

IMPORTANT NOTE:

The March FSAA meeting was not held due to campus being closed on Thursday, March 14. In consultation with the Registrar's Office, the Committee decided to *combine* the March meeting with the April meeting. This means all the March agenda items (#132 - #150) and the April agenda items (#151 - #157) will be taken up at the April meeting (sub-committee meeting is scheduled for Wednesday, April 10, at 3:30 p.m. in WRNH 2147; the full committee meeting is scheduled for Thursday, April 18, at 3:30 p.m. in WRNH 2147).

2018-2019 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING

Academic Affairs Subcommittee 3/6/2019
Academic Affairs Full Committee 3/14/2019

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

As we approach the end of academic year, we would like to take a moment to inform everyone that in order to make the deadline for the 2019-2020 catalog, all program or course proposals must be at the Academic Affairs level in CIM by Tuesday, April 2 by 5:00 pm.

Please note: This includes courses and program revisions only. New majors will not make it into the 2019-2020 catalog at this point due to the external approvals required.

#132, Alter, Course, Prerequisites, ACCT 391, Accounting Information Systems, ACCT/FIN, CBT, CYBR302 has been removed from the business core and we want to remove it as a prerequisite; Change in prerequisites; Old Value: ACCT 251 and MIS 302; New Value: ACCT 251.

#133, Alter, Minor, Data Analytics Minor, CYSY, CBT, Move to Cyber Systems department. Broaden the scope of this program from business analytics to all data analytics. Allow analytical related elective options from programs across campus.

#134, Alter, Program, Business Administration Comprehensive, B.S., Accounting Emphasis, ACCT/FIN, CBT, The follows items are reasons why this Program is being altered: (1) Assurance of Learning data indicate that our students are performing below standards on the "quantitative business analysis" area of the Major Field Exam, (2) the change is consistent with AACSB accreditation Standard 9 Curriculum Content for: General Skill Areas, General Business Knowledge Areas, and Technology Agility, (3) AACSB business standards are undergoing review, and based on recent changes to the AACSB Accounting Standards and information presented at AACSB conferences, business analytics in the business curriculum is expected to become a specific standard in the near future, and (4) on January 16, 2019, CBT-BD faculty voted to (a) Drop MIS 302 from the business core and replace MIS 302 with a business analytics course and (b) add ACCT 391 and CYBR 302 to the "ECON 301:498 Except ECON 388" requirement.

#135, Alter, Program, Business Administration Comprehensive, B.S., Economics Emphasis, ECON, CBT, The follows items are reasons why this Program is being altered: (1) Assurance of Learning data indicate that our students are performing below standards on the "quantitative business analysis" area of the Major Field Exam, (2) the change is consistent with AACSB accreditation Standard 9 Curriculum Content for: General Skill Areas, General Business Knowledge Areas, and Technology Agility, (3) AACSB business standards are undergoing review, and based on recent changes to the AACSB Accounting Standards and information presented at AACSB conferences, business analytics in the business curriculum is expected to become a specific standard in the near future, and (4) on January 16, 2019, CBT-BD faculty voted to (a) Drop MIS 302 from the business core and replace MIS 302 with a business

analytics course and (b) add ACCT 391 and CYBR 302 to the “ECON 301:498 Except ECON 388” requirement.

#136, Alter, Program, Business Administration Comprehensive, B.S., Finance Emphasis, ACCT/FIN, CBT, The follows items are reasons why this Program is being altered: (1) Assurance of Learning data indicate that our students are performing below standards on the “quantitative business analysis” area of the Major Field Exam, (2) the change is consistent with AACSB accreditation Standard 9 Curriculum Content for: General Skill Areas, General Business Knowledge Areas, and Technology Agility, (3) AACSB business standards are undergoing review, and based on recent changes to the AACSB Accounting Standards and information presented at AACSB conferences, business analytics in the business curriculum is expected to become a specific standard in the near future, and (4) on January 16, 2019, CBT-BD faculty voted to (a) Drop MIS 302 from the business core and replace MIS 302 with a business analytics course and (b) add ACCT 391 and CYBR 302 to the “ECON 301:498 Except ECON 388” requirement.

#137, Alter, Program, Business Administration Comprehensive, B.S., Business Intelligence Emphasis, CYSY, CBT, We are moving this program to the Cyber Systems Department, and adjusting the requirements to account for the merger with the CSIT Department and INT program. We changed the name from Management Information Systems to Business Intelligence to reflect industry standards, reflect feedback from the Cyber Systems Advisory Council, discussed at the February 2019 meeting, and reflect current graduate hiring practices. We adjusted courses requirements for current industry needs of graduates. We also add more elective options from programs across campus. We updated the GS Analytic & Quantitative Thought to include a beginning programming course as well as the CYBR 306 Intro to Predictive Modeling course, to ensure that students in this program meet the business analytics requirements voted by the CBT:BD faculty on January 2019. We updated the BS Science requirements to include a statistics course (moved from the Analytics and Quantitative Thought category) as well as social science research methods courses (in Economics), in line with the UNK guidelines, <https://catalog.unk.edu/undergraduate/academics/degrees/bs/>. Doing so, keeps this program in compliance with the CBT:BD core requirements. Because of the uncertainty surrounding the business core, and the need for this program to move from the Marketing/MIS Department to the Cyber Systems Department, at this time, we left the core untouched except that the course MIS 302 has been renumbered CYBR 302.

#138, Alter, Program, Business Administration Comprehensive, B.S., Marketing Emphasis, MKMIS, CBT, The following items are reasons why this Program is being altered: (1) Assurance of Learning data indicate that our students are performing below standards on the “quantitative business analysis” area of the Major Field Exam, (2) the change is consistent with AACSB accreditation Standard 9 Curriculum Content for: General Skill Areas, General Business Knowledge Areas, and Technology Agility, (3) AACSB business standards are undergoing review, and based on recent changes to the AACSB Accounting Standards and information presented at AACSB conferences, business analytics in the business curriculum is expected to become a specific standard in the near future, and (4) on January 16, 2019, CBT-BD faculty voted to (a) Drop MIS 302 from the business core and replace MIS 302 with a business analytics course and (b) add ACCT 391 and CYBR 302 to the “ECON 301:498 Except ECON 388” requirement.

#139, Alter, Program, Business Administration Comprehensive, B.S., Management Emphasis, MGT, CBT, The follows items are reasons why this Program is being altered: (1) Assurance of Learning data indicate that our students are performing below standards on the “quantitative business analysis” area of the Major Field Exam, (2) the change is consistent with AACSB accreditation Standard 9 Curriculum Content for: General Skill Areas, General Business Knowledge Areas, and Technology Agility, (3) AACSB business standards are undergoing review, and based on recent changes to the AACSB Accounting Standards and information presented at AACSB conferences, business analytics in the business curriculum is expected to become a specific standard in the near future, and (4) on January 16, 2019, CBT-BD faculty voted to (a) Drop MIS 302 from the business core and replace MIS 302 with a business analytics course and (b) add ACCT 391 and CYBR 302 to the “ECON 301:498 Except ECON 388” requirement.

#140, Alter, Program, Business Administration Comprehensive, B.S., Supply Chain Management Emphasis, MKMIS, CBT, 1. Deleting SCM Emphasis electives (MIS421, MKT336, MKT433, MKT434, MGT415, MGT425, GEOG315, ITEC453) that are either not being offered regularly or that have been determined to no longer be appropriate. Adding electives that are more appropriate (MKT430, MKT437, MKT450). 2. The following items are reasons why this Program is being altered: (1) Assurance of Learning data indicate that our students are performing below standards on the “quantitative business analysis” area of the Major Field Exam, (2) the change is consistent with AACSB accreditation Standard 9 Curriculum Content for: General Skill Areas, General Business Knowledge Areas, and Technology Agility, (3) AACSB business standards are undergoing review, and based on recent changes to the AACSB Accounting Standards and information presented at AACSB conferences, business analytics in the business curriculum is expected to become a specific standard in the near future, and (4) on January 16, 2019, CBT-BD faculty voted to (a) Drop MIS 302 from the business core and replace MIS 302 with a business analytics course and (b) add ACCT 391 and CYBR 302 to the “ECON 301:498 Except ECON 388” requirement.

#141, Alter, Program, Business Administration, B.S., MGT, CBT, The follows items are reasons why this Program is being altered: (1) Assurance of Learning data indicate that our students are performing below standards on the “quantitative business analysis” area of the Major Field Exam, (2) the change is consistent with AACSB accreditation Standard 9 Curriculum Content for: General Skill Areas, General Business Knowledge Areas, and Technology Agility, (3) AACSB business standards are undergoing review, and based on recent changes to the AACSB Accounting Standards and information presented at AACSB conferences, business analytics in the business curriculum is expected to become a specific standard in the near future, and (4) on January 16, 2019, CBT-BD faculty voted to (a) Drop MIS 302 from the business core and replace MIS 302 with a business analytics course and (b) add ACCT 391 and CYBR 302 to the “ECON 301:498 Except ECON 388” requirement.

#142, Alter, Minor, Business Administration, MGT, CBT, catalog correction- removed MGT 233.

#143, Alter, Certificate, Software Quality Assurance, CYSY, CBT, Move to Cyber Systems department and make use of existing courses within the new department.

#144, Alter, Course, Prerequisites, Course Description, CYBR 306, Introduction to Predictive Modeling, CYSY, CBT, After teaching the course last fall, we recognize that statistics should be a prerequisite course. Course description and learning objective changes are being made to more accurately reflect the course content and address the business analytics needs of the CBT:BD BABS programs core. We added Assurance of Learning Goals, to show which AACSB curricular standards/guidelines are addressed in this course. We also realized that hands-on labs would add value, and changed the course to be 3 credit hours, which meets as 2 hours lecture; 2 hours lab each week. (We use this 2:1 format in other courses such as CYBR 345). Since this course may be taken by majors outside of the CBT:BD programs, we allow any entry-level statistics course from across campus as the prerequisite; Change in prerequisites; Old Value: Passing score on Business Computer Proficiency Exam or CYBR 182; New Value: MGT 233 or STAT 241 or STAT 345 or BIOL 305 or PSY 250; Change in course description; Old Value: Data Analytics uses real-time processing of sentiment, buzz, social networks, context and/or other data of interest to improve performance and impact. This course introduces predictive modeling to enable more informed decisions and to influence others. Students learn how to develop, explore, model, and answer questions using analytical processes to examine big datasets; New Value: Data Analytics uses real-time processing of sentiment, buzz, social networks, context and/or other data of interest to improve performance and impact. This course will expand on basic statistical and analytical tools for developing an understanding of advanced methods for data analysis and modeling to support decision making. Students learn how to develop, explore, model, and answer questions using analytical processes to examine datasets, including “big data”. Predictive modeling is introduced to show how to use these concepts, and others, to support more informed decisions and to drive business strategy using current and rapidly changing technologies. The course covers the fundamentals of databases, data analysis, data visualization, inferential statistics, and reporting; all supporting predictive and prescriptive analytics. Two hours lecture, two hours lab per week.

#145, Alter, Course, Title, Prerequisites, Course Description, ECON 365, Business Analytics & Decision Making, ECON, CBT, The College of Business and Technology recently supported a change to the Business Division Core Curriculum through a two-thirds majority vote of faculty. The change involves adding Business Analytics as a core course within the core. This change was justified based upon AACSB accreditation Standard 9 Curriculum Content for: General Skill Areas, General Business Knowledge Areas, and Technology Agility; low student scores in quantitative business analysis on the Major Field Test; and, industry trends representing increased importance of business intelligence and analytics. In light of these changes, the content of this course, ECON 365, is being updated to better reflect the capabilities students need for familiarization with business intelligence and analytics. Specifically, the revisions to the course better reflect teaching the students to meet the following objectives: Data collection/extraction: introduction to and use of tools to collect, extract, and organize data; Data analysis: apply descriptive, predictive, and prescriptive analytics to business problems; Data interpretation: identify patterns in data through interpretation of statistical analyses and visualization. Revisions have been made to better provide students tools for business applications working with data, databases and reports from analytic models through coverage of fundamentals of data analysis, data visualization, and inferential statistics, all supporting descriptive, predictive, and prescriptive analytics; Change in course title; Old Value: Quantitative Methods; New Value: Business Analytics & Decision Making; Change in prerequisites; Old Value: ECON 270 or ECON 271; New Value: ECON 270 or ECON 271 and MGT 233 or equivalent; Change in course description; Old Value: A course to prepare the student with basic mathematical methods in the field of economics; New Value: This course expands on basic statistical and analytics tools so that students learn to think in terms of patterns and models, understand the value of economic and business data to gain key business insight and analyze market conditions, and learn how modeling supports decision making and can be used to evaluate the impact of choices. It covers fundamentals of descriptive, predictive, and prescriptive analytics, with a focus on data visualization. Students will use and interpret economic and business data, databases, and output from analytics models.

#146, Alter, Course, Total Completions, Credits Allowed, Credit Hours, Grading Type, HSCI 475, Internship in Health Sciences, HSCI, CNSS, This course is being changed to add an additional section for 5 credit hours to accommodate the internship needs of Radiography and Respiratory Therapy students. All sections of the course will also become Credit/No Credit grading, which is more appropriate for these types of internships; Change in total completions; Old Value: 1; New Value: 5; Change in total credits allowed; Old Value: 4; New Value: 25; Change in credit hours; Old Value: 1-4; New Value: 1-5; Change in grading type; Old Value: Traditional Grades; New Value: Credit/No Credit.

#147, Alter, Course, Title, Prerequisites, Course Description, MGT 334, Applied Business Analytics, MGT, CBT, The College of Business and Technology recently supported a change to the Business Division Core Curriculum through a two-thirds majority vote of faculty. The change involves adding Business Analytics as a core course within the core. This change was justified based upon AACSB accreditation Standard 9 Curriculum Content for: General Skill Areas, General Business Knowledge Areas, and Technology Agility; low student scores in quantitative business analysis on the Major Field Test; and, industry trends representing increased importance of business intelligence and analytics. In light of these changes, the content of this course, MGT 334, is being updated to better reflect the capabilities students need for familiarization with business intelligence and analytics. Specifically, the revisions to the course better reflect teaching the students to meet the following objectives: Data collection/extraction/organization: understand and apply tools to collect, extract, organize, and secure data; Data analysis: Use current and emerging technologies to apply descriptive, predictive, and prescriptive analytics to business problems, which includes creation of visualizations; Data interpretation: identify patterns in data through interpretation of statistical analyses and visualizations. Revisions have been made to better provide students tools for business applications working with data, databases and reports from analytic models through coverage of fundamentals of data analysis, data visualization, and inferential statistics, all supporting descriptive, predictive, and prescriptive analytics; Change in course title; Old Value: Intermediate Statistics; New Value: Applied Business Analytics; Change in prerequisites; Old Value: MGT 233 or equivalent; New Value: MGT 233; Change in course description; Old Value: A continuation of the study of the application of statistical techniques to business situations that involves advanced topics such as multiple correlation and regression. A statistical

computer package will be used; New Value: A continuation of the study of the application of statistical techniques to support decision making in business situations using descriptive, predictive, and prescriptive analytics. A statistical computer package will be used.

#148, Alter, Minor, Management Information Systems, CYSY, CBT, Move to the Cyber Systems Department and make use of existing courses in the new department.

#149, Alter, Minor, Software Quality Assurance, CYSY, CBT, Move to Cyber Systems department. Updated course requirements to meet industry standards.

#150, Alter, Minor, Marketing/Management, MKMIS, CBT, Dr. Luthans, Chair of Management, requested that MGT 330 International Management be added to the list of Minor electives. We are also replacing MIS 302 with CYBR 302 in the electives.

2018-2019 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING

Academic Affairs Subcommittee 4/10/2019
Academic Affairs Full Committee 4/18/2019

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

#151, Alter, Course, Prerequisites, AGBS 315, Agribusiness Management, AGBS, CBT, Students need economic principles in AGBS 315. Initially, we assumed that students would have taken both ECON 270 and 271 before taking AGBS 315. We are making this prerequisite change to reflect the needed prerequisites as the initial assumption is incorrect; Change in prerequisites; Old Value: MGT 301; New Value: ECON 270 and ECON 271 and MGT 301.

#152, Alter, Course, Title, Course Description, BSED 402, Career, Business, and Technology Principles, BSED, CBT, The new course title and course description reflects the updated course content required by the Nebraska Department of Education Rule of 24 Matrix change that was approved in 2018 by the state board; Change in course title; Old Value: Automated Office Systems; New Value: Career, Business, and Technology Principles; Change in course description; Old Value: This course examines new and emerging computer technologies. Hands-on experience in desktop publishing and a variety of software programs related to business are provided; New Value: This course examines career and technical development, stakeholder engagement, and new and emerging business and computer technologies to promote learning. Subject integration, application of standards, use of web-based sources and resource management is applied. Hands-on experience in desktop publishing and a variety of software programs related to business are provided.

#153, Alter, Supplemental Endorsement, English As a Second Language, TE, COE, Updated to meet state requirements.

#154, Alter, Course, Prerequisites, MGT 495, Administrative Strategy and Policy, MGT, CBT, MIS 302 has been removed as a required course in the Business Administration (BA) core. Instead, coverage of relevant "information systems" topics will be covered throughout the BA core and in the newly created ECON/IS category. Therefore, MIS 302 or AGBS 335 have been removed as prerequisites for MGT 495; Change in prerequisites; Old Value: FIN 308 and MKT 300 and either MIS 302 or AGBS 335 and either MGT 301 or MGT 355; New Value: FIN 308 and MKT 300 and either MGT 301 or MGT 355.

#155, Discontinue, Course, PE 160, Healthful Living, PE, COE, This course has been redesigned and renumbered to fit the General Studies guidelines.

#156, Alter, Course, Course Description, TE 100, Teaching in a Democratic Society, TE, COE, The Service Learning Project was removed from TE 100. The course description needs to reflect this change; Change in course description; Old Value: The first course for all teacher education majors. The key course themes are democracy, diversity, and technology. Current educational issues will be explored. The course includes a field experience in K-12 school sites and, also, includes a community service learning component. Concurrent enrollment in a matched section of PSCI 110 is encouraged; New Value: The first course for all teacher education majors. The key course themes are democracy, diversity, and technology. Current educational issues will be explored. The course includes a field experience in K-12 school sites. Concurrent enrollment in a matched section of PSCI 110 is encouraged.

#157, Create, Course, TE 424, Teaching English to Speaker of Other Languages TESOL, TE, COE, Meet the state requirements for the soon to be revised and adopted ESL endorsement.