

University of Nebraska at Kearney

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Academic Affairs Committee Minutes

Faculty Senate

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4-22-2010

### April 2010 Academic Affairs Minutes

University of Nebraska at Kearney Academic Affairs Committee

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## Faculty Senate Academic Affairs Committee

Minutes

Thursday, April 22, 2010

Academic Affairs Conference Room, FDHL

Revised 4/24

Present: Roger Davis, Janet Lear, Greg Anderson, Debbie Bridges, Kim Schipporeit, Kim Elliott, Martha Kruse, Derrick Burbul, George Lawson, Jane Ziebarth-Bovill, Cliff Summar, Theresa Wadkins.

Absent: John Lawless, Joel Kosch, Sylvia Asay

Guests: Gail Zeller, Student Life; Tami Moore, FSID; Janice Fronczak , Theater

Meeting began at 3:30pm.

1. #159: LNSK 117, Freshman First Year Seminar

As a result of Faculty Senate action, LNSK 117 returns to Academic Affairs to allow for review and comment by college education committees. The COE has endorsed the courses. CBT has no problem with them as pilot courses with the opportunity for review afterward. The CFAH raised questions about faculty oversight and relation to Foundations courses. CNSS raised questions also. (See Appendix for college information). The Committee noted the college concerns, which were addressed by Zeller and Schipporeit. In essence the LNSK courses are no different in instruction personnel or credit hour offering than has been traditionally the case. It was noted that the courses would be approved permanently while the program is the element that is a pilot. Motion to approve by Anderson/Summer.

**Motion to approve passed.**

2. #173 Family Studies Program Alteration

New program proposal adjusted so the major is 36 hours, with an optional FSID course. Following documentation of two years of work experience after graduation students can apply for full CFLE certification. Tami Moore present to answer questions. Motion to approve by Lawson and Anderson.

**Motion to approve passed.**

3. #179 through #186

Review of program and course alterations in Theater. Janice Fronczak reviewed the items. A clean up of curriculum which will result in a fewer number of class taught more often to accommodate student needs. Motion to approve by Lawson and Lear.

**Motion to approve passed.**

4. #174 through #178; #187 through #190, and #191 through 202  
These packages of elective courses are catalogue clean-up and clarification and no changes in credit hour totals. And, allow listing of courses for Ethnic Studies and Women's and Gender Studies. Lawson and Lear move approval of all of courses.  
**Motion to approve passed.**

Committee adjourned at 4:15pm. This was the last AA meeting of the semester. Next meeting will be in Fall semester.

Respectfully submitted,  
Roger Davis, Secretary

Dear colleagues:

As of this morning, we have received feedback from 2 of the 4 academic colleges' educational policy committees regarding LNSK 117, which was returned to our committee by the Faculty Senate. That feedback appears below:

From CBT:

With the caveat that we haven't yet circulated for approval our meeting minutes from last week, this is what I have written in my notes as the gist of the CBT Academic Affairs Committee's discussion about LNSK 117:

"In the spirit of innovation, LNSK 117 should have the opportunity to move forward in the Fall of 2010. We would like to see evidence of the effectiveness of LNSK 117 after 1 year and the opportunity for the College Ed Policy Committees to review (after 1 year) before it is continued."

From CFAH:

1. Some have a problem with non-faculty teaching a course that will be graded.
2. Suggestion: There should be a Faculty coordinator from each college to oversee each program that will be teaching a seminar section.
3. In these economic times with budget cuts, should we be starting such a program that will request more work from faculty already at overloads?
4. What are our Dean's plans to implement this in our college?
5. Exactly how is this different from the UNK Foundations course already in place?

I'll send along comments from COE and CNSS if/when they come in.

Martha Kruse

Attn.: Martha Kruse and Kim Elliott  
Re: LNSK 117 – Freshmen Seminar  
April 20,2010

To whom it may concern:

The CNSS Ed Policy met on Monday, April 19 and discussed LNSK 117 – Freshmen Seminar. This course as proposed to us would not pass due to the following concerns.

1. Students should not be given academic credit for LNSK 117. We have concerns about the academic rigor and the course being taught by staff rather than faculty.
2. Students should not be required to take this course. While we agree that the first year experience can be beneficial to retain students, there are numerous students that are prepared for college and would be retained without taking the course. It should be the students choice to take the course.
3. The course overlaps with information presented in Freshman Orientation during Blue & Gold week. The majority of the topics listed in the LNSK 117 syllabus are covered during orientation These topics include class expectations, UNK Technology, time management, UNK's Mission & expectations for students, preparing for tests & midterms, Tutoring Services & Academic Success, Advising & Career Services, Advising & Registration, Understanding GPA & Good Academic Standing, Academic Plan, and Financial Literacy. The course LNSK117 has significant overlap with Freshman Orientation.
4. The paperwork is inconsistent with the form in CAP. I have attached the document in which it states that the Graduate Dept has been notified which suggests that there is a graduate component. While the document in CAP states that there is no graduate component.

The course, LNSK 117 – Freshman Seminar would not be promoted by the CNSS Ed Policy Committee.

Respectively Submitted,

Carla Kegley-Owen, Chair  
Julie Campbell  
Suzanne Maughan

Vijenda Boken  
Kim Carlson  
Jose Mena-Worth

2009-10 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING

**Academic Affairs Full Committee 4/22/2010**

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

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#159, Create, Course, LNSK 117, Freshman Seminar, LNSK, EDUC, LNSK 117 is being created to provide an enhanced first-year experience for incoming freshmen to support student success throughout their tenure at UNK. This course is a part of the revised First Year program proposal accepted by Dr. Bicak in October 2009 and by the Deans Council in December 2009. The First Year program revision, including the new Freshman Seminar is consistent with the recruitment/retention objectives of the university. Eight sections of LNSK 117 will be offered in the Fall 2010 as a pilot.

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#173, Alter, Program, BS, Family Studies, FSID, B&T, To meet requirements of certifying body and better serve student needs.

#174, Create, Course, ITEC 394, Air Traffic Control, ITEC, B&T, The creation of ITEC 394 is requested to fill a void in the Aviation Systems Management program. The Air Traffic Control system is in the process of going through a complete rework, even the fundamental technology employed since the 1950's, Radar, is being phased out, replaced with a space based system. These changes represent such a fundamental change that the FAA has dubbed the new system NextGen. To ensure our students are adequately prepared, this course has been taught under the course number ITEC 497, Special Topics in Aviation, for two semesters. The topic has been developed after two offerings and is essential for all students. We are first creating this course and will then put forth the program change to make it a required part of the ASM program.

#175, Alter, Course, Prerequisite, MIS 450, Software Quality Assurance, MKT&MIS, B&T, Changing prerequisite from "BMIS381" to "BMIS381 or CSIS380. CSIS380 prepares students adequately for BMIS450 so should therefore be included as a prerequisite.

#176, Alter, Course, Title, ENG 100A, Introduction to Expository Prose, ENG, FAH, The term "academic" links this course to others in the sequence (ENG 101: Introduction to Academic Writing and ENG 102: Academic Writing and Research). "English for Academic Purposes" is also commonly used to designate instruction intended for non-native speakers of English, though ENG 100 also serves native speakers of English. New Title: English for Academic Purposes.

#177, Alter, Course, Title, ENG 101, Expository Writing I, ENG, FAH, New title foregrounds the academic emphasis of this writing course and distinguishes it from the second course in the sequence (Academic Writing and Research). New Title: Introduction to Academic Writing.

#178, Create, Course, INTS 388, Capstone in International Studies, INTS, FAH, Create capstone course for General Studies program since international studies is inherently interdisciplinary.

#179, Alter, Course, Credit Hours, THEA 135, Introduction to Stage Technology, THEA, FAH, At present, we offer two 2 cr. hr. courses that deal with technical theatre. The first centers on physical scenery; the second deals with theatrical lighting and sound. Each on their own is worth two credits; however, as we have been reviewing our courses, we find that some subject matter being taught in these two courses is also being covered in the design courses. By eliminating the duplication of course material, what is left will fill a single 3 cr. hr. course. This is how it has historically been taught and can be returned to without losing any information. An adjustment to the theatre design curriculum is being submitted in conjunction with this course cr. hr. change.

#180, Discontinue, Course, THEA 136, Introduction to Lighting Technology, THEA, FAH, The lighting component will be covered in the newly altered THEA 135 Intro to Stage and Lighting Technology course as well as in THEA 447 Lighting Design course.

#181, Alter, Course, Credit Hours, THEA 241, Introduction to Costume Technology, THEA, FAH, This course had previously been offered as 3 cr. hrs. A number of year ago, the number of credits was reduced to accommodate the addition of the Practicum course; however, the logistics of incorporating a separate Practicum has not been successful. The actual course content and hours of class meetings/lab time meets the criteria for 3 cr. hrs. and we wish to return the course to its original form. An adjustment to the theatre degree curricula is being submitted in conjunction with this course cr. hr. change.

#182, Discontinue, Course, THEA 307, Voice and Diction for the Stage, THEA, FAH, This course has not been offered in many years. Curricular clean-up.

#183, Discontinue, Course, THEA 426, Career Preparation, THEA, FAH, Course content will be taught in other theatre courses.

#184, Alter, Program, BA, Theatre, THEA, FAH, In 2006, all of the Theatre degree programs were altered dramatically. After three years of working with the changes, some things worked and others have not. Eliminating THEA 136, Introduction to Lighting and changing THEA 135 to Introduction to Stage Technology is a more comprehensive course (including lighting and sound) under one title and eliminates a lot of repeated information that was being taught in other courses such as Advanced Tech. The credit change from 2 to 3 is justified by the amount of time and content work the course demands. It has been decided that a theatre major needs to study Playscript Analysis as a core requirement. It is no longer to be offered as an elective, it is too basic and is really a foundation course. Changing THEA 241, Intro to Costume Technology to 3 credit hours from 2 credit hours is justified by the amount of work and content of the course. Eliminating THEA 307 (Voice and Diction for the Stage) option from the "elective" section of the degree is justified because this particular class never made well and since over a half of an already dwindling enrollment for this course are musical theatre majors, the content is redundant and it has been hard to have this class make each time it is offered. The major thing our students need in a small undergraduate theatre program is to learn voice warm-ups and projection and this will be covered in the three acting classes. Eliminating THEA 426, Career Prep, from the Performance Emphasis is justified because it has redundant information taught in the various acting and technology classes and has never been a popular class. The adjustment of all the required hours reflects the above changes.

#185, Alter, Program, BAEd, Theatre 7-12 Teaching Subject Endorsement, THEA, FAH, Eliminating THEA 136, Introduction to Lighting and changing THEA 135 to Introduction to Stage Technology from 2 credit hours back to 3 credit hours is a more comprehensive course (including lighting and sound) under one title and eliminates a lot of repeated information that was being taught in other courses such as Advanced Tech. The credit change from 2 to 3 is justified by the amount of time and content work the course demands.

#186, Alter, Program, Minor, Theatre, THEA, FAH, In 2006, all of the Theatre degree programs were altered dramatically. After three years of working with the changes, some things worked and others have not. Eliminating THEA 136, Introduction to Lighting and changing THEA 135 to Introduction to Stage Technology is a more comprehensive course under one title and eliminates a lot of repeated information that was being taught in other courses such as Advanced Tech. It has been decided that a theatre minor needs to study Playscript Analysis as a core requirement and is now consistent with the revised major. It is no longer to be offered as an elective, it is too basic and is really a foundation course. Changing THEA 241 to 3 credit hours makes more sense than for 2 credit hours which was not fair to the students. Eliminating THEA 307 (Voice and Diction for the Stage) option from the "elective" section of the degree is justified because this particular class never made well and since over a half of an already dwindling enrollment for this course are musical theatre majors, the content is redundant and it has been hard to have this class make each time it is offered. The major thing our students need in a small undergraduate theatre program is to learn voice warm-ups and projection and this will be covered in the three acting

classes. The adjustment of the electives to 6 hours and the core requirement of 18 hours reflects these changes.

#187, Alter, Course, Number, JMC 129, Integrated Marketing Communications, COMM, FAH, The course number is being changed from JMC 129 to JMC 230 to reflect the level of instruction being delivered. Our first level skills classes should be at the 200 level. We are moving this up to better make it better match other courses in our curriculum, such as JMC 215.

#188, Alter, Course, Number, JMC 310, Communications Law, COMM, FAH, The course number is being changed. The mass communication curriculum is being updated and modified to meet industry evolution toward media convergence. This is one of many such necessary changes taking place in JMC classes or sequences. The change in course number makes it more appropriate for the current level of instruction. The course number is being changed from JMC 310 to JMC 414. This class is taught at a 400 level and is generally a 400 level course at most universities.

#189, Create, Course, JMC 406, Commentary and Blogging, COMM, FAH, The mass communication curriculum is being updated and modified to meet industry evolution toward media convergence. This is one of many such necessary changes taking place in classes or sequences. The department has not previously offered a course in opinion writing, and important part of the journalism business. This course uses the new medium of blogging to teach about traditional opinion writing formats such as editorials, column writing, and video commentary. We are currently offering JMC 406 - Commentary and Blogging for the second time as a JMC 425 Special Topics. This is a course in opinion writing where the blog is used both as a medium to write for and as a place to try out writing ideas for more formal writing. The mass communication curriculum is being updated and modified to meet industry evolution toward media convergence. This is one of many such necessary changes taking place in classes or sequences. The department has not previously offered a course in opinion writing, and important part of the journalism business. This course uses the new medium of blogging to teach about traditional opinion writing formats such as editorials, column writing, and video commentary.

#190, Create, Course, CDIS 188, A Look at Sign Language, CDIS, EDU, There is no CDIS course of this nature in the current departmental offerings. This course would provide a global and multicultural perspective to alternative modes of communication.

#191, Alter, Programs, HPERLS Programs, HPERLS, EDU, We are deleting the general studies requirement of PE 160 Healthful Living and replacing it with the new General Studies Course PE 150 Healthy, Wealthy and Wise as the required General Studies Wellness course for the following programs in HPERLS: PE K-6 (2505); PE 7-12 (2506); Health Education (2503); Health and PE K-12 (2504); Exercise Science Option (2611); Exercise Science Fitness and Wellness (2613); Athletic Training (2614); Recreation Management (2610); Recreation, Park and Tourism Management Comprehensive Option (2612); Sports Administration Option (2515); and Sports Administration Comprehensive Option (2514).

#192, Alter, Programs, Teacher Education Endorsements, EDU, The College of Education wishes to replace PE 160 Healthful Living with the new General Studies approved course PE 150 Healthy Wealthy and Wise as a required General Studies course for all students in Teacher Education endorsements at UNK. This change is due to the fact that PE 150 was designed to specifically meet the new General Studies program guidelines and objectives. PE 160 will be discontinued once it is no longer needed by current UNK students.

The Subject Endorsements that are included in this change are:

- 1208 Basic Business 7-12
- 5105 Biology 7-12
- 5206 Chemistry 7-12
- 3305 English 7-12
- 3404 English as a Second Language K-12
- 3504 French 7-12
- 5506 Geography 7-12
- 3604 German 7-12

2503 Health 7-12  
5705 History 7-12  
5809 Mathematics 7-12  
2505 Physical Education K-6  
2506 Physical Education 7-12  
6207 Physics 7-12  
6304 Political Science 7-12  
6407 Psychology 7-12  
6504 Sociology 7-12  
3704 Spanish 7-12  
4306 Speech Communication 7-12  
4405 Theater 7-12

The Field Endorsements that are included in this change are:

3107 Art K-12  
1210 Vocational Business Education 7-12  
2903 Communication Disorders 0-12 (5 ½ year program)  
2404 Elementary Education K-6  
2412 Early Childhood Unified Birth-3  
2504 Health and Physical Education K-12  
3310 Language Arts 7-12  
5810 Mathematics 7-12  
2405 Middles Grades 4-9  
2817 Mild Moderate Disabilities K-6  
2818 Mild Moderate Disabilities 7-12  
4107 Music K-12  
6206 Physical Science 7-12  
5706 Social Science 7-12

#193, Alter, Program, BS, Business Administration Comprehensive Economics Emphasis, ECON, B&T, An Economic Emphasis is being added to the Business Administration Comprehensive Option program and the Business Economics Comprehensive Option program will be discontinued. The courses in the Business Administration Comprehensive Option Economics Emphasis will be nearly identical to the discontinued Business Economics Comprehensive Option program. The main reasons for the change is to streamline assessment and reduce confusion among students between the two degree programs. Student assessment outcomes will not be impacted by this change.

#194, Discontinue, Program, BS, Business Economics Comprehensive, ECON, B&T, This program is nearly identical to the Business Administration Comprehensive Option program. The department plans to discontinue the current program and in its place add an Economics option to the Business Administration Comprehensive program. The courses in the two programs are nearly identical and the main reasons for the change is to streamline assessment and reduce confusion among students between the two degree programs. Student assessment outcomes will not be impacted by this change.

#195, Alter, Program, Minor, Ethnic Studies, ETHS, NSS, These courses have been submitted for inclusion in the minor program of study as electives. They have been approved by faculty, chairs, and the Ethnic Studies Advisory Committee. Program requests that they be forwarded to the Registrar's Office for Degree Audit and advising purposes.

#196, Create, Course, HSCI 320, Global Health, HSCI, NSS, We are proposing the creation of an undergraduate public health course to fit with recent national recommendations which were put forth by the AACU (Association of American Colleges and Universities) in conjunction with the APTR ( Association for Prevention Teaching and Research) in October 2008. The guidelines were developed from input by many universities and colleges at consensus conferences these past two years. The new October 2008 guidelines for a Public Health minor recommend that all students completing the degree have completed required courses in : Introduction to Public Health, an epidemiology course, and a global health course. Currently the public health minor at the University of Nebraska-Kearney, offers two of the three courses:

epidemiology and introduction to public health. We also have opportunities for interdisciplinary electives. The minor does not offer global health. Therefore, we are proposing the creation of a course in global health (HSCI 320: Global Health). The global health course will be added as a requirement and replace statistics. The majority of students completing the public health minor typically have statistics as a requirement for their major. In addition, the epidemiology course covers specific statistics related to public health (see memo titled "Changes to the Public Health Minor" in Alter Program Request submitted April 2010).

#197, Alter, Program, Minor, Public Health, HSCI, NSS, The minor is being revised to reflect current national guidelines in undergraduate public health developed by the AACU (Association of American Colleges and Universities) and APTR (Association for Prevention Teaching and Research).

#198, Create, Course, MATH 365, Complex Analysis, MATH, NSS, Complex analysis is one of the four major branches of mathematics and, as such, represents an area of knowledge with which math and math education majors graduating from UNK should be conversant. As we do not offer a course in complex analysis, student exposure to this beautiful and useful subject is limited at best. It should also be pointed out that this course would serve as an excellent capstone for the calculus sequence at UNK.

#199, Alter, Program, BS, Mathematics, MATH, NSS, Complex analysis is one of the four major branches of mathematics and, as such, represents a subject with which all math majors should be conversant. The math major at UNK does not have a complex analysis requirement at this time. Thus, we are requesting an alteration to the math major to require a class in complex analysis to better prepare our graduates. The proposed alteration will not change the total credit requirements in any math major. MATH 365 (complex analysis) will replace STAT 345 (applied statistics) in the math, math comprehensive, and math 7-12 field endorsement major options. Of particular note: there is no statistics requirement for majors in the later option (math 7-12 field endorsement see attached excerpt from Rule 24, Regulations for Certificate Endorsements), and all such majors will still be required to take STAT 441 (mathematical statistics).

#200, Alter, Program, BS, Mathematics Comprehensive, MATH, NSS, Complex analysis is one of the four major branches of mathematics and, as such, represents a subject with which all math majors should be conversant. The math major at UNK does not have a complex analysis requirement at this time. Thus, we are requesting an alteration to the math major to require a class in complex analysis to better prepare our graduates. The proposed alteration will not change the total credit requirements in any math major. MATH 365 (complex analysis) will replace STAT 345 (applied statistics) in the math, math comprehensive, and math 7-12 field endorsement major options. Of particular note: there is no statistics requirement for majors in the later option (math 7-12 field endorsement see attached excerpt from Rule 24, Regulations for Certificate Endorsements), and all such majors will still be required to take STAT 441 (mathematical statistics).

#201, Alter, Program, BSEd, Mathematics 7-12 Teaching Field Endorsement, MATH, NSS, Complex analysis is one of the four major branches of mathematics and, as such, represents a subject with which all math majors should be conversant. The math major at UNK does not have a complex analysis requirement at this time. Thus, we are requesting an alteration to the math major to require a class in complex analysis to better prepare our graduates. The proposed alteration will not change the total credit requirements in any math major. MATH 365 (complex analysis) will replace STAT 345 (applied statistics) in the math, math comprehensive, and math 7-12 field endorsement major options. Of particular note: there is no statistics requirement for majors in the later option (math 7-12 field endorsement see attached excerpt from Rule 24, Regulations for Certificate Endorsements), and all such majors will still be required to take STAT 441 (mathematical statistics).

#202, Alter, Program, Minor, Women's and Gender Studies, WSTD, NSS, The Women's & Gender Studies Advisory Council (WGSAC) would like to add 8 electives to the Women's and Gender Studies Program. These courses are offered by the departments of Criminal Justice, English, History, Political Science, and Sociology. These courses meet the WGSAC criteria with at least 50% of the Program and expands the number of elective courses available to students who have a minor in Women & Gender

Studies. The WGSAC has reviewed and approved these courses. Please see the attached list for course title names in bold.

4/15/10

To: Dr. Joe Benz, President  
UNK Faculty Senate

From: Ed Scantling, Dean  
College of Education  
Chair, UNK Enrollment Management Council

RE: Letter of Support for the "Pilot" UNK First Year Experience

Dear Joe,

The purpose of this letter is to provide some background and to establish my rationale for support for the proposed UNK First Year Experience to be run as a pilot during the 2010-2011 academic year. As Chair of the UNK EMC over the last two years I have worked extensively with consultants from Noel Levitz on best practices in student recruitment and student retention. During our discussions concerning student retention we were informed that First Year Experiences for incoming freshmen were highly effective, particularly for First Generation students in improving retention rates and student satisfaction. We were encouraged to review our FYE program and to bring it back to campus. The EMC unanimously agreed and created an Action Plan that specifically addressed the need for a FYE at UNK. Dr. Gail Zeller asked Deb Bridges and Kristi Bryant to review feedback from UNK personnel who had previously participated in the program, to review literature and research concerning First Year Experience programs and to offer a newly designed program for UNK. They proceeded with their work and made a presentation to the EMC outlining the plan for a "pilot" FYE for the 2010-2011 academic year. The Plan was met with enthusiasm and many words of thanks and encouragement to move forward with the proposed plan by members of the committee.

After Deb Bridges and Kristi Bryant met with the COE Coordinating Council and I believe other college councils of Chairs and the UNK Dean's Council the formal process for approving LNSK 117 began with paperwork submitted and approved by the COE Academic Policies and Standards Committee and me. I do not share the concern expressed by some faculty outside the COE that regular UNK faculty will not be the faculty of record for this course. It has been the practice of the Academic Success office to use their personnel to teach credit bearing courses (Learning Skills) for students on time management, test taking skills, test anxiety etc for at least the last fifteen years. Over the last four years as Dean I have not received any complaints from students or faculty about the quality of the courses or the skills of these instructors. The new FYE program basically requires similar content to be taught by personnel in student affairs who are likely better prepared than most UNK "regular" faculty to teach this subject matter.

I would urge the UNK Faculty Senate to support the "pilot" First Year Experience for 2010-2011 year. I believe we desperately need this program for those "first generation" students who come to us without the parental support or expertise to navigate the university experience.