

University of Nebraska at Kearney

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Academic Affairs Committee Minutes

Faculty Senate

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1-25-2024

### January 2024 Academic Affairs Minutes

University of Nebraska at Kearney Academic Affairs Committee

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**Faculty Senate Academic Affairs Committee  
Minutes from Meeting  
Thursday, January 25, 2024  
Meeting held via Zoom**

**Present:** Alejandro Cahis (CBT), Ralph Hanson (CAS), Kate Heelan (COE), Rachel Hammer (LIB), Chance Bell (FS), Jody Herchenbach (CBT), Kristy Kounovsky-Shafer (CAS), Joel Cardenas (AA), Lisa Neal (REG), Mark Ellis (AA), Rebecca Nelson (COE),

**Absent:** Jenny Jansky (COE), Bethany Burlkand (Student Senate); Shawn Peterson (Student Senate)

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Heelan called the meeting to order at 3:32 PM.

Heelan welcomed Committee members and requested a motion to approve the agenda. Hanson (Cahis) moved to approve the agenda. Motion carried.

Hanson (Herchenbach) moved to approve agenda items #71-#190. Motion carried with no discussion.

Discussion moved to considering the request to change the General Studies Program to General Education Program. Only thing to change will be the name from “studies” from “education”. Concerns about confusion regarding “education” and “General Education”. Additional clarification would be made by changing the name for those who are confused between the “General Studies Program” and the “General Studies Bachelor’s” program.

General Studies (GS) considering changing the composition of the GS Council. Question raised about number of voting members at 10. Clarified that Library has a voting member. Concerns raised about the possibility to dilute impact of CAS and wanting to see General Studies spread more evenly across the campus. A whole new group of committee members has been brought in. Trying to eliminate pushing through agenda items based on college. Is block voting still allowed? A college cannot block any type of legislation, and the ad hoc committee has done good work.

We discussed the implications of these policies.

Kounovsky-Shafer (Cahis) moved to adjourn the meeting.

The meeting adjourn at 3:54 PM.

Respectfully Submitted,  
Chance Bell, Secretary

2023-2024 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING

Academic Affairs Subcommittee 1/17/2024

Academic Affairs Full Committee 1/25/2024

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

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#71, Alter, Program, Professional Sequence for Education Degrees, TE, COE, The MUS program (Sharon Campbell) has requested that MUS 208 be substituted for MUS 201 in the Teacher Education Professional sequence. The wording should say: "Music Education Students will take MUS 208 in place of TE 206.

#72, Create, Minor, Adolescent Health, KSS, COE, Many professions work with adolescents and being able to help a young person (for the purposes of this minor, defined as ages 11-18) through health challenges is an important skill to have. This is especially the case for professions that work with at-risk youth such as: teachers, recreation specialists, coaches, behavioral therapists, probation officers, guidance counselors, substance abuse counselors, school nurses, speech language pathologists, and social workers. Professionals who work with youth need to understand how positive and negative health behaviors contribute to the overall individual and how they can be a protective factor in a young person's life. This minor would contribute to helping Nebraska youth make healthy decisions, and therefore being more productive members of society. This minor would allow pre-professionals to complete the program with the following certificates- Youth Mental Health First Aid, Automated External Defibrillator, Professional Rescuer CPR for the Child, Infant and Adult, Oxygen Administration, and Preventing Disease Transmission.

#73, Alter, Course, Prerequisites, Catalog Description, ART 344A, Glass II, ART, CASC, Updating description to match contemporary practices in the classroom and field; Change prerequisites, Old Value: ART 244 and successful completion and passing of the Sophomore Portfolio Review, New Value: ART 244; Change catalog description, Old Value: Forming molten glass creatively is very challenging and requires great dedication over long periods of time to master. Each class will result in higher levels of design and forming competencies which will also lead to more sophisticated techniques. Advanced techniques of colorizing, casting, slumping, blasting and joining will be stressed, New Value: Continuation of ART 244. This course in creative glass making will focus on the off-hand glassblowing and sculpting techniques of molten glass. Each class will result in higher levels of design and forming competencies which will also lead to more sophisticated techniques. Students will learn to create basic blown forms in multiples, variations of vessels, and sculptural objects. Students will explore the various technical aspects of glassblowing through exercises, skill building drills and assignments. Students are encouraged to use colored glass, but it is not necessary.

#74, Alter, Program, Art PK-12 Teaching Field Endorsement, B.A.Ed., ART, CASC, Updating the program TITLE ONLY to reflect accuracy of degree requirements and experiences in conjunction with the College of Education, as well as align Catalog language with the program requirements for educational certification and actual field endorsement. The title of the program should be changed to the following: ARTPK12-BAE: Art PK-12 Teaching Field Endorsement Bachelor of Arts in Education. The reason for the title revision is that our program actually endorses PK-12, not just K-12! Our program has preschool experiential learning requirements, (which is reflected in the program information), but this also needs to be reflected in the title that is noted within the Program Catalog.

#75, Alter, Program, Biology Comprehensive, B.S., BIOL, CASC, We are adding Molecular Biology as an emphasis area and inactivating the Comprehensive Molecular Biology major due to low numbers of graduating majors per the CCPE. In addition, we are removing the two Economics classes from the Wildlife emphasis because they have not been taught in years.

#76, Alter, Course, Number, Title, BSAD 175, Pathways to Personal & Academic Excellence, MGT, CBT, BSAD 100 Exploring Business and BSAD 400 Professional Readiness fall under the new Practical Experiences category in the revised Business Core, and we are renumbering them to be consistent with the numbers of our internship and other practical experiences courses. Also, the revised BSAD 100 title is to communicate the essence of the course, as the current title presents the course as an introduction to business; Change number, Old Value: 100, New Value: 175; Change title, Old Value: Exploring Business, New Value: Pathways to Personal & Academic Excellence.

#77, Create, Course, BSAD 476, Business Startup Independent Study, MGT, CBT, Experiential learning is a pedagogical approach that involves learning by doing, reflecting, and applying. It is especially important in higher education, particularly in business programs, because it helps students to develop relevant skills, knowledge, and attitudes for their future careers. Experiential learning also enables students to connect theory and practice, engage with real-world problems and opportunities, and receive feedback from mentors, peers, and customers. In business programs, experiential learning can take various forms such as service learning, problem and project-based learning, global learning, and work-integrated learning. These activities can help students to enhance their critical thinking, creativity, communication, collaboration, and leadership skills. Experiential learning can also foster students' motivation, confidence, and self-efficacy. Recently the business college voted to require semester long experiential learning course such as an internship/study abroad or business startup. This course is designed to support students in the business startup option. It focuses heavily on learning by doing along with reflection to help students move an idea to a potential business model with a marketing plan, pitch deck, financials and supplier network.

#78, Alter, Program, Business Administration Comprehensive Accounting Emphasis, B.S., AFE, CBT, - We are making changes to reflect the new BSAD core. The Accounting emphasis has also had over 62 credit hours due to Certified Public Accounting (CPA) requirements. The CPA exam requires 30 hours of accounting courses above the principles level. As of the 2023-24 catalog, the Emphasis has 65 hours, including 27 hours of Accounting above ACCT 250 and 251. The revised Business Core has made internship a requirement in the core area and, consequently, increased the Emphasis' total hours to 68. Considering that, we have readjusted the catalog by moving ACCT 391, a required course, to the Technology category to bring the total hours back to 65. However, since ACCT 391 is a required course, Accounting majors must take ACCT 391 in the Technology category, and we have included a comment in the catalog to advise them accordingly.

#79, Alter, Program, Business Administration Comprehensive Economics Emphasis, B.S., AFE, CBT, Making changes to reflect the new BSAD core.

#80, Alter, Program, Business Administration Comprehensive Finance Emphasis, B.S., AFE, CBT, Making changes to reflect the new BSAD core.

#81, Inactivate, Program, Business Administration Comprehensive Business Intelligence Emphasis, B.S., CYSY, CBT, The Business Intelligence Emphasis is being discontinued as part of the 2023 UNK Budget cuts.

#82, Alter, Program, Business Administration Comprehensive Marketing Emphasis, B.S., AFE, CBT, Making changes to reflect the new BSAD core. Adding a course to the MKT EMPH electives to better serve students.

#83, Alter, Program, Business Administration Comprehensive Management Emphasis, B.S., AFE, CBT, Making changes to reflect the new BSAD core. In addition, making changes to the Management Emphasis to reflect updated course offerings.

#84, Alter, Program, Business Administration Comprehensive Supply Chain Management Emphasis, B.S., AFE, CBT, Making changes to reflect the new BSAD core. Changing the SCM EMPH to better serve students.

#85, Alter, Program, Business Administration, B.S., MGT, CBT, This degree is being altered to reflect the new BSAD core.

#86, Activate, Course, CDIS 485, Fluency Disorders, CDIS, COE, We currently offer CDIS 835P, however, there is not an undergraduate option for students to take. We would like to add this back into the options for undergraduate; Old Value: Dormant, New Value: Active.

#87, Alter, Course, Title, Credit Hours, Prerequisites, Catalog Description, CHEM 490L, Advanced Chemistry Laboratory, CHEM, CASC, We are condensing our advanced lab offering to a single semester and adding an additional credit hour. With changes to the other labs in the department, we can meet certification requirements with this change

even if we drop the second semester, Chem 491L; Change course title, Old Value: Advanced Chemistry Laboratory I, New Value: Advanced Chemistry Laboratory; Change credit hours, Old Value: 2, New Value: 3; Change prerequisites, Old Value: Grade of C or above in CHEM 301 and CHEM 301L and grade of C or above in CHEM 360 and CHEM 360L or CHEM 250 and CHEM 250L and completion of or current enrollment in CHEM 430 or CHEM 480 or CHEM 475, New Value: None; Change catalog description, Old Value: The first semester of a full year interdisciplinary chemistry lab covering techniques from inorganic, physical, instrumental, advanced organic, and materials chemistry focusing on larger projects including synthesis of many types of materials, measurement of physical properties, and understanding and application of modern instrumentation and spectroscopic methods, New Value: An interdisciplinary chemistry lab covering techniques from inorganic, physical, instrumental, advanced organic, and materials chemistry focusing on larger projects including synthesis of many types of materials, measurement of physical properties, and understanding and application of modern instrumentation and spectroscopic methods. Two four-hour laboratory sessions and one one-hour discussion meeting per week.

#88, Alter, Program, Chemistry Comprehensive, B.S., CHEM, CASC, Combining Comprehensive major options and separating tracks for clarification.

#89, Alter, Program, Supplemental Endorsement in Interscholastic Coaching (7-12), KSS, COE, Providing students more options for anatomy and physiology and adding a coaching leadership course.

#90, Alter, Minor, Coaching, KSS, COE, Removing KSS 310 and providing students the option of taking KSS 311 or KSS 360 and adding KSS 320 which will give more substance to coaching for students.

#91, Alter, Course, Prerequisites, CYBR 101, Computer Science I: Python for Analytics, CYSY, CBT, MATH 101 is a sufficient prerequisite; Change prerequisites, Old Value: Completion of or concurrent enrollment in MATH 102 or ACT Math score of 22 or above or Math placement into MATH 103 or above, New Value: MATH 101 or higher.

#92, Inactivate, Course, CYBR 103, Computer Science I: Java for Software Development, CYSY, CBT, Course is no longer taught. Requesting to make the course dormant.

#93, Inactivate, Course, CYBR 108, Computer in Society, CYSY, CBT, Course is no longer taught. Requesting to make the course dormant.

#94, Alter, Course, Prerequisites, CYBR 150, Computer Science II: Object Oriented Programming, CYSY, CBT, Revising prerequisites for clarity. Previous prerequisites no longer relevant; Change prerequisites, Old Value: Grade of C-minus or better in CYBR 101 or CYBR 102 or CYBR 103, New Value: Grade of C-minus or better in CYBR 101.

#95, Alter, Course, Prerequisites, CYBR 180, Discrete Structures, CYSY, CBT, Revising prerequisites for clarity. Previous prerequisites no longer relevant; Change

prerequisites, Old Value: CYBR 101 or CYBR 102 or CYBR 103, New Value: CYBR 101.

#96, Inactivate, Course, CYBR 188, Portal, CYSY, CBT, Outdated course.

#97, Inactivate, Course, CYBR 223, Information Technology Infrastructure, CYSY, CBT, Course is no longer offered.

#98, Inactivate, Course, CYBR 240, Information Networking Preceptorial, CYSY, CBT, Requesting to make the course dormant. The course concepts are too complex for a 200 level course and the necessary prerequisites. The CYBR 340 course is being brought out of dormancy to replace 240.

#99, Alter, Course, Prerequisites, CYBR 301, Computer Organization, CYSY, CBT, Updating course prerequisites for more effective flow of content; Change prerequisites, Old Value: CYBR 150 and CYBR 180, New Value: CYBR 401.

#100, Inactivate, Course, CYBR 307, Introduction to Automata, Formal Languages and Computability, CYSY, CBT, As a means to reduce course content redundancies between CYBR 307 and CYBR 408, CYBR 307 will be made dormant while CYBR 408 merges needed CYBR 307 course content. The use of two courses to cover pertinent course material is unnecessary.

#101, Alter, Course, Prerequisites, CYBR 330, Algorithms and Data Structures, CYSY, CBT, Updating course prerequisites for more effective flow of content; Change prerequisites, Old Value: MATH 115 and CYBR 180 and grade of C-minus or better in CYBR 150, New Value: CYBR 180 and grade of C-minus or better in CYBR 150.

#102, Alter, Course, Course Number, CYBR 335, Fundamentals of Networking & Systems, CYSY, C BT, Changing the course number back to 335. The concepts taught were too complex for a 200 level course; Change course number, Old Value: 235, New Value: 335.

#103, Alter, Course, Prerequisites, CYBR 337, Graph Theory, CYSY, CBT, Updating course prerequisites for more effective flow of content; Change prerequisites, Old Value: MATH 115 and CYBR 150 and CYBR 180, New Value: CYBR 150 and CYBR 180.

#104, Activate, Course, CYBR 340, Information Networking Preceptorial, CYSY, CBT, The CYBR 340 course is being brought out of dormancy to replace 240. The course concepts were too complex for a 200 level course.

#105, Alter, Prerequisites, CYBR 345, Intricacies of Advanced Networks & Systems, CYSY, CBT, Change prerequisites from CYBR 235 to CYBR 335; Change prerequisite, Old Value: CYBR 235, New Value: CYBR 335.

#106, Alter, Prerequisites, CYBR 348, Systems Administration I, CYSY, CBT, Change prerequisites from CYBR 235 to CYBR 335; Change prerequisite, Old Value: CYBR 235, New Value: CYBR 335.

#107, Alter, Course, Prerequisites, CYBR 381, Systems Analysis and Design I, CYSY, CBT, Updating course prerequisites for more effective flow of content; Change prerequisites, Old Value: CYBR 101 or CYBR 102 or CYBR 103 or CYBR 235, New Value: CYBR 335.

#108, Inactivate, Course, CYBR 388, GS Capstone, CYSY, CBT, Outdated course.

#109, Alter, Course, Prerequisites, CYBR 405, Interactive Web Application Development, CYSY, CBT, Revising prerequisites for clarity. Previous prerequisites no longer relevant; Change prerequisites, Old Value: CYBR 101 or CYBR 102 or CYBR 103 or CYBR 434, New Value: CYBR 101.

#110, Alter, Course, Title, Prerequisites, Catalog Description, CYBR 408, Principles of Programming Languages & Automata, As a means to reduce course content redundancies between CYBR 307 and CYBR 408, CYBR 307 will be made dormant while CYBR 408 merges needed CYBR 307 course content. The use of two courses to cover pertinent course material is unnecessary. The modifications to the course title, description and objectives reflects the merged content between the two courses; Change title, Old Value: Principles of Programming Languages, New Value: Principles of Programming Languages & Automata; Change prerequisites, Old Value: CYBR 407 and CYBR 301 or CYBR 330, New Value: CYBR 301; Change catalog description, Old Value: Study of the essential concepts of programming languages including, language design concepts and semantics; examination of language features and major programming paradigms with a focus on functional programming; and design and implementation of language interpreters, New Value: A study of the fundamental concepts of finite automata, computability, Turing machines, and grammars. This will then lead into programming language design concepts and semantics; examination of language features and major programming paradigms with a focus on functional programming; and design and implementation of language interpreters.

#111, Alter, Course, Prerequisites, CYBR 412, Fundamentals and Security of Mobile Networks, CYSY, CBT, Updating course prerequisites for more effective flow of content; Change prerequisites, Old Value: CYBR 101 and CYBR 158 and CYBR 235 or CYBR 140, New Value: CYBR 158 and CYBR 335.

#112, Alter, Course, Prerequisites, CYBR 425, Applied Database Management Systems, CYSY, CBT, Adding prerequisites, Old Value: None, New Value: CYBR 101.

#113, Alter, Course, Prerequisites, CYBR 430, Defending & Protecting Cyber Systems, CYSY, CBT, Revising prerequisites for clarity. Change prerequisites from CYBR 235 to CYBR 335; Change prerequisites, Old Value: CYBR 101 and CYBR 235, New Value: CYBR 335.



#114, Alter, Course, Prerequisites, CYBR 435, Reverse Engineering: Thinking like an Adversary, CYSY, CBT, Revising prerequisites for clarity. Change prerequisites from CYBR 235 to CYBR 335; Change prerequisites, Old Value: CYBR 101 and CYBR 235, New Value: CYBR 335.

#115, Alter, Course, Prerequisites, CYBR 441, Artificial Intelligence, CYSY, CBT, Updating course prerequisites for more effective flow of content; Change prerequisites, Old Value: CYBR 150, New Value: CYBR 330.

#116, Alter, Course, Prerequisites, Catalog Description, CYBR 442, Cryptography, CYSY, CBT, Revising prerequisites due to making CYBR 307 dormant; Change prerequisites, Old Value: CYBR 307 and CYBR 330, New Value: CYBR 330; Change catalog description, Old Value: This course is an introduction to the fundamental theories and applications of cryptography techniques used in computer security and secure software development. Topics will include cipers, cryptographic hashing, message integrity, authentication, key management, public-key infrastructure, encryption (secret-key and public-key), digital signatures, network security protocols, digital rights management, zero-knowledge protocols and quantum cryptography. The course is intended for advanced undergraduates with experience in theory of computation concepts, basic proof techniques, number theory and advanced programming, New Value: This course is an introduction to the fundamental theories and applications of cryptography techniques used in computer security and secure software development. Topics will include cyphers, cryptographic hashing, message integrity, authentication, key management, public-key infrastructure, encryption (secret-key and public-key), digital signatures, network security protocols, digital rights management, zero-knowledge protocols and quantum cryptography. The course is intended for advanced undergraduates with experience in theory of computation concepts, basic proof techniques, number theory and advanced programming.

#117, Inactivate, Course, CYBR 444, Software Reverse Engineering, CYSY, CBT, Course no longer taught. Making dormant.

#118, Alter, Course, Prerequisites, CYBR 460, Virtualization Essentials, CYSY, CBT, Adding CYBR 101 prerequisite; Change prerequisites, Old Value: None, New Value: CYBR 101.

#119, Alter, Course, Prerequisites, CYBR 479, Cyber Risk and Threat Modeling, CYSY, CBT, Updating course prerequisites for more effective flow of content; Change prerequisites, Old Value: CYBR 478 and CYBR 485, New Value: CYBR 478.

#120, Inactivate, Course, CYBR 484, Parallel Computing, CYSY, CBT, Course no longer taught. Making dormant. Realigning curriculum.

#121, Alter, Course, Prerequisites, CYBR 491, Analysis of Spatial and Temporal Data, CYSY, CBT, Updating course prerequisites for more effective flow of content; Change prerequisites, Old Value: CYBR 337 and CYBR 486, New Value: CYBR 486.

#122, Alter, Course, Prerequisites, CYBR 492, Computational Natural Language Processing, CYSY, CBT, Updating course prerequisites for more effective flow of content; Change prerequisites, Old Value: CYBR 304 and CYBR 486, New Value: CYBR 486.

#123, Alter, Course, Prerequisites, CYBR 495, Cyber Systems Capstone, CYSY, CBT, Updating course prerequisites for more effective flow of content; Change prerequisites, Old Value: CYBR 330 or CYBR 381 or CYBR 490, New Value: CYBR 101 and Senior standing or permission of Department.

#124, Alter, Course, Prerequisites, Catalog Description, DANC 237, Tap Dance II, MUS, CASC, To simplify workflow clarifying when prerequisites apply rather than instructor permission; Change prerequisites, Old Value: DANC 236 or instructor permission, New Value: None; Change catalog description, Old Value: The purpose of this course is a continued exploration of the foundations of tap technique and history. Tap concepts, movements and vocabulary will be explored in more depth and variety through physical practice and observation. Previous dance training is required and the completion of Tap I, or its equivalent, is required. The primary focus of this course is to increase and develop one's physical coordination, self- awareness, strength, range of motion, musicality, rhythm and artistic expression through a more in depth study of tap dance, New Value: The purpose of this course is a continued exploration of the foundations of tap technique and history. Tap concepts, movements and vocabulary will be explored in more depth and variety through physical practice and observation. Previous dance training is required and the completion of Tap I (DANC 236), or the equivalent, is recommended. The primary focus of this course is to increase and develop one's physical coordination, self- awareness, strength, range of motion, musicality, rhythm, and artistic expression through a more in-depth study of tap dance.

#125, Alter, Course, Prerequisites, Catalog Description, DANC 248, Jazz Dance III, MUS, CASC, To simplify workflow clarifying when prerequisites apply rather than instructor permission; Change prerequisites, Old Value: DANC 148 and DANC 149 and permission of instructor, New Value: DANC 148 or DANC 149; Change catalog description, Old Value: The purpose of this course is a continued study of jazz technique for the high intermediate dance student. Advanced technical concepts, movements and vocabulary associated with the jazz syllabus will be explored through more in depth physical practice and observation. Special attention to artistic development, trouble- shooting technical inefficiencies and injury prevention will also be of focus throughout the course. Previous dance training is required and the completion of Jazz Dance I and II, or the equivalent, is recommended. The primary focus of this course is the continued development of one's physical coordination, self- awareness, strength, flexibility, musicality and artistic expression within the high intermediate skill set level of jazz, New Value: The purpose of this course is a continued study of jazz technique for the high intermediate dance student. Advanced technical concepts, movement and vocabulary associated with the jazz genre will be explored through more

in-depth physical practice and observation. Special attention to artistic development, trouble-shooting technical inefficiencies and injury prevention will also be of focus throughout the course. Previous dance training is required and the completion of Jazz Dance I or II (DANC148 or DANC149), or the equivalent, is recommended. The primary focus of this course is the continued development of one's physical coordination, self-awareness, strength, flexibility, building into longer movement patterns within the high intermediate skill set level of jazz.

#126, Alter, Course, Prerequisites, Catalog Description, DANC 331, Modern Dance III, MUS, CASC, To simplify workflow clarifying when prerequisites apply rather than instructor permission; Change prerequisites, Old Value: DANC 131 and DANC 132 and permission of instructor, New Value: DANC 131 or DANC 132; Change catalog description, Old Value: The purpose of this course is a continued study of modern dance technique for the high intermediate dance student. Advanced technical concepts, movements and vocabulary associated with the modern dance syllabus will be explored through more in depth physical practice and observation. Special attention to artistic development, trouble- shooting technical inefficiencies and injury prevention will also be of focus throughout the course. Previous dance training is required and the completion of Modern Dance I and II, or the equivalent, is required. The primary focus of this course is the continued development of physical coordination, self- awareness, strength, flexibility, musicality and artistic expression within the high intermediate skill set level of modern dance, New Value: The purpose of this course is a continued study of modern technique for the high intermediate dance student. Advanced technical concepts, movements and vocabulary associated with the modern dance syllabus will be explored through in-depth physical practice and observation. Special attention to artistic development, trouble- shooting technical inefficiencies and injury prevention will also be of focus throughout the course. Previous dance training is required and the completion of Modern Dance I or II (DANC131 or DANC132), or the equivalent, is recommended. The primary focus of this course is the continued development of one's physical coordination, self- awareness, strength, flexibility, musicality and artistic expression within the high intermediate skill set level of modern dance.

#127, Alter, Course, Prerequisites, Catalog Description, DANC 343, Ballet III, MUS, CASC, To simplify workflow clarifying when prerequisites apply rather than instructor permission; Change prerequisites, Old Value: DANC 141 and DANC 142 and permission of instructor, New Value: DANC 141 or DANC 142; Change catalog description, Old Value: The purpose of this course is a continued study of ballet technique for the high intermediate dance student. Advanced technical concepts, movements and vocabulary associated with the ballet syllabus will be explored through more in depth physical practice and observation. Special attention to artistic development, trouble- shooting technical inefficiencies and injury prevention will also be of focus throughout the course. Previous dance training is required and the completion of Ballet I and II, or the equivalent, is required. The primary focus of this course is the continued development of physical coordination, self- awareness, strength, flexibility,

musicality and artistic expression within the high intermediate skill set level of ballet, New Value: The purpose of this course is a continued study of ballet technique for the high intermediate dance student. Advanced technical concepts, movements and vocabulary associated with the ballet syllabus will be explored through more in-depth physical practice and observation. Special attention to artistic development, troubleshooting technical inefficiencies and injury prevention will also be of focus throughout the course. Previous dance training is required and the completion of Ballet I or II, (DANC141 or DANC142), or the equivalent, is recommended. The primary focus of this course is the continued development of one's physical coordination, self-awareness, strength, flexibility, musicality, and artistic expression within the high intermediate skill set level of ballet.

#128, Alter, Course, Prerequisites, ECON 365, Business Analytics & Decision Making, AFE, CBT, STAT 241 is an appropriate prerequisite for this course; hence, we are adding it to eliminate the need to issue permits for students who have taken it; Change prerequisites, Old Value: ECON 270 or ECON 271 and MGT 233, New Value: ECON 270 or ECON 271 and MGT 233 or STAT 241.

#129, Create, Course, ENG 218, Literature and Language of Medicine and Caring, ENG, CASC, The medical humanities continues to be a growing field of interest, particularly for students planning to enter healthcare professions or legal advocacy. While we currently offer Medicine in Literature as a rotating option for our 254: Introduction to Literature: Special Topics class, a distinct course number would allow us to offer it on a more consistent basis as part of the newly proposed Medical Humanities minor, as well as include an emphasis in disability studies. It would also give all students majoring in the health sciences a chance to explore the humanities by reading, discussing, and analyzing writing that directly addresses many of the day-to-day concerns and challenges they will soon face in their own careers. As they study literature in a variety of genres, students will build skills in close reading, textual analysis, synthesis, and argument, while also cultivating human empathy, understanding of cultural applications and reflection.

#130, Create, Course, ENG 322, Narrative Medicine: Creative Writing for the Medical Community, ENG, CASC, ENG 322 would offer students the opportunity and skillset to process and more deeply reflect on their contributions to the medical community. As an experiential learning course, students will engage with memory care patients firsthand, and then—through studying and attempting a wide variety of creative prompts—experience the benefits of integrating writing into their routines.

#131, Create, Course, ENG 408, Medicine and Disability in Narrative and Writing, ENG, CASC, This course would serve as an elective for the newly proposed Medical Humanities minor, as well as give students in our own major the chance to explore an area of literature not yet included in our upper-division course offerings. As a more advanced version of the newly proposed 218: Medicine and Disability in Literature, Medical and Disability Narratives would encourage students to develop their voices as

informed by medical humanities and disability scholars through a rigorous and diverse reading list, student-led seminar discussions, and engagement with interdisciplinary research across the sciences and humanities. Students planning to enter healthcare professions or legal advocacy would also get the chance to develop their close reading and writing skills in an upper-division course that connects to the issues they will soon encounter in their day-to-day lives. As the editors of NYU's Literature, Arts, and Medicine (LitMed) database observe, "Attention to literature and the arts helps to develop and nurture skills of observation, analysis, empathy, and self-reflection -- skills that are essential for humane healthcare."

#132, Alter, Program, English, B.A., ENG, CASC, To address coordinating commission concerns, we are merging our English and English "Writing" majors into one English major. This can be done without affecting either major with regards to required courses, credit hours, etc. In fact, we would have had them be one major to begin with if we had realized it would cause a counting concern. This step also aligns our major with our English minor (where students choose from the two emphases) and our M.A. We are also adding several new courses developed for an interdisciplinary medical humanities minor to our major offerings.

#133, Alter, Minor, Ethnic Studies, ETHS, CASC, Add "HIST 422 – Nazi Germany and "SPCH 430 – Story Analysis: Investigating Myths and Narratives" to program offerings.

#134, Alter, Minor, Event Management, KSS, COE, Changing courses in the minor to better serve the students.

#135, Alter, Program, Exercise Science Comprehensive, B.S., KSS, COE, We are changing the program to allow a student to enroll in a 4+1 accelerated masters program and use graduate hours in the undergraduate program.

#136, Alter, Program, Exercise Science, B.S., KSS, COE, We are changing the program to allow a student to enroll in a 4+1 accelerated masters program and use graduate hours in the undergraduate program.

#137, Alter, Course, Prerequisites, FIN 482, Case Studies in Financial Management, AFE, CBT, We are revising the course prerequisite as FIN 476 is no longer required in the Finance program. FIN 476 is Short Term Financial Management, and students get the needed content for FIN 482 from FIN 480 Investment; Change prerequisites, Old Value: FIN 309 and FIN 476 and FIN 480, New Value: FIN 309 and FIN 480.

#138, Alter, Course, Title, HIST 210, Western Civilization I, HIST, CASC, Clarification of course title from "Western Civilization" to "Western Civilization I" to show that it is the first half of the Western Civilization course; Change title, Old Value: Western Civilization, New Value: Western Civilization I.

#139, Alter, Course, Title, HIST 211, Western Civilization II, HIST, CASC, Clarification of course title from "Western Civilization" to "Western Civilization II" to show that it is the

second half of the Western Civilization course; Change title, Old Value: Western Civilization, New Value: Western Civilization II.

#140, Alter, Course, Title, HIST 250, American History I, HIST, CASC, Clarification of course title from "American History" to "American History I" to show that it is the first half of US History; Change title, Old Value: American History, New Value: American History I.

#141, Alter, Course, Title, HIST 251, American History II, HIST, CASC, Clarification of course title from "American History" to "American History II" to show that it is the second half of US History, Old Value: American History, New Value: American History II.

#142, Create, Course, HIST 307, History of Health & Medical Law, HIST, CASC, New class to support student demand for History, Political Science, Health Science courses. In addition to supporting electives for History majors and minors, this new class will support electives in the Health Science major and minor, and minors in Public Health and Law.

#143, Alter, Course, Number, Credit Hours, Catalog Description, ITEC 168, Introduction to Flight, ITEC, CBT, The course requires 15 hrs. of classroom instruction, 10 hrs. of flight instruction and 10 hrs. of ground instruction (pre/post-flight briefing), for a total of 35 contact hours; Change number, Old Value: 171, New Value: 168; Change credit hours, Old Value: 1, New Value: 2; Change catalog description, Old Value: This course is the student's first exposure to flight operations. The fundamental flight skills and the sensations associated with completing these skills will be demonstrated. Basic aviation terms and nomenclature will be introduced, New Value: This course serves as Stage 1 of the Private Pilot Certification Course. The course includes both ground and flight instruction. During this course, the student is introduced to pilot training, aviation opportunities, and human factors in aviation. The student will also learn about the safety of flight, operating at airports, interpreting aeronautical charts, and airspace requirements. In addition, the student will gain knowledge about ATC services, radio procedures, and how to locate and use sources of flight information. Successful completion of this course is defined by the student conducting the first Solo Flight and Stage 1 of the Private Pilot Certification Course.

#144, Alter, Course, Prerequisites, Department Consent, Catalog Description, ITEC 170, Private Pilot Theory, ITEC, CBT, Prerequisite changed to ITEC 168; Change prerequisites, Old Value: None, New Value: ITEC 168; Change department consent, Old Value: No, New Value: Yes; Change catalog description, This course serves as a preparation for the FAA Private Pilot written exam which may be taken upon successful completion of this course. The course includes instruction in FAA regulations, weather, air and radio navigation, flight safety and emergency procedures necessary for successful completion of the FAA exam. Department permission required, New Value: This course serves as preparation for the FAA Private Pilot Airplane Knowledge Exam which may be taken upon successful completion of this course. The student will obtain

the aeronautical knowledge required by 14 CFR Part 141 and Part 61 for private pilot certification. (Prerequisites: ITEC 168 or Permission).

#145, Alter, Course, Title, Credit Hours, Prerequisites, Corequisites, Catalog Description, ITEC 172, Professional Flight 1 Private Pilot, ITEC, CBT, The course requires 25.5 hrs. of flight instruction and 20 hrs. ground instruction (pre/post-flight briefing), for a total of 45.5 contact hours; Change title, Old Value: Professional Flight 1, New Value: Professional Flight 1 Private Pilot; Change credit hours, Old Value: 1, New Value: 3; Change prerequisites, Old Value: ITEC 171 or permission, New Value: None; Change corequisites, Old Value: None, New Value: ITEC 170; Change catalog description, Old Value: This course provides the student with an introduction to the aeronautical experiences required to effectively pursue careers in aviation. In this course the student will become familiar with the training airplane through dual instruction and solo practice and will learn how the airplane controls are used to establish and maintain specific flight attitudes. The student will also learn to plan and conduct cross-country flights using pilotage, dead reckoning, and radio navigation, New Value: The student will obtain the aeronautical skill and experience necessary to meet the requirements for a private pilot certificate with an airplane category rating and single engine land class rating. Successful completion of this course will be predicated on issuance of the FAA Private Pilot (Airplane Single Engine Land) Certificate.

#146, Alter, Course, Title, Credit Hours, Department Consent, Prerequisites, Catalog Description, ITEC 292, Professional Flight 2 Commercial Pilot Stage 1, ITEC, CBT, The course requires 53 hrs. of flight training and 5 hrs. of ground instruction (pre/post-flight briefing), for a total of 58 contact hours; Change title, Old Value: Professional Flight 2, New Value: Professional Flight 2 Commercial Pilot Stage 1; Change credit hours, Old Value: 1, New Value: 3; Change Department Consent, Old Value: No, New Value: Yes; Change prerequisites, Old Value: ITEC 172 or permission, New Value: None; Change catalog description, Old Value: This course provides the student with the VFR cross-country aeronautical experience to prepare him or her for the next phase of their professional training, the instrument rating, New Value: This course serves as Stage 1 of the Commercial Pilot Certification Course. The course includes flight instruction only. During this course, the student increases proficiency in cross-country procedures by planning and performing extended cross country flights. The student also increases proficiency in performing night operations. Successful completion of this course is defined by the student successfully completing the Stage 1 Check Flight of the Commercial Pilot Certification Course.

#147, Alter, Course, Credit Hours, Prerequisites, Corequisites, Catalog Description, ITEC 293, Professional Flight 3, ITEC, CBT, The course requires 35 hrs. of flight instruction and 10 hrs. of ground instruction (pre/post-flight briefing), for a total of 45 contact hours; Change credit hours, Old Value: 1, New Value: 3; Change prerequisites, Old Value: ITEC 172 or permission, New Value: None; Change corequisites, Old Value: None, New Value: ITEC 291 or Permission; Change catalog description, Old Value:

This course provides the student with the simulated and actual instrument reference aeronautical experiences required to obtain the Instrument Airplane rating, FAA Instrument Airplane rating, New Value: The student will obtain the aeronautical skill and experience required by FAR Part 141 and Part 61 for an instrument rating. Successful completion of this course will be predicated on issuance of the FAA Instrument Rating (Airplane).

#148, Alter, Course, Title, Credit Hours, Prerequisites, Corequisites, Catalog Description, ITEC 376, Professional Flight 4 Commercial Pilot Stage, ITEC, CBT, Course requires 68 hrs. of flight instruction and 10 hrs. of ground instruction (pre/post-flight briefing), for a total of 78 contact hours; Change title, Old Value: Professional Flight 4, New Value: Professional Flight 4 Commercial Pilot Stage; Change credit hours, Old Value: 2, New Value: 4; Change prerequisites, Old Value: ITEC 172 or permission, New Value: ITEC 292 and ITEC 293 or permission; Change corequisites, Old Value: None, New Value: ITEC 375 or permission; Change catalog description, Old Value: This course provides the student with the aeronautical experiences required to obtain the FAA Commercial Pilot Certificate, New Value: The student will obtain the aeronautical skill and experience required by FAR Part 141 and Part 61 for a commercial pilot certificate with an airplane category rating and single-engine class rating. Successful completion of this course will be predicated on issuance of the FAA Commercial Pilot Certificate (Airplane Single-Engine Land).

#149, Alter, Course, Credit Hours, Department Consent, Catalog Description, ITEC 378, Professional Flight 6, ITEC, CBT, Adding classroom portion to prepare students to take the FAA Fundamentals of Instruction and Flight Instructor Airplane Exams, simulator and aircraft instruction to prepare students for the FAA Certified Flight Instructor Practical Exam (checkride); Change credit hours, Old Value: 2, New Value: 3, Change Department Consent, Old Value: No, New Value: Yes; Change catalog description, Old Value: This course provides the student with the aeronautical experiences required to qualify for the FAA Flight Instructor Certificate. Student must possess Commercial Pilot Certification prior to enrollment in course, New Value: This course is designed to meet the requirements of 14 CFR Part 61 for a flight instructor certificate course. This course will consist of ground and flight training.

#150, Inactivate, Course, KSS 112, Conditioning and Weight Training, KSS, COE, No course instructor and needs for this course anymore.

#151, Inactivate, Course, KSS 211, Advanced Sports, KSS, COE, No course instructor for this course.

#152, Inactivate, Course, KSS 221, Teaching Sport and Leisure Activities, KSS, COE, No course instructor for this course.

#153, Inactivate, Course, KSS 260, First Aid: Responding to Emergencies, KSS, COE, No course instructor for this course.



#154, Inactivate, Course, KSS 261, CPR/AED for the Professional Rescuer Instructor, KSS, COE, This course was merged in KSS 265 – Emergency Medical Response course.

#155, Alter, Course, Catalog Description, KSS 265, Emergency Medical Response, KSS, COE, Due to the course content changes in American Red Cross Emergency Medical Responder courses, we would like to make course content adjustments as well as the course description and objectives; Change catalog description, Old Value: This course is designed to offer students information and skills that will prepare them for providing basic first aid and life support to individuals suffering from illness or injury. Successful completion of each aspect of the course will qualify each student to be certified by the American Red Cross in Automated External Defibrillator, Professional Rescuer CPR for the Child, Infant and Adult, Oxygen Administration, and Preventing Disease Transmission, New Value: This course is designed to offer students information and skills that will prepare them for providing basic first aid and life support to individuals suffering from illness or injury. Successful completion of each aspect of the course will qualify each student to be certified by the American Red Cross in Automated External Defibrillator, Professional Rescuer CPR for the Child, Infant and Adult.

#156, Alter, Course, Title, Credit Hours, Catalog Description, KSS 280, Foundations of Sport and Recreation Management, KSS, COE, Based on the recent restructuring in Sport Management program and Recreation program including the course sequence and program faculty, the current course needs to be adjusted to meet the program goals. The notion of the current course change was to add recreation management contents into the existing sport management contents. To do so, it is necessary to increase the course credit hours and update the course description and course objectives; Change title, Old Value: Introduction to Sport Management, New Value: Foundations of Sport and Recreation Management; Change credit hours, Old Value: 2, New Value: 3; Change catalog description, Old Value: This course is designed to give students an understanding and background in the various facets of the sport industry. Students will learn the relevance of sociological, cultural, historical, political, psychological, and legal concepts to the management of sport. This course will provide an overview of sport management by presenting extensive discussions of the foundational aspects of the profession and current topics from the field, New Value: This course is designed to give students an understanding and background in the various facets of the sport and recreation industry. Students will learn the relevance of sociological, cultural, historical, political, psychological, and legal concepts to the management of sport and recreation. The goal of this course is to provide you with fundamental knowledge about sport, recreation, parks, and leisure as well as empower you with tools that can help you use your time in the most beneficial way.

#157, Create, Course, KSS 311, Applied Anatomy and Kinesiology, KSS, COE, Students majoring in Health and Physical Education or minoring in Coaching or obtaining a coaching endorsement are taking KSS 310 and KSS 360 which is 7 hours

and covers content that is not relative to their professions or the NDE requirements. Therefore, we are creating KSS 311 which will be an applied course focusing on anatomy, physiology and biomechanics that covers the NDE requirements. This is a common move across the country creating Applied Kinesiology courses or movement analysis courses. It is more relevant to the content these students need for their profession.

#158, Create, Course, KSS 320, Sports Coaching Philosophy and Leadership, KSS, COE, Students interested in coaching as a career need to develop a coaching philosophy and learn about the importance of leadership and their role as a leader. Our current minor nor endorsement does not have a leadership course.

#159, Alter, Course, Title, Catalog Description, KSS 403, Sport Finance, KSS, COE, Changing the course title and description to better serve the students who enter the industry post graduation; Change title, Old Value: Sports Economics, New Value: Sport Finance; Change catalog description, Old Value: In-depth examination of economic impact organized intercollegiate and professional athletics and sports play in lives of individuals communities, institutions and nations. Comprehensive investigation of financial inputs and values into nation's economy from sport and leisure industry and potential for growth, New Value: In-depth examination of finance basics, financial management, and application of financial management in sport. This course will examine the financial and economic impact of college athletics, professional sport, international sport, and community sport.

#160, Alter, Course, Prerequisites, Corequisites, KSS 414, Implementation of a Strength Program, KSS, COE, Changing prerequisites of course; Change prerequisites, Old Value: None, New Value: KSS 310 or KSS 311; Change corequisites, Old Value: KSS 360, New Value: None.

#161, Alter, Course, Prerequisites, KSS 422, Essentials of Strength and Conditioning, KSS, COE, Changing the prerequisites; Change prerequisites, Old Value: KSS 360 or permission of instructor, New Value: KSS 414 or KSS 461.

#162, Alter, Course, Type, KSS 452, Exercise Prescription for Special Populations, KSS, COE, This course is designed to learn clinical exercise testing and prescription associated with disease and medical conditions. To facilitate student's learning and clinical practice, it is necessary to provide additional "hands-on" learning opportunities for students. Thus, the course needs to add the lab component in the course without changing the existing credit hours; Change type, Old Value: Lecture, New Value: Lecture, Laboratory.

#163, Alter, Course, Number, KSS 455, Promoting Healthy Youth Behaviors, KSS, COE, This course would be beneficial to the Master's program but must be a 400-level course in order to add the 800-level P course to it. Thus, we would like to change the catalog number to 455; Change number, Old Value: 306, New Value: 455.

#164, Inactivate, Course, KSS 476, Seminar and Practicum in Adapted Phys Ed, KSS, COE, No course instructor for this course.

#165, Create, Course, MATH 385, Introduction to Mathematical Research, MATH, CASC, The Department has talked about an introduction to research through reading papers course as a way to incorporate EL into the curriculum. This course is designed to get students the skills needed to do research in mathematics by starting them with finding, understanding, and looking for areas of inquiry in papers appropriate for undergraduate research. We hope it leads to more URF proposals after completion.

#166, Alter, Course, Prerequisites, Catalog Description, MGT 450, Population Health Management: Systems and Policies, MGT, CBT, Rationale: The proposed modified course description will allow Management 450/850P to be offered to a broader cross-section of UNK students. The health programs students will receive a general overview of the U.S. system after which the course will progress to introduction of more complex economic and health policy concepts. It will meet the learning objectives of both Management 350 and Management 450 as well the opportunity to level the learning activities and course assignments for potential graduate enrollment; Change prerequisites, Old Value: Junior Standing and MGT 350 and STAT 241 or MGT 233 or PSY 250 or BIOL 305, New Value: Junior standing; Change catalog description, Old 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: completion of a 200-level course in Political Science and completion of a 200-level course in Economics, New Value: This course is for health sciences students and students interested in healthcare management. Students will critically evaluate current changes in healthcare policies in the United States and other countries and the effect of such changes on the quality of patient care. After completing this course, students will better understand the functions of different private and public healthcare agencies and organizations. Recommended Prerequisites: completion of a 200-level course in Political Science and completion of a 200-level Economics course.

#167, Create, Course, MGT 460, Human Resource Information Systems: People Analytics and Talent Management, MGT, CBT, Workplaces have recognized the value

of being as data-driven in managing people as they are with products. The question workplaces are trying to address is how to do people analytics well. Regardless, some small- and most mid- to large-sized organizations utilize some form of commercial information system to manage HR processes. Indeed, core HR functions such as talent acquisition, onboarding, performance evaluations, training and skill development, and transitions (internal and external) are managed through HR Information Systems (HRIS) and have workflows developed to insure those processes are standardized and functional. However, there is no venue through which students in the College of Business and Technology can access an HRIS system, understand its functions, and then begin to address the bigger question of how to do people analytics well. Even for students who are able to complete an internship in HR, they are unlikely to be given user permissions to access a firm's HR system due to legal and privacy limitations. This course fills that gap by allowing students to build on concepts learned in MGT 380 (Human Resources Management) through the experience of applying those concepts in an HRIS. Each student will have a seat license for the HRIS used in the course, and will complete six practical exercises in core HR practices. Absent such experiences, employers are left to start from scratch with on-the-job training in HRIS systems. Then, with the opportunity to work in an HRIS, students will also be challenged to think more strategically about how best to manage talent, consider the value proposition of workforce management, and develop informed recommendations as to how to do people analytics well. Beyond the HR function in organizations, most other areas and disciplines (i.e., accounting to healthcare) utilize information systems. Therefore, exposure to and experience in information systems is essential to filling a gap in the knowledge, skills, and abilities of business students. This proposed HRIS course focuses on learning industry-specific applications (Human Resources Information Systems) and technology strategies (strategy for using HRIS systems to organization data to better manage human resources). In doing so, this also achieves CBT Assurance of Learning Goals and Objectives by meeting the objective of Business Knowledge, where students in the course will have knowledge of basic business disciplines and concepts—specifically, students will demonstrate comprehension of management, quantitative business analysis, and information systems.

#168, Inactivate, Program, Molecular Biology Comprehensive, B.S., BIOL, CASC, Due to low numbers of graduates and CCPE recommendation, we are inactivating the Molecular Biology Comprehensive Major. We are adding the Molecular Biology option as an emphasis to our Comprehensive Biology Degree.

#169, Alter, Course, Prerequisites, MUS 365, Form and Analysis, MUS, CASC, Altering prerequisites in adjustment to offering recently approved Musicianship and Music Theory Courses, Change prerequisites, Old Value: MUS 339, New Value: MUS 308.

#170, Alter, Course, Prerequisites, MUS 406, Instrumental Conducting & Literature, MUS, CASC, Prerequisites are altered in adjustment to offering recently approved Musicianship and Music Theory courses; Change prerequisites, Old Value: MUS 199

and MUS 201 and MUS 122 and large ensemble, New Value: MUS 208 and MUS 122 and large ensemble.

#171, Alter, Course, Prerequisites, MUS 407, Choral Conducting and Literature, MUS, CASC, Prerequisites are altered in adjustment to offering recently approved Musicianship and Music Theory courses; Change prerequisites, Old Value: MUS 199 and MUS 201 and MUS 122 and large ensemble, New Value: MUS 208 and MUS 122 and large ensemble.

#172, Alter, Course, Prerequisites, MUS 425, Arranging, MUS, CASC, Altering prerequisite in adjustment to offering recently approved Musicianship and Music Theory Courses; Change prerequisites, Old Value: MUS 339, New Value: MUS 307.

#173, Alter, Course, Prerequisites, MUS 468, Secondary Instrumental Methods, MUS, CASC, Prerequisites are altered from MUS 406 and 407 to MUS 406 or 407 to accommodate frequent issues with course sequencing; Change prerequisites, Old Value: Admission to Teacher Education and completion of MUS 406 and MUS 407, New Value: Admission to Teacher Education and completion of MUS 406 or MUS 407.

#174, Alter, Course, Prerequisites, Corequisites, MUS 470, Secondary Choral Methods, MUS, CASC, Course prerequisites are altered from MUS 406 and 407 to MUS 406 or 407 to address frequent issues with course sequencing; Change prerequisites, Old Value: Admittance to Teacher Education, junior standing, or permission of instructor, New Value: Admittance to Teacher Education and MUS 406 or MUS 407; Change corequisites, Old Value: None, New Value: MUS 467.

#175, Alter, Minor, Kinesiology, KSS, COE, Our department has changed its name to Kinesiology and the prefix of courses to KSS. The minor in PE is not associated with physical education and therefore, we need to change the name accordingly.

#176, Alter, Program, Kinesiology Comprehensive, B.S., KSS, CASC, Our department changed its name several years ago and now we have changed our prefix. The PE comprehensive degree is not for physical education teachers. It is more of a generalist degree used to help students complete their bachelors degree. It is not a degree they choose when coming to UNK, but when they change their mind in the last minute, they can still graduate. The PE comprehensive is misleading as students DO NOT get a teaching certificate to be a physical educator. Therefore, by changing the name, it is not misleading.

#177, Alter, Program, Physics 7-12 Teaching Subject Endorsement, B.S.Ed., PHYS, CASC, Editing program to match state requirements in rule 24 matrix.

#178, Inactivate, Program, Recreation Management, B.S., KSS, COE, We are merging the Sports Management and Recreation programs to better serve our students. Both majors require many of the same courses and this allows us to provide opportunities for students interested in recreation to maintain a program. Many schools across the nation have a combined recreation and sports management major.

#179, Alter, Minor, Recreation Management, KSS, COE, We are merging the Sports Management and Recreation programs to better serve our students. Both majors require many of the same courses and this allows us to provide opportunities for students interested in recreation to maintain a program. Many schools across the nation have a combined recreation and sports management major.

#180, Inactivate, Program, Recreation, Outdoor and Event Management Comprehensive, B.S., KSS, COE, We are merging the Sports Management and Recreation programs to better serve our students. Both majors require many of the same courses and this allows us to provide opportunities for students interested in recreation to maintain a program. Many schools across the nation have a combined recreation and sports management major.

#181, Alter, Course, Prerequisites, SOWK 478, Medical Social Work, SOWK, CASC, We are removing the prerequisites to make the course more accessible to students with other related majors/minors. The course will be added as an elective for the Health Science Major and Minor; Change prerequisites, Old Value: SOWK 400 and SOWK 410, New Value: None.

#182, Alter, Program, Sport and Recreation Management, B.S., KSS, COE, We are merging the Sports Management and Recreation programs to better serve our students. Both majors require many of the same courses and this allows us to provide opportunities for students interested in recreation to maintain a program. Many schools across the nation have a combined recreation and sports management major.

#183, Alter, Minor, Sports Management, KSS, COE, Changing KSS 280 to a 3 credit course, and decreasing internship to 3 credits to meet the 24 hour rule.

#184, Alter, Program, Sport and Recreation Management Comprehensive, B.S., KSS, CASC, We are merging the Sports Management and Recreation programs to better serve our students. Both majors require many of the same courses and this allows us to provide opportunities for students interested in recreation to maintain a program. Many schools across the nation have a combined recreation and sports management major.

#185, Alter, Course, Prerequisites, STAT 441, Probability and Statistics, MATH, CASC, The prerequisite change was to be made with the introduction of the STAT minor. It was taught this way in Spring 2023, but it is going through now as I had forgotten to put it through then, and so as to not provide a hidden prerequisite in the STAT minor. There are just 2 main things that are needed from MATH 260 that would show up in STAT 441 and both will be addressed within the course instead of relying on the prerequisite having been met; Change prerequisites, Old Value: MATH 260, New Value: 202.

#186, Alter, Course, Title, Department Consent, TE 313, Practicum: Math, TE, COE, Nebraska Department of Education is using the term "Practicum" instead of field experience. Change course Title to Math Practicum; Change title, Old Value: Field

Experience: Math, New Value: Practicum: Math; Change department consent, Old Value: No, New Value: Yes.

#187, Create, Course, THEA 243, Introduction to Lighting and Sound Technology, MUS, CASC, As we are working to change our program, there are some areas that need more information taught than we have space for in the current class structure. Therefore, we are splitting lighting, sound, and projections from the THEA 135 class to give them ample educational space in their own class.

#188, Create, Course, THEA 446, Sound Design for the Theatre, MUS, CASC, The other sound courses on campus are all about sound engineering and we in theatre need a design course that teaches content; how to find or create it, and how to organize it and play it back during a live performance.

#189, Alter, Program, Visual Communication and Design Comprehensive, B.F.A., ART, CASC, Changed program to get in line with the rest of the department changes.

#190, Create, Program, Media Studies Comprehensive, B.S., JMC, CASC, The new Media Studies comprehensive program will consist of four different emphases with 30 - 31 hours of the UNK general studies program and 62 hours of classes. The four emphases will be the Advertising & Public Relations emphasis, Broadcasting & Journalism emphasis, Multimedia emphasis and the Sports Communication emphasis. The single Media Studies major will replace the BA & BS majors in Journalism, Advertising / Public Relations, Multimedia, and Sports Communication.