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Academic Affairs Committee Minutes

Faculty Senate

4-21-2022

April 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, April 21, 2022
Meeting held via Zoom**

Present: Debbie Bridges (CBT), Ted Rupnow (CAS), Julie Shaffer (CAS), Kate Heelan (COE), Anthony Donofrio (FS), Joel Cardenas (AA), Lisa Neal (REG), Aidan Weidner (SS)

Absent: Steve Hall (CBT), Bailey Koch (COE), Lindsay Brownfield (LIB), Mark Ellis (AA), Jackson Miller (Student Senate)

Guests: Ralph Hanson (COMM)

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

Bridges requested a motion to approve the agenda. Shaffer (Heelan) moved to approve the agenda. Motion carried.

Bridges reminded the Committee that agenda items #248 - #257 were added after the subcommittee meeting but have been reviewed by the Registrar's Office. Discussion moved to agenda items #206 - #257. The subcommittee met last week and did not see any major issues. Bridges noted that the updated syllabi for agenda items #243 - #246 still have not been received. Discussion turned to the Committee's options; Committee determined approving contingent upon receipt of updated syllabi was best option.

Heelan (Shaffer) moved to approve agenda items #206 - #242 and #247 - #257 and to approve agenda items #243 - #246 contingent upon receiving updated syllabi before 5 p.m. on Friday, April 22. Motion carried.

Bridges reminded the Committee that, as always, quick turnaround on approving the minutes is needed to meet Faculty Senate's submission deadline for the April packet – so please watch email and act on the minutes as soon as possible.

Bridges thanked the Committee for all of their hard work this past academic year and wished them all a successful end of the semester (and an even better summer break).

Heelan (Shaffer) moved to adjourn at 3:45 p.m. Motion carried.

Respectfully submitted,

Debbie Bridges (temporary scribe)

Approved via email, April 25, 2022

2021-2022 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING
Academic Affairs Subcommittee 4/13/2022
Academic Affairs Full Committee 4/21/2022

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

#206, Alter, Policy, Student Teaching, TE, COE, The following request came via email from the TE department. COE Ed Policy and Dean Reid approved via email.

Found at: <https://catalog.unk.edu/undergraduate/departments-programs/teacher-education/teacher-education-program-information/>

Student Teaching

Current Statement:

Arrangements are made for students who qualify to complete their student teaching requirement in schools located in Nebraska and other states. Most pre-student teaching and student teaching field experiences take place in schools that are members of UNK Network of Partner Schools. UNK teacher candidates will complete a minimum of 16 weeks (12 credit hours) of all-day student teaching. Some teacher candidates who pursue more than one endorsement will be required to complete 20 weeks of student teaching (17 credit hours) or more, depending on the endorsements.

Teacher candidates planning to student teach in the fall semester should apply for student teaching by the first Tuesday in February. Teacher candidates planning to student teach in the spring semester should apply by the first Tuesday in September. The first step, participation in a Student Teaching workshop, is mandatory. Student teachers who will student teach in the spring need to attend a workshop in April the year prior to student teaching; student teachers who will student teach in the fall need to attend a workshop in November the year prior to student teaching. This workshop will outline the application and placement process. A number of workshops will be scheduled throughout the fall and spring semesters. Students can contact the Educator Certification Office to request a schedule for the workshops.

New Statement:

Arrangements are made for students who qualify to complete their student teaching requirement in schools located in Nebraska and other states. Most pre-student teaching and student teaching field experiences take place in schools that are members of UNK Network of Partner Schools. UNK teacher candidates will complete a minimum of 16 weeks (12 credit hours) of all-day student teaching. Some teacher candidates who pursue more than one endorsement will be required to complete 20 weeks of student teaching (17 credit hours) or more, depending on the endorsements.

Teacher candidates planning to student teach in the fall semester should apply for student teaching by the first Tuesday in February. Teacher candidates planning to student teach in the spring semester should apply by the first Tuesday in September.

#207, Create, Minor, Engineering, PHYS, CASC, new minor program. Some engineering students decide (after completing the "pre-engineering" program at UNK) that engineering is not for them. In this event, the engineering classes would not count toward any graduation requirements. This minor program would give these students a chance to count their UNK engineering classes toward fulfilling a degree. This minor program would also pair well with business or construction management major degrees as an extra, marketable qualification.

#208, Create, Minor, Health Communication, SPCH, CASC, This new minor has been developed in conjunction with the Health Sciences program to provide targeted communication skills for health

professionals. It has a core that provides skills all people in the field can use and then a set of four concentrations that focus on skills connected to more narrow specializations in health professions.

#209, Create, Program, Pre-Public Health, HSCI, CASC, Health Sciences is in the process of restructuring the public health program on campus. There is a significant shortage of professionals with formal training in public health and this is an opportunity to recruit students into this field. The creation of a Pre-Public Health will provide more visibility of public health within the pre-professional options in Health Sciences at UNK. The creation of this program will also ensure appropriate advising and guidance for students interested in pursuing a graduate degree in public health. In correlation with the creation of this program, Health Sciences is working with UNMC to develop a 3+2 program that leads to a Master's Public Health from UNMC in five years. The development of the Pre-Public Health program is the first step in that pipeline and will prepare students to enter that program.

#210, Create, Program, Family Life Education, CSPFS, COE, Family Science is a certified program of the National Council on Family Relations. This new program is designed to provide the approved coursework for degree-seeking students who are pursuing the Certified Family Life Education (CFLE) credential. It is created as an on-line program to meet the needs of local, state, regional, national, international and transfer students.

#211, Alter, Minor, Accounting, We have added a newly created elective, ACCT 425, and removed MATH 102 from the required courses to reduce duplication hours.

#212, Alter, Minor, Strategic Communication, JMC, CASC, Retitling of previous Advertising and Public Relations Minor to match new curriculum. Updates courses to match current offerings and to better meet needs of minors.

#213, Alter, Course, Number, BIOL 359, Evolution, BIOL, CASC, This course is a junior level course and should be numbered as such. The students typically take this course in their junior year before Genetics, which is also during their junior or senior year; Change course number, Old Value: 290, New Value: 359.

#214, Alter, Course, Prerequisites, BIOL 360, Genetics, BIOL, CASC, We are changing the course number of BIOL 290 to BIOL 359. Therefore, this is an update to encompass that change; Change prerequisites, Old Value: BIOL 106 and BIOL 226 or BIOL 290 or BIOL 309, New Value: BIOL 106 and BIOL 226 or BIOL 309 or BIOL 359.

#215, Alter, Course, Prerequisite, BIOL 416, Plant Diversity and Evolution, BIOL, CASC, The Course number for the prerequisite course Evolution is changing from 290 to 359 and we are updating this number; Change prerequisite, Old Value: BIOL 105 and BIOL 290 or permission of instructor, New Value: BIOL 105 and BIOL 359 or permission of instructor.

#216, Alter, Course, Prerequisite, BIOL 418, Plant Taxonomy, BIOL, CASC, We are changing the number of the prerequisite course Evolution from 290 to 359. Therefore, this change is to fix the number for the prereq class; Change prerequisite, Old Value: BIOL 105 and BIOL 290 or permission of instructor, New Value: BIOL 105 and BIOL 359 or permission of instructor.

#217, Alter, Program, Business, Marketing, and Information Technology 6-12 Teaching Field Endorsement, B.A.Ed., MGT, CBT, Modify the IT course offerings to better match NDE Rule of 24 Matrix and new endorsement requirements for teaching specific technology courses at the 7-12 level.

#218, Alter, Program, Business Administration Comprehensive – Accounting Emphasis, B.S., AFE, CBT, We are adding a newly created elective, ACCT 425, to give students more options.

#219, Alter, Certificate, Early Childhood Family Advocate, CSPFS, COE, Changes to the ECI program and courses impacting this dual (TE & FAMS) certificate.

#220, Alter, Program, Pre-Dietetics, HSCI, CASC, The Psychology Department has inactivated PSY 403 and therefore, it is being removed from the program.

#221, Alter, Program, Early Childhood and Family Advocacy Comprehensive, B.S., CSPFS, COE, Changes to ECI program and course impacted this dual (TE & FAMS) degree.

#222, Alter, Minor, Educational Studies, TE, COE, Early Childhood courses have been altered in the ECI program major so the courses here need to be adjusted to meet the catalog changes.

#223, Alter, Program, Secondary English 7-12 Teaching Endorsement, B.A.Ed., ENG, CASC, The department added a course relevant to this program. We also changed the Program Title at the request of the TE program to align with the endorsements that are placed on teaching certificates.

#224, Alter, Minor, Health Science, HSCI, CASC, The Health Science Minor is being altered to make three changes: 1. The Psychology Department has inactivated PSY 192 and therefore, it is being removed from the minor. 2. A newly developed course from the Speech Department is being added to the electives - Introduction to Health Communications (SPCH 435). The content of this course will be very appropriate for all health science students. 3. The Introduction to Nutrition Course has moved from FAMS to PE. The old FAMS 110 is being replaced with PE 108 to reflect that change.

#225, Alter, Minor, Journalism, JMC, CASC, Revamped to match new curriculum/majors. Has a new stronger focus on reporting skills.

#226, Alter, Program, English Language Arts 7-12 Teaching Field Endorsement, B.A.Ed., ENG, CASC, We are changing the required communications courses because Communications will no longer be offering SPCH 400 (the new courses were recommended by the Communications Department). We have changed the Program Title at the request of the TE department to align with the endorsements that are placed on teaching certificates. We have added a new course that is relevant to the American Literature section.

#227, Alter, Course, Number, MATH 280, Linear Algebra, MATH, CASC, The course number is being changed to be consistent with current advising practices and course content. Most students take this course in their sophomore year so it should be listed as a 200 level course; Change course number, Old Value: 440, New Value: 280.

#228, Alter, Minor, Media Production, JMC, CASC, Being updated to add additional options and match changes made to our majors.

#229, Alter, Program, Pre-Mortuary Science, HSCI, CASC, The Psychology Department has inactivated PSY 192 and therefore, that course is being removed from the electives. The Personal Money Management course is also being updated from FAMS to FIN.

#230, Alter, Minor, Multimedia, JMC, CASC, Updating minor to match changes in JMC, CYBER and ART offerings. Please note that this minor has long been 25 hours. We now have it down to 24-25 hours.

#231, Alter, Minor, Nutrition, PEREC, COE, Psychology department has made PSY 403 dormant so we are removing it.

#232, Alter, Course, Title, Catalog Description, PE 329, Introduction to Health Promotion, PEREC, COE, Changing the catalog description to more accurately describe the course. Taking the "s" off the title in PROMOTIONS as that was a mistake; Change course title, Old Value: Introduction to Health Promotions, New Value: Introduction to Health Promotion; Change catalog description, Old Value: Concepts of wellness/fitness with emphasis on stress management, smoking cessation, medical self-care, fitness programming for all ages, New Value: This course is designed to provide students exposure to the process of planning, implementing, and evaluating health promotion strategies that enable individuals, groups, and communities to increase control over, and to improve, their health.

#233, Alter, Course, Prerequisites, PE 461, Physiology of Exercise, PEREC, COE, Registration for the course has been by permission only due to the exercise science acceptance requirements. We are modifying the requirements and therefore the pre-requisites; Change prerequisites, Old Value: Grade of "C" or above in PE 310 or BIOL 215 or BIOL 226 and by permission only, New Value: Grade of "C" or above in PE 310 or BIOL 215 or BIOL 226 or by permission.

#234, Discontinue, Program, Philosophy, B.A., PHIL, CASC, The University of Nebraska Board of Regents voted to eliminate the program on 02/11/2022.

#235, Discontinue, Program, Philosophy, B.S., PHIL, CASC, The University of Nebraska Board of Regents voted to eliminate the program on 02/11/2022.

#236, Alter, Program, Pre-Physician Assistant, HSCI, CASC, UNMC has made changes to the requirements and recommended courses for the Physician Assistant Program. Therefore, our Pre-PA program is being updated to reflect those changes.

#237, Alter, Minor, Professional Communication, SPCH, CASC, Updated to better meet the needs of students given changes to our majors. It makes persuasion a required part of the program and allows a bit more flexibility than the old minor.

#238, Alter, Course, Number, Title, Catalog Description, PSCI 281, Political Analysis, PSCI, CASC, In response to feedback we have received from our students who have expressed support in how PSCI 381 is delivered as well as a need for more 200-level offerings we have decided to make this change; Change course number, Old Value: 381, New Value: 281; Change course title, Old Value: Introduction to Political Inquiry, New Value: Political Analysis; Change catalog description, Old Value: This course introduces students to basic approaches to inquiry and research in the field of Political Science. Recommended for students in their junior year, New Value: How do we know ... what causes wars? Whether public policies are effective? How campaign donations affect legislators? If judges are influenced by ideology? How voters reason? This course introduces students to the basic methods that political scientists use to answer questions like these about how political processes and systems work and how political actors behave. The primary objectives are to develop students' capabilities to read and understand political science scholarship in upper-level courses and to participate in undergraduate research. Topics include: development of questions, preparation of research designs, selection of cases and evidence, and techniques for analysis. This is not a statistics course, and no previous knowledge of statistical methods is necessary. Recommended preparation: PSCI 110, PSCI 140, and PSCI 168; sophomore standing. Spring term only.

#239, Alter, Course, Prerequisites, PSCI 486, Policy Analysis, PSCI, CASC, We needed to change the prerequisite of this course from PSCI 381 to PSCI 281; Change prerequisites, Old Value: PSCI 381 and PSCI 385, New Value: PSCI 281 and PSCI 385.

#240, Alter, Program, Psychology 7-12 Teaching Subject Endorsement, B.A.Ed., PSY, CASC, To remove PSY 250 from the General Studies program but retain in the courses required for the major. To clarify the number of hours students must complete in upper level psychology courses (versus all psychology courses) to get a teaching endorsement from UNK.

#241, Alter, Minor, Public Health, HSCI, CASC, The Public Health Minor is being updated to better reflect the core concentration areas within the discipline of public health and provide students with a more comprehensive overview of public health issues. The structure of minor is being changed to create a solid foundation in the core while also providing a thorough list of electives that allows to students to explore public health concentration area. We are also in the process of re-structuring the public health program at UNK and adding a Pre-Public Health Program to guide students interested in a graduate program in public health. The Pre-PH program will mirror the minor very closely.

#242, Alter, Program, Public Law, PSCI, CASC, Removing dormant course, CJUS 355.

#243, Alter, Course, Prerequisites, TESE 437, Medical Aspects of Individuals with Disabilities, TE, COE, The content from TE204 is not necessary to be successful in TESE 437. This additionally benefits our transfer students who come in with many credits and need course options; Change prerequisites, Old Value: TE 204, New Value: None.

#244, Alter, Course, Title, Catalog Description, TESE 461, Legal Issues in Special Education and IEP Development, TE, COE, The new name more accurately describes the content of the course; Change course title, Old Value: Legal Issues in Special Education, New Value: Legal Issues in Special Education and IEP Development; Change catalog description, Old Value: This course provides students with the knowledge and understanding of the history and federal regulations in the field of special education. Professional ethics and code of conduct will be emphasized. Students will explore the foundations for various mandated activities such as parents' rights, IEP components and monitoring, special education placement procedures and mandated timelines, New Value: This course provides students with the knowledge and understanding of the history and federal regulations in the field of special education. Professional ethics and code of conduct will be emphasized. Students will explore the foundations for various mandated activities such as parents' rights, IEP components and monitoring, special education placement procedures and mandated timelines. Students will learn to report assessment results using the Multi-disciplinary Team Format (MDT Report). Students will also learn how to use assessment results to develop Individualized Educational Plans (IEP). Both the MDT Report and IEPs will be written on Nebraska Department of Education forms using the online Student Report System (SRS).

#245, Alter, Course, Title, Credit Hours, Prerequisites, Catalog Description, TESE 462, Assessment in Special Education, TE, COE, Individualized Education Plan content, previously introduced in this course, was added to course TESE 461. That content will now be reinforced in TESE 462; this results in a decrease of 1 credit hour of content; Change course title, Old Value: Assessment and IEP Development, New Value: Assessment in Special Education; Change credit hours, Old Value: 4, New Value: 3; Change prerequisites, Old Value: Junior Standing or Above, New Value: TESE 461, Change catalog description, Old Value: This course develops the student's ability to conduct both informal and formal academic assessment in special education. Academic assessment will include administration, scoring, and interpretation of standardized instruments. Academic assessment will also include development and administration, scoring, and interpretation of informal measures to assess needs and growth. Students will learn to report assessment results using the Multi-disciplinary Team Format (M-Team Report). Students will also learn how to use assessment results to develop Individualized Educational Plans (IEP). Both the M-Team Report and IEPs will be written on Nebraska Department of Education forms using the online Student Report System (SRS). New Value: This course develops the student's ability to conduct both informal and formal academic assessment in special education. Academic assessment will include administration, scoring, and interpretation of standardized instruments. Academic assessment will also include development and administration, scoring, and interpretation of informal measures to assess needs and growth. Students will also complete full IEPs on Nebraska Department of Education forms using the online Student Report System (SRS) after each assessment is learned and completed.

#246, Alter, Course, Title, Credit Hours, Prerequisites, Catalog Description, TESE 475, Secondary Special Education Strategies and Transition, TE, COE, Looking ahead to program changes, we are increasing TESE 475 to 3 credits and will no longer offer TESE 476; Change course title, Old Value: Curriculum Content for Secondary Students with Disabilities, New Value: Secondary Special Education Strategies and Transition; Change credit hours, Old Value: 2, New Value: 3; Change prerequisites, Old Value: Admission to Teacher Education Program, New Value: Admission to Teacher Education Program and TESE 462; Change catalog description, Old Value: This course is designed to address the instructional needs of secondary students with disabilities. Task analysis, community-based interventions, functional academics, modification of materials, and alternative assessments will be emphasized. Students will apply their knowledge of lesson plan development in the development of age and ability appropriate lessons in reading, math, and writing both in a school and community/life skills setting, New Value: This course is designed to address the instructional needs of secondary students with high-incidence disabilities in the inclusive classroom in order to foster a successful transition to the post-secondary world. Focus areas will include transition planning, implementing accommodations and

modifications, co-teaching and inclusive teaching methods, self-advocacy, and evaluation methods and accommodations. Students will apply their knowledge through the development and implementation of inclusive lessons and assessments.

#247, Alter, Course, Number, THEA 396, Theatre Design Software, As we are planning to correct our design class rotation, it has been discovered that this course needs to be taken before Set Design THEA 420 and Lighting Design THEA 447. It is also the next logical step after our Elements of Design THEA 296, the only prerequisite for the design classes. The new number will help students and faculty follow the course path easier. This course has not been taught yet, so we hope fixing the number at this point will not cause any issues; Change course number, Old Value: 405, New Value: 396.

#248, Alter, Program, Criminal Justice, CJUS, CASC, Need to update the program to reflect that some classes have been made dormant. Also, PSY 250 has been removed from GS so we need to remove it from our program. We also want to have a minimum of C- in all classes included in the core for the Criminal Justice Major.

#249, Alter, Minor, Criminal Justice, Need to update the program to reflect that some classes have been made dormant. Also, PSY 250 has been removed from GS so we need to remove it from our program. We also want to have a minimum of C- in all classes included in the core for the Criminal Justice Major.

#250, Alter, Program, Criminal Justice Comprehensive, CJUS, CASC, Need to update the program to reflect that some classes have been made dormant. Also, PSY 250 has been removed from GS so we need to remove it from our program. We also want to have a minimum of C- in all classes included in the core for the Criminal Justice Major.

#251, Alter, Course, Prerequisites, ENG 102, Special Topics in Academic Writing and Research, ENG, CASC, We are eliminating ACT scores for placement into ENG 102 because the school no longer requires them for admission. We have added an English Placement Survey for our composition courses, which will be a more accurate method of placement. The survey is designed to place students in either ENG 100A or ENG 101, but it offers an option for how students can seek permission to go directly into ENG 102; Change prerequisites, Old Value: ENG 101 or equivalent or English ACT score of 29 or above, New Value: ENG 101 or Department Permission.

#252, Alter, Program, International Studies, INTL, CASC, To remove now dormant CJUS 355, CJUS 375, and CJUS 476 courses from the program.

#253, Alter, Minor, International Studies, Remove now dormant CJUS 375 and CJUS 476 from the program.

#254, Alter, Course, Title, Catalog Description, Prerequisites, MGT 450, Population Health Management: Systems and Policies, MGT, CBT, The current HCM 450/850P course provides a strong foundation for examining health care issues and policies within a business and policy framework. This course was primarily created and crafted for business majors. However, the student body interested in this course has changed during the past few years and the current group largely consists of non-business health science majors (i.e., nearly 65% of the enrolled students). As a result, many of these students have not completed a course in accounting or economics or finance. As such, introducing concepts related to payment systems and cost control or financial models of health care are no longer suitable (see below course description). This course is for health sciences students and students interested in health care management. Topics include 1) the organization, delivery, and financing of health care; 2) the business side of health care including workforce issues, payment systems, and cost control; 3) issues in the health care industry including the effect of government policies; and 4) the opportunity for students to critically evaluate current changes in health care policies in the United States and other countries and the effect of such changes on the quality of patient care.

Therefore, a slight modification of the course objective is needed to better align student preparation with student learning. Since many of the current students do not have the necessary business background (i.e., prerequisites such as ACCT 250 or ECON 271), one option may be to require students to take

selected courses in accounting and finance. Another option, and one more meaningful given the health science curriculum, would be to modify the course to the following:

This course is for health sciences students and students interested in health care management. Topics include 1) describing the determinants of population health that impact health outcomes in a community and applying this information to design low cost interventions; 2) exploring contemporary health care systems and the role of diverse stakeholders in the organization and delivery of models of care; 3) developing effective communication skills to help policymakers understand relevant health care issues; 4) understanding how concepts from economics and management can be applied to examine local public health agency efforts in assessing health needs, quality of services, and strategies for improving health services delivery. This course also examines issues in the health care industry, including the effect of government policies, and students will have the opportunity to critically evaluate current changes in health care policies in the United States and other countries and the effect of such changes on the quality of patient care.

The course would be titled as HCM 450/850: Population Health Management: Systems and Policies and retain a high percentage of the current content. Students would need to meet the following required prerequisites: Junior standing and STAT 241 or MGT 233 or PSY 250 or BIOL 305. It is also recommended that students should complete PSCI 110 and ECON 270 or ECON 271. Change course title, Old Value: Health Care Delivery: Systems and Policies, New Value: Population Health Management: Systems and Policies; Change catalog description, Old Value: This course is for health sciences students and students interested in health care management. Topics include 1) the organization, delivery, and financing of health care; 2) the business side of health care including workforce issues, payment systems, and cost control; 3) issues in the health care industry including the effect of government policies; and 4) the opportunity for students to critically evaluate current changes in health care policies in the United States and other countries and the effect of such changes on the quality of patient care., New Value: This course is for health sciences students and students interested in health care management. Topics include 1) describing the determinants of population health that impact health outcomes in a community and applying this information to design low cost interventions; 2) exploring contemporary health care systems and the role of diverse stakeholders in the organization and delivery of models of care; 3) developing effective communication skills to help policymakers understand relevant health care issues; 4) understanding how concepts from economics and management can be applied to examine local public health agency efforts in assessing health needs, quality of services, and strategies for improving health services delivery. This course also examines issues in the health care industry, including the effect of government policies, and students will have the opportunity to critically evaluate current changes in health care policies in the United States and other countries and the effect of such changes on the quality of patient care. Recommended Prerequisites: PSCI 110 and ECON 270 or ECON 271; Change prerequisites, Old Value: None, New Value: Junior Standing and STAT 241 or MGT 233 or PSY 250 or BIOL 305.

#255, Alter, Minor, Speech/Theatre (Elementary Education), This update is taking place for two reasons. First of all, we need to remove THEA 222 from the minor because it has been discontinued. Second, while other classes that have been in the minor are technically still on the books, a majority of them have not been taught in some time, and there have been very few students taking this minor over the last decade. So the Department of Communication has revamped this minor to attempt to do several things:

*We are expanding the appeal of this minor from K-6th grade to K-12.

*The previous minor was built around a teaching environment from the 20th century. This has been revised to more closely match how media/speech/and theatre are being currently taught.

*The new minor has six required hours of theatre, nine hours of journalism/media classes and three hours of speech communication.

*Beyond that is a range of five-to-six hours of electives drawn from Theatre, Journalism, Speech, and Dance.

K-12 teachers would find this minor useful should they be working on theatre or drama, oral performance, and radio or television.

#256, Alter, Minor, Women's and Gender Studies, Remove CJUS 476 from electives; CJUS 476 is going dormant.

#257, Discontinue, Program, Public Administration, B.S., PSCI, CASC, The Nebraska Coordinating Commission for Postsecondary Education (CCPE) concluded that this program was not meeting "minimum performance standard". In response, our department decided that the program should be inactive for the foreseeable future.