

University of Nebraska at Kearney

## OpenSPACES@UNK: Scholarship, Preservation, and Creative Endeavors

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Faculty Senate Packets

Faculty Senate

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4-1-2021

### April 2021 Faculty Senate Packet

University of Nebraska at Kearney Faculty Senate

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7:00p.m. – April 1, 2021

Zoom

Faculty Senate Website:

[http://www.unk.edu/committees/faculty\\_senate/index.php](http://www.unk.edu/committees/faculty_senate/index.php)

- I. Call to order
- II. Roll Call
- III. Approval of Agenda
- IV. Action on Faculty Senate Minutes: **04March2021**
- V. Special Presentations
  - A. **Chancellor Kristensen: A Year in Review**
- VI. Reports of Faculty Senate Standing Committees
  - A. Oversight Committee:
  - B. Executive Committee:
  - C. President's Report: **22March2021**
  - D. Academic Affairs: **25March2021**
  - E. Academic Freedom and Tenure Committee:
  - F. Academic Information and Technology Committee:
  - G. Artists and Lecturers Committee:
  - H. Athletic Committee:
  - I. E-campus Committee:
  - J. Faculty Welfare Committee: **05March2021**
  - K. Grievance Committee:
  - L. Library Committee: **09February2021**
  - M. Professional Conduct Committee:
  - N. Student Affairs Committee:
- VII. Reports of Senate Representatives to Non-Senate Committees
  - A. Assessment Committee:
  - B. Women, Gender and Ethnic Studies Advisory Committee:
  - C. International Studies Advisory Council: **25February2021**
  - D. Parking:
  - E. Safety Committee:
  - F. World Affairs Conference Committee:
- VIII. Reports from Academic Councils
  - A. Graduate Council: **11March2021**
  - B. General Studies Council: **04March2021**

- C. Council on Undergraduate Education:
  - D. Student Success Council:
  - E. Equity, Access, and Diversity Committee
- IX. Unfinished/Old Business
  - Update on Conflict Resolution/Bullying Prevention
- X. New Business
  - A. FS Elections
- XI. General Faculty Comments
- XII. Adjournment:



7:00 – March 4, 2021

Zoom

Faculty Senate Website:

[http://www.unk.edu/committees/faculty\\_senate/index.php](http://www.unk.edu/committees/faculty_senate/index.php)

#### Meeting Minutes

- I. Call to order: 7:00
- II. Roll Call
  - A. Present: Dawn Mollenkopf, Brook Envick, Alejandro Cahis, Ngan Chau, Jeff Kritzer, Marissa Davala, Pat Hoehner, Miechelle McKelvey, Bryce Abbey, Kurt Borchard, Megan Strain, Derek Boeckner, Ben Malczyk, Sam Rapien, Jon Dettman, Jeremy Dillon, Timbre Wulf, Jeremy Armstrong, Nicholas Hobbs, Mike Moxley, Christ Steinke, Claude Louishomme, Anthony Donofrio, Laurinda Weisse, Martonia Gaskill, Julie Shaffer, Ross Taylor, Karl Borden
  - B. Absent: Seth Long, Ford Clark
- III. Approval of Agenda: Motion Claude Louishomme, Second Jeff Kritzer
  - A. Carries
- IV. Action on Faculty Senate Minutes: **04February2021**
  - A. Motion: Claude Louishomme, Second Megan Strain
  - B. Carries
- V. Special Presentations
  - A. Jon Watts – The State of the UNK Budget: What We Know and Challenges
 

[Powerpoint](#)

    - i. Budget
      1. Clear that the pandemic effects on the budget have been less than initially forecast
      2. Had anticipated 4.4% decline in tuition revenue, but we are up about 9.4%.
      3. Most revenue in university history projected this year. Gained more revenue through distance education than expected (~\$3mm)
      4. Some of that revenue may go away when we fully open to on campus courses again.
      5. Governor supported initial ask of 2% increase which is promising for the next biennium budget.
      6. Benefits budget increases still excessive, 7-8% y.o.y. expected.
      7. Questions-
        - a. What do we look at for the online students moving forward? Do we embrace moving some students online?
          - i. Still focus on on-campus education, but we need to be intentional in how we do that and how we address the online students
        - b. E-campus comments

- i. Dean Ellis and administration is working to restructure the e-campus funds and how they are dispersed between departments and e-campus. Changes are coming soon.
  - ii. Higher Ed Refunds
    1. Used most of the funds for student grants, housing reimbursements, and technology upgrades.
    2. Another \$1.96mm coming that we can spend.
      - a. Need to know what increase in workload can be directly attributed to COVID so that part of faculty salaries can be paid for by these funds which would put money back into the university budget.
  - iii. LB 588 (Legislative bill)
    1. Extends partnership with the state that allows funds for deferred maintenance for 30 more years by providing state funding of \$11mm per year which is matched by NU.
    2. Focused of planned budget will be infrastructure repairs and maintenance.
    3. UNK is in bad need of these funds, hopefully will be able to use \$25-30mm of these funds over the first 5 years to deal with necessary maintenance.
  - iv. RIF
    1. Optimistic about projected budgets, but there is still risk and uncertainty.
    2. There have been uneven increases and decreases in student enrollment across academic programs. These should be addressed.
    3. The effort to address overstaffing is a must to optimize where resources get directed.
    4. Comments:
      - a. Operating efficiencies are a must as a tax payer.
  - v. Comments
    1. All courses were cancelled due to snowstorms, even online courses.
      - a. Current policy doesn't have things in place and a conversation needs to take place to rethink our policies on weather closings and online courses.
      - b. Conversations will be continued to determine proper protocols for future weather closings.
    2. How does faculty reconcile the statements about overstaffing versus new positions being offered constantly
      - a. Still a balancing issue in departments, transparency will be more forthcoming about these job openings.
    3. Investments in new buildings vs Faculty Reductions
      - a. A conversation about project funding should be had. Willing to talk about that at a future meeting.
    4. How many students in an online course is a break even number?

- a. Intentionally avoid breakeven numbers, mostly because we are publicly funded and certain departments are 'subsidized' by other departments for the general good.
  - b. All students are different as well, difficult measurements and not necessarily accurate or enlightening.
- 5. Even though the budget is looking good, it was mentioned that RIF should move forward. It was implied that overstaffing still needs looked at because there are specific areas that are overstaffed. Can you comment on that?
  - a. Simply the conversation still needs to be had even with the budget is promising, it will be easier to have because of that, but strategic plans need to be discussed for future staffing even if RIF doesn't happen.
- 6. Some areas may be understaffed in recruiting making them look like they are unviable because they haven't had funds to support recruiting.
- 7. When will the conversation of RIF actually happen?
  - a. After the state legislature approves the budget
- 8. The conversation may need to run over into the next year due to timing getting close to the end of this year.
  - a. Could be a 2-3-5 year process.

B. Jodi Holt – Meet the New Director of Undergraduate Recruitment & Admissions

- i. Originally from North Platte, Husband is UNK alum
- ii. Extremely excited to be here
- iii. Wants to meet with department chairs to get a better understanding of what the departments do and how to recruit for them
- iv. One goal in recruiting is to get recruits in front of faculty, classrooms, and current students to let them see what their time here would be like.
- v. Looking for short activities to include with group visits and campus tours
- vi. Putting plans together for recruitment to each college and working towards that to begin with the next recruitment cycle.
- vii. Trying to identify current students that will be great help in recruiting and meeting with prospective students
- viii. Questions/Comments:
  - 1. Overall strategy to address the number of students being down over the last decade. Focusing on backyard... how big is the backyard you envision? How else do you envision moving forward?
    - a. Focus on Kearney area to get kinks of the events and process worked out
    - b. Backyard – anywhere near by that can get to campus and home within a day.
    - c. Identify places where we do well and see why, and places we don't do well and see why
    - d. Out of state, KC & Denver to leverage alumni in the area to

- start, then to expand to other promising areas
2. Competition with Community colleges, and requirements to live on campus, how do you plan to address those challenges?
    - a. Just learning about some of the living requirements
    - b. Need to find the students that want to be here and will matriculate here
    - c. Look for transfers from the CCs
    - d. Maybe look at changing the demarcation of where students must live on campus
    - e. Definitely want to make students and their families aware of the real costs
  3. What can faculty do/put together to help your transition?
    - a. Needs ways to identify what departments programs look like, what experiences your students have, where do students end up after graduation?
    - b. Activities departments can come up with that would take place in a union room, involve current students, learn something they wouldn't see in a high school classroom
  4. Are group visits replacing individual visits
    - a. No, as well as, the individual visits with parents need to be continued. Even though sometimes these can be awkward but the impact on the students is still positive.
  5. Thoughts about recruiting more diversity
    - a. Have some goals in place and plans to address them
    - b. Work again with departments to see what they need/can do in regard to positively impacting diversity recruitment
    - c. Looking at increasing the number of Spanish speaking recruitment days
  6. Comment: Western Nebraska recruitment can leverage the fact that we're a college with larger percentage of conservative views on the faculty. Need to have a spirit of everyone is wanted, not just underrepresented populations, as dynamics are changing, those demographics have morphed and traditional college populations still need to be represented in student bodies.

## VI. Reports of Faculty Senate Standing Committees

### A. Oversight Committee:

- i. Spring elections coming soon.
  1. One Senator-At-Large position on the ballot
  2. About 1/3 of the senators finish their term, you will be contacted if that is the case for you. Departments must reapprove you or elect someone else.

### B. Executive Committee: **17February2021**

### C. President's Report: **24February2021**

### D. Academic Affairs: **18February2021**

- E. Academic Freedom and Tenure Committee:
- F. Academic Information and Technology Committee:
- G. Artists and Lecturers Committee:
- H. Athletic Committee: **02February2021**
- I. E-campus Committee:
- J. Faculty Welfare Committee:
- K. Grievance Committee:
- L. Library Committee: **20January2021**
- M. Professional Conduct Committee:
- N. Student Affairs Committee:
- VII. Reports of Senate Representatives to Non-Senate Committees
  - A. Assessment Committee:
  - B. Women, Gender and Ethnic Studies Advisory Committee:
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  - E. Equity, Access, and Diversity Committee
- IX. Unfinished/Old Business
- X. New Business
- XI. General Faculty Comments
  - A. Academic calendar this semester, our drop deadline is March 26, UNL is April 16. Is there a way to unify this going forward?
    - i. Can this be changed this semester?
    - ii. Was this an oversight for this semester given the J-term scheduling
    - iii. Martonia will ask the registrar to look at the discrepancy in our drop date vs UNL's drop date and determine the reasons for the difference.
  - B. Transfer/returning students in Jr. Sr. years going onto the new catalog are required to take EL courses so cannot graduate when they are expecting.
    - i. These types of things need to be fixed or have a way to move forward without impacting students negatively.
  - C. Spring semesters being shorter going forward because of J-term negatively effects student learning
  - D. Data on J-Term effectiveness and enrollment is requested.
- XII. Adjournment: Motion Claude Louishomme, Second Jeremy Dillon
  - A. Carried: 9:20





## Faculty Senate President's Report

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### FS Executive Committee Meeting

Minutes – March 12th, 2021 – 09:00 am

Join Zoom: <https://unk.zoom.us/j/7797586033>

Meeting ID: 779 758 6033

#### **Faculty Senate Executive Committee**

Martonia Gaskill, President

Jon Dettman, President Elect

Ross Taylor, Past President

Derek Boeckner, Secretary (notetaker)

Ford Clark, Representative

Dawn Mollenkopf, Parliamentarian

**Roll Call: Present: Ross Taylor, Derek Boeckner, Ford Clark, Jon Dettman, Martonia Gaskill, Dawn Mollenkopf**

#### **FYI Items**

- Remaining FS Executive meetings for the spring 2021
  - April 14<sup>th</sup> @ 01:30 pm
  - April 21<sup>nd</sup> @ 2:30 pm (if needed)
- Next meetings with the administration are:
  - Monday, March 22 -- 1:00pm to 2:00pm
  - Monday, April 19 – 1:00 – 2:30 pm

#### **Discussion Items**

- Agenda items for upcoming meetings
  - Chancellor Kristensen April 29
  - Bullying Prevention discussion/update either April 1 or April 29, TBD

- Elections April 1
  - Department selection preferably will be finished by early April, must finish by April 29
    - Inform new senators of requirements and expectations via an email/welcome packet
  - Executive Committee slate
- Items for Discussion (see attachments)
  - Faculty choice
    - Clear distinction between on-campus and online/remote/blended courses and requirements of students
    - Administration has made clear that we are a residential university and there does not seem to be any indication that we will see pressure to require departments programs online.
  - Official University Activity
    - Bring to cabinet meeting
  - University Consensual Relationships Policy
    - Seems there are already working policies in place
    - Concerns were raised about the proposed policy. Particularly with regard to unintended consequences.
  - Family Leave Policy
    - Feedback requested
    - As a labor policy, academic policy should not be included (#5 in Recommendations for University of Nebraska system)
- Agenda items for the upcoming meeting with the Cabinet on Monday, Feb. 22nd @ 01:00 pm
  - Update on Faculty/Workforce reduction
  - UNK Budget
    - STEM-less package?
    - Budget situation not as bad, but plans for cuts continue
  - UNK Mission/Vision
    - Concern about online courses becoming prioritized over face-to-face offerings.
    - Concern the new mission plan/vision has had little faculty input
    - Thoughts on ideal mix of residential and online
  - Other items?
- Please bring items you wish to discuss, and possible items for the agenda with the cabinet.

Adjourn: 10:14



**Meeting Minutes**  
**UNK Administration and Faculty Senate Executive Members**  
 March 22, 2021, 1:00pm (In person and Zoom)

**In attendance**

*UNK Administration*

Doug Kristensen  
 Charles Bicak  
 Jon Watts  
 Kelly Bartling  
 Gilbert Hinga  
 John Falconer

*FS Executive Committee*

Martonia Gaskill, President  
 Ross Taylor, Past President  
 Jon Dettman, President Elect  
 Ford Clark, Representative  
 Dawn Mollenkopf, Parliamentarian

**I. Informational Items**

*A. Faculty Senate Guest Speakers for April 1*

- Chancellor Kristensen
- Max Beal, Student Body President

*B. Diversity Officers Collaborators (DOC): Progress Update*

Climate survey delayed due to timing. Will likely come out in fall.

*C. Last Faculty Senate meeting with the administration for AY 20-21:*

- April 19, 1-2pm

**II. Discussion Items**

*A. Student Government Resolution*

Kristensen:

Student government resolution in response to request from student to allow non-academic graduation stoles.

There are rules about commencement to preserve decorum. Traditionally, stoles have been limited to "academic recognition".

I don't know where the faculty is with regard to this discussion. We decided to change the policy. This is your heads up. I expect some faculty will be extremely supportive, but that others will want to continue to limit recognition to

academic accomplishments. This draft will be submitted to the commencement committee and it will be hopefully implemented for spring. I trust the students' good judgment to maintain decorum with regard to commencement ceremony and attire.

#### *B. UNK Budget & Faculty reduction developments*

There will be a Campus-wide presentation on 8 April. There are a lot of things churning. I know it's of great interest, but there are so many variables right now. The more we know, the better our decisions will be. The longer we've gone, the better we've been able to manage. It's in everyone's interest to move forward judiciously before having to make cuts. Which we are going to have to do. This is separate from workload and overstaffing. Straight budget reductions are not eligible for reinvestment. There are some good indications about state and federal funding. We've paid attention to the points in the FAC recommendations. We are going to do most of what's in there. We will likely release the data we are looking at in regard to our decisions. We will ask for feedback.

Gaskill: faculty are concerned about the time they'll have to find another job, if their position is cut.

Kristensen: this won't be just a 60-day notice. We have some funds available, but early retirement buyouts cost money and there are legal considerations. Pell Grant changes may make community college essentially free. We don't know how that will impact enrollments. Pres. Carter wants to move to block tuition, which I believe will mean less tuition revenue on our campus.

#### *C. Bullying Prevention Update*

Mollenkopf: Ad Hoc committee has created conflict resolution workshops. Demand has been high. We will have a report prepared and we will give it to the Faculty Senate.

#### *D. Campus Policies*

- Family Leave Policy

Gaskill: We did not see any issues of concern in the draft policy from UNL. UNKEA is reviewing the document now.

- Consensual Relationships Policy

Gaskill: Mixed views from executive committee. Taylor: policy may be too restrictive, especially in its definition of "undergraduate student" and its description of the university community. It does not take age or degree of separation (i.e. lack of teacher-student or supervisory relationship) into account.

Kristensen: this policy is being driven very centrally. It's an issue that deserves long study.

Hinga: what is the process of integrating feedback from campuses?

Gaskill: Feedback was requested from several groups or people from each campus.

#### *E. UNK Mission/Vision*

Gaskill: Questions from faculty around campus. Are online classes being prioritized by deans and others? Is UNK being flexible with its residential mission?

Bicak: There are just two undergraduate programs I can think of that shifted to online format. By contrast, there are probably half a dozen graduate programs. Probably deans are looking more vigorously at moving graduate programs online.

Dettman: Where should decisions about online vs. face-to-face take place? At the department level?

Bicak: It should start at the department but should include deans and myself. A collective decision helps us make good decisions about where to allocate resources and the department is where we see immediate demand and where the understanding of the curriculum is most detailed.

#### *F. President Carter's Five-Year Plan*

### **III. Reports**

#### *Chancellor Kristensen*

System decision is to re-open and be as close to normal as possible by fall. There will be an asterisk, if the spike comes back. The challenges have been profound. Working from home is not ideal. Classroom teaching has been challenging. It's a management challenge as well, since many staff are still working remotely.

We've been very active as a campus with regard to finding money and advocating for our budget needs.

#### *SVCAA Bicak*

I just want to thank faculty for their patience, persistence, and genuine success over the last year. I also thank my fellow cabinet members for their clear discussions. John Falconer especially for staying the course as "Covid Man."

#### *VC Watts*

We are working hard on funding allocation for infrastructure. We are well positioned in that regard. Otto Olson demolition bids are in. There will be some parking projects along with the demolition. That will happen this summer.

#### *Dean Hinga*

The new student government will be inaugurated on March 30.

#### *VC Bartling*

Admits up 8.6%. Slightly higher for first time freshman. Increased number of students in funnel with strategic investments and messaging. Moved pre-application window up. Looking at intensity of follow ups on decisions. We want students to feel recruited. Out of state numbers are good; we need to focus on getting those students here. NSE will be starting, and we will be tracking. Housing contracts look good. It's important to signal that something is beyond this Covid year. Junior Day at end of April. Students and families really want in-person interaction. New admissions director has made positive changes already. Dream Team: Asks and Empowers individuals to recruit for UNK.

#### *John Falconer*

No report. Meeting adjourned at 2:30pm.

Notes prepared by Jonathan Dettman.

**Faculty Senate Academic Affairs Committee  
Minutes from Meeting  
Thursday, March 25, 2021  
Meeting held via Zoom**

**Present:** Debbie Bridges (CBT), Steve Hall (CBT), Ralph Hanson (CAS), Bailey Koch (COE), Lindsay Brownfield (LIB), Joel Cardenas (AA), Lisa Neal (REG), Anthony Donofrio (FS), Ted Rupnow (CAS), Kate Heelan (COE)

**Absent:** Mark Ellis (AA)

**Guest:** Beth Hinga (AA), Jim Vaux (ITEC), Ben Brachle (ITEC), Jeff Wells (HIST)

\*\*\*\*\*

Brownfield (Heelan) motioned to approve the previous agenda. Motion carried.

Bridges called the meeting to order at 3:30 p.m.

Discussion moved to items discussed during FSAA Subcommittee meeting. Ralph Hanson suggested to move page by page for agenda items because of a record number of items.

Discussion moved to items #131-142, page 1 of agenda. Heelan (Donofrio) moved to approve. Motion carried.

Discussion moved to items #143-150, page 2 of agenda. Heelan (Hanson) moved to approve. Motion carried.

Discussion moved to items #151-156, page 3 of agenda. Hanson (Brownfield) moved to approve. Motion carried.

Discussion moved to items #157-167, page 4 of agenda. Dean Ryan Teten had voiced concern over the title "Chancellors Leadership Course" on agenda item #159. Heelan questioned the reasoning for that title and Lisa Neal explained that the course is being moved to a general studies course and is a new course proposal. Options are to hold proposal and reconsider at April meeting. Hanson (Brownfield) moved to hold item #159 to April meeting in order to communicate concerns about the name of the course with CSP. Motion carried.

Remaining items are #157, 158, 160-167. Hanson (Heelan) moved to approve items #157,158,160-167. Motion carried.

Discussion moved to items #168-176, page 5 of agenda. Hanson (Brownfield) moved to approve. Motion carried.

Discussion moved to items #177-184, page 6 of agenda. Heelan (Donofrio) moved to approve. Motion carried.

Discussion moved to items #185-197, page 7 of agenda. Brownfield (Hanson) moved to approve. Motion carried.

Discussion moved to items #198-209, page 8 of agenda. Hanson (Brownfield) moved to approve. Motion carried.

Hanson expressed there is a problem with item #206. He says it is an editorial change to match the course prefix. It should say, "Journalism and Mass Communication." It will be fixed before going to faculty senate.

Discussion moved to items #210-221, page 9 of agenda. Rupnow (Koch) moved to approve. Motion carried.

Discussion moved to items #222-230, page 10 of agenda. Koch (Donofrio) moved to approve. Motion carried.

Discussion moved to items #231-244, page 11 of agenda. Brownfield (Rupnow) moved to approve. Motion carried.

Discussion moved to items #245-251, page 12 of agenda. Koch (Hanson) moved to approve. Motion carried.

Discussion moved to items #252-263, page 13 of agenda. Heelan (Brownfield) moved to approve. Motion carried.

Discussion moved to items #264-274, pages 14-15 of agenda. Koch (Donofrio) moved to approve. Motion carried.

Lisa Neal explained that most programs have made the changes according to new LOPER requirements and those departments have been notified.

Brownfield (Hanson) moved to adjourn at 3:59 p.m.

Bridges thanked everyone for a great meeting and hoped to see everyone next month.

Respectfully submitted,

Bailey Koch (scribe)

Approved via email (March 26, 2021)

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2020-2021 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING

Academic Affairs Subcommittee 3/10/2021

Academic Affairs Full Committee **3/25/2021**


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

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#131, Create, Course, ACCT 126, First Year Seminar, AFE, CBT, We are creating this course in response to the new GS LOPER 1 category. The course will be team-taught with other LOPER 1 courses from different departments.

#132, Alter, Program, Advertising and Public Relations, B.A., JMC, CAS, This is to implement the LOPER General Studies Program.

#133, Alter, Program, Advertising and Public Relations, B.S., JMC, CAS, This is to implement the LOPER General Studies Program.

#134, Create, Course, AGBS 126, First Year Seminar, MASCM, CBT, Creating this generic AGBS 126 course to allow for creation of one or more specific MKT126 offerings at a later date.

#135, Alter, Program, Computer Science Applied, B.S., CYSY, CBT, Changes due to new general studies requirement.

#136, Create, Course, ART 375, Art, Activism, & Social Movements, ART, CAS, Adding this as a GS course option and/or Art Elective.

#137, Create, Course, ART 377, Scientific Study of Art, ART, CAS, Adding this as a GS course option and/or Art Elective.

#138, Create, Course, ART 378, Photography and Cultural Change, ART, CAS, Adding this as a GS course option and/or Art Elective.

#139, Create, Minor, Design Animation and Motion Graphics, ART, CAS, The Department is creating another minor for the Design; Studios Art; and Multimedia students can choose from to expand their knowledge and experience in 3D modeling, computer animation, web design, and motion graphics.

#140, Alter, Program, Art History, B.A., ART, CAS, Update program to reflect new General Studies Program.

#141, Alter, Program, Astronomy, B.S., PHYS, CAS, Align program with new General Studies program.

#142, Alter, Program, Astrophysics Comprehensive, B.S., PHYS, CAS, Align program with new General Studies program.

#143, Alter, Program, Aviation Systems Management Comprehensive, B.S., ITEC, CBT, Update program to reflect new General Studies Program.

#144, Alter, Course, General Studies Status, BIOL 211, Human Microbiology, BIOL, CAS, We



are no longer offering this course as GS, Old Value: General Studies Course: Yes, New Value: General Studies Course: No.

#145, Alter, Program, Biology, B.S., BIOL, CAS, Fixing due to changes in GS program.

#146, Alter, Program, Business, Marketing, and Information Technology 6-12 Teaching Field Endorsement, B.A.Ed., MGT, CBT, Meet the new GS requirements as well as course changes in the requirements for BMIT to meet Rule of 24 Guidelines from the NE Dept. of Ed.

#147, Create, Course, BSAD 126, First Year Seminar, MGT, CBT, Creating this generic BSAD 126 course to allow for creation of one or more specific BSAD 126 offerings at a later date.

#148, Create, Course, BSED 126, First Year Seminar, MGT, CBT, Creating this generic BSED 126 course to allow for creation of one or more specific BSED 126 offerings at a later date.

#149, Create, Course, BSED 270, Career Education Methods I, MGT, CBT, One 3-hour methods course (previously BSED 470) is not sufficient to meet the requirements of the Nebraska Department of Education's Rule of 24 Guidelines for pedagogical content knowledge. Students need to be introduced to pedagogy-specific to BMIT earlier in their program. This increases the probability of meeting requirements in Rule 24 in the Professional Sequence (Currently, those courses are not BMIT-specific.) Students who leave our program do so during sophomore or junior year, thus further support for BSED 270.

#150, Alter, Course, Title, Credit Hours, Prerequisites, Catalog Description, BSED 470, Career Education Methods II, MGT, CBT, One 3-hour methods course (previously BSED 470) is not sufficient to meet the requirements of the Nebraska Department of Education's Rule of 24 Guidelines for pedagogical content knowledge. Students will be able to focus more on developing their actual skills as a teacher in a classroom through planning and teaching demonstrations; compared to spending half of the time focused on learning the foundational classroom knowledge pedagogy that will now be BSED 270. This increases the probability of meeting requirements in Rule 24 in the Professional Sequence (Currently, those courses are not BMIT-specific.); Change to course title, Old Value: Career Education Methods, New Value: Career Education Methods II; Change in credit hours, Old Value: 3, New Value: 2; Change prerequisites, Old Value: Admission to Teacher Education Program, New Value: BSED 270; Change catalog description, Old Value: Course is designed to prepare students to teach business education in grades 7-12 and middle school grades. The course covers instructional strategies, methods, and procedures for teaching business education content at the secondary and middle school levels. Students gain knowledge of available resources, development of teaching materials, lesson plans and unit plans, utilization of technology in the teaching of business education classes, and identification and selection of appropriate assessment techniques, New Value: In this second methods course, preservice teachers develop specialized research-based knowledge and instructional practices that facilitate business, marketing, and information technology learning for grades 6-12 students. The topics investigated in the course include technology integration, differentiation, diversity and equity, BMIT curricula that incorporates classroom and lab instruction; experiential and project-based learning; and leadership and personal development through FBLA or DECA or both, assessment practices, and the development of effective BMIT lesson plans and curricular units. In addition, preservice teachers examine the importance of continuously improving teaching of BMIT through teacher reflection, instructional leadership, and professional development. Students will engage in intra-curricular leadership and personal development experiences through FBLA, DECA, or both.

#151, Create, Course, CDIS 126, First Year Seminar, CDIS, COE, This course is proposed for LOPER 1 in response to the recent changes to the General Studies program.

#152, Create, Course, CHEM 126, First Year Seminar, CHEM, CAS, Skeletal Syllabus for 1st year seminar.

#153, Create, Course, CJUS 126, First Year Seminar, CJUS, CAS, We are creating a Loper 1 course in case we decide to offer it in the Fall.

#154, Alter, Course, Prerequisites, CJUS 475, Internship, CJUS, CAS, We would like CJUS 480 to be required prior to the Internship. 480 covers a variety of skills students will utilize during their internship and the internship is discussed in 480; Change in prerequisites, Old Value: Junior or senior standing and permission of instructor and department chair, New Value: CJUS 480 and Junior or senior standing and permission of instructor and department chair.

#155, Alter, Course, Title, Catalog Description, CJUS 480, Criminal Justice Seminar: Professional Ethics and Career Development, CJUS, CAS, We want this class to be open to Juniors as well as Seniors, so calling it Senior Seminar doesn't make sense. Therefore we'd like to rename it Criminal Justice Seminar and modify the wording in the Catalog Description to reflect this; Change course title, Old Value: Senior Seminar: Professional Ethics and Career Development, New Value: Criminal Justice Seminar: Professional Ethics and Career Development; Change catalog description, Old Value: Graduating seniors must take this class in the school year they plan on graduating. This is a capstone course for the criminal justice program and will include assessment methods. Emphasis of the course will be on ethics in the criminal justice profession and the continued development of skills that will aid in the student's career development, New Value: This class is available to Juniors and Seniors only. This is a capstone course for the criminal justice program and will include assessment methods. This course is designed for upper-level criminal justice students to give them tools they need to succeed in a criminal justice organization and beyond. In this course, you will have the invaluable opportunity to learn about criminal justice organizations, and their various processes and problems of general importance to the field of criminal justice.

#156, Alter, Program, Construction Management Comprehensive, B.S., ITEC, CBT, Change program to reflect new General Studies program.

#157, Alter, Program, Computer Science Comprehensive, B.S., CYSY, CBT, This program is being changed to reflect the new General Studies Program.

#158, Create, Course, CSP 126, First Year Seminar, CSP, COE, This course is being created as part of the new general studies requirements.

#159, Create, Course, CSP 150, Chancellors Leadership Course, CSP, COE, This course has been offered for the last several years as a special topics class and we are now moving it into our program as a general studies course.

#160, Alter, Course, Title, Catalog Description, CYBR 100, Programming Logic, Design and Practice, CYSY, CBT, Cyber Systems Department overall curriculum changes; Change in course title, Old Value: Computer Science Principles, New Value: Programming Logic, Design and Practice; Change catalog description, Old Value: This course provides a broad, inspiring overview of computer science that is appropriate for all students. By the end of this course,

students will become empowered to critically analyze computing innovations as well as create inspiring applications that express their interests. In addition, they will be ready to incorporate computational thinking into their future fields of study, New Value: This course will teach the fundamentals of the software development with emphasis on program logic and design process. This course does not teach a particular programming language but rather emphasizes on problem solving techniques, while this course discusses the basic programming tools available in most programming languages.

#161, Create, Course, CYBR 105, Cyber Systems Freshmen: Professional Practice, CYSY, CBT, New Course as per the overall departmental curriculum changes.

#162, Create, Course, CYBR 106, Computational and Inferential Thinking, CYSY, CBT, New Course as per the overall departmental curriculum changes.

#163, Create, Course, CYBR 126, Freshman Seminar, CYSY, CBT, Creating this generic 126 course to allow for creation of one or more specific CYBR 126 offerings at a later date.

#164, Create, Course, CYBR 158, Introduction to Information Security, CYSY, CBT, New Course as per the overall departmental curriculum changes.

#165, Create, Course, CYBR 159, Data, Ethics, and Society, CYSY, CBT, New Course as per the overall departmental curriculum changes.

#166, Create, Course, CYBR 240, Information Networking Preceptorial, CYSY, CBT, Change to the Cyber Systems Department plus credit hr change.

#167, Create, Course, CYBR 307, Introduction to Automata, Formal Languages and Computability, CYSY, CBT, Renumber course and course title change for the overall departmental curriculum changes.

#168, Create, Course, CYBR 348, Systems Administration I, CYSY, CBT, New course for the overall departmental curriculum changes.

#169, Create, Course, CYBR 442, Cryptography, CYSY, CBT, New course for the overall departmental curriculum changes.

#170, Create, Course, CYBR 486, Machine Learning, CYSY, CBT, New course as per the overall departmental curriculum changes.

#171, Create, Course, CYBR 491, Analysis of Spatial and Temporal Data, CYSY, CBT, New course as per the overall departmental curriculum changes.

#172, Create, Course, CYBR 492, Computational Natural Language Processing, CYSY, CBT, New course for the overall departmental curriculum changes.

#173, Alter, Program, Cyber Security Operations Comprehensive, B.S., CYSY, CBT, This program is being changed to reflect the new General Studies Program.

#174, Alter, Program, Childhood Inclusive Teaching Field Endorsement, B.A.Ed., TE, COE, Program changes made due to new General Studies program, and include: LOPER general studies requirements; Additional hours applied to the endorsement for program enhancement

for meeting the needs of diverse students. MATH 330 was moved out of GS and into supporting program courses; Added Counseling Skills-3 credits; An option to choose between either an ESL introductory course-2 credits or a Teacher Ed/Special Ed course – 3 credits. TE 318 (Management and Assessment for PK-Grade 6 Classrooms) is part of the Professional Sequence. Different from the Middle and Secondary versions of the course, teaching candidates take the course prior to being admitted to Teacher Education. As there are 15 course objectives, going into more depth and adding a second assignment pertaining to lesson planning/assessment is necessary. NOTE: The program changes still allow for 8-9 credit hours of electives

#175, Create, Course, ECON 126, First Year Seminar, AFE, CBT, We are creating this course in response to the new GS LOPER 1 category. The course will be team-taught with other LOPER 1 courses from different departments.

#176, Alter, Program, Elementary Education Teaching Field Endorsement, B.A.Ed., TE, COE, Program changes made due to new General Studies program, and include: LOPER general studies requirements; Additional hours applied to the endorsement for program enhancement for meeting the needs of diverse students. MATH 330 was moved out of GS and into supporting program courses; Added Counseling Skills-3 credits; An option to choose between either an ESL introductory course-2 credits or a Teacher Ed/Special Ed course – 3 credits; TE 318 (Management and Assessment for PK-Grade 6 Classrooms) is part of the Professional Sequence. Different from the Middle and Secondary versions of the course, teaching candidates take the course prior to being admitted to Teacher Education. As there are 15 course objectives, going into more depth and adding a second assignment pertaining to lesson planning/assessment is necessary. NOTE: The program changes still allow for 8-9 credit hours of electives.

#177, Alter, Course, Prerequisites, ENG 101, Introduction of Academic Writing, ENG, CAS, • Students with ACT English sub-scores of 15-16 do not meet the benchmark score for college writing preparedness set by the ACT; The original prerequisite was created for the former General Studies program and does not reflect the difficulty and pace of the current, redesigned ENG 101; The ACT is an imperfect measure of preparation for ENG 101: studies have shown that such tests focus more on grammar and vocabulary than critical thinking and the writing process; they sometimes measure test-taking abilities more than college readiness; and they have long been accused of favoring white, middle-class, native English speakers. Our own data show that not only are students with scores of 15-16 more likely to receive a C- or lower (19.9%) than students in the course as a whole (16%), but also that students with English ACT sub-scores of 16, 17, and 18 actually have higher failure rates in ENG 101 (12.9%, 10.1%, and 13.7%, respectively) than students with an English ACT sub-score of 15 (7.4%). Because it focuses on the skills required in composition classes in a more holistic way, the departmental essay exam results in more accurate placement, and raising the ACT minimum would encourage more students to take the essay exam; Change in prerequisites, Old Value: ENG 100A or English ACT score of 15 or greater, New Value: ENG 100A or English ACT score of 17 or greater or department permission.

#178, Alter, Course, Title, ENG 102, Special Topics in Academic Writing and Research, ENG, CAS, We plan to regularly offer discipline-specific versions of the course, so we are changing the title to make the special-topic nature of the offerings clear; Change in title, Old Value: Academic Writing and Research, New Value: Special Topics in Academic Writing and Research.

#179, Create, Course, ENG 126, First Year Seminar, ENG, CAS, Adding to fulfill new LOPER 1 requirement.

#180, Create, Course, ENG 255, Introduction to Children's Literature, ENG, CAS, We are adding this course at the request of the College of Education; due to the changes in the GS program, they are no longer able to require both a 200-level English course and an upper division children's literature class. Offering the class at the 200 level will allow elementary education majors to continue taking this important course.

#181, Create, Course, ENG 435, Creative Writing Professionalism, ENG, CAS, We are adding this course to increase our experiential learning options in our programs.

#182, Alter, Program, English 7-12 Teaching Subject Endorsement, B.A.Ed., ENG, CAS, Change to reflect the new GS requirements. The department added a course relevant to this program.

#183, Alter, Minor, English Minor in Creative Writing, ENG, CAS, We have added new courses that are relevant to this program.

#184, Alter, Program, English, B.A., ENG, CAS, Change program to reflect new General Studies program. Adding an experiential learning class. Adding new courses to the program (that had been previously approved) that reflect new trends in English studies.

#185, Alter, Minor, English, ENG, CAS, We have added new classes that are relevant to this program.

#186, Alter, Minor, English – Popular Culture Minor, ENG, CAS, We have added new classes that are relevant to this program.

#187, Alter, Program, English – Writing Emphasis, B.A., ENG, CAS, Change program to reflect new General Studies program.

#188, Alter, Program, Exercise Science Comprehensive, B.S., PEREC, COE, Changes to the general studies program.

#189, Alter, Program, Exercise Science, B.S., PEREC, COE, Changes to the general studies program.

#190, Create, Course, FAMS 126, First Year Seminar, FAMS, COE, This course is being created as part of the new general studies requirements.

#191, Create, Course, FIN 126, First Year Seminar, AFE, COE, We are creating this course in response to the new GS LOPER 1 category. The course will be team-taught with other LOPER 1 courses from different departments.

#192, Create, Course, FORL 126, First Year Seminar, MODL, CAS, New catalog entry needed in order to offer LOPER 1 under the new program.

#193, Alter, Course, General Studies Status, FREN 205, Culture, Conversation, and Composition, MODL, CAS, FREN 205 approved by GS council for inclusion in LOPERs 6 and 10; Change in General Studies status, Old Value: General Studies Course: No, New Value:

General Studies Course: Yes.

#194, Create, Course, GEOG 126, First Year Seminar, GEOG, CAS, New 126 course for the Loper 1 category.

#195, Alter, Program, Health Education 7-12 Teaching Subject Endorsement, B.A.Ed., PEREC, COE, Change program to reflect new General Studies program.

#196, Alter, Program, History 7-12 Teaching Subject Endorsement, B.A.Ed., HIST, CAS, Program is being altered because of changes to state standards and the General Studies program and to better reflect current trends and practices within the discipline.

#197, Create, Course, HIST 126, First Year Seminar, HIST, CAS, This first-year seminar is proposed for the new LOPERs General Studies program.

#198, Alter, Program, History, B.A., HIST, CAS, Program is being altered because of changes to the General Studies program and to better reflect current trends and practices within the discipline.

#199, Alter, Program, History – Social Science Comprehensive, B.S., HIST, CAS, Program is being altered because of changes to the General Studies program and to better reflect current trends and practices within the discipline.

#200, Alter, Program, Health and Physical Education PK-12 Teaching Field Endorsement, B.A.Ed., PEREC, COE, Change program to reflect new General Studies program.

#201, Alter, Program, Industrial Distribution Comprehensive, B.S., ITEC, CBT, Change program to reflect new General Studies program.

#202, Alter, Program, Information Technology, B.S., CYSY, CBT, Change program to reflect new General Studies program.

#203, Alter, Program, International Studies, B.A., INTS, CAS, Agreement with new GS program and in response to suggestions by our APR Team to make the thematic options more career focused.

#204, Alter, Program, Information Networking and Telecommunications Comprehensive, B.S., CYSY, CBT, Change program to reflect new General Studies program.

#205, Create, Course, ITEC 126, First Year Seminar, ITEC, CBT, New LOPER 1 course proposal.

#206, Create, Course, JMC 126, First Year Seminar, JMC, CAS, This is a shell course for the LOPER 1 First Year Seminar for the Journalism and Mass Communication program.

#207, Create, Course, JMC 370, Social Media Strategies, JMC, CAS, This class is designed to provide our students with a comprehensive look at how the plan, execute and evaluate social media communication strategies. It will be a required course in several of our new majors that will be coming forward in the near future. Social media strategies are essential skills in advertising/public relations, media communication, multimedia, and organizational communication.

#208, Alter, Program, Language Arts 7-12 Teaching Field Endorsement, B.A.Ed., ENG, CAS, Updating GS program.

#209, Alter Program, Mathematics 6-12 Teaching Field Endorsement, B.S.Ed., MATH, CAS, These changes reflect the new General Studies program, put our program in line with state and national standards for mathematics teacher education programs, and address student feedback about programmatic improvement.

#210, Alter, Course, General Studies Status, MATH 330, Math for Elementary Teachers II, MATH, CAS, Clarify (not change) course content; Change in General Studies status, Old Value: General Studies Course: Yes, New Value: General Studies Course: No.

#211, Alter, Program, Mathematics Comprehensive, B.S., MATH, CAS, Change program to reflect new General Studies Program.

#212, Create, Course, MGT, 126, First Year Seminar, MGT, CBT, Creating this generic 126 course to allow for creation of one or more specific MGT 126 offerings at a later date.

#213, Alter, Program, Middle Level 5-9 Teaching Subject Endorsement, B.A.Ed., TE, COE, Changes reflect new General Studies.

#214, Alter, Program, Middle Level 5-9 Teaching Subject Endorsement, B.S.Ed., TE, COE, Changes reflect new General Studies.

#215, Create, Course, MKT 126, First Year Seminar, MASCM, CBT, Creating this generic 126 course to allow for creation of one or more specific MKT 126 offerings at a later date.

#216, Alter, Program, Multimedia, B.S., JMC, CAS, This program is being updated to conform with the new LOPERs General Studies Program.

#217, Alter, Course, General Studies Status, MUS 106, Introduction to Jazz and Blues, MUS, CAS, This course is not yet ready for review under the new General Studies program; Change General Studies status, Old Value: General Studies Course: Yes, New Value: General Studies Course: No.

#218, Alter, Course, Credit Hours, Catalog Description, MUS 109, Introduction to Music Education, MUS, CAS, Increase in credit hours to reflect an increase in rigor and to align with the proposed revisions to the music education program; Change in credit hours, Old Value: 1, New Value: 2; Change in catalog description, Old Value: Overview of music education. Introduces basic issues and principles of music education, orientation to student characteristics, teacher roles, and foundations of philosophy and history. School observations required, New Value: This introductory course in music education is intended to provide historical, philosophical, and practical foundations for the teaching of music.

#219, Create, Course, MUS 126, First Year Seminar, MUS, CAS, Establishing LOPER 1 course options for MUS.

#220, Alter, Course, Credit Hours, MUS 406, Instrumental Conducting & Literature, MUS, CAS, Adjust credit hours to return course to structure in place prior to the 120-hour revision in 2012; Change in credit hours, Old Value: 2, New Value 3.

#221, Alter, Course, Credit Hours, MUS 407, Choral Conducting and Literature, MUS, CAS, Return course credit hour status to pre-2012 program levels; Change in credit hours, Old Value: 2, New Value: 3.

#222, Alter, Program, Music, B.A., MUS, CAS, Alterations are being made to adjust to UNK's new General Studies. A minimum 36 credit hours in MUS courses must be maintained in order to comply with the National Association of Schools of Music (NASM) accreditation requirement that Bachelor of Arts degrees in music contain a minimum of 30% music content. Ensemble requirements that previously had been reduced to accommodate an earlier General Studies change (ENG 101) are restored in compliance with NASM musical competency guidelines.

#223, Alter, Program, Music Comprehensive, B.M., MUS, CAS, Alterations are being made to adjust to UNK's new General Studies. Music electives were eliminated or reduced so that totals of music content would not exceed what had previously existed in this professional degree. These credit hours cannot be further reduced due to music coursework percentages and competency coverages indicated by our accrediting organization, the National Association of Schools of Music (NASM).

#224, Alter, Program, Musical Theatre Comprehensive, B.M., MUS, CAS, Program is changed to reflect new General Studies program without exceeding the total of major option credits previously approved for this professional degree. Credit hour percentages and content for competency are indicated by our accreditation organization, National Association of Schools of Music (NASM).

#225, Alter, Program, Music Performance Comprehensive, B.M., MUS, CAS, Altered to accommodate new General Studies program. MUS coursework is already streamlined to meet competencies required for accreditation by the National Association of Schools of Music (NASM). Music elective credit hours are reduced to not exceed previous degree hour totals. Language requirement in Vocal Emphasis is adjusted to reflect current credit hour totals for Foreign Language courses.

#226, Alter, Program, Organizational and Relational Communication Comprehensive, B.S., SPCH, CAS, This is to implement the LOPER General Studies Program. Also, at the request of the registrar we've added the Tailored Option for the support track so that custom support tracks (which have always been offered) will show up in the degree audit.

#227, Create, Course, PE 202, Foundations of Advocacy and Leadership in Education, PEREC, COE, New course to meet GS Civics and NDE and CAEP Democracy.

#228, Alter, Course, Prerequisites, PE 414, Implementation of a Strength Program, PEREC, COE, Changing the pre-requisite to be: PE 360 or co-enrollment in PE 360; Change prerequisites, Old Value: PE 360, New Value: PE 360 or co-enrollment.

#229, Alter, Program, Physical Education 7-12 Teaching Subject Endorsement, B.A.Ed., PEREC, COE, General Studies.

#230, Alter, Program, Physical Education PK-6 Teaching Subject Endorsement, B.A.Ed., PEREC, COE, General Studies.

#231, Create, Course, PHIL 126, First Year Seminar, PHIL, CAS, A first year seminar is a



requirement for all new students under the recently adopted General Studies Program, so we are adding this generic component to our curriculum so that we can propose First Year Seminars from our department.

#232, Alter, Program, Physics 7-12 Teaching Subject Endorsement, B.S.Ed., PHYS, CAS, update program to reflect changes in the General Studies Program.

#233, Alter, Program, Physics Comprehensive, B.S., PHYS, CAS, align with new general studies program.

#234, Create, Course, PHYS 126, First Year Seminar, PHYS, CAS, new class.

#235, Alter, Course, General Studies Status, PHYS 206, General Physics II, PHYS, CAS, pls remove GS sticker; Change in General Studies status, Old Value: General Studies Course: Yes, New Value: General Studies Course: No.

#236, Alter, Course, General Studies Status, PHYS 206L, Physics Laboratory II, PHYS, CAS, pls remove GS sticker; Change in General Studies status, Old Value: General Studies Course: Yes, New Value: General Studies Course: No.

#237, Alter, Program, Physics, B.A., PHYS, CAS, align program to new general studies program.

#238, Alter, Program, Physics, B.S., PHYS, CAS, align program to new general studies program.

#239, Alter, Program, Physics Comprehensive – Engineering Emphasis, B.S., PHYS, CAS, align program to new general studies program.

#240, Create, Course, PSCI 126, First Year Seminar, PSCI, CAS, This new course is being proposed to offer students a First Year Seminar where Political Science is one of the disciplines that students will be exposed to.

#241, Alter, Program, Political Science, B.A., PSCI, CAS, Updating for UNK's new General Studies program.

#242, Alter, Program, Political Science, B.S., PSCI, CAS, Updating for UNK's new General Studies program.

#243, Create, Course, PSY 126, First Year Seminar, PSY, CAS, This new course is being proposed to offer students a First Year Seminar which includes Psychology as one of the 3 disciplines.

#244, Alter, Course, Prerequisites, REC 302, Volunteer Practicum Exercise Science, PEREC, COE, Changing pre-requisite to: PE 414 or co-enrollment; Change prerequisites, Old Value: Grade of "C" or above in PE 305 and PE 310, New Value: Grade of "C" or above in PE 305 and PE 310 and PE 414 or co-enrollment in PE 414.

#245, Alter, Program, Recreation Management, B.S., PEREC, COE, Change program to reflect new General Studies program.

#246, Alter, Program, Recreation, Outdoor and Event Management Comprehensive, B.S., PEREC, CAS, Change program to reflect new General Studies program.

#247, Create, Course, SCM 126, First Year Seminar, MASCM, CBT, Creating this generic 126 course to allow for creation of one or more specific SCM 126 offerings at a later date.

#248, Create, Course, SOC 126, First Year Seminar, SOC, CAS, Course created for GS LOPER 1.

#249, Alter, Course, General Studies Status, SOC 369, Sociology of Gender, SOC, CAS, Submission for General Studies LOPER 10. SOC 369 (Sociology of Gender) focuses on respect for human diversity on a local and global level; Change in General Studies status, Old Value: General Studies Course: No, New Value: General Studies Course: Yes.

#250, Alter, Minor, Social Work, SOWK, CAS, Three courses, SOWK 467-Social Work with Latino Populations, SOWK 474-Social Work in Rural Settings, and SOWK 490-Special Topics in Social Work, are being added to the Social Work electives in order to provide more options for students in meeting the elective requirements for the minor. These courses have been added to our offerings to meet the need for more electives due to an increased number of students, including in the online program. However, they had not yet been added to the elective options for the minor. These additional electives will allow students to have more options to better prepare them for future work in the field. The courses will allow students from various backgrounds to receive training specific to areas of interest such as working in rural communities or with members of the Latinx population.

#251, Alter, Program, Social Work Comprehensive, B.S., SOWK, CAS, The program was changed to reflect the new General Studies program. The course PSY 250 is being added as an option to the BS Science-related course requirements. This will allow an additional option for meeting the statistics requirement for the Social Work major, providing more flexibility for students. All three of the statistics options (STAT 235, STAT 241, and PSY 250) now also meet the requirements for GS LOPER 4. Three courses, SOWK 467-Social Work with Latino Populations, SOWK 474-Social Work in Rural Settings, and SOWK 490-Special Topics in Social Work, are being added to the Social Work electives in order to provide more options for students in meeting the elective requirements for the major. These courses have been added to our offerings to meet the need for more electives due to an increased number of majors, including in our online program. However, they had not yet been added to the elective options for the major. These additional electives will allow students to have more options to better prepare them for future work in the field. The courses will allow students from various backgrounds to receive training specific to areas of interest such as working in rural communities or with members of the Latinx population.

#252, Create, Course, SPCH 126, First Year Seminar, SPCH, CAS, This is a shell course for the LOPER 1 First Year Seminar for the Organizational and Relational Communication program.

#253, Create, Course, SPCH 430, Story Analysis: Investigating Myths and Narratives, SPCH, CAS, Story Analysis: Investigating Myths and Narratives (SPCH 430) adds value to the courses offered by the Department of Communication as it is the only undergraduate course in our program that offers deeper exploration and application of qualitative analysis techniques relevant to the field of communication, including coding, domain analysis, dramatistic analysis, and Fantasy Theme Analysis. Additionally, the course provides an opportunity for students to practice research within domains beyond academe alone as they are challenged to consider

how story analysis may be applied within their own future career paths (e.g., advertising, blogging, journalism, leadership, recruitment, web design, etc.). Lastly, this course provides assessment of individual intercultural development and opportunities for measurable growth facilitated by purposeful learning and reflection.

#254, Alter, Program, Special Education 7-12 Teaching Subject Endorsement, B.A.Ed., TE, COE, Changes reflect new General Studies requirements.

#255, Alter, Program, Special Education K-12 Teaching Field Endorsement, B.A.Ed., TE, COE, Changes reflect new General Studies requirements.

#256, Alter, Program, Special Education K-6 Teaching Subject Endorsement, B.A.Ed., TE, CAS, Changes reflect new General Studies requirements.

#257, Alter, Program, Sports Communication, B.A., SPCH, CAS, This is to implement the LOPER General Studies Program.

#258, Alter, Program, Sports Communication, B.S., SPCH, CAS, This is to implement the LOPER General Studies Program.

#259, Alter, Program, Sports Management, B.S., PEREC, COE, Change program to reflect new General Studies program.

#260, Alter, Program, Sports Management Comprehensive, B.S., PEREC, COE, Change program to reflect new General Studies program.

#261, Alter, Program, Social Science 7-12 Teaching Field Endorsement, B.A.Ed., HIST, CAS, Program is being altered because of changes to the state standards and General Studies program and to better reflect current trends and practices within the discipline.

#262, Alter, Program, Studio Art Comprehensive, B.F.A., ART, CAS, Changed program to reflect new General Studies program.

#263, Alter, Program, Studio Art, B.A., ART, CAS, Changed program to reflect new General Studies program.

#264, Create, Course, TE 126, First Year Seminar, TE, COE, This is a First-Year Seminar generic syllabus that was created while partnerships with other departments are formed.

#265, Alter, Course, Prerequisites, TE 348, Math, Science, and Social Studies for Children 0-8, TE, COE, The changes will allow greater access to courses due to no pre-requisite requirement, which will allow students to complete the program more efficiently; Change prerequisites, Old Value: TE 336 or TE 311, New Value: TE 341 or TE 311.

#266, Activate, Course, TEMO 404, Montessori Elementary I Core Applications I, TE, COE, According to MACTE, the accreditation body for Montessori education, students can take undergraduate courses for the Montessori program at the Elementary 1 level. This interpretation (which has been accepted) was applied in late 2020, just before the course was made dormant. The course needs to be reactivated.

#267, Activate, Course, TEMO 406, Montessori Elementary I Physical Science/Biology, TE,

COE, According to MACTE, the accreditation body for Montessori education, students can take undergraduate courses for the Montessori program at the Elementary 1 level. This interpretation (which has been accepted) was applied in late 2020, just before the course was made dormant. The course needs to be reactivated.

#268, Activate, Course, TEMO 407, Montessori Elementary I History/Geography, TE, COE, According to MACTE, the accreditation body for Montessori education, students can take undergraduate courses for the Montessori program at the Elementary 1 level. This interpretation (which has been accepted) was applied in late 2020, just before the course was made dormant. The course needs to be reactivated.

#269, Activate, Course, TEMO 408, Montessori Elementary I Core Applications II, TE, COE, According to MACTE, the accreditation body for Montessori education, students can take undergraduate courses for the Montessori program at the Elementary 1 level. This interpretation (which has been accepted) was applied in late 2020, just before the course was made dormant. The course needs to be reactivated.

#270, Activate, Course, TEMO 409, Montessori Elementary I Language and Grammar, TE, COE, According to MACTE, the accreditation body for Montessori education, students can take undergraduate courses for the Montessori program at the Elementary 1 level. This interpretation (which has been accepted) was applied in late 2020, just before the course was made dormant. The course needs to be reactivated.

#271, Activate, Course, TEMO 410, Montessori Elementary I Mathematics/Geometry, TE, COE, According to MACTE, the accreditation body for Montessori education, students can take undergraduate courses for the Montessori program at the Elementary 1 level. This interpretation (which has been accepted) was applied in late 2020, just before the course was made dormant. The course needs to be reactivated.

#272, Activate, Course, TEMO 417, Montessori Practicum: Elementary I, TE, COE, According to MACTE, the accreditation body for Montessori education, students can take undergraduate courses for the Montessori program at the Elementary 1 level. This interpretation (which has been accepted) was applied in late 2020, just before the course was made dormant. The course needs to be reactivated.

#273, Create, Course, THEA 126, First Year Seminar, MUS, CAS, Creating this course sets up the opportunity for the Theatre program to offer a First-Year Seminar course. It will link the importance of Theatre to a variety of social, historical ideas and how Theatre can be another means to change in our world.

#274, Alter, Program, Visual Communication and Design Comprehensive, B.F.A., ART, CAS, Changed program to reflect new General Studies program.

# **Faculty Senate Faculty Welfare Committee**

Minutes from March 5, 2020

Remote meeting via Zoom 2:30 PM

**Present:** Will Avilés, Ngan Chau, Miechelle McKelvey, Rochelle Reeves, Megan Strain

**Absent:** Jonathan Dettman

## Old Business

- Anti-Bullying Policy
  - Conflict resolution workshop: 2 sessions for supervisors (chairs, directors, assistant directors, possibly deans) to be invited to attend with hopes that they will be done on March 30 & 31<sup>st</sup>.
  - Central Mediation Center in Kearney has been contracted (\$3000) to help
  - 60 people in workshop, hoping to collect information about severity of problem and supervisors' perceptions
  - Aim is to try to have periodic attention drawn to the issue
  - Looking for support from the SVC of Academic Affairs
  - Brief report will be provided to explain what was learned and plans moving forward as it relates to resolving conflicts
- Plambeck Center
  - Jon Watts and Chelsea Bartling receptive to survey idea, suggested it could be an annual thing but that the Advisory board should take a look at it to see if there is anything to add
  - Survey going to Advisory board for feedback in early April; disseminated to parents at end of school year

## Other Issues or concerns

- Brief discussion of questions that came up at Faculty Senate about weather cancellation policies for online courses, status of RIF, and spring calendar (i.e., shortened spring break)

Will plans to email Martonia to see if there is anything else the committee should be charged with; expect to meet briefly in April to discuss results/feedback from the conflict resolution workshop.

Meeting adjourned at 3:12 PM.

Minutes respectfully submitted by Megan Strain.

**FACULTY SENATE LIBRARY COMMITTEE  
MEETING MINUTES  
9 FEBRUARY 2021**

PRESENT: Judy Henning, Chair; Bryan Drew, Heather Meyer, Christopher Steinke, Janet Wilke. ABSENT: Andrea Childress.

The meeting convened via Zoom at 2 p.m.

Henning called for additions or changes to the distributed agenda. There were no additions to the meeting agenda.

**Meeting Minutes approvals** – The minutes of the Jan. 20th, 2021, meeting were presented for approval. There were no additions or corrections. Henning moved (Drew) the minutes be approved as submitted. The motion carried. The minutes will be filed with the Faculty Senate.

**Library Updates**

Janet Wilke reported that the new library platform, ExLibris' Alma/Primo, came online on 22 December 2020. Dean Wilke requested that professors let the library staff know if students are having difficulty with the new platform. She also reported that the NU campuses are trying to keep their policies the same such as circulation due dates. Dean Wilke reported that in 2020-21 UNK contributed \$710,000 in student library fees to the common "bucket" across the NU campuses. Because of this, we have received access to \$6,280,000 in collections and content along with \$810,000 in Discovery tools/software. On July 1, the Calvin T. Ryan library will have an opening for another library faculty position due to ending of a VSIP (Voluntary Separation Incentive Payment) contract. Dean Wilke said the new learning strategies coordinator reports to the Director of the Learning Commons and Wilke is looking for office space for that new hire. It was reported that LB588 is a Legislative bill that if passed provides funding for capital construction projects on the university campuses. Vice Chancellor Watts said the library could be the recipient of these funds, and he asked Wilke for a vision for the next-generation library.

It was decided from the Doodle Poll that the second Tuesday of the month at 2 p.m. would work in all the members' schedules for the Spring 2021 semester.

There being no further business to discuss, Steinke (Drew) moved that the meeting adjourn. The motion carried and the meeting adjourned at 2:30 p.m.

Respectfully submitted,

Judy A. Henning

Faculty Senate Library Committee Chairperson

**International Studies Advisory Council**  
**Meeting Minutes: February 25, 2021**

The International Studies Advisory Council met on February 25, 2021 at 3:30 pm on Zoom. Members present: Michelle Warren, Suzanne Maughan Po Hu, Laurinda Weisse, Megan Hartman, Matt Mims, Satoshi Machida, Amy Rundstrom, Theresa Yaw. Absent: Sylvia Asay, Lilly provided a number of updates: Both the INTS BA and Minor program changes successfully passed through the CAS Ed Policy Committee as did INTS 475 and INTS 496 as Experiential Learning courses. In addition, Lilly completed the assessment for last year, though the program on Weave on-line could use some editing.

Next we will need to create new brochures, and perhaps other marketing resources, as well as change our website to reflect the new programs.

Lilly devoted much of the meeting to a discussion of the multiple issues she discussed in a meeting with Dean Teten on Feb. 3, 2021.

1) In 2012 a new rule was created (unclear by whom) that established unusually restrictive double-counting rules ONLY for students in Interdisciplinary programs seeking to complete double minors. While most students with double minors face no double counting rules at all, and those whose minors are in the same departments must have at least 12 hours of independent courses, students in Interdisciplinary Minors were restricted to double counting only 8 hours. On Feb. 1 Lilly asked the Registrar about how to change this rule, she responded that she was already in the process of changing it through the CAS Ed Policy Committee and the new rule would establish a requirement of 12 independent hours for Interdisciplinary programs also. Lilly asked to see the new rule but has received no response. While pleased with this process, Lilly and Teten agreed that faculty should be engaged in the process of change, or at the very least informed! Maughan suggested that she (and Lilly) contact the Directors of all the other Interdisciplinary Programs and prepare a letter to send to Dean Ryan, the Registrar, and perhaps the VCSAA Bick on this issue.

2) The second issue related to ongoing concerns with Study Abroad. The position of the Study Abroad coordinator has NOT been reinstated, nor has any individual on the Chancellor's Advisory Council even acknowledged the letter containing over 100 Faculty and Student signatures requesting that it do so, or the Faculty Senate Resolution in support of that letter. Nonetheless, the Office of International Education is preparing to reinstate Study Abroad programs on a limited basis possibly as soon as this summer and more definitively in the spring 2022. We continue to express our concerns about the quality of these programs and the university's likely liability issues given the lack of a qualified individual to vet them. Dean Teten expressed his agreement with these points and is considering options within the College. We support such options as long as they are not used to alleviate the University's responsibility to reinstate a full time Study Abroad coordinator.

3) In the meantime, Dean Teten has expressed his desire to find and provide funding so that all CAS students may participate in Study Abroad Programs even if only for a short time. Thus he has discussed 5-day J or May term experiences, and has asked for a rough idea of costs. The Council discussed this at great length—average airfare seemed to be about \$800-2000. Tuition for a 3-credit class is about \$500. But the rest is highly variable depending on the country and length of stay. Council members expressed considerable concern at the value (educational and monetary) of such short programs given the cost of international travel. Ultimately, all agreed that a 7-10 day program could be acceptable but ONLY if it were attached to a previous course. For example, Dr. Aviles taught a summer Poli Sci class on Cuba and THEN took students to Cuba for a week or so. Dr. Lilly taught a semester long course on Gender and War and took students to Bosnia for 10 days during (and just after) Spring Break. Such educational programs where the study abroad experience is intrinsic to the course content provide students with the cultural, historical, social, political background to make sense of even a short trip. Otherwise,

however, it risks becoming little more than a “vacation” with little to no opportunity to experience the local culture beyond a superficial level. Council members also suggested other ways in which Study Abroad can be funded: According Mims some schools have applied tuition charged to travel expenses; Rundstrom noted the existence of the Gilman Scholarships for Study Abroad.

<https://www.iie.org/programs/gilman-scholarship-program>

4)Lilly and Dean Teten also discussed the importance of a College Internship Coordinator. Internships are the other critical form of “Experiential Learning” for INTS students. They are very difficult to find and often quite expensive. We need help. Teten agreed.

5)Finally, Lilly and Teten discussed the problem of the World Affairs Conference. When Bonnie Payne retired in the spring of 2020. Tim Burkink stated that he would not be placing another person in that position as the Coordinator of the Conference. There were then discussions about placing the Conference within the jurisdiction of the International Studies Program. We agreed that as an Academic Program this was a logical home for it. However, the Program does not have the administrative capacity to run a Conference of that size and caliber. There was at that time, discussion about hiring a CAS conference coordinator. All that became moot, due to Covid-19 and the Conference planned for Fall 2020 was cancelled. Nonetheless, the Conference must at some point return, and if INTS is going to be responsible for it we MUST have professional support. Council members agree that this is a critical position that must be taken seriously. Many of us have worked on this conference for years and are well aware of the amount of time and effort that Bonnie (and others before her) put into it. Essentially, it became a nearly full-time job for the 4-6 months preceding the conference. Moreover, because we invited international speakers and Embassy personnel, including Ambassadors, this can be a highly sensitive position. We cannot entrust it to students. It is a difficult complex task that would ideally be held by the same person over a period of years. We are all highly committed to the quality of the Conference which has been connected with UNK for over 50 years and will not accept second best. What was once a yearly conference, is now biannual—it has not been held now since 2018. Therefore, we strongly recommend that the College commit to holding the Conference again in the Fall 2022. That means that we must have the support personnel in place by January of that year.

Finally, Warren and Weisse informed the Council of two international events/opportunities coming to campus in April. There will be a Quilt Display in the Library entitled, “Hostile Terrain” for which INTS will provide support for marketing and possibly a speaker.

Created by anthropologist Jason de León, HT94 is based on years of ethnographic, archaeological, and forensic research at and across the US-Mexico border. De León is Professor of Anthropology and Chicana/o Studies at UCLA. He is the author of the award-winning book, *The Land of Open Graves: Living and Dying on the Migrant Trail* (UC Press 2015), and a 2017 MacArthur Foundation Fellow. The links below detail De León’s work, and the Hostile Terrain 94 exhibit, which is part of the Undocumented Migration Project (UMP).

<https://www.undocumentedmigrationproject.org/>

<https://www.undocumentedmigrationproject.org/hostileterrain94>

In addition, the World Theatre will hold the Debut presentation of *Coming to the Plains* in April. More information forthcoming. Again, we will provide funding for publicity.

The meeting adjourned at 4:45

The next meeting will be held on March 25 at 3:30 pm on Zoom.



## GRADUATE COUNCIL MINUTES

Thursday, March 11, 2021 Zoom Conference – 3:30 p.m.

**PRESENT:** Kazuma Akehi, John Bauer, Matt Bice, Doug Biggs, Matt Bjornsen, Anne Foradori, Grace Mims, Noel Palmer, Whitney Schneider-Cline, Janet Steele, Michelle Warren, Laurinda Weisse, Mallory Wetherell, Erin Anderson and Gabriela Lopez Lemus

**ABSENT:** Peter Longo, Austin Nuxoll, and Frank Tenkorang

### **I. Approval of the February 11, 2021 Minutes – approved via email**

### **II. Graduate Dean's Report**

#### *A. Guest Speaker - Chris Jacobs*

Jacobs, Assistant Professor of French, Spanish & Linguistics, conducted a survey of 8-week and 16-week courses and the advantages and disadvantages to each. He presented his findings to the council. Jacobs relayed he would welcome presenting this data analysis to other groups if interested.

#### *B. Research Week*

Bice explained the three modes of delivery – 1) oral presentations which will be held at eCampus and broadcasted over zoom; 2) virtual posters which be uploaded and recorded on canvas; and 3) poster gallery in the Ponderosa adhering to COVID regulations. The New Frontiers researchers from last year's publication will be honored on Tuesday of Research Week with the unveiling of the new publication will be on Wednesday.

#### *C. Graduate Review*

Dean Ellis explained that this is a digital research journal for graduate students. There were 22 submissions that will be reviewed soon by students as well as faculty. The council may be called upon to review submissions. Ellis' vision will be to eventually hand this publication over to graduate students who will serve as the editors.

#### *D. Graduation*

Commencement for graduate students will be Saturday, May 8 at 10:00 a.m. Ellis asked the council to encourage the faculty to attend the graduate ceremony as well as the undergraduate ceremony.

#### *E. Gonfaloniers*

Dean Ellis asked the council for nominations for a commencement speaker, student speaker and Gonfaloniers (one from each college and one from the graduate college).

#### *F. Location Change*

Dean Ellis informed the council that he, Matt, and Janna have moved to the Communications Center. Plans are underway to merge Graduate Studies and eCampus.

### III. Committee Reports

A. Policy & Planning Committee – nothing to report.

B. Academic Programs Committee –

#### **Tabled:**

Course Name	Nature of Request	Comments
TE 816C: Practicum: Reading-Primary K-3	Course Change - Type change from Practicum to Lecture	Tabled
TE 816D: Practicum: Reading-Intermediate 4-6	Course Change - Type change from Practicum to Lecture	Tabled
TE 892: Internship in Instructional Technology	Course Change - Type change from Internship to Lecture	Tabled

#### **New Business:**

**For Graduate Council Action** - These program changes come as a seconded motion to the Graduate Council. Motion Carried.

Program Name	Nature of Request	Suggestion(s) / Comment(s)
Athletic Training	Program Change Request - Change admissions criteria including application deadline and selection procedures. Remove PE 806, add PE 898 Graduate Seminar.	Approve
Curriculum and Instruction	Program Change Request - Change Admissions requirements include GPA and a Professional Biography. Students may also include scores from the General Record Examination if available.	Approve

**For Graduate Council Information** - The following courses have been approved by Committee II

Course Name	Nature of Request	Comment(s)
BSED 870P: Career Education Methods II	Course Change - Credits change from 3 to 2, updated course objectives and title.	Approve

TE 846: Literacy, Assessment, and Instructional Intervention	Course Change - Title Change, PS Title Change, Long CourseTitle Change. These changes are to focus on corrective literacy and assessments.	Approve
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C. Faculty & Student Affairs Committee – the committee reported that will be reviewing the ReichenbachScholarship nominations next month.

**IV. Other Business** – Akehi reported that he has been working on international recruitment and would be willing to assist other faculty members in this endeavor. He questioned the status of the Graduate Assistant positions and mentioned his department would like the graduate assistant positions announcedearlier, like in the end of the Fall or the beginning of Spring, to enhance graduate students recruitment.

Respectfully submitted, Janna Shanno

**General Studies Council Minutes**  
**March 4, 2021 @ 3:30 p.m.**  
**Warner Hall, Warner Conference Room-via Zoom**  
**\*\* Approved via Email \*\***

**Present:** Sri Seshadri, Sherri Harms, Jeong Hoon Choi, Nita Unruh, Doug Tillman, Tim Farrell, Rebecca Umland, Jeff Wells, Joan Blauwkamp, Jeremy Dillon, Joel Berrier, Rochelle Reeves, Miechelle McKelvey, Lisa Neal, Aaron Estes, Jessie Bialas, Mark Ellis, Greg Brown, Joel Cardenas

**Guests:** Amy Rundstrom, Marsha Yeagley, Ryan Teten, Greg Broekemier, Ryan Schmitt, Carl Borden

**Absent:** Beth Hinga

- I. **Call to order:** Brown called the meeting to order.
  - **Approve Agenda:** Blauwkamp/Tillman moved to approve the agenda. **Motion Carried**
  - **Minutes from February 4, 2021 meeting (approved via email)**
- II. **Old Business (Open Items):**
  - Review of previously reviewed syllabi that were returned for revision.
  - ENG 153 (the motion was to have ENG 153 revise and resubmit to add the academic integrity policy to syllabus, add the dispositional requirements purpose statement and remove foundational and broad knowledge ones from syllabus; and add detailed explanation of how the LOPER 9 objectives are met in syllabus [same explanation as part 2]) seeking approval for LOPER 9.
  - ENG 235H (the motion was to have ENG 235H revise and resubmit to add the academic integrity policy to syllabus, add the dispositional requirements purpose statement and remove foundational and broad knowledge ones from syllabus; and add detailed explanation of how the LOPER 10 objectives are met in syllabus [same explanation as part 2]) previously approved for LOPER 6, seeking approval for LOPER 10.
  - ENG 255 (the motion was to have ENG 255 revise and resubmit to add to the syllabus the broad knowledge and dispositional purpose statements and explain in detail how the LOPER 6 and LOPER 10 outcomes are being met.) seeking approval for LOPER 6 and LOPER 10.
    - Blauwkamp/Umland moved to send ENG 153 to campus for LOPER 9, to give final approval to ENG 235H for LOPER 6 and send to campus for LOPER 10, and to send ENG 255 to campus for LOPER 6 and LOPER 10. **Yes: 13/No: 0 Motion Carried**
  - Approved in the previous GSC meeting for dissemination to campus for comments prior to vote for final approval, no comments received.
  - ART 377 proposed as a LOPER 5
  - ENG 252 approved for LOPER 6 and proposed as a LOPER 9
  - DANC 122 approved for LOPER 5 and proposed as a LOPER 10
  - MUS 101 approved for LOPER 5 and proposed as a LOPER 10
  - SOC 369 proposed as a 10
    - Blauwkamp/Reeves moved to give final approval to ART 377 for LOPER 5, ENG 252 for LOPER 6 and LOPER 9, DANC 122 for LOPER 5 and LOPER 10, MUS 101

for LOPER 5 and LOPER 10, and SOC 369 for LOPER 10 as there were no objections from campus.

**Yes: 13/No: 0 Motion Carried**

- Course proposals (review for final approval):
- LOPER 11
  - HSCI 140
    - Blauwkamp stated the syllabus has the old purpose statement and it does not address all eight domains. Seshadri did not see how the outcomes will be achieved.
    - Blauwkamp/Unruh moved to have HSCI 140 revise and resubmit to remove the old General Studies purpose statement and replace with new, add the Dispositional category program objective, explain how the course is meeting the LOPER 11 learning objectives, in particular the eight domains of wellness LOPER 11 (a). **Yes: 12/No: 0 Motion Carried**

### III. New Business:

- Review of new GS Course proposal.
- LOPER 1
  - FIN-ACT-MGT 126 (CAPITALISM – How and Why It Works)
    - Wells asked if the MGT 126 instructor is a new instructor. Borden stated the MGT 126 instructor is a new instructor. Wells asked if he is a tenure-track instructor. Borden stated that he thinks he is. Borden stated he is acting as team leader, responsible for coordination of the seminar and making sure the other instructors will do what they agreed to and need to do. Wells stated he is concerned about the week 4 topic of FIN 126 regarding the treatment of “proto-capitalism” within the history of capitalism. Borden stated they will be using the historical example to discuss what is not capitalism – what that society was missing compared to a genuinely capitalist economic system.
    - Rundstrom stated the syllabus is missing the student support services section. Blauwkamp noticed as well that section was left out of the syllabus. Blauwkamp read the section of the LOPER 1 proposal that states the requirement that the seminar addresses the personal and professional development needs of first-year students (LOPER 11 learning objective a). She noted that the seminar instructors do not need to devote class time to this requirement, but they do need to give students an incentive to make use of the inventory of resources that the Library and Student Services has assembled.
    - Dillon stated someone raised the question, “What do we do if a student fails LOPER 1 and the seminar they took is not offered the next semester?” Rundstrom stated the student can take another LOPER 1 seminar but it would not replace the grade. She stated the same issue happens a lot with the Portal courses. Neal stated for a student to satisfy LOPER 1 they must pass all three -126 sections. Departments need to be committed to offering the LOPER 1 seminar more than one semester as this is in the best interest of the students.

- There was discussion of what credit a student would receive if they passed part of their original seminar but failed part and then took a different seminar to meet LOPER 1. Neal affirmed: The -126 courses they passed would count toward their 120 credit hour total as well as elective credits toward the 30 hours of General Studies coursework, where applicable. If the student retakes the same seminar for grade replacement of the failed section(s), the most recent grades in all three co-requisite sections would be the ones that count, even if their grades in some sections were higher the first time around.
- Unruh/Farrell moved have FIN-ACT-MGT 126 revise and resubmit with inclusion of the personal and professional development requirement and correct the different grading criteria.
- Umland stated she did not see the General Studies purpose statement in the syllabus. Borden stated it is on the first page. Dillon stated the LOPER 1 purpose statement is there but not the overall General Studies purpose statement.
- Unruh rescinded motion.
- Unruh/Seshadri moved to have FIN-ACT-MGT 126 revise and resubmit with inclusion of the professional and personal development of first year students and the General Studies purpose statement. **Yes: 13/No: 0 Motion Carried**
- MKT-SCM-SPCH 126 (Persuasive Selling, Persuasive Negotiation, and Persuasive Speaking)
  - Blauwkamp stated there was not a common integrated syllabus. She stated “Power of Persuasion” is a theme, but the application does not explain how it is a problem or issue. The application and syllabus also did not show how it is a team-taught seminar – Part 2, item 5. She also stated the syllabus does not contain the Academic Integrity link. McKelvey agreed. Yeagley requested information on what needs to be fixed and she will make the corrections.
  - Blauwkamp/McKelvey moved to have MKT-SCM-SPCH 126 revise and resubmit to identify the problem or issue that the seminar addresses (not theme), answer in part two item five (how the three courses are integrated and team-taught), correct to one integrated syllabus, add academic integrity link to the syllabus, explain clearly how each section is meeting the LOPER 1 learning outcomes, including how the courses are addressing the personal and professional development needs of first year students, and add the LOPER 1 grading policy - grades not averaged, must pass all three sections. **Yes: 12/No: 0 Motion Carried**
- ITEC-SPCH-HIST 126 (The Problem of Leadership in a Complex World)
  - Tillman stated the syllabus needs the requirement statement stating students must pass all three sections.
  - Harms stated the ITEC section does not list assignments.
  - Unruh read Neal’s comments: the title is too long for the system and there is a lack of course descriptions. Wells asked if the course name could be “Leadership in a Complex World.” Neal stated that would be fine.

- Tillman moved to have ITEC-SPCH-HIST 126 revise and submit with a shorter title, to not be more than thirty characters, topic descriptions congruent, and clarity on how portfolio assignment is distributed in the grade.
  - Unruh stated she thought the Council was discussing MGT-MKT-ITEC 126 and her comments from Neal are for that seminar.
  - Tillman rescinded motion.
  - Tillman/Berrier moved to have ITEC-SPCH-HIST 126 revise and resubmit to have the ITEC section more defined on what is included in the grade, and to clarify how the portfolio assignment is distributed in the grade.  
**Yes: 12/No: 0 Motion Carried**
- MGT-MKT-ITEC 126 (Developing the Right Professional Skills for An Evolving & Competitive Workplace)
  - Unruh read Neal's comments: the title is too long for the system and there is a lack of course descriptions.
  - Unruh/McKelvey moved to have MGT-MKT-ITEC 126 revise and resubmit with a shorter title to fit the thirty character requirement, list the 'Basic' syllabus information only once, and make consistent the syllabus course description and topic descriptions. **Yes: 13/No: 0 Motion Carried**
- TE-CDIS-PE 126 (7 Characteristics of Successful Loper Leaders)
  - Tillman/Wells moved to send TE-CDIS-PE 126 to campus for comment.  
**Yes: 11/No: 0/Abstain: 1 Motion Carried**
- LOPER 9
  - CSP 150
  - PE 202
    - Blauwkamp stated CSP 150 needs to remove the General Studies Council evaluation criteria from the syllabus.
    - Blauwkamp stated the PE 202 syllabus needs the link to Academic Integrity policy. Farrell stated he is confused with the two points a day attendance grading. Unruh stated the catalog course description needs to be fixed, since the COE Educational Policy Committee required a change that did not make it into the seminar application to the GSC.
    - Blauwkamp/Unruh moved to send CSP 150 and PE 202 to campus for LOPER 9, pending corrections to the syllabus of record. CSP 150 needs the General Studies Council evaluation criteria removed from syllabus (p. 12). PE 202 needs the academic integrity link added to syllabus (p. 12), clarify attendance policy, and correct catalog course description.  
**Yes: 12/No: 0 Motion Carried**
- LOPER 10
  - SPCH 430
    - Blauwkamp stated the Dispositional program objective is missing.
    - Blauwkamp/Wells moved to send SPCH 430 to campus for LOPER 10, pending correction to the syllabus of record to add the Dispositional category program objective to the syllabus.  
**Yes: 12/No: 0 Motion Carried**

- Brown reported that his estimate of the planned LOPER 1 seminars for Fall 2021 indicates enough seminars to accommodate around 300 students. Around 800 students on older catalogs still need to meet their -188 Portal requirement as well. Brown asked if the Council needs to recommend allowing the Portal classes to count for the LOPER 1 seminar next year and allowing LOPER 1 seminars to count for Portal classes as well. Dillon agreed. Blauwkamp stated she is fully supportive of having the Portal classes count for the LOPER 1 seminar next year but not clear on the rationale for allowing LOPER 1 seminars to count for Portal for students on the older catalogs. Wells's check of MyBlue indicated that 11 or so Portal courses are being offered for Fall 2021. Unruh suggested discussing this at the next month's meeting to see how many more LOPER 1 seminar proposals the Council gets during the next month. Ellis agreed with Unruh and recommended waiting until the April meeting to decide whether a Plan B needs to be offered for students registering for Fall classes, if there are not enough LOPER 1 seminars and/or Portal classes to meet student needs.
- Assessment and GS Program
- Items suspended pending completion of course review & approval
  - Review / revision of governance document (GSC Governance)

**IV. Other:**

- V. Adjournment: Unruh/Berrier moved to adjourn the meeting. Meeting adjourned at 5:05 pm.**

**Next Meeting: April 1, 2021 @ 3:30 pm via Zoom**





February 11<sup>th</sup>, 2021

Dear Senator Stinner,

I am writing in my capacity as Faculty Senate President at the University of Nebraska at Kearney. UNK's Faculty Senate is highly appreciative of your leadership as Chairman of the Appropriations Committee and your introduction of LB 588. We urge your legislative colleagues to support the legislation to continue the longstanding university-state partnership to maintain the quality and functionality of NU facilities.

The University of Nebraska at Kearney faces a daunting deferred maintenance backlog. Budget shortfalls have only amplified the issue, and maintenance needs have begun to impact the student experience. Educational infrastructure such as buildings, classrooms, laboratories, and equipment, to mention just a few, are vital elements of the learning environment in educational institutions. There is compelling evidence that high quality facilitates better instruction, improves student outcomes, and reduce failure rates among other countless benefits. Passage of LB 588 will provide predictable and sustainable funding to address issues with facilities related to safety, accessibility, flexibility, diverse and equitable learning environments for all students. Most importantly, this investment in maintaining quality facilities for students and faculty would ensure world-class teaching, learning and research for generations to come.

While improving facilities comes at a financial cost, the benefits of such investments will surpass the fiscal costs. The forward-looking investment will ensure that students and faculty have access to modern, quality facilities in which to prepare students to lead responsible and productive lives in a democratic, multicultural society. The costs of not acting now would be great.

I appreciate your leadership in improving the quality of education for all students in the state of Nebraska. The University of Nebraska is one of our state's most valuable assets.

Respectfully,

Martonia Gaskill, Ph.D.  
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