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Academic Affairs Committee Minutes

Faculty Senate

1-27-2022

January 2022 Academic Affairs Minutes

University of Nebraska at Kearney Academic Affairs Committee

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**Faculty Senate Academic Affairs Committee
Minutes from Meeting
Thursday, January 27, 2022
Meeting held via Zoom**

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

Absent:

Guests: Jim Vaux (ITEC); Ben Brachle (ITEC); Scott Unruh (FS Athletics Committee); Derek Boeckner (FS President)

Bridges called the meeting to order at 3:31 p.m.

Bridges welcomed Committee members and introduced Derek Boeckner and Scott Unruh to discuss the proposed change to the Attendance Policy (late addition to the agenda).

Boeckner and Unruh provided some background on the proposed change. They noted that Dr. Bicak asked the Faculty Senate Athletic Committee to look at this policy and make (if any) recommendations. The faculty on the committee made the recommended revised policy then went to the Deans for input and approval. The wording as it stands was what came from the Dean's Council. The policy sent to Faculty Senate (spring 21) as part of the minutes from the FS Athletic Committee. The final document was sent to Student Senate Executive Committee. They sent a statement of support for the policy. The revised policy was added to this year's catalog (21-22). As an academic policy though, changes to it are processed through this committee. The purpose of today is to request the Committee to consider these changes through its process of approval this semester.

Shaffer inquired what "earned equivalent credit" means. Unruh clarified this could mean a personal meeting, an alternative opportunity to earn an equivalent score, or another method that would result in the student not being punished by a grade reduction for an excused absence.

Bridges noted that FSAA Committee's standard procedure is to send policy proposals out to campus for review and input. Bridges suggested the proposal be sent to the College Ed Policy / Academic Affairs Committees with the request that the Committees seek input from their faculty and report findings to FSAA by the March meeting. Bridges also suggested sending the proposal to faculty and asking for input might be useful. Shaffer (Donofrio) moved to send the proposal to both faculty and to the College Committees. Motion carried.

Koch (Brownfield) moved to approve the agenda. Motion carried.

Bridges informed the Committee that the catalog language changes identified in the agenda were information only. The changes do not require the approval by the Committee but are being reported to keep campus informed of changes to catalog language and the reason for those changes.

Discussion moved to agenda items. The subcommittee met last week and did not see red flags. Shaffer (Heelan) moved to approve agenda items #94 - #148. Motion carried.

Bridges reminded the Committee that quick turnaround on approving the minutes is needed to meet Faculty Senate's submission deadline for the February packet (deadline is end of day today) – so please watch email and act on the minutes by tomorrow (Friday) afternoon.

Shaffer asked and Bridges clarified that she will send out the proposed changes for feedback on behalf of the committee.

Donofrio (Heelan) moved to adjourn. Motion carried.

Meeting adjourned at 3:51 p.m.

Respectfully submitted,

Bailey Koch (scribe)

Approved via email, January 28, 2022

2021-2022 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING

Academic Affairs Subcommittee 1/19/2022

Academic Affairs Full Committee 1/27/2022

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

Courses approved by Beth Hinga to satisfy EXL requirement:

THEA 295 – Theatre Practicum
THEA 423 – Advanced Theatre Practicum
SOC 490 – Directed Research

Based on Executive Memorandum No. 40: Policy on Chosen Name and Gender Identity, signed by President Carter on September 15, 2020 any reference to “he/she”, “him/her”, “he or she” and “him or her” was replaced with “they” or “their” in the catalog. Those catalog pages include:

- Appeal Procedure – Final Grade
- Registration
- Repeated Courses
- Student Attendance Policy Statement
- Bachelor of Fine Arts
- Academic Amnesty
- Course Numbering
- Incomplete Removal
- Non-Traditional Credit
- Repeated Courses

In addition, the following pages had information updated:

Non-Traditional Credit

- Corrected CLEP test costs.
- Alphabetized non-traditional credit exams

Repeated Courses

- Added clarifying language on Credit/No Credit

Grading Options

- Corrected grade from A to “A+” as the A+ has been accepted since fall 2001.
- Updated to reflect the FSAA approved CR/NC policy.

Academic Amnesty

- Replaced “-Kearney” with “at Kearney” to maintain consistency with the rest of the catalog.

Institutional Requirements

- Added “at UNK” to number seven to provide clarification. Students that receive a bachelors degree from another institution must complete all UNK degree requirements.

Bachelor of Arts and Bachelor of Science in Education

- Added minor duplication, consistent with other degrees.

Bachelor of Fine Arts

- Added minor duplication, consistent with other degrees.

Bachelor of Music

- Added minor duplication, consistent with other degrees.

Registration

- Clarifying language around the initial registration fee.
- Updated the name of the First Year Program to Office of Student and Family Transitions
- Updated phone numbers for the Office of Student Family Transitions

Appeal of Academic Suspension

Removed the statement “Students must meet with their academic advisor at least twice during the semester they are re-admitted, to report their academic progress.” We worked with the office of Academic and Career Development; they do not enforce this rule. We also verified with Dr. Beth Hinga that we were under no obligation by HLC for this to occur.

#94, Create, Course, CHEM 148, Introductory Chemistry for the Health Sciences, CHEM, CASC, An introductory chemistry course for students in the health sciences will allow for better preparation of for students in pre-nursing, pre-radiography, etc. Approved to satisfy LOPER 8 by General Studies Council on 12/2/21.

#95, Create, Course, CHEM 148L, Introductory Chemistry for the Health Sciences Lab, CHEM, CASC, An introductory chemistry lab course for students in the health sciences will allow for better preparation of students in pre-nursing, pre-radiography, etc. Approved to satisfy LOPER 8 by General Studies Council on 12/2/21.

#96, Inactivate, Course, CJUS 188, GS Portal, CJUS, CASC, Class is no longer offered.

#97, Inactivate, Course, CJUS 353, Crime Prevention and Security, CJUS, CASC, Courses no longer offered.

#98, Inactivate, Course, CJUS 355, Family Law, CJUS, CASC, Course no longer offered.

#99, Inactivate, Course, CJUS 375, Comparative Criminal Justice Systems, CJUS, CASC, Course no longer offered.

#100, Alter, Minor, Construction Management, ITEC, CBT, A course has been changed in the Construction Management BS and therefore the same course needs to be changed in the minor.

#101, Alter, Minor, Ethnic Studies, ETHS, CASC, The WG & Ethnic Studies Advisory Board has agreed to make the following changes to update the list of course electives for the Ethnic Studies minor degree: Add the following established courses as Electives in the Ethnic Studies Program: SOC 442 – Sociology of Religion.

#102, Alter, Course, Title, FAMS 402, Research and Analysis in Family Science, FAMS, COE, New program name; Change in course title, Old Value: Research and Analysis in Family Studies, New Value: Research and Analysis in Family Science.

#103, Alter, Course, Title, FAMS 404, Family Science Ethical and Professional Practice, FAMS, COE, New program name; Change in course title, Old Value: Family Studies Ethical and Professional Practice, New Value: Family Science Ethical and Professional Practice.

#104, Alter, Program, Health Sciences, B.S., HSCI, CASC, Changes are being proposed to the Health Sciences Major to add several newly created classes that are health-related and to add additional classes to the electives. Now that the major has been in place for several years, we have a better sense of the career goals of students pursuing this major. Therefore, we are proposing additional electives that will help students prepare for their future careers such as marketing, sales, psychology and behavioral health to name a few. Several of the proposed additions to the electives will also help fulfill pre-professional requirements for students. For example, several health programs are now requiring a Biomechanics

course and therefore, we are adding PE 360. We have been substituting these classes for students on an individual basis and this will eliminate the need to manually do that.

#105, Alter, Program, Industrial Distribution Comprehensive, B.S., ITEC, CBT, The program change reflects the updating of courses taught in our department. The safety courses (SFED 435) was to removed and the material moved into SFED 460 & SFED 462 which replaces SFED 435. This helped reduce the offering of a course since two programs in our department, Industrial Distribution and Construction Management, both take this safety course together now. Additionally, ITEC 110 is removed since the course will no longer be offered, and the content moved into ITEC 114, and ITEC 114 is increased by one credit to facilitate the teaching of the additional material.

#106, Alter, Minor, Industrial Distribution, ITEC, CBT, The Industrial Distribution BS is being changed and the same changes need to take place in the minor.

#107, Create, Course, ITEC 118, Aviation History, ITEC, CBT, The purpose of this course is to present aviation events in historical context of economic, political, social, and cultural impact. Students will learn about the pioneers who shaped aviation. Significant events, people, places, and technologies in aviation throughout history will be explored. Understanding the background behind the aviation industry provides a depth for students that is needed for their careers.

#108, Alter, Course, Prerequisites, ITEC 170, Private Pilot Theory, ITEC, CBT, This change in prerequisite now satisfies the Federal Aviation Administration's requirement for Private Pilots to meet International Civil Aviation Organization (ICAO) Level 4 English upon certification. The Checkpoint Aviation English Test is an ICAO-recognized measure of Aviation English competency that is used to assess pilot Aviation English in their certification process; Change course prerequisites, Old Value: None, New Value: Department permission required.

#109, Create, Course, ITEC 295, Aviation Meteorology, ITEC, CBT, Students need to understand and apply aviation specific meteorology in order to be safe in the cockpit.

#110, Create, Course, ITEC 365, Crew Resource Management, ITEC, CBT, Flight personnel in the cockpit must communicate and work as a team for the safety of the passengers. The purpose of this course is to explore concepts of Crew Resource Management (CRM), teamwork, and organizational factors in aviation.

#111, Alter, Course, Prerequisites, Catalog Description, ITEC 378, Professional Flight 6, ITEC, CBT, The addition of "and" enables UNK Faculty to identify and select those students with the appropriate knowledge, skills, and abilities (KSA) required to function as an FAA Certificated Flight Instructor (CFI); Change in prerequisites, Old Value: ITEC 376 or permission, New Value: ITEC 376 and permission; Change catalog description, Old Value: This course provides the student with the aeronautical experiences required to qualify for the FAA Flight Instructor Certificate, New Value: This course provides the student with the aeronautical experiences required to qualify for the FAA Flight Instructor Certificate. Student must possess Commercial Pilot Certification prior to enrollment in course.

#112, Alter, Course, Prerequisites, Catalog Description, ITEC 379, Professional Flight 7, ITEC, CBT, The addition of "and" enables UNK Faculty to identify and select those students with the appropriate knowledge, skills, and abilities (KSA) required to function as an FAA Certificated Flight Instructor (CFI); Change in prerequisites, Old Value: ITEC 378 or permission, New Value: ITEC 378 and permission; Change catalog description, This course provides the student with the aeronautical experiences required to qualify for the FAA Instrument Flight Instructor Certificate, New Value: This course provides the student with the aeronautical experiences required to qualify for the FAA Instrument Flight Instructor Certificate. Professional Flight 6 Certified Flight Instructor (CFI) rating required prior to enrollment.

#113, Alter, Course, Prerequisites, ITEC 380, Professional Flight 8, ITEC, CBT, The addition of "and" enables UNK Faculty to identify and select those students with the appropriate knowledge, skills, and abilities (KSA) required to function as an FAA Certificated Flight Instructor Multi-Engine (CFI ME); Change

in prerequisites, Old Value: ITEC 376 and ITEC 377 or permission, New Value: ITEC 376 and ITEC 377 and permission.

#114, Alter, Course, Prerequisites, ITEC 398, Advanced Virtual Design and Construction, ITEC, CBT, ITEC 205 is changing to a Heavy Civil course (ITEC 208) and no longer necessary as a prerequisite to ITEC 398; Change in prerequisites, Old Value: ITEC 212 and ITEC 205, New Value: ITEC 212.

#115, Alter, Course, Prerequisites, ITEC 451, Manufacturing/Distribution Relationships, ITEC, CBT, We have changed the internship designation from ITEC 475 to ITEC 475B and this prerequisite change reflects this; Change in prerequisites, Old Value: ITEC 475, New Value: ITEC 475B.

#116, Create, Course, ITEC 475B, Industrial Distribution Internship, ITEC, CBT, Rational for creating ITEC 475B Ind Dist Internship as a new course.

Currently, the ITEC department is moving away from one internship for all majors to a model where each program will have its own. This is very important in that an internship experience that serves one major very well may not serve another. It is behind this rational that the Industrial Distribution faculty have decided to create ITEC 475B as its own internship program. Currently the prerequisites for the ITEC 475 (the general internship) are a minimum program core GPA of 2.5 and the completion of ITEC 308 Industrial Management. In addition, the ID faculty would like to include ITEC 353 Industrial Distribution Branch Operations as a prerequisite as most Industrial Distribution students complete their internship at a wholesale distributor or a supplier to a wholesale distributor. Understanding the specific operations of this link in the supply chain is important to their success in the internship. Also, because all approved Industrial Distribution internships take place with companies who either make or distribute technical products, it is important that the students have a basic understanding of these products. To facilitate this, students will now be required to complete ITEC 271 and ITEC 272 and ITEC 308 and ITEC 353.

#117, Alter, Course, Prerequisites, ITEC 490, Industrial Distribution Seminar, ITEC, CBT, We have changed the internship designation from ITEC 475 to ITEC 475B and this prerequisite change reflects this; Change in prerequisites, Old Value: ITEC 475, New Value: ITEC 475B.

#118, Create, Course, ITEC 492, Aviation Human Factors, ITEC, CBT, The purpose of this course is to provide students with an understanding of human factors as it applies to pilots, aviation managers, and administrators. Topics include physiological, psychological, and psychosocial aspects of flight crew performance, threat and error management, and aircraft accident analyses. This class is key for students' awareness of dynamics in the cockpit.

#119, Alter, Course, Number, Catalog Description, JMC 218, Writing for the Media, JMC, CASC, We are in the process of redesigning our curriculum. We are making the old JMC 318 or JMC 319 the new sophomore-level major basic writing class. As such we are moving them to the 200 level. Given the rest of our offerings, this class should be at the 200 level. Other changes are relatively minor. Course description has been updated to better match how the class is being taught; Change course number, Old Value: 318, New Value: 218; Change catalog description, Old Value: Students will prepare written material for the media through assignments of varying styles, formats and degrees of difficulty, New Value: As the world of integrated news continues to expand, journalists must be prepared with skills to meet the demands of the industry. Students will learn to select, focus and write news and feature stories. Students will also adapt the techniques of news writing to public relations work and advertising. Work in this course prepares students to write for The Antelope student newspaper or selling and creating advertising for The Antelope and its website. Students will create work for their portfolios in preparation for communication internships and jobs in professional communication.

#120, Alter, Course, Number, Catalog Description, JMC 219, Sports Writing for the Media, JMC, CASC, We are in the process of redesigning our curriculum. We are making the old JMC 318 or JMC 319 the new sophomore-level major basic writing class. As such we are moving them to the 200 level. Given the rest of our offerings, this class should be at the 200 level. Other changes are relatively minor. Course description has been updated to better match how the class is being taught; Change course number, Old Value: 319, New Value: 219; Change catalog description, Old Value: This course is designed for students

pursuing a career in sports communication, whose professional duties will require them to prepare or approve written material in a variety of forms and styles for a range of media, New Value: As the world of integrated news continues to expand, sportswriters must be prepared with skills to meet the demands of the industry. Students will learn to select, focus and write sports and feature stories. Students will also adapt the techniques of sports writing to public relations work and advertising. Work in this course prepares students to write for The Antelope student newspaper or selling and creating advertising for The Antelope and its website. Students will create work for their portfolios in preparation for communication internships and jobs in professional communication.

#121, Alter, Course, Title, Prerequisites, Catalog Description, JMC 305, Advanced Media Writing, JMC, CASC, This course is being re-titled to make it better fit what is being taught in the class and to match the curriculum update the department is going through. The course description has been updated to better match the course and the trends within the industry. Prerequisites are being updated to match new curriculum; Change course title, Old Value: Writing Feature and Magazine Articles, New Value: Advanced Media Writing; Change prerequisites, Old Value: JMC 215 or permission of Instructor, New Value: JMC 215 or JMC 218 or JMC 219; Change catalog description, Old Value: An in-depth study of how to write and market feature articles for newspapers and magazines, New Value: This class will be an opportunity for you to develop as a non-fiction writer by reading the works of major contemporary media writers and by researching and writing in-depth articles. In this course we will discuss how to develop story ideas, strengthen your point of view, research stories, and develop your voice as a writer. We will also read, analyze and discuss a wide range of non-fiction articles.

#122, Alter, Course, Number, Prerequisites, Catalog Description, JMC 322, Photojournalism, JMC, CASC, This class is being given higher requirements and is being moved into major curriculum rather than being an elective. It is also being made more explicitly a photojournalism course; Change course number, Old Value: 220, New Value, 322; Change prerequisites, Old Value: None, New Value: JMC 112; Change catalog description, Old Value: Digital photography techniques. Introduction to using computer software and hardware to shoot and prepare photos for reproduction. Field assignments will be required, New Value: This is a course in digital photojournalism, covering the basics of telling stories through photography, operating a DSLR camera in manual mode, processing images with photo editing software, and moving images through prepress. Field assignments will be required.

#123, Alter, Course, Title, Catalog Description, JMC 330 Media Design, JMC, CASC, We have long taught two somewhat similar courses on layout and design. As part of our curriculum redesign, we are consolidating Advertising Design and Publication Design into a single class - Media Design. The changes here are relatively minor. Language in the catalog description has been made more contemporary to match industry trends; Change course title, Old Value: Publication Design, New Value: Media Design; Change catalog description, Old Value: Basic design and production techniques necessary for all publications. Utilizes desktop publishing to produce fliers, brochures and newsletters. Students will be expected to demonstrate proficiency with Adobe Photoshop and InDesign on the first day of the course, New Value: You will learn fundamental design principles and production techniques necessary for developing branding schemes, knowing and coordinating the building blocks of good design and utilizing popular communication software to create variety of user-friendly, cohesive designs. You will also learn advanced typographical, layout and editing techniques to add polish to your work.

#124, Alter, Course, Title, Prerequisites, Catalog Description, JMC 351, Advertising and Promotion at Antelope, JMC, CASC, The course is being retitled to include promotion of The Antelope as part of the course. The class is not being substantially changed. The course description has been updated for completeness and to better match industry standards. Prerequisites have also been updated; Change course title, Old Value: Advertising at Antelope, New Value: Advertising and Promotion at Antelope; Change prerequisites, Old Value: JMC 307 and JMC 329 or JMC 330 or permission of instructor, New Value: JMC 302 and JMC 307 and JMC 329 or JMC 330 or permission of instructor; Change catalog description, Old Value: Students will develop advertising accounts, sell and design ads for the student newspaper, The Antelope. May be repeated for a total of four hours, New Value: Students will develop advertising accounts, sell and design ads for the student newspaper, The Antelope. They will also

develop advertising and marketing communications materials to promote The Antelope. This course may be repeated for a total of four hours.

#125, Alter, Course, Title, Total Hour Completions, Total Credits Allowed, Prerequisites, JMC 352 Photojournalism at Antelope, JMC, CASC, The major change is to the course title to bring it into compliance with the naming of the other Antelope courses, i.e. News at Antelope, Sports at Antelope, etc. Also updating the prerequisites to match our new curriculum. (We are renumbering the photojournalism class.) None of the rest of the syllabus has been changed; Change course title, Old Value: Antelope Newspaper Production Photo Staff, New Value: Photojournalism at Antelope; Change total hour completions allowed: Old Value: 5, New Value: 2; Change total credits allowed, Old Value: 10, New Value: 4; Change prerequisites, Old Value: JMC 220 or permission of instructor, New Value: JMC 220 or JMC 332 or permission of instructor.

#126, Alter, Course, Title, Prerequisites, Catalog Description, JMC 420, Strategic Communication Campaigns, JMC, CASC, JMC 420 is being retitled to better match our upcoming curriculum revision. We had previously had two separate major capstone courses for students to choose between, but it has now been several years since we have made that choice available. For some time JMC 409 - Public Relations Campaigns and JMC 420 - Advertising Campaigns have had substantially overlapping content and students have taken one or the other. With these revisions we will no longer offer JMC 409. Prerequisites have also been updated; Change course title, Old Value: Advertising Campaigns, New Value: Strategic Communication Campaigns; Change prerequisites, Old Value: JMC 307, New Value: JMC 302 and JMC 307 and JMC 309; Change catalog description, Old Value: Integrates, amplifies and applies previous advertising and marketing coursework. Focus is three-fold: 1) utilizing research to write sound advertising-based integrated marketing communication plans, complete with post tests for effectiveness; 2) creating the campaigns including proposed media plans and media buys; and 3) making client presentations, New Value: Integrates, amplifies, and applies previous advertising, integrated marketing communication, and public relations coursework. Focus is three-fold: 1) utilizing client information and research to write sound public relations/advertising-based communication plans, complete with 1) utilizing research; 2) creating campaigns which include proposed strategic media and public relation plans; and 3) making client presentations.

#127, Alter, Course, Title, Credit Hours, Catalog Description, JMC 498, Multimedia Capstone, JMC, CASC, We are in the process of moving the Multimedia major from a standard degree program to a comprehensive BS degree. The multimedia capstone class has been limited to 1 hour because that's how much room there was for it in the degree program. But with the comprehensive degree, there's room to make it be the three-credit class we always wanted it to be. The big change is that students taking it for three hours will get more classroom time to work on the experiential learning project for a client. We will continue to offer it as a 1-credit course for legacy students in the program. Once all of them have completed their program, we will move to offering it exclusively as a 3-credit class; Change course title, Old Value: Multimedia Directed Study, New Value: Multimedia Capstone; Change credit hours, Old Value: 1, New Value: 1-3; Change catalog description, Old Value: Students will work in teams in this course and will produce original multimedia productions in consultation with and directed by members of the Communication Department. This is a capstone course for Multimedia majors and minors and should be taken during the student's senior year, New Value: This is an Experiential Learning course. Students will work in teams to produce original multimedia productions for real world clients, using their knowledge and skills from Art, Cyber and Communication Departments. This is a capstone course for Multimedia majors and minors and should be taken during the student's senior year.

#128, Alter, Course, Title, Catalog Description, LNSK 103, Foundations for Learning, COE, Course title change only. Changing Foundations for Learning since a new Learning Strategies Office Coordinator has been hired and the position is able to develop the course with a new name; Change course title, Old Value: University Foundations, New Value: Foundations for Learning; Change catalog description, Old Value: This academic skills seminar is strongly recommended for first year and transfer students. Course topics include an interdisciplinary focus on reading, writing, and communicating at a college level. The course encourages students to build transferable critical thinking skills, set educational and career goals, and develop time management and financial competences. Students will learn to utilize university

resources to achieve both academic and personal growth. Credits earned in this graded course may be counted as electives toward graduation, New Value: This academic skills course concentrates on helping with the transition to doing college level work. Course topics include an interdisciplinary focus on reading, writing, and communicating at a collegiate level. The culmination of the class will pertain to utilizing these higher-level academic skills in effective learning strategies, test-taking, and writing research. The course also encourages students to build transferable critical thinking skills, set educational and career goals, and develop time management and financial competences. Students will learn to engage with higher education resources to achieve both academic and personal growth. Credits earned in this graded course may be counted as electives toward graduation.

#129, Inactivate, Course, PSY 126, First Year Seminar, PSY, CASC, We have no plans to offer this course in its current format.

#130, Inactivate, Course, PSY 188, GS Portal, PSY, CASC, Change in the GS program.

#131, Inactivate, Course, PSY 192, Death and Dying, PSY, CASC, Faculty member no longer teaching course,

#132, Inactivate, Course, PSY 220, Introductory Psychology Seminar, PSY, CASC, Course not taught.

#133, Inactivate, Course, PSY 280H, Special Topics, PSY, CASC, We have not been offering this course.

#134, Inactivate, Course, PSY 317, Biopsychology, PSY, CASC, Do not currently have faculty to teach this course.

#135, Inactivate, Course, PSY 388L, GS Capstone Lab, PSY, CASC, We no longer offer this course and we haven't offered a 1 hour lab component.

#136, Inactivate, Course, PSY 400L, Advanced Psychology Lab, PSY, CASC, We changed curriculum to require a 3cr capstone experience.

#137, Inactivate, Course, PSY 403, Psych of Motivation, PSY, CASC, Do not currently have faculty that can offer this course.

#138, Alter, Course, General Studies Status, SOC 124, Social Problems, SOC, CASC, This is an existing course which is being submitted to the General Studies program for LOPER 7 approval; Change General Studies status, Old Value: General Studies Course: No, New Value: General Studies Course: Yes. Approved to satisfy LOPER 7 by General Studies Council on 12/2/21.

#139, Alter, Course, Title, Corequisites, Catalog Description, TE 336, Methods for Preschool Classrooms, TE, COE, This content-based course provides foundational information for lesson planning and programming across curricular areas but students entering senior level field based early childhood courses (specifically TE 344/344L) are not able to effectively adapt curriculum to students with special needs because they of insufficient prerequisite curriculum planning and implementation skills. Adding a field component as a co-requisite to this course will help address this issue. Also, covering both preschool and kindergarten has been shortchanging the preschool component while kindergarten is being adequately addressed in other early childhood courses. So, the name and content of TE 336 will now focus only on preschool. Finally, ESL Supplemental endorsement students have been taking the TE 336 course to meet Rule 24 requirements, but TE 342 has been adjusted to better fit those needs so the prerequisites for TE 336 will no longer include the ESL course options. These ESL prerequisites will be moved to TE 342; Change course title, Old Value: Methods for Preschool and Kindergarten Classrooms, New Value: Methods for Preschool Classrooms; Change corequisites, Old Value: None, New Value: TE 336L; Change catalog description, Old Value: The focus of this course is to provide students with the knowledge and skills needed to create effective preschool and kindergarten classrooms that will address the needs of the whole child, and incorporate developmental and learning needs of children with a wide range of abilities, New Value: This course will provide students with the knowledge and skills needed to

plan and create effective preschool programming that incorporates developmentally appropriate practices across a range of curricular areas and developmental domains and addresses the developmental and learning needs of children with a wide range of abilities.

#140, Create, Course, TE 336L, Field Experience: Methods for Preschool Classrooms, TE, COE, TE 336 is a content-based course that provides foundational information for preschool lesson planning and programming across curricular areas but students entering senior level field based early childhood courses (specifically TE 344/344L) are not able to effectively adapt curriculum to students with special needs because they of insufficient prerequisite curriculum planning and implementation skills. Adding TE 336L as a co-requisite field component to TE 336 will help address this issue.

#141, Create, Course, TE 337, Assessment and Observation of Young Children, TE, COE, Student PRAXIS Subject Exam scores and performance in senior level early childhood courses (specifically TE 343/343L and TE 344/344L) indicate that students do not have sufficient information in observing and assessing young children for a variety of purposes before they work with children who have special needs. Creating a class that addresses this need will provide this additional content and enable students to apply this to field-based activities as part of this course.

#142, Alter, Course, Credit Hours, Prerequisites, Corequisites, Catalog Description, TE 339, Infant and Toddler Curriculum, TE, COE, Student's PRAXIS Subject exam scores and interviews of graduates indicate that students need more mastery of the curricular assessment, planning and strategies needed for infants and toddlers who are served in a variety of program options. Moving the course from 2- to 3 credit hours will allow greater coverage of these areas. Also, students entering senior level field based early childhood courses (specifically TE 343/343L) are not able to effectively adapt curriculum to infants and toddlers with special needs because they of insufficient prerequisite curriculum planning and implementation skills for this age group. Adding a field component as a co-requisite to this course will help address this issue. Finally, the prerequisite is also changing from TE 341 only to include FAMS 251 so students will have a stronger foundation in early childhood development before taking this course; Change credit hours, Old Value: 2, New Value: 3; Change prerequisites, Old Value: None, New Value: TE 341 and FAMS 251; Change corequisites, Old Value: None, New Value: TE 339L; Change catalog description, Old Value: This course is designed to help students plan a responsive and relationship-based curriculum for infants, toddlers and their families. Students will compare and contrast research based infant toddler curriculums, as well as review a variety of caregiver resources. Students will learn how to plan curriculum, produce individualized lesson plan that reflect children's interests while also meeting program criteria and performance standards. In addition, students will explore a variety of early childhood program options including home childcare, home visitation and center based care, New Value: This course is designed to help students plan responsive and relationship-based curriculum for infants, toddlers, and their families. Students will explore a variety of infant toddler program options and educational environment including home childcare, home visitation and center-based care. Students will compare and contrast research based infant toddler curriculums, as well as review a variety of caregiver resources. Students will learn how to plan developmentally appropriate curriculum, assess environments, produce individualized activities that reflect children's interests and needs while also meeting program criteria and/or standards.

#143, Create, Course, TE 339L, Field Experience: Infant Toddler Curriculum, TE, COE, TE 339 is a content-based course that provides foundational information for lesson planning and programming for infants and toddlers but students entering senior level field based early students entering senior level field based early childhood courses (specifically TE 343/343L) are not able to effectively adapt curriculum to infants and toddlers with special needs because they of insufficient prerequisite curriculum planning and implementation skills for this age group. Adding TE 339L as a co-requisite field component to TE 339 will help address this issue.

#144, Alter, Course, Credit Hours, Catalog Description, TE 341, Foundations of Early Childhood Education, TE, COE, Student's PRAXIS Subject exam scores indicate that students need more mastery on theorists who influence early childhood programs and practices as well as the curriculum models and types of early childhood programs. Moving the course from 2-3 credit hours will allow greater coverage of

these areas; Change credit hours, Old Value: 2, New Value: 3; Change catalog description, Old Value: The focus of this introductory course is on historical and philosophical developments in the care and education of children with typical and atypical development, birth through age eight. Legal basis of services for young children and current social issues and legislation are studied. Students are introduced to the range of children served and developmentally appropriate practices for each of the age groups: infants and toddlers, preschoolers, kindergarteners, and primary grade children, New Value: This introductory course addresses historical, theoretical, and philosophical developments in the care and education of children with a range of developmental needs, birth through age eight. Students will become familiar with legislative, policy, and social influences and how these impact current issues and trends in the field. Students are also introduced to curriculum models and approaches and the application of developmentally appropriate practices for each of the age groups: infants and toddlers, preschoolers, kindergarteners, and primary grade children.

#145, Alter, Course, Credit Hours, Prerequisites, Catalog Description, TE 342, Literacy Methods for the Preschool Teacher, TE, COE, Student performance in senior level courses and interviews of graduates indicate that students do not get sufficient coverage on emergent literacy strategies, particularly regarding multilingual learners. Also, assistive technology was added to this course when Rule 24 updated its regulations, but the catalog description was not adjusted to make this change apparent. Making the course from 2-3 credit hours will allow greater coverage of these areas and adjusting the catalog description will make reporting for CAEP accreditation and Rule 24 more effective. It will also support ESL supplemental endorsement students in meeting their Rule 24 requirement for a preschool level literacy course that also addresses multilingual learners so the prerequisites will include ESL courses as well; Change credit hours, Old Value: 2, New Value 3; Change prerequisites, Old Value: TE 341, New Value: TE 341 or TE 327 or TE 328 or TE 329; Change catalog description, Old Value: The focus of this course is on preparing teachers to create effective beginning literacy programs for young children. Primary focus will be on preschool aged children with attention to both typical, atypical, and second language development. Students will (1) understand child development in relation to oral and written language, (2) be able to assess young children's language skills, (3) know how to create literacy-rich environments, (4) learn important teaching strategies to effectively promote early language skills, and (5) address the language needs of a diverse range of learners, including those with disabilities and Dual Language Learners, New Value: This course will prepare students to understand, assess, and support preschool children's oral and written language development, including those with special needs or who are learning multiple languages. Students will also learn to evaluate and create literacy-rich environments and implement emergent literacy strategies to enhance oral language, pre-reading, early writing, for preschool children across the range of communicative development. Students will also learn the role of technology in early literacy learning and how to utilize assistive technology for children who benefit from these supports.

#146, Alter, Course, Credit Hours, Prerequisites, Catalog Description, TE 346, Early Childhood Program Administration, TE, COE, Student's PRAXIS Subject exam scores and interviews of graduates indicate that students need more content and mastery on assessment and planning at the program level not just the classroom. The current level of coverage does not adequately address the advocacy, leadership, and use of standards and guidelines needed for program administration. Students currently can take the course at any time in their program, but student performance indicates that students later in their program do better in the course than those who take it right away. Moving the course from 1-3 credit hours will allow greater coverage of these areas. The prerequisite is also changing from TE 341 only to include some of the early childhood methods courses to ensure students have the knowledge to do well in the class; Change credit hours, Old Value: 1, New Value: 3; Change prerequisites, Old Value: TE 341, New Value: TE 341 and TE 339 and TE 339L and TE 336 and TE 336L; Change catalog description, Old Value: This course is designed to provide students with a comprehensive understanding of the administrative aspects of early childhood programs. This course will prepare students to plan a facility, identify program goals, work with community resources, collaborate with schools and other early childhood programs, implement an early childhood program, and evaluate program quality, New Value: This course is designed to provide students with an understanding of management and leadership roles and responsibilities across a variety of early childhood program options. This course will prepare students to conduct program assessment and planning through knowledge and use of standards and guidelines. A

focus on professional advocacy and leadership will be addressed as will identification of opportunities for enhance quality through collaboration with community partners.

#147, Alter, Course, Title, Credit Hours, Prerequisites, Catalog Description, TE 347, Literacy Methods Birth to Age Three, TE, COE, Student's PRAXIS Subject exam scores and interviews of graduates indicate that students need more content and mastery on the language and literacy needs of the infant-toddler age group and how to make both home -and center-based early childhood programs literacy rich. There is also a need to better emphasize first and second language development for multilingual learners. Moving the course from 2-3 credit hours will allow greater coverage of these areas. The TE 100 prerequisite is also changing to TE 341, because student performance in the class currently shows that if they don't have basic knowledge of the early childhood field, they do not do as well in the course. TE 100 does not provide this. For Early Childhood Family Advocacy students taking this course, the prerequisite for FAMS 250 or FAMS 251 provide a foundational content to do well in this course. Finally, spelling out the 0-3 portion of the title will make the age group clearer to the students; Change title, Old Value: Literacy Methods 0-3, New Value: Literacy Methods Birth to Age Three; Change credit hours, Old Value: 2, New Value: 3; Change prerequisites, Old Value: TE 100 or FAMS 250 or FAMS 251, New Value: TE 341 or FAMS 250 or FAMS 251; Change catalog description, Old Value: The focus of this course is on preparing teachers to create effective beginning literacy programs for young children. Primary focus will be on children ages 0-3 years. Students will (1) understand child development in relation to oral and written language, (2) know how to create literacy-rich environments, (3) learn important strategies to effectively promote early language and literacy skills, (4) be able to assess young children's language and literacy skills, (5) be able to support parents as the primary educator of their children and (6) address the language needs of a diverse range of learners, including those with disabilities and English Language Learners, New Value: This course will prepare students to understand, assess, and support infant and toddler language and literacy development including those with special needs or who are learning multiple languages. Students will also learn to evaluate and create literacy-rich home-based and center-based environments and implement emergent literacy strategies to enhance oral language, pre-reading, pre-writing, for infants and toddlers across the range of communicative development.

#148, Alter, Course, Credit Hours, Prerequisites, Catalog Description, TE 349, Supporting Young Children Through Family & Community Involvement, TE, COE, Student's PRAXIS Subject exam scores and interviews of graduates indicate that students need more mastery on parent and family engagement/home and school partnerships, particularly in the level of community systems and supports outside of the classroom level. Moving the course from 1-3 credit hours will allow greater coverage of these areas. The prerequisite is also changing from none to TE 341, because student performance in the class currently shows that if they don't have basic knowledge of the early childhood field, they do not do well in the course; Change credit hours, Old Value: 1, New Value: 3; Change prerequisites, Old Value: None, New Value: TE 341; Change catalog description, Old Value: This course is designed to help students acquire the critical skills they need to establish effective, productive relationships with the families of young children and members of the community. Students will utilize a wide array of realistic case studies, and issues for discussion that sensitively address the increasing diversity of family structures in society. In addition, students will have a better understanding of parents and families and the resources available to them, New Value: This course is designed to help students acquire the critical skills they need to establish effective, productive relationships with the families and communities of the young children they serve, particularly young children ages 0-5. Students will examine their beliefs and practices for supporting young children through family and community systems, utilizing a wide array of case studies for discussion that sensitively address diverse family structures, strengths and needs. Students will build their knowledge, skills, and dispositions for supporting family and community engagement.