

2017-2018 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING

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

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

#94, Discontinue, Department, Economics, CBT, There has been consistently strong demand for Agribusiness and consistently weak demand for any of the four Economics degree programs. We have made a strategic decision to add resources and focus to the Agribusiness program. For example, in 2015 a faculty line was converted from Economics to Agribusiness. Another part of our strategy is to feature the Agribusiness program in a Department name. The Agribusiness receiving Department name will include three related and stable programs and will be changed to Marketing, Agribusiness, and Supply Chain Management. There are strong connections among the three disciplines, as marketing and supply chain activities are central in managing agribusiness enterprises, such as grain merchandising or input sales.

#95, Alter, Department, Name, Accounting, Finance and Economics, CBT, The UNK Department of Economics is being eliminated and the programs moved to three existing departments. The Economics programs will be moved to the Department currently named Accounting (ACC) and Finance (FIN). The Agribusiness programs will be moved to the Department currently named Marketing (MKT) and Management Information Systems (MIS). The third program, Business Education (BSED), managed by a single faculty member, will be moved to the Department of Management; Change in Department name; Old Value: Accounting/Finance; New Value: Accounting, Finance and Economics.

#96, Alter, Department, Name, Marketing, Agribusiness and Supply Chain Management, CBT, The UNK Department of Economics is being eliminated and the programs will be moved to three existing departments. The Agribusiness programs will be moved to the Department currently named Marketing (MKT) and Management Information Systems (MIS). The Economics programs will be moved to the Department currently named Accounting (ACC) and Finance (FIN). The third program, Business Education (BSED), managed by a single faculty member, will move to the Department of Management; Change in Department name; Old Value Marketing and Management Information Systems; New Value: Marketing, Agribusiness and Supply Chain Management.

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

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

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

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

#148, Alter, Course, Prerequisites, ART 368, Design II, ART, CFAH, Changes in the VCD program course sequence has affected this course prerequisites. The successful passing of the Sophomore Portfolio Review will be required; Change in prerequisites, Old Value: ART 318; New Value: ART 318 and Successful passing of the Sophomore Portfolio Review.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#172, Create, Course, MUS 379, Collegium, MUS, CFAH, Our peer-institutions, as well as most universities have upper division ensembles as part of their curriculum. The Department is building upper

division sections of each ensemble for juniors and seniors who are taking on leadership roles with significantly more responsibility.

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

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

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

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

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

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

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

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

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

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

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

Special Education K-12 and Special Education K-6. It should be taken one to two semesters prior to student teaching; New Value: The course is designed to provide practical application of learned skills. Students will be placed in a special education setting for a total of twenty-five clock hours. Students will implement learning strategies and develop a behavior intervention plan. Students will also complete five additional hours, work in a classroom, or at events benefiting individuals with disabilities. This course is required for majors in Special Education K-12 and Special Education K-6. It should be taken one to two semesters prior to student teaching.

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

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

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

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