



**UNK General Education Council Meeting**  
**Agenda - Thursday, May 1**  
**001 Calvin T. Ryan Library, 3:30 p.m.**

- I. CALL TO ORDER
- II. ROLL CALL
- III. AGENDA APPROVAL (completed by April 29 *via* e-mail)
- IV. APPROVAL OF PREVIOUS MEETING MINUTES - **enclosed**
- V. SPECIAL PRESENTATIONS
- VI. REPORTS
  - A. Senior Vice-Chancellor of Academic Affairs
  - B. Registrar
  - C. Director of Assessment & Accreditation
  - D. Director of Academic Advising & Career Development
  - E. Director of General Education
    - i. LOPR 101 update
    - ii. Year-End General Education Report
  - F. Non-business Item Reports from Subcommittees
    - i. Assessment subcommittee
    - ii. Course Review subcommittee
    - iii. Oversight subcommittee
- VII. OLD BUSINESS
- VIII. NEW BUSINESS
  - A. Course and LOPR 101 Section Approvals – **proposed syllabi, campus comments, and CIM workflow update (if applicable) are enclosed**
    - i. ENG 230 request to be added to LOPER 5
    - ii. ENG 412 request to be added to LOPERs 6 and 10
    - iii. LOPR 101 Section Topics
      - a. Use Your Brain Move Your Body (COE, TE, Monica Hansen)
      - b. Friendship Across Borders (CAS, PHIL, John Lee)
  - B. Governance document revision recommendations – **old, new, comparison documents enclosed**
    - i. Campus comments update (Exstrom)
    - ii. Consideration for adoption (if comments from FS Academic Affairs and college Ed Policy committees have been received – otherwise a special meeting will be needed)
  - C. LOPER 1 waiver policy for transfer students - **enclosed**
- IX. GENERAL COMMENTS (from Council members)
- X. ADJOURNMENT

## UNK General Education Council Meeting Rules (passed at 9/5/24 GEC meeting)

- Items may be placed on a GEC meeting agenda by the Senior Vice-Chancellor of Academic Affairs and Director of General Education. Agenda item requests by other Council members must go through one of these officers.
- In the event of Council meeting absences, members of the GEC may have proxies attend and conduct business in their place. For a voting member, the proxy must be a tenured faculty member, and the Director of General Education must be notified no later than noon of the day of the meeting in order for the proxy to be able to vote. Even with a proxy attending, the member's absence counts toward the maximum allowed per year (3).
- Meetings may be open for the UNK community to observe, in person and/or *via* Zoom, at the Council's discretion. (Meeting agendas and minutes will be distributed to the campus community in accordance with the GEC governance rules.)
- Only Council members, proposers of new courses for the GE program, and faculty/staff/students invited to give special presentations or provide other information may participate in meeting discussion. Other attendees may only observe the meeting.
- Items raised in the General Comments portion of GEC meetings are not considered agenda items for business. The only allowable motion for these items is to place them on the agenda for the next GEC meeting.



**UNK General Education Council Meeting Agenda**  
**Thursday, April 3**  
**001 Calvin T. Ryan Library, 3:30 p.m.**

**Present:** Matt Bjornsen, Derek Boeckner, Kurt Borchard, Joe Dolence, Kate Heelan, Heather Meyer, John Petzet, Rochelle Reeves, Jacob Rosdail, Whitney Schneider-Cline, Chris Steinke, Jane Strawhecker, Frank Tenkorang, Chris Exstrom, Jessie Bialas, Gabriela Valencia, VCAA Unruh, John Gibbs, Scott Unruh

**Guests:** Trista Lefler, Will Frederick, Miechelle McKelvey, Lindsey Brownfield, Nanette Hogg, Julie Campbell, Sharon Campbell, Suzanne Maughan Spencer, Megan Hartman, Nathan Tye, Amber Alexander, Jess Hollar, Aaron Estes

**Absent:** Lisa Neal

- XI. CALL TO ORDER
- XII. ROLL CALL
- XIII. AGENDA APPROVAL (completed by April 1 *via* e-mail)
- XIV. APPROVAL OF PREVIOUS MEETING MINUTES – **enclosed**
  - A. Reeves/Schneider-Cline moved to approve the March 6, 2025, meeting minutes.  
**Motion Carried**
- XV. SPECIAL PRESENTATIONS
- XVI. REPORTS
  - A. Senior Vice-Chancellor of Academic Affairs
    - i. None
  - G. Registrar
    - i. None
  - H. Director of Assessment & Accreditation
    - i. None
  - I. Director of Academic Advising & Career Development
    - i. Gibbs stated he is continuing to work on the training and lesson plans for LOPR 101.
  - J. Director of General Education
    - i. LOPR 101 updates, dealing with LOPR 126 student backlog
      - a. Exstrom stated there are thirty-one LOPR 101 courses scheduled for Fall 2025 and eight of them are tailored for TRIO students.

- b. The first workshop is on Friday, April 25th (2:30-5:00). Faculty and staff instructors will be invited soon. Student Affairs will be choosing the staff instructors next week.
- c. Students with sophomore, junior, and senior standing who have taken LNSK 103 or LOPER 11 could be given an exemption from taking LOPR 126 by the General Education Director.

K. Non-business Item Reports from Subcommittees

- i. Assessment subcommittee
  - a. None
- ii. Course Review subcommittee
  - a. None
- iii. Oversight subcommittee
  - a. None

XVII. OLD BUSINESS

XVIII. NEW BUSINESS

A. Course and LOPR 101 Section Approvals – **proposed syllabi, campus comments, and CIM workflow update (if applicable) are enclosed**

- i. ENG 220 request to be added to LOPER 5
  - a. The Council moved to approve ENG 220 for inclusion in LOPER 5.
- ii. LOPR 101 Section Topics
  - a. Game Changers (COE, KSS (3 sections), James Hoffman and Jason Miller)
    - a. No discussion.
    - b. The Council approved “Game Changes” for inclusion in LOPR 101.
  - b. What the Health (COE, KSS (2 sections), Kate Heelan and Kate Gienger)
    - a. No discussion.
    - b. The Council approved “What the Health” for inclusion in LOPR 101.
  - c. Learning Hacks: Using Learning Theories to Ace College & Career (COE, TE, Jesslyn Hollar)
    - a. Hollar proposed a shorter title: *Hacks to Work Smarter Not Harder*. The Council agreed.
    - b. The Council approved “Hacks to Work Smarter Not Harder” for inclusion in LOPR 101.
  - d. Live, Grow, Learn: Your Journey into Education – Teaching, Leading, and Serving (COE, TE, tailored for Teacher Scholars LLC, Emily DeVall)
    - a. McKelvey proposed a shorter title: *Education Journey: Live, Grow, Learn*. The Council Agreed.

- b. The Council approved “Education Journey: Live, Grow, Learn” for inclusion in LOPR 101.
- e. Those Who Can, Do; Those Who Can’t, Teach: Representations of Educators & Education in American Culture (COE, TE, Jim Hollar)
  - a. The instructor proposed a shorter title: *Representations of Education in American Culture*. The Council agreed.
  - b. Recommendation from the subcommittee to change to the course topic description to remove the second sentence regarding contemporary tropes.
  - c. The Council approved “Representations of Education in American Culture” with the proposed recommendation for inclusion in LOPR 101.
- f. Building Wealth in a Capitalist Society (CBT, FIN, Steve Hall)
  - a. No discussion.
  - b. The Council approved “Building Wealth in a Capitalist Society” for inclusion in LOPR 101.
- g. Career Launch: Building Your Professional Future (CBT, ITEC, Mitch Peters)
  - a. The instructor proposed to shorten the title to: *Build Your Professional Future*. The Council agreed.
  - b. The Council approved “Build Your Professional Future” for inclusion in LOPR 101.
- h. The Entrepreneur’s Playbook (CBT, MGT, Sara Bennett)
  - i. No discussion.
  - j. The Council approved “The Entrepreneur’s Playbook” for inclusion in LOPR 101.
- k. Academic Success for the Adult Learner (CBT, MGT, tailored for online-only programs, Megan Goeke)
  - a. Recommendation from the subcommittee to include Clifton Strengths in the course description. The Council agreed.
  - b. The Council approved “Academic Success for the Adult Learner” for inclusion in LOPR 101.
- l. AI in Marketing (CBT, MKT, tailored for CBT LLC, Ryo Suzuki)
  - m. No discussion.
  - n. The Council approved “AI Marketing” for inclusion in LOPR 101.
- o. Agricultural Issues for Today (CBT, MKT, Greg Broekemier) – **first offering in Fall 2026**

- p. No discussion.
  - q. The Council approved “Agricultural Issues for Today” for inclusion in LOPR 101.
- r. Biology of Superheroes (CAS, BIOL, Letty Reichart)
  - a. No discussion.
  - b. The Council approved “Biology of Superheroes” for inclusion in LOPR 101.
- s. Unveiling Chemistry in the Everyday (CAS, CHEM, Christopher Exstrom)
  - a. No discussion.
  - b. The Council approved “Unveiling Chemistry in the Everyday” for inclusion in LOPR 101.
- t. Nature in Nebraska through Multimedia (CAS, COMM, Mary Harner)
  - a. No discussion.
  - b. The Council approved “Nature in Nebraska through Multimedia” for inclusion in LOPR 101.
- u. Healthy Relationships in the Digital Age (CAS, COMM, Tiffani Luethke)
  - a. No discussion.
  - b. The Council approved “Healthy Relationships in the Digital Age” for inclusion in LOPR 101.
- v. Criminal Justice in the Media (CAS, CJUS, tailored for Thompson Scholars, Theresa Wadkins)
  - a. No discussion.
  - b. The Council approved “Criminal Justice in the Media” for inclusion in LOPR 101.
- w. Looking Back to Go Forward (CAS, HIST, Nathan Tye (untailored section) and Amber Alexander (Thompson Scholars section))
  - a. No discussion.
  - b. The Council approved “Looking Back to Go Forward” for inclusion in LOPR 101.
- x. I Am a Math Person (CAS, MATH, tailored for MATH 101, 106 & 108 students, Emily Bahr)
  - a. No discussion.
  - b. The Council approved “I Am a Math Person” for inclusion in LOPR 101.
- y. The Art of Practice (CAS, MUS, Sharon Campbell)
  - a. No discussion.

- b. The Council approved “The Art of Practice” for inclusion in LOPR 101.
- z. Public Service, Law, and the Good Life (CAS, PSCI, Diane Duffin)
  - a. No discussion.
  - b. The Council approved “Public Service, Law, and the Good Life” for inclusion in LOPR 101.
- aa. Beyond the Self: Society, Culture, and You (CAS, SOC, tailored for Thompson Scholars, Suzanne Maughan Spencer)
  - a. Maughan Spencer proposed to shorten the title to: *Beyond the Self: You in Society*. The Council agreed.
  - b. The Council approved “Beyond the Self: You in Society” for inclusion in LOPR 101.
- bb. I Am a Lifelong Learner (Loper Success Hub, tailored for TRIO, Kearney Bound and KACAS students – those students will take this instead of LNSK 103)
  - a. No discussion.
  - b. The Council approved “I Am a Lifelong Learner” for inclusion in LOPR 101.
- cc. Is Bilingualism a Superpower? (CAS, MODL, Janet Eckerson) – **first offering in Spring 2026**
  - a. This course may be offered in Fall 2025 as a Thompson Scholars section.
  - b. The Council approved “Is Bilingualism a Superpower?” for inclusion in LOPR 101.
- dd. Coming of Age Around the World (CAS, MODL, Jonathan Dettman) - **first offering in Spring 2026**
  - a. No discussion.
  - b. The Council approved “Coming of Age Around the World” for inclusion in LOPR 101.
- ee. Nerding Out on Anything (Library, Lindsay Brownfield) - – **first offering in Spring 2026**
  - a. Brownfield proposed to change the title to: *Being Info-Smart*. The Council agreed.
  - b. The Council approved “Being Info-Smart” for inclusion in LOPR 101.

B. Governance document revision recommendations

- i. Boeckner reviewed the changes that the subcommittee made to the governance document since the March 2025 Council meeting.

- ii. Steinke asked who will identify if a course fails to meet assessment. Exstrom stated those courses would be identified by the assessment subcommittee. Exstrom suggested changing the wording in V.B.vi.b to “fails to meet the assessment targets.” Reeves suggested to put a link to the assessment plan in this section. Exstrom suggested adding the assessment plan as an appendix once it is updated and approved. After discussion that Council agreed to remove section V.B.vi.b and add “the General Education Assessment Subcommittee” into section V.B.vi.c.
- iii. The council approved to send the new governance document with the discussed changes out to campus for comment.

XIX. GENERAL COMMENTS (from Council members)

**XX. ADJOURNMENT: Meeting adjourned at 4:56 pm.**



## **Campus Comments on Course/Topic Proposals – 5/1/25 GEC Meeting**

### **ENG 230 (Acting for Non-Actors):**

- My concern with this as proposed, is that it does not meet the Loper 5 objectives. This seems to be a learning a skill course, not an evaluation course that looks at how this subject matter is evaluated and how it affects the world.
- 2 big concerns. 1) The objectives of this acting class do not meet the outcomes of Loper 5. 2) There is still a theater department for one more year and acting class taught in Theater. How is this proposed course different from the existing Theater 225 , Acting 1. Furthermore, I feel acting is not an English class, or is the English department absorbing what was the theater department if so, shouldn't they hire a theater professional to teach theater classes?
- Does Seth Long have an MFA in Theatre? What qualifications does Seth Long have to teach a course like this?

### **ENG 412 (Writing for the World) – no comments**

### **LOPR 101 topic (Use Your Brain Move Your Body) – no comments**

### **LOPR 101 topic (Friendship Across Borders) – no comments**

## **Campus Comment on Proposed Bylaws Revisions**

**College of Arts & Sciences Educational Policy Committee -**

**College of Business & Technology Academic Policy Committee -**

**College of Education Academic Affairs Committee -**

**Faculty Senate Academic Affairs Committee -** approves of the proposed Bylaws. We suggest providing examples of minor changes within the document similar to the examples of major changes.

### **April 16 Campus Forum Q&A:**

**What will trigger consideration for a course removal or being put on probation?** We did discuss this at April's GEC meeting and decided to leave things pretty open. At our next meeting, I will bring this up for possible discussion just to be sure. The message I gave to everyone is that this procedure is intended to address really blatant situations – e.g., ignoring learning objectives, refusing to collect and submit assessment data, ignoring assessment intervention recommendations, etc. This is not about being political or nitpicky regarding courses.

**Will it be possible for instructors to be put on probation or prohibited from teaching GE courses?** We did not discuss this during the April meeting but probably should in May. My response was that this is very delicate and I would prefer to work with department Chairs but that I would bring this question to the Council.

**Request for more intentionally open GEC meetings.** In our meeting rules passed in September and in the new bylaws, this is up to the Council's discretion. Given the recent history prior to this academic year, I played this issue really close to the vest. I didn't say one way or the other if meetings were open to the public, but on the few occasions when someone requested to come and observe, I always allowed it. We should probably be more intentional about the open/closed nature of meetings next year. If we stay in our current meeting room in the Library, we may just want to always have a public Zoom connection.


**Other Campus Comments through Qualtrics - none**

ENG 230

# **UNK General Education Course Proposal Checklist**

Complete the following checklist and include this in your course proposal. Marking "yes" affirms that your proposal includes the required information and that information is complete.

The Director of General Education will review your proposal to make sure all of the following information is included. Once approved, the proposal will then be reviewed by the General Education Council Course Review Subcommittee prior to consideration by the full Council.

<b>Proposal includes required Course Information (Part 2):</b>	<b>Yes</b>
Basic course information (prefix, number, title, and credit hrs.; catalog description)	<input checked="" type="checkbox"/>
Proposing department and contact person <b>ENG - Seth Long</b>	<input checked="" type="checkbox"/>
Type of GS course: <input type="checkbox"/> Existing course, new to GS; OR <input checked="" type="checkbox"/> Newly-created course <sup>1</sup>	
Department assurance that all sections will be taught consistent with submitted syllabus	<input checked="" type="checkbox"/>
Department assurance that all sections will meet all LOPER category learning outcomes	<input checked="" type="checkbox"/>
Department assurance that all instructors will participate in GS Program assessment	<input checked="" type="checkbox"/>
LOPER category (or categories, where applicable) <b>5</b>	<input checked="" type="checkbox"/>
Learning outcomes for LOPER category (or categories, where applicable)	<input checked="" type="checkbox"/>
Detailed explanation / evidence of how course will achieve the learning outcomes <b>FROM ASSIGNMENT DESCRIPTIONS IN SYLLABUS</b>	<input checked="" type="checkbox"/>
<b>Proposal includes Course Syllabus with required contents (Part 3):</b>	<b>Yes</b>
Syllabus includes all required Basic Course Information <sup>2</sup>	<input checked="" type="checkbox"/>
Syllabus includes all required General Studies Program Information	<input checked="" type="checkbox"/>
Syllabus includes all required Course and University Policy Information <sup>3</sup>	<input checked="" type="checkbox"/>
<b>Director of General Education approval of required proposal information:</b>	
Name (please print): Christopher L. Exstrom	
Signature: 	

<sup>1</sup> For a newly-created course, the proposal also must include documentation of submission for approval through the Academic Affairs process.

<sup>2</sup> The submitted syllabus may use headings or spaces for instructor-specific information and omit those details.

<sup>3</sup> The submitted syllabus should include examples of the course policies that are required to be included in a syllabus, but it should indicate which of those are instructor-specific and which are common to all sections/instructors of the course.

**A. Basic submission information:**

1. Course prefix and number: ENG230
2. Course title: Acting for Non-Actors
3. Credit hours: 3
4. Catalog description: An introduction to basic acting techniques for non-theater majors, including voice control, movement, blocking, and acting techniques. Students learn to externalize inner motivation through participatory and collaborative exercises and assignments.
5. Department or program that is proposing the course's inclusion in the GS Program: Seth Long, Department of English
6. Contact person (and their contact information): Seth Long, [longsd@unk.edu](mailto:longsd@unk.edu)
7. Indicate if the proposed course is: (b)
  - a. **An existing UNK course that is being proposed for addition to the GS Program (include current GS courses being proposed for cross-listing in an additional LOPER category or to move to a different LOPER category), or**
  - b. A newly-created course (NOTE: For a newly-created course, the proposal also must include documentation of submission for approval through the Academic Affairs process. The Council will not vote on final approval of a new course until it has been approved by the FS Academic Affairs Committee.)

**B. Department assurance statements:**

The Council relies on chairs and departments to act in good faith in delivering General Studies courses once they are approved for inclusion in the Program. The Council also depends on instructors (including visiting and adjunct faculty) to cooperate in collecting and reporting data on student performance, and to provide the Council with information on how their GS courses are being taught, so the Council can assess the Program's effectiveness.

Accordingly, we require that the proposal includes assurances from the department on all of the following:

1. *All sections of the course will be taught in a manner consistent with the submitted syllabus.* Reasonable instructor freedom to select assigned texts/materials, craft assignments, and adopt their own course policies is, of course, permitted.
2. *All sections of the course will meet all learning outcomes for the LOPER category (or categories, where applicable) for which the course is approved.*
3. *All instructors will participate in GS Program assessment.* Courses approved to meet LOPER categories will be scheduled for assessment in rotating semesters; this schedule will be announced to campus and posted on the General Studies for Faculty Canvas organization. Instructors are responsible to collect the requested data and report it to the GS Director by the established deadline. Instructors also are responsible to submit their GS course syllabi to the Council upon request.

**C. Suitability for the GS Program:**

1. Indicate for which LOPER category the course is being proposed: Loper 5, Visual or Performing Arts.
2. List the learning outcomes for the LOPER category (or categories, where applicable) (see *Appendix*): see syllabus below.
3. Explain clearly and in detail how the course meets each learning outcome and how student achievement of those outcomes will be demonstrated. In other words, specify the course

contents and the types of activities and assignments that enable students to develop and to exhibit the applicable skills, knowledge, and/or dispositions. To obtain approval, a course must meet all learning outcomes for its LOPER category (or categories, where applicable): see syllabus below.

## **ENG230GS: Acting for Non-Actors**

**Your prof:** Seth Long  
**Email:** longsd@unk.edu  
**Office Hours:** MWF 12:30-2:30pm  
**Office:** Thomas Hall 205D  
**Phone:** 308-865-8294

### **Catalogue Description**

ENG230 – Acting for Non-Actors 3 credit hours

An introduction to basic acting techniques for non-theater majors, including voice control, movement, blocking, and acting techniques. Students learn to externalize inner motivation through participatory and collaborative exercises and assignments.

### **Required Texts**

*The Technique of Inner Action*, by Bill Bruehl  
*An Actor Prepares*, by Konstantin Stanislavski  
*Building a Character*, by Konstantin Stanislavski

All other readings will be provided on Canvas as a link or pdf.

### **Pre-Requisite Courses**

No pre-requisites.

### **Course Description**

The process of turning a character in a script into a performance on the stage provides a rich opportunity to understand the relationship between inner motivation and outer action as well the connections between characterization, narrative, and historical contexts. Students will gain an appreciation of character and narrative by analyzing both through the lens of acting method. Through written and performance-based exercises, students will gain greater ease at accessing, discussing, and taking control over emotions and their outer realizations, both on the stage and as a teacher of narrative and character in the classroom.

### **Course Objectives**

1. To gain knowledge of acting techniques and methods.
2. To gain control over vocal delivery and body control.
3. To communicate about human motivation with emotional precision.
4. To read and analyze scenes through the lens of characterization and performance as understood within a play or film's historical context.

## **Loper 5 Fulfillment**

This course fulfills the general education requirement for Loper 5: Visual or Performing Arts. The objective of Loper 5 is to:

Evaluate and/or create cultural products in a discipline of the **visual or performing arts** (minimum 3 hours). Courses must meet all learning outcomes.

Assessed as:

1. Can interpret a work of art within its cultural or historical context
2. Can characterize and evaluate a work of art using concepts appropriate to its medium
3. Can distinguish between works of art from various schools, time periods, and/or cultures
4. Can articulate the significance of the arts for themselves or for society

## **Course Content Overview**

- Inner action and motive
- Konstantin Stanislavski and method acting
- Character building
- Control of body and voice
- Film acting vs. stage acting
- Writing about acting

## **Course Schedule**

Week 1 – 2: *Technique of Inner Action*, Chs. 1 – 4

Week 3: *Technique of Inner Action*, Chs. 5 – 6; *An Actor Prepares*, Chs. 4, 6, and 9; *Building a Character*, Chs. 5 – 8.

Week 4 – 5: Lip Sync Performances

Week 6 – 7: *Inner Action*, Ch. 7; *An Actor Prepares*, Chs. 1 – 3, 5, and 10; *Building a Character*, Chs. 1 – 4, 8 and 9

Week 8 – 9: Monologues

Week 10 – 11: *An Actor Prepares*, Chs. 10 – 16; *Building a Character*, Ch. 14

Week 12 – 13: Instructor-led critiques of scenes from films and filmed plays; various clips

Week 14 – 15: In-class workshoping of final Scene Analyses

## Assignments

<b>Lip Sync Performance (20 points)</b>	Students will choose a song and deliver it as a live lip-syncing performance. Students are expected to embody the artist with attention to face and body movement, clear articulation of lyrics, and (if appropriate) clothing or hair style. The lyrics must be memorized. <b>Due Date: Week 4</b>
<b>Monologue (20 points)</b>	Students will choose a short monologue from a play, film script, or novel of their choice, memorize the lines, work on their own characterization, and deliver the monologue live in class. <b>Due Date: Week 8</b>
<b>Scene Critique (20 points)</b>	Students will pick a scene from a film or a filmed play (i.e., a scene as played by actors) and write a 1500-word analysis of the performances, using the language of acting method, inner action, vocal delivery, body control, blocking, and so on. <b>Due Date: Week 12 or 13</b>
<b>Scene Analysis (20 points)</b>	Students will pick a scene from a play or film script that they have not seen before and write a 1500-word analysis of one character in the scene (ideally, the character should be the protagonist of the narrative), describing how the student would approach the performance, using the language of acting method, inner action, vocal delivery, body control, blocking, and so on. <b>Due Date: Week 16</b>
<b>Improv and Other Performance Activities (20 points)</b>	Students will be required to participate in improv and other performance-based activities on a weekly basis. These are the class's "participation" points. The activities are designed a) to bring out the extrovert in students, and b) to get students applying the method techniques from the textbooks. <b>Due Date: Rolling dates; one improv activity per week</b>

## Grade Scheme



The course is set up on a 100-point scale. Your semester grade will be calculated according to the following scale:

99-100 = A+  
94-98 = A  
91-93 = A-  
88-90 = B+  
85-87 = B  
82-84 = B-  
79-81 = C+  
75-78 = C  
72-74 = C-  
69-71 = D+  
64-68 = D  
60-63 = D-

## **Course Policies**

### **Attendance**

Please make sure to attend most classes and to arrive on time. Our work in class cannot be reproduced outside of the classroom, though I will put as much of the course's material as possible on Canvas. After **three** absences, your grade may be lowered half a letter grade with each absence (e.g., A will become A-, then B+, etc.). After **six** absences, you will fail the course, unless there are serious health issues that prevent you from being present in class. Please let me know about any extreme or unusual situations that might keep you from class more than a few times.

### **Finals Week**

Finals at UNK will be scheduled Monday through Thursday during the last week of the semester. Our Finals day will be spent delivering your monologues, which will be the last and cumulative assignment for the course.

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. Students 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 syllabuses 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](#))."

### **Academic Integrity**

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found in violation of the standards of academic integrity may be subject to both academic and disciplinary sanctions. Academic dishonesty includes, but is not limited to, the following:

1. **Cheating:** Copying or attempting to copy from an academic test or examination of another student; using or attempting to use unauthorized materials, information, notes, study aids or other devices for an academic test, examination or exercise; engaging or attempting to engage the assistance of another individual in misrepresenting the academic performance of a student; or communicating information in an unauthorized manner to another person for an academic test, examination or exercise.
2. **Fabrication and falsification:** Falsifying or fabricating any information or citation in any academic exercise, work, speech, test or examination. Falsification is the alteration of information, while fabrication is the invention or counterfeiting of information.
3. **Plagiarism:** Presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations, theses, reports, speeches, drawings, laboratory notes or other academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person.
4. **Abuse of academic materials and/or equipment:** Destroying, defacing, stealing, or making inaccessible library or other academic resource material.
5. **Complicity in academic dishonesty:** Helping or attempting to help another student to commit an act of academic dishonesty.
6. **Falsifying grade reports:** Changing or destroying grades, scores or markings on an examination or in an instructor's records.
7. **Misrepresentation to avoid academic work:** Misrepresentation by fabricating an otherwise justifiable excuse such as illness, injury, accident, etc., in order to avoid or delay timely submission of academic work or to avoid or delay the taking of a test or examination.
8. **Other Acts of Academic Dishonesty:** Academic units and members of the faculty may prescribe and give students prior written notice of additional standards of conduct for academic honesty in a particular course, and violation of any such standard shall constitute a violation of the Code.

### **Students with Disabilities**

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students with documented disabilities. To receive accommodation services for a disability, students must be registered with the UNK Disabilities

Services for Students (DSS) office, Loper Success Hub, 2nd Floor of Calvin T Library, 308-865-8214 or by email [unkdso@unk.edu](mailto:unkdso@unk.edu)

### **UNK Statement for Inclusive Excellence**

At UNK, inclusive excellence is rooted in our values. People matter. The diversity of our students, faculty and staff is essential to our educational mission. Our backgrounds, identities, and lived experiences enrich our learning community. The learning environment matters. We are committed to an inclusive and equitable student-centered learning environment. In our classrooms we exchange ideas and opinions with respect for one another. Learning matters. Preparing students to value critical thinking, mutual respect, and open communication is essential for lifelong learning. We are building a community that protects and fosters intellectual inquiry and embraces diverse perspectives. The following link provides information for students regarding UNK's commitment to inclusive excellence and procedures for improving classroom experience with inclusion and belonging: <https://www.unk.edu/about/dei/inclusive-excellence-in-the-classroom.php>.

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### **Reporting Student Sexual Harassment, Sexual Violence or Sexual Assault**

Reporting allegations of rape, domestic violence, dating violence, sexual assault, sexual harassment, and stalking enables the University to promptly provide support to the impacted student(s), and to take appropriate action to prevent a recurrence of such sexual misconduct and protect the campus community. Confidentiality will be respected to the greatest degree possible. Any student who believes she or he may be the victim of sexual misconduct is encouraged to report to one or more of the following resources:

**Local Domestic Violence, Sexual Assault Advocacy Agency** 308-237-2599

**Campus Police (or Security)** 308-865-8911

**Title IX Coordinator** 308-865-8655

Retaliation against the student making the report, whether by students or University employees, will not be tolerated.

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**The above directions must be followed by everyone for the health and safety of our University. Students who do not comply may face disciplinary action from the university.** Violations of any University or Campus Policy is a violation of the Student Code of Conduct.

# ENG 230: ACTING FOR NON-ACTORS

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## Completed Workflow

1. ENG Chair (beisselheamp@unk.edu; hartmanme@unk.edu)
2. Registrar (neall@unk.edu)
3. Catalog Editor (valenciag@unk.edu)
4. CASC Ed Policy Committee Chair (hartmanme@unk.edu)
5. CASC Dean (twiggp@unk.edu)
6. Registrar (neall@unk.edu)
7. Academic Affairs Committee Chair (heelanka@unk.edu)
8. VCAA (shafferjj@unk.edu; pluggetl@unk.edu)
9. Registrar (neall@unk.edu)
10. PeopleSoft (PeopleSoft@unk.edu)

## Approval Path

1. Thu, 21 Nov 2024 22:23:53 GMT  
Michelle Beissel Heath (beisselheamp): Approved for ENG Chair
2. Mon, 02 Dec 2024 18:19:59 GMT  
Lisa Neal (neall): Approved for Registrar
3. Tue, 03 Dec 2024 22:40:20 GMT  
Gabriela Valencia (valenciag): Approved for Catalog Editor
4. Wed, 11 Dec 2024 21:03:21 GMT  
Megan Hartman (hartmanme): Approved for CASC Ed Policy Committee Chair
5. Sat, 14 Dec 2024 00:14:51 GMT  
Paul Twigg (twiggp): Approved for CASC Dean
6. Mon, 16 Dec 2024 14:14:39 GMT  
Lisa Neal (neall): Approved for Registrar
7. Fri, 24 Jan 2025 18:46:59 GMT  
Kate Heelan (heelanka): Approved for Academic Affairs Committee Chair
8. Fri, 24 Jan 2025 19:26:25 GMT  
Tami Plugge (pluggetl): Approved for VCAA
9. Tue, 04 Feb 2025 23:11:10 GMT  
Lisa Neal (neall): Approved for Registrar
10. Tue, 11 Feb 2025 06:40:33 GMT  
Approved for PeopleSoft

## History

1. Feb 11, 2025 by Michelle Beissel Heath (beisselheamp)

## New Course Proposal

### Viewing: ENG 230 : Acting for Non-Actors

Changes proposed by: beisselheamp

Is this edit **ONLY** to change the Course Description?

No

Is this edit **ONLY** to change Experiential Learning?

No

#### Subject

ENG - English

#### Course Number

230

#### Type

Lecture

#### PS Title Abbreviation

Acting for Non-Actors

**Long Course Title**

Acting for Non-Actors

**Effective Term**

Fall 2025

**Can this course be taken for credit multiple times?**

No

**Repeatable for multiple times in a term?**

No

**General Studies Course?**

No

**Experiential Learning?**

No

**Credits**

3

**Grading Type**

Traditional Grades

**Justification for Change Request/Comments:**

English Language Arts 7-12 students are required by the state to take Theatre classes. With the removal of the theatre department at UNK, English needs to supply those courses.

**Catalog Description:**

An introduction to basic acting techniques for non-theater majors, including voice control, movement, blocking, and acting techniques. Students learn to externalize inner motivation through participatory and collaborative exercises and assignments.

**Department Consent Required?**

No Consent

**Course objectives:**

Objectives:

1. To gain knowledge of acting techniques and methods.
2. To gain control over vocal delivery and body control.
3. To communicate about human motivation with emotional precision.
4. To read and analyze scenes through the lens of characterization and performance

**Does this course require additional resources (faculty/budget)?**

No

**Syllabus**

ENG230ActingNonActors\_updated.docx

**Faculty member responsible for this course**

First Name	Last Name	E-mail
Michelle	Beissel Heath	beisselheamp@unk.edu

**Author**

First Name	Last Name	E-mail
Michelle	Beissel Heath	beisselheamp@unk.edu

**Reviewer Comments**


**Gabriela Valencia (valenciag)** (Tue, 03 Dec 2024 22:35:19 GMT): Updated wording on syllabus university policies.

Key: 5903

**UNK General Education Course Proposal Checklist**

Complete the following checklist and include this in your course proposal. Marking "yes" affirms that your proposal includes the required information and that information is complete.

The Director of General Education will review your proposal to make sure all of the following information is included. Once approved, the proposal will then be reviewed by the General Education Council Course Review Subcommittee prior to consideration by the full Council.

<b>Proposal includes required Course Information (Part 2):</b>	<b>Yes</b>
Basic course information (prefix, number, title, and credit hrs.; catalog description)	<input checked="" type="checkbox"/>
Proposing department and contact person	<input checked="" type="checkbox"/>
Type of GS course: <input type="checkbox"/> Existing course, new to GS; OR <input checked="" type="checkbox"/> Newly-created course <sup>1</sup>	
Department assurance that all sections will be taught consistent with submitted syllabus	<input checked="" type="checkbox"/>
Department assurance that all sections will meet all LOPER category learning outcomes	<input checked="" type="checkbox"/>
Department assurance that all instructors will participate in GS Program assessment	<input checked="" type="checkbox"/>
LOPER category (or categories, where applicable) 6 + 10	<input checked="" type="checkbox"/>
Learning outcomes for LOPER category (or categories, where applicable)	<input checked="" type="checkbox"/>
Detailed explanation / evidence of how course will achieve the learning outcomes	<input checked="" type="checkbox"/>
<b>Proposal includes Course Syllabus with required contents (Part 3):</b>	<b>Yes</b>
Syllabus includes all required Basic Course Information <sup>2</sup>	<input checked="" type="checkbox"/>
Syllabus includes all required General Studies Program Information	<input checked="" type="checkbox"/>
Syllabus includes all required Course and University Policy Information <sup>3</sup>	<input checked="" type="checkbox"/>
<b>Director of General Education approval of required proposal information:</b>	
Name (please print): Christopher L. Exstrom	
Signature: 	

<sup>1</sup> For a newly-created course, the proposal also must include documentation of submission for approval through the Academic Affairs process.

<sup>2</sup> The submitted syllabus may use headings or spaces for instructor-specific information and omit those details.

<sup>3</sup> The submitted syllabus should include examples of the course policies that are required to be included in a syllabus, but it should indicate which of those are instructor-specific and which are common to all sections/instructors of the course.

Author

First Name	Last Name	E-mail
Megan	Hartman	hartmanme@unk.edu

Reviewer Comments

**Lisa Neal (neall)** (Tue, 11 Mar 2025 12:34:30 GMT): Rollback: Rollback requested as this course was accidentally approved by CASC ed policy chair.

Key: 5918



## ENG 411-xx: Writing for the World

### Fall 2027

#### **General Education Assurance Statements:**

- All sections of the course will be taught in a manner consistent with the submitted syllabus. Reasonable instructor freedom to select assigned texts/materials, craft assignments, and adopt their own course policies is, of course, permitted.
- All sections of the course will meet all learning outcomes for the LOPER categories for which the course is approved (proposed for LOPERs 6 and 10).
- All instructors will participate in GE Program assessment. Courses approved to meet LOPER categories will be scheduled for assessment in rotating semesters; this schedule will be announced to campus and posted on the General Education for Faculty Canvas organization. Instructors are responsible to collect the requested data and report it to the GE Director by the established deadline. Instructors also are responsible to submit their GE course syllabi to the Council upon request.

#### **Course Justification:**

We will no longer be offering ENG 411 as a generic Advanced Writing II in the future, as we are combining both Advanced Writing courses under ENG 311; therefore, we are retooling 411 into a topic-specific advanced writing course. This course, which explores varieties of English spoken around the world as well as how to write and communicate for global audiences, will appeal to English majors as well as students in business, communications, media studies, international studies, and other fields that prioritize global communication. I am therefore proposing it as an upper-level General Education course that would fulfill LOPERs 6 and 10, as well as the Writing requirement for the English degree. This course will also be helpful as we continue to strengthen our relationship with the College of Business and Technology.

#### **Instructor Information**

<b>Instructor</b>	<b>Amanda Sladek</b>
<b>Office</b>	THMH 202F
<b>Phone number</b>	308-865-8116
<b>Email</b>	<a href="mailto:sladekam@unk.edu">sladekam@unk.edu</a>
<b>Office hours</b>	1:30-4:00 MW and by appt.

#### **Class Information**

##### **Course description:**

In this course, students will learn how to adapt their writing for clear, respectful communication in globalized and international contexts. The course also explores why English has become the dominant language of international business, technology, media, and politics, as well as the implications of global English for writing, education, and language.

**Credits:** 3      **Prerequisites:** ENG 101, ENG 102, or department permission

##### **Objectives:**

- Explain the factors that led to the emergence of English as a global language
- Adapt writing for global communication and speakers of different language varieties
- Understand how language variation occurs and the factors that influence it
- See General Education program information for additional objectives

**Meeting time and location:**

MWF 10:10-11, Thomas 115

**Required text/course materials<sup>1</sup>:**

Please have access to the readings in class (printed out or on a device other than your phone, if needed). You will also need a way to take notes in class (on a device or in a notebook).

You do not need to buy a book for this course. All books and readings are available online either through the UNK library or via open access. Required books/readings:

- [Nicola Galloway and Heath Rose, \*Introducing Global Englishes\*](#)
- [John R Kohl, \*The Global English Style Guide: Writing Clear, Translatable Documentation for a Global Market\*](#)
- Other readings will be posted to Canvas

**General Education Program Information**

The UNK General Education program helps students to develop core academic skills, acquire knowledge, and instill dispositions to:

- understand the world,
- make connections across disciplines,
- and contribute to the solution of contemporary problems.

ENG 411, Writing for the World, is part of the UNK General Education Learning Objectives/Program Essential Requirements (LOPERs) program meeting Broad Knowledge Requirements (LOPER 6) and Dispositional Requirements (LOPER 10).

The LOPERs (Learning Objectives/Program Essential Requirements) General Education Program is structured to teach students: Broad Knowledge Requirements (LOPERs 4-8) and Dispositional Requirements (LOPERs 9-10).

ENG 411, Writing for the World, meets the LOPER 6 (Humanities) Learning Outcomes:

- a) Can analyze primary sources appropriate to the humanities discipline
- b) Can compare and contrast theories, narratives, or social/cultural conditions
- c) Can make and support an argument about the human experience
- d) Can articulate the significance of the humanities for themselves or for society

The LOPER 6 learning objectives will be met through class discussions and activities, written assignments, and a midterm presentation.

ENG 411, Writing for the World, meets the LOPER 10 (Respect for Human Diversity) Learning Outcomes:

- a) Can describe the nature and consequences of human diversity
- b) Can gather and evaluate information important for relating to diverse populations
- c) Can evaluate practices and decisions for their impacts on inequality or inclusivity
- d) Can articulate the significance of human diversity for themselves or for society

The LOPER 10 learning objectives will be met through class discussions and activities, written assignments, and a midterm presentation.

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<sup>1</sup> May vary by instructor.

### Assignments and Grading<sup>2</sup>:

Your course grade will be determined by your in-class participation and your work on the following assignments.

#### **Assignment Descriptions and LOPER Learning Outcomes**

- **Discussion/Participation:** Participation is a major component of this class. You will be expected to participate in class discussions, ask questions, and contribute to the overall learning atmosphere. Unexcused absences will be deducted from this grade (see attendance policy) and missed course material will negatively impact your performance on other assignments.
  - In-class discussions and activities fulfill all LOPER 6 and LOPER 10 outcomes.
- **Low-Stakes Assignments:** These short assignments will be announced in class and may include peer review, reflections, and finishing up in-class writing.
  - Fulfills various LOPER 6 and 10 learning outcomes.
- **Weekly Responses:** Each week, you will submit a written response that engages the material for that week.
  - Fulfills various LOPER 6 and 10 learning outcomes.
- **Midterm Project:** This project asks you to research English in a country or region of your choice. You will present to your classmates about English and writing in this country/region and submit your sources/research notes.
  - Fulfills LOPER 6 outcomes a-c and LOPER 10 outcomes a-b.
- **Final Project:** You will design your choice of text (such as a website, video game, user manual, etc.) for an international audience. You will also submit an author's note explaining your writing process and the reasoning behind your rhetorical choices.
  - Fulfills LOPER 6 outcomes a, b, & d and LOPER 10 outcomes a-d.

#### **Grading Information**

GRADE BREAKDOWN	
Assignments	Grade Percentage
Discussion/Participation	15%
Low-Stakes Assignments (peer review, reflections, etc.)	15%
Weekly Responses	20%
Midterm Project	20%
Final Project	30%
TOTAL: 100%	

GRADING SCALE	
Percentage	Letter Grade
100 – 97	A+
96 – 93	A
92 - 90	A-
89 – 87	B+
86 - 83	B

<sup>2</sup> Specific assignments may vary by instructor, but will fulfill course objectives.

82 – 80	B-
79 – 77	C+
76 – 73	C
72 – 70	C-
69 – 67	D+
66 – 60	D
59 – 0	F

### **Course Policies and Guidelines**<sup>3</sup>

#### **Late/Missing Work:**

You are expected to submit all course work according to the schedule unless an extension has been arranged in advance. If you know you will have trouble submitting an assignment in time, please contact me for an extension. I would rather grant an extension than read something other than your best work!

Grades for missing assignments are entered as 0 until the assignment is submitted. Unless we've arranged an extension, assignments will lose 5% each day between the due date and submission (including weekends).

#### **Attendance:**

When you register for a class, you know well in advance which days and times the course will meet. You are therefore expected to arrange all other activities around your course schedule. Participation in official University activities, military service, jury duty, personal emergencies, severe communicable illness, and religious observances are valid reasons for absence from classes.

Unacceptable reasons for missing class include (but are not limited to) paid or volunteer employment, attending sporting events, concerts, or other forms of entertainment; attending family reunions, parties, weddings, and such; or any type of vacation. If you must miss class for what you believe is an excusable reason, contact me as soon as possible. Each student is allowed three unexcused absences. After that point, each additional unexcused absence will be noted in Canvas's attendance tracker, which calculates your attendance grade by percentage, and factored into your grade accordingly (see above grade breakdown).

#### **Classroom Conduct:**

I support an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated. Disagreement is expected and can be positive—it's how we generate new ideas and grow as thinkers—but all discussions must remain respectful. Expressions or actions that disparage a person's or group's race, ethnicity, nationality, culture, gender, gender identity/expression, religion, sexual orientation, age, veteran status, or disability are contrary to the mission of the class and will not be tolerated. I expect you to treat your classmates, instructors, and guests with respect.

#### **Email Policy:**

Feel free to email me with any questions or concerns related to the course. Before you do, please check Canvas, the course syllabus, and any relevant assignment materials to see if your question is answered there. I will do my best to get back to you within a reasonable amount of time, generally within 24 hours

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<sup>3</sup> May vary by instructor.

during the week (Monday-Friday). Please check your Loper Mail and Canvas announcements frequently (at least once a day), as that is how important course information will be communicated.

## **UNK Policies and Resources**

### **Attendance Policy**

Your instructor may have indicated on their syllabus an attendance policy specific to their class. If so, that is the policy with which you must comply. If no other policy is stated, the University-wide attendance policy will apply.

[Undergraduate Student Attendance Policy](#)

[Graduate Student Attendance Policy](#)

### **Academic Honesty Policy**

Academic honesty is essential to the existence and integrity of an institution of higher education. The responsibility for maintaining that integrity is shared by all members of the academic community. To further serve this end, the University of Nebraska at Kearney has a policy relating to academic integrity.

[Undergraduate Academic Integrity Policy](#)

[Graduate Academic Integrity Policy](#)

### **Finals Week Policy**

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 policy ([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 has the following options 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. Students 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. Faculty 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](#)).”

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<https://nwlc.org/resource/faq-pregnant-and-parenting-college-graduate-students-rights/>

### **UNK Policy for Inclusive Excellence**

At UNK, inclusive excellence is rooted in our values.

- People matter. The diversity of our students, faculty and staff is essential to our educational mission. Our backgrounds, identities, and lived experiences enrich our learning community.
- The learning environment matters. We are committed to an inclusive and equitable student-centered learning environment. In our classrooms we exchange ideas and opinions with respect for one another.
- Learning matters. Preparing students to value critical thinking, mutual respect, and open communication is essential for lifelong learning. We are building a community that protects and fosters intellectual inquiry and embraces diverse perspectives.

The following link provides information for students regarding UNK's commitment to inclusive excellence and procedures for improving classroom experience with inclusion and belonging: <https://www.unk.edu/about/dei/inclusive-excellence-in-the-classroom.php>.

### **Course Schedule**<sup>4</sup>

The below schedule may be adjusted based on your needs. All changes will be announced in class and via Canvas, and the syllabus will be updated accordingly.

#### **Week 1: Course introduction, Why English?**

- Assignments: Syllabus quiz, Galloway and Rose ch. 1, weekly response

#### **Week 2: Language variation: Differing Perspectives**

- Assignments: Galloway and Rose ch. 2, Kohl ch. 1, weekly response

#### **Week 3: Attitudes toward Global English**

- Assignments: Galloway and Rose ch. 3; [Widdowson, "The Ownership of English;"](#) weekly response

#### **Week 4: Variation in "Native" Englishes**

- Assignments: Galloway and Rose ch. 4; [Griffiths, "Indigenous Australians had their languages taken from them, and it's still causing issues today;"](#) [Smitherman, "African American Language: So Good it's Bad;"](#) primary sources posted to Canvas, weekly response

#### **Week 5: Variation in Global Englishes**

- Assignments: Galloway and Rose ch. 5-6, primary sources posted on Canvas, weekly response

#### **Week 6: Midterm Prep**

- Assignments: Attend midterm conference, midterm peer review

#### **Week 7: Midterm Presentations**

#### **Week 8: The Competing Forces of Uniformity and Variation**

- Assignments: Galloway and Rose ch. 7-8, weekly response

#### **Week 9: Writing for a Global Audience**

- Assignments: Kohl ch. 2-3, weekly response

#### **Week 9: Writing for a Global Audience: Pronouns, Modifiers, and Syntactic Cues**

- Assignments: Kohl ch. 4-6, weekly response

#### **Week 10: Writing for a Global Audience: Punctuation and Confusing Words**

- Assignments: Kohl ch. 7-10, weekly response

#### **Week 11: Educational Implications**

- Assignments: Galloway and Rose ch. 9; [Canagarajah, "The Place of World Englishes in Composition;"](#) weekly response

#### **Week 12: English in Global Media**

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<sup>4</sup> May vary by instructor, but will meet course objectives.

- Assignments: [Martin, "World Englishes in the Media;"](#) [Bhatia, "World Englishes in Advertising;"](#) primary sources on Canvas; weekly response

**Week 13: The Future of English**

- Assignments: Galloway and Rose ch. 10; weekly response

**Week 14: Final Project Prep**

- Assignments: Final project resources on Canvas; final project check-in

**Week 15: Final Project**

- Assignments: Attend final project conference; final project peer review



# ENG 412: WRITING FOR THE WORLD

---

## In Workflow

1. ENG Chair (beisselheamp@unk.edu; hartmanme@unk.edu)
2. Registrar (neall@unk.edu)
3. Catalog Editor (valenciag@unk.edu)
4. CASC Ed Policy Committee Chair (hartmanme@unk.edu)
5. CASC Dean (twiggp@unk.edu)
6. Registrar (neall@unk.edu)
7. Academic Affairs Committee Chair (heelanka@unk.edu)
8. VCAA (shafferjj@unk.edu; pluggetl@unk.edu)
9. Registrar (neall@unk.edu)
10. PeopleSoft (PeopleSoft@unk.edu)

## Approval Path

1. Fri, 07 Mar 2025 22:40:03 GMT  
Megan Hartman (hartmanme): Approved for ENG Chair
2. Fri, 07 Mar 2025 22:42:02 GMT  
Lisa Neal (neall): Approved for Registrar
3. Fri, 07 Mar 2025 23:00:08 GMT  
Gabriela Valencia (valenciag): Approved for Catalog Editor
4. Fri, 07 Mar 2025 23:00:53 GMT  
Megan Hartman (hartmanme): Approved for CASC Ed Policy Committee Chair
5. Sun, 09 Mar 2025 19:02:09 GMT  
Paul Twigg (twiggp): Approved for CASC Dean
6. Tue, 11 Mar 2025 12:34:30 GMT  
Lisa Neal (neall): Rollback to CASC Ed Policy Committee Chair for Registrar
7. Tue, 11 Mar 2025 20:48:18 GMT  
Megan Hartman (hartmanme): Approved for CASC Ed Policy Committee Chair
8. Tue, 11 Mar 2025 21:48:04 GMT  
Paul Twigg (twiggp): Approved for CASC Dean

## New Course Proposal

Date Submitted: Fri, 07 Mar 2025 22:39:28 GMT

**Viewing: ENG 412 : Writing for the World**

**Last edit: Fri, 07 Mar 2025 22:39:28 GMT**

Changes proposed by: hartmanme

**Is this edit ONLY to change the Course Description?**

No

**Is this edit ONLY to change Experiential Learning?**

No

### Subject

ENG - English

### Course Number

412

### Type

Lecture

### PS Title Abbreviation

Writing for the World

### Long Course Title

Writing for the World

### Effective Term

Fall 2025

**Can this course be taken for credit multiple times?**

No

**Repeatable for multiple times in a term?**

No

**General Studies Course?**

Yes

**Experiential Learning?**

No

**Choose the program level outcomes that will be addressed in this course. Select all that apply.**

Acquire broad knowledge in a variety of disciplines across the arts, humanities, social and natural sciences  
Instill dispositions that prepare students to lead responsible and productive lives in a democratic, multicultural society

**To which GS category does this course apply?**

LOPER 6 Humanities

LOPER 10 Respect Human Diver

**Credits**

3

**Grading Type**

Traditional Grades

**Justification for Change Request/Comments:**

We have decided to combine our two generic advanced writing classes into one and would like to replace one with a more specific advanced writing course that has a topic that will be useful to our students. This course, which explores varieties of English spoken around the world as well as how to write and communicate for global audiences, will appeal to English majors as well as students in business, communications, media studies, international studies, and other fields that prioritize global communication. We are therefore proposing it as an upper-level General Education course that would fulfill LOPERs 6 and 10, as well as the Writing requirement for the English degree. This course will also be helpful as we continue to strengthen our relationship with the College of Business and Technology.

**Catalog Description:**

In this course, students will learn how to adapt their writing for clear, respectful communication in globalized and international contexts. The course also explores why English has become the dominant language of international business, technology, media, and politics, as well as the implications of global English for writing, education, and language.

**Department Consent Required?**

No Consent

**Prerequisites of the course:**

ENG 101 or ENG 102 or instructor permission

**Course objectives:**

- Explain the factors that led to the emergence of English as a global language
- Adapt writing for global communication and speakers of different language varieties
- Understand how language variation occurs and the factors that influence it
- See General Education program information for additional objectives

**Does this course require additional resources (faculty/budget)?**

No

**Syllabus**

Writing for the World Syllabus Proposal.docx

**Faculty member responsible for this course**

First Name	Last Name	E-mail
Amanda	Sladek	sladekam@unk.edu

## SYLLABUS TEMPLATE - LOPR 101: First-Year Seminar (3 credit hours)

**Class meeting days/times/modes:**TBD

**Class location if in person:**

**Tailored Section?** {e.g., Honors, TSLC, Kearney Bound, TRIO, KACAS, etc.}:

**First semester to be offered:** Fall 2025

### Instructor Information:

	<b>Faculty Instructor</b> <i>{one per section}</i>	<b>Co-Curricular Instructor(s)</b> <i>{can leave blank}</i>
<b>Name:</b>	Monica Hansen	
<b>Department:</b>	Teacher Education	n/a
<b>Office:</b>	COE B188	
<b>Phone:</b>	308.865.8833	
<b>Email:</b>	hansenmr@UNK.edu	
<b>Office Hours:</b>	8-11 Tuesday and Thursday; by appt	

**Required Text(s) and Materials:** Course packet of selected readings

### Course Description:

First-Year Seminar introduces skills necessary to enhance the academic success of students in college. Academic departments will teach topics relevant to their disciplines to practice the skills being learned during class. Skills include, but are not limited to, academic strategies to succeed in the classroom, campus involvement, career development, stress and time management, financial literacy, setting goals, and achieving personal wellness. This course will allow students to utilize campus resources and build community in order to foster personal growth, well-being, and a sense of place at the University of Nebraska at Kearney.

*{Topic Guidelines: Topics should include content that incorporates target skills, utilizes campus resources, and fosters student growth.}*

**Course Topic Name:** Use Your Brain/ Move Your body)

**Course Topic Description {one paragraph}:** In this course students will examine the physiology of learning to better understand how the science of learning happens and how healthy practices can enhance the quality of learning, memory and creative thinking in college and over a lifetime. We will learn brain and nervous system basics using a variety of readings and creative activities. Students will learn and practice a variety of techniques that use a framework for embodied learning that can be practiced throughout college and career to enhance life-long learning: active notetaking, trans-mediation, hands-on-activities

like simulation, exercise, and nutrition. We will also research, discuss, and debunk common myths about the brain and learning.

**Section-specific Class Policies (attendance, participation, etc.):**

**LOPER 101 is a General Education course that meets LOPER 1 (First Year Experience) requirements.**

## **General Education Information**

### **Purpose of General Education:**

The UNK LOPERs General Education Program helps students to develop core academic skills in collecting and using information, communications in speech and writing, and quantitative reasoning (LOPERs 1-4); to acquire broad knowledge in a variety of disciplines across the arts, humanities, social sciences, and natural sciences (LOPERs 5-8); and to instill dispositions that prepare students to lead responsible and productive lives in a democratic, multicultural society (LOPERs 9-11).

### **LOPERs 1-4 Program Objective:**

Courses are designed for students to develop core academic skills in collecting and using information, communications in speech and writing, and quantitative reasoning.

## **Loper 1 Learning Objective and Performance Indicators**

**Learning Objective – Students should be able to employ academic and career strategies**

### **Performance Indicators:**

- a. Apply at least two academic strategies tailored to course assignments or projects.
- b. Identify and use two strategies to manage time and identify academic resources
- c. Identify relevant academic policies, processes, and procedures related to advising, course planning, and major exploration.
- d. Engage in at least two collaborative activities with peers, staff, or faculty, or utilize campus resources and/or participate in campus activities
- e. Identify one area of growth in communicating across diverse perspectives.
- f. Apply two well-being practices and document their impact on academic and personal success.

## Grading Scale

Letter Grade	GPA Grade	100 Scale (%, decimal values round down)
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.00	63-66
D-	0.67	60-62
F	0.00	0-59

### Graded Course Components:

<u>Required Component</u>	<u>Grade Weight {specify}</u>	<u>Example Assignments</u>
Academic Strategies applied to topic content	15%	<ul style="list-style-type: none"> <li>• Pomodoro Technique</li> <li>• Information processing curriculum</li> </ul>
Academic Strategies – time and resources	15%	<ul style="list-style-type: none"> <li>• Master Calendar</li> <li>• Ideal schedule</li> <li>• Library</li> <li>• Office 365</li> </ul>
Academic & Career Advising skills & resources	10%	<ul style="list-style-type: none"> <li>• The process of advising</li> <li>• Four year plan</li> <li>• Complete career assessment</li> <li>• Identify courses for next semester</li> <li>• Stellar planner</li> <li>• Put classes in Shopping cart</li> </ul>
Collaborative Activities	15%	<ul style="list-style-type: none"> <li>• Meet individually with instructor</li> <li>• Group work in class</li> <li>• Join an organization</li> <li>• Attend an event</li> <li>• Intramurals</li> </ul>

Communicating across  
diverse perspectives

10%

- Identity project
- Debate vs Dialogue

Apply two well-being  
practices

15%

- Wellness Wheel
- Personal Finance
- Financial tracking
- Budget
- Reflection paper

Topic content  
understanding apart from  
what is integrated with  
university skills

20%

List major assignments here and in  
Course Schedule Outline

### **Major Assignments:**

**Students will create a handwritten learning log into which they will chart their journey throughout the course. One assignment each week will include a short reading and application in a University Skills task. The culminating project will be a reflection of the learning log (130 pts) and a class presentation of reflections of lessons learned with a multi-modal component (70 pts)**

## Course Schedule Outline

Week	Topic  <i>{list anticipated discussion/lecture subject matter and major assignments, tests/quizzes, papers, presentations, etc.}</i>	University Skills
1	Debunking common beliefs about intelligence Read and respond to article in learning log and check settings, personalize, and create email signature Weekly Assignment 10pts	Microsoft 365/Canvas/ Loper Email/MyBlue
2	Using your whole brain by understanding your whole system of supports Using Diagrams and Charts to create a balanced schedule Weekly Assignment 10pts	Master Calendar; Introduce Campus Engagement/Resource Assignment
3	Importance of sleep to learning Read article and develop plan for good sleep hygiene Weekly Assignment 10pts	Ideal Schedule
4	Notetaking strategies/memory and handwriting Review article with two different reading and note taking strategies. Weekly Assignment 10pts	Study Strategies
5	Importance of networks and neural communication Walk and talk to destination to new destination on campus: Create map Weekly Assignment 10pts	Major/Career Exploration & Goals
6	Hands-on Active learning techniques Learn three strategies for deep learning that you can use in any class add them to the learning log Weekly Assignment 10pts	Study Strategies
7	Power of Positive Thinking <a href="https://www.psychologytoday.com/us/blog/imperfect-spirituality/202312/thinking-ahead-can-have-benefits-today">https://www.psychologytoday.com/us/blog/imperfect-spirituality/202312/thinking-ahead-can-have-benefits-today</a> Read and envision a plan for future, set obtainable goals and create a plan in Stellic	Introduction to Stellic



	Weekly Assignment 10pts	
<b>8</b>	Envisioning and mindfulness Read article and add response to log Weekly Assignment 10pts	Stellic Workshop
<b>9</b>	Importance of Play <a href="https://hechingerreport.org/want-resilient-and-well-adjusted-kids-let-them-play/">https://hechingerreport.org/want-resilient-and-well-adjusted-kids-let-them-play/</a> Sign up for one activity that feels like play to you Weekly Assignment 10pts	<i>(Fall Break Mon-Tues)</i> Campus Engagement/Resources
<b>10</b>	Challenge/Positive Stress Weekly Assignment 10pts	Personal Wellness
<b>11</b>	Maintaining Mental Sustainability/homeostasis Weekly Assignment 10pts	Financial Wellness
<b>12</b>	Communicating Personal Boundaries Weekly Assignment 10pts	Identity Weekly Assignment 10pts
<b>13</b>	Simulation and peak performance Weekly Assignment 10pts	Course Registration, Academic Policies, & Course Catalog
<b>14</b>	Review Learning Logs and prepare Create/multimodal/symbolic representation of lessons learned	<i>(Thanksgiving Break Wed-Fri)</i> Study Strategies
<b>15</b>		Share Identity Projects
<b>16</b>		Study Strategies for Finals
<b>Finals Week</b>		

URL: [https://www.unk.edu/academic\\_affairs/asa\\_forms/course-policies-and-resources.php](https://www.unk.edu/academic_affairs/asa_forms/course-policies-and-resources.php)

## **Course Policies and Resources**

**All students at the University of Nebraska Kearney should be aware of the following university-wide course policies and resources.**

### **Attendance Policy**

Your instructor may have indicated on their syllabus an attendance policy specific to their class. If so, that is the policy with which you must comply. If no other policy is stated, the University-wide attendance policy will apply.

### [Undergraduate Student Attendance Policy](#)

### **Academic Honesty Policy**

Academic honesty is essential to the existence and integrity of an institution of higher education. The responsibility for maintaining that integrity is shared by all members of the academic community. To further serve this end, the University of Nebraska at Kearney has a policy relating to academic integrity.

### [Undergraduate Academic Integrity Policy](#)

### **Finals Week Policy**

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 policy ([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 has the following options 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. Students 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. Faculty 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](#))."

### **Mental Wellness**

The UNK Counseling Center provides mental health services to support the academic success of students. The Counseling Center provides a full range of short-term professional mental health services.

Getting help is a smart and courageous thing to do. Contact the UNK Counseling Center at 308-865-8248 or visit their website for more

information: [https://www.unk.edu/offices/counseling\\_healthcare/counseling\\_care/index.php](https://www.unk.edu/offices/counseling_healthcare/counseling_care/index.php)

### **Military and Veteran Services**

Military and Veteran Services assist veterans, service members, and their dependents with education benefits and academic and supporting resources. They serve as a liaison between students and the Veterans Administration and branches of the military. Contact the UNK Military and Veteran Services office at 308-865-8677 or visit their website for more

information: [https://www.unk.edu/offices/financial\\_aid/veterans\\_services/index.php](https://www.unk.edu/offices/financial_aid/veterans_services/index.php)

### **Reporting Student Sexual Harassment, Sexual Violence or Sexual Assault**

Reporting allegations of rape, domestic violence, dating violence, sexual assault, sexual harassment, and stalking enables the University to promptly provide support to the impacted student(s), to take appropriate action to prevent a recurrence of such sexual misconduct, and to protect the campus community. Confidentiality will be respected to the greatest degree possible. Any student who believes they may be the victim of sexual misconduct is encouraged to report to one or more of the following resources:

- **Local Domestic Violence, Sexual Assault Advocacy Agency** 308-237-2599
- **Campus Police (or Security)** 308-865-8911
- **Title IX Coordinator** 308-865-8655

Retaliation against the student making the report, whether by students or University employees, will not be tolerated.

## **Students with Disabilities**

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students with documented disabilities. To receive accommodation services for a disability, students must be registered with the UNK Disabilities Services for Students (DSS) office, Loper Success Hub, 2<sup>nd</sup> Floor of Calvin T Library, 308-865-8214 or by email [unkdso@unk.edu](mailto:unkdso@unk.edu)

## **Students Who are Pregnant**

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students who are pregnant. To receive accommodation services due to pregnancy, students must contact the Student Health office at 308-865-8218. The following links provide information for students and faculty regarding pregnancy rights. <https://thepregnantscholar.org/title-ix-basics/>

<https://nwlc.org/resource/faq-pregnant-and-parenting-college-graduate-students-rights/>

## **UNK Policy for Inclusive Excellence**

**At UNK, inclusive excellence is rooted in our values.**

- **People matter.** The diversity of our students, faculty and staff is essential to our educational mission. Our backgrounds, identities, and lived experiences enrich our learning community.
- **The learning environment matters.** We are committed to an inclusive and equitable student-centered learning environment. In our classrooms we exchange ideas and opinions with respect for one another.
- **Learning matters.** Preparing students to value critical thinking, mutual respect, and open communication is essential for lifelong learning. We are building a community that protects and fosters intellectual inquiry and embraces diverse perspectives.

The following link provides information for students regarding UNK's commitment to inclusive excellence and procedures for improving classroom experience with inclusion and belonging: <https://www.unk.edu/about/dei/inclusive-excellence-in-the-classroom.php>.

## SYLLABUS TEMPLATE - LOPR 101: First-Year Seminar (3 credit hours)

**Class meeting days/times/modes:** In person, day and time TBD

**Class location if in person:** Thomas Hall, room # TBD

**Tailored Section? {e.g., Honors, TSLC, Kearney Bound, TRIO, KACAS, etc.}:** Not presently

**First semester to be offered:** Spring 2026

### Instructor Information:

	<b>Faculty Instructor</b> <i>{one per section}</i>	<b>Co-Curricular Instructor(s)</b> <i>{can leave blank}</i>
<b>Name:</b>	John Lee	
<b>Department:</b>	Philosophy	n/a
<b>Office:</b>	Thomas Hall 209	
<b>Phone:</b>	(308) 865-8298	
<b>Email:</b>	leejd2@unk.edu	
<b>Office Hours:</b>	MWF 9-11, or by appointment	

### Required Text(s) and Materials:

- de Saint-Exupery, Antoine. *The Little Prince*. Translated by Katherine Woods, Farshore, 2017.
- Tolkien, J.R.R. *The Fellowship of the Ring*, Harper Collins 1991.
- All other course material will be provided by the instructor through Canvas.

### Course Description:

First-Year Seminar introduces skills necessary to enhance the academic success of students in college. Academic departments will teach topics relevant to their disciplines to practice the skills being learned during class. Skills include, but are not limited to, academic strategies to succeed in the classroom, campus involvement, career development, stress and time management, financial literacy, setting goals, and achieving personal wellness. This course will allow students to utilize campus resources and build community in order to foster personal growth, well-being, and a sense of place at the University of Nebraska at Kearney.

*{Topic Guidelines: Topics should include content that incorporates target skills, utilizes campus resources, and fosters student growth.}*

**Course Topic Name:** Friendship Across Borders

**Course Topic Description {one paragraph}:**

The main motivation for this First-Year Seminar is twofold: first, to engage in a sustained conversation about a fundamental human relation, friendship. We will seek to come to a common understanding of what friendship is, what the joys and sufferings of these relationships are, what obstacles (i.e. borders) there are to establishing and maintaining these relationships, and what they demand of us, specifically, what virtues (i.e. habits of thought and character) are necessary to being a good friend. The second motivation is to emphasize the role that art (specifically literature) can and should play in our efforts to be clear and honest with ourselves about friendship (and other important concepts) and the role art can and should play in developing the habits of thought and character needed for friendship (and other relations) to flourish.

### **Section-specific Class Policies (attendance, participation, etc.):**

**Participation and Attendance:** Since this is a discussion-based class, it is vital that you attend and that you *actively* participate in discussion. I will keep track of both and I will regularly call on individuals in the class to ask or answer questions related to the reading. So-called excused absences will be handled on an individual basis. Do not assume that an absence is excused: all excuses brought more than a week after the absence occurred will *not* be counted as excused.

### **Discussion Disclaimer**

The purpose of a University is to explore diverse and controversial ideas, but such discovery cannot occur without the willingness to feel uncomfortable and the ability to handle such discomfort. Thus, continued enrollment in this course constitutes an express waiver by you of any objection to exposure to issues, ideas, portrayals, or words in course materials or discussions that some people may find offensive and/or disturbing. Indeed, continued enrollment at this or any University constitutes express desire on our part that all your most cherished thoughts be directly and vigorously confronted and challenged through such education. You are not, of course, giving up fundamental rights that you possess as a student at this institution.

**LOPER 101 is a General Education course that meets LOPER 1 (First Year Experience) requirements.**

## **General Education Information**

### **Purpose of General Education:**

The UNK LOPERs General Education Program helps students to develop core academic skills in collecting and using information, communications in speech and writing, and quantitative reasoning (LOPERs 1-4); to acquire broad knowledge in a variety of disciplines across the arts, humanities, social sciences, and natural sciences (LOPERs 5-8); and to instill dispositions that prepare students to lead responsible and productive lives in a democratic, multicultural society (LOPERs 9-11).

### **LOPERs 1-4 Program Objective:**

Courses are designed for students to develop core academic skills in collecting and using information, communications in speech and writing, and quantitative reasoning.

## **Loper 1 Learning Objective and Performance Indicators**

**Learning Objective – Students should be able to employ academic and career strategies**

### **Performance Indicators:**

- a. Apply at least two academic strategies tailored to course assignments or projects.
- b. Identify and use two strategies to manage time and identify academic resources
- c. Identify relevant academic policies, processes, and procedures related to advising, course planning, and major exploration.
- d. Engage in at least two collaborative activities with peers, staff, or faculty, or utilize campus resources and/or participate in campus activities
- e. Identify one area of growth in communicating across diverse perspectives.
- f. Apply two well-being practices and document their impact on academic and personal success.

## Grading Scale

Letter Grade	GPA Grade	100 Scale (%, decimal values round down)
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.00	63-66
D-	0.67	60-62
F	0.00	0-59

### Graded Course Components:

<u>Required Component</u>	<u>Grade Weight {specify}</u>	<u>Example Assignments</u>
Academic Strategies applied to topic content	15%	<ul style="list-style-type: none"> <li>• Pomodoro Technique</li> <li>• Information processing curriculum</li> </ul>
Academic Strategies – time and resources	10%	<ul style="list-style-type: none"> <li>• Master Calendar</li> <li>• Ideal schedule</li> <li>• Library</li> <li>• Office 365</li> </ul>
Academic & Career Advising skills & resources	10%	<ul style="list-style-type: none"> <li>• The process of advising</li> <li>• Four year plan</li> <li>• Complete career assessment</li> <li>• Identify courses for next semester</li> <li>• Stellar planner</li> <li>• Put classes in Shopping cart</li> </ul>
Collaborative Activities	15%	<ul style="list-style-type: none"> <li>• Meet individually with instructor</li> <li>• Group work in class</li> <li>• Join an organization</li> <li>• Attend an event</li> <li>• Intramurals</li> </ul>



Communicating across  
diverse perspectives 10%

- Identity project
- Debate vs Dialogue

Apply two well-being  
practices 15%

- Wellness Wheel
- Personal Finance
- Financial tracking
- Budget
- Reflection paper

Topic content  
understanding apart from  
what is integrated with  
university skills 25%

- Summative  
Assessments: Four  
Short Essays and  
Journal

List major assignments here and in  
Course Schedule Outline

- Four Short (2-3pp.) essays  
(10%).
- A Semester Long Journal  
over the readings and  
themes of the course (5%).
- Class Discussion (10).

## Course Schedule Outline

Week	Topic  <i>{list anticipated discussion/lecture subject matter and major assignments, tests/quizzes, papers, presentations, etc.}</i>	University Skills
1	Introductions, Syllabus overview, Ancient Greek notions of “Love” & Aristotle on “Friendship”	Microsoft 365/Canvas/ Loper Email/MyBlue
2	<i>The Little Prince</i> (Chpts.1-4): Meeting the Little Prince and the essential and the inessential in getting to know someone.	Master Calendar; Introduce Campus Engagement/Resource Assignment
3	<i>The Little Prince</i> (Chpts.5-9) The Little Prince’s planet, his rose and baobabs. <ul style="list-style-type: none"><li>• First Short (2-3pp.) essay due</li></ul>	Ideal Schedule
4	<i>The Little Prince</i> (Chpts.10-13) The Little Prince ventures to other planets: the king, the conceited man, the tippler and the businessman.	Study Strategies
5	<i>The Little Prince</i> (Chpts.14-20) The lamplighter, the geographer, Earth and more roses	Major/Career Exploration & Goals
6	<i>The Little Prince</i> (Chpts.21-27) The Little Prince, the taming of the fox and his return home to his rose.	Study Strategies
7	<i>The Fellowship of the Ring</i> (Chpts. I-IV) The Virtues (and Vices?) of the Shire. <ul style="list-style-type: none"><li>• Second Short (2-3pp.) essay due.</li></ul>	Introduction to Stellaric
8	<i>The Fellowship of the Ring</i> (Chpts. I-IV) The Virtues (and Vices?) of the Shire, cont’d.	Stellaric Workshop
9	<i>The Fellowship of the Ring</i> (Chpts.V-IX) Taking up the task and Venturing beyond the Shire.	<i>(Fall Break Mon-Tues)</i> Campus Engagement/Resources

<b>10</b>	<i>The Fellowship of the Ring</i> (Chpts.V-IX) Taking up the task and Venturing beyond the Shire, cont'd.	Personal Wellness
<b>11</b>	<i>The Fellowship of the Ring</i> (Chpts.X-XIII) Nature: Friend or Foe?	Financial Wellness
<b>12</b>	<i>The Fellowship of the Ring</i> (Chpts.X-XIII) Nature: Friend or Foe?, cont'd. • Third Short (2-3pp.) essay due	Identity
<b>13</b>	<i>The Fellowship of the Ring</i> (Chpts.XIV-XVIII) The Council and Practical Wisdom.	Course Registration, Academic Policies, & Course Catalog
<b>14</b>	<i>The Fellowship of the Ring</i> (Chpts.XIV-XVIII) The Council and Practical Wisdom, cont'd.	(Thanksgiving Break Wed-Fri) Study Strategies
<b>15</b>	<i>The Fellowship of the Ring</i> (Chpts.XIX-XXII) The Vices that break the Fellowship.	Share Identity Projects
<b>16</b>	<i>The Fellowship of the Ring</i> (Chpts.XIX-XXII) The Vices that break the Fellowship, cont'd.	Study Strategies for Finals
<b>Finals Week</b>	Fourth and Final Short (2-3pp.) essay and Journal due and final discussion.	

URL: [https://www.unk.edu/academic\\_affairs/asa\\_forms/course-policies-and-resources.php](https://www.unk.edu/academic_affairs/asa_forms/course-policies-and-resources.php)

## **Course Policies and Resources**

**All students at the University of Nebraska Kearney should be aware of the following university-wide course policies and resources.**

### **Attendance Policy**

Your instructor may have indicated on their syllabus an attendance policy specific to their class. If so, that is the policy with which you must comply. If no other policy is stated, the University-wide attendance policy will apply.

### [Undergraduate Student Attendance Policy](#)

### **Academic Honesty Policy**

Academic honesty is essential to the existence and integrity of an institution of higher education. The responsibility for maintaining that integrity is shared by all members of the academic community. To further serve this end, the University of Nebraska at Kearney has a policy relating to academic integrity.

### [Undergraduate Academic Integrity Policy](#)

### **Finals Week Policy**

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 policy ([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 has the following options 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. Students 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.
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### **Mental Wellness**

The UNK Counseling Center provides mental health services to support the academic success of students. The Counseling Center provides a full range of short-term professional mental health services.

Getting help is a smart and courageous thing to do. Contact the UNK Counseling Center at 308-865-8248 or visit their website for more

information: [https://www.unk.edu/offices/counseling\\_healthcare/counseling\\_care/index.php](https://www.unk.edu/offices/counseling_healthcare/counseling_care/index.php)

### **Military and Veteran Services**

Military and Veteran Services assist veterans, service members, and their dependents with education benefits and academic and supporting resources. They serve as a liaison between students and the Veterans Administration and branches of the military. Contact the UNK Military and Veteran Services office at 308-865-8677 or visit their website for more

information: [https://www.unk.edu/offices/financial\\_aid/veterans\\_services/index.php](https://www.unk.edu/offices/financial_aid/veterans_services/index.php)

### **Reporting Student Sexual Harassment, Sexual Violence or Sexual Assault**

Reporting allegations of rape, domestic violence, dating violence, sexual assault, sexual harassment, and stalking enables the University to promptly provide support to the impacted student(s), to take appropriate action to prevent a recurrence of such sexual misconduct, and to protect the campus community. Confidentiality will be respected to the greatest degree possible. Any student who believes they may be the victim of sexual misconduct is encouraged to report to one or more of the following resources:

- **Local Domestic Violence, Sexual Assault Advocacy Agency** 308-237-2599
- **Campus Police (or Security)** 308-865-8911
- **Title IX Coordinator** 308-865-8655

Retaliation against the student making the report, whether by students or University employees, will not be tolerated.

## **Students with Disabilities**

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students with documented disabilities. To receive accommodation services for a disability, students must be registered with the UNK Disabilities Services for Students (DSS) office, Loper Success Hub, 2<sup>nd</sup> Floor of Calvin T Library, 308-865-8214 or by email [unkdso@unk.edu](mailto:unkdso@unk.edu)

## **Students Who are Pregnant**

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students who are pregnant. To receive accommodation services due to pregnancy, students must contact the Student Health office at 308-865-8218. The following links provide information for students and faculty regarding pregnancy rights. <https://thepregnantscholar.org/title-ix-basics/>

<https://nwlc.org/resource/faq-pregnant-and-parenting-college-graduate-students-rights/>

## **UNK Policy for Inclusive Excellence**

**At UNK, inclusive excellence is rooted in our values.**

- **People matter.** The diversity of our students, faculty and staff is essential to our educational mission. Our backgrounds, identities, and lived experiences enrich our learning community.
- **The learning environment matters.** We are committed to an inclusive and equitable student-centered learning environment. In our classrooms we exchange ideas and opinions with respect for one another.
- **Learning matters.** Preparing students to value critical thinking, mutual respect, and open communication is essential for lifelong learning. We are building a community that protects and fosters intellectual inquiry and embraces diverse perspectives.

The following link provides information for students regarding UNK's commitment to inclusive excellence and procedures for improving classroom experience with inclusion and belonging: <https://www.unk.edu/about/dei/inclusive-excellence-in-the-classroom.php>.

# General Education Program Governance

## General Education Mission and Vision

### Mission

To support the university's academic mission by developing students' knowledge, skills, and abilities to understand the world, make connections across disciplines, foster their curiosity, and contribute to the solutions of contemporary problems.

### Vision

To build characteristics of well-rounded, well-informed, productive individuals through development of

- Oral and written communication
- Quantitative skills
- Skill in critical and ethical evaluation of information and environment
- The ability to locate, evaluate, apply, and acknowledge sources of information
- Social and civic responsibility
- Self-empowerment to excel academically, creatively, and practically
- Understanding of the physical world and its interactions
- Aesthetic appreciation
- Respect for and understanding of diversity in a local and global context
- Awareness of the different aspects of wellness

## I. General Education Council

The General Education Council (GEC) follows the guiding principle that students' academic interests are foremost in all deliberations and decisions.

### A. Composition of the GEC

#### 1. Voting Members

- Terms begin at the end of spring semester (after the last spring semester meeting of the GEC).
- Nominees should make provisions in their schedules to be able to attend Council meetings, which are typically scheduled for 3:30 p.m. on the first Thursday of the months during the academic year.
- Three tenured faculty members each (from different departments) from the College of Education and the College of Business and Technology; six tenured faculty members (from different departments) with a minimum of one faculty member and a maximum of two faculty members from each of the four divisions of the College of Arts and Sciences (the four divisions are: Natural Sciences, Social Sciences, Humanities, and Communication and Fine and Performing Arts)
  - Nomination process determined by the individual Colleges; two nominees from each College, selection made by the Chief Academic Officer in consultation with the Director of General Education

- Three-year staggered terms
- Faculty members finishing a complete three-year term may succeed themselves only once
- One tenured faculty member from the Library
  - Nomination process determined by the Library; two nominees from the Library, selection made by the Chief Academic Officer in consultation with the Director of General Education
  - Three-year term
  - Faculty members may succeed themselves only once

## 2. Non-voting Members

- One junior or senior undergraduate student
  - Nominated by Student Senate
  - Rotated among the three Colleges, if possible
  - One-year term
  - Terms begin at the end of spring semester (after the last spring semester meeting of the GEC).
  - Nominees should make provisions in their schedules to be able to attend Council meetings, which are typically scheduled for 3:30 p.m. on the first Thursday of the months during the academic year.
  - The student representative to the General Education Council will
    - I. Provide a monthly update to the student senate on actions of the General Education Council
    - II. Convey any concerns regarding the General Education Program from the student senate to the General Education Council
    - III. Work with the Director of General Education to solicit and evaluate student nominations for faculty members to be recognized for excellence in teaching General Education courses
- All *Ex Officio* Members
  - Director of General Education (Chair of GEC)
  - Registrar or representative of the Registrar's Office
  - Director of Assessment or representative of the Assessment Office
  - Director of Academic Advising and Career Development or representative.

## B. Council Operations

1. Agenda to be published to campus via e-mail one week in advance of the meeting



- To be included on the agenda course proposals or other items must be received by the Director 8 days prior to the meeting
- The agenda will be approved prior to the meeting via email by Tuesday the week of the GEC meeting
- 2. Quorum is defined as 2/3 of the voting members (9 voting members)
- 3. Voting procedures
  - Actions are approved by a simple majority plus one of the voting members in attendance
  - The Director or a council member may request a ballot vote. Ballot will be used with consensus of council.
  - Tie votes result in the failure of the motion or action
- 4. Roberts Rules of Order
  - Attendance: only 3 absences per academic year permitted
- 5. Proposed changes to this Governance Document are approved by majority vote of the GEC (as outlined in I.B.3.) and distributed for campus wide comment for at least two weeks. Changes may then be made by the GEC, and the proposal is forwarded to the Chief Academic Officer for final approval.

## II. Duties of GEC

- A. Develop procedures for evaluating GE courses
- B. Approving or rejecting GE course proposals
- C. Assessment of student achievement and other aspects of GE program
- D. Establishing and reviewing GE waiver mechanisms
- E. Regularly reviewing GE program structure and objectives
- F. Reporting to the Chief Academic Officer and Faculty Senate Academic Affairs Committee
- G. Establishing policies with regard to the scheduling of GE courses, especially those unique to GE
- H. Developing standards and procedures for recognizing outstanding GE faculty

## III. Duties of Director of General Education

- A. Chair of GEC
- B. Coordinating GE offerings with Deans and Chairs in accord with the offering policies established by the GEC
- C. Facilitating development of GE offerings
- D. Facilitating assessment of GE program

- 120 E. Reporting on behalf of GEC to the Chief Academic Officer, Faculty Senate and  
121 other interested parties
- 122 F. Provide advance notice to the campus by e-mail of the agendas and to solicit  
123 comment on agenda items by interested parties
- 124 G. Reports of GEC actions
- 125 1. Minutes will be kept of all GEC meetings
- 126 2. Copies of minutes will regularly be distributed to the following interested  
127 parties:
- 128     ▪ GEC members
- 129     ▪ Chief Academic Officer
- 130     ▪ Faculty Senate
- 131     ▪ University Archives
- 132 H. Work with the student member of the General Education council to solicit and  
133 evaluate student nominations for faculty members to be recognized for  
134 excellence in teaching General Education courses.
- 135 IV. Student Appeals
- 136 A. The appeals process is intended to be used only for courses that do not have an  
137 equivalent transfer course at UNK.
- 138 B. The Registrar's Office determines and verifies whether General Education  
139 requirements have been met by individual students.
- 140 C. Students wishing to appeal a decision by the Registrar must submit a written  
141 request to the Director of General Education; the Director is empowered by the  
142 GEC to make a decision regarding the student appeal.
- 143 1. The request for a review of the Registrar's decision should be  
144 accompanied by supportive materials and specific course descriptions  
145 that support the student's contention.
- 146 2. The request should be submitted prior to the beginning of the semester  
147 in which that student is scheduled to graduate.
- 148 D. The Director of General Education may elect to place the student's appeal on the  
149 agenda of the next meeting of the GEC for action, either to approve or deny the  
150 request.
- 151 E. The student may appeal the Director's decision by submitting a written request to  
152 the Director for a GEC review of the student's appeal request. Upon receipt of  
153 the request, the Director will place the appeal on the agenda of the next meeting  
154 of the GEC for action, either to approve or deny the request.
- 155 F. The student may appeal the decision of the GEC by submitting a written request  
156 to the Chief Academic Officer to review the decision. The Director of General  
157 Education will then forward the decision of the Council to the Chief Academic  
158 Officer.
- 159 V. Approval of Courses
- 160

The GEC is the final recommending body prior to final approval by the Chief Academic Officer.

The General Education Program must respond to changing circumstances yet maintain sufficient stability that students may complete the program without undue confusion. To accommodate change, the GEC will consider the submission of new courses under the following circumstances.

A. Procedure for submitting courses for consideration as new General Education courses, and/or petitioning to alter the category to which an existing GE course is assigned

1. The course must be an active UNK offering.
2. The author of the course proposal must provide a written explicit description of the course detailing how it meets the established General Education criteria at both the program and category level. The proposal must include the following (available on the ORG General Studies for Faculty Canvas page):
  1. Part 1: Course Proposal Checklist
  2. Part 2: Course Information
  3. Part 3: Course Syllabus
3. Simultaneous to submission to the GEC, courses must be submitted through the CIM system for inclusion in the General Education Program.
4. Authors of course proposals must meet with one of their college representatives on the GEC to review the checklist of required elements. The proposed course must then be submitted to the Director of General Education. If a college representative has reviewed the course then it will be included on the Council's agenda.

B. Approval: GEC Procedure for consideration of course proposal

1. The proposer will be invited to present the course proposal to the Council.
2. If the course meets established criteria, then the Council will vote to disseminate the proposal to campus. Upon approval, the Director of General Education disseminates the proposal for campus comments for a minimum of two weeks.
3. The Council will vote on the proposal at the next regularly scheduled meeting.

C. The Council's decision will be forwarded to the Chief Academic Officer for final approval. Actions are recorded in the minutes and disseminated to the campus

D. Course approvals will go into effect the following fall semester. First Year Seminar courses take effect the next available term if all departments have a previously approved -126 course for the appropriate prefix(es).

E. The GEC, when it perceives a need, may put out calls for courses in specific areas.

VI. Program Changes

The GEC is the final recommending body prior to final approval by the Chief Academic Officer.

- A. The GEC is responsible for regular review of program structure and objectives, especially in light of assessment data, evolving admission standards, and changing educational philosophies. Recommended changes in the General Education Program may be initiated by the Chief Academic Officer, GEC or another academic governing body (College or Faculty Senate). Changes to the General Education Program may be major or minor changes.

1. Examples of major changes include changes to the total program required hours, hours required in any GE category, addition or elimination of any GE category, changes to the composition of the GEC, revisions to the duties of GEC members, or other changes as approved by the council as major changes
2. Examples of minor changes include changes to the learning outcomes, assessment rubrics, or other changes as approved by the council as minor changes.

B. Procedures for approving major changes

1. Proposals for a major change must include a detailed written description of the proposed change and a rationale supporting the reason for the change.
  - The proposer must submit the proposal through an appropriate college Council representative(s)
1. The representative(s) will forward the proposal to the Director of General Education who will place the proposal on the agenda of the regularly scheduled meeting.
2. Procedures for review and approval described in section V. B2 will be followed.
2. Proposals for major changes approved by the GEC (section I. B3) must then be simultaneously forwarded to the college Educational Policy/Academic Affairs committees, the Faculty Senate Academic Affairs committee, and for general campus comments for review and recommendations.
  - Recommendations from the College Educational Policy/Academic Affairs committees and the Faculty Senate Academic Affairs Committee must be made to the GEC within 30 days in order to be considered by the Council. Any proposal not returned by the 30 day deadline will be considered to be an approval by that body.
3. If the proposal for a major change is approved by vote of the GEC (section 1. B3), the proposal will be sent to the relevant College committees to conduct an election within the next two weeks.

The relevant College committees will conduct an election by their eligible faculty. Eligibility to vote is determined by the constitution of each College. An affirmative vote will be considered to be by a simple majority of eligible voting faculty in each of the three Colleges. The results of the

248 vote and for recommendation of the proposed major change to the GE  
249 program will be sent to the Chief Academic Officer, who makes the final  
250 decision

251 C. Procedures for approving minor changes

252 1. Proposals for a minor change must include a detailed written description  
253 of the proposed change and a rationale supporting the reason for the  
254 change.

255     ▪ The proposer must submit the proposal through an appropriate  
256 college Council representative(s)

257     ▪ The representative(s) will forward the proposal to the Director of  
258 General Education who will place the proposal on the agenda of the  
259 regularly scheduled meeting

260 Procedures for review and approval described in section V. C2 will be  
261 followed.

262 2. If the proposal is approved, then the Council will vote to disseminate the  
263 proposal to campus. Upon approval, the Director of General Education  
264 disseminates the proposal for campus comments for a minimum of two  
265 weeks.

266     ▪ The GEC will review the comments and take them into consideration  
267 to amend, approve, or reject the proposal.

268     ▪ The Council will vote on the proposal at the next regularly scheduled  
269 meeting.

270     ▪ The Council's decision will be forwarded to the Chief Academic Officer  
271 for final approval. Actions are recorded in the minutes and  
272 disseminated to the campus.

273 3. Approved changes in the General Education Program will go into effect for  
274 the next catalog year.

275 VII. College GE Requirements  
276

277 A. Colleges may specify courses that their majors must take within the GE program.  
278 First Year Seminar courses may not be listed as required or elective courses for  
279 any program (major, minor, etc.).

280 B. Colleges are encouraged to accommodate those students who change majors.

281 C. GE Requirements must appear in the catalog.

# General Education Program By-Laws

## **Mission, Vision, Guiding Principle**

### **Mission**

To support the university's academic mission by developing students' knowledge, skills, and abilities to understand the world, make connections across disciplines, foster their curiosity, and contribute to the solutions of contemporary problems.

### **Vision**

To build characteristics of well-rounded, well-informed, productive individuals through development of

- Oral and written communication
- Quantitative skills
- Skill in critical and ethical evaluation of information and environment
- The ability to locate, evaluate, apply, and acknowledge sources of information
- Social and civic responsibility
- Self-empowerment to excel academically, creatively, and practically
- Understanding of the physical world and its interactions
- Aesthetic appreciation
- Respect for and understanding of diversity in a local and global context
- Awareness of the different aspects of wellness

### **Guiding Principle**

The General Education Council follows the guiding principle that students' academic interests are foremost in all deliberations and decisions.

## **Article I. Composition & Membership.**

### **Article I.A. Council Composition.**

#### **I.A.i. Voting Members.**

- Three (3) faculty from the College of Education
- Three (3) faculty from the College of Business and Technology

- Six (6) faculty from the College of Arts and Sciences, with at least one (1) and no more than two (2) from each division. The divisions are: Natural Sciences, Social Sciences, Humanities, and Fine Arts.
- One (1) faculty member from the Library

#### **I.A.ii. Non-voting Members.**

- One Undergraduate Student

#### **I.A.iii. Ex Officio Members.**

- Director of General Education (Chair of GEC)
- Registrar or representative of the Registrar's Office
- Director of Assessment or representative of the Assessment Office
- Director of Academic Advising and Career Development or representative
- Chief Academic Officer or representative.

### **Article I.B. Eligibility.**

**I.B.i.** All voting members must be tenured.

**I.B.ii.** The student member must be of Junior or Senior standing.

### **Article I.C. Term Limits and Selection Process.**

**I.C.i. Dates of Terms.** Terms begin immediately following the last GEC meeting of the year (usually May) for the following academic year. I.e., new members serve over the summer of the calendar year in which they are appointed.

#### **I.C.ii. Voting Members.**

**I.C.ii.a. Term Lengths.** Voting members have three-year terms

#### **I.C.ii.b. Term Limits and Staggering.**

1. A member may serve at most six (6) consecutive years (i.e., at most two consecutive terms, even if one is only partial from stepping into a vacated term.)
2. Terms should be staggered so that COE and CBT each have one (1) member beginning a new term on the council each year and CAS has two (2) members beginning a new term on the council each year.

#### **I.C.ii.c. Selection of Voting Members.**

##### **I.C.ii.c.1. Process of Selection.**

- i. COE, CBT, CAS and the Library each determine their own nomination process.
- ii. The process shall conclude by providing two eligible-to-serve nominees to the Chief Academic Officer for each vacant position on the Council.
- iii. The Chief Academic Officer, in consultation with the Director of General Education, then selects one of the nominees to fill the vacancy.

**I.C.ii.c.2. Nomination Dates.** The nomination process for members whose terms expire at the end of the semester should be concluded by March 1st so that selected nominees can begin their terms at the end of the last meeting of the spring semester.

**I.C.ii.c.3. Filling Vacancies.** If a nomination process is needed to fill a vacancy during the academic year, the colleges or library should make their nominations in as timely a manner as reasonable.

### **I.C.iii. Non-Voting Members.**

**I.C.iii.a. Term length of Non-voting members.** The student representative serves a one-year term.

#### **I.C.iii.b. Selection of Non-voting members.**

##### **I.C.iii.b.1. Process of Selection.**

- i. The student senate shall determine their own nomination process.
- ii. The process shall conclude by providing an eligible undergraduate student as nominee to the Chief Academic Officer.
- iii. The Chief Academic Officer, in consultation with the Director of General Education, shall approve the nominee or ask for a new nominee from the Student Senate.

**I.C.iii.b.2. Student Representation.** The nominee should be rotated among students so as to have regular periodic representation from each of the three colleges when possible.

**I.C.iii.b.3. Nomination Dates.** The nomination process for selecting the next academic year's student member should be concluded by March 1st of the current academic year, so that selected nominees can begin their terms at the end of the last meeting of the spring semester.



**I.C.iii.b.4. Filling Vacancies.** If a nomination process is needed to fill a vacancy during the academic year, the Student Senate should make their nomination in as timely a manner as reasonable.

**I.C.iv.c Ex Officio Members.** Ex Officio members are appointed to the Council as part of the duties of their administrative role.

## **Article II. Roles and Responsibilities.**

### **Article II.A. Duties of the Council.**

- i.** Develop procedures for evaluating General Education courses
- ii.** Approve or reject General Education course proposals
- iii.** Oversee assessment of student achievement and other aspects of the General Education program
- iv.** Establish and review General Education waiver mechanisms
- v.** Regularly review General Education program structure and objectives
- vi.** Report to the Chief Academic Officer and Faculty Senate Academic Affairs Committee
- vii.** Establish policies with regard to the scheduling of General Education courses, especially those unique to General Education
- viii.** Develop standards and procedures for recognizing outstanding General Education faculty

### **Article II.B. Duties of the Director of General Education.**

- i.** Chair of the General Education Council
- ii.** Coordinate General Education offerings with Deans and Chairs in accord with the offering policies established by the General Education Council
- iii.** Facilitate development of General Education offerings
- iv.** Facilitate assessment of the General Education program

**v.** Report on behalf of the General Education Council to the Chief Academic Officer, Faculty Senate, and other interested parties

**vi. Agenda.** Provide advanced notice to the campus by e-mail of the agendas and solicit comment on agenda items by interested parties

**vi.a.** Agenda to be published to campus via e-mail one week in advance of the meeting

**vi.b.** To be included on the agenda, items must be received by the Director eight (8) days prior to the meeting.

**vi.c.** Items may be placed on a GEC meeting agenda by the Chief Academic Officer or the Director of General Education. Agenda item requests by other council members must go through one of these officers.

**vi.d.** The agenda will be approved prior to the meeting via email by Tuesday the week of the General Education Council meeting.

**vii. Minutes.** Report on General Education Council actions

**vii.a.** Minutes will be kept of all General Education Council meetings

**vii.b.** Copies of minutes will regularly be distributed to the following interested parties:

- General Education Council members
- The Chief Academic Officer
- Faculty Senate
- University Archives

**viii.** Work with the student member of the General Education Council to solicit and evaluate student nominations for faculty members to be recognized for excellence in teaching General Education Courses

## **Article II.C. Duties of the Student Representative.**

**i.** Provide a monthly update to the student senate on actions of the General Education Council

**ii.** Convey any concerns regarding the General Education Program from the student senate to the General Education Council

**iii.** Work with the Director of General Education to solicit and evaluate student nominations for faculty members to be recognized for excellence in teaching General Education courses.

151

152 **Article III. Expectations of Members and Attendees.**

153 **Article III.A. Scheduling.** Council members are expected to ensure their schedule will  
154 allow them to attend regularly scheduled meetings. If they cannot attend, for extended periods,  
155 they should ask their college or body they represent to nominate a replacement.

156 **Article III.B. Attendance.** Regular attendance is expected and after three (3) absences  
157 in one academic year, council members will be removed and replaced.

158 **Article III.C. Proxies.** If a member knows in advance that they will be unable to attend  
159 a meeting, they may have a proxy attend and conduct business in their place.

160 **III.C.i. Proxies eligibility.** For a voting member, the proxy must be a tenured  
161 faculty member, and the Director of General Education must be notified no later than  
162 noon of the day of the meeting in order for the proxy to be able to vote.

163 **III.C.ii. Proxy and absence.** Even with a proxy attending, the member's absence  
164 counts towards their absences for the academic year.

165 **Article III.D. Open Meetings.** Meetings may be open for the UNK community to  
166 observe, in person and/or via video conferencing software at the Council's discretion.

167 **Article III.E. Meeting Participation.** Only Council members, proposers of new  
168 courses for the General Education program, and faculty/staff/students invited to give special  
169 presentations or provide other information may participate in meeting discussions. Other  
170 attendees may only observe the meeting. The Director may invite participation from the  
171 audience at their discretion during the meeting.

172

173 **Article IV. Governance Structure.**

174 **Article IV.A. Council Meetings.**

175 **IV.A.i. Chair.** The Director of General Education shall chair all meetings.

176 **IV.A.i.a. Director Proxy.** If the Director must be absent, the Director in  
177 consultation with the Chief Academic Officer may appoint a temporary chair.

178 **IV.A.i.b. Director Proxy Proxy.** If the temporary chair is usually a voting  
179 member of the council, they shall not vote while acting as chair; however, they  
180 are allowed to also select a proxy for the meeting who can vote for them.

181 **IV.A.ii. The Agenda.** See Article II.B.vi.

182 **IV.A.iii. Quorum.** Quorum is defined to be two-thirds (2/3) of the voting members.  
183 I.e., nine (9) voting members must be present to have quorum.

184 **IV.A.iv. Voting Procedure.**

185 **IV.A.iv.a.** Actions are approved by simple majority-plus-one of the voting  
186 members in attendance.

187 **IV.A.iv.b.** The Director or a Council Member may request a ballot vote. Ballot  
188 will be used when approved by the Council by a vote of majority-plus-one.

189 **IV.A.v. Conducting Business.** Robert's Rules will generally be followed to enable  
190 greater flexibility in action. At the discretion of the Director or by a request of a Council  
191 Member and a vote by the Council, a stricter application of Robert's Rules may be  
192 implemented temporarily to ensure just treatment of an item or items on the agenda.

193 **IV.A.vi. Schedule.**

194 **IV.A.vi.a. Regular Meetings.** Council meetings are held at 3:30p.m. every first  
195 Thursday of the month when classes are in session. I.e., in most academic years  
196 there will be a meeting in each of September, October, November, December,  
197 February, March, April, and May.

198 **IV.A.vi.b. Special Meetings.** Special Meetings may be called by the Director of  
199 General Education, the Chief Academic Officer, or by written request by council  
200 members representing at least two (2) colleges.

201 **IV.A.vi.c. Cancelling Meetings.** If no items have need of council consideration,  
202 the director may cancel a monthly meeting.

## 204 **Article IV.B. Subcommittee Structure and Duties.**

205 **IV.B.i. General Purpose of Subcommittees.**

206 These subcommittees will aid the General Education Council in its operations regarding  
207 structure, governance, assessment, and course eligibility in the General Education  
208 Program. In addition to the charges and duties given below, subcommittees may be

assigned tasks by the Council, the Director of General Education, and the Chief Academic Officer.

#### **IV.B. ii. Membership.**

Each subcommittee will consist of four (4) or five (5) voting Council members – two (2) from CAS, one (1) from CBT, one (1) from COE and possibly one (1) from the Library (this Council member will serve on one (1) of the three (3) subcommittees) – and the Director of General Studies as an *ex-officio* member. Other *ex-officio* Council members may join a subcommittee at its request.

#### **IV.B.iii. Subcommittee Chair.**

Each subcommittee will elect its own Chair, determine its meeting schedule, and have the flexibility to meet in person or *via* video conferencing software or e-mail. For every regular Council meeting agenda, each subcommittee will submit minutes or a report of actions taken for the Council to review. Subcommittees may add business items to regular Council meeting agendas – notify the Director of these items no later than eight (8) days before a Council meeting.

#### **IV.B.vi. Specific Purpose of Each Subcommittee.**

**IV.B.vi.a. Oversight Subcommittee.** Oversee implementation of the General Education Program governance and meeting rules. May propose changes in these to the Council. Conduct the initial review of program change proposals and determine if they are “major” or “minor”. If minor, this subcommittee can authorize proceeding to the campus comment period. I.e., proceeding immediately to the step in Article IV.C.ii.b. of the minor by-law change process.

**IV.B.vi.b. Assessment Subcommittee.** Oversee assessment data collection procedures, conduct the initial review of each annual General Education assessment report and bring items to the attention of the Council. Review and acts on matters pertaining to Program and LOPER category goals and learning objectives. For changes classified as “minor”, this subcommittee can authorize proceeding to the campus comment period. I.e. proceeding immediately to the step in Article V.C.iv.c. of the minor program change process.

**IV.B.vi.c. Course Review Subcommittee.** Conduct the initial reviews of courses proposed for inclusion, or to remain, in the General Education program and make recommendations to the Council. May authorize proceeding to the campus comment period. I.e. proceeding immediately to the step in Article V.B.ii.a. of the Course approval process.

#### **Article IV.C. Changes to the By-laws.**

The GEC is responsible for regular review of its programs and objectives. To effectively

do this, regular review of the governance structure is also required. Recommended changes to the By-laws may be initiated by the Chief Academic Officer, the General Education Council, or another academic governing body (College or Faculty Senate).

**IV.C.i. Types of Changes.** There are two types of changes, major and minor. The determination of whether a change is major or minor shall be determined by the Oversight Subcommittee in consultation with the director of the General Education Council.

Examples of major changes include changes to the composition of the Council and revisions of the duties of Council members or the Council Director.

**IV.C.ii. Procedure for Minor By-laws Changes.** Throughout this procedure, all votes of approval follow Article IV.A.iv.

**IV.C.ii.a Agenda Item.** A by-law change must be placed on the agenda for discussion. This does not need to be the specific wording of the by-law change that is passed, but an item for discussion is required for a motion to be made to start step IV.C.ii.b.

**IV.C.ii.b. Proposed change is approved for Campus Comment period.** A motion from the council is made to send specific wording to campus for comment over a period of at least one (1) week.

**IV.C.ii.c. Council considers adoption of changes.** The now specifically worded item is again placed on the agenda and the council reconsiders the changes with the guidance from campus. A motion is made by the council for final wording of the proposed changes. This wording may be slightly different than the wording that was sent to campus, so long as the meaning and purpose have not changed. A passing vote to adopt the by-laws changes sends the changes to the Chief Academic Officer for final approval.

**IV.C.iii. Procedure for Major By-laws Changes.** Throughout this procedure, all votes of approval follow Article IV.A.iv.

**IV.C.iii.a. Proposal requirements.** Proposals for a major change must include a detailed written description of the proposed change and a rationale supporting the reason for the change.

**IV.C.iii.b. Getting on the Agenda.** For the Proposal to be placed on the Agenda, the proposer must submit the proposal through an appropriate college Council representative(s) who submits it to be placed on the agenda by the Director of General Education.

**IV.C.iii.c. Sent for Comment.** A motion is made for the major change proposal to be sent out for comment. If the motion passes, the Director of General Education sends the major proposal simultaneously to the general campus for comment and review for two (2) weeks, to each of the College's Educational Policy/Academic Affairs committees, and to the Faculty Senate Academic Affairs committee. Recommendations from the College Educational Policy/Academic Affairs committees and the Faculty Senate Academic Affairs committee must be made to the General Education Council within thirty (30) days of when the proposal was sent to them for their comments to be considered by the Council. Any proposal not returned within thirty (30) days will be considered to have been approved by that body.

**IV.C.iii.d. Council approval.** If - after consideration of the comments provided by the College Educational Policy/Academic Affairs committees, Faculty Senate Academic Affairs, and general campus – the council approves the proposed major change, the change will be sent out to the relevant college committees to conduct an election within the next two (2) weeks. The proposed change wording may be modified at this step after considering recommendations, so long as the initial meaning and purpose of the change is not altered. Note that this vote is the final approval by the council.

**IV.C.iii.e. College approval and Chief Academic Officer Approval.** The relevant committees will conduct an election by their eligible faculty. Eligibility to vote is determined by the constitution of each college. A simple majority vote of the eligible voting faculty for each of the colleges is considered to be an affirmative vote. The results of the College votes and the Council's recommendation for approval (from the vote in IV.C.iii.d.) of the major change will be sent to the Chief Academic Officer who makes the final decision.

**IV.C.IV. Date of Effect.** Changes to the bylaws – both major and minor - will take effect immediately following approval by the Chief Academic Officer.

## **Article V. The General Education Program.**

This article is for policy and procedure regarding the Maintenance and Facilitation of the General Education Program. Program Requirements, Approved Courses, Assessment Data, etc. are found in supplemental documents attached or linked to in the Appendices of these By-Laws.

## **Article V.A. Student Appeals.**

**V.A.i.** The Registrar's office Determines and verifies whether General Education requirements have been met by individual students. The appeals process is intended to be used only for courses that do not have an equivalent transfer course at UNK.

**V.A.ii.** Students wishing to appeal a decision by the Registrar must submit a written request to the Director of General Education.

**V.A.ii.a.** The appeal should be accompanied by supportive materials and specific course descriptions that support the student's contention.

**V.A.ii.b.** The request should be submitted prior to the beginning of the semester in which that student is scheduled to graduate.

**V.A.ii.c.** The Director of General Education will make a decision regarding the student appeal and communicate this to the student.

**V.A.ii.d.** The student may appeal the Director's decision by submitting a written request to the Director to ask the General Education Council to review of the student's appeal request. Upon receipt of the request, the Director will place the appeal on the agenda of the next meeting of the GEC for a vote to either approve or deny the request.

**V.A.ii.e.** The student may appeal the decision of the GEC by submitting a written request to the Chief Academic Officer to review the decision. The Chief Academic Officer should consult with the General Education Director for information on the Council's decision. The Chief Academic Officer is empowered to make the final decision on the appeal.

## **Article V.B. Approval and Removal of Courses.**

The GEC is the final recommending body prior to final approval by the Chief Academic Officer.

The General Education Program must respond to changing circumstances yet maintain sufficient stability that students may complete the program without undue confusion. To accommodate change, the GEC will consider the submission of new courses under the following circumstances.

**V.B.i. Submission.** Procedure for submitting courses for consideration as new General Education courses, and/or petitioning to alter the category to which an existing GE course is assigned.



**V.B.i.a.** The course must be an active UNK offering or currently in the process of being approved by Faculty Senate Academic Affairs (anywhere in the workflow).

**V.B.i.b.** The author of the course proposal must provide a written explicit description of the course detailing how it meets the established General Education criteria at both the program and category level. The proposal must include the following (available on the ORG General Studies for Faculty Canvas page):

**V.B.i.b.1.** Part 1: Course Information

**V.B.i.b.2.** Part 2: Course Syllabus

**V.B.i.b.3.** Part 3: Course Proposal Checklist

**V.B.i.c.** For new courses or courses being revised, simultaneous to submission to the GEC, courses must be submitted through the CIM system for inclusion in the General Education Program.

**V.B.i.d.** Authors of course proposals must meet with the Director of General Education to review the checklist of required elements. The proposed course must then be submitted to the Director of General Education. The Director of General Education will send reviewed and accepted proposals to the Course Review Subcommittee.

**V.B.ii. Approval.** GEC Procedure for consideration of course proposal

**V.B.ii.a.** If the course meets established criteria, then the Course Approval Subcommittee will vote to disseminate the proposal to campus. Upon approval, the Director of General Education disseminates the proposal for campus comments for a minimum of one (1) week.

**V.B.ii.b.** The Council will vote on the proposal at the next regularly scheduled meeting.

**V.B.ii.b.1.** The proposer will be invited to present the course proposal to the Council.

**V.B.iii. Final Approval.** The Council's decision will be forwarded to the Chief Academic Officer for final approval. Actions are recorded in the minutes and disseminated to the campus

**V.B.iv. Effective Catalog.** Course approvals will go into effect the following fall semester. First Year Seminar courses may take effect the next available term.

**V.B.v. Call for Courses.** The GEC, when it perceives a need, may put out calls for courses in specific areas.

378 **V.B.vi. Removal of Courses.**

379 **V.B.vi.a. Voluntary Removal.** A department that offers a general education  
380 course may voluntarily ask for its removal from the program. The council may  
381 make a formal vote to approve the removal, but it is not necessary.

382 **V.B.vi.a.1.** The council may also approve a resolution asking that the  
383 department reconsider the decision.

384 **V.B.vi.b. Removal Due to Concerns Brought to the Council.** The Chief  
385 Academic Officer, the Director of General Education, the General Education  
386 Council Assessment Subcommittee, or council members representing at least two  
387 (2) colleges may place the discussion of a course on the agenda for possible  
388 probation or removal.

389 **V.B.vi.c. Departmental Course Defense.** If a departmental course has been  
390 placed on the agenda for consideration of probation or removal, the Director of  
391 General Education shall ask the chair and/or regular instructor(s) of the course to  
392 provide evidence or supporting data that the course is improving or for some other  
393 reasons should not be removed from the General Education program. The  
394 department may send representatives to the General Education Council meeting  
395 on which their course removal appears as an agenda item to defend their course.

396 **V.B.vi.d. Removal or Probation** After considering the evidence of the General  
397 Education Program Assessment and any defense the department chooses to  
398 provide, the Council can continue to vote on removal of the course or place the  
399 course on probation. A course on probation can only remain there for a period of  
400 two (2) years or one (1) assessment cycle, whichever is longer.

401 **V.B.vi.d.1. Probation Conditions.** Departments and instructors of a  
402 course on probation should make concerted efforts and remain in  
403 communication with the Director of General Education to ensure  
404 successful assessment during the probationary period. Before the course  
405 is run for the first time in its probationary period, the department and  
406 instructor should provide the Director of General Education a short plan  
407 for improving the instruction and assessment outcomes for the course. In  
408 addition to the initial plan, they should provide to the Director of General  
409 Education annual updates regarding how the plan is taking effect.

410 **V.B.vi.e. Removal or Reinstatement of a Course on Probation.** Before the end  
411 of the probationary period, the council must vote to reinstate a course fully or to  
412 remove it from the General Education program. This vote should appear on the  
413 agenda no later than the last meeting of the year ending the probation period for

the course. The department offering the course may again provide evidence to the council to support reinstatement of the course into the program.

**V.B.vi.f. Chief Academic Officer Final Approval.** The results of the Council's decision shall be given to the Chief Academic Officer for a final decision on the removal.

**V.B.vi.g. Effective Catalog.** Course removals will go into effect the following fall semester.

## **Article V.C. Program Changes.**

The GEC is the final recommending body prior to final approval by the Chief Academic Officer.

**V.C.i. Regular Review.** The GEC is responsible for regular review of program structure and objectives, especially in light of assessment data, evolving admission standards, and changing educational philosophies. Recommended changes in the General Education Program may be initiated by the Chief Academic Officer, GEC or another academic governing body (College or Faculty Senate). Changes to the General Education Program may be major or minor changes.

**V.C.i.a. Major Change Definition.** Examples of major changes include changes to the total program required hours, hours required in any GE category, addition or elimination of any GE category, or other changes as approved by the Oversight Subcommittee as major changes

**V.C.i.b. Minor Change Definition.** Examples of minor changes include changes to the learning outcomes, assessment rubrics, or other changes as approved by the Oversight Subcommittee as minor changes.

**V.C.ii. Date of Effect.** Approved Changes in the General Education Program go into effect for the next catalog year.

**V.C.iii. Major Change Procedure.** Procedures for approving major changes.

**V.C.iii.a. Proposal Requirements.** Proposals for a major change must include a detailed written description of the proposed change and a rationale supporting the reason for the change.

**V.C.iii.b. Getting on the Agenda.** For the Proposal to be placed on the agenda, the proposer must submit the proposal through an appropriate college Council representative(s) who submits it to be placed on the agenda by the Director of General Education.

**V.C.iii.c. Sent for Comment.** A motion is made for the major change proposal to be sent out for comment. If the motion passes, the Director of General Education sends the major proposal simultaneously to the general campus for comment and review for two (2) weeks, to each of the College's Educational Policy/Academic Affairs committees, and to the Faculty Senate Academic Affairs committee. Recommendations from the College Educational Policy/Academic Affairs committees and the Faculty Senate Academic Affairs committee must be made to the General Education Council within thirty (30) days of when the proposal was sent to them for their comments to be considered by the Council. Any proposal not returned within thirty (30) days will be considered to have been approved by that body.

**V.C.iii.d. Council Approval.** If - after consideration of the comments provided by the College Educational Policy/Academic Affairs committees, Faculty Senate Academic Affairs, and general campus – the council approves the proposed major change, the change will be sent out to the relevant college committees to conduct an election within the next two weeks.

**V.C.iii.e. College Approval and Chief Academic Officer Approval.** The relevant committees will conduct an election by their eligible faculty. Eligibility to vote is determined by the constitution of each college. A simple majority vote of the eligible voting faculty for each of the colleges is considered to be an affirmative vote. The results of the vote and the Council's recommendation for approval of the major change will be sent to the Chief Academic Officer who makes the final decision.

**V.C.iv. Minor Change Procedure.** Procedures for approving minor changes.

**V.C.iv.a. Proposal Requirements.** Proposals for a minor change must include a detailed written description of the proposed change and a rationale supporting the reason for the change.

**V.C.iv.b. Getting on the Agenda.** For the Proposal to be placed on the agenda, The proposer must submit the proposal through an appropriate college Council representative(s) who submits it to be placed on the agenda by the Director of General Education.

**V.C.iv.c. Send to Campus.** A motion is made for the Director of General Education to send the minor proposal to campus for a comment period of no less than one (1) week.

**V.C.iv.d. Council Approval and Chief Academic Officer Approval.** Considering the comments from campus, the council may approve, amend, or

reject the minor change proposal. If the council approves it, it is sent to the Chief Academic officer for Final approval.

## **Article V.D. College Specific General Education Requirements.**

The General Education Program prescribes a set of course requirements each student must meet to graduate from the University of Nebraska – Kearney. In addition to these university wide requirements, colleges can refine the requirements they ask of students in their programs. These refinements should follow these policies.

**V.D.i.** GE Requirements must appear in the catalog.

**V.D.ii.** Colleges may specify courses within the GE program that are required for their majors.

**V.D.ii.a.** First Year Seminar courses may not be listed as required or elective courses for any program (major, minor, etc.).

Appendix A. Links to Relevant Documents and Related Institutional Policy and Governing Bodies.

Programmatic Links:

General Education Home Page:

[https://www.unk.edu/academic\\_affairs/general\\_studies/index.php](https://www.unk.edu/academic_affairs/general_studies/index.php)

General Education Program – Program Categories, Requirements, and Learning Objectives

[https://www.unk.edu/academic\\_affairs/general\\_studies/lopers-general-studies-program.php](https://www.unk.edu/academic_affairs/general_studies/lopers-general-studies-program.php)

Courses in the LOPER categories:

<https://catalog.unk.edu/undergraduate/general-studies/new-general-studies-program/>

511 Course Approval Process and Documentation:  
512 [https://www.unk.edu/academic\\_affairs/general\\_studies/course-approval-process-](https://www.unk.edu/academic_affairs/general_studies/course-approval-process-summary.php)  
513 [summary.php](https://www.unk.edu/academic_affairs/general_studies/course-approval-process-summary.php)  
514  
515 Appeals Process for Students:  
516 [https://www.unk.edu/academic\\_affairs/general\\_studies/appeals.php](https://www.unk.edu/academic_affairs/general_studies/appeals.php)  
517  
518 Assessment Reports and Materials and Academic Program Reviews:  
519 [https://www.unk.edu/academic\\_affairs/general\\_studies/assessment.php](https://www.unk.edu/academic_affairs/general_studies/assessment.php)  
520  
521 Related Institutional Policy and Governing Bodies Links:  
522 Academic Affairs Course Approval Processes and Calendar:  
523 [https://www.unk.edu/academic\\_affairs/academic\\_affairs\\_committee/index.php](https://www.unk.edu/academic_affairs/academic_affairs_committee/index.php)  
524  
525 College of Arts and Sciences – Constitution (Relevant College Committee: Educational  
526 Policy):  
527 <https://www.unk.edu/academics/arts-and-sciences/constitution-and-bylaws.php>  
528  
529 College of Business and Technology – Constitution (Relevant College committee:  
530 Academic Affairs):  
531 [https://www.unk.edu/academic\\_affairs/\\_files/faculty\\_handbook/CBTconst.pdf](https://www.unk.edu/academic_affairs/_files/faculty_handbook/CBTconst.pdf)  
532  
533 College of Education – Constitution (Relevant College Committee: Academic Policies  
534 and Standards):  
535 [https://www.unk.edu/academic\\_affairs/\\_files/faculty\\_handbook/COEconst.pdf](https://www.unk.edu/academic_affairs/_files/faculty_handbook/COEconst.pdf)  
536  
537 Faculty Senate – Constitution (Relevant Standing Committee: Academic Affairs):  
538 [https://www.unk.edu/committees/faculty\\_senate/\\_files/FSconst.pdf](https://www.unk.edu/committees/faculty_senate/_files/FSconst.pdf)  
539  
540 Registrar’s Office and Catalog:  
541

542 Registrar's Office Academic Policies Handbook:  
543 [https://www.unk.edu/offices/registrar/academic\\_policies\\_handbook/index.php](https://www.unk.edu/offices/registrar/academic_policies_handbook/index.php)

544

545 University Catalog:  
546 <https://catalog.unk.edu/>

547

548

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550

GEC Governance Document (2024) to GE Program By-Laws (2025) Comparison

Topic	GEBL lines	GEC Gov Lines	Other Comments
Mission Vision Principles	3-23	2-20, 23-24	
Composition	27-41	32-38, 46, 53, 73-79	
Eligibility	43-44	32, 46, 53	
Term Limits and Selection	46-97	27-45, 47-51, 53-62, 73-79	
Roles and Responsibilities	101-150	63-72, 101-133	
- Agenda	121-131	81-86,	Minutes 9-5-24
- Minutes	132-139	123-130	
Scheduling	153-156	59-62	
Attendance and Proxies	157-165	95,	Minutes 9-5-24
Open Meeting	166-167		Minutes 9-5-24
Meeting Participation	168-172		Minutes 9-5-24
Council Meetings	176, 182-203	102,87-95, 59-62	
- Director Proxy	177-181		New – Council should consider this
- Schedule	194-203	59-62	Mostly new – Council should consider this
Subcommittee Structure and Duties	204-242		Minutes 10-3-24
Changes to By-Laws	243-304	96-99, 203-274	96-99 are somewhat contradictory to 203-274 – Council should consider
Approval of Courses	335-374	161-200	Some adjustments to include Director initial approval and subcommittee approval – Council should consider
Removal of Courses	375-401		New- Council should consider
Program Changes	403-464	96-99, 203-274	
College Specific Education Requirements	466-474	277-281	Removed VII.B from GSCGov(2024) document – Council should consider
Appendix with Links	478-527		New – Council should consider



## **Proposed Changes in LOPER 1 Waiver Policy for Transfer Students**

### **Current Policy:**

[https://www.unk.edu/academic\\_affairs/general\\_studies/lopers-general-studies-program.php](https://www.unk.edu/academic_affairs/general_studies/lopers-general-studies-program.php)

The first-year seminar is waived for students admitted as transfer students with a minimum of 18 hours of GE coursework; transfer students and re-admit students still must fulfill the requirements of a minimum of 30 hours of GE coursework that meets LOPERs 2-10.

### **Propose to Council:**

The first-year seminar is waived for students admitted as transfer students with a minimum of 18 hours of GE coursework, and students admitted as transfer students with 24 hours of accepted transfer coursework; transfer students and re-admit students still must fulfill the requirements of a minimum of 30 hours of GE coursework that meets LOPERs 2-10.

### **FYS Transferring Institution**

Students that transfer in a FYS course from another institution do not need to complete the LOPER 1 requirement.

Registrar's Office will work to establish equivalencies for FYS from other institutions as LOPR 101 equivalent.