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Academic Affairs Committee Minutes

Faculty Senate

1-26-2023

January 2023 Academic Affairs Minutes

University of Nebraska at Kearney Academic Affairs Committee

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**Faculty Senate Academic Affairs Committee
Minutes from Meeting
Thursday, January 26, 2023
Meeting held via Zoom**

Present: Debbie Bridges (CBT), Steve Hall (CBT), Ralph Hanson (CAS), Bailey Koch (COE), Kate Heelan (COE), Rachel Hammer (LIB), Chance Bell (FS), Joel Cardenas (AA), Lisa Neal (REG),

Absent: Julie Shaffer (CAS), Mark Ellis (AA), Olivia Koenig (Student Senate); Zoie Jacobsen (Student Senate)

Guests: SVCASA Majocha; Anthony Donofrio (MUS)

Bridges called the meeting to order at 3:33 p.m.

Bridges welcomed Committee members and requested a motion to approve the agenda. Heelan (Koch) moved to approve the agenda. Motion carried.

Discussion moved to agenda items #115 - #181. Bridges noted that the subcommittee did not meet last week due to the closing of campus because of inclement weather. Bridges reminded the Committee that the Registrar's Office has already distributed agenda item #116 to campus (through the college committees) for comment / feedback. Neal informed the Committee that all college ed policy committees and undergraduate college deans approved the addition of the nontraditional credit options. Hanson (Hammer) moved to approve agenda items #115 - #181. Motion carried.

Discussion turned to the Finals Week Policy proposal from the November meeting (FSAA language). Bridges reminded the Committee that the proposal was sent out to campus and the College Ed Policy / Academic Affairs Committees for review and input. Bridges noted that the feedback received thus far indicated support for the proposal; however, feedback did note the omission of how to handle online courses which have no predetermined final exam period. Heelan (Hanson) moved to approve the Finals Week Policy (FSAA language). Motion carried.

Bridges presented the proposal to change the hours of undergraduate courses that can be used in graduate programs. The proposal alters the last sentence from "*Graduate courses cannot be taken to complete the Bachelor's Degree requirements.*" to "*Graduate courses cannot be taken to complete the Bachelor's Degree requirements unless they have declared an accelerated graduate program.*" The change will facilitate the development of accelerated graduate programs at UNK and is unanimously supported by the UNK Deans and SVCASA Majocha. The graduate office is responsible for outlining the accelerated program requirements and policies; departments will be allowed to make their own decisions of whether or not to pursue accelerated programs. Hanson (Bell) moved to send the proposal to campus for feedback. Motion carried.

Discussion turned to the Student Attendance Policy proposal from the November meeting (Faculty Senate's draft). Bridges reminded the Committee that the proposal was sent out to campus and the College Ed Policy / Academic Affairs Committees for review and input. Bridges noted that the feedback received thus far indicated lack of support for the proposal in its current form.

Bridges presented the Attendance Policy Appeal Process proposal. Bridges informed the Committee that the language was submitted by Faculty Senate with the request to send it through the Committee's formal approval process. Bridges noted that it seemed that the wording of an appeals process should be included or part of the attendance policy.

Given the lack of support for the current wording of the Student Attendance Policy, the Committee determined that the language should be revised and also incorporate the appeals process. Hanson (Koch) moved to return the attendance policy / appeals process proposals and the feedback received from campus to Faculty Senate for further revision. 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– so please watch email and act on the minutes as soon as possible. Bridges also noted that she will send out a syllabus checklist for the committee to consider for its next meeting.

Hanson (Hammer) moved adjournment. Motion carried and meeting adjourned at 3:57 p.m.

Respectfully submitted,

Ralph Hanson, Secretary
Approved via email, January 30, 2023

2022-2023 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING

Academic Affairs Subcommittee 1/18/2023

Academic Affairs Full Committee 1/26/2023

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

Courses approved by Beth Hinga to satisfy EXL requirement:

CHEM 489
JMC 475
SPCH 452

#115, Add, Course, Subject, ITAL, Creating a new course prefix (ITAL) to cover the new introductory courses in the Italian language. The rationale for the new course prefix is due to the constraints of the existing course (FORL 110 – variable credit; max of 3 hours) is not consistent and/or appropriate for the introductory courses in Italian (2 course sequence in same language; 6 hours); Change to subject code, Old Value: None, New Value: ITAL.

#116, The University Registrar proposes adding three non-traditional credit examinations for students. The International Baccalaureate (IB), Cambridge International Exams (A-Level), and Defense Subject Standardized Test (DSST). Acceptance of the exams will help accelerate degree completion and save students additional dollars spent on tuition. In addition, UNL accepts all three exams and UNO accepts the IB and DSST. The acceptance of the Cambridge International exam is before their Academic Affairs division. Approving International Baccalaureate, Cambridge International A-Level, and DSST exams will benefit students who transfer between the NU campuses.

The UNK Non-Traditional Credit policy is limited to a maximum of 45 credit hours applicable to a student's degree program. The non-traditional credit and maximum hours allowed we accept today are listed below.

- Advanced Placement (AP) – 30 credit hours
- College Level Examination Program – 30 credit hours
- Correspondence Courses – 12 credit hours
- Departmental Test-Out – 15 credit hours
- Military Credit – 15 credit hours
- Retroactive Credit – 15 hours

International Baccalaureate (IB) credit – 30 credit hours

The International Baccalaureate (IB) program is a comprehensive and rigorous curriculum leading to exams for students aged between sixteen and nineteen. Students who participate in this program enroll in specially designed courses through their high school and take international exams in May.

- The University of Nebraska Kearney (UNK) cooperates with the International Baccalaureate Program (IB) in its curriculum and examinations program.
- The results of the IB scores are furnished to UNK at the request of the student.
- The number of credits a student will receive at UNK will be determined by the performance in the IB course and the score received on the exam.
- To earn transfer credit, a score of five (5) or higher in most exams is required.
- Credit will only be granted for both the Standard Level (SL) and the Higher Level (HL) scores if an IB Diploma has been earned. HL scores for all other candidates will be awarded accordingly.

More detailed information can be found on the [International Baccalaureate website](#)

Cambridge International Exams (A Level)

More than 700 colleges and universities in North America have developed admissions, credit, or placement policies that reward students for their engagement in this rigorous college preparatory exam. High school students can take AS & A level courses and exams, or attain the Cambridge AICE Diploma, to earn college credit or advanced placement. Several high schools in Omaha offer Cambridge International Exams.

- AS Level: 1-year HS course, equivalent to one college semester.
- A Level: 2-year HS course, equivalent to two college semesters.
- AICE Diploma: An internationally recognized diploma comprising AS & A level courses in four areas: math and science, languages, arts and humanities, and interdisciplinary subjects.

Defense Subject Standardized Test (DSST - formerly DANTES)

DSST exams are a credit-by-examination test originated by the US Department of Defense's Activity for Non-Traditional Education Support. DSST exams test the knowledge gained through previous experiences and are comparable to CLEP exams. As with CLEP exams, DSST exams are like final undergraduate college course exams. Taking and passing the DSST exam enables Service members the opportunity to gain college credit that may be applied to meet degree requirements. (<https://www.dantes.doded.mil/EducationPrograms/get-credit/creditem.html>)

Multiple exams are available, covering material commonly required for most degree programs. College credit recommendations for these exams are made through the American Council on Education (ACE) and are subject to acceptance by institutions.

While the exams are funded for active-duty military and their spouses, DSST exams are not just for those in the military: Adult Learners, homeschooled students, and military veterans are also eligible to earn college credits through DSST. The Military and Veterans Services office reports this could benefit 200+ UNK students, based on recent enrollment.

#117, Create, Program, Science 7-12 Teaching Subject Endorsement, B.S.Ed., CHEM, CASC, Students should have the opportunity to get a general science endorsement that will allow them to teach biology, chemistry, physics, and physical science courses.

#118, Create, Course, AGBS, Special Topics in Agribusiness, MASCM, CBT, Course provides opportunity to evaluate / study agricultural issues in more depth. Course covers content not currently examined in current curriculum and will serve as an elective in the Agribusiness Program.

#119, Alter, Program, Computer Science Applied, B.S., CYSY, CBT, Standardize requirements across department programs. The C or better rule was confusing to students and difficult to enforce consistently. All Cyber Systems programs are having the requirement removed and will use the UNK campus-wide 2.0 or better requirement instead. A C- or better requirement was added to two courses to make sure students understand the basic concepts before advancing.

#120, Create, Course, ART 298, Sophomore Seminar in Art, ART, CASC, Need a class to introduce professional development components sooner in their academic experience in Art and Design.

#121, Create, Course, ART 398, Junior Seminar in Art, ART, CASC, We need a class to introduce professional development components sooner in their academic experience in Art and Design and more consistently throughout the program.

#122, Alter, Course, Title, Credits Multiple Times, Repeatable Status, Credit Hours, Prerequisites, Catalog Description, ART 474, Special Topics/ Senior Thesis in Art, ART, CASC, In our new program student preparation will begin earlier in their academic career and therefore multiple enrollments in this course are unnecessary; Change course title, Old Value: Special Topics in Art, New Value: Special Topics/Senior Thesis in Art; Change credit multiple times?, Old Value: Yes, New Value: No; Change in "Repeatable for multiple times in a term?" Old Value: Yes, New Value: No; Change credit hours, Old Value: 3-6, New Value: 3; Change prerequisites, Old Value: None, New Value: Approval of department chair; Change catalog description, Old Value: Designed to meet special needs for students in Art Education, Art History, and Studio Art. Must have special permission of department chair to enroll, New Value: In this final seminar, students will plan and execute their senior thesis. Additional topics will include reading/writing contracts, working with clients, ways to sustain yourself as an art historian, and additional professional practice topics. This course culminates in the formal presentation of students' final work to the faculty. Must have special permission of department chair to enroll.

#123, Alter, Course, Title, Catalog Description, ART 496, Senior Seminar in Visual Communications and Design, ART, CASC, No changes proposes for credit hour or grading type. It will be put in concert with our other majors; Change course title, Old Value: Visual Communications and Design Senior Project Review, New Value: Senior Seminar in Visual Communications and Design; Change catalog description, Old Value: The student will develop a multimedia gallery presentation that is a capstone of their experience in the VCD program. The presentation will include an artist's statement, a sketchbook documenting their thought processes, as well as the installation, which will include branding, signage, literature, etc for a fictional client that they have conceived. The project will be evaluated by VCD faculty as well as outside professionals and will be graded on a pass/fail basis, New Value: In this final seminar, students will plan, execute, and install their senior exhibition. Additional topics will include reading/writing contracts, working with clients, ways to sustain yourself as a designer, and additional professional practice topic. This course culminates in the formal presentation of students' final work to the faculty.

#124, Alter, Course, Title, Credit Hours, Catalog Description, ART 497, Senior Seminar in Art, ART, CASC, The other two credits will be moved to earlier in the program and be in concert with all of our majors; Change course title, Old Value: Senior Project: BA, New Value: Senior Seminar in Art; Change credit hours, Old Value: 3, New Value 1; Change catalog description, Old Value: This course is a program requirement for all BA Studio degree majors. The final studio senior project may result in an exhibition depending department permission. There is a strong emphasis on originality, creativity, execution of the senior project and artwork is a must upon completing this course; New Value: In this final seminar, students will plan, execute, and professionally present their senior project. Additional topics will include reading/writing contracts, working with galleries, ways to sustain yourself as an artist, and additional professional practice topics. This course culminates in the formal presentation of students' final work to the faculty.

#125, Alter, Course, Title, Catalog Description, ART 498, Senior Seminar in Art Education, ART, CASC, This updates the course description so it reflects our future direction of seminar classes for all of our students in Art and Design This class requires department permission; Change course title, Old Value: Senior Project: Art Education, New Value: Senior Seminar in Art Education; Change catalog description, Old Value: This advanced level course includes an exhibition which allows art education students to demonstrate proficiency in a number of studio media for future teaching of PK-12. Students will also write a paper on their philosophy of art education and how their work informs their teaching. The course will be a synthesis of pre-service art education coursework; exploration into professional practices and standards; completion of teaching and learning portfolio; demonstration of student teaching readiness, New Value: In this capstone course, students will demonstrate their proficiency as an artist and art

educator. Students will plan, execute, and install their senior exhibition in a variety of studio media, reflecting their best work and appropriateness to future education employers. The course will be a synthesis of pre-service art education coursework; exploration of professional practices and standards; completion of a teaching and learning portfolio which includes the development of a philosophy of art education; demonstration of student teaching readiness.

#126, Alter, Course, Title, Credit Hours, Total Credits Allowed, Catalog Description, ART 499, Senior Seminar in Studio Art: BFA, ART, CASC, Variable credits not required. This will now be part of a multi class process over many semesters; Change course title, Old Value: Senior Project: BFA, New Value: Senior Seminar in Studio Art: BFA; Change credit hours, Old Value: 1-3, New Value: 1; Change total credits allowed, Old Value: 3, New Value: 1; Change catalog description, Old Value: This course is a program requirement for all BFA Studio and Visual Communications and Design degree majors. The final studio senior project will result in an exhibition and an oral review by the department art faculty. The final VCD senior project will also conclude with an exhibition and an oral review by the design faculty and at least one design professional. There is a strong emphasis on originality, creativity, execution of the senior project and portfolio artwork is a must upon completing this course, New Value: In this final seminar, students will plan, execute, and install their senior exhibition. Additional topics will include reading/writing contracts, working with galleries, ways to sustain yourself as an artist, and additional professional practice topics. This course culminates in the formal presentation of students' final work to the faculty.

#127, Alter, Program, Art K-12 Teaching Field Endorsement, B.A.Ed., ART, CASC, Updating program to align all of our programs so they have a series of seminars, from sophomore to senior, so students get consistent information about professional development.

#128, Alter, Program, Communication Disorders Comprehensive, B.S.Ed., CDIS, COE, Add CHEM 148: Introduction to Chemistry for the Health Sciences as an option for the Chemistry requirement within the major as this class offers content necessary in an applicable manner. Will meet ASHA requirements.

#129, Alter, Course, Title, CHEM 250, Fundamentals of Organic Chemistry, CHEM, CASC, Updating the course title to ensure students do not think this course is designed to be an easy (elementary) course, Change course title, Old Value: Elementary Organic Chemistry, New Value: Fundamentals of Organic Chemistry.

#130, Alter, Course, Title, CHEM 250L, Fundamentals of Organic Chemistry Lab, CHEM, CASC, Updating the course title to ensure students do not think this course is designed to be an easy (elementary) course, Change course title, Old Value: Elementary Organic Chemistry Lab, New Value: Fundamentals of Organic Chemistry Lab.

#131, Alter, Course, Title, Credit Hours, Catalog Description, Corequisites, CHEM 351, Biochemistry I, Students preparing for the MCAT and other pre-health careers need additional lecture content in order to be successful. We are also de-coupling the lab from the lecture so students can take just the biochemistry lecture unless they need lab credit; Change course title, Old Value: Biochemistry, New Value: Biochemistry I; Change credit hours, Old Value: 3, New Value: 4; Change catalog description, Old Value: A study of the structure and function of the fundamental biomolecules including proteins, nucleic acids, carbohydrates, lipids and vitamins. The course concludes with the chemistry and regulation of the metabolic pathways glycolysis, the citric acid cycle and oxidative phosphorylation. Three lectures per week; must be taken concurrently with CHEM 351L, New Value: A study of the structure and function of the fundamental biomolecules including proteins, nucleic acids, carbohydrates, lipids and vitamins. The course concludes with the chemistry and regulation of the metabolic pathways glycolysis, the citric acid cycle and oxidative phosphorylation. Four lectures per week; Change corequisites, Old Value: CHEM 351L, New Value: None.

#132, Alter, Course, Credit Hours, Catalog Description, Prerequisites, CHEM 352, Biochemistry II, CHEM, CASC, With changing the hours for CHEM 351 from 3 to 4, we also want to change the hours for CHEM 352 to reflect the moving of the content from CHEM 352 to CHEM 351; Change credit hours, Old Value: 3, New Value: 2; Change catalog description, Old Value: This course is a continuation of CHEM 351 and

begins with discussion of additional topics in metabolism such as carbohydrate biosynthesis in plants and bacteria as well as hormonal regulation of metabolism. Our discussion then turns to the biochemistry of biological information pathways. Three lectures per week; New Value: This course is a continuation of CHEM 351 and begins with discussion of additional topics in metabolism such as carbohydrate biosynthesis in plants and bacteria as well as hormonal regulation of metabolism. Our discussion then turns to the biochemistry of biological information pathways. Two lectures per week; Change prerequisites, Old Value: Grade of C or above in CHEM 351 and CHEM 351L; New Value: Grade of C or above in CHEM 351.

#133, Alter, Course, Title, Credit Hours, Catalog Description, CHEM 352L, Advanced Biochemistry Lab, CHEM, CASC, Students pursuing a major in chemistry will need exposure to both basic and advanced biochemistry lab techniques. This 4-hour lab will allow for the introduction of these basic techniques followed by coverage of more in-depth lab techniques; Change course title, Old Value: Biochemistry II Lab, New Value: Advanced Biochemistry Lab; Change credit hours, Old Value: 1, New Value: 2; Change catalog description, Old Value: This lab course is designed to provide a student with a more advanced biochemistry lab experience that is project based and builds on skills learned in CHEM 351L. It is focused on metabolic enzymes and the biochemistry of biological information to include molecular cloning, protein expression and purification, and enzyme characterization, New Value: This lab course is designed to provide a student with a more advanced biochemistry lab experience that both introduces basic biochemistry lab techniques and delves into more advanced lab techniques. It includes purification and analysis techniques for proteins and DNA. It also develops scientific writing skills in the area of experimental biochemistry. Credit cannot be earned in both CHEM 351L and 352L.

#134, Alter, Course, Total Completions, Total Credits Allowed, EXL Status, Credit Hours, CHEM 489, Internship in Chemistry, CHEM, CASC, We want CHEM 489 to have an EL designation for those students that need EL credit that do not need CHEM 499 (Research in Chemistry). By adding the CHEM 489 option, we give the students more flexibility. We also want to limit the total number of credits to ensure internship hours count as a single 3-hour upper division chemistry course; Change total completions, Old Value: 15, New Value: 3; Change total credits allowed, Old Value: 15, New Value: 3; Change EXL Status, Old Value: Experiential Learning? No, New Value: Experiential Learning? Yes; Change credit hours, Old Value: 1-15, New Value: 1-3.

#135, Alter, Program, Chemistry 7-12 Teaching Subject Endorsement, B.S.Ed., CHEM, CASC, Updating the Wellness requirement to reflect the changes in the GS program and moved English 102 to the general studies category. Added 0-3 credits for the CSP 417 to encourage students in this major to take the counseling skills course to help them to be better prepared for teaching.

#136, Alter, Minor, Computer Science, CYSY, CBT, Standardize requirements across department programs. The C or better rule was confusing to students and difficult to enforce consistently. All Cyber Systems programs are having the requirement removed and will use the UNK campus-wide 2.0 or better requirement instead. A C- or better requirement was added to two courses to make sure students understand the basic concepts before advancing.

#137, Alter, Program, Computer Science Comprehensive, B.S., CYSY, CBT, Standardize requirements across department programs. The C or better rule was confusing to students and difficult to enforce consistently. All Cyber Systems programs are having the requirement removed and will use the UNK campus-wide 2.0 or better requirement instead. A C- or better requirement was added to two courses to make sure students understand the basic concepts before advancing.

#138, Alter, Course, Prerequisites, CYBR 150, Computer Science II: Object Oriented Programming, CYSY, CBT, Removing the "C or better" requirement from Cyber Systems programs that currently require them. Instituting the C- requirement as a prerequisite to improve retention by improving the chance that students are adequately prepared for CYBR 150; Change prerequisites, Old Value: CYBR 101 or CYBR 102 or CYBR 103; New Value: Grade of C- or better in CYBR 101 or CYBR 102 or CYBR 103.

#139, Alter, Course, Prerequisites, CYBR 330, Algorithms and Data Structures, CYSY, CBT, Removing the "C or better" requirement from Cyber Systems programs that currently require them. Instituting the C- requirement as a prerequisite to improve retention by improving the chance that students are adequately prepared for CYBR 330; Change prerequisites, Old Value: MATH 115 and CYBR 150 and CYBR 180, New Value: MATH 115 and CYBR 180 and grade of C- or better in CYBR 150.

#140, Alter, Program, Cyber Security Operations Comprehensive, B.S., CYSY, CBT, Standardize requirements across department programs. The C or better rule was confusing to students and difficult to enforce consistently. All Cyber Systems programs are having the requirement removed and will use the UNK campus-wide 2.0 or better requirement instead. A C- or better requirement was added to two courses to make sure students understand the basic concepts before advancing.

#141, Alter, Program, Secondary English 7-12 Teaching Subject Endorsement, B.A.Ed., ENG, CASC, We are changing the required classes based on feedback of what students need most to prepare them for the classroom. We are also requiring the electives to be upper-division so students will take more advanced courses.

#142, Alter, Minor, English, ENG, CASC, We made some courses dormant and added one new course; we are changing the minor to reflect these changes.

#143, Create, Course, ENGR 155, Engineering Problem Solving: MATLAB, PHYS, CASC, UNL has requested that UNK teach additional engineering courses to allow students to more easily transfer and conclude the 2+2 Engineering Foundations program.

#144, Create, Course, ENGR 200, Engineering Thermodynamics, PHYS, CASC, This course is equivalent to UNL's MECH 200. UNL has requested that UNK include additional courses in our Engineering program to allow for a smoother transition for our 2+2 Engineering foundations students to complete their engineering sequence in time.

#145, Alter, Course, Credit Multiple Times, Total Completions, Total Credits Allowed, Prerequisites, ETHS 370, Research in Ethnic Studies, ETHS, CASC, This course is offered as an Independent Studies course, with the option of enrolling in 1, 2, or 3 credit hours. Students should be able to take this course multiple times, for a total of three credit hours allowed. UPDATED with course prerequisites; Change credit multiple times, Old Value: No, New Value: Yes; Change total completions; Old Value: 0; New Value: 3; Change total credits allowed, Old Value: 0, New Value: 3; Change prerequisites, Old Value: ETHS 101, New Value: ETHS 101 and consent of instructor.

#146, Alter, Minor, Gerontology, CSPFS, COE, The Gerontology minor will now be housed in Family Science.

#147, Alter Minor, Industrial Distribution, ITEC, CBT, The addition of (2) electives will help students who want to work at distributors in the construction industry.

#148, Alter, Program, Supplemental Endorsement in Information Technology, CYSY, CBT, Updated IT Supplemental Endorsement program to reduce hours and use current TE courses, while still meeting the State NDE Rule 24 for IT Supplement Endorsement programs. Went from 21-22 to 18 credit hours required. Removed "A grade of "C" or above is required for all courses in this program. Prerequisites are fulfilled when the prerequisite courses have been passed with a "C" or above." to be in alignment with all of the other endorsements which do not have any such restrictions.

#149, Alter, Program, Information Technology, B.S., CYSY, CBT, Standardize requirements across department programs. The C or better rule was confusing to students and difficult to enforce consistently. All Cyber Systems programs are having the requirement removed and will use the UNK campus-wide 2.0 or better requirement instead. A C- or better requirement was added to two courses to make sure students understand the basic concepts before advancing.

#150, Alter, Minor, Information Technology, CYSY, CBT, Standardize requirements across department programs. The C or better rule was confusing to students and difficult to enforce consistently. All Cyber Systems programs are having the requirement removed and will use the UNK campus-wide 2.0 or better requirement instead. A C- or better requirement was added to two courses to make sure students understand the basic concepts before advancing.

#151, Alter, Program, Information Technology and Networking Comprehensive, B.S., CYSY, CBT, Overall departmental curriculum changes.

#152, Create, Course, ITAL 100, Beginning Italian I, MODL, CASC, Beginning Italian course needs its own identifier (FORL 110 not suitable).

#153, Create, Course, ITAL 101, Beginning Italian II, MODL, CASC, Beginning Italian course needs its own identifier (FORL 110 not suitable).

#154, Alter, Course, Credit Hours, ITEC 475B, Industrial Distribution Internship, ITEC, CBT, ITEC 475B is being reduced from (6) credits to (3) credits in order to add BSAD 295 to the Industrial Distribution curriculum; Change credit hours, Old Value: 6, New Value: 3.

#155, Alter, Course, Total Completions, Total Credits Allowed, Repeatable Status, EXL Status, JMC 475, Internship in Mass Media, JMC, CASC, Students need additional options for the EL classes. Students will apply the skills they have learned in their major courses in completing work for their internship employer. Students will interact with their supervisor and other employees at their work site. They may also interact with clients/customers/journalistic sources connected to their position. However, students need to complete courses to have the knowledge and skills to take on an internship. One hundred-twenty hours to 240 work hours is the correct amount of time to work in an internship. One hundred-twenty hours equates to 3 credit hours whereas 240 work hours equates to 6 credit hours. 18 credit hours are too many to allow for an internship. Students will be working for an outside employer doing professional work. Each intern will keep a weekly log of the internship experience and hours worked. From that log, the intern will prepare a typed report summarizing what they accomplished and learned, with examples of work, to be submitted to the internship coordinator PRIOR to receiving a grade; Change total completions, Old Value: 18; New Value: 6; Change total credits allowed, Old Value: 18, New Value: 6; Change "Repeatable for multiple times in a term?", Old Value: Yes, New Value: No; Change EXL Status: Old Value: No, New Value: Yes.

#156, Alter, Program, English Language Arts 7-12 Teaching Field Endorsement, B.A.Ed., ENG, CASC, We are changing the required classes based on feedback of what students need most to prepare them for the classroom. We are also requiring the electives to be upper-division so students will take more advanced courses. We are adding courses to categories with additional courses that fit.

#157, Create, Course, MATH 313, Graph Theory, MATH, CASC, This course fills a gap in the math department's curriculum.

#158, Alter, Course, Prerequisites, Catalog Description, MATH 420, Numerical Analysis, MATH, CASC, Update course prerequisite to be in line with what is taught and match prerequisites from other system campuses; Change prerequisites, Old Value: MATH 260 or permission of instructor, New Value: MATH 202 or permission of instructor; Change catalog description, Old Value: The solution of nonlinear equations, interpolation and approximation, numerical integration, matrices and system of linear equations, and numerical solution of differential equations; New Value: Principles of error analysis and accurate computation; rates of convergence, the solution of linear and nonlinear equations, interpolation and least squares, numerical integration, and numerical solution of differential equations.

#159, Alter, Minor, Mathematics, MATH, CASC, This is to be more inline with other campus's in the system. Also, this includes MATH 313 which we just created, and replaces MATH 440 with MATH 280 which was a course number change a couple years ago.

#160, Alter, Minor, Mathematics (Elementary Education), MATH, CASC, We are adding MATH 313 Graph Theory as a course and want to allow it to be included as an option for the ELD minor.

#161, Create, Course, MGT 350, Introduction to U.S. Health Care Management: Principles and Current Themes, MGT, CBT, The student population which takes the current healthcare management course (MGT 450: Population Health Management) is no longer primarily business students. The course now consists of nearly 30-50% Health Sciences students and the remainder being CBT students. To better meet the needs of UNK students, a new course is needed and one which introduces students to healthcare concepts. This is currently lacking. There is no preparatory course to the existing MGT 450: Population Health Management course. More specifically, a course which examines the history of healthcare and healthcare management, the functions of different healthcare agencies, and the role of healthcare finance is not offered. MGT 350 would fulfill this need by allowing students to gain an introductory understanding of the U.S. healthcare system.

#162, Create, Course, MUS 207, Musicianship and Theory I, MUS, CASC, If approved, this course will replace MUS 200 (3 credits) AND MUS 198 (1 credit). Combining those courses into a single course will allow instructors to flow seamlessly between theoretical instruction and practical application. The course is also designed to approach Music Theory in a more culturally inclusive and diverse manner through the use of the musical examples listed in the course description. Finally, the course design will manage remediation for students poorly prepared in music literacy alongside students who are more ready for collegiate music theory study.

#163, Create, Course, MUS 208, Musicianship and Theory II, MUS, CASC, If approved, this course will replace MUS 201 (3 credits) AND MUS 199 (1 credit). Combining those courses into a single course will allow instructors to flow seamlessly between theoretical instruction and practical application. The course is also designed to approach Music Theory in a more culturally inclusive and diverse manner through the use of the musical examples listed in the course description.

#164, Create, Course, MUS 307, Musicianship and Theory III, MUS, CASC, If approved, this course will replace MUS 339 (3 credits) AND MUS 337 (1 credit). Combining those courses into a single course will allow instructors to flow seamlessly between theoretical instruction and practical application. The course is also designed to approach Music Theory in a more culturally inclusive and diverse manner through the use of the musical examples listed in the course description.

#165, Create, Course, MUS 308, Musicianship and Theory IV, MUS, CASC, If approved, this course will replace MUS 340 (3 credits) AND MUS 338 (1 credit). Combining those courses into a single course will allow instructors to flow seamlessly between theoretical instruction and practical application. The course is also designed to approach Music Theory in a more culturally inclusive and diverse manner through the use of the musical examples listed in the course description.

#166, Alter, Program, Pre-Nursing, HSCI, CASC, The Chemistry Department has created a new course, CHEM 148 - Introductory Chemistry for Health Sciences, that is appropriate for students in this program. Therefore, it is being added as chemistry option to this program.

#167, Discontinue, Course, PHIL 188, GS Portal, PHIL, CASC, Portal Courses are no longer a part of the General Studies Program.

#168, Inactivate, Course, PHIL 201, Formal Logic, PHIL, CASC, The Philosophy BA program was discontinued last year. Hence, there is not presently a need for this course. The course will be removed as an option in the curriculum for the Philosophy minor.

#169, Alter, Course, Title, Course Number, GS Status, Catalog Description, PHIL 350, Ancient Greek Philosophy, PHIL, CASC, This course is part of a sequence in the history of Philosophy, which is primarily of interest to students minoring in Philosophy. It was previously numbered PHIL 250 and was grandfathered into the new General Studies Program as a LOPER 6 (Humanities) course. Therefore we are proposing that it be re-numbered as PHIL 350 and removed from General Studies; Change course

title, Old Value: Ancient Philosophy, New Value: Ancient Greek Philosophy; change course number: Old Value: 250, New Value: 350; Change General Studies Status, Old Value: General Studies: Yes, New Value: General Studies: No; Change catalog description, Old Value: Reading and critical analysis of the texts of the philosophers of ancient Greece and Rome with an emphasis on Socrates, Plato and Aristotle, New Value: Reading and critical analysis of the texts of the philosophers and poets of ancient Greece and Rome with an emphasis on Socrates, Plato, Aristotle, Aeschylus, Sophocles and Euripides.

#170, Alter, Course, Course Number, GS Status, Catalog Description, PHIL 351, Medieval Philosophy, PHIL, CASC, This course is part of a sequence in the history of Philosophy, of more interest to students minoring in Philosophy. It was previously numbered PHIL 251 and was grandfathered into the new General Studies Program as a LOPER 6 (Humanities) course. Therefore we are proposing that it be re-numbered as PHIL 351 and removed from General Studies; Change course number, Old Value: 251, New Value: 351; Change General Studies Status, Old Value: General Studies: Yes, New Value: General Studies: No; Change catalog description, Old Value: Reading and critical analysis of the major philosophical issues of the middle ages, such as the relation of faith and reason and philosophy to theology, the interpretation of texts, and the conflict between the *vita activa* and the *vita contemplativa*, New Value: Reading and critical analysis of the major philosophical issues of the middle ages, such as the relation of faith and reason and philosophy to theology, the interpretation of texts, and the conflict between the *vita activa* and the *vita contemplativa*.

#171, Alter, Course, Course Number, GS Status, Catalog Description, PHIL 353, Modern Philosophy, PHIL, CASC, This course is part of a sequence in the history of Philosophy, of more interest to students minoring in Philosophy. It was previously numbered PHIL 253 and was grandfathered into the new General Studies Program as a LOPER 6 (Humanities) course. Therefore we are proposing that it be re-numbered as PHIL 353 and removed from General Studies; Change course number, Old Value: 253, New Value: 353; Change General Studies Status, Old Value: General Studies: Yes, New Value: General Studies: No; Change catalog description, Old Value: Reading and critical analysis of texts of seventeenth and eighteenth century philosophers such as Descartes, Locke, Hume and Berkeley, New Value: Reading and critical analysis of texts of seventeenth and eighteenth century philosophers such as Descartes, Locke, Berkeley, Hume, and Kant.

#172, Alter, Course, Course Number, GS Status, PHIL 354, Contemporary Philosophy, PHIL, CASC, This course is part of a sequence in the history of Philosophy, of more interest to students minoring in Philosophy. It was previously numbered PHIL 254 and was grandfathered into the new General Studies Program as a LOPER 6 (Humanities) course. Therefore we are proposing that it be re-numbered as PHIL 354 and removed from General Studies; Change course number, Old Value: 254, New Value: 354; Change GS Status, Old Value: General Studies: Yes, New Value: General Studies: No.

#173, Alter, Minor, Photography, ART, CASC, Trying to streamline it and make it easier for students to get the classes needed to complete it in a timely manner.

#174, Alter, Course, Prerequisites, PSY 495, Psychological Inquiry, PSY, CASC, To accurately reflect the prerequisite classes required for admission; Change prerequisites, Old Value: 18 hours of completed Psychology coursework and permission of the department chair, New Value: PSY 250 and PSY 270 and PSY 271 and 12 hours of completed upper-level psychology coursework. Department consent required.

#175, Alter, Program, Pre-Radiologic Technology, HSCI, CASC, The Chemistry Department has created a new course, CHEM 148 - Introductory Chemistry for Health Sciences, that is appropriate for students in this program. Therefore, it is being added as chemistry option to this program.

#176, Create, Course, SCM 498, Special Topics in Supply Chain Management, MASCM, CBT, Course provides opportunity to evaluate / study supply chain issues in more depth. Course covers content not currently examined in current curriculum and will serve as an elective in the Supply Chain Management Program.

#177, Alter, Course, EXL Status, Catalog Description, SPCH 452, Advanced Organizational Communication, SPCH, CASC, Additional option for the EL class for our students; Change EXL Status, Old Value: Experiential Learning: No, New Value: Experiential Learning: Yes; Change catalog description, Old Value: Students in this course will investigate a variety of significant organizational communication issues that contribute to the development and maintenance of the organizational workplace. Students will apply theories through case studies and projects, New Value: This course will help us examine how communication works within the organizations that we belong to. We will explore what constitutes healthy organizations, how you can effectively lead and contribute to your organization, how to conduct analyses of organizations, how to effectively and efficiently communicate in organizations, and how to ethically work within your organizational culture. Experiential Learning.

#178, Alter, Program, Studio Art Comprehensive, B.F.A., ART, CASC, Updating the program to add a series of seminar classes taking over their last three years to give students more time and depth of exploration in what the professional opportunities are in art, and how to begin building a portfolio towards them. Also streamlining Art History options and cleaning up other small things.

#179, Alter, Program, Studio Art, B.A., ART, CASC, Updating the program to add a series of seminar classes taking over their last three years to give students more time and depth of exploration in what the professional opportunities are in art, and how to begin building a portfolio towards them. Also streamlining Art History options and cleaning up other small things.

#180, Alter, Course, Credit Multiple Times, Total Completions, Total Credits Allowed, Prerequisites, WSTD 420, Research in Women's & Gender Studies, WSTD, CASC, This course is now offered as an Independent Studies course, with the option of enrolling in 1, 2, or 3 credit hours. Students should be able to take this course multiple times, for a total of three credit hours allowed. UPDATED course prerequisites and University Policy statements; Change credit multiple times, Old Value: No, New Value: Yes; Change total completions, Old Value: 0, New Value: 3; Change total credits allowed, Old Value: 0, New Value: 3; Change prerequisites, Old Value: WSTD 220, New Value: WSTD 220 and consent of instructor.

#181, Alter, Course Title, Type, Credit Multiple Times, Credit Hours, Catalog Description, WSTD 499, Special Topics in Women's & Gender Studies, WSTD, CASC, Course (WSTD 420) will replace WSTD 499 as an "Independent Study" course. WSTD 499 will now solely be used as a "Special Topics" lecture course. The main request is to change "Type" from "Independent Study" to "Lecture" and "credit hours" to "3" to reflect this change; Change course type, Old Value: Independent Study, New Value: Lecture; Change credit multiple times, Old Value: Yes, New Value: No; change credit hours, Old Value: 1-3, New Value: 3; Change catalog description, Old Value: Topics are studied which are not assigned or covered in other Women's Studies courses. The format of this course will vary depending on the topic, instructor and the needs of the students, New Value: Topics are studied which are not assigned or covered in other Women's & Gender Studies courses. The format of this course will vary depending on the topic, instructor and the needs of the students.

Transcript of approved Finals Week Policy:

Finals Week Policy ([link](#))

Finals at UNK will be scheduled Monday through Thursday during the last week of the semester.

1. Final examinations for full semester classes are to be given at the regularly scheduled examination time only as published on the Office of the University Registrar website ([Final Exam Schedule](#)).
2. During the week prior to Finals Week, the only examinations that may be given are: laboratory practical examinations, make-up or repeat examinations, and self-paced examinations.
3. If a student is scheduled to take three or more final exams in one day during the finals week, the student may: take all final exams as scheduled; take the exam during the allotted day and time that is open for make-up examination or resolution of conflict, which is Thursday at 3:30 pm; or

take the exam during Finals Week at an agreed upon time worked out between the student and the instructor. Student's seeking accommodation are responsible for notifying their instructor at least one week before the final exam period and providing documentation proving eligibility for accommodation.

4. Projects, papers, performances, and speeches scheduled for completion during the last week of classes must have been assigned in writing by the end of the eighth week of the semester. This refers to the project and its scope, not the topic.
5. Complaints about failure to follow the above outlined procedures should be made immediately to the faculty member. If the faculty member is not responsive to the student's concerns the appropriate department chair should be notified. If necessary, appeals can be filed with the dean of the college offering the course.
6. Any course not having an examination during Finals Week will meet under the direction of its instructor during the scheduled Finals Week time period for a continuation of regular class work.
7. The dean may grant exceptions to this policy on the basis of good and sufficient reasons submitted to the dean in writing.
8. All syllabi should include a Finals Week Policy statement indicating that "The final exam will be administered in the time period scheduled during finals week in accordance with University policy ([Final Exam Schedule](#)).

Transcript of Undergraduate Catalog - Graduate Division Courses Policy proposal (Kate Heelan; Mark Ellis) approved sending out for campus review and input:

Current UNK policy in undergraduate catalog:

Graduate Division Courses

Graduate courses are numbered from 800 to 999. A senior student pursuing graduate coursework while completing an undergraduate degree is considered an undergraduate student. Seniors at an accredited institution who have obtained in advance the approval of the student's advisor, the instructor or department chair, and the Dean for Graduate Studies may receive up to 12 hours of credit for graduate courses taken at any campus of the University of Nebraska System in addition to the courses necessary to complete their undergraduate work, provided that such credits are earned within the 12 months prior to receipt of the baccalaureate. **Graduate courses cannot be taken to complete the Bachelor's Degree requirements.**

Proposed change to UNK policy in undergraduate catalog (last sentence only):

Graduate Division Courses

Graduate courses are numbered from 800 to 999. A senior student pursuing graduate coursework while completing an undergraduate degree is considered an undergraduate student. Seniors at an accredited institution who have obtained in advance the approval of the student's advisor, the instructor or department chair, and the Dean for Graduate Studies may receive up to 12 hours of credit for graduate courses taken at any campus of the University of Nebraska System in addition to the courses necessary to complete their undergraduate work, provided that such credits are earned within the 12 months prior to receipt of the baccalaureate. **Graduate courses cannot be taken to complete the Bachelor's Degree requirements unless they have declared an accelerated graduate program.**

Transcript of Faculty Comments on Student Attendance Policy proposal (Faculty Senate):

CBT Comments:

Response 1: I appreciate this new statement. It clarifies some previous ambiguity. I feel that this statement is fair; it gives instructors autonomy while also respecting students who must be gone, or choose to be gone, for a variety of compelling reasons. I like that it emphasizes the possible need for documentation for excused absences (I had three students who were scheduled to present in class this morning who each came down with a "high fever" over night.) I like that the statement makes it clear to students that they will not simply get a free pass and not have to do any additional work for missing class, excused or otherwise. Students need to know that they might need to do additional work, even if they just miss a lecture. This is not a penalty, but an opportunity for the student. It is also extra effort given by the instructor.

Response 2: No questions or concerns. I appreciate your continued work on Academic Affairs.

Response 3: I have no concerns with the Attendance Policy as drafted.

Response 4: This is a problematic policy and should not be implemented in its current proposed form. The very broad and undefined category of "commonly accepted personal emergencies" will become a vastly abused excuse. What is a commonly accepted personal emergency? Sleeping in late? Taking care of their own personal business enterprise? Drunk and hungover? Car won't start? I've had a student skip 5 weeks of instructional time in one of my courses this semester and he always uses the excuse that his business required his time....so will all these absences be excused? What is expected of me....do I have to reteach all 5 weeks of instruction to accommodate this regular "commonly accepted personal emergency"? According to the policy I would have to "Create an equivalent experience" for all of this person's absences. What is to stop a student from skipping an entire semester due to what they perceive as a valid "emergency"?

The policy is further confusing with the statement "Those with documented and excused absences". How will the student document a commonly accepted personal emergency? In all my courses I allow for "commonly accepted personal emergencies" by providing a specific number of days they can be absent without adverse impact. Beyond that their grade and ability to pass the course becomes more challenging to the extent that with 4 absences they fail the course. According to the proposed policy I wouldn't be able to implement any form of grading that cost the students points for lack of attendance.

At what point do we adhere to the integrity of the instructional process and hold students accountable for missing class sessions? One week, two weeks, six weeks of absences? The institution wanted desperately to be a face to face campus after the Covid Pandemic...but this will push faculty back to online experiences. The policy will significantly impact the workload of faculty theoretically causing us to reteach...or create alternative experiences for each missed class session. This policy needs a significant re-analysis as to the practical negative implications to academic integrity it portends.

Response 5: Much worse; reduces faculty academic freedom to administer their course; and takes away all instructor discretion (use of word "excused" in second sentence of second paragraph). Consider language similar to UNL's policy – for example from the student advocacy and support page:

Student Absence Policy

University sponsored activities, including intercollegiate athletics, may cause a student to need to be excused from a class, lab, or studio obligation. In all such instances, it is the student's responsibility to request permission for the absence (preferably in writing) from the instructor and to discuss how the absence would affect her/his ability to meet the course requirements. A student should do this as soon in the semester as possible. While instructors should seek to the greatest extent practicable, consistent with course requirements, to make reasonable accommodation for a student involved in University sponsored activities, a student should recognize that not every course can accommodate excused absences, and neither absence nor notification of an absence, relieves them from meeting the course requirements.

<https://studentadvocacy.unl.edu/student-absence-policy-notifications> and Class Attendance Policy, UNL Faculty Senate (Follows link the Student Advocacy page.

<https://www.unl.edu/facultysenate/classattendancepolicy%20April%203%2C%202018.pdf>

CAS Comments:

1. The policy seems to be conflicting as it states that “Instructors hold the right and responsibility to establish attendance policies for their courses,” but then later states that “Those (students) with documented and excused absences shall have the opportunity to earn equivalent credit associated with the date(s) of each identified absence(s).” This latter statement overrides the ability of instructors to set their own attendance policy set forth in the first part of the attendance policy. This is due to the presence of “shall” in the second statement outlined above, which based on its definition, suggests a mandatory action.
2. The right of faculty to establish their own attendance policy is further taken away by using “in what and how” to offer a substitute assignment rather than “whether”.
3. I think there is also an issue of formative versus summative assessments. If an instructor sets up daily quizzes as a form of formative assessment, it may be the policy of the instructor to exempt the student from an assignment rather than to create an alternate quiz by the next class period. On the other hand, I don’t think any faculty member would deny a student with an excused absence to make up a summative form of assessment, such as an exam or practical. Again however, that should be up to the instructor of the course.
4. I think rather than starting with UNK’s old version of the attendance policy, the attendance committee should start with UNL’s policy. This policy emphasizes the role of the instructor in setting the policy as well as informing students about it and answering any questions they may have about the instructor’s specific policy. Furthermore, UNL’s policy also emphasizes the responsibility of the student in meeting with the instructor to learn and adhere to the policy.
5. Students also have the responsibility to request permission for an absence for university-related activities. This provides the instructor with the ability to deny the student’s request (with a reasonable justification, of course).
6. Related to point 5 above, our students are young adults and we are preparing them for the real world. In the real world, individuals have to make tough decisions. With regards to attendance, this means students may have to forgo or skip a university-sponsored activity in order to complete a group presentation for a class, for example.

Transcript of Attendance Policy Appeal Process proposal (Faculty Senate):

Attendance Policy Appeal Process

The typical procedure for appealing an attendance policy issue involves the following:

If a student feels that an attendance policy has placed their grade(s) in jeopardy, they must initiate contact with the instructor of record or in the absence of the instructor, with the appropriate department chair, within 30 days of the perceived incident. The typical procedure for an appeal involves contacting the following individuals in this order:

1. The Instructor
2. The Department Chairperson
3. The College Policy Committee or Dean
4. The Senior Vice Chancellor for Academic and Student Affairs

Failure to notify the instructor/department chair within the allotted time will render the issue moot.

Unanimously approved by Attendance Committee vote.
November 21, 2022

Chair: Roger Davis, CAS

Bennett Davis, Student Affairs
Bruce Elder, CBT
Bryan Artman, COE
Wendy Schardt, Health and Counseling
Dana Vaux, CBT
Nick Hobbs, CAS
Scott Unruh, Faculty Rep. to Athletics
Ladan Ghazi Saidi, COE
Anthony Donofrio, CAS
Jenny Kelly, Student
Aidan Weidner, Student
Allie Daro, Student
