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Academic Affairs Committee Minutes

Faculty Senate

11-21-2013

November 2013 Academic Affairs Minutes

University of Nebraska at Kearney Academic Affairs Committee

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MINUTES, FACULTY SENATE ACADEMIC AFFAIRS COMMITTEE

Date: Wednesday, November 21, 2013

Location: Founders Hall, 2147

Members Present: Rick Miller (NSS), Grace Mims (COE), Kim Schipporeit (Administration), Kim Elliott (Academic Affairs), Kenya Taylor (Administration), Janice Fronczak (FAH), Janet Lear (CBT), Rochelle Krueger (Library), Kay Hodge (CBT), Linda Lilienthal (COE),

Guests: Michelle Fleig-Palmer (CBT); Scott Darveau (Faculty Senate); Kyle Luthans (CBT), Gregg Broekemier (CBT), Nita Unruh (COE), Ross Taylor (CBT), Vijay Agrawal (CBT)

1. The meeting was called to order at 3:30 p.m. by Chair Miller.
2. Guest Fleig-Palmer was there in support of the new Health Care Minor, which was discussed at the Subcommittee Meeting. Clarification of the Health Care Minor catalog description was received by committee members via e-mail prior to today's meeting. There was no additional discussion. Chair Miller called for a motion to approve the Health Care Minor. Moved and seconded by Mims/Fronczak. The motion carried unanimously.
3. There was no new discussion of the other submitted course/program changes previously discussed at the Subcommittee Meeting on 11-13-13. Chair Miller asked for a motion to approve the other course/program changes previously discussed at the Subcommittee Meeting. Hodge/Lear moved and seconded. The motion passed unanimously.
4. Schipporeit then reviewed past discussion of the overlap rule from previous meetings. Guests Darveau, Luthans, Broekemier, and Unruh participated in discussion concerning the overlap rule and a proposal previously submitted by Darveau. The previous proposal discussed at the Subcommittee Meeting was discussed and with input from all those present, revised again as follows:
 1. Students must complete a Degree Plan that consists of the following:
 - a. One major (30-36 hours) and one minor (18-24) hours. Duplication of coursework between the two is limited to eight (8) credit hours.
 - b. One major (30-36 hours each) and a second major (30-36 hours). Duplication of coursework between the two is limited to eight (8) credit hours.*
 - c. One comprehensive major (42-62 hours).
 2. Additional minors beyond the Degree Plan described above will be allowed contingent upon the following:
 - a. If the additional minor(s) is(are) from a department in the Degree Plan, the additional minor(s) must have (12) credit hours of unduplicated coursework.

- b. For minor(s) from departments different from those in the Degree Plan, there is no limit on duplication.
- c. For the purpose of this rule, all business departments will be considered a single department.

*Students with multiple majors must select this option. Each additional major beyond the first two is limited to eight (8) hours of duplication. Students with multiple educational endorsements must meet the requirements of each endorsement without regard to duplication.

This policy will be effective immediately upon acceptance by the Faculty Senate and will be retroactive to include the 2012-13 and 2013-2014 Catalogs.

- 5. The committee reviewed the drafts provided by the FS Welfare Committee and the AA Subcommittee. Chair Miller identified the differences in the wording of the Memorandum of Understanding on Shared Governance, and provided the new draft based on the discussion at the Subcommittee Meeting. Schipporeit/Fronczak moved and seconded the motion to forward the MOU to the Faculty Senate. The motion passed unanimously.
- 6. The meeting was adjourned at 4:20 p.m.

Linda K. Lilienthal, Secretary

2013-2014 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING

Academic Affairs Subcommittee 11/13/2013
Academic Affairs Full Committee 11/21/2013

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

#04, Alter, Course, Prerequisite, ACCT 250, Principles of Accounting I, ACC/FIN, B&T, We think this statement of the math prerequisite will be more practical. If students has taken their general studies math requirement and have reached sophomore status, they can take this class. It should eliminate a lot the need for permits and waivers. Changing from prerequisite of [MATH 102 or Math ACT score greater than or equal to 22; sophomore standing] to prerequisite of General studies math requirement and sophomore standing].

#05, Discontinue, Course, FIN 250, Psychology of Investing, ACC/FIN, B&T, This course was developed as a possible general studies course. It was rejected by General Studies and so will never be offered.

#06, Create, Course, FIN 490, Essentials of Financial Accounting and Corporate Finance, ACC/FIN, B&T, The purpose of this class is to prepare MBA students for graduate level study of Finance. It incorporates elements of Financial Accounting (ACCT 250) and Corporate Finance (FIN 308) that are necessary to prepare a student to take FIN 809.

#07, Alter, Course, Prerequisite, ECON 314, Public Finance, ECON, B&T, Either ECON 270 or ECON 271 provides enough preparation for ECON 314 hence the prerequisite is being changed from "ECON 270 and ECON 271" to "ECON 270 or ECON 271."

#08, Create, Course, ITEC 305, Healthcare Informatics & Technology, ITEC, B&T, With the Information Networking and Telecommunications degree, ITEC is uniquely poised to offer an experiential based healthcare informatics course. Healthcare information technology (HIT) is a rapidly growing segment of the healthcare industry. The trend towards a highly integrated clinician model has created a need for secure, real-time access to patient records. This secure, real-time access has a high dependency on networking and the ability of the networking system to create unique configurations and infrastructures to meet the needs of a diverse set of healthcare institutions. When examining the networking technology of the healthcare organization, patient privacy is an essential concern and so securing the electronic patient records as it flows across the network becomes mandatory. Understanding the complex healthcare delivery environment and the challenges it creates for healthcare professionals can be a great advantage when seeking employment in this area for both technical and non-technical students.

#09, Create, Program, Minor, Health Care Management Minor, MGT, B&T, The Health Care Management Minor is proposed in response to growing opportunities in health care in the Kearney area, state of Nebraska, and region, and the associated demand for knowledgeable employees in these fields. The proposed minor leverages existing resources to create a program that enhances students' preparation for future careers in health care. The minor is

expected to attract students majoring in Health Sciences, the business disciplines, and other fields across campus.

#10, Create, Course, MIS 190, IT Enabled Math for Decision Making, MKT/MIS, B&T, After systematic feedback from Industry stakeholders and input solicited from the other business programs, this course is designed to better prepare students to make effective decisions using IT enabled quantitative tools. This will enhance their technological skills in conjunction with their mathematical abilities.

#11, Alter, Course, Course Type, JMC 302, Digital Storytelling, COMM, FAH, This was incorrectly submitted as a lecture and lab class. It was supposed to have just been a lecture class.

#12, Alter, Course, Number and Title and Prerequisite and Course Description, SPCH 240, Public Speaking for Professions and Business, COMM, FAH, We are changing this class to the 300 level to better match the target audience. We are aiming to serve students who will be searching for internships and professional positions. This is not an appropriate course for freshmen or sophomores. New Number: SPCH 340. New Title: Professional Communication. Changing from prerequisite of [General Studies oral communication requirement] to prerequisite of [General Studies oral communication requirement; junior standing or instructor approval].

#13, Create, Course, MUS 404, Music and Movement for Early Childhood Teachers, MUS, FAH, This music and movement course is developed to meet the needs of the new early childhood state endorsement guidelines and will be included in the revised UNK Early Childhood Education program.

#14, Alter, Program, B.M., Music Performance Comprehensive Bachelor of Music, MUS, FAH, The National Association of Schools of Music has stated that the music composition program is inappropriately listed under the Music Performance “umbrella” as: Bachelor of Music, Music Performance (Composition Emphasis). The recommendation is for the department to either create an entirely new degree (Bachelor of Music: Composition) or to incorporate this program under the Bachelor of Music: Music Comprehensive “umbrella” as an area of emphasis (we have elected this choice as it requires an existing program alteration rather than a new program creation). If the BM – Music Comprehensive, Composition Emphasis program is approved, the BM – Music Performance, Composition Emphasis will be discontinued.

#15, Alter, Program, B.M., Music Comprehensive Bachelor of Music, MUS, FAH, The National Association of Schools of Music has stated that the music composition program is inappropriately listed under the Music Performance “umbrella” as: Bachelor of Music, Music Performance (Composition Emphasis). The recommendation is for the department to either create an entirely new degree (Bachelor of Music: Composition) or to incorporate this program under the Bachelor of Music: Music Comprehensive “umbrella” as an area of emphasis (we have elected this choice as it requires an existing program alteration rather than a new program creation). IN order to meet the composition competency standards, MUS 347GS will now be required under the GS Aesthetics category (thereby raising the number of electives in the Music Business Emphasis program). The Music Business program

requirements remain essentially unchanged; the Composition program adds two courses to meet NASM competency standards (MUS 211 and MUS 301).

#16, Alter, Course, Prerequisite, THEA 210, Playscript Analysis, MUS (THEA), FAH, Removal of THEA 120 prerequisite. A general, introductory course such as THEA 120 is not necessary to understand the concepts of script analysis. Changing from prerequisite of [THEA 120] to no prerequisite.

#17, Alter, Course, Prerequisite, THEA 413, History of Theatre I, MUS (THEA), FAH, Removal of THEA 120 prerequisite; not necessary to be successful in THEA 413 History of Theatre I. Changing from prerequisite of [THEA 120] to no prerequisite.

#18, Alter, Course, Prerequisite, THEA 414, History of Theatre II, MUS (THEA), FAH, Removal of prerequisite THEA 120 Introduction to Theatre; this course is not necessary to be successful in THEA 414. Changing from prerequisite of [THEA 120] to no prerequisite.

#19, Alter, Course, Prerequisite, THEA 415, History of Theatre III, MUS (THEA), FAH, Removal of prerequisite THEA 120 Introduction to Theatre; this course is not necessary to be successful in THEA 415. Changing from prerequisite of [THEA 120] to no prerequisite.

#20, Alter, Course, Prerequisite, CSIS 408, Principles of Programming Languages, CSIS, NSS, This change in prereq allows for students to take this course after either CSIS 301 or CSIS 330, which better fits the curriculum. Changing from prerequisite of [CSIS 330 and CSIS 402] to prerequisite of [CSIS 301 or CSIS 330].

Memorandum of Understanding on Shared Governance

Shared governance is one of the key tenets of higher education and refers to the responsibilities of faculty, professional staff, and administrators with regard to decision-making about the operation of their institution. According to the American Association of University Professors (AAUP), governance in higher education should result from cooperation and interdependence between and among the administration, governing board, faculty, professional staff, and where appropriate, students. The faculty have primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life that relate to the educational process. In addition, the AAUP emphasizes the importance of faculty involvement in personnel decisions, selection of administrators, preparation of the budget, and determination of educational policies according to the AAUP Statement on Government of Colleges and Universities.

At the University of Nebraska at Kearney (UNK), the following principles inform decisions that require shared governance:

1. Faculty and professional staff with academic responsibilities set academic standards and curriculum.

Faculty and professional staff, particularly those directly involved in teaching, conducting research, and working directly with students, should have the leading role in determining curriculum content, degree and certificate requirements, procedures

and standards of instruction, student achievement/competence standards, grading, and all matters relating to student progress in academic programs. To fulfill this responsibility effectively, faculty and professional staff must be given access to relevant information and resources.

2. Faculty and professional staff require academic freedom.

Faculty and professional staff engaged in teaching and research must be able to exercise independent academic judgment in the conduct of their teaching and research. Administrators and administrative staff should not interfere in these matters except in proven cases of academic incompetence or wrongdoing. A strong tenure system is the key to protecting academic freedom against intimidation and arbitrary dismissal of faculty. Beyond that, protections of free expression should be extended to all faculty and staff to ensure openness, objectivity and creativity.

3. Faculty and professional staff should have primary responsibility for decisions on academic personnel and status.

Faculty should have the primary (albeit not exclusive) initial role in interviewing and recommending candidates for academic appointment to the faculty, as well as administrative appointments that impact directly on academic issues, and a continuing role in decisions related to tenure, promotion and dismissal, research support, sabbaticals, standards of faculty competence and ethical conduct, and other incentives and measures of academic quality. Similarly, professional staff should have the primary role in interviewing and recommending candidates for appointment to their ranks, for advancement and promotion and for other incentives and measures of professional quality.

4. Structures that promote the principles of shared governance include:

A well-functioning college or university is one that ensures that all faculty and all staff— from full professors to adjunct lecturers, from librarians to departmental support staff have the opportunity for their voices to be heard and given proper consideration in decisions that affect the mission and operation of the university. At UNK, the Faculty Senate, UNK Education Association (UNKEA), and the Staff Senate all have significant roles in shared governance. Areas of primary responsibility granted to the Faculty Senate are delineated in the Board of Regents By-Laws and include issues addressed by the following mandated committees: Academic Affairs, Professional Conduct, Grievance, and Academic Freedom and Tenure. The union and collective bargaining do not supplant the effective structures of shared governance, i.e., those structures that derive their legitimacy from genuine representation of faculty and staff. Areas of responsibility granted to UNKEA are contained in state law, delineated in the contract and arrived at through collective bargaining, which strengthens collegiality by establishing and enforcing contractual ground rules supporting it. The Staff Senate acts in an advisory capacity to the Chancellor, the administration, and other University groups in accordance with its bylaws of October 2008.

Approved by the Faculty Senate Academic Affairs Committee, November 21, 2013