

Academic Affairs Agenda

2024-2025 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING

Academic Affairs Subcommittee 1/15/2025

Academic Affairs Full Committee 1/23/2025

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

Courses approved by Beth Hinga to satisfy the Experiential Learning Requirement:
TESE 371 (6/6/23)

#74, Create, Minor, Music Business Minor, MUS, CASC, Program is created to offer students interested in Music more options to explore the field, to offer students majoring (BA or Performance) in Music a guided path of professionalization, and to offer business students a chance to explore an arts-business connection.

#75, Create, Program, Science 7-12 Teaching Subject Endorsement, B.S.E.D., PHYS, CASC, The Physical Science endorsement was eliminated from Rule 24 in approximately 2012. The last time it appeared in a UNK catalog was 2011-12. The sciences tried to develop a Science 7-12 program prior to the recent reduction in the number of general studies credit hours but could not include all the courses they thought were necessary. With our new general studies program (2020-21), they have more credit hours to work with and have built a program they believe covers the necessary elements to meet Rule 24. We are the only EPP in Nebraska that does not offer Science 7-12; 15 out of 16 Nebraska EPP's have Science 7-12 programs. Students should have the opportunity to get a general science endorsement that will allow them to teach biology, chemistry, physics, and physical science courses.

#76, Alter, Course, Prerequisites, ART 314A, Painting II, ART, CASC, Removed Sophomore Portfolio Review from the Prerequisites; Change prerequisites, Old Value: ART 102 and ART 118 and ART 214 or ART 216 and successful completion and passing of the Sophomore Portfolio Review, New Value: ART 102 and ART 118 and ART 214 or ART 216.

#77, Alter, Course, Prerequisites, ART 335B, Printmaking III, ART, CASC, Remove the Sophomore Portfolio Review from the Prerequisites; Change prerequisites, Old Value: ART 335A and successful completion and passing of the Sophomore Portfolio Review, New Value: ART 335A.

#78, Inactivate and Alter, Course, Prerequisites, ART 346A, Sculpture II, ART, CASC, Moving this Course to Dormant because the Sculpture Program is Dormant. Removing the SPR from prerequisites because it has not and will no longer be required; Change prerequisites, Old Value: ART 246 and successful completion and passing of the Sophomore Portfolio Review, New Value: ART 246.

#79, Alter, Minor, Athletic Training Foundations, KSS, COE, Adjusting the athletic training foundation minor to provide a better academic and clinical experience.

#80, Alter, Program, Biology Comprehensive, B.S., BIOL, CASC, We are creating an accelerated Master of Health Sciences program.

#81, Alter, Course, Title, Catalog Description, BIOL 330, Wildlife Conservation and Management, BIOL, CASC, The content of this course already includes wildlife management, so proposed changes to title and course description would distinguish this course as focused primarily on conservation and management of wildlife species from BIOL 405 Range and Wildlife Management (concurrent request to change to BIOL 405 Rangeland Management) that is more focused on management of rangeland ecosystems and domestic livestock; Change title, Old Value: Wildlife Conservation, New Value: Wildlife Conservation and Management; Change catalog description, Old Value: Problems of wildlife conservation, particularly as they apply to Nebraska. This includes a brief look at wildlife management techniques, and the history, sociology, and politics of wildlife conservation. Three hours of laboratory each week, New Value: Problems of wildlife conservation and management, particularly as they apply to Nebraska. This includes wildlife management techniques, and the history, sociology, and politics of wildlife conservation and management. Three hours of laboratory each week.

#82, Alter, Course, Title, Catalog Description, BIOL 405, Rangeland Management, BIOL, CASC, The content of this course includes wildlife as only one consideration when managing rangeland ecosystems rather than being a focus of this course. Proposed changes to title and course description would more clearly distinguish this course as focused primarily on management of rangeland ecosystems and domestic livestock from species-level management which is covered in BIOL 330 Wildlife Conservation (concurrent request to change to BIOL 330 Wildlife Conservation and Management). Additional changes to course description are to better reflect modern approach to rangeland management as currently defined by the Society for Range Management (professional society, SRM 1998); Change title, Old Value: Range and Wildlife Management, New Value: Rangeland Management; Change catalog description, Old Value: Basic principles of range and pasture management for use by domestic livestock and wildlife will be taught. Course includes 3 hours of field or laboratory work each week, New Value: Basic principles of rangeland ecosystem management to meet multiple use objectives, including for use by domestic livestock and wildlife, will be taught. Course includes 3 hours of field or laboratory work each week.

#83, Alter, Program, Business, Marketing, and Information Technology 6-12 Teaching Field Endorsement, B.A.E.D., MGT, CBT, Adding MGT 409 as an option: MGT 301 or 355 or 409. Adding this course will still meet the necessary Rule of 24 requirements for BMIT-endorsed teachers; however it expands their opportunity to learn from a course that they could be teaching. Management and Leadership is a course BMIT instructors are endorsed to teach at the high school level and many schools have added it to their program of studies for students.

#84, Alter, Course, Prerequisites, CDIS 420, Research in Communication Disorders, CDIS, COE, Adding in Statistics prerequisite; this is needed for students to best understand the course concepts and materials presented in class; Change prerequisites, Old Value: Junior standing, New Value: Junior standing and STAT 235 or STAT 241.

#85, Alter, Certificate, Supply Chain Management Certificate, MASCM, CBT, SCM 317 will not be available after spring 2025 because it is being replaced by SCM 350. MKT 460 is being replaced by SCM 456 since SCM 456 was created to be the Capstone course for the SCM Program.

#86, Create, Course, CHEM 202, Mass and Energy Balance in Chemical Engineering, CHEM, CASC, This course is being created as part of the 2+2 and 3+2 programs with the Chemical Engineering program at UNL. This course will make it easier for UNK students to successfully integrate into the Chem Eng program there.

#87, Alter, Course, Corequisites, CHEM 310, Safety in Chemistry, CHEM, CASC, Adding "or CHEM 301" to allow students pursuing the Natural Science Endorsement to take Chem 310 without taking Chem 250

or Chem 360; Change corequisites, Old Value: CHEM 250 or CHEM 360, New Value: CHEM 250 or CHEM 360 or CHEM 301.

#88, Alter, Program, Chemistry, B.A., CHEM, CASC, Removing CHEM 351L due to the increased credit hours in CHEM 351 and the additional hour added to CHEM 490L. Adding CHEM 480A, CHEM 480B, CHEM 481A, and CHEM 481B as options since CHEM 480 is not planned to be offered again. Adding CHEM 430A and CHEM 430B since CHEM 430 is not planned to be offered again.

#89, Alter, Program, Chemistry Comprehensive, B.S., CHEM, CASC, Adding additional math and statistic courses to the General Emphasis. Adding Forensic Chemistry Emphasis. Adding 3+3 Chemical Engineering Emphasis to complement a 2+2 Chemical Engineering agreement with UNL.

#90, Alter, Program, Criminal Justice, B.S., CJUS, CASC, We want to update changes to the GE requirements for the major. We do not require students to analyze data in the Research Methods class as we require them to complete a proposal project. The required Loper 4 is sufficient for our major. (We are also submitting a course changes to CJUS 304 to remove STAT 235 / STAT 241 / PSY 250 as pre-requisites.) Also, we would like to require PSY 231 as our majors would more likely benefit from information specifically about mental illness rather than the general categories of psychology and development related to PSY 203 or 230. We no longer need PSCI 110 as we now have a courts class. That requirement for PSCI 110 was put in place prior to our offering CJUS 340.

#91, Alter, Program, Criminal Justice Comprehensive, B.S., CJUS, CASC, We want to update changes to the GE requirements for the major. We do not require students to analyze data in the Research Methods class as we require them to complete a proposal project. The required Loper 4 is sufficient for our major. (We are also submitting a course changes to CJUS 304 to remove STAT 235 / STAT 241 / PSY 250 as pre-requisites.) Also, we would like to require PSY 231 as our majors would more likely benefit from information specifically about mental illness rather than the general categories of psychology and development related to PSY 203 or 230. We no longer need PSCI 110 as we now have a courts class. That requirement for PSCI 110 was put in place prior to our offering CJUS 340.

#92, Alter, Course, Prerequisites, CJUS 304, Criminal Justice Research Methods I, CJUS, CASC, All prerequisites are being removed from this course. We do not require students to analyze data in this Research Methods course as we require them to complete a proposal project; Change prerequisites, Old Value: STAT 235 or STAT 241 or PSY 250, New Value: None.

#93, Alter, Course, Prerequisites, CYBR 150, Computer Science II: Object Oriented Programming, CYSY, CBT, Removing the C- prerequisite for consistency with other courses that require CYBR 101 as a prerequisite. Fixed all concerns by CBT Academic Affairs. Retained the SO designations on Course objectives due to ABET accreditation requirements; link provided in the syllabus for additional explanation; Change prerequisites, Old Value: Grade of C-minus or better in CYBR 101, New Value: CYBR 101.

#94, Alter, Course, Prerequisites, CYBR 330, Algorithms and Data Structures, CYSY, CBT, Removing the C- prerequisite for consistency. Updated the syllabus to Fall 2025, added link to the Student Outcome explanation for ABET accreditation; Change prerequisites, Old Value: CYBR 180 and grade of C-minus or better in CYBR 150, New Value: CYBR 180 and CYBR 150.

#95, Alter, Course, Prerequisites, CYBR 335, Fundamentals of Networking & Systems, CYSY, CBT, Students are no longer completing the CompTIA A+ certification; Change prerequisites, Old Value: CYBR 101 or passing score on the CompTIA A+ certification exam, New Value: CYBR 101.

#96, Alter, Course, Number, CYBR 401, Operating Systems, CYSY, CBT, Reverting to the previous 401 course number so as to create a logical sequence of...CYBR 101, 150, 330, 401 and 402 (we are also requesting to renumber 301 to 402). This will eliminate the confusion of CYBR 330 in sequence prior to lower numbered courses. Added explanation for Student Outcomes (SO) in the syllabus; Change course number, Old Value: 300, New Value: 401.

#97, Alter, Course, Number, CYBR 402, Computer Organization, CYSY, CBT, Changing from 301 to 402 to allow for logical sequence of...CYBR 101, 150, 330, 401 and 402. (Also changing in a separate request CYBR 300 to 401 to set up this sequence) Additional explanation: Currently students complete this sequence due to a series of prerequisite requirements...CYBR 101 then 150 then 330 then 300 then 301 then 408. It is confusing to students to have to complete 330 prior to 300 and 301. We need to revise the sequence. Thus the requests to change the current 300 to the new 401 and the current 301 to the new 402. This will set up the sequence of...CYBR 101, 150, 330, 401, 402, 408. This logical flow of numbers from low to high makes the progression understandable to students at a glance. We also use a detailed sequence sheet to show this progression, but the numbering change will help clear up confusion because students ask about this frequently. All CBT AA concerns have been addressed...the % symbol was added to the grading chart, A link was provided to the ABET accreditation page to explain the reason for the "SO" designations...BTW...they are for curriculum mapping of the ABET required student outcomes. We have to list them as required by ABET. We will be renewing our Computer Science ABET accreditation in 2025 and we will also be seeking ABET for our other two degree programs. Additionally an explanation was provided to all the reviewers as to why we need the SO designations (as requested); Change course number, Old Value: 300, New Value: 401.

#98, Inactivate, Minor, Dance Minor, MUS, CASC, Upon resignation of program director, the decision was made by the SVCAA not to rehire, effectively inactivating the program.

#99, Alter, Minor, Educational Studies Minor, TE, COE, Removing deactivated TESE 421, TESE 469, and TESE 470 courses as options in the minor.

#100, Alter, Program, Elementary Education Teaching Field Endorsement, B.A.E.D., Changes are being made to the History General Studies Program Requirement to reflect content preparation for Elementary Education majors; TE 327 is being added as an option 3-credit course.

#101, Create, Course, ENG 230, Acting for Non-Actors, ENG, CASC, English Language Arts 7-12 students are required by the state to take Theatre classes. With the removal of the theatre department at UNK, English needs to supply those courses.

#102, Alter, Program, Supplemental Endorsement in English As a Second Language, TE, COE, Updated to ensure instruction in Second Language Acquisition, choice when it comes to pursuing an ESL Supplemental Endorsement and/or a Supplemental Endorsement in Dual Language Instruction, and updated program sequence to focus on teaching in language learners and emergent bilinguals in U.S. contexts.

#103, Alter, Course, Catalog Description, Prerequisites, FREN 101, Beginning French II, MODL, CASC, Modern Languages is updating descriptions to better help students select courses. Remove prerequisite to facilitate self-placement at registration; Change catalog description, Old Value: A continuation of FREN 100, New Value: In this basic but not beginner French course, students will continue developing their speaking, listening, reading, and writing skills. Students entering this class should be able to say and understand a variety of basic words and phrases in French; Change prerequisites, Old Value: FREN 100 or equivalent, New Value: None.

#104, Inactivate, Course, FREN 102, French for Travel, MODL, CASC, Course has not and will not be offered.

#105, Alter, Course, Catalog Description, Prerequisites, FREN 200, Intermediate French I, MODL, CASC, Modern Languages is updating descriptions to better help students select courses. We are also removing prerequisites for the early language courses at levels 100 and 200 to help students self-place without the need for department permits; Change catalog description, Old Value: Review of grammar combined with conversation and short readings on cultural and literary topics of the French and Francophone world, New Value: This course allows students with basic knowledge of French to continue developing their speaking, listening, reading, and writing skills at a lower-intermediate level. Students entering this class should be able to say and understand simple sentences about familiar topics in the present, past, and future in French; Change prerequisites, Old Value: FREN 101 or equivalent, New Value: None.

#106, Alter, Course, Catalog Description, Prerequisites, FREN 201, Intermediate French II, MODL, CASC, Modern Languages is updating descriptions to better help students select courses. We are also removing prerequisites for the early language courses at levels 100 and 200 to help students self-place without the need for department permits; Change catalog description, Old Value: Review of grammar combined with conversation and short readings on cultural and literary topics of the French and Francophone world, New Value: This course allows students with a lower-intermediate-level knowledge of French to continue developing their speaking, listening, reading, and writing skills at the intermediate level. Students entering this class should be able to converse about everyday topics and tell simple stories about the present, past, and future in French; Change prerequisites, Old Value: FREN 101 or equivalent, New Value: None.

#107, Alter, Course, Catalog Description, Prerequisites, GERM 101, Beginning German II, MODL, CASC, Modern Languages is updating descriptions to better help students select courses. Remove prerequisite to facilitate self-placement at registration; Change catalog description, Old Value: Continuation of GERM 100 on a more advanced level, New Value: In this basic but not beginner German course, students will continue developing their speaking, listening, reading, and writing skills. Students entering this class should be able to say and understand a variety of basic words and phrases in German; Change prerequisites, Old Value: GERM 100 or equivalent, New Value: None.

#108, Inactivate, Course, GERM 102, German for Travelers, MODL, CASC, Course has not/will not be offered.

#109, Alter, Minor, Latino Studies Minor, HIST, CASC, Remove SPAN 102 Practical Spanish as an elective because Modern Languages Dept is inactivating/discontinuing the course.

#110, Alter, Minor, International Business Minor, MASCM, CBT, Adding SPCH 154 as an additional elective option to complete the minor. Recommended by the IBM coordinator. Also updating FORL to the appropriate prefixes.

#111, Alter, Course, Title, Catalog Description, IPD 305, Interior Building Systems, ITEC, CBT, Content is still the same but the scope has been broadened to include commercial design. The program has changed from a Kitchen & Bath Residential focus to a broader commercial design focus. Kitchen & Bath specific content is in preceding courses: IPD 210, IPD 265, and IPD 307. To meet CIDA accreditation standard 15 requirements: Standard 15. Construction Interior designers understand interior construction and its interrelationship with base building construction and systems; base-building structural systems and construction methods; interior systems, construction, and installation methods; detailing and specification of interior construction materials, products, and finishes; Change title, Old Value: Residential Kitchen and Bath Design, New Value: Interior Building Systems; Change catalog description, Old Value: The study and application of the National Kitchen and Bath Association's Guidelines of Planning Standards and Safety

Criteria for residential kitchens and bathrooms including Universal Design concepts. Includes the study and selection of kitchen and bath materials, equipment, and cabinetry. Computer aided Kitchen and Bath design software is introduced, New Value: The study and application of interior building systems including Universal Design concepts. Includes the study and detailing of interior construction materials, base building structural systems, and construction methods, using computer aided design software.

#112, Alter, Course, Credits, Repeatability, Total Completions Allowed, Total Credits Allowed, Catalog Description, Prerequisites, IPD 440, Experiential Design Projects, ITEC, CBT, Content must be broader to include various project types, virtual opportunities, and with any number of stakeholders (e.g. interior designers, architects, engineers, marketing specialists, etc.). To align the course with accreditation standards of Communication & “engage with stakeholders”; Change credits, Old Value: 3, New Value: 1-3; Change repeatability, Old Value: No, New Value: Yes; Change total completions, Old Value: N/A, New Value: 6; Change total credits allowed, Old Value: N/A, New Value: 18; Change catalog description, Old Value: This class will provide an opportunity to engage in live, local and regional projects. Students will interface with home owners, end users, contractors, builders, developers, real-estate agents and other local professionals as they navigate and follow projects from start to finish, New Value: This class will provide an opportunity to engage in problem base learning. Students will interface with professionals through projects, portfolio reviews, travel, and/or research; Change prerequisites, Old Value: IPD 318 and IPD 305 and IPD 446, New Value: IPD 206 and 260 and 265 or instructor permission.

#113, Alter, Course, Catalog Description, Prerequisites, ITAL 101, Beginning Italian II, MODL, CASC, Modern Languages is updating descriptions to better help students select courses. We are also removing prerequisites for the early language courses at levels 100 and 200 to help students self-place without the need for department permits; Change catalog description, Old Value: Continuation of ITAL 100 on a more advanced level, New Value: In this basic but not beginner Italian course, students will continue developing their speaking, listening, reading, and writing skills. Students entering this class should be able to say and understand a variety of basic words and phrases in Italian; Change prerequisites, Old Value: ITAL 100, New Value: None.

#114, Alter, Course, Credits, Repeatability, Repeatability Per Term, Catalog Description, KSS 369, Remedial and Adaptive Physical Education, KSS, COE, Changing course description, credit hours, and repeatability of course; Change credits, Old Value: 2-3, New Value: 3; Change repeatability, Old Value: Yes, New Value: No; Change repeatability per term, Old Value: Yes, New Value: No; Change catalog description, Old Value: Study of physical, mental and emotional impairments which limit human performance. Treatment of injuries and disabilities through remedial exercises, New Value: This course focuses on the inclusion of individuals with disabilities in K-12 physical education courses. Students will recognize modifications and adaptations needed for all students to be successful in a physical education program.

#115, Alter, Course, Type, KSS 414, Implementation of a Strength Program, KSS, COE, Removing lab component; Change type, Old Value: Lecture, Laboratory, New Value: Lecture.

#116, Alter, Course, Catalog Description, Department Consent, KSS 461, Physiology of Exercise, KSS, COE, Removing consent of department required. Changing course catalog description to allow it to read better; Change catalog description, Old Value: Physiological processes of body as pertain to physical activity. How trained and untrained individuals differ, and importance of training, New Value: Physiological processes of bioenergetics and how the nervous, muscular, endocrine, cardiovascular, respiratory, and integumentary systems change during physical activity and adapt to training; Change department consent, Old Value: Department Consent Required, New Value: No Consent.

#117, Alter, Course, Catalog Description, Prerequisites, KSS 496, Professional Readiness in Exercise Science, KSS, COE, Updating the course description to better align with course objectives and altering the

pre-requisites based on student feedback; Change catalog description, Old Value: This course will focus on the evaluation of community programming while determining the student's preparedness to enter the field, New Value: This course will focus on the evaluation of professional position stands while improving the student's preparedness to enter the field; Change prerequisites, Old Value: Senior standing, New Value: Completion of or concurrent enrollment in KSS 467.

#118, Alter, Course, Prerequisites, MKT 331, Professional Selling, MASCM, CBT, Adding "Sophomore Standing" as a prerequisite. Freshmen are not prepared for this course; Change prerequisites, Old Value: None, New Value: Sophomore standing.

#119, Alter, Course, Prerequisites, MKT 336, Services Marketing, MASCM, CBT, Adding Sophomore Standing prereq. since freshmen are not prepared for this course; Change prerequisites, Old Value: None, New Value: Sophomore standing.

#120, Alter, Course, Prerequisites, MKT 438, Consumer Behavior, MASCM, CBT, Removing MKT 300 as a prereq. MKT 300 is not essential since basic marketing concepts are covered in the early parts of the course and integrated throughout; Change prerequisites, Old Value: MKT 300 and junior standing or permission of instructor, New Value: Junior standing or permission of the instructor.

#121, Create, Course, MODL 250, Introduction to Language Interpreting, MODL, CASC, This introductory course will open introduction to the ethics of language interpretation and working with language interpreters to students in a variety of professional fields and serve as a foundational course in the Interpretation Minor and Spanish Translation/Interpretation major/emphasis. As a course that will not have prerequisite language proficiency, it allows students to explore this specialty earlier in their academic careers.

#122, Inactivate, Course, MODL 300A, Foreign Language Practicum, MODL, CASC, This course is no longer utilized in the endorsement pathway. It reflects an older model of the world language endorsement program.

#123, Inactivate, Course, MODL 300B, Foreign Language Practicum, MODL, CASC, This course is no longer utilized in the endorsement pathway. It reflects an older model of the world language endorsement program.

#124, Inactivate, Course, MODL 300C, Foreign Language Practicum, MODL, CASC, This course is no longer utilized in the endorsement pathway. It reflects an older model of the world language endorsement program.

#125, Alter, Course, Title, Catalog Description, Prerequisites, MODL 308, Introduction to Translation, MODL, CASC, We are modernizing the Translation/Interpretation degree program structure and course descriptions given advances in the field and new technologies available to translators. We are updating this course title and description, as well as removing some of the constraints within the prerequisites. We have uploaded an updated syllabus reflecting the name/description change in case it is necessary; Change title, Old Value: Seminar in Translation I, New Value: Introduction to Translation; Change catalog description, Old Value: Teaches the theory and practice of translation, New Value: Introduction to translation studies through community-oriented projects. Students will learn basic theories and approaches to translation, computer-assisted translation tools, terminology management, and editing texts for culturally and contextually appropriate localization; Change prerequisites, Old Value: A 300 or 400 level course in Spanish except SPAN 302 or SPAN 388 or instructor consent, New Value: A 300 or 400 level course in Spanish or instructor consent.

#126, Alter, Course, Title, Catalog Description, MODL 309, Advanced Translation Skills, MODL, CASC, The course name change and description update support a reorganization of the Spanish Translation/Interpretation degree and modernization given new tools and technologies; Change title, Old Value: Seminar in Translation II, New Value: Advanced Translation Skills; Change catalog description, Old Value: Continues the study of translation theory and practice, New Value: Advanced translation studies through community-oriented projects. Expanding on the skills developed in MODL 308 through intensive project-based learning. Additionally, students will learn about the professional practice of translators, including freelancing, marketing translation services, certification pathways and working for language service providers.

#127, Create, Course, MODL 370, Second/Additional Language Acquisition, MODL, CASC, This undergraduate course in second language acquisition is needed to serve pre-service educator endorsement candidates in both world languages and English learner endorsement pathways as well as any other language learners/teachers interested in how additional languages are learned.

#128, Inactivate, Course, MODL 401, Multicultural Understanding, MODL, CASC, This course is no longer utilized in the endorsement pathway. It reflects an older model of the world language endorsement program.

#129, Alter, Program, Modern Languages, B.A., MODL, CASC, This update reconfigures the MODLBA emphasis to respond to the Administrative order to discontinue the Spanish Translation and Interpretation Comprehensive BS and to fold the INTS major into the MODLBA in order to avoid its discontinuation.

#130, Create, Course, MUS 235, Music as a Force of Social Change, MUS, CASC, The Music program strives to offer engaging contributions in the General Education program geared to faculty and student interest. As programs most suited to offer courses in the LOPER 5 category are cut, Music wishes to provide a rich range of options for the campus community.

#131, Alter, Program, Music Education PK-12, B.M., MUS, CASC, Program is altered to articulate Music Core Curriculum, and to incorporate recently approved coursework in Musicianship (Music Theory and Aural Skills).

#132, Alter, Course, Prerequisites, NUTR 345, Nutrition Through the Lifecycle, KSS, COE, Add prerequisites to ensure their fundamental nutrition and physiology knowledge before taking this course; Change prerequisites, Old Value: NUTR 108, New Value: NUTR 108 and BIOL 215 or BIOL 226 or KSS 310 or KSS 311.

#133, Alter, Course, Prerequisites, NUTR 355, Food Preparation for Optimal Health, KSS, COE, Add prerequisites to ensure their fundamental nutrition and physiology knowledge before taking this course; Change prerequisites, Old Value: NUTR 108, New Value: NUTR 108 and BIOL 215 or BIOL 226 or KSS 310 or KSS 311.

#134, Create, Course, PSCI 405, The Politics of Love, PSCI, CASC, This has been previously offered as a 388 General Studies course and we would like to make this into a permanent Political Science course now.

#135, Create, Course, PSY 320, Psychology of Gaming, PSY, CASC, Course grades will follow standard UNK letter-grade assignment.

#136, Alter, Course, Catalog Description, Prerequisites, SPAN 101, Beginning Spanish II, MODL, CASC, Modern Languages is updating descriptions to better help students select courses. Remove prerequisite to facilitate self-placement at registration; Change catalog description, Old Value: Continuation of SPAN 100

on a more advanced level, New Value: In this basic but not beginner Spanish course, students will continue developing their speaking, listening, reading, and writing skills. Students entering this class should be able to say and understand a variety of basic words and phrases in Spanish; Change prerequisites, Old Value: SPAN 100 or equivalent, New Value: None.

#137, Inactivate, Course, SPAN 102, Practical Spanish, MODL, CASC, This course has not and will not be offered.

#138, Alter, Course, Catalog Description, Prerequisites, SPAN 200, Intermediate Spanish I, MODL, CASC, Modern Languages is updating descriptions to better help students select courses. We are also removing prerequisites for the early language courses at levels 100 and 200 to help students self-place without the need for department permits; Change catalog description, Old Value: Grammar review, reading for understanding, conversation practice, and composition practice, New Value: This course allows students with basic knowledge of Spanish to continue developing their speaking, listening, reading, and writing skills at a lower-intermediate level. Students entering this class should be able to say and understand simple sentences about familiar topics in the present, past, and future in Spanish; Change prerequisites, Old Value: SPAN 101 or equivalent, New Value: None.

#139, Alter, Course, Catalog Description, Prerequisites, SPAN 201, Intermediate Spanish II, MODL, CASC, Modern Languages is updating descriptions to better help students select courses. We are also removing prerequisites for the early language courses at levels 100 and 200 to help students self-place without the need for department permits; Change catalog description, Old Value: A continuation of SPAN 200, with an emphasis on reading and conversation, New Value: This course allows students with a lower-intermediate-level knowledge of Spanish to continue developing their speaking, listening, reading, and writing skills at the intermediate level. Students entering this class should be able to converse about everyday topics and tell simple stories about the present, past, and future in Spanish; Change prerequisites, Old Value: SPAN 200 or equivalent, New Value: None.

#140, Create, Course, SPAN 330, Spanish for Health Care, Social Services, and Education Professions, MODL, CASC, This course will be an elective course for students in Health Care, Social Services and Educational degree programs by offering instruction at the intermediate low to mid range - the proficiency needed for functional interaction with Spanish speakers. The course will also support a redesign of the Spanish Translation Interpretation emphasis.

#141, Alter, Course, Title, Catalog Description, Prerequisites, SPAN 333, Spanish for Legal, Business, and Communication Professions, MODL, CASC, This course redesign clarifies the focus of the course to better reflect the skills needed by the target student groups who would take the course; Change title, Old Value: Commercial Spanish, New Value: Spanish for Legal, Business, and Communication Professions; Change catalog description, Old Value: This course is for students who wish to master the essential vocabulary and style specific to Spanish business, New Value: This course prepares students with essential Spanish language skills for professional interactions in legal, criminal justice, business, and communication professions. Students will develop specialized vocabulary, cultural sensitivity, and practical communication strategies for effective interactions. Through hands-on practice, they will learn to conduct basic assessments and interviews, as well as produce clear and professional texts, presentations, and digital content in Spanish; Change prerequisites, Old Value: SPAN 201 or equivalent, New Value: SPAN 201 or equivalent proficiency with instructor permission.

#142, Create, Course, SPAN 472, Content and Language Integrated Instructional Methods for Dual Language/Bilingual Education, MODL, CASC, This course is being created to support the development of a dual language endorsement pathway. The course can also be taken by endorsement candidates in other content areas who are bilingual and aspire to teach in bilingual/dual language education programs. It is

being proposed as a P course so that it can be included as an elective in the SPAN MAE program as well. An additional course proposal for SPAN 872p is forthcoming.

#143, Alter, Minor, Spanish Interpretation Minor, MODL, CASC, Program is changing to ensure interpretation students reach an appropriate proficiency level and have the opportunity to specialize in an area of professional relevance.

#144, Inactivate, Program, Spanish Translation and Interpretation Comprehensive, B.S., MODL, CASC, This program was to be cut under the 2023-2024 budget recision due to the need to improve numbers in the MODL BA -umbrella the MODL BA emphasis in Spanish Translation & Interpretation will remain.

#145, Alter, Minor, Spanish Translation Minor, MODL, CASC, Program is changing to ensure translation students reach an appropriate proficiency level and have the opportunity to specialize in an area of professional relevance.

#146, Alter, Minor, Supply Chain Management Minor, MASCM, CBT, Course additions and changes made to the SCM Minor are the result of changes to the BUS AD Core Course requirements that were approved by the CBT faculty on 4/26/23.

#147, Alter, Program, Special Education 7-12 Teaching Subject Endorsement, B.A.E.D., TE, COE, Removing TESE 476 which is being made dormant.

#148, Alter, Minor, Special Education Minor, TE, COE, Updating of courses to meet current trends/needs of Special Education.

#149, Alter, Program, Special Education K-12 Teaching Field Endorsement, B.A.E.D., Changes reflect new General Education requirements. TESE 476 was removed because the course content is being moved to TESE 372 and TESE 475. Replaced dormant course MATH 104 with MATH 106.

#150, Alter, Program, Special Education K-6 Teaching Subject Endorsement, B.A.E.D., Removing Math 104 from requirements.

#151, Alter, Course, Type, TE 317, Field Experience: Literacy, TE, COE, This course is a field experience more in line with a practicum-type course than a lecture style course. Students complete 50 clock hours of practicum. In keeping with the title of the course, it makes more sense to label this course as a practicum than a lecture style course; Change course type, Old Value: Lecture, New Value: Practicum.

#152, Alter, Course, Type, TE 320, Field Experience in Secondary Classroom, TE, COE, This course is a 100 hour field-based experience and as such is more in line with a practicum type of course than a lecture-type course. Changing the catalog to reflect that makes sense so that students are aware that this course has a significant field experience requirement; Change course type, Old Value: Lecture, New Value, Practicum.

#153, Alter, Course, Title, Experiential Learning Status, Catalog Description, TESE 371, Practicum with Students with Intellectual/Multiple Disabilities, TE, COE, Course title altered to be more in line with new state terminology ("Practicum" rather than "Field Experience"). Catalog description updated to reflect how the course is currently taught, including new Experiential Learning status; Change course title, Old Value: Field Experience with Students with Multiple Disabilities, New Value: Practicum with Students with Intellectual/Multiple Disabilities; Change experiential learning status, Old Value: No, New Value: Yes; Change catalog 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, 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: This practicum is for Special Education K-12 and K-6 majors and combines classroom theory with real-world application by placing students in special education settings for 25 hours. The course immerses students in community and educational settings, where they gain firsthand experience teaching and supporting students with intellectual and multiple disabilities. It offers a comprehensive overview of the psychological, social, and educational aspects of low-incidence disabilities, including autism, physical, intellectual, and sensory impairments, and multiple disabilities. Students will gain vital practical skills and a deep understanding of diverse educational needs.

#154, Inactivate, Course, TESE 421, Individuals with Exceptionalities, TE, COE, This course is no longer being taught, so we are proposing to make it dormant.

#155, Inactivate, Course, TESE 469, Psychology and Education of Gifted and Talented Learners, TE, COE, We are no longer offering the G&T Supplemental Endorsement at the undergraduate level.

#156, Inactivate, Course, TESE 470, Guiding the Social & Emotional Development of Gifted/Talented Learners, TE, COE, We are no longer offering the G&T Supplemental Endorsement at the UG level, so we are proposing to make this course dormant.

#157, Inactivate, Course, TESE 476, Transitional Issues for Individuals with Disabilities, TE, COE, We have a different course being used to support the teaching of transition for students with disabilities ages 18-21. Therefore, we are proposing to make this course dormant.