, Alter, Course, Title, Prerequisites, CYBR 430, Defending & Protecting Cyber Systems, CYSY, CBT, Changes in prerequisites due to program level changes; Change course title, Old Value: Protecting & Defending Networks & Systems, New Value: Defending & Protecting Cyber Systems; Change prerequisites, Old Value: CYBR 335 and CYBR 101 or CYBR 102 or CYBR 103; New Value: CYBR 235 and CYBR 101.

#27, Create, Course, CYBR 478, Cybersecurity for Managers & Leaders, CYSY, CBT, New course proposal for the program level changes.

#28, Create, Course, CYBR 479, Cyber Risk and Threat Modeling, CYSY, CBT, New course for program level changes.

#29, Create, Course, CYBR 493, Social Dynamics of Cybercrime, CYSY, CBT, New course for program level changes.

#30, Alter, Program, Pre-Dietetics, HSCI, CASC, The program is being changed because BIOL 106 is now a prerequisite for CHEM 351 - Biochemistry. Therefore, we are removing BIOL 103 as an option and just requiring BIOL 106.

#31, Alter, Course, Course Number, GEOG 409, Cartography, GEOG, CASC, Changing to course from GEOG 310 to GEOG 409/809p. A graduate component has been added to the course; Change course number, Old Value: 310, New Value: 409.

#32, Create, Course, MKT 350, Marketing Dashboards and Data Visualization, MASCM, CBT, Advances in big data research have created new opportunities for marketers. A wealth of information can now be tapped for insights into consumer behavior that will lead to more effective strategic decisions. This has led to increased demand from marketing employers for grads with data visualization skills.

#33, Alter, Program, Pre-Optometry, HSCI, CASC, The program is being changed for the following reasons: 1. BIOL 103 and 215 are being removed as options because the majority of optometry schools now require 2 semesters of A & P (BIOL 225 & 226). 2. BIOL 106 is being added as a required course because it is now a prerequisite for CHEM 351 - Biochemistry, which is a required course for optometry. 3. ENG 250-254 are being removed because optometry school no longer specifically require a literature course. 4. FAMS 110 needs to be changed to PE 108 to reflect the departmental/course number change for Introduction to Nutrition.

#34, Alter, Course, Title, Credit Hours, Catalog Description, PEREC, COE, PE 100, Principles of Physical Education and Health, Change from 2 to 3 credits: The course description is void of all introduction to health education, which should be included. In addition, the course is designed to be an introductory course for careers in health, physical education and/or coaching. Athletic Training should be taken out of the program description for the course is not a requirement for a degree in AT. The addition of the extra credit hour is needed to allow time in the course to include the introduction to health careers. Students will also complete experiential learning by completing class observations in the course, which add to the credit hours needed for the course; Change course title, Old Value: Principles of Physical Education, New Value: Principles of Physical Education and Health; Change credit hours, Old Value: 2, New Value: 3; Change catalog description, Old Value: Introductory course for students interested in careers in health, physical education, athletic training or coaching, New Value: This introductory course is geared towards students interested in pursuing a career in the teaching of Health, and/or Physical Education subject areas or within the extracurricular area of Coaching. The course includes a field experience in PK-12 school sites and explores teacher education through the lens of the Health and/or Physical Education teacher.

#35, Alter, Course, Title, Credit Hours, Catalog Description, PEREC, COE, PE 121, Foundations of Instructing Sport and Recreation Concepts, The content of the course is robust to fit into only a 2 hour course. By adding an additional hour to the course, additional activities can be taught to students

improving content knowledge and development in a variety of sport and lifetime activities; Change course title, Old Value: Sports Skills for Physical Education, New Value: Foundations of Instructing Sport and Recreation Concepts; Change credit hours, Old Value: 2, New Value: 3; Change catalog description, Old Value: Understanding, analysis and performance of team, racquet and lifetime sports, New Value: The focus of this course is to learn the basic foundations of sport and leisure activities, and introduce practical techniques for teaching to Preschool to adults.

#36, Alter, Course, Title, Credit Hours, Catalog Description, PE 200, Physical Education and Health Methods I, PEREC, COE, The change in name allows for beginning teaching in health as well as physical education to be covered in the course. The course has transitioned into preparing pre-professional teachers in beginning lesson planning and teaching, rather than learning about games and activities; Change course title, Old Value: Teaching Sport Skills and Non-Rhythmic Activities, New Value: Physical Education and Health Methods I; Change credit hours, Old Value: 2-3, New Value: 3; Change catalog description, Old Value: The course will provide pre-service K-12 physical education teachers with theoretical knowledge and opportunities to apply content knowledge in the development of sport and non-rhythmic activities and lessons, New Value: The course will introduce pre-service students to the characteristics of developing a quality health and/or physical education program, and teacher by learning about health and/or physical education school polices/environment, curriculum planning, methods of instruction for teaching, and student assessment for the elementary and secondary level.

#37, Create, Course, PE 203, Technology Literacy in Health and Physical Education, PEREC, COE, Current trends in Health and Physical Education reflect the need to add a specific technology course designed specifically for our majors. This is needed due to the difference in technology application between the classroom and the gymnasium, changes in how technology is being used to assist in student learning.

#38, Create, Course, PE 205, Foundations of Health Education, PEREC, COE, The current Health courses offered in the HPE PK-12 degree, and Health 7-12 degree were not preparing our students adequately. The following courses are being proposed to develop a well-rounded degree program. The health courses assist in aligning with Health Rule 24 as well.

#39, Alter, Course, Title, Credit Hours, Prerequisites, Catalog Description, PE 241, Foundations of Fitness and Rhythm in Physical Education, PEREC, COE, HPE will no longer offer PE 220- 1 hour course. Information taught in PE 220 will be integrated into PE 241 which is why the additional credit hour is needed to accommodate adding additional material to the course; Change in title, Old Value: Rhythmic Activities for Physical Education Teachers, New Value: Foundations of Fitness and Rhythm in Physical Education; Change in credit hours, Old Value: 2, New Value: 3; Change prerequisites, Old Value: None, New Value: PE 100 and PE 121; Change catalog description, Old Value: Techniques of teaching fundamental rhythms, creative dance, singing games, rhythm band, square and folk dance, social mixers and ballroom dance, New Value: This course focuses on teaching practical techniques of teaching to integrate fundamental movements, simple and complex rhythmic patterns, and fitness choreography into a PK-12 Physical Education program. Inclusive strategies, individual, group choreography, and creative movement patterns connecting cultural histories will also be explored. Students are encouraged to complete PE 200 prior to this course.

#40, Create, Course, PE 301, School Connectedness & Emotional Health, PEREC, COE, The current Health courses offered in the HPE PK-12 degree, and Health 7-12 degree were not preparing our students adequately. The following courses are being proposed to develop a well-rounded degree program. The health courses assist in aligning with Health Rule 24 as well.

#41, Create, Course, PE 306, Promoting Healthy Youth Behaviors, PEREC, COE, The current Health courses offered in the HPE PK-12 degree, and Health 7-12 degree were not preparing our students adequately. The following courses are being proposed to develop a well-rounded degree program. The health courses assist in aligning with Health Rule 24 as well.

#42, Create, Course, PE 412, Social Media Management in Sport, PEREC, COE, New course has been developed as social media has become a widely used vehicle in management of sport.

#43, Alter, Course, Title, Catalog Description, PE 428, Secondary Physical Education Methods, PEREC, COE, Course Name Change: Secondary education in the United States is the last seven years of statutory formal education grade 6 (age 11–12) through grade 12 (age 17–18). The term secondary is used readily in the educational world and streamlines the title of the course; Change course title, Old Value: Middle School and High School Physical Education Methods, New Value: Secondary Physical Education Methods; Change catalog description, Old Value: Program and techniques for teaching middle and secondary school physical education, New Value: This course is designed to prepare physical education professionals in the teaching and organization of developmentally appropriate physical education lessons, and explores methods for reaching the secondary physical education student.

#44, Alter, Course, Title, Catalog Description, PE 450, Assessment and Evaluation in Health and Physical Education, PEREC, COE, The current course teaches curriculum which is taught in method courses. According to CAEP assessment and evaluation continue to be the lowest in the preparation spectrum and needs to be addressed in our program. Additionally, the course description states the class is only for secondary PhysEd and the course needs to expand to teach for all grade levels as well as add Health; Change course title, Old Value: Curriculum and Assessment for Physical Education, New Value: Assessment and Evaluation in Health and Physical Education; Change catalog description, Old Value: Curriculum organization and administrative procedures for a secondary school physical education program. Student should have completed basic sports requirement prior to enrollment, New Value: This course focuses on developing the skills and knowledge necessary to effectively create, administer, and report various forms of authentic assessment and conduct evaluations allowing educators to assess standards-based practices in a PK-12 Physical Education and/or Health settings. Candidates will gain the knowledge of elementary statistical procedures, acquire the dispositions, knowledge, and performance competencies related to appropriate measurement and evaluation of school aged children.

#45, Alter, Course, Credit Hours, Prerequisites, Co-Requisites, Catalog Description, PE 471, Field Experience in Health & Physical Education, PEREC, COE, Move from 2 cr to 3 cr: Student course activities in PE 471 and PE 488 align together and are taken together in the same semester. To assist in streamlining course offerings, and availability in student schedules the two courses will be combined together; Change credit hours, Old Value: 2, New Value: 3; Change in prerequisites, Old Value: Admitted to the Teacher Education program and PE 200 or PE 428 or PE 441 or PE 464 or TE 306 or TE 318, New Value: Admitted to the Teacher Education program and PE 464 or PE 428 or PE 441; Change in co-requisites, Old Value: TE 319, New Value: None; Change catalog description, Old Value: Supervised practical experiences in elementary school physical education, New Value: This course is a supervised field-based experience to induct students into teaching Health and Physical Education and develop an awareness of the many roles of a professional educator. The course will emphasize, preparation for student teaching, teacher certification, and preparation for employment.

#46, Alter, Program, Physics 7-12 Teaching Subject Endorsement, B.S.Ed., PHYS, CASC, remove duplicate class.

#47, Alter, Program, Physics Comprehensive – Engineering Emphasis, B.S., PHYS, CASC, remove duplicated, equivalent class.

#48, Alter, Program, Public Law, PSCI, CASC, We are altering this program to reflect changes in our ability to regularly offer PSCI 372. Due to changes in our staff, we are unable to regularly offer this course. In addition, we are convinced that the new required courses better expose students to the kind of curriculum that they will see during law school.