I. New Business

A. Requests to alter, create, etc., courses/programs:

#93, Alter, Course, Title, BMIS 181, Business Computer Systems, BMIS, B&T, The course is required for the students of many colleges at UNK. The proposed title is broad in nature to better reflect this. New title: Introduction to Information Systems.

#94, Alter, Course, Title, BMIS 182, Business Computer Applications, BMIS, B&T, The course is required for the students of many colleges at UNK. The proposed title is broad in nature to better reflect this. New title: Software Productivity Tools.


#96, Alter, Course, Prerequisite, PE 360, Human Anatomy and Kinesiology, HPERLS, EDUC, The material in PE 360 assumes that the students have an understanding of human anatomy and the associated terminology. Students need to have a fundamental understanding of human anatomy (which would be obtained in PE 310 or BIOL 215 or BIOL 225) in order to optimize their educational experience in PE 360.

#97, Alter, Course, Prerequisite, PE 422, Administration of Strength Programs, HPERLS, EDUC, The material in PE 422 assumes that the students have an understanding of human anatomy, the structures involved in various athletic associated movements, and the principles of kinesiology. These prerequisite concepts are taught only in PE 360.

#98, Alter, Program, BAED, Health Education 7-12 Teaching Subject Endorsement, HPERLS, EDUC, Currently, the Health Education 7-12 Teaching Subject Endorsement Option allows students to choose either PE 310 or PE 360. However, the material in PE 360 assumes that the students have an understanding of human anatomy and the associated terminology. Students need to have a fundamental understanding of basic
human anatomy (which would be obtained in PE 310) in order to optimize their educational experience in PE 360. Furthermore, in order to be in compliance with Nebraska Department of Education Guidelines, Student in the Health Education 7-12 Teaching Subject Endorsement Option must take a minimum of 27 hours of coursework in field specific classes.

#99, Alter, Program, BAED, Physical Education K-6 Teaching Subject Endorsement, HPERLS, EDUC, Currently, the Physical Education K-6 Teaching Subject Endorsement Option does not require students to take PE 310. However, the material in PE 360 (a required course) assumes that the students have an understanding of basic human anatomy and the associated terminology. Students need to have a fundamental understanding of basic human anatomy (which would be obtained in PE 310) in order to optimize their educational experience in PE 360.

#100, Alter, Program, Supplemental Endorsement in Interscholastic Coaching (7-12), HPERLS, EDUC, Currently, the Supplemental Endorsement in Interscholastic Coaching (7-12) does not require students to take PE 310. However, the material in PE 360 (a required course) assumes that the students have an understanding of basic human anatomy and the associated terminology. Students need to have a fundamental understanding of basic human anatomy (which would be obtained in PE 310) in order to optimize their educational experience in PE 360.

#101, Alter, Course, Prerequisite, ENG 425, Children’s Literature; Adolescent Literature, ENG, FA, Adding a prerequisite GS literature course brings ENG 425 and 426 in line with our other upper-division literature courses. Graduate students will presumably have already taken a GS-level literature course, so this prerequisite does not apply to them.

#102, Alter, Course, Prerequisite, ENG 426, Children’s Literature; Adolescent Literature, ENG, FA, Adding a prerequisite GS literature course brings ENG 425 and 426 in line with our other upper-division literature courses. Graduate students will presumably have already taken a GS-level literature course, so this prerequisite does not apply to them.

#103, Alter, Program, BA, International Studies, FA, Change in electives based on departmental offerings.


#105, Alter, Program, BS, Criminal Justice Major, CJUS, N&SS, The Criminal Justice Department has undertaking a strategic program change that seeks to address the results of a Five Year APR, results of our five year alumni survey, expectations of the Academy of Criminal Justice Science for the inclusion of certain courses required for certification and a specific strategic planning initiative within the Department. These program alterations will provide data related student evaluations, material for student writing portfolios, an increase in student research projects and student research projects and student research presentations that will be reflected in the on-going assessment of the
The Department is currently in a review and modification process related to assessment.

#106, Alter, Program, BS, Criminal Justice Comprehensive Major, CJUS, N&SS, The Criminal Justice Department has undertaken a strategic program change that seeks to address the results of a Five Year APR, results of our five year alumni survey, expectations of the Academy of Criminal Justice Science for the inclusion of certain courses required for certification and a specific strategic planning initiative within the Department. These program alterations will provide data related student evaluations, material for student writing portfolios, an increase in student research projects and student research presentations that will be reflected in the on-going assessment of the department. The Department is currently in a review and modification process related to assessment.

#107, Alter, Program, Criminal Justice Minor, Department of Criminal Justice and Social Work, CJUS, N&SS, The Criminal Justice Department has undertaken a strategic program change that seeks to address the results of a Five Year APR, results of our five year alumni survey, expectations of the Academy of Criminal Justice Science for the inclusion of certain courses required for certification and a specific strategic planning initiative within the Department. The Criminal Justice Minor is being altered to mirror the Criminal Justice Major and Criminal Justice Comprehensive Major Programs. These program alterations will provide data related student evaluations, material for student writing portfolios, an increase in student research projects and student research presentations that will be reflected in the on-going assessment of the department. The Department is currently in a review and modification process related to assessment.

#108, Create, Course, CJUS 305, Criminal Justice Research Methods II, CJUS, N&SS, Current Program certification requirements via the Academy of Criminal Justices Sciences requires that a set of courses be added to the curriculum. In addition, inclusion of this course was specifically recommended in the 5 Year Annual Review conducted in the spring of 2007 (See attached materials. This course will allow Criminal Justice students a more comprehensive and applied understanding of researching the field of criminal justice.

#109, Create, Course, CJUS 321, Technology in Criminal Justice, CJUS, N&SS, The requirements for certification of degree granting Criminal Justice programs via the Academy of Criminal Justice Sciences requires a course on the use of technology within the criminal justice system.

#110, Create, Course, CJUS 326, Theories of Crime and Criminal Justice, CJUS, N&SS, The past two five year reviews and current requirements for certification via The Academy of Criminal Justice Sciences have recommended, and now require, with pending certification of criminal justice programs, a course on theories of crime and criminal law. This type of course is typically included within the curriculum of four-year degree criminal justice programs which share academic mission and learning objectives similar to our program at UNK.
#111, Alter, Course, Title, Criminal Justice Planning and Research, CJUS, N&SS. This course is currently listed as a 400 senior-level course. Changing the placement of this course in the curriculum has many advantages, including preparing students early in their coursework to participate in student research and service learning project. Advancing this course also allows for the addition of more advanced coursework in research and statistics within the program, a goal that is consistent with current certification requirements in the field of criminal justice.

#112, Alter, Program, BS, Biology Comprehensive Option: Wildlife Emphasis, BIOL, N&SS. The Computer Science and Information Systems Department is changing CSIS 130GS from 3 credit hours to 4 credit hours. CSIS 130GS is an option in the Computer Science section of the Wildlife Emphasis, so it is necessary to change the wording of this section to accommodate the change in the credit hours of this course.

#113, Alter, Course, Title, CSIS 100.C, Computing Environments----Unix, CSIS, N&SS. The name change is necessary in order to more correctly refer to the particular variety of Unix that is taught in the course. New title: Computing Environments----Linux.

#114, Alter, Program, BAE, BSE, Geography 7-12 Teaching Subject Endorsement Option, GEOG, N&SS. GEOG 305GS has been inactivated due to not within area of expertise of faculty. Replaced with GEOG 104.

#115, Alter, Program, Minor, GIScience Minor, SGES, N&SS. GEOG 317 – Remote Sensing of Environment is being added to our Geography/GIScience coursework due to the increased need for satellite and Raster analysis in the job market and in preparation for graduate school. GEOG 300 is being removed from required category. The Program Title is also being changed from Spatial Analysis Minor to GIScience minor.

#116, Alter, Program, WS, N&SS. The Women’s Studies Advisory Council would like to add six electives to the Women’s Studies Program. These courses are offered by the departments of Criminal Justice, English, Family Studies and History. The WSAC also requests a program title change form “Women’s Studies” to “Women’s and Gender Studies”.

**Lawson moved to adopt items #93 through #116. Anderson seconded. The motion passed unanimously.**

B. Schipporeit presented two new items, #117 and #118.

#117 Inactivate Course, GEOG 305, Environmental Conservation, SGES, NSS. Not within area of expertise of faculty.

#118 Alter Program, BS Recreation, Park and Tourism Management Comprehensive, HPERLs, COE. Eliminate PE 260, replace Geog 305 with Geog 316, add an additional option Geog 400 OR Geog 301 to better match scheduling needs, eliminate Math 102 as required GS for this program.
Schipporeit moved to accept #117 and #118. Summar seconded. The motion was approved unanimously.

II Old Business
Changes to the major/minor hour overlap rule. (see attachment)
The CNSS Educational Policy Chair William Wozniak has proposed to:
- Change the number of hours for a minor from 24 hours to a range from 18 to 24.
- Eliminate the overlap rule or allow the judgment of overlap to be made by departments with the approval of the respective Ed Policy committee.
- Allow for application of “exceptions to the rule.”

Guests Wozniak, Hertner and Darveau introduced the proposed policy changes. Schipporeit noted that last year the Academic Affairs committee had reviewed a similar proposal and voted against it, as the committee saw the problem with the biology/chemistry major/minor as an isolated incident, and saw no reason to create a policy that would affect all departments.

A note here from Albrecht: Dillon, not present at the meeting has indicated the vote last year was a tie at 4-4, not a vote against. April 22, 2008.

Wozniak indicated this proposal was more refined and substantively different from the proposal last year. He also said this issue expands beyond biology. Albrecht introduced letters from Greg Brown (Assistant Professor, College of Education) and Peggy Abels (Director, Health Science Programs – an interdisciplinary program not part of CNSS academic unit) in support of changing this rule (see letters attached). The letters state various instances of difficulties encountered by students attempting to finish minors in various fields in departments and programs beyond biology and CNSS. The letter from Abels also indicates that this is a problem for employers who do not see the minor appellation given to students who have many classes in an academic program, but no minor on the transcript.

Hertner explained the reasoning for the policy change, as it relates to biology. The Chemistry Department has defined a chemistry minor, and if biology majors take these courses, these students should have a chemistry minor, but currently do not because of the overlap rule. He noted that there are other disciplines in which overlap occurs because other areas require various competencies. Darveau indicated this is also the case with chemistry majors who seek a physics minor. Hertner pointed out that this rule has, de facto, created two minor tracks as a history major needs fewer chemistry courses to complete a minor than a biology major does. He then pointed out that this a moved the decision-making power of what constitutes a minor in a discipline from the department, who presumably have the expertise to know what a minor should consist of, to the administrative level. Hertner was asked if this was a biology issue, he said that while the issue is certainly important for biology majors, he felt this problem extended at least through CNSS departments, if not beyond. Inside CNSS the disciplines tend to rely on one another for foundational information so classes in other departments are required.
Albrecht pointed out that Wozniak’s proposal indicates that minors at UNL, UNO, and peer group schools require only 18 hours, or in the case of double minors at UNL 15 hours. He asked Schipporeit what the minor structure at UNL was and Schipporeit indicated that UNL has a wide variety of minor requirements as they differ between colleges and departments so it would not be possible to quickly summarize their requirements. Albrecht said this supports the intent of the current proposal, to enable colleges and departments to determine what a minor looks like without rules concerning overlap.

Albrecht questioned the intent of the rule, which may stem from Kearney State period as early as the 1970’s. Schipporeit indicated she though the intent was to broaden students, not empire-build as stated in the Wozniak proposal. Albrecht expressed skepticism as to our knowledge of the intent of the rule at that time. Schipporeit states such documentation exists, Albrecht requested that it be brought to the committee.

Schipporeit expressed further opposition and was concerned that we take time to review the proposal to fully understand how the policy changes will impact other programs. The committee agreed that input from other Education Policies committees is needed, as well as more thorough review of how other schools structure their minor degrees.

**Lawson moved that the committee ask representatives of the colleges’ Educational Policy committees to provide information (written statements and recommendations) to the Academic Affairs committee to bring this issue to the table in the fall, and to solicit information from the registrar concerning the number of students and departments involved. Schipporeit seconded. The motion was approved unanimously.**

**III** The meeting adjourned at 5:00 PM.

Respectfully submitted,

Darleen Mitchell, Secretary,
Faculty Senate Academic Affairs Committee