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Academic Affairs Committee Minutes

Faculty Senate

3-23-2023

March 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, March 23, 2023
Meeting held via Zoom**

Present: Debbie Bridges (CBT), Ralph Hanson (CAS), Julie Shaffer (CAS), Kate Heelan (COE), Bailey Koch (COE), Rachel Hammer (LIB), Joel Cardenas (AA), Lisa Neal (REG), Mark Ellis (AA),

Absent: Chance Bell (FS), Steve Hall (CBT), Olivia Koenig (Student Senate); Zoie Jacobsen (Student Senate)

Guests: Ben Brachle (ITEC)

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

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

Discussion moved to agenda items #188 - #254. Bridges noted that the subcommittee met before spring break and did not see any red flags. Bridges noted that the agenda items were all routine. Hanson (Hammer) moved to approve agenda items #188 - #254. Motion carried.

Discussion turned to the proposed Early-Term Grade policy considered at February meeting. 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 limited support for the proposal. One question was whether a “not applicable” option could be made available for those classes where the grade may not be known until further in the semester. In reviewing the comments received, many argue this is already being done in early warnings and is not needed for those already doing their jobs; those in support argue this is for the benefit of students for those who do not grade in due time so students are unaware of their status. Discussion focused on the importance of student-centered policies and what’s best for them. Bridges reminded the Committee that the policy proposal is at the request of the SVCASA’s office and not the Registrar’s office – based on the comments received, there seemed to some confusion over who was responsible for initiating the proposal. Hanson (Koch) moved to approve the Early-Term Grade policy as written. Motion carried (Yay – 5; Nay - 2).

Bridges reminded the Committee that quick turnaround on approving the minutes is needed to meet Faculty Senate’s submission deadline for the April packet– so please watch email and act on the minutes as soon as possible.

Shaffer (Heelan) moved adjournment. Motion carried and meeting adjourned at 4:00 p.m.

Respectfully submitted,

Bailey Koch, Temporary Scribe
Approved via email, March 27, 2023

2022-2023 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING
Academic Affairs Subcommittee 3/8/2023
Academic Affairs Full Committee 3/23/2023

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

Informational Item:

The KSS department will have two new subject codes (KSS and NUTR) to replace the current PE and REC courses. The subjects and course changes will appear on the September 2023 academic affairs agenda. Once approved by FSAA, the courses will be effective in the 2024-25 catalog. The COE ed policy committee approved the new subject codes. SVCAA Majocha approved the new subject codes as well.

#188, Academic Amnesty

The current Academic Amnesty policy requires a student to be a degree-seeking student at UNK to apply for Academic Amnesty. The UN registrars propose a policy change requiring degree-seeking status at a University of Nebraska campus. We have students attending UNL or UNO who decide to transfer to UNK for a better fit. As part of the UN system, grades earned in courses at another campus of the University of Nebraska are used to calculate the student's University/UNK GPA. Students who perform poorly at another UN institution and transfer to UNK cannot request amnesty at their first institution because they are not degree-seeking at the first institution. They have no intent to return to that 'first' campus and become 'stuck' with the GPA, negatively impacting the scholarship opportunity, and ultimately making it harder for success.

Current Academic Amnesty: <https://catalog.unk.edu/undergraduate/academics/academic-regulations/academic-amnesty/>

#189, Inactivate, Program, Supplemental Endorsement in Adapted Physical Education, PEREC, COE, The program has not had a graduate with that endorsement since 2014, with 2 majors in 13 and 14 and 1 in 2010. In addition, when we did it was done all through independent studies as we never had a mass # of students to take the courses to justify an actual class. CCPE says we should have at least 5 graduates every so many years and we have not met that number in over 10 years.

#190, Alter, Course, Title, Prerequisites, Catalog Description, ENG 101, Introduction to Academic Writing, ENG, CASC, We have added a new placement survey because UNK is no longer requiring ACT/SAT scores and needs an alternate method of placement. We have developed a placement survey based on current research in the field of composition studies that should provide a more accurate measure.

Because the registrar's office could not create a prerequisite based on the placement survey, we have worked with the office of admissions to require the placement survey for all new students before they register. Since all students must take the survey, no further prerequisite is needed. We also changed the description to make it more accurate to modern methods of teaching composition and changed the title to a better preposition; Change course title, Old Value: Introduction of Academic Writing, New Value: Introduction to Academic Writing; Change prerequisites, Old Value: ENG 100A or English ACT score of 17 or greater or department permission, New Value: None; Change catalog description, Old Value: A study of the art of composition with special emphasis on the writing process and on essay form. Students study methods of invention and arrangement and hone their stylistic, grammatical, and punctuation skills, New Value: A study of the art of composition with special emphasis on the writing process and academic genres. Students study methods of invention and arrangement, develop basic research knowledge, and hone their stylistic and grammatical skills as appropriate to varying audiences and contexts.

#191, Alter, Course, Prerequisites, Catalog Description, ENG 215, Introduction to Creative Writing for the Stage/Screen, ENG, CASC, Students now only need one composition course to complete their GS requirement, and we would like all students to be able to take the course. We are also making all of our descriptions grammatical; Change prerequisites, Old Value: ENG 101 and ENG 102, New Value: ENG 101 or ENG 102 or instructor permission; Change catalog description, Old Value: In this course, students learn the technique and materials of writing drama. The aim is to allow students to develop the skills necessary to create finished pieces of work for theatre, film, or television and to give students the critical tools to read and assess dramatic scripts.

#192, Alter, Course, Prerequisites, ENG 220, Introduction to Film Studies, ENG, CASC, Any student who completes their GS composition requirement should be eligible to take this course; Change prerequisites, Old Value: ENG 102, New Value ENG 101 or ENG 102 or instructor permission.

#193, Alter, Course, Prerequisites, Catalog Description, ENG 235H American Studies, ENG, CASC, We are updating our catalogue descriptions to make them more engaging and grammatical. We are adding "instructor permission" as one of the prerequisites so that students know they can approach instructors directly; Change prerequisites, Old Value: ENG 101 or ENG 102, New Value: ENG 101 or ENG 102 or instructor permission; Change catalog description, Old Value: General Studies course for Honors students. Students will employ the techniques of interdisciplinary studies to arrive at an understanding of American culture. They will focus on problem(s) in American life which may range from local to international and may deal with any or all time periods. Subject matter from a variety of disciplines will help illuminate the problem being studied, New Value: In this General Studies course for Honors students, students will employ the techniques of interdisciplinary studies to arrive at an understanding of American culture. They will focus on problem(s) in American life, which may range from local to international and may deal with any or all time periods. Subject matter from a variety of disciplines will help illuminate the problem being studied.

#194, Alter, Course, Prerequisites, Catalog Description, ENG 240H, Literary Classics of the Western World, ENG, CASC, We are updating our catalogue descriptions to make them more engaging and grammatical. We are adding "instructor permission" as one of the prerequisites so that students know they can approach instructors directly; Change prerequisites, Old Value: ENG 101 or ENG 102, New Value: ENG 101 or ENG 102 or instructor permission; Change catalog description, Old Value: A General Studies course for Honors students. Introduction to major works of literature ranging from classical antiquity to the present. Authors, genres, and periods will vary. Emphasis will be placed on close reading and comparative analysis, as well as the question of how to define a classic, New Value: In this General Studies course for Honors students, students will be introduced to major works of literature ranging from classical antiquity to the present. Authors, genres, and periods will vary. Emphasis will be placed on close reading and comparative analysis, as well as the question of how to define a classic.

#195, Alter, Course, Prerequisites, Catalog Description, ENG 250, Introduction to Literature: British Literature, ENG, CASC, We are updating our catalogue descriptions to make them more engaging and grammatical. We are adding "instructor permission" as one of the prerequisites so that students know they can approach instructors directly; Change prerequisites, Old Value: ENG 101 or ENG 102, New Value: ENG 101 or ENG 102 or instructor permission; Change catalog description, Old Value: Introduction to authors, genres, and periods from the British literary tradition. Some emphasis will be placed on recurring themes, literary devices, and close reading of texts, New Value: This course offers students the opportunity to read, discuss, and write about carefully selected British literary texts. As they engage with the readings, students will hone their powers of perception and analysis to support any area of further study. They will also acquire the skills necessary for clearly articulating the greater insights into the human condition that a study of selected British authors provides.

#196, Alter, Course, Prerequisites, Catalog Description, ENG 251, Introduction to Literature: American Literature, ENG, CASC, We are updating our catalogue descriptions to make them more engaging and grammatical. We are adding "instructor permission" as one of the prerequisites so that students know they can approach instructors directly; Change prerequisites, Old Value: ENG 101 or ENG 102, New Value: ENG 101 or ENG 102 or instructor permission; Change catalog description, Old Value: American literary texts and backgrounds and perspectives helpful in reading them. Students acquire the skills to interpret these texts and to express their interpretation in forms of discourse suitable to an academic setting, New Value: This course offers students the opportunity to read, discuss, and write about a diverse array of American literature. As they engage with the readings, students will hone their powers of perception and analysis to support any area of further study. They will also acquire the skills necessary for clearly articulating the greater insights into the human condition that a study of selected American literary texts, backgrounds, and perspectives provides.

#197, Alter, Course, Prerequisites, Catalog Description, ENG 252, Introduction to Literature: Western Civilization, ENG, CASC, We are updating our course description to make them more engaging and grammatically correct; Change prerequisites, Old Value: ENG 102, New Value: ENG 101 or ENG 102 or instructor permission; Change catalog description, Old Value: Examines representative literary works from the ancient to the modern world, New Value: This course offers students the opportunity to read,

discuss, and write about Western literature. As they engage with the readings, students will hone their powers of perception and analysis to support any area of further study. They will also acquire the skills necessary for clearly articulating the greater insights into the human condition that a study of representative literary works from the ancient to the modern Western world provides.

#198, Alter, Course, Prerequisites, Catalog Description, ENG 253, Intro to Literature: Non-Western Civilization, ENG, CASC, We are adding "instructor permission" as one of the prerequisites so that students know they can approach instructors directly; Change prerequisites, Old Value: ENG 101 or ENG 102, New Value: ENG 101 or ENG 102 or instructor permission; Change catalog description, Old Value: Examines representative literary works from the ancient to the modern world which have either shaped or reflected contemporary thought and are thus important to what are generally identified as non-western cultures, New Value: This course offers students the opportunity to read, discuss, and write about an exciting range of World literature from Africa, Asia, the Americas, the Middle East, or Oceania. As they engage with the readings, students will hone their powers of perception and analysis to support any area of further study. They will also acquire the skills necessary for clearly articulating the greater insights into the human condition that a study of literary works which have either shaped or reflect contemporary thought provides.

#199, Alter, Course, Prerequisites, Catalog Description, ENG 254, Introduction to Literature: Special Topics, ENG, CASC, We are adding "instructor permission" as one of the prerequisites so that students know they can approach instructors directly; Change prerequisites, Old Value: ENG 101 or ENG 102, New Value: ENG 101 or ENG 102 or instructor permission; Change catalog description, Old Value: Introduces types of literature and techniques used in writing and reading texts; works will differ in genre, style, source, and context from section to section, New Value: This course offers students the opportunity to read, discuss, and write about literary texts that address a particular theme. As they engage with the readings, students will hone their powers of perception and analysis to support any area of further study. They will also acquire the skills necessary for clearly articulating the greater insights into the human condition that a thematic study of literary works provides.

#200, Alter, Course, Prerequisites, Catalog Description, ENG 255, Introduction to Children's Literature, ENG, CASC, Some students test out of ENG 101 and take ENG 102 here; these students should also be eligible to take the course. We are also updating our course descriptions to be more engaging and grammatically correct; Change prerequisites, Old Value: ENG 101 or ENG 102, New Value: ENG 101 or ENG 102 or instructor permission; Change catalog description, Old Value: A study of culturally diverse texts from varied historical contexts that have been recommended to and/or popular among children, informed by readings of literary criticism and historical discourses on childhood, New Value: This course engages in a study of culturally diverse texts from varied historical contexts that have been recommended to and/or are popular among children, informed by readings of literary criticism and historical discourses on childhood.

#201, Alter, Course, Prerequisites, Catalog Description, ENG 280H: Special Topics, ENG, CASC, Students must complete their GS writing skills requirement to be prepared to write papers in this course. We changed the description to be more similar to the other Honors courses; Change prerequisites, Old Value: None, New Value: ENG 101 or ENG 102 or instructor permission; Change catalog description, Old Value: A General Studies course for Honors students. Interdisciplinary course that examines the connections between disciplines, New Value: In this General Studies course for Honors students, students will examine a question from an interdisciplinary perspective in order to develop critical thinking and analytical writing skills. Readings may range from novels and short stories to movies, songs, poems, and/or graphic novels.

#202, Alter, Course, Title, Prerequisites, Catalog Description, ENG 311, Advanced Writing, ENG, CASC, We are changing the title from "Advanced Writing I" to "Advanced Writing" because we will no longer be offering "Advanced Writing II," so this is the only course with that title. We are updating our course descriptions to make them consistent and grammatical. We are adding "instructor permission" to the prerequisites so that students know they can contact the instructor for permission to register if they have a good reason. We are updating the course objectives to fit the way both of the typical instructors teach

the course; Change course title, Old Value: Advanced Writing I, New Value: Advanced Writing; Change prerequisites, Old Value: ENG 102, New Value: ENG 102 or instructor permission; Change catalog description, Old Value: A study of writing processes as they have been described by professional writers and rhetoricians. The purposes of this course are to familiarize students with various conceptions of the writing process, to introduce them to composition research methods, and to give them ample opportunity to investigate and experiment with various writing strategies, New Value: In this course, students will study writing processes as they have been described by professional writers and rhetoricians. The purposes of this course are to familiarize students with various conceptions of the writing process, to introduce them to composition research methods, and to give them ample opportunity to investigate and experiment with various writing strategies.

#203, Alter, Course, Title, Prerequisites, Catalog Description, ENG 333, Postcolonial Literature in a Global Context, ENG, CASC, The title and description of the course are out-dated; we are updating to reflect current language and research methods; Change course title, Old Value: Non-Western Literature in Translation, New Value: Postcolonial Literature in a Global Context; Change prerequisites, Old Value: ENG 234 or department permission, New Value: ENG 234 or instructor permission; Change catalog description, Old Value: This course will examine the writings of non-Western authors in translation. Often, these authors dramatize the conflicts between traditional cultural beliefs and the effects of modern telecommunications, industrialization, and consumerism. The texts selected will represent a wide range of peoples and cultures responding to such developments as globalization and post colonialism, New Value: This course will examine the writing of postcolonial authors writing in English and translated from other languages. Often, these authors dramatize the conflicts between traditional cultural practices and beliefs and the effects of colonialism, migration, climate change, and globalization. The texts selected represent a wide range of peoples and cultures from Africa, Asia, Latin America, and Oceania.

#204, Alter, Course, Title, Prerequisites, Credit Multiple Times, Catalog Description, ENG 336, Ancient Literature, ENG, CASC, The course should not be repeatable because it is taught in a similar fashion most semesters. We are updating the course title and description to make it match updates on how the course is taught. We are using the term instructor permission instead of department permission so that students know who to contact; Change course title, Old Value: Ancient Literatures, New Value: Ancient Literature; Change prerequisites, Old Value: ENG 234 or department permission, New Value: ENG 234 or instructor permission; Change credit for multiple times, Old Value: Yes, New Value: No; Change catalog description, Old Value: Critical study of the uses of literary genres, in the Bible or in other ancient literatures (and in the subsequent literatures following a particular ancient form), with attention to both unity and diversity of voice, style, and structure, New Value: This course examines influential literature from the ancient world, including the Homeric epics, drama, and mythology, with attention to cultural contexts, literary elements, and artistic afterlives.

#205, Alter, Course, Prerequisites, Catalog Description, ENG 337, Special Topics in Popular Literature, ENG, CASC, We are changing the prerequisites of courses in our minors to make them more accessible to students from other majors. We are updating the catalog descriptions to make them more consistent and grammatical; Change prerequisites, Old Value: ENG 234 or department permission, New Value: ENG 102 or instructor permission; Change catalog description, Old Value: A study of popular literary taste as reflected in such genres as the detective story, science fiction, adult fantasy, and others, New Value: This course promotes an understanding of the term "popular literature" through a study of texts, genres, or traditions that have enjoyed broad and continuous audience appeal. It may focus on a genre (fantasy, the detective story, science fiction) or a particular myth or legend that enjoys widespread recognition in popular culture. It may be taken twice provided the topic offered is different each time.

#206, Alter, Course, Prerequisites, Catalog Description, ENG 373, Film Genre, ENG, CASC, We are updating our catalogue descriptions to make them more engaging, consistent, and grammatical. We are adding "instructor permission" as one of the prerequisites so that students know they can approach instructors directly; Change prerequisites, Old Value: ENG 102, New Value: ENG 102 or instructor permission; Change catalog description, Old Value: Study of the various film genres, such as the Musical, the Western, the Gothic, and Film Noir, from their inception in the early twentieth century to the present day. Course concentrates on a particular genre depending on the semester. Weekly film screenings, New

Value: Students in this course will study various film genres, such as the Musical, the Western, the Gothic, and Film Noir, from their inception in the early twentieth century to the present day. This course concentrates on a particular genre depending on the semester. Course material will include weekly film screenings.

#207, Alter, Course, Prerequisites, Catalog Description, ENG 374, History of the Motion Picture, ENG, CASC, We are changing the course descriptions to make them more engaging and grammatical. We are changing the prerequisite to communicate to students that they can ask an instructor for special permission to enroll in a class; Change prerequisites, Old Value: ENG 102, New Value: ENG 102 or instructor permission; Change catalog description, Old Value: The study of film adaptation of literary narratives. Students compare and contrast the narrative conventions of fiction with the visual language of the film, New Value: This course traces the development of the motion picture through various stages (silent cinema, Classic Hollywood, and post-Classic Hollywood) and approaches it from differing perspectives—artistic, technological, economic, and cultural. What makes the motion picture distinctly modern; that is, what did it inherit from earlier entertainment (literature and the stage, for instance) and how does it benefit from innovations in technology?

#208, Alter, Course, Prerequisites, Catalog Description, ENG 404, History of the English Language, ENG, CASC, We are updating our catalogue descriptions to make them more engaging, consistent, and grammatical. We are adding to the possible prerequisites to make the course more accessible to students interested in language studies; Change prerequisites, Old Value: ENG 234 or department permission, New Value: ENG 234 or ENG 303 or ENG 304 or instructor permission; Change catalog description, Old Value: A survey of the origins and development of the English language, with special emphasis on modern methods of linguistic study, New Value: This course explores the origins and development of the English language, using a combination of linguistic, literary, cultural, and historical methodologies.

#209, Alter, Course, Prerequisites, Catalog Description, ENG 425, Children's Literature, ENG, CASC, ENG 255 is a new course that will also prepare students for this course; Change prerequisites, Old Value: ENG 234 or ENG 235H or ENG 240H or ENG 250 or ENG 251 or ENG 252 or ENG 253 or ENG 254 or ENG 280H or department permission, New Value: ENG 234 or ENG 235H or ENG 240H or ENG 250 or ENG 251 or ENG 252 or ENG 253 or ENG 254 or ENG 255 or ENG 280H or instructor permission; Change catalog description, Old Value: A study of texts recommended to and/or popular among children, informed by readings of literary criticism and historical discourses on childhood, New Value: This course offers a study of texts recommended to and/or popular among children, informed by readings of literary criticism and historical discourses on childhood.

#210, Alter, Course, Prerequisites, Catalog Description, ENG 426, Literature for Adolescents, ENG, CASC, ENG 255 is a new course that will also prepare students for this course. We are also editing our course description to make them more engaging and grammatical; Change prerequisites, Old Value: ENG 234 or ENG 235H or ENG 240H or ENG 250 or ENG 251 or ENG 252 or ENG 253 or ENG 254 or ENG 280H or department permission, New Value: ENG 234 or ENG 235H or ENG 240H or ENG 250 or ENG 251 or ENG 252 or ENG 253 or ENG 254 or ENG 255 or ENG 280H or instructor permission; Change catalog description, Old Value: A study of texts recommended to and/or popular among adolescents and young adults, informed by readings of literary criticism and historical discourses on youth, New Value: Students will study a number of texts recommended to and/or popular among adolescents and young adults, informed by readings of literary criticism and historical discourses on youth.

#211, Alter, Course, Prerequisites, Catalog Description, ENG 429, Theory and Pedagogy of Writing, ENG, CASC, We are combining the goals of this class with the similar class ENG 411 (which we are making dormant) so that we can have one advanced writing class that we offer more regularly. We are also changing the prerequisite so that students who are interested in writing but not studying literature are able to take the class; Change prerequisites, Old Value: ENG 102 and ENG 234 or equivalent, New Value: ENG 102 or instructor permission; Change catalog description, Old Value: Theory and Pedagogy of Writing will study topics and issues in teaching writing in the middle and secondary schools. The course will focus on the history and theory of composition rhetoric, the various sub-genres of writing, the

writing process elements, language and language conventions, workshop techniques, technological resources, and strategies for assessment, New Value: Theory and Pedagogy of Writing addresses the theory and teaching of writing as a social act. The course will focus on theories of composition and rhetoric, rhetorical genre studies, language and language conventions, writing technologies, workshop techniques, and strategies for feedback and assessment.

#212, Alter, Course, Prerequisites, ENG 455, The Graphic Novel, ENG, CASC, We are changing the prerequisites of the courses in our minors to make it easier for non-majors to take them; Change prerequisites, Old Value: ENG 234, New Value: ENG 102 or instructor permission.

#213, Alter, Course, Prerequisites, Catalog Description, ENG 484, Classic Literature of Childhood, ENG, CASC, We are changing the prerequisites of courses in our minors so that students outside of the major can take them more easily; ENG 255 is a course in the Childhood Studies minor that will prepare students for more advanced analysis of a similar topic. We are also editing the course descriptions to make them more engaging and grammatical; Change prerequisites, Old Value: ENG 234, New Value: ENG 255 or instructor permission; Change catalog description, Old Value: Historical and critical study of major writers for children and youth. Topics may vary from "Golden Age" children's literature of the nineteenth century (e.g., Carroll, Barrie, Burnett, Stevenson, Kipling) to more modern established texts (e.g., C.S. Lewis, L'Engle, Dahl, Seuss, Milne), New Value: This is a historical and critical study of major writers for children and youth. Topics may vary from "Golden Age" children's literature of the nineteenth century (e.g., Carroll, Barrie, Burnett, Stevenson, Kipling) to more modern established texts (e.g., C.S. Lewis, L'Engle, Dahl, Seuss, Milne).

#214, Create, Course, ENG 486, Poetic Strategies, ENG, CASC, We have taught this course as a special topics course twice and it has been successful; we would like to make it a permanent class.

#215, Alter, Course, Title, Catalog Description, HIST 484, The United States: 1898-1945, HIST, CASC, Updating the course title to reflect contemporary scholarship that identifies 1945 as a historiographical turning point that marks the end of an era; Change course title, Old Value: The United States: 1898-1941, New Value: The United States: 1898-1945; Change catalog description, Old Value: The rise of America as a world power and the problems of reform and industrial expansion in early twentieth century America, New Value: This course studies the rise of the United States as a world power and the challenges and opportunities of reform and industrial expansion in the early twentieth century through World War II.

#216, Alter, Course, Title, Catalog Description, HIST 485, The United States Since 1945, changing the title of the course (from 1941 to 1945) to better reflect the scholarship that identifies 1945 as a historiographical turning point that places the United States in the Cold War following WWII. The course description is edited to reflect this adjustment, expanding this history from the Cold War era to the recent past; Change course title, Old Value: The United States Since 1941, New Value: The United States Since 1945; Change catalog description, Old Value: A detailed study of some of the more important aspects of the history of the period, New Value: A study of significant topics in United States history since 1945, including the Cold War and its origins, the end of the Cold War, and the rise of globalization in the 21st Century.

#217, Create, Course, HSCI 310, Current Issues in Public Health, HSCI, CASC, A new Health Science faculty member is available to teach HSCI 310. This course will serve Thompson Scholars Learning Community students in future years. In addition, it will serve many TSLC students who want an elective outside of taking another General Studies course. Many transfer students into the TSLC also have a difficult time finding a TSLC course because they transferred in GS requirements. While the immediate need is to serve TSLC students, sections of this course could be made available to students outside TSLC and would provide an upper level elective focusing on desirable liberal arts skills including critical thinking, problem solving, and communicating.

#218, Alter, Program, Industrial Distribution Comprehensive, B.S., ITEC, CBT, We are proposing the addition of BSAD 295 in the Industrial Distribution program to help improve student's professional

communication skills. These skills are seen by the faculty as lacking at this time. ITEC 475B will be reduced from 6 credits to 3 credits so as to not increase the core major hours.

#219, Alter, Course, Grading Type, MATH 271, Field Experience in Middle and High School Mathematics I, MATH, CASC, This was initially meant to be Credit/No Credit which is inline with most field experience courses. This change is to rectify that; Change grading type, Old Value: Traditional Grades, New Value: Credit/No Credit.

#220, Alter, Course, Grading Type, MATH 471, Field Experience in Middle and High School Mathematics II, MATH, CASC, As a field experience, this should be credit/no credit as typical of field experiences. It was inadvertently put in with traditional grades and this change is meant to rectify that; Change grading type, Old Value: Traditional Grades, New Value: Credit/No Credit.

#221, Alter, Course, Prerequisites, MGT 233, Business Statistics, MGT, CBT, Change of prerequisites to ensure that students taking this class have basic spreadsheet skills; Change prerequisites, Old Value: Either MATH 102 or MATH 120 or MATH 123 Students with a Business major must also take BSAD 100 or ITEC 130, New Value: MATH 102 or MATH 115 or MATH 120 or MATH 123 and BSAD 100 or ITEC 130.

#222, Alter, Course, Prerequisites, Catalog Description, MGT 450, Population Health Management: Systems and Policies, MGT, CBT, The MGT 450 prerequisite has been slightly modified by now adding MGT 350 as a prerequisite. MGT 350 introduces important introductory healthcare concepts (with an emphasis on the U.S. healthcare system). These foundational concepts are necessary for the more advanced and interdisciplinary study of population healthcare management and health policies in MGT 450; Change prerequisites, Old Value: Junior Standing and STAT 241 or MGT 233 or PSY 250 or BIOL 305, New Value: Junior Standing and MGT 350 and STAT 241 or MGT 233 or PSY 250 or BIOL 305; Change catalog description, Old Value: This course is for health sciences students and students interested in health care management. Topics include 1) describing the determinants of population health that impact health outcomes in a community and applying this information to design low cost interventions; 2) exploring contemporary health care systems and the role of diverse stakeholders in the organization and delivery of models of care; 3) developing effective communication skills to help policymakers understand relevant health care issues; 4) understanding how concepts from economics and management can be applied to examine local public health agency efforts in assessing health needs, quality of services, and strategies for improving health services delivery. This course also examines issues in the health care industry, including the effect of government policies, and students will have the opportunity to critically evaluate current changes in health care policies in the United States and other countries and the effect of such changes on the quality of patient care. Recommended Prerequisites: PSCI 110 and ECON 270 or ECON 271, New Value: This course is for health sciences students and students interested in health care management. Topics include 1) describing the determinants of population health that impact health outcomes in a community and applying this information to design low cost interventions; 2) exploring contemporary health care systems and the role of diverse stakeholders in the organization and delivery of models of care; 3) developing effective communication skills to help policymakers understand relevant health care issues; 4) understanding how concepts from economics and management can be applied to examine local public health agency efforts in assessing health needs, quality of services, and strategies for improving health services delivery. This course also examines issues in the health care industry, including the effect of government policies, and students will have the opportunity to critically evaluate current changes in health care policies in the United States and other countries and the effect of such changes on the quality of patient care. Recommended Prerequisites: completion of a 200-level course in Political Science and completion of a 200-level course in Economics.

#223, Alter, Program, Modern Languages, B.A., MODL, CASC, We would like to add the heritage Spanish sequence (SPAN 215, 318, 319) as an option alongside the second-language sequence (SPAN 205, 308, 309).

#224, Alter, Program, Modern Languages 7-12 Teaching Subject Endorsement, MODL, CASC, We would like to add the heritage Spanish sequence (SPAN 215, 318, 319) as an option alongside the second-language sequence (SPAN 205, 308, 309).

#225, Inactivate, Course, PE 122, Sports Skills for Life and Leisure, PEREC, COE, Please make inactive.

#226, Discontinue, Course, PE 161, Adapted Activities, PEREC, COE, Course is no longer offered nor in any program of study.

#227, Discontinue, Course, PE 240, Non-Rhythmic Activities for Elementary Schools, PEREC, COE, Course is no longer offered nor in any program of study.

#228, Discontinue, Course, PE 246L, Foundation of Athletic Training Lab, PEREC, COE, Course is no longer offered nor in any program of study.

#229, Discontinue, Course, PE 270, Laboratory Experience in Intramurals, PEREC, COE, Course is no longer offered nor in any program of study.

#230, Discontinue, Course, PE 370, Administration of Intramurals, PEREC, COE, Course is no longer offered nor in any program of study.

#231, Discontinue, Course, PE 373, Field Experience in Secondary School Physical Education, PEREC, COE, Course is no longer offered nor in any program of study.

#232, Discontinue, Course, PE 374, Field Experience in University Physical Education, PEREC, COE, Course is no longer offered nor in any program of study.

#233, Discontinue, Course, PE 380, Diagnostic-Perspective Techniques for Adapted Physical Education, PEREC, COE, Course is no longer offered nor in any program of study.

#234, Discontinue, Course, PE 420, Methods in Health and Physical Education, PEREC, COE, Course is no longer offered nor in any program of study.

#235, Discontinue, Course, PE 426, Instructional Strategies in Adapted Physical Education, PEREC, COE, Course is no longer offered nor in any program of study.

#236, Alter, Course, Prerequisites, Department Consent Status, PE 468, Public Health Aspects of Physical Activity, PEREC, COE, Changing prerequisites to allow students more flexibility; Change prerequisites, Old Value, A grade of "C" or above in PE 329 and PE 467 or permission of the instructor, New Value: A grade of "C" or above in PE 329 and PE 461 or permission of the instructor; Change department consent status, Old Value: No, New Value: Yes.

#237, Inactivate, Course, PE 471A, Field Experience in Elementary Physical Education, PEREC, COE, Making course dormant.

#238, Inactivate, Course, PE 471B, Field Experience in Middle School and Secondary PE, PEREC, COE, Making course dormant.

#239, Inactivate, Course, PE 471C, Field Experience in 7-12 Health, PEREC, COE, Making course dormant.

#240, Discontinue, Course, PE 488, Senior Seminar in Health & Physical Education, PEREC, COE, Course is no longer offered nor in any program of study.

#241, Alter, Minor, Public History, HIST, CASC, Reducing the total credit hours required from 24 to 18 hrs to address a bottleneck created by the large internship hours (will reduce from 6 to 3), to make consistent

with other minor degrees offered by the History Department, and to better support the 120 cr hour requirement for graduation.

#242, Discontinue, Course, REC 188, GS Portal, PEREC, COE, Course is no longer offered nor in any program of study.

#243, Inactivate, Course, REC 453, Therapeutic Recreation for Special Populations, PEREC, COE, Making course dormant.

#244, Inactivate, Course, REC 458, Recreation for the Aged, PEREC, COE, Making course dormant.

#245, Alter, Program, Recreation Management, B.S., PEREC, COE, Removing REC 453 and replacing it with PE 369.

#246, Alter, Program, Recreation, Outdoor and Event Management Comprehensive, B.S., PEREC, COE, Removing REC 453 and replacing it with PE 369. Increased Rec Mgt option from 18 to 19 to reflect the PE 121 credit hour increase from 2 to 3.

#247, Create, Course, SPAN 215, Introduction to Spanish Studies for Heritage Speakers, MODL, CASC, The Department of Modern Languages has been offering special sections of intermediate Spanish courses for heritage learners of Spanish for several years and now wishes to formally propose these courses as a distinct pathway through the intermediate curriculum (see proposals for SPAN 215, 318 and 319). Heritage learners of Spanish are students who were exposed to Spanish at home, but have typically experienced all or part of their schooling in English, and thus have varying degrees of proficiency in Spanish and English (Valdés 2001) when they enroll in Spanish courses. Evidence from across the field of heritage language study has established many pedagogically relevant differences between second language learners (L2s) and heritage language learners (HLLs). HLLs have repertoires of vocabulary, grammar and literacy skills that are different from both “native” or first language (L1) speakers and L2 learners (Montrul 2010, Kagan and Dillon 2009) and a diverse set of sociolinguistic characteristics, including language ideologies, attitudes, identity, and motivation for learning (Leeman and Serafini 2016, Carreira and Kagan 2011). Offering distinct courses to meet the different needs of these students is becoming common practice in post-secondary language departments. Beaudrie (2012) found that roughly 40% of postsecondary institutions with 5% or more Hispanic enrollment offer at least one Spanish course designed specifically for Spanish speaking students; this number continues to grow. In our current program, Heritage learners of Spanish typically skip introductory courses (100, 101, 200), take separate early intermediate courses (201, 308) and then rejoin with second language learners in upper intermediate courses (310 and beyond). Creating separate courses in the catalog, rather than special sections of existing courses, will make it easier for students and advisors to enroll students in the appropriate courses and help our department update our curriculum in response to the changing demographics of the students in our department. Once created, SPAN 215 will be submitted to General Studies for approval as equivalent to SPAN 205 (LOPERS 6 and 10).

#248, Create, Course, SPAN 318, Advanced Spanish for Heritage Speakers 1, MODL, CASC, The Department of Modern Languages has been offering special sections of intermediate Spanish courses for heritage learners of Spanish for several years and now wishes to formally propose these courses as a distinct pathway through the intermediate curriculum (see proposals for SPAN 215, 318 and 319). Heritage learners of Spanish are students who were exposed to Spanish at home, but have typically experienced all or part of their schooling in English, and thus have varying degrees of proficiency in Spanish and English (Valdés 2001) when they enroll in Spanish courses. Evidence from across the field of heritage language study has established many pedagogically relevant differences between second language learners (L2s) and heritage language learners (HLLs). HLLs have repertoires of vocabulary, grammar and literacy skills that are different from both “native” or first language (L1) speakers and L2 learners (Montrul 2010, Kagan and Dillon 2009) and a diverse set of sociolinguistic characteristics, including language ideologies, attitudes, identity, and motivation for learning (Leeman and Serafini 2016, Carreira and Kagan 2011). Offering distinct courses to meet the different needs of these students is becoming common practice in post-secondary language departments. Beaudrie (2012) found that roughly

40% of postsecondary institutions with 5% or more Hispanic enrollment offer at least one Spanish course designed specifically for Spanish speaking students; this number continues to grow. In our current program, Heritage learners of Spanish typically skip introductory courses (100, 101, 200), take separate early intermediate courses (201, 308) and then rejoin with second language learners in upper intermediate courses (310 and beyond). Creating separate courses in the catalog, rather than special sections of existing courses, will make it easier for students and advisors to enroll students in the appropriate courses and help our department update our curriculum in response to the changing demographics of the students in our department.

#249, Create, Course, SPAN 319, Advanced Spanish for Heritage Speakers 2, MODL, CASC, The Department of Modern Languages has been offering special sections of intermediate Spanish courses for heritage learners of Spanish for several years and now wishes to formally propose these courses as a distinct pathway through the intermediate curriculum (see proposals for SPAN 215, 318 and 319). Heritage learners of Spanish are students who were exposed to Spanish at home, but have typically experienced all or part of their schooling in English, and thus have varying degrees of proficiency in Spanish and English (Valdés 2001) when they enroll in Spanish courses. Evidence from across the field of heritage language study has established many pedagogically relevant differences between second language learners (L2s) and heritage language learners (HLLs). HLLs have repertoires of vocabulary, grammar and literacy skills that are different from both “native” or first language (L1) speakers and L2 learners (Montrul 2010, Kagan and Dillon 2009) and a diverse set of sociolinguistic characteristics, including language ideologies, attitudes, identity, and motivation for learning (Leeman and Serafini 2016, Carreira and Kagan 2011). Offering distinct courses to meet the different needs of these students is becoming common practice in post-secondary language departments. Beaudrie (2012) found that roughly 40% of postsecondary institutions with 5% or more Hispanic enrollment offer at least one Spanish course designed specifically for Spanish speaking students; this number continues to grow. In our current program, Heritage learners of Spanish typically skip introductory courses (100, 101, 200), take separate early intermediate courses (201, 308) and then rejoin with second language learners in upper intermediate courses (310 and beyond). Creating separate courses in the catalog, rather than special sections of existing courses, will make it easier for students and advisors to enroll students in the appropriate courses and help our department update our curriculum in response to the changing demographics of the students in our department.

#250, Alter, Program, Spanish for the Helping Professions, MODL, CASC, We would like to add the heritage Spanish sequence (SPAN 215, 318, 319) as an option alongside the second-language sequence (SPAN 205, 308, 309). This is part of a change to all our Spanish programs. For this certificate, only SPAN 205/215 and SPAN 309/319 are affected by the change.

#251, Alter, Minor, Spanish Interpretation, MODL, CASC, We would like to add the heritage Spanish sequence (SPAN 215, 318, 319) as an option alongside the second-language sequence (SPAN 205, 308, 309).

#252, Alter, Minor, Spanish, MODL, CASC, We would like to add the heritage Spanish sequence (SPAN 215, 318, 319) as an option alongside the second-language sequence (SPAN 205, 308, 309).

#253, Alter, Program, Spanish Translation and Interpretation Comprehensive, B.S., MODL, CASC, We would like to add the heritage Spanish sequence (SPAN 215, 318, 319) as an option alongside the second-language sequence (SPAN 205, 308, 309).

#254, Alter, Minor, Spanish Translation, MODL, CASC, We would like to add the heritage Spanish sequence (SPAN 215, 318, 319) as an option alongside the second-language sequence (SPAN 205, 308, 309).

Transcript of approved Early-term Grade policy (catalog):

Early-Term Grades

Early-term grades are for informational and advising purposes to ensure students receive early feedback on course performance. They do not impact academic standing, grade point average, or official transcripts. Students whose early-term grades are below their personal expectations or below their academic or financial aid requirements should meet with instructors and advisors about steps for improving for the rest of the term.

Early-term grades are to be reported by the faculty in the fall and spring semesters for courses offered for the full length of the semester. Faculty are required to provide early-term grades for all students by the end of the sixth week of the course. Registered students who have ceased attending are to be assigned a grade as of the last date of attendance or best-determined participation; in this case, the last date of attendance is also to be reported.

If a faculty member has concerns regarding student performance, particularly before early-term grading, they are encouraged to contact the Advising and Career Development office.

Transcript of Feedback on Early-term Grades proposal:

CAS Comments:

CAS Ed policy was generally supportive of the proposal (vote was 4 in favor, 1 against, with 2 abstaining (chair didn't vote), but expressed concerns that as written, the mid-term grading may give students a false sense of security when the major grades for the course may not be available until later in the semester or even at the end of the semester (e.g. large point assignments during the final 6 weeks of the semester). We like the idea of having faculty provide a grade so the students can know where they stand, but faculty need to make sure that they tell the students of any caveats or circumstances that will alter the early-term grade that was reported.

CBT Comments:

CBT AA Committee: Committee members reported that minimal feedback had been received thus far; consensus of Committee is that little to indicate broad support or broad opposition to the proposed change. Committee members noted the lack of a solid rationale / reason for the introduction and implementation of the policy. Additionally, since the way grades are determined is already a required part of all syllabi, faculty who return grades in a timely manner already provide students with the information needed to calculate grades at any time during the semester. Reporting a metric based on the first 5 to 6 weeks of the course by the end of the sixth week risks discouraging students who started slowly or giving a false sense of confidence to students who are doing well with the early part of the course before the material has gotten more difficult. Further, for some courses only a small percentage of the total points for the course have been determined by the end of the fifth week of the semester. Would there be an option for instructors to have an alternative metric, such as attending/not attending? Committee members suggested providing a "not applicable" or "no grade available" option should the policy be implemented.

Feedback from Faculty members:

Response 1: An ideal "compromise" or integrative solution might be this:

1. Grades are auto-imported from Canvas from all classes at mid-term (see exception below).
2. One and/or two weeks before the import, the registrar reminds faculty that they will be auto-imported on a specific date, unless faculty enter them prior to that date.
3. If faculty prefer to instead manually enter or import/export the grades from Canvas themselves, they can do so before the auto-import date, in which case, the auto-import will skip these classes.

This will help faculty like me and others who said that they already keep their Canvas grades up to date; there's not an additional benefit to taking time to upload them again. It will also give faculty who want more control to upload them on their own prior to the import. That should also cover people who don't use Canvas. It should also prompt faculty who don't do a good job updating grades, to get them entered at mid-term (the original stated purpose). It will also make it easy to identify the faculty who aren't reporting grades.

Response 2: Out of curiosity, I asked my students about their thoughts this morning. The most interest (from my students) in having a mid-term grade was for classes where students aren't getting their grades in a timely manner—or faculty aren't using Canvas gradebook. My students gave a few examples where they're having issues in CBT. However, students also said most of their instructors use Canvas and post grades in a timely manner. So they know their grades and don't necessarily see the need for a mid-term grade.

I see both sides. On the one hand I'm all for development and keeping students informed, and I appreciated Brooke sharing her experience with mid-term grades as a helpful tool to work with our students. On the other hand, I use Canvas, I post grades regularly (though sometimes slowly), and I give regular feedback on assignments and in class. I also use academic alerts in MyBlue to engage advisors and students when there are concerns. So, I also have a concern that mid-term grades will create more work—on top of what I am already doing—when the bigger issue may be one with select faculty who aren't posting grades in a timely manner or providing feedback.

While we are facing issues with retention of students, we are also facing issues with faculty engagement and satisfaction. Adding mid-term grades won't be a heavy lift, but I also think it's good to question if we're adding work to help students, to address issues with select faculty, or maybe both.

Response 3: I have no problem with this policy. I use the grading system in Canvas for all my courses and students are able to see their current grade at any time. For me it will just be a simple task of copying the grades from Canvas into the UNK MyBlue reporting system.

Response 4: I oppose the language of the policy which requires faculty to submit such a grade by the 6th week. I use Canvas for grading and all grades are posted on Canvas and available to students from day #1. This would be a duplicate of what I am already doing for the students and unnecessary for faculty that maintain course grades in Canvas on a regular and timely basis. The policy might have merit for courses where faculty do not provide current and periodic grades for students, but is unnecessary for those faculty who provide current, real-time grades in Canvas.

By the 6th week I have typically only had 1 of 4 exams so providing a grade at that time doesn't do a lot anyway. Presentations, Projects, Professionalism Activities, Papers etc. are all due well after the 6th week so this early grade requirement could end up having little relevance to a final grade and could actually work as a detriment to students by providing them of a false sense of success on a single exam. This is especially true if the material at the beginning of a class is more introductory in nature. I think the current Early Warning System is better because students who are in trouble early on get the warning. That system could use some updating because many times I want to list several problems the student is having such as attendance, missed assignments and low test scores and the system only lets you pick one of them. So if that could be fixed I think the Early Warning System is much better. A vast majority of my students are doing fine at the 6th week and both they know it and I know it because their Canvas Grade book shows it. Those that are not doing well are the ones that need to be notified and the Early Warning System or something similar makes a lot more sense.

The requirement that all faculty for all courses must do this seems a bit heavy handed and over the top. I would first like to know what specific problem the Registrar has identified that exists on campus. Then I would be interested in knowing why the Registrar thinks this is the best way to solve the problem. I have substantial doubts that this proposed requirement will have much of any positive, measurable effect on whatever problem it is attempting to address. If there is a problem, shouldn't it be the faculty who are developing possible solutions to the problem?

If the problem is that too many students are Withdrawing or Failing classes, then I'm sure there are a myriad of reasons for that and also much better solutions than this. Our retention rate for a public institution like ours (with near open enrollment) has traditionally been very good and if it has fallen in

recent years then a deep dive into the cause would be time well spent and have much more value than this proposal.

If faculty are not providing appropriate feedback to students as to how they are doing in their classes then that should definitely be addressed by the Chair and or Dean. Lack of feedback to students goes directly to effective teaching and I would see that as an important part of a faculty member's annual evaluation. Effective teaching involves providing appropriate feedback to students but a single grade in the first 6 weeks of a class provides minimal information for the student. I'm not sure it really accomplishes much.

Faculty already are required to report a number of items throughout the semester and I'm wondering how long this list is going to get. We already have Correction Rosters, Lowest Possible Grades, and Final Grades. I could see the potential for a voluntary program of mid-term grade reporting or perhaps more teeth in an Early Warning program. But the program as proposed misses the mark from what I can tell. It involves a lot of reporting with minimal benefit. There surely are better solutions to whatever problem this proposal is trying to address.

COE Comments:

- With Canvas and Early Warning Referrals in place, I don't feel that Early Term grading is necessary. If student evaluations indicate that there is an issue w/not knowing grade status in the course until late semester, I feel this can be handled on an individual basis rather than mandate a policy that impacts all faculty.
- I hate the idea of one more thing today. HOWEVER, I do feel that this is a good plan. For those of us that keep up on our grading it probably seems unnecessary. With that being said, I know (based on experience of my children attending college) that not all instructors keep up on grading or use Canvas (believe it or not). I also feel it is one more accountability step that would not be terribly difficult to implement. I am in support of this proposal.
- This is a great proposal if students would have the opportunity to drop the course without penalty or minimum penalty after they receive mid term evaluation. Thank you.
- This is pretty redundant with the fact that we can already submit alerts when students aren't doing well. We also do roster corrections to indicate if students aren't attending class and we have to individually mark each student. This is ONE MORE THING that faculty are being asked to do to hold students' hands.
- My feedback is a hard no. We do not need another thing to do within that system. It's also the STUDENTS responsibility to be aware of their grades. If they choose not to, they have the logical consequence that comes to them.
- Is this just for undergrad courses, or for both grad and undergrad courses? I don't see this addressed in the document. If for both, might there be some differences in how this is addressed with grad students?
- We can already send Early Academic Alerts.
- this is very similar to progress reports that my old school district used to do every 3 weeks. My only 'concern' is that it should maybe be stated that these are not final grades and that a passing midterm grade does not guarantee a passing final grade, and the same about a failing midterm grade. I would imagine the biggest faculty concern would be a clear statement that midterm grades are not official and that the faculty member can not be held accountable if the grade changes dramatically.
- Why?

- How is this different than the student checking their current grade in canvas themselves?
- I am strongly opposed to this proposal. If faculty are correctly doing their job of grading and returning tests and assignments in a timely manner to students, the students should know how they are doing in a class. Reporting this information on MyBlue in the sixth week of classes will only further erode the need for university students to take responsibility and be aware of their academic performance. Furthermore, this will just be one more wholly unnecessary burden on faculty to complete this report, and another wholly unnecessary burden on dept. chairs to ensure that faculty are completing these reports.
- If individual faculty members are not grading and returning tests and assignments in a timely manner to students, then these faculty members need to be individually addressed. A university wide effort such as this proposal is just not a good use of anyone's time, and propagates the problem of handholding university students at a time when we need to be fostering their self-responsibility.
- Was there a particular reason for picking week 6 vs 7 or 8?
- "If a faculty member has concerns regarding student performance, particularly before early-term grading, they are encouraged to contact the Advising and Career Development office." Could you also mention the Early Academic Alert in MyBlue, or is that going away?
- I don't know if this is going in the catalog but just in case—"Create instructions for student son where to view midterm grades." –Needs fixed
- Will an email also go to advisor of students that receive a grade below C?
- Can this early term grading be done at the same time as correction rosters? So, either move correction rosters forward another week or two into the semester and move early term grading back from the 6th week to the 5th? Although correction rosters has a different purpose than early term grading, it may be simpler to do them at the same time.

Faculty Senate Comments (provided by FS Representative to FSAA):

- For a 6-week grade report, some type of assessment would need to be provided. If 6 weeks, students could drop and get into an 8 week class. But there are not many 8 week courses offered.
 - How big of a problem is this? That students would have dropped and gotten into an 8-week course if had gotten grade earlier. Will faculty be required to have grades posted by 6 weeks? That is a concern.
 - Would a mandatory 6 or 8 week grade report require SVCAA approval or is this something that the registrar's office can do automatically without faculty approval? Derek will follow up on this.
 - Among Faculty Senate there was an overwhelming disapproval of the policy. Many believed it was an overreach by Registrar, and put more work on faculty. Some voiced that if there is a problem with some faculty not having their grades in Canvas or available to students, then this needs to be addressed with the individual faculty. I shared some of the reasoning behind the proposed policy and this did little to assuage their disapproval.
-