

## Academic Affairs Agenda

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### 2024-2025 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING

Academic Affairs Subcommittee 4/9/2025

Academic Affairs Full Committee 4/17/2025

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

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Courses approved by Dawn Simon to satisfy the Experiential Learning Requirement:  
KSS 304 (1/24/25)

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#193, Create, Program, Pre-Speech Language Pathology, HSCI, CASC, UNK has a long history of educating Speech Pathologists through its strong graduate program in the Communications Disorders Department. Speech Pathologists are critical members of the healthcare team, working in both educational and clinical healthcare settings. Therefore, highlighting the profession alongside other Health Science pre-professional programs is a logical step in communicating the full array options available at UNK. Adding a formal pre-professional program in this area will increase visibility and aid in promoting the program to potential undergraduate students. Pre-Speech Language Pathology students would also be included in the student services, student organizations, and other activities available to Health Science students at UNK.

#194, Alter, Course, Prerequisites, ART 428A, Advanced Photography: Contemporary Exhibition Practices, ART, CASC, Remove the Sophomore Portfolio Review from the Prerequisites (as this has not been enforced for some time); Change prerequisites, Old Value: Completion and passing of the Sophomore Portfolio Review and ART 327 or ART 328 or ART 329, New Value: ART 327 or ART 328 or ART 329.

#195, Alter, Course, Prerequisites, ART 428B, Advanced Photography: Traditional Exhibition Practices, ART, CASC, Remove the Sophomore Portfolio Review from the Prerequisites (as this has not been enforced for some time); Change prerequisites, Old Value: Completion and passing of the Sophomore Portfolio Review and ART 327 or ART 328 or ART 329, New Value: ART 327 or ART 328 or ART 329.

#196, Create, Course, ENG 412, Writing for the World, ENG, CASC, We have decided to combine our two generic advanced writing classes into one and would like to replace one with a more specific advanced writing course that has a topic that will be useful to our students. This course, which explores varieties of English spoken around the world as well as how to write and communicate for global audiences, will appeal to English majors as well as students in business, communications, media studies, international studies, and other fields that prioritize global communication. We are therefore proposing it as an upper-level General Education course that would fulfill LOPERs 6 and 10, as well as the Writing requirement for the English degree. This course will also be helpful as we continue to strengthen our relationship with the College of Business and Technology.

#197, Alter, Course, Type, Repeatability, Credits, Grading Type, Catalog Description, Prerequisites, Experiential Learning Status, KSS 304, Volunteer Practicum in Athletic Training Foundations, KSS, COE, Change type, Old Value: Internship, New Value: Practicum; Change repeatability, Old Value: Yes, New Value: No; Change credits, Old Value: 1-2, New Value: 2; Change grading type, Old Value: Credit/No

Credit, New Value: Traditional Grades; Change catalog description, Old Value: This course is designed to offer the student enrolled in the Minor in AT Foundations the opportunity to gain basic and introductory skills for basic sports injury care. Additionally, students will be provided opportunities to gain observation experiences required for entrance into the MAT program, New Value: This course allows students pursuing a minor in athletic training foundation to develop fundamental sports injury care and management skills while gaining hands-on clinical experience under the supervision of certified athletic trainers and graduate athletic training students; Change prerequisites, Old Value: None, New Value: Completion of or concurrent enrollment in KSS 264; Change experiential learning status, Old Value: No, New Value: Yes.

#198, Alter, Course, Title, Catalog Description, MATH 106, Quantitative Thinking for the Liberal Arts, MATH, CASC, This change is to be a little more descriptive about what students learn in the course and to also more broadly appeal to students and advisors; Change title, Old Value: Mathematics for Liberal Arts, New Value: Quantitative Thinking for the Liberal Arts; Change catalog description, Old Value: An enrichment course investigating the structure, aesthetics, and philosophy of mathematics and its cultural relevance, New Value: An enrichment course investigating the structure, aesthetics, and philosophy of mathematics and its cultural relevance. To do this, the class provides an introduction to understanding and appreciating the math we encounter during our lives and how to rationally and purposefully make decisions and take action. Course topics include descriptive statistics, voting methods, game and graph theory, and apportionment methods.

#199, Create, Course, MATH 108A, Applied Algebra and Geometry I, MATH, CASC, This course is designed for students who are in areas that need some mathematical knowledge but are not planning on going into calculus. It creates a third mathematical pathway through general education, and separating these students into a course more suited for them will allow us to teach Math 102, College Algebra, at a level that prepares students better for calculus. Though listed as A and B and I and II, the topics are focused more independently and a specific order of completion is not required.

#200, Create, Course, MATH 108B, Applied Algebra and Geometry II, MATH, CASC, This course is designed for students who are in areas that need some mathematical knowledge but are not planning on going into calculus. It creates a third mathematical pathway through general education, and separating these students into a course more suited for them will allow us to teach Math 102, College Algebra, at a level that prepares students better for calculus. Though listed as A and B and I and II, the topics are focused more independently and a specific order of completion is not required.

#201, Alter, Program, Modern Languages 7-12 Teaching Subject Endorsement, B.A.E., MODL, CASC, Remove MODL 480 (course is not taught frequently) and add MODL 370. A course in Second Language acquisition will allow 7-12 teachers to have additional theoretical and practical methodological preparation and will allow the MODL 472 Methods course to include more robust treatment of other topics with SLA as a standalone course.

#202, Alter, Program, Music Performance Comprehensive, B.M., MUS, CASC, Program is being altered to articulate the common Music Core Curriculum with the intention that graduates are counted in aggregate for the Music BA, Music Education BM, Music BM (Music Business and Music Composition Emphases), and Music Performance BM (Instrumental, Piano, and Vocal Emphases) degrees. We request to make the piano Performance with Pedagogy Emphasis dormant, as it is historically (since 2017) under-enrolled and it demands instructional resources beyond the core articulated in this revision.

#203, Alter, Program, Sport and Recreation Management, B.S., KSS, COE, There is no reason to have required LOPER 1-10 for our students. We are allowing them to take any courses for those requirements.

#204, Alter, Program, Sport and Recreation Management Comprehensive, B.S., KSS, COE, We are removing any required LOPER 1-10 general education courses, so that students may take any general education courses to meet those requirements.

#205, Alter, Course, Number, Title, Catalog Description, TE 218, Teaching in a Preschool/Elementary School Classroom, TE, COE, We are changing the course title to be more reflective that this course is an introduction to teaching in a preschool and elementary school. We are changing the number to TE 218 from TE 318 as the content of this course is more appropriate for a 200-level class. 300-level classes move to incorporate more content-specific methods instruction and application. 200-level classes introduce concepts that are reinforced in subsequent coursework. We are changing the course description to more accurately reflect what goes on in this course: chiefly students explore how to manage the classroom, incorporate assessment data into their instruction, and build a positive classroom environment for learners. Existing course objectives are outdated and still use Knowledge, Skills, and Dispositions. Revised course objectives align with the objectives for TE 319 and TE 472, which are considered roughly parallel courses at the middle and secondary education levels; Change number, Old Value: 318, New Value: 218; Change title, Old Value: Management and Assessment in Preschool/Elementary Classrooms, New Value: Teaching in a Preschool/Elementary School Classroom; Change catalog description, Old Value: This course is designed to prepare students for the challenges of effectively managing the classroom and assessing student progress. The course emphasizes: planning, preparing, establishing routines, monitoring and managing student behavior, aligning standards-based assessments, determining assessment alternatives, and interpreting assessment results, New Value: This course is designed to prepare students for the challenges of effectively managing the classroom. The course emphasizes: planning, preparing, establishing routines, managing student behavior, incorporating standards-based lessons, exploring assessment options, making data-driven decisions, examining effective teacher characteristics, and building a positive classroom of learners.

#206, Alter, Course, Title, Credits, Catalog Description, TE 327, Introduction to English Language Learners and Emergent Bilinguals, TE, COE, This course was created as a 2-credit course initially to allow for a 1-credit practicum course. The 1-credit practicum course has never been offered as a standalone course, and the practicum hours have been counted during the clinical student teaching experience; Change title, Old Value: Introduction to Language Minority Students, New Value: Introduction to English Language Learners and Emergent Bilinguals; Change credits, Old Value: 2, New Value: 3; Change catalog description, Old Value: The purpose of this course is to provide the prospective entry-level teacher with information relating to changing demographics underlying the presence of language minority students in the public schools, the acculturation process, the terminology of second language education, legal issues for Limited English Proficient (LEP) students, and program models designed to serve them. Special attention is given to identifying the attitudes, skills, and behaviors which the monolingual classroom teacher needs to develop in order to effectively teach language minority students, New Value: The purpose of this course is to provide the prospective entry-level teacher with information relating to changing demographics underlying the presence of English learners and emergent bilingual students in the public schools, the acculturation process, the terminology of second language education, legal issues for Limited English Proficient (LEP) students, and program models designed to serve them. Special attention is given to identifying the attitudes, skills, and behaviors which the general education classroom teacher needs to develop in order to effectively teach language learners. A 10-hour observation practicum experience is required.

#207, Create, Course, TE 423, The Science of Reading and Writing, TE, COE, This course is a new elective course being proposed for use as an undergraduate elective and as a P-course elective in the graduate reading program. We have already incorporated the science of reading into the existing required undergraduate coursework around literacy (TE 306 and the literacy block - TE 314, TE 315, TE 316, and TE 317). This elective course covers unique content and delves deeper into the current translational science foundational to reading methods. It includes in depth discussion of brain development and brain function, linguistics, semiotics, anthropology and how that is related to the reading process. As a department, we are making a

move to add a reading minor, and this course could be used as one of the courses in that reading minor. Moreover, an elective offering allows students to learn more about the reading process in depth above and beyond the scope of what is currently required and already exists in our programs.