

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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2-3-2022

### February 2022 Faculty Senate Packet

University of Nebraska at Kearney Faculty Senate

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7:00PM – February 3, 2022  
 Antelope Room – Nebraskan Student Union  
 Zoom:

<https://unk.zoom.us/j/92660666619?from=addon>

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:
- V. Special Presentations
- VI. Reports of Faculty Senate Standing Committees
  - A. Oversight Committee:
  - B. Executive Committee: **20January2022;26January2022**
  - C. President's Report: **03February2022**
  - D. Academic Affairs: **27January2022**
  - E. Academic Freedom and Tenure Committee:
  - F. Academic Information and Technology Committee: **22November2022**
  - G. Artists and Lecturers Committee:
  - H. Athletic Committee:
  - I. E-campus Committee:
  - J. Faculty Welfare Committee:
  - K. Grievance Committee:
  - L. Library Committee:
  - 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:
  - D. Parking:
  - E. Safety Committee:
  - F. World Affairs Conference Committee:
- VIII. Reports from Academic Councils
  - A. Graduate Council:
  - B. General Studies Council: **19January2022**
  - C. Council on Undergraduate Education:

- D. Student Success Council:
- E. Equity, Access, and Diversity Committee
- IX. Unfinished/Old Business
  - A. Attendance Policy Proposed Changes
- X. New Business
  - A. Transparency, Accessibility, and Maintenance of FS Standing Committee Policies
- XI. General Faculty Comments
- XII. Adjournment:



7pm – December 2, 2021

Antelope Room

Zoom: <https://unk.zoom.us/j/91526547759?from=addon>

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 Time 7:00
- II. Roll Call
  - a) **Senators Present:** Martonia Gaskill, Pat Hoener, Miechelle McKelvey, Bryce Abbey, Burt Borchard, Megan Strain, Sam Rapien, Timbre Wulf, Jeremy Armstrong, Nicholas Hobbs, Mike Moxley, Chris Steinke, Chuck Rowling, Anthony Donofrio, Dawn Mollenkopf, David Vail, Daniel Chaffin, Alejandro Cahis, Liaquat Hossain, Ngan Chau, Denys Van Renen, Dereck Boeckner, Ben Malczyk, Timothy Johnson, John Bauer, Bobbi Jean Ludwig.
  - b) **Senators Absent:** Ford Clark, Karl Borden, Marissa Davala
- III. Approval of Agenda Nicholas Hobbs moves, Miechelle McKelvey seconds, all in favor, moved to approve.
- IV. Action on Faculty Senate Minutes: Miechelle McKelvey moves, Anthony Donofrio seconds, all in favor, no one opposes, moved.
- V. Special Presentations

a. Jon Watts, Vice Chancellor for Business and Finance

Jon Watts: Greeted the group and thanked us for the opportunity to be here tonight. Began presenting us an update from the Business and Finance department. Started with the Annual Budget Overview and reminded us about the transparency they have with the information, and they want to ensure that members of the institution are aware of what resources are available and how they are utilized to carry out the mission of the institution. Points presented where, State-Aided Budget, Revenue Bond Budget, Employee Data and Higher Education Emergency Relief Funds. UNK finished the fiscal year (FY21) with strong financial results, net tuition revenue exceeded \$30.7M, an increase of 9.25%, better than expected especially considering the many challenges.

There was also an increase in tuition revenues resulted from the transition of on-campus courses to online. Net tuition revenue from distance education exceeded estimates by \$2.4M, or 14.8%. Student credit hours declined by 3,065 hours, or 2%.

Even though financial results are excellent, the COVID-19 pandemic has had a significant impact on the university's finances.

Class delivery changes, a surge in enrollment, wage pressure, declining credit hour production and inflation each make it difficult to predict the long-term disruption of the pandemic.

The budget reflects the careful stewarding of university resources by all parts of the university during uncertain economic period.

The ongoing decline in credit hour production and continued shift to online delivery make a permanent investment to support our students, faculty and staff difficult.

State Aided Budget FY22: state appropriations; 2% increase planned for 2021-22, \$900k budget cut also planned, \$399K P2P change. Tuition: expected a 0% rate increase, tuition held flat, anticipated flat tuition revenues.

Tuition projections: Net tuition; budgeted \$28.1M (finished FY21 \$30.7M), projecting similar increase for FY22, up \$2.2M to \$2.6M perhaps. Credit hour production down 400 hours.

Considerations: distance tuition on pace to exceed budget, face-to-face tuition lower than expected, again. It remains difficult to project credit hours based on enrollment.

General Fund (\$44,904,002) + Cash Funds (\$27,991,996)=\$72,895,998

Budget considerations for FY23: Heading into the final year of the NU plan for addressing fiscal challenges brought on by COVID-19 while also laying the groundwork for long-term growth and success. The operating budget prioritized affordability and access for Nebraska students, limited spending growth, and created long-term opportunities to invest in system-wide priorities.

In June 2020, UNK eliminated 15 positions to meet a \$2.8M budget cut outlined by the board of Regents. The positions in total represented a nearly \$800k in state-funded salary and benefit savings. Final conversations regarding the budget cut process will need to occur in the spring.

Key elements of future budget planning; Known shortfalls: \$2M reduction part NU's three-year systemwide plan, \$720k reallocation part of LB384 assessment to address deferred maintenance, \$400k New Nebraskan support, plus associated remissions, \$350k Health Insurance obligations, \$120K Cyber and property insurance increases, others (?). Challenges ahead: Online education support, Diversity and Inclusion support, Student support solutions to help students stay enrolled and earn a degree, others (?).

Projected \$17.2M in revenues, actual closer to \$15M, a decline of 12.8%. Debt service ratio dropped from 1.50 to 1.19. \$387,971 contribution to reserves.

Projecting an increase in revenues of 15% or \$2.2M. Result of a modest 3% rate increase, and a large freshman class living in housing. Contribution to reserves should exceed \$1M.

Projections reflect a reduction in 30 budgeted room and board waivers.

Employee Headcount: Faculty; 500, Staff; 444, Student and other staff; 739, Total Employee headcount: 1,683.

In 2019, 115 benchmarked positions were below market minimum as classified by HR. The amount needed to address the gap was \$115k. In 2021, 101 positions are below market minimum as classified by HR, but the amount needed to address the gap has increased to \$485k.

Congress provided approximately \$14.25B to the Education Stabilization Fund through the CARES Act for HEERF. Congress provided approximately \$22.7B through the CARES Act Supplemental Appropriation for HEERF II.

\$1.96M provided as grant aid to students. April/May 2020 students offered immediate access to grants of \$250 to \$2,000. \$1.96M institutional support; as of April 2021, expended for housing refund reimbursement, admin leave payouts, and fee revenue losses.

\$1.96M to be provided as grant aid to students, disbursed to them.

\$4.5M institutional support to be used for: Defraying expenses associated with coronavirus (including lost revenue, reimbursement for expenses already incurred, technology costs associated with significant changes to the delivery of instruction). Reimbursement of payroll costs associated with the pandemic response.

b. Maha Younes, Chief Diversity Officer

Maha Younes: She greeted the group. Spent the first semester getting to know people. Her goal was to really understand what is going on in different divisions and units, and how they can her office support them. The reason they don't have a budget is because she hasn't made one. She wants to create a strategic plan for diversity and inclusion, then she will create a budget. The plan is to do that in the spring (2022). A lot of departments and units are doing great things in favor of inclusion. She wants to unify colleges visions and mission when it comes to D&I.

She wants to take down the silos and be more cohesive. One of the things that will be happening, is that inclusion will be included in the evaluations, to see what and how we are doing on that. We need to build an infrastructure, and that is everybody's job, not just one person. She believes the best route is for every college to build a diversity and inclusion committee. Transform curriculum to better relate to students, practices, policies. How can promote more access, better advising. How do we recruit students into our departments with a diverse background. She thinks we, as her colleagues, need to have a diversity, equity, and inclusion committee in the FS. Proposed the faculty senate to create a diversity and inclusion committee. Diversity, equity, and inclusion leadership council, approved by the chancellor.

Their job is to really look for the cracks and propose solutions, innovation and solve issues. Have a faculty senate member participate in that council to serve as a liaison between the council and the faculty senate committee, to have more representation and a voice. Online students not being able to participate in on campus activities, they are paying more and not able to participate, they need to be included, this is something she wants to address and solve.

Asked to consider to please, please, please!! Form, create a FS D&I committee.

Opened for comments or questions:

C: One things other Universities are doing is hiring, other ways to do things to attract more people with different backgrounds. January (2022), strategic planning session for diversity and inclusion. Wanting to end faculties for D&I training and start a model of train the trainer and teach colleges and peers on diversity.

C: It is not a one-person job, we are all accountable, and maybe is a good thing to include it on the evaluations to makes us accountable. Want to see people take ownership. Which is why she believes colleges committees are important.

Q: Do we have a good way to measure from a curriculum student standpoint, how well or accessible the curriculum is, for a diverse background. Were are we? Assessment tool.

A: A project assessed how the students felt in the classroom. Most of them felt ok, but a big percentage of students of color weren't feeling ok. It will take time. We need to seek the student's perspective, how are they experiencing our teaching?

DF&W studies showed students of color struggle more in science related and STEM classes. It takes a lot to change the way we teach to revert that. (study done in 2017, survey)

We need to build the infrastructure that will allow us to grow and shine.

It takes 7 to 10 years to truly be integrated into institutional practices, her goal is to do it in 3 years, build a system that will outlive us all.

The need for EDI, is a critical thing, is not going away. (Equity, diversity and inclusion) Not only Hispanics, but also non-traditional, disabled, veteran, rural, all kind of students that need to be included and made part of the university.

FS President stated, we could look at starting a committee back from the break (S2022). Pronouns: a curriculum has been selected and it might go into bridge and be a required training.

(Looking at assigning a gender-neutral restroom at the union) next fall (2022) gender neutral restrooms will be open and available in the student union.

She thanks and closed.

#### VI. Reports of Faculty Senate Standing Committees

- a. Oversight Committee:
- b. Executive Committee: **10November2021;17November2021, no comments**
- c. President's Report: **01December2021, no comments**
- d. Academic Affairs: **18November2021, no comments**
- e. Academic Freedom and Tenure Committee:
- f. Academic Information and Technology Committee:
- g. Artists and Lecturers Committee: **27October2021, no comments**
- h. Athletic Committee:
- i. UNK Online Committee: **08November2021, no comments**
- j. Faculty Welfare Committee:
- k. Grievance Committee:
- l. Library Committee:
- m. Professional Conduct:
- n. Student Affairs:

#### 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: **09November2021, no comments**
- d. Parking:

- e. Safety Committee:
  - f. World Affairs Conference Committee:
- VIII. Reports from Academic Councils
- a. Graduate Council: **11 November 2021, no comments**
  - b. General Studies Council: **04 November 2021, no comments**
  - c. Council on Undergraduate Education:
  - d. Student Success Council:
  - e. Equity, Access, and Diversity Committee
- IX. Unfinished/Old Business
- a. **Report from ad-hoc Covid 19 Committee**  
Discussed if whether or not a survey will be done and decided not to. Not best use of their time. Information obtained would little to no impact on decisions made by the administration.  
Doesn't mean the committee is not willing to do work, they will meet as needed.
  - b. **Update on syllabus statements**  
Didn't get in the agenda on time with AA, will try to get it in their agenda for their next meeting in the spring.  
Solution: we will have a link and a QR code with all the information. Page will be own by the office of equity and inclusion and they will administrate and update that information. No more need for the email coming from the SVCASA office, and the info should be able to be found on the site, and updated by the corresponding office when need it.
- X. New Business
- a. There was a comment on the 126's classes. No comments, it will talked about it in the spring.
  - b. Related to diversity and inclusion situation in Lincoln with chancellor Greene. UNK union reached out to the UNL union and they are working on a letter of support; do we want to reach out to the UNO union for a joint statement of support?
- Second issue is with the Student Attendance Policy Statement in the undergraduate catalog. Biology department would like clarification, as they have been told they can no longer offer 12 quizzes and take the highest 10 for a grade. Has this always been the policy? Or if it has been changed? A second issue is what is meant by "to earn equivalent credit". They are looking for clarification. They will no longer be allowed to keep implementing their current "quiz" policy. (He will send me the questions)  
Add a policy to the agenda for discussion next semester(S2022). Possibly ask in one of the cabinet meetings.
- XI. General Faculty Comments
- XII. Adjournment:
- XIII. Motions to adjourn, Megan Strain moves, David Vail seconds Motion to adjourn. 8:33pm







## FS Executive Committee Meeting January 20th, 2022 – 11:00 am

### Faculty Senate Executive Committee

Derek Boeckner, President  
 Martonia Gaskill, Past President  
 Alejandro Cahis, Secretary (notetaker)  
 Ngan Chau, Representative  
 Dawn Mollenkopf, Parliamentarian

### Old Business

- Schedule of Meetings with Administration **Meeting started at 11:09**
  - Wednesday, January 26th - 11am to 12 noon
  - Thursday, February 24th - 2pm to 3pm
  - Wednesday, March 30th - 11am to 12noon
  - Wednesday, April 20th - 11am to 12 noon
  
- Attendance Policy Change going through FSAA
  - New Version:
 

Students are expected to attend all meetings of classes for which they are registered, including the first and last scheduled meetings and the final examination period. Instructors hold the right and responsibility to establish attendance policies for their courses. Each instructor must inform all classes at the beginning of each semester concerning their attendance policies.

Participation in official University activities, serious health concerns, personal emergencies, and religious observances are valid reasons for absence from classes. Students are responsible for informing their instructors **prior to their absence(s)** from class and for completing assignments **missed** during their absence(s). No adverse or prejudicial effects shall result to any student with a documented, excused absence. **Those with documented and excused absence(s) must be permitted the opportunity to earn equivalent credit associated with the date(s) of each identified absence(s).**

Questions may be directed to the Dean of Student Affairs office or to Student Health & Counseling.
  - Old Version:
 

Students are expected to attend all meetings of classes for which they are registered, including the first and last scheduled meetings and the final examination period. Instructors hold the right and responsibility to establish attendance policies for their courses. Each instructor must inform all classes at the beginning of each semester concerning his/her attendance policies.

Participation in official University activities, serious health concerns, personal emergencies, and religious observances are valid reasons for absence from classes. Students are responsible for informing their instructors about their absence from class and for completing assignments during their absence. No adverse or prejudicial effects shall result to any student with a documented,

excused absence.

Questions may be directed to the Dean of Student Affairs office or to Student Health & Counseling.

- Policy went from Bicak to the athletic committee, to our minutes, then dean council and it got put into the catalog without going through the FSAA. It's now on FSAA's January agenda.
- Faculty, Staff, Student Senates and Cabinet Potluck
  - With mask mandate potluck is on the fence. Not on hold yet, looking to how things go before cancelling.
- Double Count rule for interdisciplinary Majors
  - Feedback on the guidelines that were approved last April?
- Syllabus Statements
  - To late for this semester. Will keep pushing for the link.
  - Assign an exec comm member to follow through with different processes to make sure documents get posted.
- Family Leave working group
  - No real update, waiting on policy to come out for review.
  - Some in group are asking for seat at table when it is being drafted
  - Family leave working group: multi campus group looking at this policy, and will review it after they come up with one.

## New Business

- FS Sponsored Public Lecture Series? (Monthly? Semimonthly?)
  - Department chairs are invited to ask members from the disciplines in their departments to lecture about what their area is, why it is important, what they see as the importance of a college education, and what a degree from their discipline means to their graduates and potential employers
  - Start with the traditional liberal arts/humanities departments
  - Record and put them on the website to support GS?
  - Funding for refreshments?
  - Lecture series: this would be for the next academic year (Fall) this would need to be worked with academic affairs. Something to be discussed with the new SVCAA
- Website Review and Update of Policy Documents relating to FS and the FS Standing Committees
  - Some policy documents seem to be out of date, have multiple versions published on the website, and/or are entirely unavailable
  - Charge each committee with getting us their updated policy documents to publish alongside the FS Constitution/Bylaws
  - Create a welcome to the senate packet/brief that contains links to the relative policy documents and a short synopsis of what is required and what is expected

of senators during their terms?

- In need of review and clean of website. Charge the committees? Who is going to keep this up to date? Oversight committee? Ask people, what are you looking for? How or where would you like to find it. Come up with a structure for the archival process, to make it more organized. Who should be responsible in the long run?
- Would the library committee do this? Oversight committee? IT and library? Make sure the people on the committee would have the expertise to work on this.  
Figure out a system on how the web page will get uploaded and who sends the material to the archives.
- Agenda items for the upcoming meeting with the Cabinet on Wed, Jan. 26th @ 11:00 am
  - Update on Faculty/Workforce reduction
  - Update on reorganization/restructuring of SVCAA position  
How is the RIF and or reorganization going to affect those support areas.  
What other units are being targeted.
  - Plans for the library search, update on the search for SVCAA

#### General Discussion

- Please bring items you wish to discuss, and possible items for the agenda with the cabinet.




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UNK Administration & FS Executive Committee  
Meeting Minutes

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January 26, 2022 – 11:00-12:00 p.m. – Warner Hall Conference Room

**Members, UNK Administration**

Chancellor, Doug Kristensen  
SVC Charles Bicak  
VCBF Jon Watts  
VCEMM Bartling  
Dean Hinga  
SACEA Falconer

**Members, FS Exec Committee**

Derek Boeckner, President  
Alejandro Cahis, Secretary  
Ngan Chau, Representative  
Dawn Mollenkopf, Parliamentarian  
Martonia Gaskill, Past President

**Discussion Items:**

- Updates on Searches
  - SVCAA
    - Mark Reid is satisfied with the progress; The search firm is doing its job and the search is progressing; the ad has been placed and candidates are being gathered—looking at mid-February to start review of candidates—the search is in good shape
  - AVC for Research
    - Position description still being crafted, should be ready to go spring 22 sometime.
    - In the meantime: Sharon Obasi/Scott Darveau, Michelle Warren, and Travis Reynolds are carrying out the OSP duties.
  - Dean Library
    - Chair Longo, 12 committee members, 11 library faculty, ad is out
- Updates on Covid Policy
  - We are following the trend from Two Rivers—2-3 weeks should get us through the peak and then the cases should diminish—UNK will stay in person—most people are compliant. We don't have funds for mass testing nor do we have the resources for isolation. We have 35 cases today, which is less critical than the 80 maximum numbers we have before (at peak time which I missed—this time last year?)
  - Remain willing to meet with the Ad Hoc Covid committee when needed.

- Updates on RIF
  - RIF is going on—upper administration is following the 5 recommendations from the Faculty Advisory Committee. Individuals and some operations have been contacted and there are some reductions. Mostly individuals contacted so not a list, but progress has been made—things seem in reasonable form and there are good discussions
- Updates on Restructuring of the SVCAA position and duties
  - Things are moving forward but not much new to report

## Reports

### Chancellor Kristensen

Feb 17 hearing date for federal funds, rural health facility initiative is #1 bill, fundraising for the new facility. The operating funds are going to be tougher to come by than the building funds. President Carter on board for the project. The legislature seems to be very supportive, but it needs to get through appropriations.

Former Regent Bob Whitehouse died last week. He was a former student athlete here at UNK and was a Hall Monitor at Men's Hall before becoming President of the RAs. He was a wonderful advocate for UNK and served wonderfully in the Board of Regents. He will be sorely missed.

### SCVASA Bicak

A new Master's in Public History is in the works. It is at the Provost level for approval.

### VCBF Watts

The Engagement Center building is making progress and Otto Olsen officially has finally been torn down. The search for the Plambeck Center Director is going well and is in the hands of a very capable faculty member (Dawn Mollenkopf) leading the search.

### DSA Hinga

MKL day—Ernie Chambers speaking—service activity; Reorganization of student life some staff have been let go. That will allow reorganization into two positions.

### VCEMM Bartling

Numbers for next year's enrollment look good. Ahead of last year's pace. Still following up and actively engaging students who haven't committed yet. There is optimism around the new retention software and system that is being implemented which should help to keep the additional students that we have been recruiting through the new initiatives and scholarship programs.

### SACEA Falconer

Faculty Senate President's Report  
February 3, 2022

**Board of Regents**

**Meeting December 3, 2021**

- Funding to complete Warner Hall renovations were approved.
- Regent Stark presented a KUDOS award to Chelsea Bartling, Interim Director of the Lavonne Kopecky Plambeck Early Childhood Education Center at the University of Nebraska at Kearney

**Upcoming items February 11, 2021**

- Proposed Amendment to Section 5 of the Standing Rules
  - The amendment is intended to provide clearer communication and improve the Public Comment experience. An option to present written testimony is also added
  - <https://nebraska.edu/-/media/projects/unca/docs/board-of-regents/agendas-and-minutes/2022/february-board-meeting/notice-02-11-22.pdf>
  - Seems designed to clarify how to present public comments before the board and also allows the chairperson to prohibit multiple appearances by persons presenting needlessly repetitious or redundant testimony.

**Executive Committee meeting with Administration**

- Searches for SVCAA, AVC for Sponsored Programs and Research, and New Dean of the Library are moving on schedule.
- LB1077 Contains some language that concerns academic freedom and will be watched carefully.

**Faculty Senate Academic Affairs Committee  
Minutes from Meeting  
Thursday, January 27, 2022  
Meeting held via Zoom**

**Present:** Debbie Bridges (CBT), Steve Hall (CBT), Ted Rupnow (CAS), Julie Shaffer (CAS), Bailey Koch (COE), Kate Heelan (COE), Lindsay Brownfield (LIB), Anthony Donofrio (FS), Joel Cardenas (AA), Lisa Neal (REG), Mark Ellis (AA), Aidan Weidner (Student Senate), Jackson Miller (Student Senate)

**Absent:**

**Guests:** Jim Vaux (ITEC); Ben Brachle (ITEC); Scott Unruh (FS Athletics Committee); Derek Boeckner (FS President)

\*\*\*\*\*

Bridges called the meeting to order at 3:31 p.m.

Bridges welcomed Committee members and introduced Derek Boeckner and Scott Unruh to discuss the proposed change to the Attendance Policy (late addition to the agenda).

Boeckner and Unruh provided some background on the proposed change. They noted that Dr. Bicak asked the Faculty Senate Athletic Committee to look at this policy and make (if any) recommendations. The faculty on the committee made the recommended revised policy then went to the Deans for input and approval. The wording as it stands was what came from the Dean's Council. The policy sent to Faculty Senate (spring 21) as part of the minutes from the FS Athletic Committee. The final document was sent to Student Senate Executive Committee. They sent a statement of support for the policy. The revised policy was added to this year's catalog (21-22). As an academic policy though, changes to it are processed through this committee. The purpose of today is to request the Committee to consider these changes through its process of approval this semester.

Shaffer inquired what "earned equivalent credit" means. Unruh clarified this could mean a personal meeting, an alternative opportunity to earn an equivalent score, or another method that would result in the student not being punished by a grade reduction for an excused absence.

Bridges noted that FSAA Committee's standard procedure is to send policy proposals out to campus for review and input. Bridges suggested the proposal be sent to the College Ed Policy / Academic Affairs Committees with the request that the Committees seek input from their faculty and report findings to FSAA by the March meeting. Bridges also suggested sending the proposal to faculty and asking for input might be useful. Shaffer (Donofrio) moved to send the proposal to both faculty and to the College Committees. Motion carried.

Koch (Brownfield) moved to approve the agenda. Motion carried.

Bridges informed the Committee that the catalog language changes identified in the agenda were information only. The changes do not require the approval by the Committee but are being reported to keep campus informed of changes to catalog language and the reason for those changes.

Discussion moved to agenda items. The subcommittee met last week and did not see red flags. Shaffer (Heelan) moved to approve agenda items #94 - #148. Motion carried.

Bridges reminded the Committee that quick turnaround on approving the minutes is needed to meet Faculty Senate's submission deadline for the February packet (deadline is end of day today) – so please watch email and act on the minutes by tomorrow (Friday) afternoon.

Shaffer asked and Bridges clarified that she will send out the proposed changes for feedback on behalf of the committee.



Donofrio (Heelan) moved to adjourn. Motion carried.

Meeting adjourned at 3:51 p.m.

Respectfully submitted,

Bailey Koch (scribe)

Approved via email, January 28, 2022

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2021-2022 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING  
 Academic Affairs Subcommittee 1/19/2022  
 Academic Affairs Full Committee 1/27/2022

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

---

Courses approved by Beth Hinga to satisfy EXL requirement:

THEA 295 – Theatre Practicum  
 THEA 423 – Advanced Theatre Practicum  
 SOC 490 – Directed Research

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Based on Executive Memorandum No. 40: Policy on Chosen Name and Gender Identity, signed by President Carter on September 15, 2020 any reference to “he/she”, “him/her”, “he or she” and “him or her” was replaced with “they” or “their” in the catalog. Those catalog pages include:

- Appeal Procedure – Final Grade
- Registration
- Repeated Courses
- Student Attendance Policy Statement
- Bachelor of Fine Arts
- Academic Amnesty
- Course Numbering
- Incomplete Removal
- Non-Traditional Credit
- Repeated Courses

In addition, the following pages had information updated:

**Non-Traditional Credit**

- Corrected CLEP test costs.
- Alphabetized non-traditional credit exams

**Repeated Courses**

- Added clarifying language on Credit/No Credit

**Grading Options**

- Corrected grade from A to “A+” as the A+ has been accepted since fall 2001.
- Updated to reflect the FSAA approved CR/NC policy.

**Academic Amnesty**

- Replaced “-Kearney” with “at Kearney” to maintain consistency with the rest of the catalog.

**Institutional Requirements**

- Added “at UNK” to number seven to provide clarification. Students that receive a bachelors degree from another institution must complete all UNK degree requirements.

**Bachelor of Arts and Bachelor of Science in Education**

- Added minor duplication, consistent with other degrees.

**Bachelor of Fine Arts**

- Added minor duplication, consistent with other degrees.

**Bachelor of Music**

- Added minor duplication, consistent with other degrees.

### **Registration**

- Clarifying language around the initial registration fee.
- Updated the name of the First Year Program to Office of Student and Family Transitions
- Updated phone numbers for the Office of Student Family Transitions

### **Appeal of Academic Suspension**

Removed the statement “Students must meet with their academic advisor at least twice during the semester they are re-admitted, to report their academic progress.” We worked with the office of Academic and Career Development; they do not enforce this rule. We also verified with Dr. Beth Hinga that we were under no obligation by HLC for this to occur.

#94, Create, Course, CHEM 148, Introductory Chemistry for the Health Sciences, CHEM, CASC, An introductory chemistry course for students in the health sciences will allow for better preparation of for students in pre-nursing, pre-radiography, etc. Approved to satisfy LOPER 8 by General Studies Council on 12/2/21.

#95, Create, Course, CHEM 148L, Introductory Chemistry for the Health Sciences Lab, CHEM, CASC, An introductory chemistry lab course for students in the health sciences will allow for better preparation of students in pre-nursing, pre-radiography, etc. Approved to satisfy LOPER 8 by General Studies Council on 12/2/21.

#96, Inactivate, Course, CJUS 188, GS Portal, CJUS, CASC, Class is no longer offered.

#97, Inactivate, Course, CJUS 353, Crime Prevention and Security, CJUS, CASC, Courses no longer offered.

#98, Inactivate, Course, CJUS 355, Family Law, CJUS, CASC, Course no longer offered.

#99, Inactivate, Course, CJUS 375, Comparative Criminal Justice Systems, CJUS, CASC, Course no longer offered.

#100, Alter, Minor, Construction Management, ITEC, CBT, A course has been changed in the Construction Management BS and therefore the same course needs to be changed in the minor.

#101, Alter, Minor, Ethnic Studies, ETHS, CASC, The WG & Ethnic Studies Advisory Board has agreed to make the following changes to update the list of course electives for the Ethnic Studies minor degree: Add the following established courses as Electives in the Ethnic Studies Program: SOC 442 – Sociology of Religion.

#102, Alter, Course, Title, FAMS 402, Research and Analysis in Family Science, FAMS, COE, New program name; Change in course title, Old Value: Research and Analysis in Family Studies, New Value: Research and Analysis in Family Science.

#103, Alter, Course, Title, FAMS 404, Family Science Ethical and Professional Practice, FAMS, COE, New program name; Change in course title, Old Value: Family Studies Ethical and Professional Practice, New Value: Family Science Ethical and Professional Practice.

#104, Alter, Program, Health Sciences, B.S., HSCI, CASC, Changes are being proposed to the Health Sciences Major to add several newly created classes that are health-related and to add additional classes to the electives. Now that the major has been in place for several years, we have a better sense of the career goals of students pursuing this major. Therefore, we are proposing additional electives that will help students prepare for their future careers such as marketing, sales, psychology and behavioral health to name a few. Several of the proposed additions to the electives will also help fulfill pre-professional requirements for students. For example, several health programs are now requiring a Biomechanics

course and therefore, we are adding PE 360. We have been substituting these classes for students on an individual basis and this will eliminate the need to manually do that.

#105, Alter, Program, Industrial Distribution Comprehensive, B.S., ITEC, CBT, The program change reflects the updating of courses taught in our department. The safety courses (SFED 435) was to removed and the material moved into SFED 460 & SFED 462 which replaces SFED 435. This helped reduce the offering of a course since two programs in our department, Industrial Distribution and Construction Management, both take this safety course together now. Additionally, ITEC 110 is removed since the course will no longer be offered, and the content moved into ITEC 114, and ITEC 114 is increased by one credit to facilitate the teaching of the additional material.

#106, Alter, Minor, Industrial Distribution, ITEC, CBT, The Industrial Distribution BS is being changed and the same changes need to take place in the minor.

#107, Create, Course, ITEC 118, Aviation History, ITEC, CBT, The purpose of this course is to present aviation events in historical context of economic, political, social, and cultural impact. Students will learn about the pioneers who shaped aviation. Significant events, people, places, and technologies in aviation throughout history will be explored. Understanding the background behind the aviation industry provides a depth for students that is needed for their careers.

#108, Alter, Course, Prerequisites, ITEC 170, Private Pilot Theory, ITEC, CBT, This change in prerequisite now satisfies the Federal Aviation Administration's requirement for Private Pilots to meet International Civil Aviation Organization (ICAO) Level 4 English upon certification. The Checkpoint Aviation English Test is an ICAO-recognized measure of Aviation English competency that is used to assess pilot Aviation English in their certification process; Change course prerequisites, Old Value: None, New Value: Department permission required.

#109, Create, Course, ITEC 295, Aviation Meteorology, ITEC, CBT, Students need to understand and apply aviation specific meteorology in order to be safe in the cockpit.

#110, Create, Course, ITEC 365, Crew Resource Management, ITEC, CBT, Flight personnel in the cockpit must communicate and work as a team for the safety of the passengers. The purpose of this course is to explore concepts of Crew Resource Management (CRM), teamwork, and organizational factors in aviation.

#111, Alter, Course, Prerequisites, Catalog Description, ITEC 378, Professional Flight 6, ITEC, CBT, The addition of "and" enables UNK Faculty to identify and select those students with the appropriate knowledge, skills, and abilities (KSA) required to function as an FAA Certificated Flight Instructor (CFI); Change in prerequisites, Old Value: ITEC 376 or permission, New Value: ITEC 376 and permission; Change catalog description, Old Value: This course provides the student with the aeronautical experiences required to qualify for the FAA Flight Instructor Certificate, New Value: This course provides the student with the aeronautical experiences required to qualify for the FAA Flight Instructor Certificate. Student must possess Commercial Pilot Certification prior to enrollment in course.

#112, Alter, Course, Prerequisites, Catalog Description, ITEC 379, Professional Flight 7, ITEC, CBT, The addition of "and" enables UNK Faculty to identify and select those students with the appropriate knowledge, skills, and abilities (KSA) required to function as an FAA Certificated Flight Instructor (CFI); Change in prerequisites, Old Value: ITEC 378 or permission, New Value: ITEC 378 and permission; Change catalog description, This course provides the student with the aeronautical experiences required to qualify for the FAA Instrument Flight Instructor Certificate, New Value: This course provides the student with the aeronautical experiences required to qualify for the FAA Instrument Flight Instructor Certificate. Professional Flight 6 Certified Flight Instructor (CFI) rating required prior to enrollment.

#113, Alter, Course, Prerequisites, ITEC 380, Professional Flight 8, ITEC, CBT, The addition of "and" enables UNK Faculty to identify and select those students with the appropriate knowledge, skills, and abilities (KSA) required to function as an FAA Certificated Flight Instructor Multi-Engine (CFI ME); Change

in prerequisites, Old Value: ITEC 376 and ITEC 377 or permission, New Value: ITEC 376 and ITEC 377 and permission.

#114, Alter, Course, Prerequisites, ITEC 398, Advanced Virtual Design and Construction, ITEC, CBT, ITEC 205 is changing to a Heavy Civil course (ITEC 208) and no longer necessary as a prerequisite to ITEC 398; Change in prerequisites, Old Value: ITEC 212 and ITEC 205, New Value: ITEC 212.

#115, Alter, Course, Prerequisites, ITEC 451, Manufacturing/Distribution Relationships, ITEC, CBT, We have changed the internship designation from ITEC 475 to ITEC 475B and this prerequisite change reflects this; Change in prerequisites, Old Value: ITEC 475, New Value: ITEC 475B.

#116, Create, Course, ITEC 475B, Industrial Distribution Internship, ITEC, CBT, Rational for creating ITEC 475B Ind Dist Internship as a new course.

Currently, the ITEC department is moving away from one internship for all majors to a model where each program will have its own. This is very important in that an internship experience that serves one major very well may not serve another. It is behind this rational that the Industrial Distribution faculty have decided to create ITEC 475B as its own internship program. Currently the prerequisites for the ITEC 475 (the general internship) are a minimum program core GPA of 2.5 and the completion of ITEC 308 Industrial Management. In addition, the ID faculty would like to include ITEC 353 Industrial Distribution Branch Operations as a prerequisite as most Industrial Distribution students complete their internship at a wholesale distributor or a supplier to a wholesale distributor. Understanding the specific operations of this link in the supply chain is important to their success in the internship. Also, because all approved Industrial Distribution internships take place with companies who either make or distribute technical products, it is important that the students have a basic understanding of these products. To facilitate this, students will now be required to complete ITEC 271 and ITEC 272 and ITEC 308 and ITEC 353.

#117, Alter, Course, Prerequisites, ITEC 490, Industrial Distribution Seminar, ITEC, CBT, We have changed the internship designation from ITEC 475 to ITEC 475B and this prerequisite change reflects this; Change in prerequisites, Old Value: ITEC 475, New Value: ITEC 475B.

#118, Create, Course, ITEC 492, Aviation Human Factors, ITEC, CBT, The purpose of this course is to provide students with an understanding of human factors as it applies to pilots, aviation managers, and administrators. Topics include physiological, psychological, and psychosocial aspects of flight crew performance, threat and error management, and aircraft accident analyses. This class is key for students' awareness of dynamics in the cockpit.

#119, Alter, Course, Number, Catalog Description, JMC 218, Writing for the Media, JMC, CASC, We are in the process of redesigning our curriculum. We are making the old JMC 318 or JMC 319 the new sophomore-level major basic writing class. As such we are moving them to the 200 level. Given the rest of our offerings, this class should be at the 200 level. Other changes are relatively minor. Course description has been updated to better match how the class is being taught; Change course number, Old Value: 318, New Value: 218; Change catalog description, Old Value: Students will prepare written material for the media through assignments of varying styles, formats and degrees of difficulty, New Value: As the world of integrated news continues to expand, journalists must be prepared with skills to meet the demands of the industry. Students will learn to select, focus and write news and feature stories. Students will also adapt the techniques of news writing to public relations work and advertising. Work in this course prepares students to write for The Antelope student newspaper or selling and creating advertising for The Antelope and its website. Students will create work for their portfolios in preparation for communication internships and jobs in professional communication.

#120, Alter, Course, Number, Catalog Description, JMC 219, Sports Writing for the Media, JMC, CASC, We are in the process of redesigning our curriculum. We are making the old JMC 318 or JMC 319 the new sophomore-level major basic writing class. As such we are moving them to the 200 level. Given the rest of our offerings, this class should be at the 200 level. Other changes are relatively minor. Course description has been updated to better match how the class is being taught; Change course number, Old Value: 319, New Value: 219; Change catalog description, Old Value: This course is designed for students

pursuing a career in sports communication, whose professional duties will require them to prepare or approve written material in a variety of forms and styles for a range of media, New Value: As the world of integrated news continues to expand, sportswriters must be prepared with skills to meet the demands of the industry. Students will learn to select, focus and write sports and feature stories. Students will also adapt the techniques of sports writing to public relations work and advertising. Work in this course prepares students to write for The Antelope student newspaper or selling and creating advertising for The Antelope and its website. Students will create work for their portfolios in preparation for communication internships and jobs in professional communication.

#121, Alter, Course, Title, Prerequisites, Catalog Description, JMC 305, Advanced Media Writing, JMC, CASC, This course is being re-titled to make it better fit what is being taught in the class and to match the curriculum update the department is going through. The course description has been updated to better match the course and the trends within the industry. Prerequisites are being updated to match new curriculum; Change course title, Old Value: Writing Feature and Magazine Articles, New Value: Advanced Media Writing; Change prerequisites, Old Value: JMC 215 or permission of Instructor, New Value: JMC 215 or JMC 218 or JMC 219; Change catalog description, Old Value: An in-depth study of how to write and market feature articles for newspapers and magazines, New Value: This class will be an opportunity for you to develop as a non-fiction writer by reading the works of major contemporary media writers and by researching and writing in-depth articles. In this course we will discuss how to develop story ideas, strengthen your point of view, research stories, and develop your voice as a writer. We will also read, analyze and discuss a wide range of non-fiction articles.

#122, Alter, Course, Number, Prerequisites, Catalog Description, JMC 322, Photojournalism, JMC, CASC, This class is being given higher requirements and is being moved into major curriculum rather than being an elective. It is also being made more explicitly a photojournalism course; Change course number, Old Value: 220, New Value, 322; Change prerequisites, Old Value: None, New Value: JMC 112; Change catalog description, Old Value: Digital photography techniques. Introduction to using computer software and hardware to shoot and prepare photos for reproduction. Field assignments will be required, New Value: This is a course in digital photojournalism, covering the basics of telling stories through photography, operating a DSLR camera in manual mode, processing images with photo editing software, and moving images through prepress. Field assignments will be required.

#123, Alter, Course, Title, Catalog Description, JMC 330 Media Design, JMC, CASC, We have long taught two somewhat similar courses on layout and design. As part of our curriculum redesign, we are consolidating Advertising Design and Publication Design into a single class - Media Design. The changes here are relatively minor. Language in the catalog description has been made more contemporary to match industry trends; Change course title, Old Value: Publication Design, New Value: Media Design; Change catalog description, Old Value: Basic design and production techniques necessary for all publications. Utilizes desktop publishing to produce fliers, brochures and newsletters. Students will be expected to demonstrate proficiency with Adobe Photoshop and InDesign on the first day of the course, New Value: You will learn fundamental design principles and production techniques necessary for developing branding schemes, knowing and coordinating the building blocks of good design and utilizing popular communication software to create variety of user-friendly, cohesive designs. You will also learn advanced typographical, layout and editing techniques to add polish to your work.

#124, Alter, Course, Title, Prerequisites, Catalog Description, JMC 351, Advertising and Promotion at Antelope, JMC, CASC, The course is being retitled to include promotion of The Antelope as part of the course. The class is not being substantially changed. The course description has been updated for completeness and to better match industry standards. Prerequisites have also been updated; Change course title, Old Value: Advertising at Antelope, New Value: Advertising and Promotion at Antelope; Change prerequisites, Old Value: JMC 307 and JMC 329 or JMC 330 or permission of instructor, New Value: JMC 302 and JMC 307 and JMC 329 or JMC 330 or permission of instructor; Change catalog description, Old Value: Students will develop advertising accounts, sell and design ads for the student newspaper, The Antelope. May be repeated for a total of four hours, New Value: Students will develop advertising accounts, sell and design ads for the student newspaper, The Antelope. They will also develop advertising and marketing communications materials to promote The Antelope. This course may

be repeated for a total of four hours.

#125, Alter, Course, Title, Total Hour Completions, Total Credits Allowed, Prerequisites, JMC 352 Photojournalism at Antelope, JMC, CASC, The major change is to the course title to bring it into compliance with the naming of the other Antelope courses, i.e. News at Antelope, Sports at Antelope, etc. Also updating the prerequisites to match our new curriculum. (We are renumbering the photojournalism class.) None of the rest of the syllabus has been changed; Change course title, Old Value: Antelope Newspaper Production Photo Staff, New Value: Photojournalism at Antelope; Change total hour completions allowed: Old Value: 5, New Value: 2; Change total credits allowed, Old Value: 10, New Value: 4; Change prerequisites, Old Value: JMC 220 or permission of instructor, New Value: JMC 220 or JMC 332 or permission of instructor.

#126, Alter, Course, Title, Prerequisites, Catalog Description, JMC 420, Strategic Communication Campaigns, JMC, CASC, JMC 420 is being retitled to better match our upcoming curriculum revision. We had previously had two separate major capstone courses for students to choose between, but it has now been several years since we have made that choice available. For some time JMC 409 - Public Relations Campaigns and JMC 420 - Advertising Campaigns have had substantially overlapping content and students have taken one or the other. With these revisions we will no longer offer JMC 409. Prerequisites have also been updated; Change course title, Old Value: Advertising Campaigns, New Value: Strategic Communication Campaigns; Change prerequisites, Old Value: JMC 307, New Value: JMC 302 and JMC 307 and JMC 309; Change catalog description, Old Value: Integrates, amplifies and applies previous advertising and marketing coursework. Focus is three-fold: 1) utilizing research to write sound advertising-based integrated marketing communication plans, complete with post tests for effectiveness; 2) creating the campaigns including proposed media plans and media buys; and 3) making client presentations, New Value: Integrates, amplifies, and applies previous advertising, integrated marketing communication, and public relations coursework. Focus is three-fold: 1) utilizing client information and research to write sound public relations/advertising-based communication plans, complete with 1) utilizing research; 2) creating campaigns which include proposed strategic media and public relation plans; and 3) making client presentations.

#127, Alter, Course, Title, Credit Hours, Catalog Description, JMC 498, Multimedia Capstone, JMC, CASC, We are in the process of moving the Multimedia major from a standard degree program to a comprehensive BS degree. The multimedia capstone class has been limited to 1 hour because that's how much room there was for it in the degree program. But with the comprehensive degree, there's room to make it be the three-credit class we always wanted it to be. The big change is that students taking it for three hours will get more classroom time to work on the experiential learning project for a client. We will continue to offer it as a 1-credit course for legacy students in the program. Once all of them have completed their program, we will move to offering it exclusively as a 3-credit class; Change course title, Old Value: Multimedia Directed Study, New Value: Multimedia Capstone; Change credit hours, Old Value: 1, New Value: 1-3; Change catalog description, Old Value: Students will work in teams in this course and will produce original multimedia productions in consultation with and directed by members of the Communication Department. This is a capstone course for Multimedia majors and minors and should be taken during the student's senior year, New Value: This is an Experiential Learning course. Students will work in teams to produce original multimedia productions for real world clients, using their knowledge and skills from Art, Cyber and Communication Departments. This is a capstone course for Multimedia majors and minors and should be taken during the student's senior year.

#128, Alter, Course, Title, Catalog Description, LNSK 103, Foundations for Learning, COE, Course title change only. Changing Foundations for Learning since a new Learning Strategies Office Coordinator has been hired and the position is able to develop the course with a new name; Change course title, Old Value: University Foundations, New Value: Foundations for Learning; Change catalog description, Old Value: This academic skills seminar is strongly recommended for first year and transfer students. Course topics include an interdisciplinary focus on reading, writing, and communicating at a college level. The course encourages students to build transferable critical thinking skills, set educational and career goals, and develop time management and financial competences. Students will learn to utilize university resources to achieve both academic and personal growth. Credits earned in this graded course may be

counted as electives toward graduation, New Value: This academic skills course concentrates on helping with the transition to doing college level work. Course topics include an interdisciplinary focus on reading, writing, and communicating at a collegiate level. The culmination of the class will pertain to utilizing these higher-level academic skills in effective learning strategies, test-taking, and writing research. The course also encourages students to build transferable critical thinking skills, set educational and career goals, and develop time management and financial competences. Students will learn to engage with higher education resources to achieve both academic and personal growth. Credits earned in this graded course may be counted as electives toward graduation.

#129, Inactivate, Course, PSY 126, First Year Seminar, PSY, CASC, We have no plans to offer this course in its current format.

#130, Inactivate, Course, PSY 188, GS Portal, PSY, CASC, Change in the GS program.

#131, Inactivate, Course, PSY 192, Death and Dying, PSY, CASC, Faculty member no longer teaching course,

#132, Inactivate, Course, PSY 220, Introductory Psychology Seminar, PSY, CASC, Course not taught.

#133, Inactivate, Course, PSY 280H, Special Topics, PSY, CASC, We have not been offering this course.

#134, Inactivate, Course, PSY 317, Biopsychology, PSY, CASC, Do not currently have faculty to teach this course.

#135, Inactivate, Course, PSY 388L, GS Capstone Lab, PSY, CASC, We no longer offer this course and we haven't offered a 1 hour lab component.

#136, Inactivate, Course, PSY 400L, Advanced Psychology Lab, PSY, CASC, We changed curriculum to require a 3cr capstone experience.

#137, Inactivate, Course, PSY 403, Psych of Motivation, PSY, CASC, Do not currently have faculty that can offer this course.

#138, Alter, Course, General Studies Status, SOC 124, Social Problems, SOC, CASC, This is an existing course which is being submitted to the General Studies program for LOPER 7 approval; Change General Studies status, Old Value: General Studies Course: No, New Value: General Studies Course: Yes. Approved to satisfy LOPER 7 by General Studies Council on 12/2/21.

#139, Alter, Course, Title, Corequisites, Catalog Description, TE 336, Methods for Preschool Classrooms, TE, COE, This content-based course provides foundational information for lesson planning and programming across curricular areas but students entering senior level field based early childhood courses (specifically TE 344/344L) are not able to effectively adapt curriculum to students with special needs because they of insufficient prerequisite curriculum planning and implementation skills. Adding a field component as a co-requisite to this course will help address this issue. Also, covering both preschool and kindergarten has been shortchanging the preschool component while kindergarten is being adequately addressed in other early childhood courses. So, the name and content of TE 336 will now focus only on preschool. Finally, ESL Supplemental endorsement students have been taking the TE 336 course to meet Rule 24 requirements, but TE 342 has been adjusted to better fit those needs so the prerequisites for TE 336 will no longer include the ESL course options. These ESL prerequisites will be moved to TE 342; Change course title, Old Value: Methods for Preschool and Kindergarten Classrooms, New Value: Methods for Preschool Classrooms; Change corequisites, Old Value: None, New Value: TE 336L; Change catalog description, Old Value: The focus of this course is to provide students with the knowledge and skills needed to create effective preschool and kindergarten classrooms that will address the needs of the whole child, and incorporate developmental and learning needs of children with a wide range of abilities, New Value: This course will provide students with the knowledge and skills needed to plan and create effective preschool programming that incorporates developmentally appropriate practices



across a range of curricular areas and developmental domains and addresses the developmental and learning needs of children with a wide range of abilities.

#140, Create, Course, TE 336L, Field Experience: Methods for Preschool Classrooms, TE, COE, TE 336 is a content-based course that provides foundational information for preschool lesson planning and programming across curricular areas but students entering senior level field based early childhood courses (specifically TE 344/344L) are not able to effectively adapt curriculum to students with special needs because they of insufficient prerequisite curriculum planning and implementation skills. Adding TE 336L as a co-requisite field component to TE 336 will help address this issue.

#141, Create, Course, TE 337, Assessment and Observation of Young Children, TE, COE, Student PRAXIS Subject Exam scores and performance in senior level early childhood courses (specifically TE 343/343L and TE 344/344L) indicate that students do not have sufficient information in observing and assessing young children for a variety of purposes before they work with children who have special needs. Creating a class that addresses this need will provide this additional content and enable students to apply this to field-based activities as part of this course.

#142, Alter, Course, Credit Hours, Prerequisites, Corequisites, Catalog Description, TE 339, Infant and Toddler Curriculum, TE, COE, Student's PRAXIS Subject exam scores and interviews of graduates indicate that students need more mastery of the curricular assessment, planning and strategies needed for infants and toddlers who are served in a variety of program options. Moving the course from 2- to 3 credit hours will allow greater coverage of these areas. Also, students entering senior level field based early childhood courses (specifically TE 343/343L) are not able to effectively adapt curriculum to infants and toddlers with special needs because they of insufficient prerequisite curriculum planning and implementation skills for this age group. Adding a field component as a co-requisite to this course will help address this issue. Finally, the prerequisite is also changing from TE 341 only to include FAMS 251 so students will have a stronger foundation in early childhood development before taking this course; Change credit hours, Old Value: 2, New Value: 3; Change prerequisites, Old Value: None, New Value: TE 341 and FAMS 251; Change corequisites, Old Value: None, New Value: TE 339L; Change catalog description, Old Value: This course is designed to help students plan a responsive and relationship-based curriculum for infants, toddlers and their families. Students will compare and contrast research based infant toddler curriculums, as well as review a variety of caregiver resources. Students will learn how to plan curriculum, produce individualized lesson plan that reflect children's interests while also meeting program criteria and performance standards. In addition, students will explore a variety of early childhood program options including home childcare, home visitation and center based care, New Value: This course is designed to help students plan responsive and relationship-based curriculum for infants, toddlers, and their families. Students will explore a variety of infant toddler program options and educational environment including home childcare, home visitation and center-based care. Students will compare and contrast research based infant toddler curriculums, as well as review a variety of caregiver resources. Students will learn how to plan developmentally appropriate curriculum, assess environments, produce individualized activities that reflect children's interests and needs while also meeting program criteria and/or standards.

#143, Create, Course, TE 339L, Field Experience: Infant Toddler Curriculum, TE, COE, TE 339 is a content-based course that provides foundational information for lesson planning and programming for infants and toddlers but students entering senior level field based early students entering senior level field based early childhood courses (specifically TE 343/343L) are not able to effectively adapt curriculum to infants and toddlers with special needs because they of insufficient prerequisite curriculum planning and implementation skills for this age group. Adding TE 339L as a co-requisite field component to TE 339 will help address this issue.

#144, Alter, Course, Credit Hours, Catalog Description, TE 341, Foundations of Early Childhood Education, TE, COE, Student's PRAXIS Subject exam scores indicate that students need more mastery on theorists who influence early childhood programs and practices as well as the curriculum models and types of early childhood programs. Moving the course from 2-3 credit hours will allow greater coverage of these areas; Change credit hours, Old Value: 2, New Value: 3; Change catalog description, Old Value:

The focus of this introductory course is on historical and philosophical developments in the care and education of children with typical and atypical development, birth through age eight. Legal basis of services for young children and current social issues and legislation are studied. Students are introduced to the range of children served and developmentally appropriate practices for each of the age groups: infants and toddlers, preschoolers, kindergarteners, and primary grade children, New Value: This introductory course addresses historical, theoretical, and philosophical developments in the care and education of children with a range of developmental needs, birth through age eight. Students will become familiar with legislative, policy, and social influences and how these impact current issues and trends in the field. Students are also introduced to curriculum models and approaches and the application of developmentally appropriate practices for each of the age groups: infants and toddlers, preschoolers, kindergarteners, and primary grade children.

#145, Alter, Course, Credit Hours, Prerequisites, Catalog Description, TE 342, Literacy Methods for the Preschool Teacher, TE, COE, Student performance in senior level courses and interviews of graduates indicate that students do not get sufficient coverage on emergent literacy strategies, particularly regarding multilingual learners. Also, assistive technology was added to this course when Rule 24 updated its regulations, but the catalog description was not adjusted to make this change apparent. make Moving the course from 2-3 credit hours will allow greater coverage of these areas and adjusting the catalog description will make reporting for CAEP accreditation and Rule 24 more effective. It will also support ESL supplemental endorsement students in meeting their Rule 24 requirement for a preschool level literacy course that also addresses multilingual learners so the prerequisites will include ESL courses as well; Change credit hours, Old Value: 2, New Value 3; Change prerequisites, Old Value: TE 341, New Value: TE 341 or TE 327 or TE 328 or TE 329; Change catalog description, Old Value: The focus of this course is on preparing teachers to create effective beginning literacy programs for young children. Primary focus will be on preschool aged children with attention to both typical, atypical, and second language development. Students will (1) understand child development in relation to oral and written language, (2) be able to assess young children's language skills, (3) know how to create literacy-rich environments, (4) learn important teaching strategies to effectively promote early language skills, and (5) address the language needs of a diverse range of learners, including those with disabilities and Dual Language Learners, New Value: This course will prepare students to understand, assess, and support preschool children's oral and written language development, including those with special needs or who are learning multiple languages. Students will also learn to evaluate and create literacy-rich environments and implement emergent literacy strategies to enhance oral language, pre-reading, early writing, for preschool children across the range of communicative development. Students will also learn the role of technology in early literacy learning and how to utilize assistive technology for children who benefit from these supports.

#146, Alter, Course, Credit Hours, Prerequisites, Catalog Description, TE 346, Early Childhood Program Administration, TE, COE, Student's PRAXIS Subject exam scores and interviews of graduates indicate that students need more content and mastery on assessment and planning at the program level not just the classroom. The current level of coverage does not adequately address the advocacy, leadership, and use of standards and guidelines needed for program administration Students currently can take the course at any time in their program, but student performance indicates that students later in their program do better in the course than those who take it right away. Moving the course from 1-3 credit hours will allow greater coverage of these areas. The prerequisite is also changing from TE 341 only to include some of the early childhood methods courses to ensure students have the knowledge to do well in the class; Change credit hours, Old Value: 1, New Value: 3; Change prerequisites, Old Value: TE 341, New Value: TE 341 and TE 339 and TE 339L and TE 336 and TE 336L; Change catalog description, Old Value: This course is designed to provide students with a comprehensive understanding of the administrative aspects of early childhood programs. This course will prepare students to plan a facility, identify program goals, work with community resources, collaborate with schools and other early childhood programs, implement an early childhood program, and evaluate program quality, New Value: This course is designed to provide students with an understanding of management and leadership roles and responsibilities across a variety of early childhood program options. This course will prepare students to conduct program assessment and planning through knowledge and use of standards and guidelines. A focus on professional advocacy and leadership will be addressed as will identification of opportunities for

enhance quality through collaboration with community partners.

#147, Alter, Course, Title, Credit Hours, Prerequisites, Catalog Description, TE 347, Literacy Methods Birth to Age Three, TE, COE, Student's PRAXIS Subject exam scores and interviews of graduates indicate that students need more content and mastery on the language and literacy needs of the infant-toddler age group and how to make both home -and center-based early childhood programs literacy rich. There is also a need to better emphasize first and second language development for multilingual learners. Moving the course from 2-3 credit hours will allow greater coverage of these areas. The TE 100 prerequisite is also changing to TE 341, because student performance in the class currently shows that if they don't have basic knowledge of the early childhood field, they do not do as well in the course. TE 100 does not provide this. For Early Childhood Family Advocacy students taking this course, the prerequisite for FAMS 250 or FAMS 251 provide a foundational content to do well in this course. Finally, spelling out the 0-3 portion of the title will make the age group clearer to the students; Change title, Old Value: Literacy Methods 0-3, New Value: Literacy Methods Birth to Age Three; Change credit hours, Old Value: 2, New Value: 3; Change prerequisites, Old Value: TE 100 or FAMS 250 or FAMS 251, New Value: TE 341 or FAMS 250 or FAMS 251; Change catalog description, Old Value: The focus of this course is on preparing teachers to create effective beginning literacy programs for young children. Primary focus will be on children ages 0-3 years. Students will (1) understand child development in relation to oral and written language, (2) know how to create literacy-rich environments, (3) learn important strategies to effectively promote early language and literacy skills, (4) be able to assess young children's language and literacy skills, (5) be able to support parents as the primary educator of their children and (6) address the language needs of a diverse range of learners, including those with disabilities and English Language Learners, New Value: This course will prepare students to understand, assess, and support infant and toddler language and literacy development including those with special needs or who are learning multiple languages. Students will also learn to evaluate and create literacy-rich home-based and center-based environments and implement emergent literacy strategies to enhance oral language, pre-reading, pre-writing, for infants and toddlers across the range of communicative development.

#148, Alter, Course, Credit Hours, Prerequisites, Catalog Description, TE 349, Supporting Young Children Through Family & Community Involvement, TE, COE, Student's PRAXIS Subject exam scores and interviews of graduates indicate that students need more mastery on parent and family engagement/home and school partnerships, particularly in the level of community systems and supports outside of the classroom level. Moving the course from 1-3 credit hours will allow greater coverage of these areas. The prerequisite is also changing from none to TE 341, because student performance in the class currently shows that if they don't have basic knowledge of the early childhood field, they do not do well in the course; Change credit hours, Old Value: 1, New Value: 3; Change prerequisites, Old Value: None, New Value: TE 341; Change catalog description, Old Value: This course is designed to help students acquire the critical skills they need to establish effective, productive relationships with the families of young children and members of the community. Students will utilize a wide array of realistic case studies, and issues for discussion that sensitively address the increasing diversity of family structures in society. In addition, students will have a better understanding of parents and families and the resources available to them, New Value: This course is designed to help students acquire the critical skills they need to establish effective, productive relationships with the families and communities of the young children they serve, particularly young children ages 0-5. Students will examine their beliefs and practices for supporting young children through family and community systems, utilizing a wide array of case studies for discussion that sensitively address diverse family structures, strengths and needs. Students will build their knowledge, skills, and dispositions for supporting family and community engagement.

**Academic Information Technology Faculty Senate Committee**  
**Meeting November 22, 2021 10:30am**  
**Curriculum Classroom, CTR Library, and via Zoom**

Present: Andrea Childress, Janet Wilke, Phu Vu, Bobbi-Jean Ludwig, Martonia Gaskill (via Zoom)

Absent: Jacob Rosdail, Tim Obermier (class)

Martonia began the meeting by conducting the regular Faculty Senate business of reviewing the information on the committee, and the purpose of this first meeting. (See document below).

Bobbi Ludwig agreed to continue as Chair, and after the meeting, Jacob Rosdail agreed to continue as Secretary.

Martonia also shared that there is now a student representative for the committee – they will be included in the next meeting and all further emails. (List of members is below.)

The rest of the meeting was spent on hearing some updates from Andrea, including seeking input on upcoming potential changes (more information will follow.) She also spoke about the ITS Leadership Team meeting with President Carter.



**Faculty Senate Academic  
Committee**

**Information Technology Standing  
Monday Nov. 22<sup>nd</sup> @ 10:30 am**

**Greetings Members of the Faculty Senate Academic Information Technology Committee**

It is the duty of a member of the Faculty Senate Executive Committee to contact Faculty Senate standing committees following the conclusion of elections in order to **review the committee charge** and **facilitate the election of committee chairs and secretaries** so that they can be designated on our committee list. We also **assist the committee with setting its first meeting** to prepare for the academic year.

Please note below, from Faculty Senate Bylaws, the Committee charge and composition.

**Article VII.D. Academic Information Technology Committee**

Serves as the UNK Teaching, Learning, and Technology Roundtable that advises administration and faculty, shares information, coordinates plans, and suggests means for using technology to improve teaching and learning.

**COMPOSITION:**

One faculty member from and elected by each undergraduate college, one faculty member from and elected by the library faculty, and one faculty member from and selected by the Faculty Senate, the Chief Information Technology Officer, the Dean of Libraries, and one student selected by the Student Senate. **Total: 8 members.**

**Academic Information Technology Standing Committee**

Name	Year term ends	Representing
Bobbi-Jean Ludwig,	23.....	Library
Martonia Gaskill,	23.....	Senator
Tim Obermier,	22.....	CBT
Phu Vu,	22.....	COE
Jacob Rosdail,	22 .....	CAS
Dean of Library, Janet Wilke.....		Admin
Asst Vice President & CIO, Andrea Childress...		Admin
Keenan Torres .....		Student Senate

**Important:** Committee members must be engaged to keep their seat throughout the year. After 3 excused or unexcused absences, the member may be released from committee membership. A new member may be assigned by the department following the standard procedures.

**Special Charge from Faculty Senate**

No special charge has been assigned to this committee by Faculty Senate charge at this time. However, a charge might be assigned anytime during the academic year as issues that are appropriate for the committee to work on arises.

**Tasks for Todays' Meeting**

1. Elect a committee chair
2. Elect a secretary

3. Agree on a day/time for the monthly meetings
- Committee's Chair Main Roles
    - Prepare monthly meeting agendas
    - Send out meeting agenda and schedule room/zoom meetings
    - Keep meetings focused and members engaged
    - Approve minutes in a timely fashion
  - Secretary's Main Roles
    - Take notes and prepare meeting minutes
    - Share minutes with committee chair/members
    - Make sure meeting minutes are prepared and shared with committee members in a timely fashion for approval. Minutes may be approved in person or via email. Upon approval by the majority of members, minutes may be sent to Faculty Senate's Secretary for inclusion in the FS monthly packets. Watch the email request from **FS Secretary Alejandro Cahis** that goes out to the campus community requesting items for inclusion in the packet.

Should you have questions, please contact any member of the FS Executive Committee ([https://www.unk.edu/committees/faculty\\_senate/index.php](https://www.unk.edu/committees/faculty_senate/index.php)) . **Thank you** for your generous commitment of time and attention to this valuable service on behalf of the Faculty Senate. Your service is most appreciated and is essential to our system of shared governance.

Best wishes,

Martonia Gaskill, FS Past President  
Member, FS Executive Committee  
Member, FS AIT Committee

**General Studies Council Minutes**  
**January 19, 2022 @ 10:30 p.m.**  
**Warner Conference Room, Warner Hall or via Zoom**

**\*\* Approved via Email \*\***

**Present:** Jeong Hoon Choi, Nita Unruh, Doug Tillman, Rebecca Umland, Jeff Wells, Joan Blauwkamp, Jeremy Dillon, Joel Berrier, Michelle McKelvey, Noelle Bohaty, Rochelle Reeves, Sri Seshadri, Jessie Bialas, Mark Ellis, Amy Rundstrom, Greg Brown, Joel Cardenas, Beth Hinga

**Absent:** Sherri Harms, Lisa Neal

**I. New Business (Open Items):**

- APR-Self Study Changes
  - Hinga stated the self-study looked good and that she made a few changes on page 2 regarding references to the accrediting body.
  - Brown stated appreciation for the grammar and spelling corrections that were made in the shared document by several Council members.
  - Brown asked if Ellis would be doing the Executive Summary for future directions. Ellis stated he will get input from Dr. Bicak.
  - The Council discussed some comments and notes for the Executive Summary section on future directions for the GS Program:
    - Continuing assessment of program going forward
      - Are goals being met?
      - Closing the loop (doing something with assessment data)
    - -126 (First Year Seminar) logistical issues, as well as some concerns about content from the student focus group discussions:
      - Not intellectually stimulating
      - Faculty (lack of) neutrality on political issues
      - Why are outside activities (personal and professional development) part of the seminar?
    - Give context, how content or logistics can be used in First Year Seminar
    - Keep in mind that we are 3 semesters into a new program, so we need to allow some time to see how current program is working. This point should tie back to assessment – what data we are collecting and what we plan to do with it.
  - Seshadri/McKelvey moved to accept the APR self-study with the indicated changes. **Yes: 12/No: 0 Motion Carried**
  - Brown explained that the Executive Summary is for Dr. Bicak (the executive) to add – the Council does not need to approve it, and then the APR self-study will be distributed to the review team.

**II. Adjournment: Meeting adjourned @ 10:45 am.**

**Next meeting: February 3, 2022 @ 3:30 pm-Warner Conference Room, Warner Hall or via Zoom**