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Academic Affairs Committee Minutes

Faculty Senate

2-16-2017

February 2017 Academic Affairs Minutes

University of Nebraska at Kearney Academic Affairs Committee

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**Faculty Senate Academic Affairs Committee
Minutes from Meeting
Thursday, February 16, 2017
Academic Affairs Conference Room, Founders Hall**

Present: Debbie Bridges (CBT), Joel Cardenas (Academic Affairs), Valerie Cisler (CFAH), Ralph Hanson (CFAH), Rochelle Krueger (Library), Dan May (Faculty Senate), Grace Mims (COE), Kim Schipporeit (Registrar), Kurt Siedschlaw (CNSS), Jacob Stallbaumer (Student Senator)

Absent: Anna Hain (NSS), Kay Hodge (CBT), Camie West (COE), Kenya Taylor (Academic Affairs)

Guests: Noah Rogoff (Faculty Senate)

Bridges (Chair) Called to order at 3:35 p.m. Bridges welcomed the committee and guest Noah Rogoff (FS President) to another FSAAC meeting, thanked them for attending a meeting indoors on such a beautiful afternoon, and gave everyone fair warning that she would be serving as scribe (as Hodge, our stalwart scribe, had gone missing).

Rogoff (FS President) spoke to the committee, conveying many thanks for doing good work, noting that the work of the committee could not be replicated or completed by Faculty Senate. Rogoff also recognized that there had been procedural missteps – on the part of FS – in the recent past that hampered the workings of the FSAAC Committee. Rogoff apologized to the Committee for these missteps, stating that steps have been taken to ensure they would not be repeated. Committee members suggested that given the Committee meeting schedule and timing of FS elections, that FS provide the Committee with information about election results by college so that Committee membership can be verified and members be notified about meetings. Rogoff agreed to the suggestion and noted it was a good idea.

Bridges asked Committee what they wanted to tackle first – the agenda or the Credit/No Credit policy.

Cisler / Krueger moved approval of the Credit / No Credit Policy. Discussion ensued (along with much oohing and awing over the wonderfulness of the language used in capturing the Committee's discussion last meeting and a small diversion – commercial break – provided by the peanut gallery). Motion carried.

Bridges noted that all of the agenda items (#22 and #52 - #68) were discussed at the sub-committee meeting. Bridges requested a motion to consider items #22 and #52 - #68.

Schipporeit / Mims moved approval of agenda items #22 and #52 - #68. Discussion ensued; Cisler raised a concern about whether all necessary courses were reflected in #22. Schipporeit stated she would check; all agreed that was sufficient and #22 could move forward. Discussion and quiet reflection continued (livened by a brief diversion – squirrel – provided by the peanut gallery). Siedschlaw asked for the question to be called; Bridges called the question. Motion carried.

While waiting for the last motion to be made, Hanson inquired about the possibility of having CAP work on iPads; Schipporeit grinned slyly and asked Cardenas if they should share the news? Schipporeit stated that CAP was being kicked to the curb (yes, taps will be played for CAP) in the near future.

On that happy note, May / Mims moved to adjourn. Motion approved at 4:20 p.m.

Next subcommittee will be March 8 and full-committee meeting will be March 16, 2017.

Respectfully submitted,

Debbie Bridges (in lieu of regular scribe – Kay Hodge)

Minutes approved via e-mail (February 20, 2017).

Draft Policy for Credit/No Credit Grading Option

In addition to traditional grading ("A" - "F") a student may opt to be graded in registered courses by [credit/no credit](#), or audit. The Credit/No Credit grading option must be declared by the end of the 4th week of the semester or the end of the first class day in the summer. [Audit grading](#) option must be declared by the end of the first week of the semester (Fall or Spring) or by the end of the first class day (Summer).

Tuition rates and related fees are identical for each of these grading options. Grading options cannot be changed after the deadlines outlined above. Each option is described as follows:

CREDIT/NO CREDIT

A student may elect one course each semester (a summer session is considered as a semester) for which he/she chooses to be graded on the basis of credit/no credit. A student must declare the grading option by the end of the 4th week of the semester and the end of the first class day in the summer. The credit/no credit refers only to the final grade in the course as recorded by the Registrar. Nothing will change in the content of the course and the course examinations. When a student completes the course, he/she will receive a letter grade. If that grade is at least a "C" the student will receive credit (CR) for the course. If the letter grade is "C-" or lower, the student will receive no credit (NC) for the course. In either case, the student's GPA will not be affected. This grading system is at the option of the student, but will operate with the following restrictions:

1. The option is available only to students who have completed 28 semester hours and are in good academic standing.
2. The student must have met all of the prerequisites required for enrollment in the course chosen.
3. The course chosen cannot be used to meet major, comprehensive major, minor, or endorsement area requirements.
4. The student may choose only one course per semester, unless it is an established function of the course, to be taken on a credit/no credit basis.
5. A maximum of 18 credit hours may be taken on a credit/no credit basis.
6. Students wishing to declare a course [CREDIT/NO CREDIT](#) must do so at the Office of Student Records and Registration by the end of the 4th week of the semester (Spring or Fall) or by the end of the first class day (Summer). The [CREDIT/NO CREDIT](#) grading option cannot be changed after the deadline.

The responsibility for assuring that the student satisfies the above restrictions lies with the student and his/her advisor. The actual granting or withholding of credit is the responsibility of the Registrar's Office.

2016-2017 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING

Academic Affairs Subcommittee 2/8/2017
Academic Affairs Full Committee 2/16/2017

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

Tabled Items from January's Meeting:

#22, Alter, Program, BS and BA, Teacher Education, TE, COE, The program is being altered to meet the new *Council for the Accreditation of Educator Preparation* requirements

#52, Create, Supplemental Endorsement, 7-12 Supplemental Endorsement in Health Sciences, KSS, COE, The Department of Education requested a 7-12 supplemental endorsement in Health Science to aid teachers in preparation of students who might want to pursue a career in the Health Sciences in College.

#53, Alter, Program, BS, Exercise Science, KSS, COE, In order to better assess the Exercise Science program, we are adding a one hour senior seminar course that will focus on evaluation of students ability to apply knowledge learned.

#54, Alter, Program, BS, Exercise Science Fitness and Wellness Comprehensive, KSS, COE, In order to better assess the Exercise Science program, we are adding a one hour senior seminar course that will focus on evaluation of students ability to apply knowledge learned. To accommodate that one hour addition, we will decrease internship hours. In addition, we will remove PHYS 205 from the Comprehensive major in Exercise Science general studies.

#55, Alter, Program, BAED, English 7-12 Teaching Subject Endorsement, ENG, FAH, We are requesting an alteration in the English 7-12 Teaching Subject Endorsement, by (re) adding ENG 252: Introduction to Literature: Western Civilization, to the World Literature category. At once point some years ago, this course was included in the World Literature Category, and for whatever reason has been omitted in the catalog. This is an oversight and we are requesting the course to be restored to this category. Please note that the category is World Literature, not Non-Western Literature, although those courses are listed there in addition to other World Literature courses.

#56, Create, Minor, English Minor in Creative Writing, ENG, FAH, The new minor will likely attract students from other disciplines (such as Journalism, Advertising, Theater, Art, Marketing, and Psychology). An English minor in Creative Writing may especially appeal to students pursuing degrees who may see creative writing as particularly relevant to their interests, degree, and future profession. In addition, the new English minor would provide students with more exposure, practice, and rigor of craft and allow students to pursue high quality literary writing. Please note that the proposed English Minor in Creative Writing differs in important way from the English Minor with a Writing Emphasis. For instance, the Creative Writing minor would require more creative writing courses (vs. other types of writing course), the Creative Writing courses would be tiered, and advanced courses would be required, and the English Creative Writing minor would include the rigor of the proposed new craft course.

#57, Alter, Program, BSED, Biology 7-12 Teaching Subject Endorsement, BIOL, NSS, We are streamlining our core classes to encompass changes made to our scientific communication and research series of classes. We have combined BIOL 201 and 375 into a single 3 hour course (BIOL 231: Research Methods I) and created BIOL 431 to Research Methods II.

#58, Alter, Program, BS, Biology, BIOL, NSS, We are streamlining our core classes to encompass changes made to our scientific communication and research series of classes. We have combined BIOL 201 and 375 into a single 3 hour course (BIOL 231: Research Methods I) and created BIOL 431 to Research Methods II. In addition, we are inactivating Senior Seminar and replacing it with the existing course BIOL 421 Seminar.

#59, Alter, Program, BS, Biology Comprehensive, BIOL, NSS, We are streamlining our core classes to encompass changes made to our scientific communication and research series of classes. We have combined BIOL 201 and 375 into a single 3 hour course (BIOL 231: Research Methods I) and created BIOL 431 to Research Methods II. In addition, we are inactivating Senior Seminar and replacing it with the existing course Seminar. In addition, we have added some additional options to the Health Science emphasis.

#60, Alter, Program, BS, Molecular Biology Comprehensive, BIOL, NSS, We are streamlining our core classes to encompass changes made to our scientific communication and research series of classes. We have combined BIOL 201 and 375 into a single 3 hour course (BIOL 231: Research Methods I) and created BIOL 431 to Research Methods II. In addition, we are inactivating Senior Seminar and replacing it with the existing course BIOL 421 Seminar.

#61, Alter, Course, Course Title, Course Information, Course Description, PE 429, Marketing in Sport, Recreation and Events, PE, COE, Change in course title, Old Value: Marketing in Sport Recreation and Tourism, New Value: Marketing in Sport, Recreation and Events; change in course information, Old Value: Can course be taken for credit multiple times, Yes, New Value: Can course be taken for credit multiple times, No; change in course description, Old Value: Principles, applications and techniques of marketing, promotions, corporate sponsorships, and fundraising, New Value: With the growing competitive and rapidly changing sport business marketplace, sport organization managers need for properly trained sport marketing professionals to attract and retain consumers, thereby better securing their revenue streams as well as shareholder value. This **MARKETING IN SPORT, RECREATION, AND EVENT MANAGEMENT** course is designed to provide future sport marketing professionals with theoretical and practical knowledge in marketing principles, management, and issues facing the sport industry managers and organizations today. This course will primarily focus on the application of several key marketing strategies and tactics utilized in the contemporary organizations to promote both sport as medium and sport as product. Overall, this course is intended to prepare students who can assume responsible marketing positions with skills of application and demonstration for the complex nature of today's sport business marketplace.

#62, Create, Course, PE 496, Professional Readiness in Exercise Science, PE, COE, To better prepare Exercise Science graduates for their first professional experience.

#63, Create, Course, REC 246, Wilderness First Aid, PE, COE, Changing Recreation, Parks and Tourism program.

#64, Create, Course, ENG 485, Narrative Strategies, ENG, FAH, The English Department wishes to create a robust creative writing minor and to offer advanced undergraduate and graduate fiction students substantive exposure, practice, and rigor of craft. This course is the undergraduate-level fiction writing course, to be paired with ENG 885 (also being proposed). The Association of Writing Programs (AWP) recommends having both an advanced workshop and advanced forms class in the student's chosen genre, thus giving students the opportunity to study creative writing techniques in depth as well as have an advanced workshop to produce a substantive body of work. We currently offer ENG 415 (Advanced Fiction) and ENG 419 (Advanced Poetry) which will serve as our advanced workshop courses. This proposed course, Narrative Strategies, would serve as the fiction forms class.

#65, Create, Course, BIOL 231, Research Methods I, BIOL, NSS, We are creating this course to replace the changes we made to BIOL 201 per the request of the Registrar.

#66, Create, Course, BIOL 431, Research Methods II, BIOL, NSS, This is class is created to replace the changes we requested for BIOL 420 per the request of the Registrar.

#67, Inactivate, Course, BIOL 480, Seminar, BIOL, NSS, Inactivating due to request from Registrar to be in line with new catalog changes.

#68, Create, Course, PSY 350, Ethics in Psychology, PSY, NSS, There is currently no ethics course taught in the Psychology department, and given the importance of ethics for students' critical thinking and professional development, this course will provide students with an in-depth experience in ethical problems that may arise in their careers. It is important to teach an ethics course for three reasons: 1) there is no guarantee that students will be taught ethics in the context of workplace supervision, 2) supervisors may not have adequate knowledge of ethical dilemmas, and 3) students may not experience a broad range of ethical issues in school or at work. This course will help students gain a sensitivity to various ethical dilemmas before they arise in order to give them the tools to handle situations appropriately.