

ACADEMIC POLICIES HANDBOOK

for

CONCORDIA UNIVERSITY
SEWARD, NEBRASKA

2017-2018

ACADEMIC POLICIES INDEX

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Note: This handbook contains the general academic policies of Concordia University, Nebraska. The policies contained in this Academic Policies Handbook apply to the graduate as well as the undergraduate colleges, unless there are specific alternate graduate policies contained in the Graduate Academic Policies Handbook (noted in this handbook within parenthesis). Additional policies for Education Programs (Teacher Education and Christian Educational Leadership) are found in the Education Programs Academic Policies Handbook.

1.105 Undergraduate Council 1.105

I. Area of Responsibility

- A. The Undergraduate Council shall study, evaluate, and report to the faculty on policy matters affecting the academic life of the institution, the activity and welfare of the members of the faculty, and the life and welfare of the students.
- B. The Undergraduate Council shall assist the faculty in recommending policy to the Board of Regents via the president for the admission, transfer, dismissal, or withdrawal of students, standards of scholarship, and act on matters involving the conferral of academic and honorary degrees.
- C. The Undergraduate Council shall assist the faculty in developing, constructing, implementing, and evaluating curricula and teaching and learning.
- D. The Undergraduate Council shall assist the faculty in recommending policy to the Board of Regents through the president regarding the out-of-class life and activity of students.
- E. The Undergraduate Council shall assist the faculty in recommending policy to the Board of Regents through the president regarding the maintenance of wholesome conditions of faculty service and welfare.
- F. The Undergraduate Council may review academic changes and initiatives made at the departmental, college, or co-college levels. The Undergraduate Council may work to resolve conflicts which may arise from academic changes and initiatives, subject to review by the faculty.
- G. The Undergraduate Council shall address faculty concerns and coordinate its work with other areas of the University, including professional-technical staff, representatives of the student senate and administration.

II. Committee Structure

- A. The Undergraduate Council shall consist of seven members elected from the full-time undergraduate faculty.

- B. A chairperson and recording secretary shall be elected from these members. These two members, in consultation, are responsible for regularly informing the full faculty of the committee's business.
- C. The deans of the undergraduate colleges, the Provost, and the President are ex-officio members of the Undergraduate Council.
- D. Each committee member shall serve a two-year term.
- E. There is no limitation on the number of terms a faculty member may serve.
- F. Faculty members elected to this committee are not eligible to serve on the other standing committees of the faculty.
- G. Three members of the committee are elected in the odd-numbered years. Four members of the committee are to be elected in the even-numbered years.

III. Committee Operation

- A. The Undergraduate Council may take action itself, refer matters to the faculty or college(s), or may make use of an ad hoc committee (Cf., Policy 1.115).
- B. The Undergraduate Council may create ad hoc committees, as needed, using the Assignment Committee (Cf. Policy 1.110). The Council will receive reports of these committees.
- C. Members of the Undergraduate Council will serve as members of the University Council, (Cf., Policy 1.120) along with the elected members of the Graduate Council, when the University Council is convened.
- D. The Undergraduate Council may initiate a study of policy matters and/or make recommendations to the faculty on issues it deems of value to the university (Cf., Part I, Area of Responsibility).
- E. Actions taken by the Undergraduate Council must be communicated to the faculty in a timely fashion. If any faculty member believes the issue requires faculty action he/she may request through the Undergraduate Council Chairperson that the matter be referred to faculty.
- F. The Undergraduate Council will direct the Assignment Committee to form recurring ad hoc committees such as Honorary Awards Committee, Synodical Convention Overtures Committee, etc. (Cf., Policy 1.330)
- G. The Undergraduate Council will periodically, at least biennially, direct the Assignment Committee to form an ad hoc committee to evaluate the operation of faculty structure and to make recommendations for any changes in the structure.
- H. Should any full-time member of the faculty raise an issue of proper application of faculty structure by the Undergraduate Council, the chair of the Undergraduate

Council shall request the formation of an ad hoc committee to investigate the efficacy of the charge. In this event the Assignment Committee shall consult with both the faculty member raising the charge and the chair of the Undergraduate Council as to the composition of the ad hoc committee.

Revised 1-05

Revised 9-07

1.106 Graduate Council

1.106

(G-1.415)

- I. Area of responsibility: The Graduate Council shall
 - A. Study, evaluate and make recommendations to the Graduate Faculty on policy matters related to the graduate and post-baccalaureate program of the university.
 - B. Interpret existing academic policies for the Office of the Provost.
 - C. Upon the recommendation of the Program Directors, recommend candidates to the Graduate Faculty for graduation.
 - D. Promote the overall quality of the graduate program and the well-being of the graduate students.
 - E. Represent the College of Graduate Studies and Adult Education on the University Council.

- II. Membership
 - A. Four members with three or more years of experience as a Graduate Faculty member are elected by the Graduate Faculty. Graduate Program Directors and Deans are ineligible for these elected positions. Faculty members are elected for two-year terms. Two members of the committee are elected in the odd-numbered years. Two members of the committee are to be elected in the even-numbered years.

 - B. The Office of the Provost will appoint two Graduate Program Directors (one representing a program in Arts and Sciences and one from a program in Education) to serve the Graduate Council for one year terms.
 - C. The Provost, deans of the undergraduate colleges and a representative from the Registrar's office are non-voting ex officio members of the Graduate Council.

Approved by Graduate Faculty 9-2010

Revised 4-16

1.110 Assignment Committee

1.110

I. Area of Responsibility

- A. The Assignment Committee shall form ad hoc committees at the direction of the Undergraduate Council or the Graduate Council.

- B. The Assignment Committee shall conduct the elections of the faculty.

II. Committee Structure

- A. The Assignment Committee shall consist of three members elected from the full-time undergraduate faculty.
- B. Each committee member serves for a term of three years.
- C. One faculty member is elected to this committee each year.
- D. Faculty members elected to this committee are not eligible to serve on the other standing committees of the faculty.

III. Committee Operation

- A. The Assignment Committee will meet as necessary to form ad hoc committees as directed by the Undergraduate Council, Graduate Council, or the University Council.
- B. Each year, at the beginning of the fall semester, the Assignment Committee will request from the Provost a randomized list of faculty eligible to serve on ad hoc committees. The Undergraduate Council may ask the Assignment Committee to form ad hoc committees using this list. The list may be updated at the beginning of the spring semester as appropriate.
- C. The Assignment Committee will conduct the annual elections of faculty to standing committees (Cf., Policy 1.130, Elections).
- D. The Assignment Committee will make public reports (except in the case of ad hoc discipline committees) of the ad hoc committees that have been formed -- their membership, date of formation, and their charge from the council.
- E. A member of the Assignment Committee should help convene the first meeting of the ad hoc committee, attend the first meeting, ensure that a chair is elected, and communicate the name of the chair back to the chair of the Undergraduate Council.
- F. The Graduate Council may make use of the Assignment Committee to construct ad hoc committees if it so wishes.

IV. Comments

As it sees fit, the Assignment Committee may subdivide the random list to meet the needs of requests from the council. For instance, the Assignment Committee may use the random list to select two random faculty from the College of Education, Health and Human Sciences. Or it may note on the list persons who have already been selected using other criteria. The guiding principle should be that the random list serves as a tool to help the Assignment Committee select ad hoc committee members in a way that

is equitable to the faculty, in a way that ensures that faculty members are each given an equal opportunity to serve on committees and are not asked to serve too often.

As it identifies faculty to serve on ad hoc committees, the Assignment Committee notifies faculty of their assignment to an ad hoc committee. If a faculty member is unwilling or unable to serve on a committee to which he or she has been assigned, the faculty member must contact the Provost to recuse him- or herself from this service to the university. In that case the Assignment Committee will identify another faculty member to serve.

In cases where the Assignment Committee has been asked to identify non-faculty members to serve on an ad hoc committee, the Assignment Committee may make use of resources (the administration, student senate, etc.) necessary to identify people willing to serve on the committee. In these cases the Assignment Committee must find people willing to serve on the ad hoc committee.

Revised 1-05

1.115 Ad Hoc Committees

1.115

I. Area of Responsibility

- A. Ad hoc committees are formed at the request of the Undergraduate Council (or the Graduate or University Councils) to perform a specified task for the Council. The task may be one or more of the following non-inclusive list:

Investigate an issue and prepare a report.

Develop a recommendation in some area.

Answer a question.

Conduct a forum and provide a summary.

Conduct interviews and provide a summary.

Other specific tasks assigned by the Undergraduate, Graduate or University Council.

- B. The intent is that the Council readily and often passes tasks to ad hoc committees in order to allow the Councils to concentrate on core curricular and policy issues and the effective coordination of the University and its Colleges. An ad hoc committee
- C. functions at the behest of the respective Council and ultimately reports back to the Council.

*Note that the Graduate Council may make use of the Assignment Committee to construct ad hoc committees if it so wishes. The structure and operation of such an ad hoc committee is determined by the Graduate Council

II. Committee Structure

- A. The structure, membership, and term of service of an ad hoc committee is determined by the Undergraduate Council or according to specifications outlined in policies related to recurring ad hoc committees.

III. Committee Operation

- A. Ad hoc committees normally organize themselves to accomplish their assigned task, subject to directives or suggestions from the Council or outlined in policies related to recurring ad hoc committees.
- B. An ad hoc committee keeps minutes of its work (except in cases where confidential matters are discussed). The record is given to the Undergraduate Council who may decide whether or what part of the record is to be made part of the minutes of the Undergraduate Council.

IV. Comments

Ad hoc committees are intended to be a very flexible tool for conducting the faculty's business in support of the Faculty, the Undergraduate Council, the Graduate Council, and the University Council.

This policy places few restrictions on the Council as it specifies the membership of an ad hoc committee, which may include any faculty member, any staff member, any student, or anyone from the community or the church at large. The intent is to get the right people on a committee to carry out most effectively the assigned task. This non-exhaustive list suggests the range of possibilities:

- a. A random selection of the full-time faculty, as managed by the Assignment Committee to share the workload among the faculty.
- b. A request for volunteers from the faculty who have an interest in the task.
- c. An appointment of specific individuals by the Council, from employees of the University or from the community at large.
- d. A selection from the faculty or others known to have special expertise or experience in matters related to the task.
- e. A selection from the faculty, random or otherwise, that provides some desirable proportion among departments, colleges, genders, ranks, or some other population demographic.
- f. Any combination of these or other mechanisms may also be used.

This policy places few restrictions on the nature of the task given to an ad hoc committee. The intent is to encourage the Council to make ready and frequent use of ad hoc committees to handle the faculty's business. The tasks assigned might be in support of a topic that the Council is considering or the Council may delegate the entire consideration and management of a topic to an ad hoc committee.

This policy places few restriction on the manner in which an ad hoc committee discharges its responsibility. For example, it may choose to meet regularly and periodically for a time necessary to accomplish the task, or it may decide to meet the same day it is constituted and deliver its report the next morning.

An ad hoc committee will generally be assigned a single task or set of related tasks with an identified outcome such as a written report, a summary of a forum conducted by the ad hoc committee, a verbal report to the Council, or an answer to a question, and the committee will dissolve at that point with the Council's blessing. If an additional task develops it is expected that the Council and the ad hoc committee will negotiate whether the committee will continue or whether a new ad hoc committee will be constituted, with the ad hoc committee members individually having a free choice in the matter.

Revised 1-05

Revised 9-07

1.120 The University Council 1.120

I. Area of Responsibility

- A. The University Council considers issues that pertain to the University as a whole rather than an individual college. Such issues may include academic, curriculum, faculty welfare, student life issues, and other university wide policy issues.
- B. The elected and appointed members of the University Council shall serve as the standing Faculty Hearings Committee (Cf., Policy 1.517). The ex-officio members of the University Council are excluded from service on the Faculty Hearings Committee.

II. Committee Structure

- A. The University Council shall consist of the elected members of the Undergraduate Council and the elected and appointed members of the Graduate Council.
- B. The Chairperson of the Undergraduate Council will serve as the chairperson of the University Council.
- C. The Secretary of the Undergraduate Council will serve as the secretary of the University Council.
- D. Ex-officio members of the University Council are the deans of the undergraduate and graduate colleges, the Provost, and the President.

III. Committee Operation

- A. The Chair of the Undergraduate Council, in consultation with the Chair of the Graduate Council calls the University Council into session when an issue of university wide impact is raised.
- B. The University Council will perform their operation in a manner similar to that

described in Policy 1.105, for the Undergraduate Council.

- C. The actions of the University Council are subject to review by the full faculty.

Revised 1-05
Revised 9-17

1.125 The Assessment Committee 1.125

I. Area of Responsibility

- A. The Assessment Committee shall oversee the implementation of the institutional assessment plan.

II. Committee Structure

- A. The Assessment Committee consists of five members of the faculty.
- B. Faculty serve for a term of two years.
- C. Two members will be elected in the even numbered years and three will be elected in the odd numbered years.
- D. Faculty members elected to this committee are ineligible to serve on the other standing committees of the faculty.
- E. The Assessment Coordinator(s), the Provost, and the President are ex-officio members of the Assessment Committee.

III. Committee Operation

The Assessment Committee:

- A. Provides oversight for ongoing efforts to assess the effectiveness of the institution's present programs.
- B. Recommends additions and modifications of the assessment plan to the faculty.
- C. Reviews and makes recommendations concerning assessment plans for new programs or modifications to existing programs being proposed to faculty.
- D. Provides assistance, as requested, by colleges, departments, and other groups in formulating and executing assessment plans.

Revised 1-05

Elections to the standing committees of the faculty (the Undergraduate Council, the Graduate Council, the Assessment Committee and the Assignment Committee) and to the office of Secretary of the Faculty will be conducted by the Assignment Committee according to the process outlined here.

I. Scheduling of Elections

Faculty elections to standing committees will occur in two stages, a nominating round and an election. The nominating round will occur in a faculty meeting preceding the meeting in which the election is held.

II. Nominating Ballot

The nominating ballot for each committee will consist of all full-time, regular faculty members eligible to serve on the committee. To produce the nominating ballot for each committee, the Assignment Committee will obtain a list of all full-time faculty members from the office of the Provost and remove from it members of the President's Cabinet, faculty known to be retiring, ex officio members of the committee, and incumbents whose terms on standing committees are continuing.

At the faculty meeting where the nominating ballot is distributed, full-time regular faculty members may nominate as many individuals to each committee as they wish.

III. Producing Election Ballot

Faculty members are eligible to serve on only one of the following committees at a time: Graduate Council, Undergraduate Council, Assessment Committee, Assignment Committee and Faculty Structure Review Committee. In preparing the election ballot, the Assignment Committee must ensure that no potential conflicts to this policy may occur. The election ballot will contain twice as many candidates as the number of positions to be filled on the committee.

To produce the election ballot, the Assignment Committee will tally the number of nominations each individual receives for each committee. Individuals selected for more than one ballot will be given their preference of ballot.

The ballot for Secretary of the Faculty will be composed of those two individuals receiving the highest nominations for the position.

As it identifies faculty to fill the election ballots, the Assignment Committee notifies faculty of their inclusion on the ballot. If a faculty member is unwilling or unable to serve on a committee to which he or she has been nominated, the faculty member must contact the Provost to recuse him-

or herself from this service to the university. In that case the Assignment Committee will identify the faculty member with the next highest nominations for that position to fill the ballot.

IV. Election

The election ballot will contain twice as many candidates as the number of positions to be filled on the committee. Each faculty member may vote for as many candidates as the number of positions

to be filled on the committee. Individuals receiving the most votes will be elected to the committee. Ties will be resolved using a random selection process.

The election for Secretary of the Faculty will take place independently of the election for standing committees.

V. Special Circumstances

If the service of a member of a standing committee of the faculty is interrupted, or, cannot be completed, (e.g., special leave, sabbatical leave, illness), the Undergraduate Council, in consultation with the chair of the affected committee will take appropriate action to fill any need that accrues from the absence. This action may include, but is not limited to, allowing the absence to remain unfilled, naming a temporary replacement from the faculty, or requesting that a special election be held to replace the absent member.

If an election is required it may occur at the next faculty meeting, or a special faculty meeting may be called in exceptional cases. The procedures for the special election will be similar to those of a normal election. A nominating ballot will be prepared as in Section II of this policy. Then nominations will be made and counted during the meeting and an election ballot produced, and the election will take place in the same meeting.

Comments

The intent of this policy is to give the entire faculty a voice in selecting the nomination slate for the election and to give all faculty members an opportunity to serve on the committees. Nominations are made from a list of all eligible faculty in order to give all faculty the opportunity to serve, and to ensure that no individual or small group has the ability to determine who will serve on any committee.

Revised 1-24-05

Revised 2-25-15

1.135 Faculty Meetings

1.135

(G-1.200)

- I. The faculty structure requires that a minimum of three faculty meetings be convened by the president each academic year. Generally, the meetings will be held at the beginning, middle, and end of each academic year. The president, or his designee, or the provost, in the absence of the president may call additional meetings as described below in this policy. The Undergraduate Council and Graduate Council may request additional meetings of their faculties.
- II. Each meeting is governed by the rules of parliamentary procedures according to Robert's Rules of Order Newly Revised, except those modified by specific faculty policy.
- III. Each member of the full-time faculty may take part in the deliberations and voting. Part-time faculty and professional/technical staff may take part in deliberations but may not vote.

IV. When an additional meeting of the faculty is called, the announcement of the meeting, as well as the agenda, shall be distributed at least two full business days prior to the starting time of the meeting.

V. Executive session

The faculty may declare an executive session pertaining to a specific issue by a majority vote of the faculty in attendance at a faculty meeting. Part-time faculty and professional/technical staff may not be excluded from an executive session.

The chairperson may call a special meeting of the faculty in executive session subject to ratification by a majority of faculty in attendance at the executive session.

VI. Student Representation: Two at-large student representatives selected by the Student Senate may attend faculty meetings. They may take part in all deliberations but may not vote.

Revised 1-05

1.330 Committees of the University Faculty 1.330

In order to facilitate the performance of the duties assigned to it (see Faculty Personnel Handbook, 2.1.3), the faculty establishes these committees.

I. Standing Committees - elected

- A. Undergraduate Council
- B. Graduate Council (four elected and two appointed members)
- C. University Council (*also Faculty Hearings Committee)
- D. Assignment Committee
- E. Assessment Committee

II. Standing Committees – appointed

- A. Undergraduate Chairs Council
- B. Education Advisory Committee
- A. General Education Committee
- B. Institutional Review Board

III. Recurring Ad Hoc Committees

- A. Student Conduct Board
- B. Appellate Board
- C. Colloquy Committee
- D. Commissioned Ministers Placement Review Committee (see Education

Academic Policies Handbook)

E. Commissioned Ministers and Education Programs Appeal Committee (see Education Academic Policies Handbook)

F. Pre-Seminary Committee

G. Honorary Awards Committee

H. Convention Overtures Committee

* “[The President is] an ex officio member of all standing committees of the faculty and its departments with the exception of the standing hearings committee or of another standing committee to which the functions of such a committee have been assigned” (Synodical Handbook, 2016, 3.10.6.6). Other ex officio members of the University Council (provost and deans) shall likewise be excluded from serving on the Faculty Hearings Committee.

Revised 8-85

Revised 9-07

Revised 9-17

1.140 Conflict of Interest for Members of Faculty Committees 1.140

- I. In order to avoid the appearance of prejudicial behavior, a member of the faculty committee shall excuse himself or herself from participating in the committee’s deliberations of any matter which involves a significant conflict of interest.
- II. Should a faculty member not excuse himself or herself, any member of the faculty may challenge such participation by appealing to the President of the university.

Revised 1-05

1.145 Secretary of the Faculty 1.145

(G-1.520)

- I. The faculty elects a Secretary (Cf., Policy 1.130) annually.
- II. The Secretary:
 - A. keeps the official minutes of faculty meetings together with copies of all materials distributed during the meeting.
 - B. provides a complete set of minutes with all materials for the President (or designee) at the end of each academic year.
 - C. is responsible for having the minutes distributed to the members of the faculty.
 - D. provides the chairperson of the undergraduate council and the provost with changes and additions to the Academic Policies Handbook as a result of faculty action.

Approved 4-81
 Revised 5-82
 Revised 1-05
 Revised 9-07
 Revised 9-17

1.417 Administrative Committees (See Policy 2.100 for curriculum oversight.)

1.417

Academic Leadership Team

- I. The Academic Leadership Team shall consist of:
 - A. The provost and deans of the colleges.
- II. The Academic Leadership Team shall:
 - A. Monitor all academic programs of the university.
 - B. Supervise, evaluate, and implement administrative processes related to program review, course and faculty evaluation, advancement in rank, etc.
 - C. Generate initiatives for the maintenance and improvement of academic programs of the university and for institutional accreditation.
 - D. Coordinate activities and processes between the colleges and other instructional units of the university.
 - E. Work with the Graduate and Undergraduate Councils on policy matters in their areas of responsibility; communicate and coordinate with other areas of the university, including Undergraduate Chairs Council, graduate program directors, cabinet, and professional-technical staff.

Undergraduate Chairs Council

- I. The Undergraduate Chairs Council shall consist of:
 - A. The provost and the deans and department chairs of the undergraduate colleges.
- II. The Undergraduate Chairs Council shall:
 - A. Coordinate and supervise administrative processes at the program level.
 - B. Coordinate and communicate with graduate program directors in matters of mutual interest.
 - C. Act as an information conduit between the Academic Leadership Team and departmental faculty.

- D. Discuss and generate ideas for general departmental operations, improvement of program quality, recruitment and retention of students, assessment, resource utilization, accreditation activities, curriculum, and cooperative efforts between departments.

Education Advisory Committee

I. Areas of Responsibility

The education advisory committee for undergraduate teacher education programs shall have responsibility for advising and collaborating for continuous improvement of teacher education programs administered by the Associate Dean of the College of Education, Health and Human Sciences.

II. Committee Structure

The education advisory unit committee for education programs shall consist of a maximum of ten (10) members:

- A. The Associate Dean of the College of Education, Health and Human Sciences shall be the voting chairperson.
- B. A maximum of five (5) faculty. Three of the five members shall be members of the teacher education faculty (two from the undergraduate Education department and one from the Education programs in the College of Graduate Studies and Adult Education). These members shall be experienced in PK-12 teaching, have continuing experience in PK-12 schools, be significantly involved and well informed about the preparation of teachers and the needs of schools, and be experienced in and committed to the task of educating teachers for teaching in a diverse society. (Continuing experience is demonstrated through such activities as supervising students in field experiences and practicum, working with school personnel on curriculum revision, providing in-service education and engaging in research/projects in school settings.) Two of the five members shall be undergraduate faculty members outside the Education Department.
- C. Two students who have been accepted into the education program, preferably with two different majors.
- D. A minimum of two practitioners of professional education, preferably representing two different grade/age levels of teacher certification. Also encouraged are representatives of both parochial and public education. The Associate Dean selects the practitioners from among the public and parochial schools.

III. Committee Operation

The education advisory committee shall advise and collaborate with the teacher education faculty to:

- A. Analyze and recommend improvements to the teacher education curriculum and assessment system.
- B. Propose improvements and updates in policy regarding teacher education candidate recruitment, admission, retention and program completion.
- C. Integrate and apply technology use into the academic experience of and professional expectations for education candidates.
- D. Strengthen field and clinical experiences and their coherence with the teacher education programs.
- E. Support career placement and success for teacher education program completers.
- F. Consider matters referred by faculty, academic departments, the Undergraduate Council or administration.

IV. Appointment

- A. The five faculty members are appointed by the Associate Dean in consultation with the college deans and with approval of the teacher education faculty for a one (1) year term.
- B. The two student representatives who are in good standing in the Education programs and from two different Education programs will be selected by the Associate Dean with approval of the teacher education faculty for a one (1) year term.
- C. The Associate Dean will consult with school administrators to appoint the practitioners for a one-year term.
- D. Vacancies on the advisory committee between appointments shall be filled only for the duration of the unexpired term of the replaced member.

Approved 4-81

Revised 5-82

Revised: 9-07

Revised: 9-17

1.450

Student Conduct Board (Ad Hoc)

1.450

I. Area of Responsibility

- A. Serve at the request of the Vice President for Student Affairs to determine whether a student has violated the Student Conduct Code and/or to recommend sanctions that may be imposed when a rules violation has been committed.

II. Committee Structure

- A. The Vice President for Student Affairs will determine the composition of Student Conduct Boards. Normally, in violations of the Student Code that could result in suspension or expulsion, the Student Conduct Board will be comprised of three faculty appointed by the

assignment committee at the request of the Undergraduate Council and two student members preferably selected by the student senate president. In all other Student Code violations the Student Conduct Board will be comprised of the Vice President for Student Affairs and/or his/her designee(s). (Cf., Student Handbook - Student Code Authority)

III. Committee Operation

- A. Hearing Guidelines (refer to Student Handbook - Student Conduct Code Procedures and Student Conduct Board Hearings)

Revised 8-85

Revised 8-07

1.451 Appellate Board (Ad Hoc) 1.451

I. Area of Responsibility

- A. Serve at the request of the Vice President for Student Affairs to consider the appeal of a Student Conduct Board's determination as to whether a student has violated the Student Code (Cf., Policy 1.450) or of the sanctions imposed by the Student Conduct Administrator (Cf., Policy 4.440).

II. Committee Structure

- A. Normally, the Vice President for Student Affairs will serve as the Appellate Board. However, when appropriate, the Vice President for Student Affairs at his/her discretion, for good order, may request faculty members to participate in the Appellate Board for determinations made by the Vice President for Student Affairs. The Appellate Board will be comprised of five members of the faculty appointed by the assignment committee at the direction of the Undergraduate Council.

III. Committee Operation

- A. Procedures (refer to Student Handbook - Student Conduct Code Procedures and Appeals).

Revised 8-85

Revised 9-07

1.495 Colloquy Exit Committee: CUENet Educator and CUENet Family Life Ministry 1.495

I. Area of Responsibility for colloquy programs offered by Concordia University, NE

- A. The Colloquy CUENet Educator committee will conduct oral interviews of candidates who have successfully completed the course work required in the

CUEnet Colloquy online program (see CUEnet Learner Services Policies A2: Eligibility to Undergo the Final Interview on website).

- B. The Colloquy CUEnet Family Life committee will conduct oral interviews of candidates who have successfully completed the course work required in the CUEnet Colloquy online program and the requirements of the Family Life Graduate program at CUNE (see CUEnet Learner Services Policies A2: Eligibility to Undergo the Final Interview on website).

Each committee will oversee the final oral exit examination interview process of the Colloquy program to determine if the candidate is satisfactorily prepared for ministry and if the candidate should be recommended to the faculty for certification and approval for placement.

II. Committee Structure

The President will appoint the committee and it will include the directors of the commissioned ministry programs.

The committees will include 3 committee members appointed by the Director of Colloquy program. It is suggested that one member be the Director of Synodical Placement (rationale: Synodical by-laws concerning placement of all first time Synodical candidates)

and two other faculty members, one being the director of the colloquy program and/or department chair of the program area and/or another member of the colloquy program.

III. The Colloquy Committee is to

- A. Review the background of all applicants to the colloquy program.
 - B. Examine the applicant upon completion of his/her program.
 - C. Recommend a program of instruction for each applicant when necessary.
 - D. Recommend the applicant to the full faculty for approval of certification. Upon faculty approval the candidate's name will be published in an official periodical of the Synod. This will be completed by the director of the Colloquy programs at CUNE.
- IV. For a complete description of the role of Colloquy Committees for Commissioned Ministers, refer to Synodical Handbook, 2016, 3.10. See also Educations Programs Academic Policies Handbook 1.496 Commissioned Ministers Ad Hoc Placement Review Committee.

Revised 5-77

Revised 10-07

1.498 Pre-Seminary Ad Hoc Committee

1.498

I. Area of Responsibility

- A. Pre-Seminary Program at Concordia University
- B. Matters referred by:
 1. Director of Pre-Seminary Program
 2. Pre-Seminary Students
 3. Faculty

II. Committee Structure

- A. The Pre-Seminary Committee consists of three faculty members:
 1. Director of the Pre-Seminary Program (ex officio).
 2. Two faculty members appointed by the Director (with consent).
- B. Faculty members will serve for one year and may be reappointed.

III. Committee Operation

The Pre-Seminary Committee is to:

- A. Advise the Pre-Seminary Program Director in the administration of the program.
- B. Study, evaluate, and recommend policies and policy changes to the Pre-Seminary Program Director relative to the Pre-Seminary curriculum and program, congruent with the program's stated goals and objectives.
- C. Assist the Pre-Seminary Program Director in the process of assessing students who make application to the program.

Approved 1-16-80

Revised 8-07

1.513

Honorary Awards Committee

1.513

I. Area of Responsibility

- A. Considers matters dealing with honorary awards (Cf., Policy 2.400).
- B. Deals with honorary award policies and practices referred by the faculty.
- C. Advises the President in the selection of candidates for honorary awards.

II. Committee Membership

- A. A total of six full time faculty members.
- B. Proportionately representing each college in direct ratio to the total number of full time faculty members of the University (rounded to the nearest whole number), with the proportion for each college determined annually by the University Provost.
- C. Selected by the Dean of each college at the request of the President to meet the appropriate proportion for the respective college.

III. Committee Operation

- A. Solicits written nominations for recipients of honorary awards.
- B. Gathers pertinent information concerning the various nominees for honorary awards.
- C. Holds open hearings on the recommendations intended for the faculty.

Revised 2-77

Revised 9-07

Revised 11-12
Revised 11-15

1.515 Convention Overtures Ad Hoc Committee 1.515

I. Area of Responsibility

- A. Receive concerns which faculty members feel should be brought to the attention of the Synodical Convention.
- B. Discuss these concerns and prepare memorial(s) for consideration by the faculty.

II. Committee Structure

- A. Five faculty members appointed by the assignment committee. The committee should give consideration to appointing the faculty member serving as the advisory delegate to the convention.

III. Committee Operation

The Convention Overtures Committee is to

- A. discuss concerns brought to the attention of the committee by other members of the faculty.
- B. prepare memorials and present them to the faculty in time to meet the requirements for consideration at a Synodical convention. These memorials may be recommended to the Synod or to boards or agencies of the Synod for further action.

Revised 5-77
Revised 9-07

1.517 Faculty Hearings Ad Hoc Committee 1.517

I. Area of Responsibility

Conducts hearings on appeal by the affected faculty member to determine that all procedures for implementation of the "Reduction in Force" (RIF) policy of the Board of Regents have been properly enacted and observed. The jurisdiction of the Faculty Hearings Committee in this matter is strictly limited to the determination that the procedures of the policy have been properly applied to the faculty member making the plea.

Conducts hearings on appeal by faculty members who wish to challenge a termination decision (see 2016 LCMS Handbook, 3.10.6.7.5.2). The Hearings Committee will function according to the procedures set forth in Faculty Handbook Appendix XV – Termination of Faculty From Office

(Faculty Termination Appeal Process).

II. Membership

Normally, the appointed and elected members of the University Council shall serve as the Faculty Hearings Committee. Ex-officio members of the University Council will be excluded from service on the Faculty Hearings Committee.

Revised 5-86

Revised 8-07

Revised 9-17

1.530 Faculty Athletics Representative

1.530

I. Faculty Athletics Representative

A. The Faculty Athletics Representative is appointed by the President in consultation with the Director of Athletics.

B. The Faculty Athletics Representative

1. is charged with the responsibility of ensuring that all participants in intercollegiate competition are eligible in accordance with the rules and regulations of the National Association of Intercollegiate Athletics.
2. attends meetings of the Great Plains Athletic Conference and casts the vote for the institution in the General Assembly.
3. works with the Director of Athletics to provide eligibility rules education to those who need it.
4. facilitates communication between the faculty and the athletic department, and between the faculty and the conference.

Revised 8-85

Revised 9-07

Revised 1-10

2.100 Curriculum

2.100

(G-6.100)

I. Academic Program Regulations

- A. The Concordia University Catalog shall describe the approved curricular structure and programs of the university.
- B. Established academic programs at Concordia may be altered for an individual student or group of students as a result of proficiency tests, advanced placement tests, a program of credit by examination, or by substitution of credit.

- C. The faculty, through its academic units, is responsible for establishing standards of student performance and evaluation procedures to ensure achievement of the standards by all graduates.
- D. A student who matriculates before a curricular revision is adopted may follow either the revised curriculum (accomplished by a change in catalog year) or the curriculum under which the student matriculated.
- E. Students whose progress toward a degree has been interrupted for three years must meet requirements stated in the most recent catalog.

II. Curriculum

- A. The development of the curriculum is the responsibility of the faculty. (Faculty Personnel Handbook, Responsibilities of the Faculty)
- B. Colleges and academic units (an academic unit is a department or program; typically an undergraduate academic unit is a department and a graduate academic unit is a program) may add new programs or make curricular revisions to existing programs within their colleges or academic units. Academic programs include, but are not limited to, programs, certificates, courses, majors, minors, emphases, concentrations and subject areas. When changes will have an impact beyond a college or academic unit there should be consultation between colleges, academic units, administrators, and professional/technical staff as the changes are being proposed. Consultation and comments should be invited for a minimum of two weeks through the usual communication channels, including the cune-curriculum@cune.edu distribution list. Changes affecting two or more colleges or academic units must be approved by all affected colleges/academic units.
- C. The academic units and their department chairs or program directors shall be responsible to their appropriate colleges, and the colleges and their deans shall be responsible to the Provost, in the requests for budget support, implementation and supervision of the curriculum and the coordination of programs developed by the faculty.
- D. Some changes may require approval beyond the college, departmental or program level. Specific communication and approval procedures for different types of curricular changes are listed below. Specific procedures may be updated and changes will be communicated to faculty on a regular basis.
- E. Concerns may be brought to the attention of the Undergraduate, Graduate, or University Council at any point in the process.
- F. Approved changes should be announced to the entire Concordia community through cune-curriculum@cune.edu.

Approved 2-12

The following are current operating procedures, provided here for information only, not as policy:

Curricular Change Procedures (“Change” may include addition, revision or modification of programs, certificates, courses, majors, minors, emphases, concentrations and subject areas.)

A change affecting one department with budget impact (staffing, loadweight, equipment, technology, facilities, etc.) less than \$10,000.

1. Originator – academic unit (department or program) faculty.
2. Discussion within the academic unit.
3. Communication with other academic units affected by the change and deans and provost.
4. Requests for feedback from appropriate academic units and offices via cune-curriculum@cune.edu. In addition to faculty, this listserv will include the following offices: registrar, marketing, admissions, business, student financial services/financial aid, advising and computing services. This process may involve several cycles of consultation, refinement of the curricular change and additional communication and revision based on feedback received.
5. Sharing with Liberal Arts or Education Governance Committees, to inform and gather input.
6. Finalization of change and approval at the academic unit level.
7. Revision with rationale sent to appropriate dean and Provost for submission to Board of Regents for approval or notification. Board of Regents approval is needed if the change involves a new churchwork program not already offered by the institution, any program requiring the introduction of a new degree level, and/or any program requiring the introduction of 16 or more semester hours (24 or more quarter hours) not currently offered by the institution.
8. Board of Regents approval (if required).
9. Change sent to the registrar for inclusion in the catalog and announced to the campus community via cune-curriculum@cune.edu. Any non-university partners affected by the change informed.

A change affecting more than one department, program or college with budget impact less than \$10,000.

Same as above but approval required by all colleges/academic units involved.

Change in General Education requirements, including pool of course offerings and Supplemental Requirements (see Academic Policy 2.302).

1. Same as above except approval by General Education Committee needed. A department may appeal a GEC decision to the full faculty via the Undergraduate Council
2. For major changes in General Education (beyond changes to the pool of course offerings and Supplemental Requirements) full faculty approval is required.

A change requiring new hire(s) and/or budget impact greater than \$10,000.

1. The *Criteria for Selecting New Programs*, listed below, should be given

- consideration at all levels of endorsement and approval.
2. Departmental/program approval and communication procedures same as above.
 3. New program proposal required—proposal format is the same as the proposal requirements for CUS approval (see proposal format below).
 4. Cabinet approval required
 5. CUS or HLC approval if necessary (see guidelines below)
 6. Board of Regents approval

A change requiring CUS approval.

New program proposal required with submission to CUS for review.

CUS approval for new programs is required for:

1. Any churchwork program not already offered by the institution
2. Any program requiring the introduction of a new degree level
3. Any program requiring the introduction of 16 or more semester hours (24 or more quarter hours) not currently offered by the institution.

Proposal requirements:

New Academic Programs Request Template

Baccalaureate Level

1. Mission

Demonstrate how the new program relates to the mission statement of Concordia University System and/or LCMS higher education, the mission statement of the institution, the strategic plan of the institution, and how it supports the mission and ministry of the LCMS.

2. Coordination

Demonstrate how the new program will coordinate with program and faculties of the other Concordia University System institutions and the seminaries of the LCMS.

3. Market

Demonstrate, through a standard market survey, clear student interest and positive employment potential for program graduates. In the case of doctoral level programs, this survey must meet professional marketing standards.

4. Finances

Present a financial impact statement that demonstrates that the new program will not adversely affect the institutional operating budget for the next five years. If costs for the program will exceed anticipated additional income, the institution must indicate how it plans to cover this new cost. A budget of revenues and expenses shall be included.

5. Curriculum

Present a curriculum. Typically, this would include a list of planned course titles with credit hours and a listing of any required activities such as seminars and internships.

6. Academic Assessment

Present a plan for assessment and evaluation of the new program, and a contingency plan for withdrawal of the proposed program.

7. Support Resources

Demonstrate that adequate administrative structure, staff, library resources, technology, and laboratory facilities are available to support the program. Plans for acquisition of additional resources must be included in the financial impact statement.

8. Accreditation

Demonstrate how the proposed program meets applicable accreditation standards and/or professional association guidelines.

Graduate Level

The eight items required for a baccalaureate level proposal must be submitted. The following items must also be addressed.

- For doctoral level programs, the market survey must be conducted using professional level standards.
- For a master's level program, have a successful undergraduate program, or majors that are in the same discipline or a related area of study.
- For a doctoral program, master's level study must be available in the same discipline or a related area of study (with 5 years of established program viability).
- For a master's level program, have at least three faculty members in the discipline or area of study, two of which must possess the earned doctorate.
- For a doctoral program, have at least three faculty members in the discipline or area of study, and all three must have the earned doctorate and be full-time faculty.

Termination or suspension of programs not initiated at the department or program level.

Because the University's needs may change over time, it may be in the best interest of the University to terminate or suspend an existing academic program. Academic Units may propose the termination or suspension of an existing academic program or the Cabinet may, at its discretion, initiate the termination or suspension of an existing academic program.

Reasons supporting the termination or suspension of an existing academic program include, but

are not limited to: changing or low enrollment within the program, inability to achieve revenue targets for the program, inability to recruit faculty required to deliver the program, reprioritization of the University's financial resources, realignment of the University's vision, or to reallocate finite financial resources for the development of new academic programs or reinvestment in other existing academic programs.

The termination or suspension of an existing academic program may occur at any time, but it shall occur only upon approval of the Cabinet. The change in status must be recommended by the Provost, who will consult with the affected College Dean prior to making such recommendation. The recommendation will request either termination or suspension and state the reasons for the recommendation.

The suspension of an academic program shall take effect immediately or as set forth in the recommendation, as approved by the Cabinet, and shall remain suspended until the Cabinet takes affirmative action to return the academic program to active status. Said recommendation shall set forth what provisions for the teach out, if any, of existing students in the academic program shall be made.

The termination of an academic program shall take effect immediately, if there are no courses required for the program underway at the time of Cabinet approval, or as set forth in the recommendation, as approved by the Cabinet. Said recommendation shall set forth what provisions for the teach out, if any, of existing students in the academic program shall be made.

Affected faculty and staff will be advised of the change in status within 48 hours of the Cabinet's approval. In all instances the University shall attempt to minimize the disruption to students, faculty and staff that results from the change in status of an academic program.

A change requiring HLC notification or approval.

Follow procedures outlined in the HLC "Overview of Institutional Changes Requiring Commission Notification or Approval" (section on Academic Programs).

HLC notification of changes to academic programs required for:

Initiation of new academic program(s) or majors other than those listed below, or termination or suspension of academic programs.

HLC approval for changes to Academic Programs required for:

1. The addition of academic programs at a degree or credential level not previously included in the institution's accreditation by the commission.
2. The addition of academic program(s), including Title IV eligible Certificate programs not related to existing degree programs, that represent a *significant departure* from programs previously included in the institution's accreditation.
3. The addition of academic programs that require allocation of substantial financial investment or resources, or any programs acquired from another institution.
4. Offering courses at a higher degree level or outside the range of institutional programs currently approved by the Commission.

5. The addition of programs outside stipulations imposed by previous Commission action.
6. A change from clock to credit hours in one or more institutional programs or a substantial increase or decrease in the number of clock or credit hours awarded for successful completion of an academic program.

*The Commission must separately approve all additional Title IV eligible certificate or diploma programs that are not substantially related to or derived from existing programs. If 50% or more of the courses in the program were developed for the Certificate program and NOT derived from courses in existing Certificate or degree programs, then the new certificate or diploma requires Commission approval.

* Criteria for Selecting New Programs

1. Does the new program align with our mission/vision statement?
Does it promote growth?
Does it serve diverse populations?
Does it involve internal and external collaboration?
Does it adapt to a changing environment
Does it promote Christian Education?
Does it equip for service/leadership to church and community
2. Does the new program align with our strategic priorities?
Does it contribute to online programming and use technology wisely?
Does it increase our enrollment in our undergraduate programs?
Does it have interest to potential donors?
Does it demonstrate innovation and creativity?
3. Does the program have the ability to attract students and bring in tuition revenue?
Does the program have the potential to bring in a significant number of applicants?
Is the delivery format of the program appropriate for recruiting the targeted students?
Does the program have the ability to charge a significant tuition rate?
Does the program avoid significant tuition discounting?
4. Does the job market show a significant need for graduates with this degree?
5. Does the program maximize our existing courses and curriculum?
Could the program tap into courses or programs we already have?
Do we have a history of success in areas related to this program?
6. How high are the costs to staff the program?
How well can our existing faculty develop and teach the program?
Do we need to hire new faculty and are they hard to find?
7. How much outlay is needed for facilities and equipment?
8. Are there external collaboration opportunities that this program could tap into?

9. Are there accreditation and approvals needed?

Can the accreditation and approvals be achieved quickly or will they take a lot of time?

Do the accreditations add additional or minimal workload to creating and maintaining the program?

Do the accreditations add to the prestige or ability to market the program?

2.101 Multiple Bachelor Degrees 2.101

A student interested in pursuing a second bachelor's degree must complete a minimum of 30 semester hours in addition to the initial degree, as long as at least 15 semester hours in the second major is taken in residence, in accord with transfer policy 2.150.

Approved 1-82

Reviewed 9-07

2.102 Intensive Term Policy 2.102

I. Concordia University shall maintain an intensive term program as part of the total curriculum of the university.

II. The purpose of the intensive term shall be:

- A. To make additional provision for students to experience the challenges of an intensive learning situation.
- B. To provide additional opportunities for course work in programs that requires more than 120 hours.
- C. To allow for the fulfillment of term required experiences in special programs (i.e., student teaching, field experiences).
- D. To provide for required courses that are a part of approved programs, endorsements, majors, concentrations and/or minors that are well-suited to an intensive mode of instruction.
- E. To provide opportunities for enriching educational experiences by enabling students to study areas in depth.
- F. To provide breadth of educational opportunities through experiences beyond the geographical boundaries of the Concordia campus.
- G. To facilitate curricular flexibility via team teaching, interdisciplinary study, and approved student-initiated studies.

III. The criteria to guide departments in determining short term courses shall be:

- A. The course shall be consistent with the purposes of the intensive short term.
- B. The course may be designed to make it possible to complete the experience within the term or extended past.
- C. Appropriate credit shall be given for term courses and experiences.

IV. Attendance

- A. Students are encouraged to take advantage of intensive term studies while at Concordia.

Revised 4-80

Revised 1-05

2.110 Student Class Standing (Year in college) 2.110

(G-6.120)

- I. Undergraduate students are classified by the cumulative number of semester credit hours they have earned as recorded in the student's official records. The cumulative number of hours will include all institutional credit earned at Concordia University, Nebraska and all transfer credit which has been presented by the student and accepted by the Registrar. Acceptance of transfer credit is indicated by the credit being recorded in the student's record as maintained by the institution.
- II. Students are classified as follows:
 - A. Freshmen – less than 28 hours earned
 - B. Sophomores – at least 28 hours but less than 58 hours earned
 - C. Juniors – at least 58 hours but less than 90 hours earned
 - D. Seniors – at least 90 hours earned.
- III. These classifications will apply for institutional and federal financial aid as well as in any academic uses which may exist in the various catalogs and publications regarding undergraduate study.

Revised 4-08

2.115 Minimum Graduation Requirements 2.115

- I. The minimum number of required credits for an undergraduate bachelor's degree shall be 120 hours.

Adopted 11-2012

2.120 Student Classification and Status 2.120

(G-6.120)

- I. A student must ordinarily maintain a cumulative grade point average of 2.00 (C) for continued enrollment leading to the receipt of a degree. Requirements for specific programs may be set by the colleges and/or programs and published in the Concordia University Undergraduate Catalog.
- II. Academic standing is determined by the Office of the Registrar, normally within the first week after the end of each fall and spring semester. The student's academic standing will continue

unchanged through the next fall/spring semester in which a student is enrolled. Summer, transfer, or other coursework completed during that time does not change a student's current academic standing. Courses graded as "Incomplete" at the time academic standing is determined are not considered as credit earned.

- III. A student receives a scholastic warning if his/her grade point average is below 2.00 (C) for a given semester or if the student earns less than 12.00 but a minimum of 9.00 credit hours in a given semester.
- IV. A student is placed on academic probation when his/her cumulative grade point average is below 2.00 (C) or if he or she has completed less than 9.00 hours in a given term. A student on academic probation
 - A. is not considered to be in "good standing" for the purposes of external reporting.
 - B. is eligible for athletic teams and campus activities subject to conference rules and policies. Concordia University officials may place restrictions on individual students as part of that student's academic support plan.
 - C. may be released from academic probation by completing 12.00 or more semester hours in a given semester and achieving 2.00 (C) cumulative GPA. If the student is placed on academic probation in a subsequent semester, s/he is subject to dismissal.
 - D. is required to schedule meetings with the Coordinator of the Academic Resource Center and with his/her advisor.
 - E. may not be eligible for financial aid as determined by external financial aid regulations.
- V. A student must have a semester grade point average of 2.00 (C) each semester after he or she has been placed on academic probation to be eligible for registration. If the student fails to achieve a 2.00 (C) cumulative GPA after one semester of probation, he or she may be subject to academic dismissal by the Provost.
- VI. Conditionally admitted students are considered to be on academic probation during their first semester of attendance. If they meet the conditions of their admission, they are fully admitted and are not considered to have been on academic probation in any subsequent determinations of academic standing.
- VII. For cases in which a student earns less than 12.0 GPA points in a semester, the student may be subject to immediate dismissal by the Provost in consultation with academic advising and other appropriate parties. The decision to immediately dismiss a student will not be taken lightly, but will be made in the best interests of the student and the University.
- VIII. The Provost is to
 - A. place students on academic probation whose cumulative grade point average is below 2.00 (C) or if the student earns less than a 9.00 credit hours in a given semester

the deficiency, unless the Director of Financial Aid determines that mitigating circumstances warrant an extension of the probationary term.

VII. Appeals

Students who are ineligible for aid because they did not make satisfactory progress may request in writing within 15 days of notification a review of their situation. Appeals will be reviewed by the Director of Financial Aid and the student will be notified of the final determination. Further appeals may be directed to the CFO, the President, and the Board of Regents.

VIII. Reestablishing Eligibility for Financial Aid

Students who have been denied financial aid may use terms other than the fall and spring semesters as a means of reestablishing eligibility. Courses which transfer to Concordia University from other institutions will also be counted towards removal of the deficiency. Eligibility will be reinstated when the student removes the existing deficiency.

Revised 8-85

Revised 9-07

2.123 Snapshot of Academic Performance (SOAP) and Care Team Referral

2.123

All faculty are encouraged to supply early and frequent feedback to students concerning their academic performance. Faculty are specifically requested to use the **Snapshot of Academic Performance (SOAP)** and the **Care Team Referral** electronic communication systems available through CUNE's Banner system.

SOAP is used to record concerns about mid-term academic performance in any of seven areas identified within the instrument (attendance, exam performance, written and oral communication skills, etc.). Concerns are relayed by the system to the Academic Resource Center (ARC) & Disability Support Services Coordinator, the student's advisor, and coach if applicable. The student's advisor is responsible for checking the SOAP reports for their assigned advisees via Banner Self-Service, contacting the student to discuss the concerns identified by the faculty, identifying strengths and barriers to student success and developing a plan to assist the student in achieving his/her academic goals. If the student is listed on SOAP for two or more classes, an automatic email from the ARC will be sent to the student to provide information on services available and to encourage use of the ARC services.

Care Team Referral allows faculty and staff to relay concerns about a student's academic, personal, and/or behavioral functioning. Once filed and submitted by a faculty or staff member, referrals are relayed to a special team comprised of university staff designated by the Provost (i.e. Vice President for Student Affairs and Athletics, Campus Nurse, Director of Health Services, Director of Student Development, Campus Pastor, Director of Academic Services, Academic Resource Center & Disability Support Services Coordinator). The Care Team responds to referrals as they come in and meets on a regular basis to review referrals. The goal of the team is to assure that information about a student's current level of functioning, his/her needs, and appropriate, responsive resources are communicated to essential parties (e.g. the student of concern, the referral filer). Upon request, the team will also assist faculty and staff in responding to referrals filed.

The Care Team Referral system also directs faculty and staff to make immediate reports regarding student references to suicide and violence: *If you have information that a student may be thinking*

transfer situation. This protocol does not cede any of the faculty's authority over academics. Rather, it represents a proactive step by the faculty to articulate transfer guidelines in advance of unexpected circumstances so that the university can effectively recruit and advise prospective students.

Sec. 2. Terms of Enactment

The Provost may enact this protocol if a college or university unexpectedly closes, or a closure appears probable. In that circumstance, the Provost will proceed as follows:

1. The Provost will seek the consent of the Undergraduate Council to enact the protocol, utilizing email communication if a gathering of the Undergraduate Council cannot expeditiously occur.
2. Should the protocol be enacted, the Provost will inform the full faculty as soon as possible.

Sec. 3. Transfer Guidelines According to Circumstance

The Department of Theology, Philosophy, and Biblical Languages will determine the Theology and Biblical Literacy General Education courses required of the students from each particular closing institution.

Concordia will strive to make reasonable accommodations to the academic residency requirements in order to facilitate timely graduation of transfer students.

Teacher Education students with only their professional semester remaining:

The Concordia University Department of Education will determine how students' professional semester and teaching experiences will be supervised.

Students will need to complete:

Student teaching

Any remaining endorsement area requirements

Liberal Arts Students with only one semester remaining:

Concordia will make every reasonable accommodation to help students in this circumstance graduate in one semester.

Students will need to complete:

The remaining requirements in their major as outlined by their department chair.

Those general education requirements deemed necessary and possible (in one semester) by their department chair.

120 hours of college coursework (total in career)

Students with an Associate's Degree and more than one semester remaining:

Concordia will make every reasonable accommodation to help students in this circumstance graduate according to their planned graduation timeline.

Students will need to complete:

The remaining requirements of their major as outlined by their department chair.

The theology general education requirements identified as essential by the Department of Theology, Philosophy, and Biblical Languages.

120 hours of college coursework (total in career).

Students with 60 or more hours of college credit (No Associate's Degree):

Concordia will make every reasonable accommodation to help students in this circumstance graduate according to their planned graduation timeline.

Students will need to complete:

The remaining requirements of their major as outlined by their department chair.

The theology general education requirements identified as essential by the Department of Theology, Philosophy, and Biblical Languages.

The remaining general education requirements as outlined by their department chair.

120 hours of college coursework (total in career).

Students with less than 60 hours of college credit:

Concordia Will:

Work to ensure that as many of their college credits transfer as possible.

Provide students with a clear understanding of what requirements they have remaining in their major and general education.

Students will need to complete:

Their remaining major requirements.

Their remaining general education requirements.

120 hours of college coursework (total in career).

Adopted 7-13-2016

2.152 Transfer Grades and the Cumulative Undergraduate GPA 2.152

- I. No grades from other institutions will be computed in the cumulative grade point average (GPA).
- II. Students may continue to retake courses at other accredited institutions for Concordia credit, if they wish. Grades so received will not be computed in the GPA, but once credit has been granted for the transferred course, the Concordia grade will no longer be computed in the GPA.
- III. This policy has to do only with cumulative grade point average. Other grade averages, such as those in a major or a program, will be computed according to the policy of the appropriate department or program committee.

Revised 1-05

2.300 Academic Advising Program 2.300

(G-2.300)

Mission Statement

The Academic Advisement Program of Concordia University, Nebraska, will assist students in the development of meaningful educational plans that will be compatible with career goals so that they may be prepared for servant leadership in the church and world.

Philosophy

Academic Advisement at Concordia University, Nebraska, is an affirmation of each advisee's worth by showing God's love, understanding, and respect through accurate and timely information and guidance. Advisors and advisees work together to craft a unique, individual academic plan based upon each student's strengths, weaknesses, and goals. The advising relationship transcends mere course selection and attempts to assist students as they explore the breadth of a liberal arts curriculum, experience college life, and prepare to be servant leaders for the church and world.

I. Advisors

A. First-Year Advisor

A professional advisor who provides academic guidance for incoming students, refers students

to appropriate campus services and resources, helps plan semester schedules, and completes major declarations, goal sheets, and change of advisor paperwork.

B. Faculty Advisor

After formally declaring a major at the end of their first year, students choose a faculty advisor from the corresponding academic department. The faculty advisor helps the student create a plan to graduation and discusses co-curricular experiences and professional/graduate study goals. Transfer students are assigned to a faculty advisor within their corresponding academic department upon entering Concordia. All full-time faculty members are eligible to serve as faculty advisors.

II. Advising Model Components

A. First-Year Advisors

1. Serve as the initial advisor of incoming first-year students.
2. Assist students in developing their academic plans.
3. Assist and refer students, when appropriate, in areas such as career development and academic resources.
4. Assist students in registering on Banner for their second semester.
5. Assist students in declaring a major and transitioning to a faculty advisor.

B. Department Chairs

1. Serve as “lead advisor” for the department.
2. Oversee the development of departmental philosophy, guidelines and manuals.
3. Mentor advisors and new advisors.
4. Work with the Career Development and Registrar’s Offices to address and meet advising needs of students within the department.
5. Work with departmental faculty to identify those advisors who will work with students in specific areas of the departments’ programs and provide freshman advisors and the registrar’s office with a list of advisors best able to assist students in these areas.
6. Supervise retention efforts within the department

C. Faculty Advisors

1. Verify students’ identification with majors/programs.
2. Assist students in developing program completion plans.
3. Meet with advisees and update advisee folders on a regular basis.
4. Complete and review the degree evaluations.
5. Assist and refer students, when appropriate, in areas such as career development and academic resources.
6. Return advisee folder to the registrar upon the student’s graduation, transfer, or attrition or if a student who has been assigned to the advisor does not attend Concordia.

D. First-Year Advisors and Department Chairs

1. Coordinate the transition between first and second year.

2. Coordinate “continued on probation students” with Academic Support Services.
3. Serve as resources to advisors within the department.

E. Registrar’s Office

1. Prepares university catalog.
2. Develops and updates Banner registration and advising tools.
3. Offers Banner-training sessions to new faculty and provides on-going training to others.
4. Provides advising support for all advisors in web based support, documentation and training sessions.
5. Directs registration, maintains student transcripts, and performs other duties as assigned.
6. Provides official transcripts for students who request them.
7. Evaluates coursework taken by degree seeking students at another institution for transfer credit to Concordia University, Nebraska.
8. Completes degree evaluations for students who request them and degree audits for all graduating seniors.
9. Completes routine audits on registrations of students.

F. Career Development Office

1. Initiates contact with the departments to develop and maintain career awareness initiatives.
2. Assists departments in developing career connections to service learning projects.
3. Provides models and concepts to support internships.
4. Works closely with students to match interests and aspirations to professional job opportunities.
5. Assists in conducting job searches, securing internships and practicum opportunities, preparing cover letters and resumes, and training students to interview.
6. Notifies students of career fairs and employment opportunities locally and nationally.
7. Provides current information and resources to students and advisors through memberships in state and national college career development organizations.

G. Academic Resource Center

1. Provides tutoring and guided study sessions.
2. Provides training for tutors.
3. Provides individualized sessions and workshops on learning strategies and study skills.
4. Assists in monitoring of conditionally admitted students and students on academic probation.
5. Verifies and coordinates accommodations for specialized services to students with documented learning needs. Accommodations include extended time for tests and/or projects, a separate room to test in, readers or scribes as needed, etc. To be eligible, students must provide the University with the appropriate documentation to receive accommodations in the classroom. (See policy 2.600 – Americans with Disabilities Act.)

III. The Student

Expectations of the Student

1. Share pertinent information that has a bearing on their academic career. The number of hours spent at work, responsibilities to family, financial aid status, and any other limitations are necessary information advisors need to be able to help the student. Students are encouraged to be active in their advising sessions.
2. Be open to developing and clarifying their personal values and goals.
3. Be familiar with Undergraduate Catalog and the Student Handbook. These are vital sources of information for the student's overall success.
4. Keep a record of graduation requirements and copies of ALL correspondence from the college and from meetings with the student's advisor.
5. Be willing to contact the appropriate student support services available on campus. The Student Handbook is an excellent resource.
6. Alert the advisor immediately if the student begins to have difficulties that are affecting coursework or continued enrollment.
7. Make use of academic support services and tutoring when appropriate.
8. Accept responsibility for the student's decisions and actions. It is ultimately the student's responsibility to fulfill the requirements for graduation.

Revised 1-05

Revised 10-07

2.301 Competencies for General Education

2.301

- I. A student who successfully completes general education requirements prescribed in the Concordia University Undergraduate Catalog shall be considered as having met competency requirements in general education.
- II. The First Year student, in consultation with his/her advisor, shall select his/her general education courses.

Duties

I. Department

- A. Recommend courses for approval as general education offerings.
- B. Determine the method of evaluating proficiency levels in each discipline(s).
- C. Identify specific courses which are recommended for the student's general education program.

II. First Year Advisors

Use the Concordia University Undergraduate Catalog as a guide when advising First Year students in their program.

Approved 4-73

Revised 8-07

2.302 General Education Committee

2.302

I. Responsibilities.

The General Education Committee will have the following responsibilities:

- A. The committee will house and oversee courses prefixed FINL, FYS, SL, GMC and any other courses not housed in other departments.
- B. Approve changes to the General Education curriculum, including both the pool of course offerings and the Supplemental Requirements.
- C. In the event that the committee does not approve a request, the members may counsel with the instructors and departments who submitted the request in order to help them adapt the course to meet the requirements. If agreement fails to be reached, a department may appeal the decision to the full faculty, via the UGC.
- D. The General Education Committee will certify how each academic department meets supplemental requirements for Information Literacy, Oral Communication and the Capstone experience within the majors.
- E. The committee will maintain and review General Education goals and guidelines, providing the faculty with recommendations for changes when necessary.
- F. The committee will coordinate and collaborate with the Assessment Committee for effective assessment of the General Education goals and guidelines, providing ongoing guidance, oversight, analysis and suggestions for revision based on assessment findings.

II. Membership

- A. The General Education Committee shall consist of five voting members, each appointed by the Provost for a two year term.
- B. The provost shall appoint one of these members as the General Education Curriculum Coordinator, who will chair the committee and serve on the Liberal Arts Governance Unit.
- C. The Committee shall consist of faculty from a broad representation of academic departments.
- D. A majority of committee members shall be actively involved in teaching or designing General Education courses.

Adopted 8-10

Revised 1-11

Revised 11-15

2.310 Course Load

2.310

(G-6.310)

- I. In consultation with his/her advisor of record a student may register for a course load commensurate with his/her needs and abilities.
- II. The recommended maximums for course loads are:
 - A. Students with a cumulative GPA of 3.00 or more may register for 18 hours.
 - B. Students with a cumulative GPA of 2.50 or more may register for 17 hours.
 - C. Students with a cumulative GPA of 2.00 or more may register for 16 hours.
 - D. Students with a cumulative GPA of less than 2.00 are advised to limit their course load.
- III. Students with conditional status or on probation must limit their hours as provided by the terms of their enrollment agreement.
- IV. A fulltime student in good standing may, with the permission of the instructor, audit courses.
- V. The drop/add deadline is the last date for course enrollment in a given term. The drop/add deadline has the following implications for students. Following the drop/add deadline:
 - A. a student cannot enter a course or change course sections during that semester;
 - B. a student must count as a part of his/her total course load at one-half the normal loadweight any incompletes carried over from a previous semester.

Revised 1-05

2.311 Audit of Courses

2.311

- I. All students attending courses at Concordia University shall be registered for those courses, either for credit or audit. Changes between the two statuses will be permitted until the drop/add deadline and shall follow the normal procedures for course changes.
- II. Fulltime undergraduate students (i.e., those registered for 12 or more hours of undergraduate courses for credit) may audit up to four hours of courses without paying additional fees, provided that no student wishing to take the courses for credit shall be refused admission to the course because of excessive enrollment and that the student has either met all prerequisites for the course or received special permission from the instructor to enroll and that the instructor has not closed the course to audits. Audits in excess of four hours by fulltime students and all audits by part-time students will be charged for as provided on the current schedule of fees, under the same conditions as stated above for fulltime students. (Note: It will be the recommendation of the academic administration that the standard charge for audits be one-third the tuition charged per hour were the student to take the course for credit.)
- III. At the conclusion of the course, each instructor will award the grade of AU to those registered auditors who have met the requirements for a successful audit. These requirements shall include, at minimum, attendance and participation in two-thirds of the regular class sessions of the course

and may include other provisions, at the discretion of the instructor. The AU grade will be recorded on student transcripts along with the grades received for credit courses.

Revised 1-05

2.312 Special Study Courses 2.312
(G-6.326)

I. Honors Courses

- A. An honors course is a special academic project for exceptionally competent senior students.
- B. To be eligible the student must have senior class standing, a grade point average of at least 3.5 in the area of the project, at least twelve (12) semester credits in the area of the project, and the consent of a supervising instructor.
- C. Applications for honors courses shall be approved by the Provost, upon the recommendation of the appropriate department chair and college dean.
- D. A student desiring an honors course will submit a project proposal to the department chair and college dean through the instructor in charge of supervising the project.

II. Independent Study Courses

- A. An independent study course is a regular course taken through self-study and consultation.
- B. To be eligible the student must be in good standing and have the approval of the supervising instructor, advisor, and the appropriate college dean.
- C. Credits earned in independent study are in all ways comparable to in-class credits.
- D. Applications for independent study courses shall be approved by the Provost upon the recommendation of the college dean.
- E. A student desiring to take a course through independent study will submit his/her request on the "Independent Study Form" to the college dean through the supervising instructor and advisor.

III. Readings Course

- A. A readings course is specially designed to be taught through self-study with consultation.

- B. Readings courses may be used to satisfy deficiencies and/or to provide enrichment.
- C. To be eligible the student must be in good standing, seem able to profit from the self study, and have the approval of the supervising instructor, the appropriate department chair and college dean, and the Provost.
- D. Applications for readings course shall be approved by the Provost on the recommendation of the college dean.
- E. A student desiring to take a readings course will submit his/her request to the college dean through the supervising instructor. Proposals for readings course should include justification and course details.
- F. Faculty members may encourage students who evidence particular self-study abilities to request readings courses. They may recommend self-study solutions to deficiencies of students. They may also take an active role in planning readings courses.

Revised 5-77
Revised 8-07

2.314 PASS /No Record (NR) and Pass/Fail Courses 2.314

I. Pass/NR and Pass/Fail Courses

- A. Criteria for department-selected Pass/NR and Pass/Fail courses include but are not limited to:
 - 1. Group activity courses
 - 2. Courses in which there is special difficulty in evaluating the individual student's performance in a conventional assignment-based and graded format.
- B. A course regularly graded on a Pass/NR or Pass/Fail basis must be approved by the department and the Provost.
- C. A course approved by the department and the Provost will be graded on a Pass/NR or Pass/Fail basis for each student enrolled for credit.

II. Pass/NR Student Options

- A. The p/nr option may only be taken for courses not required in any way in a student's program, except to reach the 120 hours required for graduation.
 - 1. If the course is passed then the credit hours earned are added to "hours attempted" and to "hours successful" on the transcript.
 - 2. If the course is not passed then the credit hours are added to "hours attempted" but not to "hours successful" on the transcript.
 - 3. In neither case are the hours added to the hours averaged for GPA, so the student's GPA is not affected.
- B. The number of course hours which may be taken under this option is not limited. (Note: advisors should caution students about the negative impression created by excessive p/nr inclusions on the transcript)
- C. No earned letter grade will be recorded conjointly with a p/nr grade.
- D. The student's option for p/nr must be exercised with the student's advisor and the Registrar's Office two weeks prior to the beginning of final exams week.

Revised 1-05
Revised 1-11

2.315 Credit-by-Examination 2.315

- I. The credit-by-examination program offers qualified students an opportunity to earn university credit by successfully completing examinations in areas recommended by the departments and approved by the Provost. This program supplements placement examination programs.
- II. The departments will recommend the approval of examinations in areas related to their offerings and in harmony with the objectives of the university.
- III. The recommendations of the department will be studied by the Undergraduate Council or appointed Ad Hoc committee and approved by the Provost.
- IV. The program, including scheduling, grading, and recording, will be administered by the Registrar's Office.
- V. Awarding of Credit Procedure
 - A. Students receiving the equivalent of an A or B on the examinations will be given credit for the course upon full payment of the total testing and/or recording fees involved. Criteria to determine these letter grades will be established by each department for each examination. Departments may give students the option to have either the achieved grade of A or B or a grade of P (Pass) entered on his/her official transcript.
 - B. The departments will determine the criteria for passing the test in their department and in addition, each department will determine if they wish to give the student the option of having a grade of A, B, or P entered on their transcript.

Revised 5-77
Revised 8-07

2.316 Advanced Placement (AP), College Level Examination Program (CLEP) and International Baccalaureate (IB) Credit 2.316

- I. College credit may be given to students who successfully complete courses under the College Board Advanced Placement Program, College Level Examination Program or the Diploma Program of the International Baccalaureate Organization. Advanced status granted upon any other basis is not included in this policy.
 - A. For AP credit, a grade of three, four or five may receive college credit and advanced placement as determined by the awarding department; a grade of one or two does not constitute successful completion of a course.
 - B. For CLEP credit, a score of 50 or higher may receive college credit as determined by the awarding department.
 - C. Departments determine the minimum scores required for credit to be earned.

D. Departments work with the registrar to establish and publish these equivalencies.

Revised 5-77

Revised 1-05

Revised 8-07

Revised 9-17

2.317

Special Programs

2.317

I. In addition to the regular course offerings the university shall present a variety of special programs that fulfill the obligations of service to the Church and its community.

II. These programs may be offered for credit or non-credit with the approval of the Provost.

A. Summer programs

1. Workshops

- a. Workshops are short courses offered either for credit or non-credit.
- b. Workshops will usually fulfill one of the following needs:
 - i. to study a subject area for experienced teachers;
 - ii. to analyze and attempt to solve a particular current problem;
 - iii. to study particular problem areas of the church, schools, or administration;
 - iv. to offer introductory courses for new graduates in special areas.

2. Summer institutes

- a. Summer institutes are longer courses for credit or non-credit.
- b. Summer institutes will usually fulfill one of the following needs:
 - i. to provide an opportunity to study a mutual need intensively;
 - ii. to gain insight into a current need, a perennial problem in the church, or a long range problem that may require a series of summers of study;
 - iii. Institutes usually imply some form of financial assistance to the participants.

3. Special courses

- a. Special courses are credit courses offered as substitutes or supplementary to the regular course offerings.
- b. Special courses may be overseas courses, experimental courses, or guest courses.

4. Conferences

- a. Conferences are non-credit extended meetings.
- b. Conferences deal with a problem of current interest of either the university or a group of its constituents.

B. In-service programs

1. In-service programs may be any type of summer program or a community program.
2. Community programs
 - a. Community programs may be short-term or long-range programs.
 - b. Community programs will fulfill one of the following needs:
 - i. to solve a problem of the local school district or of the local community;
 - ii. to provide a range of content which meets the needs of the community;
 - iii. to make available to the community university personnel who may serve as consultants and directors of programs

III. Procedure

- A. Early in the school year, preceding the offering of the program submitted, a brief prospectus should accompany the request for a special program. The prospectus is to include the following:
 1. A statement of the need for, and objectives of the program
 2. A brief description of the problem
 - a. Type of participants for whom it is planned
 - b. Content
 - c. Method
 3. A listing of space and equipment
 4. Projected cost of the program for the school and participants

IV. Procedure for specific special programs

- A. Summer institutes - The prospectus will include the type of homogeneity the participants are expected to possess.
- B. Special courses - The prospectus will include the place of the course in fulfilling requirements for graduation.
- C. Conferences
 1. The Provost will approve conferences in consultation with the President.
 2. Requests for conferences may be initiated by people outside the campus community.
- D. Community programs - Information in addition to the prospectus may be requested by the college dean, Provost, and the President.

Revised 5-77
Revised 1-05

2.318

Academic Resource Center

2.318

A. Purpose:

1. to provide conditionally admitted students with individualized instruction and advisement so that college work can be successfully undertaken;
2. to provide required academic intervention for all students on academic probations so that compensatory strategies can be explained, practiced and integrated;
3. to provide assistance for students with special needs so that reasonable accommodations are received and monitored (Cf., ADA Policy 2.600);
4. to provide tutoring for the entire school community for course work and standardized tests; and
5. to provide all students with academic support which may be given in the form of learning sessions, informal assessment, referrals, and advisement.

B. Requirements:

1. A student who does not meet the admission standards may be granted admission to the university as a conditionally admitted student. All conditionally admitted students sign a contract for one semester which outlines their responsibilities and the university's expectations. Conditionally admitted students must achieve a cumulative GPA of 2.0 at the end of the first semester.
2. All students on academic probation are required to attend weekly consultations with Academic Resource Center staff throughout the semester for which they are on probation. Achievement of a cumulative GPA of 2.0 at the end of the semester will release them from required academic intervention.
3. Students with special needs must provide recent documentation which supports their requests for reasonable accommodations. This documentation must be on file in the ADA office.

C. The Coordinator of the Academic Resource Center oversees and implements the Conditionally Admitted Student Program, Academic Probation Consultations, ADA Accommodations, and Tutoring Services.

Revised 4-90
 Revised 8-95
 Revised 1-05
 Revised 9-07

2.319 Scheduled Class Periods 2.319

- I. Normally, regularly scheduled periods for a course will not total more or less per week than the credit hours assigned to the course. Exceptions to this must be approved by the department and the Provost.
- II. One or more of the following factors may warrant an increase in the number of scheduled periods:
 - A. Courses which are basically skill development in nature
 - B. Courses which require the use of specialized equipment in transmitting theory to application
 - C. Courses where the necessity of guiding and observing the transmitting of theory to application in a regularly scheduled period can be justified
 - D. Choral and instrumental groups.
- III. If the number of regularly scheduled periods is increased, the amount of time required in activities and assignments outside of class must be reduced in proportion to the number of extra periods scheduled. (Cf., Policy 2.515)
- IV. Courses with assignments that require students to participate in some scheduled activity outside of class, must reduce the amount of time required for homework.
- V. College deans and department chairs are to
 - A. encourage instructors to limit assignments and activities as outlined in III and IV above and in Policy 2.515;
 - B. receive and consider appeals of students who feel that an instructor is not adhering to the limitations outlined in III and IV above and in Policy 2.515.

Revised 5-77
 Revised 1-05

2.320 Class Attendance Policy 2.320

Concordia University affirms that a wide range of educational opportunities and college sponsored activities is vital to students' college education. The university community understands that some activities may result in absences from regularly-scheduled classes. In situations where such absences may occur, all parties involved are encouraged to communicate

with one another prior to the absence. Without this advanced communication, adaptations and allowances for the absence become extremely difficult to negotiate. Instead, community members are encouraged to seek consensus regarding educational opportunities and activities. The policy outlined here is designed to facilitate this type of communication.

I. Class Attendance

- A. Students are expected to attend all classes and laboratory periods for which they registered.
- B. Students are directly responsible to the class instructor for their attendance and coursework.
- C. Whenever possible, students are to confer with the instructor about the absence and coursework prior to the absence or on the first day they return to class.

II. Excused Absences

- A. Instructors are required to excuse students from class for approved co-curricular and extracurricular activities (for intercollegiate athletics, see APH 3.240).
- A. Instructors are not required to excuse, but may choose to excuse, absences caused by the following:
 - 1. Serious illness
 - 2. Sickness, death, or special needs in the family
 - 3. Other circumstances that are clearly beyond the student's control.
 - 4. Activity absences in violation of APH 3.240.
- C. In the case of excused absences, the instructor may not lower grades because of the absence itself. However, the student is still responsible to the instructor for the timely completion of all coursework and meeting all course objectives.
- D. Activity sponsors and coaches may not penalize students for missing practices and events for legitimate academic reasons. However, students are still responsible to the activity sponsor or coach to fulfill the expectations of their involvement in an extracurricular activity.
- E. Activity sponsors, coaches, and students should work together to anticipate the total number of excused absences that could occur during the semester. If concerns arise in this review, the student should first consult with the activity director or coach to develop a solution that would prevent course absences from becoming excessive, and should also consult with the instructor if no solution can be found.
- F. In spite of attempts to prevent excessive absences, unusual circumstances may occur in which a student incurs a large number of excused absences in a single class. If in these circumstances an instructor decides that a grade penalty needs to be applied, the instructor should consult with the Office of the Provost to formulate a plan to address the situation.

III. Instructors:

- A. will review their attendance policy at the beginning of each semester with their students and identify to the students any penalties that may be invoked as a result of unexcused absences.
- B. will provide written copies of their attendance policy to their department chair and the students enrolled in their courses.

- I. Concordia University uses the Continuing Education Unit (CEU) as the measure for individual participation in non-credit activities and as an accounting unit of our total institutional non-credit courses, programs, and activities.

A CEU is defined as ten contact hours of participation in an organized continuing education adult or extension experience under responsible sponsorship, capable direction, and qualified instruction. A CEU may be awarded and recorded in decimal fractions.

II. Criteria for awarding CEU:

- A. The non-credit activity is planned in response to an assessment of educational need for a specific target population.
- B. A statement of objectives and rationale must be provided.
- C. Content is selected and is organized in a sequential manner.
- D. Evidence of pre-planning is required that includes the opportunity for input by a representative of the target group to be served, of the faculty area having content expertise, and of continuing education personnel.
- E. The activity is of an instructional nature and is sponsored or approved by an academic or administrative unit of the institution best qualified to affect the quality of the program content and to approve the resource personnel utilized.
- F. A provision for registration for individual participants and for providing data for institutional reporting must be made.
- G. Appropriate evaluation procedures are utilized and criteria are established for awarding CEU to individual students prior to the beginning of the activity. This may include the evaluation of student performance, instructional procedures, and course effectiveness.

- III. The instructor who plans a non-credit course, program, or activity which meets the criteria for awarding CEU must obtain approval from the department and the Provost for such an offering.

- IV. The Provost approves non-credit offerings, maintains a record of such non-credit courses, programs, and activities, and records the instructor's participation.

Additional Guidelines for Awarding Continuing Education Units (CEUs):

- 1. Continuing Education Units may only be applied to experiences over which Concordia University, Nebraska has direct control.
- 2. CEUs cannot be converted into academic credit.
- 3. Students need to be registered for the credit at the start of the experience—the university does not give credit for past educational, professional or “life” experience.

Revised 5-77
Revised 1-05

2.340 Interdisciplinary Majors 2.340

- I. An academic major that requires a substantial amount of coursework from multiple departments may be designated as an Interdisciplinary Major by the Provost.
- II. An Interdisciplinary Major shall be housed in an academic department.
- III. Each Interdisciplinary Major shall have an Advisory Committee, which shall
 - A. be appointed by the chair of the department in which it resides, who will also choose the chair for the committee.
 - B. include representatives from departments that contribute courses to the Interdisciplinary Major.
 - C. solve problems, provide guidance and recommend any necessary program changes in the Interdisciplinary Major to the department for approval.

Approved 4-09

2.345 Bachelor's to Master's Programs 2.345

(G-6.400)

- I. Departments may establish accelerated Bachelor's to Master's programs, in which qualified undergraduate students are allowed to take graduate courses that count toward undergraduate majors while earning credit toward a graduate degree.
- II. Application to the program may be made after a student has earned 75 undergraduate credit hours.
- III. To begin the program, students must earn at least 90 hours of undergraduate credit and have a GPA of at least 3.75.
- IV. Students may take no more than 6 hours of graduate hours per semester.
- V. Students may register for no more than 15 total hours per semester.
- VI. Students may count no more than 12 hours toward requirements in both graduate and undergraduate programs (double-dipping).
- VII. Students may earn no more than 18 total graduate hours while an undergraduate.

Approved 4-12

2.350 Repeating Courses 2.350

I. A student may elect to repeat any course(s). Previous grades in repeated courses are to be included on the student's transcript. The highest grade will be used in the determination of the GPA.

II. Courses failed by a student but required for graduation must be repeated successfully.

Revised 5-77

Revised 1-05

2.370 Withdrawal from a Course 2.370

(G-2.370)

I. The approval of the student's advisor and instructor is necessary to withdraw from any course. A student may withdraw from a semester course any time prior to two calendar weeks before the official closing day of class sessions. Withdrawal deadlines for half semester, short term, and summer session courses will be determined and published by the Registrar.

II. Dropping a course before the drop/add deadline constitutes a change in registration and is not entered into the student's official record.

III. Withdrawal from a course after the drop/add deadline, when approved, is recorded as a "W" on the student's official record.

IV. If a student stops attending a course, but does not withdraw by the withdrawal deadline, the final grade will be based on the amount of work completed as compared to the work expected for the entire course.

V. The Registrar is to

- a. inform students of the procedure for withdrawing from a course;
- b. determine withdrawal deadlines for half-semester, short term and summer session courses;
- c. publish the notice of the withdrawal deadline in a timely manner;
- d. ensure that the appropriate grade is recorded on the student's official record.

Revised 11-76

Reviewed 8-07

2.375 Attrition from the University 2.375

I. A student who leaves school for any reason except graduation must complete an attrition form. The attrition form is the official notification to the university and the government that the student will no longer be attending Concordia University, Nebraska. Completing the form will allow the university to inform each office, as necessary, of the student's departure.

II. The office of the Director of Retention:

- A. compiles and evaluates attritioning students' reasons for withdrawal;

- B. completes the Attrition Report forms;
- C. shares copies of the Attrition Report form and summaries with the Provost;
- D. maintains copies of the Attrition Report forms in the designated office.

Revised 5-77

Revised 1-05

Revised 9-07

2.376 Medical or Compassionate Attrition 2.376

(G-2.371)

- I. A student may request and be considered for a **medical attrition** when extraordinary circumstances, such as a serious illness or injury prevent the student from continuing all course work. The medical attrition policy covers both physical health and mental health difficulties. A past medical condition or one the student is being treated for on an on-going basis is a pre-condition. A pre-condition is not considered “extraordinary circumstances” under this policy. A **medical attrition** request may be made in extraordinary cases in which serious illness or injury occurs.
- II. A student may request and be considered for a **compassionate attrition** when extraordinary personal reasons, not related to the student's personal physical or mental health (for example, care of a seriously ill child or spouse, or a death in the student's immediate family), prevent the student from continuing in course work.
- III. Recommended decisions related to medical or compassionate attritions will be made by a committee consisting of the Retention Director, the Academic Resource and Disability Support Services Coordinator and the Director of Financial Services. Final approval by the CFO is required.
- IV. All applications for attritions require thorough and credible documentation which includes the provider(s) name, credentials, address, fax, phone and e-mail address (no relatives will be accepted as providers) on the health care provider's letterhead stationery.
- V. It is possible for a student to reapply for admission to Concordia University, Nebraska after a medical or compassionate attrition is granted. The student may have to supply documentation from his/her health care provider indicating that the student is well enough to return to the university.
- VI. Applications for medical or compassionate attrition will be handled through the Academic Student Services office. Appropriate documentation for a **medical attrition** consists of a letter from the student's attending health care provider that specifies the following:
 - A. The date of onset of illness

- B. The dates of professional care
 - C. The general nature of the medical condition and why/how it prevented the student from completing course work
 - D. The date of anticipated return to school
 - E. The last date of academic activity
- VI. Appropriate documentation for a **compassionate attrition** will vary depending upon individual circumstances. For example, a compassionate attrition request to care for a seriously ill child or other family member may require information similar to that listed under medical attrition above. Depending on the situation, other required/acceptable documentation may include police reports, legal documents such as restraining orders, airline ticket receipts, newspaper clippings, etc.
- VII. All medical and other required documentation is submitted to: Director of Health Services/Campus Nurse, Concordia University, Nebraska.
- VIII. If a medical or compassionate attrition is granted, the student will be notified via an official communication on Concordia University, Nebraska letterhead which will contain the following information:
- A. The decision and any conditions related to the attrition.
 - B. University personnel names and contact information for assistance in the process.
 - C. Information that will direct and assist the student in the event he/she would like to return to Concordia University, Nebraska.
- IX. If a medical or compassionate attrition is not granted, the student will be notified via an official communication on Concordia University, Nebraska letterhead which will communicate the following information:
- A. The decision and reason(s) the student did not qualify for the medical or compassionate attrition.
 - B. University personnel names and contact information if student has any additional questions.
- X. Ordinarily a medical or compassionate attrition will only be granted once during a student's academic career at Concordia University, Nebraska. However, all requests for medical or compassionate attritions will be considered by the committee

Approved 6-2014

2.380 Grading System 2.380

(G-2.380)

- I. The system of letter grades (A,B,C,D,F, P and NR), with pluses and minuses, is to be used. Letter grades with pluses and minuses are recorded in the permanent record and on the transcript.

Only the instructor of the course can change a grade under normal circumstances. Grade changes are due to the Registrar's office within 60 days from the date the grade is posted.

III. Due Process: If a student and instructor cannot resolve the issue of a grade change:

- a. The student may submit an appeal to the respective Program Director, Department Chair, or in the case that the Program Director or Department Chair is the course instructor, with the Dean of the College offering the course, within 30 days of the date the grade is posted by the Registrar.
- b. If the Program Director, Department Chair, (or Dean) judges that the student's case has merit, an Appeals Committee will be assembled consisting of the Program Director or Department Chair, the Dean, and the Provost. In the case that the Program Director or Department Chair is the instructor, the Dean will appoint an appropriate faculty member as a substitute.
- c. The Appeals Committee will meet individually with both the course instructor and the student before rendering a judgment as to the action that should be taken regarding the final grade.
- d. Once a judgment is made, the course instructor and the student will be notified by the Program Director, Department Chair, (or Dean). The decision of the Appeals Committee is final.

IV. If the course instructor is unable to change a grade due to incapacitation or other circumstances the Program Director or Department Chair may change a grade.

Approved 2-86

Revised 1-05

Revised 11-13

2.382 Undergraduate Academic Integrity Policy

2.382

(G-2.382)

- A. Concordia University, Nebraska expects all members of the academic community to act with integrity. Academic integrity is essential to all our work. Students who fail to meet academic integrity standards may incur serious penalties, including course failure or expulsion from Concordia University.
- B. Academic integrity violations include, but are not limited to academically dishonest practices such as cheating, fabrication, plagiarism, and lying.

Plagiarism occurs when students use the work, research, ideas, or words of any other person or source without proper citation or credit. Plagiarism includes but is not limited to: Submitting the same or similar work of a classmate or non-classmates, paraphrasing someone else's idea without attribution, or quoting without citing the sources.

Cheating includes but is not limited to: Using unauthorized materials such as notes, books, or electronic devices during an exam or assignment, inappropriate consultation with a classmate or non-classmate, copying answers from another student, and accepting answer keys or exams that have been stolen or obtained under false pretense.

Fabrication includes but is not limited to: Citation of nonexistent sources, attributing an idea to a source that is not contained therein, or invention of data.

Lying includes but is not limited to: Requests for special consideration from the

- instructor based on false information, fabrication of a medical or other emergency as an excuse for needing more time to work on an assignment or for missing an exam, claiming falsely to have completed or turned in an assignment, and falsely reporting an ethics violation by another student.
- C. Instructors may require students to submit their work through plagiarism detection software programs.
 - D. Instructors may have a plagiarism or academic integrity policy unique to a specific course, but their policy must be consistent with the university statement on academic integrity in course guides. Whether or not the instructor has stated a policy, he or she has the right to take action in cases of academic dishonesty. By seeking credit for a course a student accepts that the instructor and/or the university has the right to take action as described in the applicable policy or remove them from a program because of the academic dishonesty.
 - E. Students who have violated standards of academic integrity are subject to any penalties applied by the instructor as well as any institutional penalties that may be exacted.
 - F. All parties involved in academic dishonesty are considered equally guilty. Students sharing course materials with other students or doing work for other students are as guilty as the students who claimed or used the work or course material.
 - G. It is recognized that at the undergraduate level, a lack of academic integrity does not always imply intentional academic dishonesty. For example students may mistakenly attribute an incorrect idea to a source or incorrectly cite a reference. In such cases, it is the intention of this policy to lead towards student growth and correction. Instructors are encouraged to use the academic resources center, writing labs, peer review, and other mechanisms to help their students mature academically.
 - H. In the case of academic dishonesty, instructors should feel obliged to report the case, and any penalties incurred, to the Academic Advising Office (AAO) according to institutional practices. This reporting is primarily for the purpose of identifying potential patterns of dishonesty. Reports will be managed by the Director of Academic Services. The department chair, dean and the provost will have access to these reports. If the department chair, dean or provost determines that additional sanctions are appropriate, the university may enforce penalties independent of or in addition to the instructor.
 - I. The AAO is responsible for managing records of all reported cases of academic dishonesty and any disciplinary action taken by the instructor, department chair and/or provost. The AAO will report to the Office of the Provost as requested by the provost. Directors of Church Work programs may be informed of reports of academic dishonesty of students who have applied to the specific Church Work program.
 - J. The dean of the student's respective college can request academic dishonesty reports at any time.
 - K. The chair of the student's program can request academic dishonesty reports at any time.
 - L. Multiple or egregious incidents of plagiarism or other academic dishonesty may be grounds for dismissal from the university.

Approved 2-12

Revised 4-12

(G-2.385)

- I. A student may be given a grade of "Incomplete" when, in the judgment of the instructor, abnormal circumstances prevent that student from completing course requirements.
- II. An incomplete for a course is to be removed at a date determined by the instructor that is no later than the end of the thirtieth day of the next academic semester. The Provost may extend the deadline in exceptional circumstances.
- III. Students are urged to make up any incomplete before the start of the succeeding semester.
- IV. A student may request and be granted the opportunity to convert any "Incomplete" grade to a grade of "withdrawn" (W) with the permission of the course instructor. This should be done before the deadline for the removal of the Incomplete.
- V. An incomplete that is not satisfied by the incomplete deadline will be recorded as an "F" grade unless specified otherwise by the instructor.
- VI. The instructor is to file a copy of the written agreement between the instructor and the student and an evaluation of the work completed with the Registrar.
- VII. The department chair is to provide opportunity for the student to remove his/her incomplete in the absence of the instructor.

Revised 5-77

Revised 4-97

Revised 1-05

Revised 3-10

2.400

Honorary Degrees and Awards

2.400

As a Christ-centered, Lutheran university, Concordia University recognizes the distinct privilege, opportunity, and obligation it has to honor and uphold the faithful Christian witness of individuals who have rendered distinguished service to the Church or made outstanding contributions to society. To this end, the university presents honorary degrees and awards to individuals who have distinguished themselves in any field of endeavor where their demonstrated actions and accomplishments are in harmony with the purpose of the Evangelical Lutheran Church.

- I. Types of Honorary Degrees and Awards Conferred by Concordia:
 - A. Honorary Doctorates

- i. The Doctor of Laws degree shall be conferred upon individuals who have distinguished themselves through prolonged superior service in their field of endeavor.
- ii. The Doctor of Letters degree shall be conferred upon individuals who have distinguished themselves through creative contributions to their field of endeavor.
- B. The Master Educator Award shall be presented to a teacher, Director of Christian Education, or school administrator who has distinguished himself or herself through prolonged superior service in Lutheran educational ministry.
- C. The Crest of Christ Award shall be awarded to members of the Lutheran church for outstanding service to the Church. The focus of this award shall be those individuals who support and sustain in quiet and deliberate fashion the public ministries and work of the Church at large.
- D. The Distinguished Service Award shall be presented to individuals who have distinguished themselves through outstanding public service. For purposes of this award, “public service” means service which is widely known, or capable of being widely known, within the community or constituency in which the service occurred.
- E. The Certificate of Service shall be presented to faculty members, service staff, or Board of Regents members who have served Concordia for twenty-five years.

II. Eligibility

A. An individual must be nominated to be considered for an honorary degree or award. An honorary degree or award may be conferred upon an individual who has, or may be expected to receive, an earned degree.

B. Current faculty, staff or regents of the university, and emeriti faculty of the university, are not eligible to receive an honorary degree or award, except for the Certificate of Service.

III. Ordinarily, no more than three honorary doctorates shall be conferred during any one academic year. No more than two honorary doctorates shall be conferred on any single occasion.

IV. Selection of Candidates

A. The selection of candidates for the Certificate of Service is a matter of administrative procedure.

B. The selection of candidates for all other honorary award shall be governed by this policy.

V. Honorary degrees and awards are typically conferred at commencement exercises. They may be conferred at other occasions approved by the President.

VI. The President shall consult with the Honorary Awards Committee (Cf., Policy 1.513) in preparing his recommendation of honorary degree and award candidates to the fulltime faculty.

VII. The fulltime faculty shall vote upon the honorary degree and award candidates recommended by the President. Those candidates who are approved by the fulltime faculty shall be submitted to the Board of Regents for their consideration.

VIII. Procedures:

- A. Any individual may suggest a nominee for an honorary degree or award.
 - i. Nominations shall be submitted in writing to the Honorary Awards Committee with a descriptive evaluative statement regarding the nominee. The President may require a specific nomination form be used.
 - ii. Nominations are to be submitted at least five months in advance of the date the honor is to be conferred.
- B. The President, in concert with the work performed by the Honorary Awards Committee, shall make his recommendations from the list of submitted nominees.
- C. The names of those candidates recommended by the President, together with the qualifications and the degree or award for which they are recommended, shall be distributed to each fulltime faculty member at least fourteen days before they are to be presented to the fulltime faculty for formal action.
- D. The Honorary Awards Committee shall hold an open hearing at which any fulltime faculty member may have the opportunity to comment or share information on any nominee, including their qualification for the degree or award for which they are recommended, at least seven days before the recommendation of the President is submitted to the fulltime faculty for action.
- E. Comments or information received during the open hearing, if any, shall be shared with the President, who may, based on those comments or information, reconvene the Honorary Awards Committee to determine if a candidate should be reconsidered.
- F. A candidate for an honorary degree or award may be removed from further consideration by the President at any time prior to formal faculty action upon a determination by the President if it is in the best interest of the university.
- G. The President shall present his final recommendation of honorary degree or award candidates to the fulltime faculty not less than twenty-four hours before the start of the meeting at which formal faculty action is to be taken.
- H. Faculty action shall be taken at a properly called meeting of the faculty. Candidates may be voted on as a slate or individually.
 - i. Approval shall consist of at least a two-thirds majority vote of the fulltime faculty members present at the meeting.
 - ii. Approval shall be given at least two months in advance of the date the honor is to be conferred.
- I. Candidates approved by the fulltime faculty shall be presented by the President to the Board of Regents for formal action. Candidates approved by the Board of Regents shall receive the honorary degree or award for which they were approved in accordance with this policy.

Revised 5-77

Revised 1-05

Revised 5-17

2.410 Commencement 2.410

(G-2.410)

- I. Formal commencement exercises shall be held as designated on the academic calendar.
- II. Only students who have met all requirements shall be permitted to participate in commencement exercises. However, undergraduate students who are within six hours of completing their program requirements may also participate in commencement exercises, provided that:
 - A. they have filed with the Registrar their plans to complete all requirements by the end of the summer term of the university; and
 - B. their plans have the approval of their advisors, the Registrar, and the Provost.

Furthermore, students may exclude the remaining hours of their non-graded practicum, internship, or student teaching requirements for the purpose of determining whether they may participate in a given year's commencement ceremony and be considered for academic honors.

- III. The appropriate diploma will be awarded only upon completion of all program requirements. (Students who participate in commencement exercises under one of the special exceptions in section II above must complete their program before they receive their diploma.)

IV. Administrative assignments

- A. The President selects commencement speakers and presides at graduation exercises.
- B. The Provost appoints Faculty Marshals and bears overall responsibility for the arrangements and conduct of commencement exercises.
- C. The Faculty Marshals arrange the physical details of commencement exercises

Revised 10-80

Revised 7-91

Revised 8-07

2.420 Term Honors and Graduation Honors 2.420

- I. Term Honors
 - A. Each semester the top 25% of eligible students, as measured by the semester GPA, will be awarded Term Honors.
 - B. Eligible students are those matriculated undergraduates who take twelve or more hours of Concordia credits during the traditional semester.
 - C. Term Honors will not be awarded to any student:

1. With a term GPA below 3.50
 2. Earning less than twelve hours graded on the A-F scale
 3. Receiving an F in any course in the term
 4. Receiving an incomplete
 5. With an unrecorded grade at the time Term Honors are determined
- D. The registrar will record the Term Honors designation in the student's official academic record and will ensure it appears on transcripts.
- II. Graduation Honors: High Distinction and Distinction
- A. Up to the top 10% of a given academic year's baccalaureate degree graduates (August-December-May) will be graduated with High Distinction in each of three colleges:
 1. Students receiving a baccalaureate degree through the College of Education, Health and Human Sciences
 2. Students receiving a baccalaureate degree through the College of Arts and Sciences
 3. Students receiving a baccalaureate degree through the College of Graduate Studies and Adult Education.
 - B. Up to an additional 15% of graduates in the same three colleges will be graduated with Distinction.
 - C. In any case, High Distinction will require a minimum CGPA of 3.75, while Distinction will require a minimum CGPA of 3.50.
 - D. Eligibility for Graduation Honors for students receiving a baccalaureate degree through one of the colleges is further restricted to those with sixty-four or more hours of Concordia credit.
 - E. The registrar will record the Graduation Honors designation in the student's official academic record and will ensure it appears on transcripts.

Revised 4-90
 Revised 4-97
 Reviewed 8-07
 Revised 3-16

2.515 Faculty Teaching Responsibility 2.515

(G-6.515)

- I. Faculty members shall organize and teach their courses in a way that will provide students with adequate time to complete course requirements during the semester.
- II. Faculty members organize and teach their courses in a variety of ways, but students should expect considerate classroom management procedures in every course. The following guidelines describe such commonly accepted procedures.
 - A. Instructors should organize courses so that class requirements and presentations

reflect objectives that are clearly communicated to students.

- B. Instructors should arrange assignments so that undergraduate students can normally fulfill requirements within two hours per week per credited class hour (i.e., 6 hours a week for a 3 credit hour class), with work spaced throughout the semester. Course requirements and evaluation procedures should be explained before the drop/add deadline.
- C. Instructors should normally return tests and short papers within a week and research papers and other more extensive assignments within three weeks. In cases where papers are not to be returned permanently, students should be given ample opportunity to study the evaluation by the instructor. If possible, returned tests should be discussed in class.
- D. The last class period for the semester should be used to summarize major course objectives.
- E. Significant course objectives should be reflected in examinations. Final examinations should be given only at the time assigned.

Revised 5-77

Revised 1-05

2.516

Final Examinations

2.516

(G-6.315)

(G-2.384)

- I. The last four days of each semester are to be scheduled as the final examination period.
- II. No activities which require participation by students should be scheduled for the day or the night preceding a day on which final examinations are scheduled.
- III. The Student Life Activities Director should remind the advisors and leaders of organizations of this policy each semester.
- IV. The Registrar is to:
 - A. prepare and distribute the final exam schedule prior to registration for each semester;
 - B. make adjustments in the final exam schedule with the approval of the Provost.
- V. A two-period testing block is to be provided for all 2, 3 or 4 hour classes. A one-period testing block is to be provided for ½ or one hour classes.

VI. Final exams for summer and short term classes are normally scheduled during the last class period.

VII. Faculty Members are to

- A. administer final examinations during the scheduled time block of the final exam week;
- B. submit final course grades to the Registrar's office within 48 hours following the close of examinations (excluding Saturdays and Sundays).

Adopted 2-7-73

Revised 5-77

Revised 12-07

2.520 Undergraduate Faculty Qualifications

2.520

G-6.110 and G-6.111

- I. Faculty shall hold at least a master's degree in the discipline or subfield in which they teach, and a doctorate is preferred.
- II. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.
- III. In certain courses instructors who do not yet hold a master's degree may qualify according to tested experience, according to the following guidelines. Evaluation rubrics are housed in the respective department.
 - a. Department of Art
 - i. Type of Class: Applied and Technical Art courses
 - 1. Course Prefix/Numbers: ART 100, 145, 235, 240, 365
 - 2. Minimum Experience Threshold: 2 years of tested experience
 - 3. Evaluation Criteria: Evaluation of submitted resume or CV, references, and technical competency tested via rubric
 - b. Department of Business and Mathematics
 - i. Type of Class: Accounting Practitioner Courses
 - 1. Course Prefix/Numbers: BUS 421, BUS 422
 - 2. Minimum Experience Threshold:
 - a. Passed the Certified Public Accountant exams
 - b. 2 years of professional accounting experience
 - 3. Evaluation Criteria: Evaluation of submitted resume or CV, references
 - c. Department of History, Geography, and Criminal Justice
 - i. Type of Class: Criminal Justice Practitioner Courses
 - 1. Course Prefix/Numbers: CJ 200, CJ 399
 - 2. Minimum Experience Threshold: Ten years of professional law enforcement experience
 - 3. Evaluation Criteria: Evaluation of submitted resume or CV, references

- d. Department of Health and Human Performance
 - i. Type of Class: Activity Course
 - 1. Course Prefix/Numbers: HHP 111-168
 - 2. Minimum Experience Threshold: Advanced knowledge of activity as evidenced by playing, coaching, or teaching experience. Prior teaching experience desirable.
 - 3. Evaluation Criteria: Evaluation of submitted resume or CV, references
 - ii. Type of Class: Wellness and Health Topics Courses
 - 1. Course Prefix/Numbers: HHP 100, HHP 281-288
 - 2. Minimum Experience Threshold:
 - a. Advanced knowledge of topic as evidenced by academic degree(s)
 - b. Prior teaching experience (preferably at the collegiate level) -OR- Graduate Teaching Assistant in Health and Human Performance
 - 3. Evaluation Criteria: Evaluation of submitted resume or CV, references
 - iii. Type of Class: First Aid and CPR
 - 1. Course Prefix/Numbers: HHP 182
 - 2. Minimum Experience Threshold: Certified American Red Cross Instructor. Prior teaching experience desirable.
 - 3. Evaluation Criteria: Evaluation of submitted resume or CV, references. Instructor certification must be from American Red Cross.
 - iv. Type of Class: Coaching
 - 1. Course Prefix/Numbers: HHP 298, 321-327, 463
 - 2. Minimum Experience Threshold: Five (5) years coaching respective sport at the high school level -OR- two (2) years coaching respective sport at the collegiate level or higher -OR- Masters degree in a field related to Health and Human Performance. Prior teaching experience desirable.
 - 3. Evaluation Criteria: Evaluation of submitted resume or CV, references.
 - v. Type of Class: Strength/Conditioning Courses
 - 1. Course Prefix/Numbers: HHP 410
 - 2. Minimum Experience Threshold:
 - a. NSCA CSCA or NSCA-CPT certification or equivalent
 - b. Prior teaching experience (preferably at the collegiate level) -OR- Graduate Teaching Assistant in Health and Human Performance
 - 3. Evaluation Criteria: Evaluation of submitted resume or CV, references
- e. Department of Intercultural Studies and Modern Languages
 - i. Type of Class: American Sign Language
 - 1. Course Prefix/Numbers: ASL 101, 102, 201, 202

2. Minimum Experience Threshold:
 - a. Three years interpreting in a professional setting
 - b. Native speaker status or native-like fluency in ASL
3. Evaluation Criteria:
 - a. Documented ASL teaching experience
 - b. Licensure or certification by the state or other agencies to verify proficiency level in ASL
- ii. Type of Class: Chinese Language
 1. Course Prefix/Numbers: CHNS 101, 102, 201, 202, 301, 302
 2. Minimum Experience Threshold:
 - a. Language teacher training received from a recognized teacher preparation agency or institution
 - b. Native speaker status or native-like fluency in Chinese
 3. Evaluation Criteria:
 - a. Selection and recommendation by the ALLEX (Alliance for Educational Exchange)
 - b. Documented Chinese teacher training
 - c. Recognized exam of language proficiency if non-native
- iii. Type of Class: Spanish Language, Culture, and Literature Courses
 1. Course Prefix/Numbers: SPAN 101, 102, 201, 202, 204, 305, 321, 331, 341, 342, 399
 2. Minimum Experience Threshold:
 - a. Two years teaching Spanish at the university or secondary level
 - b. Native speaker status or near native-like fluency in Spanish
 3. Evaluation Criteria:
 - a. Documented Spanish language teaching experience
 - b. Recognized exam of language proficiency if non-native
- f. Department of Music
 - i. Type of Class: Applied Music and Technique Courses
 1. Course Prefix/Numbers: MuAp and MuEd 221, 222, 223, 224
 2. Minimum Experience Threshold:
 - a. Three years performance and/or teaching
 - b. Musical competency
 3. Evaluation Criteria: Evaluation of submitted resume or CV, references, audition
 - ii. Type of Class: Music Education
 1. Course Prefix/Numbers: MuEd 201 & 301
 2. Minimum Experience Threshold: Three years of successful music teaching in PK-12
 3. Evaluation Criteria: Evaluation of submitted resume or CV, references
 - iii. Type of Class: Ensemble Conductor
 1. Course Prefix/Numbers: Mu 232, 233, 243, 246, 244, 247, 248
 2. Minimum Experience Threshold:
 - a. Three years ensemble leadership

- b. Musical competency
- 3. Evaluation Criteria: Evaluation of submitted resume or CV, references, audition

Adopted 12-7-16

Revised 4-17

2.600 Americans with Disabilities Act (ADA) 2.600

- I. Concordia University, in accordance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, does not discriminate in the recruitment, admission, or treatment of students.
- II. Students with documented disabilities are legally entitled to request reasonable modifications, accommodations, or auxiliary aids that will enable them to participate in and benefit from all postsecondary programs and activities.
- III. Refer to Student Handbook Policy - Americans with Disabilities Act for a complete description of ADA qualifications and procedures for requesting accommodations.

Adopted 10-07

2.610 Family Educational Rights & Privacy Act (FERPA) 2.610

- I. Concordia University has adopted a practice concerning access to student files in compliance with the Family Educational Rights and Privacy Act (FERPA). The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:
 - A. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
 - B. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
 - C. The right to provide written consent before the University discloses personally identifiable information from the student's education records, except for "directory information" and to the extent that FERPA authorizes disclosure without consent.
 - D. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.
- II. Refer to Student Handbook Policies - Family Educational Rights & Privacy Act (FERPA), Disclosure of Educational Records, and Record of Disclosure for a complete description of student rights and university responsibilities. Refer also to FERPA Guide for Faculty and Staff

available from the Office of the Registrar.

Adopted 10-07

2.650 Credit Hours (Assignment of)

2.650

Concordia University operates under a semester credit hour system, in which credit is granted in compliance with federal regulations regarding the definition of a credit hour under 34 CFR 600.2:

“Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than— (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

This credit hour policy applies to all courses in the curriculum, regardless of number of credits, mode of instruction, duration, location, or method of delivery.

Assignment of Credit: Every course syllabus will indicate the number of academic credit hours a student will earn upon successful completion of the course. Each academic credit hour requires a minimum of 45 hours of student work over the duration of the course. The number of credit hours assigned to a course correlates directly to the anticipated number of hours students are expected to devote to the course, including but not limited to: classroom attendance, time spent online for course content and discussion, reading, writing, research, labs, practice time, studio time, practicum experiences, preparation for course activities, final exams, and other appropriate elements related to achieving the goals of the course.

Notification to Students: Each course guide shall contain a notification of Course Workload expectations among its Course Guide Statements (see APH 2.600).

Compliance Review: The University will regularly assess the number of credit hours awarded for each course by requiring that the instructor of each course taught in any term of the University’s calendar shall complete a credit hour audit for that course. Undergraduate instructors will use the University’s credit hour calculator, which is a spreadsheet that itemizes all instructional activities and includes an estimate of the time required for each, calculating the total to ensure compliance. Courses in the College of Graduate Studies and Adult Education will calculate the total amount of time required for each course in the online Course Guide and Information section. Each department shall regularly assess the credit hours assigned to each course by comparing the results of the credit hour audit with the number of credit hours assigned to the course, and, if necessary, adjust the number of student work hours required for the course or propose a change

in the number of credit hours assigned to the course. A course offered in fewer than 16 weeks shall contain the same number of hours of work as an equivalent course offered in the standard 16-week semester. Dual-credit courses are subject to the same requirements and instructors will also complete the Credit Hour Calculator.

New Courses: The number of academic credit hours proposed in the initial course prospectus will rely upon the expertise of the course developer to anticipate the number of hours students will be expected to devote to achieving the goals and objectives of the course. The amount of time required of students in the initial course offering will be estimated using the methods described above. The number of credit hours will be assigned according to the following table:

Minimum Hours of Student Work	Credit Hours
23	.5
45	1
90	2
135	3
180	4
225	5
270	6

A prospectus for a new course will be reviewed by members of the appropriate academic department or program to verify that the anticipated number of hours of student work is realistic, appropriate, and accurate.

Adopted and approved 10 - 2015

2.700

Syllabi

2.700

(G-2.700)

I. Terminology

- A. Course Prospectus: The document containing the basic elements of a new course used to gain approval for it from the various entities of the university.
- B. Course Syllabus: An official document of the University containing curricular

information defining an existing course and approved by the entities of the university.

- C. Course Guide: A document, compatible with the course syllabus that is provided to students in order to articulate an individual instructor's approach to teaching and assessing the course. Each course guide will include a set of statements according to guidelines provided by the Provost before each academic year (see current statements listed below).

II. Syllabus Format

The outline for both the Course Prospectus and the Course Syllabus shall include, but is not limited to the items listed below (It is anticipated that there will be no differences between the Course Prospectus and the Course Syllabus unless noted in the outline):

A. Course Number and Title

(In a prospectus the course number has not yet been assigned so it is shown at PFX xxx where PFX is the department prefix and "xxx" is shown in place of the number to be assigned)

B. Academic Credit

C. Course Description

(Because the prospectus is used to get a course approved, the course description may be more elaborate; in a syllabus, this description will include the Catalog Description complete with prerequisites, if appropriate.)

D. Place of Course in the Curriculum

E. Goals and Objectives

F. Content

(In a prospectus, the content section might be a list of principal topics, whereas in a course syllabus, this content should be expanded. However, the principal topics might well be the major heading of the content Outline, with elaboration into one or more subheadings.)

G. Methodology

H. Student Roles

I. Evaluation

J. Representative Bibliography

(This need not be extensive in a Prospectus)

K. Dates of Initial Approval and Revision

III. The content of each syllabus shall be approved by the department in which the course resides. Changes in a syllabus shall be initiated at the department level.

IV. It may be necessary for format elements to appear in the syllabi, other than those given in the outline in II, in order to meet the needs of any of the colleges of the University. These elements will be required as necessary, for courses in any of the programs in the respective college. When a change in syllabus format is required, the respective college shall submit to the Provost a plan for implementation that is sensitive to the resources and time needed by faculty members to complete the revision.

- V. The Provost shall facilitate the processes of maintaining and revising the syllabi of the university in accordance with this policy. The Provost shall be the custodian of the copies of the syllabi.
- VI. A copy of the approved syllabus for each course within a College shall be filed in the office of the Dean of that College. It shall be the duty of the Dean of each College to insure that all syllabi are kept current.
- VII. Ordinarily, the Department Chair shall designate the task of maintaining or revising the syllabus to an instructor who is sufficiently current with the course. Occasionally, circumstances may indicate that a part-time person be designated.

Concordia University, Nebraska Course Guide/Syllabus Statements

Course Workload In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, credit hours are amassed in a course through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, assigned videos, and other activities. No matter the length of the course meeting time in weeks or the amount of face-to-face instruction in the course, students can expect to devote at least 135 hours for each 3-credit course.

Course Participation Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

Academic Integrity At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

ADA Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the Academic Resource and Disability Support Services Coordinator, Bethany Landrey, please call 402.643.7187 or 800.535.5494 ext. 7187 or email Bethany.Landrey@cune.edu.

Emergency Information In inclement weather, check your e-mail, Blackboard, and the Concordia website (www.cune.edu) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in “Banner Self-Service” on the connectCUNE portal (<http://connectCUNE.cune.edu>).

Learning Goals for General Education at Concordia

Faith: to recognize that we are created by God, condemned by sin, redeemed by Christ, living out faith in our vocations.

Appreciation: to value the whole of God’s creation and human experience.

Knowledge: to gain a base level of knowledge in core disciplines.

Analysis: to recognize, understand, critically evaluate and synthesize the components of a topic using methods appropriate to the discipline.

Application: to employ learning creatively in a variety of settings and disciplines.

Communication: to demonstrate effective communication skills for personal, academic and professional purposes.

Responsibility: to grow in Christian stewardship, leadership, and professionalism.

(see more online: cune.edu/GenEd)

Revised 5-77

Revised 11-2000

Revised 12-07

Revised 4-2011

Revised 7-15

3.100 Student Organizations and Activities 3.100

I. Purpose: Student organizations and activities exist to support each student’s faith formation, physical well-being, intellectual and innovative goals, satisfactory use of talents, and social competence.

A. **Faith Formation:** Extend and intensify his/her meditation on, interaction with and application of God’s Word to make a spiritually wholesome community life possible.

B. **Recreation:** Provide opportunities for recreation for each student to support his/her physical well-being.

C. **Leadership:** Provide opportunities for student participation in leadership that supplement and enhance skills developed through class work and that support an academically challenging atmosphere on campus.

D. **Innovation:** Provide opportunities for students to learn, be exposed to, and initiate innovative ideas that stimulate the creation of a cultured atmosphere.

- E. **Talents:** Provide opportunities for the student to develop the ability to make satisfactory use of his/her talents.
- F. **Social Competence:** Provide each student an opportunity to develop social competence.

II. Establishment of a new organization or activity.

- A. Ten or more students may make application to the Director of Student Activities to organize a new organization or activity.
- B. The organization or activity must conform to the university's mission & values.
- C. The organization or activity must conform to the university's objectives and purposes.
- D. To become a Recognized Student Organization (RSO) and be eligible for funds through Student Senate, the members must file a constitution and/or charter with and meet the requirements of the Student Senate. A template for RSO constitutions and/or charters is available from the Student Services office.
- E. There shall be no membership fees required by the student organization or the university in order to establish a new organization or secure a student's involvement in an organization.

III. Advisors, directors, and mentors of activities or organizations.

- A. The university, through the Student Life Activities Director or designee, provides each activity with an advisor, director, or mentor. The university endeavors, where feasible, to grant the requests of the group and the advisor in the selection of advisors.
- B. The university has the following basic expectations of all student organization advisors, directors and mentors.
 1. **Resource Person:** Serve as a resource and provide continuity from year to year by meeting regularly with the organizational leaders.
 2. **Share Policy:** Explain institutional policy and procedures as they apply to decisions and/or activities of the organization.
 3. **Financial Oversight:** Offer financial management advice and oversee budget.
 4. **Workshop Attendance:** Attend training workshops (i.e., Budget Management, Campus Organization Policy) as coordinated by the Director of Student Activities.
 5. **Safety & Reporting:** Understand and act in accordance as a security officer under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Report as required by law.

IV. Participation in co-curricular activities.

- A. **Participation:** All students are encouraged to participate actively in campus organizations or activities to a degree most beneficial to the student's development.

newspapers and other publications, including:

Keeping students informed about events and issues that have direct impact on the campus community.

Fostering informed public debate on issues of importance to the community.

Providing a forum for free expression of ideas and opinions for members of the community.

Providing recognition and support to individuals and groups in the community.

Facilitating students' involvement in community life by making them aware of organizations, activities, events and programs on campus and in the surrounding area.

Helping students learn about the people, culture, history and values of the University and of the surrounding area.

Providing entertainment and news about entertainment for students.

Providing advertising space for clients who offer goods and services of interest to students.

- C. The newspaper strives to abide by the Code of Ethics established by the Society of Professional Journalists, which includes the following principles (represented here in abbreviated form):

Seek Truth and Report It: Journalists should be honest, fair and courageous in gathering, reporting and interpreting information.

Minimize Harm: Ethical journalists treat sources, subjects and colleagues as human beings deserving of respect.

Act Independently: Journalists should be free of obligation to any interest other than the public's right to know.

Be Accountable: Journalists are accountable to their readers, listeners, viewers and each other.

- D. Other student publications should also convey accurate information, seek to conform to professional standards of quality and avoid causing harm.

- E. Student publications at Concordia serve a Christian community.

The student newspaper has a unique opportunity to celebrate the shared beliefs and values of its readers. The paper also has a responsibility to engage members of the community in dialogue about the ways in which these beliefs and values should influence all areas of campus life.

Other student publications should also be produced with an awareness of and an appreciation for Concordia's mission of preparing students for Christian service.

- III. Concordia students enjoy the right of free expression through their publications, and the institution has the right to protect its image.

- A. As a forum for free expression, the newspaper is not subject to prior restraint or

review by faculty or administration. The faculty advisor gives guidance and advice to the staff, but does not serve as an editor for the newspaper. Other student publications that seek to serve as forums for public expression also enjoy these safeguards.

- B. Student publications may be suspended only by the President or Board of Regents and only for gross violations of the policies stated here.
- C. Circulation of student publications shall be limited to students, faculty, staff, Board members, advertisers and other collegiate newspaper staffs on an exchange basis, unless the President grants permission for wider dissemination.

IV. Financial and Legal Responsibility

- A. In recognition of the benefits they provide to the student community at large and to students preparing for vocations in communication media, the University provides budgetary resources to sustain student publications. Publication staffs may supplement their institutional budgets with advertising revenue (See 3.121 for advertising guidelines.).
- B. Because their work is not subject to prior restraint or review, student editors, writers and photographers bear legal responsibility for the content of student publications.
- C. The newspaper masthead shall contain a statement declaring that the newspaper serves as a forum for student free expression and the opinions voiced in the paper are not necessarily those of the University. Any other student publication seeking to serve as a forum for free expression shall publish a similar statement.

V. Advisors of Student Publications

- A. Shall supervise the budget and validate all expenditures.
- B. Shall select the editorial staffs, write job descriptions for staff members and serve as supervisors for student employees and volunteers.
- C. Shall provide critique, counsel and expertise to the staff members.
- D. May remove editors and other staff members from their positions for failure to effectively fulfill the General Principles described in Section II above.

- E. Shall be appointed by the Vice President for Student Affairs and approved by the Provost.

VI. Editors of student publications

- A. Shall establish deadlines and issue assignments to staff members.
- B. Shall appoint and supervise paid and volunteer workers.
- C. Shall approve all content for publication.
- D. Shall assume responsibility for the fulfillment of the General Principles as

described in Section II above.

E. Qualifications and appointment of student newspaper editors:

The editors shall be fulltime students in good standing at Concordia University.

Students should successfully complete at least one journalism course at Concordia in preparation for service as an editor on the newspaper staff.

Editorial openings will be advertised each spring, with a goal of generating as many applicants as possible.

The newspaper advisor will hire the managing editor and assistant editor(s) from among the qualified applicants and serve as the employment supervisor for the editor(s).

Editors who are removed from their positions by the advisor are allowed to appeal the decision to the Vice President for Student Affairs.

VII. Editorial Review Board

A. An Editorial Review Board shall be convened whenever one of the following circumstances occurs:

The President or Board of Regents temporarily suspends a publication (see Section III of this policy).

The faculty resolves that a student editor should be removed from their position.

The Student Senate resolves that a student editor should be removed from their position.

A faculty advisor discharges a student editor and the editor wishes to appeal the decision.

B. For the first three cases above, the Editorial Review Board shall include the publication advisor, as a non-voting member, one fulltime faculty member from the ECTA Department, one faculty member from outside the ECTA department and three students. For the fourth case, the advisor's place on the committee shall be filled by another member of the faculty. Faculty representatives shall be chosen by the Assignment Committee and students shall be chosen by the Student Senate.

C. The Editorial Review Board shall invite the editor and other parties, if appropriate, to speak in response to charges and decide by majority vote whether or not the request for removal should be acted upon. The Board may also choose to articulate other opinions on the case.

Revised 4-85

Revised 4-94

Revised 10-07

3.121 Advertisements in Student Publications

3.121

I. This policy applies to all student publications, both print and electronic, including but not limited

to the newspaper, yearbook, literary magazine and homecoming booklet.

- II. Advertising will be managed by the editorial staff of the publication.
- III. In order to promote positive community relations, priority should be given to advertisements from Seward County merchants.
- IV. Student publications may not include advertisements for the sale of alcoholic beverages.
- V. Staff members are expected to exercise their right to reject other advertisements for goods and services inappropriate for the campus community.

Approved 5-83

Revised 4-94

Revised 10-07

3.210 Scheduling of Activities of Sponsored Organizations 3.210

- I. A sponsored organization is eligible for scheduling time and place on the master activities calendar.
 - A. Scheduling of activities necessitating absence from classes requires the submission of a formal approval form and must be approved by the Student Life Activities Director and the Provost.
 - B. Worship opportunities for students shall be considered when scheduling activities.
- II. Please consult Policy 2.320 Class Attendance Policy when scheduling activities necessitating absences from class.

Revised 4-94

Revised 9-07

3.220 Off-Campus Activity and Student Travel 3.220

- I. Definition and example of off-campus activity and student travel
 - A. Concordia University sponsored off-campus activity or student travel experience is any curricular or co-curricular off-campus opportunity involving CU students/alumni/guests that:
 1. has originated through a CU office, department, student organization, or team, or
 2. uses money budgeted by or received by CU, or
 3. includes participation and/or leadership of CU faculty/staff as part of their CU responsibilities, or
 4. has students recruited by CU faculty/staff to participate in CU programs, or
 5. Has Concordia's name on the event in any way.

- B. Off-campus activities and student travel experiences include:
 1. Mission or service project trips,
 2. Domestic or international study tours or classes,
 3. Student organization trips/events,
 4. Organization or class day trips or field trips,
 5. Music tours, athletic trips, or speech tournaments,
 6. Field experiences or observations,
 7. Student teaching,
 8. Practicum or internship experiences,
 9. Summer or semester study abroad experiences.

 - C. Experiences put together by CU students who organize their own travel experiences (group or individual) during summer or school breaks will not be under the direction or responsibility of CUNE. These students will be counseled to follow best travel practices.
- II. Process
- A. Leaders of any proposed Concordia University sponsored student travel activities must share their plans in advance of any activity being scheduled or promoted.

 - B. Information on proposed off-campus activity or student travel experience is requested in order for CU administrators to:
 1. provide leaders with guidelines and resources to aid them in their planning and initiating of these experiences, thereby providing students with positive, well-planned, well-led, and safe learning opportunities,
 2. ensure that consistent guidelines are followed for these opportunities,
 3. ensure that adequate financial and insurance coverage has been arranged,
 4. have access to information on proposed locations, activities, and participants involved in case of crisis or emergency situations.

 - C. Leaders are asked to follow specific procedures and use documentation as found in the *Concordia Off-Campus Activity and Travel Resource Guide* (located on the ConnectCUNE portal, Office Life and Faculty tabs).

 - D. The University's CFO/COO will serve as the campus contact for any risk management issues and emergency communication or coordination (if needed).

Approved 4-12

3.240 Intercollegiate Athletic Policies

3.240

I. Length of Seasons

- A. Scrimmages, practices, and contests shall be maintained in accordance with the Bylaws in the current NAIA Policy Handbook.
- B. Individuals and teams participating in national competition are to be considered separately and fall under the category of post-season competition. All post-season events are subject to approval by the Vice President for Student Services and Athletics.
- C. All individuals qualifying for post-season events must receive approval to participate from the Director of Athletics and the Vice President for Student Services and Athletics.

II. Scheduling

- A. Events scheduled during week days shall be held to a minimum.
- B. All schedules shall be arranged so that class absences are held to a minimum. The maximum number of regularly-scheduled events that may interfere with class attendance must not exceed four per student per class per semester.
- C. Sports schedules shall follow those mandated by the Great Plains Athletic Conference.

III. Letters and Awards

All members of approved intercollegiate sports are eligible for letters and awards. Each head coach of a given intercollegiate sport shall determine criteria by which letters and awards shall be granted.

Revised 4-20-77

Revised 4-19-94

Revised 1-13-10

3.310 Student Organization Sponsored Events 3.310

- I. Student organizations which desire to host events or entertainment from outside the college community:
 - A. Must seek approval from the Director of Student Activities and, in the case of contracted entertainment, the Chief Financial Officer.
 - B. May charge admission to events.

Revised 8-07

4.100 Admission to the Undergraduate Program 4.100

(G-4.155)

- I. Potential applicants who intend to receive a baccalaureate degree must apply for admission by submitting the materials requested by the Office of Admissions.
- II. Requirements for Admission
 - A. A freshman applicant must:
 1. Submit high school transcripts listing a cumulative GPA. A GPA of lower than 2.75 may require the submission of additional material as indicated by an Admission Officer. A GED is also accepted for admission.
 2. Submit ACT or SAT college entrance exam scores. A composite score lower than the 18 on the ACT or 875 total score on the SAT may require the submission of additional materials as indicated by an Admission Officer.
 - B. A transfer applicant must:
 1. Submit transcripts from all colleges attended, listing a cumulative GPA. A GPA of lower than 2.5 may require the submission of additional material as indicated by an Admission Officer.
 2. Submit high school transcripts listing a cumulative GPA. A GPA of lower than 2.75 may require the submission of additional material as indicated by an Admission Officer. A GED is also accepted for admission.
 - C. An Admission Officer may request additional materials and/or a recommendation from a pastor, school official, etc.
- III. Part-time, non-degree and special students must submit the materials requested by the Office of Admissions and generally meet the academic requirements of the degree student. High school students may be admitted for college course work as special students through dual credit programs, as part of approved distance learning programs, and through other special arrangements.
- IV. International students will follow the application procedures required by the Office of Admissions, including but not limited to the presentation of:
 - A. A professionally evaluated transcript reflecting the GPA standards in II., A or B;
 - B. ACT or SAT exam scores (see standards in II.A) or, in lieu of them, the results of a national standardized test. The Office of Admissions will maintain a list of acceptable national standardized tests and scores that are minimally equivalent to the standards in II., A., 2.
- V. The Office of Admissions will determine that an international student's qualifications meet all standards for admission and that the student is pursuing a full program of study as defined by U.S. government regulations.
- VI. Applicants who do not meet the requirements for admission may be admitted on condition. Conditional admission does not admit the applicant to professional education courses.

Revised 12-75

Revised 1-05

Revised 9-07

Revised 3-16

4.120 Admission and Retention Policies of the Art Department (BFA)

4.120

Application to the Bachelor of Fine Arts Degree

The Bachelor of Fine Arts is a professional degree that allows the student to focus on artistic development and is structured to help them develop a strong portfolio that can lead to either professional work or graduate school. Acceptance into the BFA program is not granted automatically. In order to be admitted to the Bachelor of Fine Arts program in art education, studio art, or graphic design, the student makes a formal application during the Foundation Portfolio Review and meet all of the following criteria:

- 1) Earn a minimum cumulative grade-point average of 3.0 in the foundation art course sequence.
- 2) Participate in the Annual Juried Student Art Exhibition.
- 3) Pass the Foundation Portfolio Review by scoring an average of 4 or above on the assessment rubric (see attached rubric).

If the student does not meet any one of the above criteria, they are not admitted into the Bachelor of Fine Arts degree program. At this point the student may choose to do one of the following options:

- 1) Reapply for the BFA in the review offered the following year;
- 2) Meet with their advisor or the department chair for specific feedback concerning their work;
- 3) Remain in the art program and graduate with a Bachelor of Arts or Bachelor of Science degree;
- 4) Retake one or two foundation courses to gain maturation and improvement;
- 5) Complete remedial work as assigned by the faculty over the summer.

Appeal Process

Students denied admission into the Bachelor of Fine Arts program may appeal that decision. Appeals must be submitted in writing to the Chair of the Art Department and University Provost.

Foundation Portfolio Review

All students majoring in art are required to complete the Foundation Portfolio Review. Students majoring in one of the following include; K-12 Art Field Endorsement and Bachelor of Fine Art in Education, Bachelor of Art and Bachelor of Fine Art in Studio, Bachelor of Art and the Bachelor of Fine Art in Graphic Design, and the Bachelor of Art in Art Therapy. All transfer students majoring in art are required to participate in the review when they have completed a minimum of one year as a full-time student at Concordia in a program leading to a major in art. Elementary education majors or other non-art majors with a concentration or minor in art are not required to submit.

The Foundations Portfolio Review is both a formal presentation of art and a statement of degree intention by students who have completed their foundation course work. The review occurs at beginning of their third year at Concordia. Ideally the review provides an opportunity for the student to critically reflect upon their first four semesters in art at Concordia; to document their performance through a collection and presentation of their art; to underscore the significance of keeping visual records of personal artistic or design practice; to foster a professional attitude by requiring students to present their work through written, verbal, and visual forms of communication; and to encourage the formation of an artistic or design identity.

The Foundation Portfolio Review provides an opportunity for the Department of Art to formally assess a collective population from the student body. This review also enables the faculty to evaluate individual student performance in art, and to communicate to the student their potential for success in their intended area of study.

Adopted 9-2017

4.140-Admission and Retention Policies of the Health and Human Performance Department (BS Exercise Science) 4.140

I. Application to the Bachelor of Science in Exercise Science Program

Few academic programs offer such diverse opportunities for employment and professional development upon graduation as Exercise Science. The Exercise Science program prepares students for careers in exercise and allied health settings and for entry into professional graduate and academic programs in these fields. Professional graduate studies may include physical therapy, occupational therapy, nursing, entry-level athletic training programs, and others. A student wishing to pursue a graduate degree is encouraged to select a minor or elective courses that fulfill the entrance requirements of the graduate school he or she desires to attend.

In order to be admitted into the Bachelor of Science in Exercise Science program, the student shall meet all of the following criteria:

- a. Earn a minimum grade of C* in General Biology (BIO 111 or 112).
- b. Earn a minimum grade of C* in General Chemistry (CHEM 115).
- c. Upon successful completion of criteria A and B, the student shall apply for admittance into the Bachelor of Science in Exercise Science program. The application form may be acquired by contacting the Health and Human Performance Department in the Walz Human Performance Complex.

If the student does not meet any one of the above criteria, he or she is not admitted into the Bachelor of Science in Exercise Science program. At this point the student may choose to do one, or all, of the following options:

- a. Meet with his or her advisor, or the department chair, for specific feedback concerning his or her academic progress.
- b. Remain in the Health and Human Performance Department and pursue a major in Education (Health and/or Physical Education), Fitness Studies, Public Health, or Recreation and Sport Studies.

- c. Retake the appropriate course to gain improvement to a minimum grade of C*.

Upon admittance into the Bachelor of Science in Exercise Science program, the student shall continue academic progress under the jurisdiction of the Concordia University, Nebraska Academic Policies Handbook.

(*A grade of C- does not meet the criteria.)

II. Appeal Process

Students denied admission into the Bachelor of Science in Exercise Science program may appeal that decision. Appeals must be submitted in writing to the Chair of the Health and Human Performance Department and University Provost.

Adopted 9-2017

4.160 Department of Music Admission and Retention Procedures

4.160

I. Application for Admission

All students who wish to receive a degree in one of the four music degree programs (Bachelor of Arts in Music, Bachelor of Music in Church Music, Bachelor of Music in Music Education, or Bachelor of Science in Education with endorsements in music) make formal application for admittance into that program during their first year at Concordia.

II. Process for Admission

- A. Students must submit the “Intention to Apply” form to the music office before Spring Break of their first year at Concordia.
- B. Instructors in music theory, aural skills, the student’s principal instrument, and keyboard skills (if applicable) will complete evaluations of the student’s work to date and potential for completing the requirements of the program.
- C. Students will take the Musicianship Skills Exam, which consists of three parts:
 1. a jury performance on the student’s principal instrument (repertoire to be selected by the private instructor);
 2. a sightsinging exam; and
 3. a keyboard exam.

Students not yet enrolled in Mu 104 (Aural Skills) may postpone the sightsinging portion of the exam, but they will not be fully admitted as music majors until they have passed it.

II. Notification of Admission

- A. The department chair will notify the students, their advisors, the registrar, and (if relevant) the Dean of the College of Education, Health and Human Sciences in writing whether they have been admitted into the program, provisionally admitted, or denied admission. Students who are denied admission will be referred to the appropriate university resources for aid in determining a more suitable major.
- B. Students admitted provisionally must satisfy the deficiencies noted in the admission letter within one year in order to remove the provisional status and be admitted into the program. If this is not done, the provisional status will automatically become a denial of admission unless the department extends the provisional status.
- C. The intention of denying admission is so that students are not misled into thinking that they will be able to complete the program in a timely manner when their work to date indicates that they probably will not be able to do so. Students denied admission who can present evidence that they should, in fact, be able to fulfill the requirements of the music major may ask the department chair to have the department reconsider their case and grant provisional admission for a limited time. Such requests are considered on a case-by-case basis, and granting of provisional admission is not automatic.
- D. The department's decision may be appealed to the Dean of the College of Education, Health and Human Sciences or the Dean of the College of Arts and Sciences.
- E. A further appeal is available to students in the education and church music programs; namely, to an Ad Hoc Appeal Committee. Further information is available from the dean of the relevant college.

III. Retention Criteria

- A. Once students have been admitted as a major into the Department of Music they will be permitted to continue in the program so long as:
 - 1. A cumulative grade point average of 2.50 is maintained in prescribed music courses and electives. This includes all courses with prefixes of Mu, MuAp, ScMu, and ChMu. Also included is Educ 375, Methods in Secondary Music.
 - 2. Students regularly demonstrate that their musical skills are developing at a rate that will enable them to complete the competencies required on their principal instrument by their intended graduation date.
- B. Students who do not meet the above criteria will be granted a one-semester probationary period to improve their academic and/or musical progress. A conference with the department chair will be scheduled to address current deficiencies and to define what areas of improvement need to be made. Students

will demonstrate the stated areas of improvement to the music faculty before the end of the following semester in order to have the probationary status removed.

- C. Students who have been dismissed from a major in the Music Department due to lack of academic or musical progress may reapply in future semesters through special appeal to the department chair, who will ask the department to reconsider the case. Any student who is not satisfied with the department's decision may appeal to the relevant dean, as provided above.

Approved 10-07

Revised 6-14

4.180 Pre-seminary Program Admission and Retention Procedures

4.180

Concordia's Pre-Seminary Program prepares students for admission to a theological seminary, where further studies may be pursued leading to the ordained pastoral ministry. A bachelor's degree is required for admission to most seminary programs. Concordia's Pre-Seminary Program is designed to coordinate specifically with the Master of Divinity (ordination track) program of both seminaries of The Lutheran Church—Missouri Synod (LCMS); those seminary programs include four years of post-baccalaureate education (three years of classroom work plus one year of vicarage internship). While designed chiefly with the LCMS student in mind, students of other denominations may profitably participate in many facets of Concordia's Pre-Seminary Program (such students are encouraged to investigate the admission requirements of the seminary associated with their particular interest or denomination).

Concordia's Pre-Seminary Program is rooted in the liberal arts tradition and includes an emphasis in the biblical languages of Greek and Hebrew (LCMS seminaries require biblical language proficiency), along with a background in philosophy and the humanities.

I. Admission: Provisional and Formal.

- A. Students apply for provisional admission into the Pre-Seminary Program after completion of 16 hours in residence at Concordia (and in any case, before the end of the first year study). Applications are available from the Pre-Seminary Program director. Provisional admission indicates a student's intent to prepare for seminary studies and initiates provision of services through Concordia's pre-seminary director.
- B. Students apply for formal admission into the Pre-Seminary Program during their second year of residence at Concordia. Transfer students entering with more than 32 hours of credit are to apply before the end of their first semester in residence. Formal admission into the program makes a student eligible to receive the pre-seminary church worker scholarship grant offered by Concordia during the junior and senior years of study. To qualify for formal admission into the program, students must:
 1. Have a minimum cumulative grade point average of 2.50;
 2. Submit a completed application form prior to the published deadline;

3. Successfully complete a program admission interview.

II. Dismissal From The Program

- A. Students may be dismissed from the Pre-Seminary Program for the following reasons:
 1. Have a cumulative grade-point average fall below 2.50 for two consecutive semesters;
 2. Fail to make progress toward completing the pre-seminary core of courses;
 3. Engage in conduct incompatible with biblical standards associated with the office of the public ministry (see 1 Tim. 3:1-7 and Titus 1:5-9);
 4. Dismissal from the university.
- B. With the exception of item #4 above, dismissal from the program will come only after a formal warning to the student has been issued by the director of the Pre-Seminary Program. Should the student not take timely steps to correct the issues highlighted in the letter of warning, the student will receive a formal notice of dismissal from the program. Dismissal from the program entails forfeiture of eligibility for the pre-seminary church worker scholarship grant.

III. Appeal Process

Students denied formal admission into the program or dismissed from the program may appeal that decision. Appeals must be submitted in writing to the university provost within 15 days of the decision to deny admission or the decision to dismiss from the program. If the student is not satisfied with the decision of the university provost, a further appeal may be made to the university president. There is no provision for appeal beyond the university president.

IV. Process For Seminary Recommendation

- A. Students applying for admission to an LCMS seminary are required to obtain a letter of recommendation from the university president. Favorable recommendations will be granted to students who:
 1. Have been formally accepted into the Pre-Seminary Program and retain good standing within the program;
 2. Have made substantial progress toward completing the pre-seminary core of courses;
 3. Receive a positive endorsement from the pre-seminary director;
 4. Indicate by their past academic performance the ability to complete their prescribed course of study.
- B. Exceptions to these criteria are made on a case-by-case basis by the university president in consultation with the pre-seminary director.

Approved 5-83
Revised 8-07

- I. Faculty are encouraged to refer students to the Counseling Office if needed. The Counseling Office provides personal and mental health counseling services to Concordia University students in a confidential and caring Christian environment. The Counseling Office views students as whole persons who are physical, psychological, relational, and spiritual beings. The office's aim is to respect and treat each student as a unique individual, deserving of compassionate and sensitive care that both validates the student and promotes his/her learning and growth.
- II. The Counseling Office provides short-term outpatient counseling to enrolled Concordia University students. These services include:
 - A. Personal and mental health counseling
 - B. Consultation
 - C. Wellness and mental health education
 - D. Referral assistance
 - E. Crisis and emergency intervention
 - F. Limited evaluation and assessment

Revised 4-77

Revised 9-07

4.350 Human Research 4.350

- I. Concordia University has an ethical obligation to safeguard the rights and welfare of people who participate in research conducted under the auspices of the University.
- II. In order to assure the proper care of human subjects in research, Concordia University utilizes an Institutional Review Board for the proper oversight of any and all research affiliated with the University conducted with human subjects.
- III. The policy, procedures and protocols of the Institutional Review Board are outlined in the Institutional Review Board Handbook with oversight by the Provost. Concordia University subscribes to the best practices in the care for human subjects in research as outlined by the United States Department of Health and Human Services. Concordia University seeks to assure compliance with all federal recommendations.
- IV. Any research conducted by its faculty, staff or students involving human subjects must come before the Institutional Review Board (IRB) for review and approval.
- V. Individuals requesting IRB approval to perform research on human subjects take part in a tutorial about the ethical considerations involved in human research.
- VI. In compliance with Federal regulations (45 CFR 46.112), the institution, its officials, or other institutional committees may not override a decision by the CUNE IRB to disapprove a study. However, research covered by this policy that has been approved by an IRB may be subject to additional review and approval or disapproval by officials of the University.

- VII. The IRB will be a non-elected standing committee of Concordia University. Membership of the IRB will consist of a minimum of five members, appointed by the Provost for two-year rotating terms with three members appointed in one year and two members appointed the next year.

Revised 1-85

Revised 10-95

Revised 1-05

Revised 4-10

Revised 7-12

4.400 Student Disciplinary Sanctions 4.400

- I. In each case in which a Student Conduct Board determines that a student and/or group or organization has violated the Student Code, and suspension or expulsion are not a possible outcome, the sanction(s) shall be determined and imposed by the Vice President for Student Affairs and/or his/her designee(s). In cases where suspension or expulsion are possible outcomes and in which persons other than, or in addition to, the Vice President for Student Affairs and/or his/her designee(s) have been authorized to serve as the Student Conduct Board, the recommendation of the Student Conduct Board shall be considered by the Vice President for Student Affairs in determining and imposing sanctions. The Vice President for Student Affairs is not limited to sanctions recommended by members of the Student Conduct Board. Following the Student Conduct Board Hearing, the Student Conduct Board and the Vice President for Student Affairs and/or his/her designee(s) shall advise the accused student, group, and/or organization (and a complaining student who believes he/she was the victim of another student's conduct) in writing of its determination and of the sanction(s) imposed, if any.
- II. A complete list of formal sanctions that could be imposed is found in The Student Handbook - Student Conduct Code Procedures; Sanctions.

Revised 10-19-93

Revised 8-07

Revised 1-11

4.500 Chapel 4.500

Chapel services at Concordia University provide an opportunity for students, faculty, and staff to worship and praise God. The services provide a variety of experiences in worship, using various liturgical forms, different types of services, and audio-visual aids which are found conducive to worship. The chapel services provide a regular opportunity to meditate on the Word of God and are a means of bringing the needs of the students and faculty to God in prayer.

- I. Chapel services are conducted Monday – Friday during the regular academic year.
- II. Faculty and students are encouraged to attend these services.

Revised 4-77
Revised 1-05

4.600

Intellectual Property

4.600

Intellectual Property Policy of Concordia University, Nebraska

Sec. 1. Philosophy and Objectives.

1.1 In adopting this Policy, it is the objective of the University to provide an Intellectual Property policy that will encourage the development of inventions and other intellectual creations for the best interest of the public, the creator, and the research sponsor, if any, and that will permit the timely protection and disclosure of such Intellectual Property whether by development and commercialization after securing available protection for the creation, by publication, or both. The Policy is further intended to protect the respective interests of all concerned by ensuring that the benefits of such property accrue to the public, to the inventor, to the University and to sponsors of specific research in varying degrees of protection, monetary return and recognition, as circumstances justify or require.

1.2 Individuals will not use Intellectual Property owned by others in their work at the University. Individuals will not use Intellectual Property owned by the University elsewhere.

Sec. 2. General Policy.

2.1 This Policy shall apply (a) to all persons employed by the University including, but not limited to, full and adjunct Faculty and staff, visiting Faculty and researchers, (b) to anyone using University Resources, (c) to undergraduate students, and (d) to graduate students (collectively, "Covered Individuals," and individually, a "Covered Individual").

2.2 Except as set forth in Subsections 2.3, 2.4, and 3.1, this Policy shall apply to all types of Intellectual Property (including, but not limited to, any scholarly and educational material, art work, musical composition, dramatic and non-dramatic literary work, invention, discovery, trade secret, technology, scientific or technological development, research data and computer software) regardless of whether subject to protection under patent, trademark, copyright, trade secret or other laws. This Policy further shall apply regardless of the medium of expression.

2.3 Except as set forth in this Policy, unless the University otherwise agrees in writing, the University shall have sole ownership of all Intellectual Property rights associated with property created, conceived, invented, discovered, authored or otherwise developed (collectively, "created"), in whole or in part, by a Covered Individual where such property (a) is created pursuant to a commission by the University or otherwise pursuant to a direct allocation of funds through the University, (b) is created as part of a Faculty or staff member's specific job description, or (c) is created making Significant Use of University Resources.

2.3.1 Unless the property falls within the above criteria for ownership by the University, the University shall not have a right of ownership either in Instructional Materials normally created by a Faculty member teaching a Course or Traditional Works of Scholarship, such as articles or books, created by a Faculty member making Incidental Use of University Resources or by a student.

2.3.2 The University encourages Covered Individuals who own Intellectual Property to carefully manage their property.

2.3.3 Unless agreed upon in advance by the University and Covered Individual, a sabbatical will not be considered a Commissioned Work.

2.3.4 With respect to any property in which a Covered Individual owns Intellectual Property rights:

(a) the University retains the right to use said property, as well as the Course design, for legal and administrative purposes and to satisfy the requests of accreditation agencies, throughout the time of the Covered Individual's employment by the University and in perpetuity thereafter; and
(b) in the event a Covered Individual used such property while teaching a Course at the University, the University shall, upon election by the Provost in his or her sole discretion, be deemed to have received a nonexclusive royalty-free license from the Covered Individual to use such property for instructional purposes for a 24 month period after the last date of the Covered Individual's employment by the University, which license shall be used under the supervision of the Provost in order to maintain Course continuity. Upon electing to receive said license, the Provost will communicate in writing the rights and limitations on the use of such property to the Covered Individual and to any other individual given access to the property.

2.3.5 Consistent with the principles and restrictions set out in Sections 2.3 and 2.3.1, in general the ownership of Intellectual Property can be determined by the purposes for which it was created.

(a) Intellectual Property produced by a Covered Individual for the individual's use in the individual's particular area of responsibility shall be owned by the individual. This includes, but is not limited to, material created for ordinary teaching use in class such as Course Guides, Course handouts, lecture notes, assignments, readings and tests; and research produced for the individual's research program.

(b) Intellectual Property produced by a Covered Individual for use by the University or by a unit of the University (such as a program or department) shall be owned by the University. This includes, but is not limited to, material such as Course names and numbers, catalog descriptions, official Course syllabi, program assessments, departmental mission/vision statements and all components and parts of Master Courses.

(c) This section applies regardless of mode of delivery.

2.4 Notwithstanding the provisions of Subsection 2.3, the University shall have sole ownership of all Intellectual Property created by an Employee who was specifically hired, required or commissioned by the University to produce it. Unless otherwise agreed to by the University in writing, provisions relating to the division of royalties shall not apply to Intellectual Property

owned solely by the University pursuant to this subsection.

2.5 Any Covered Individual who, as a result of his or her activities, creates Intellectual Property that is owned by the University shall have a major role in the determination of how it is to be published; provided, however, the University will decide in its sole discretion as to how or whether to develop and commercialize the Intellectual Property after securing available protection for the creation, if necessary.

2.6 The University is responsible for the review and management for the Intellectual Property it owns according to this policy.

2.7 It is a basic policy of the University that Intellectual Property be developed primarily to serve the public interest. This objective usually will require development and commercialization by exclusive licensing, but the public interest may best be promoted by the granting of nonexclusive licenses. These determinations will be recommended and made in accordance with the administrative procedures hereinafter set out.

2.8 University Resources may not be used (a) to create, develop or commercialize Intellectual Property unrelated to an individual's employment responsibilities; or (b) to further develop or commercialize Intellectual Property that has been released to an inventor except as the University may approve in advance in writing and where the University retains an interest under the terms of the release.

2.9 An Employee whose research activities result in the creation of data that is owned by the University pursuant hereto shall have a nonexclusive license to use such data for nonprofit educational, research, and scholarly purposes within the scope of the Employee's employment, subject to adherence to other provisions of this Policy.

2.10 The University recognizes that Faculty may wish to create, or participate in creating, works for the larger education community within the sphere of Open Educational Resources (OER). Such participation must adhere to the guidelines of this policy.

Sec. 3. Property Rights and Obligations.

3.1 Intellectual Property owned by the Covered Individual as described in Section 2 is the exclusive property of the Covered Individual and the University has no interest in any such property and no claim to any profits resulting therefrom. Should the Covered Individual choose to offer the property to the University, the University may support and finance a patent application or other available protective measures and manage the development and commercialization of the property under terms and conditions as may be agreeable to the parties. If the Covered Individual makes the offer after obtaining a patent or other protection, the University may reimburse the Covered Individual for expenses in obtaining such protection.

3.2 Intellectual Property owned by the University as described in Section 2 is the exclusive property of the University and the Covered Individual who created it has no interest in any such

property and no claim to any profits resulting therefrom.

3.3 In cases where Intellectual Property is created by a Covered Individual making use of University Resources, but not in a Work for Hire or Commissioned Work capacity, whether such use was incidental needs to be determined in order to determine ownership of the property. Accordingly, the Covered Individual must submit a reasonably complete and detailed disclosure of the Intellectual Property and its creation to the University so that both parties may jointly determine ownership. This shall be done prior to the disclosure of the Intellectual Property to any party outside the University, to the general public, for commercial purposes and before publishing. The University may establish guidelines for submitting different categories of Intellectual Property.

3.4 In those instances where the University licenses rights to Intellectual Property to third parties, the costs of licensing, including the costs to operate and support a technology transfer office, and the costs of obtaining a patent or other protection for the property on behalf of the University shall first be recaptured from any royalties or other license payments received by the University, and the remainder of such income (including, but not limited to, license fees, prepaid royalties, minimum royalties, running royalties, milestone payments, and sublicense payments) shall, unless otherwise agreed to in writing by the Covered Individual and University, be divided as follows:

50% to Covered Individual who created the property

50% to the University

3.5 Except to the extent the University agrees otherwise in writing, the University shall be the sole owner of all Intellectual Property resulting from research supported by a grant (excluding summer research grants and grants where the University is only the custodian for the disbursement funds with no liability and only cursory management fiscal responsibility. As a matter of course, grants requiring the University, not the individual, to report on or vouch for the use of the funds does not meet this exclusionary criteria) or gift to the University, or resulting from research that is created pursuant to a University Contract, with the local, state or federal government or an agency thereof, with a nonprofit or for profit nongovernmental entity, or with a private party.

3.5.1 The Intellectual Property policies and guidelines of the University are subject to, and thus amended and superseded by, the specific terms pertaining to Intellectual Property rights included in grants and contracts with or gifts from entities outside the University. Accordingly, prior written approval to apply for or solicit such grants, gifts or contacts must be obtained by the Covered Individual from the Provost and the Vice President for Institutional Advancement.

3.5.2 Administrative approval of application requests to, and acceptance of grants or contracts with or gifts from, local, state or federal government or any agency thereof, nonprofit or for profit nongovernmental entities, or a private donor that contain provisions that are inconsistent with this Policy, or other policies and guidelines adopted by the University from time to time imply a decision that the value to the University of receiving the grant or performing the Contract outweighs the impact of any nonconforming provisions of the grant or Contract on the

Intellectual Property policies and guidelines of the University.

3.5.3 In those instances where it is possible to negotiate University-wide Intellectual Property agreements with local, state or federal agencies or nonprofit and for profit nongovernmental entities or private donors and thereby obtain more favorable treatment for the Covered Individual and the University, every effort will be made to do so with the cooperation and concurrence of the University.

3.5.4 Employees of the University whose Intellectual Property creations result from a grant or Contract with the local, state or federal government, or any agency thereof, with a nonprofit or for profit nongovernmental entity, or by private gift to the University shall make such assignment of such creations as is necessary in each case in order that the University may discharge its obligation, expressed or implied, under the particular agreement.

3.5.5 A decision by the University to seek patent or other available protection for Intellectual Property covered by Subsection 3.2 shall not obligate the University to pursue such protection in all national jurisdictions. The University's decision relating to the geographical scope and duration of such protection shall be final.

Sec. 4. Equity Interests.

4.1 Employees of the University who conceive, create, discover, invent or develop Intellectual Property may hold an equity interest in a business entity that has an agreement with the University relating to the research, development, licensing or exploitation of that Intellectual Property so long as the University has a conflict of interest management plan. In any case where actual conflict of interest is found, the Employee may be required to divest the equity interest or terminate affected research.

4.2 The University may negotiate, but shall not be obligated to negotiate, an equity interest on behalf of any Employee as a part of an agreement between the University and a business entity relating to Intellectual Property conceived, created, discovered, invented, or developed by the Employee and owned by the University.

4.3 Dividend income and income from the sale or disposition of an equity interest held by a University Employee pursuant to an agreement between the University and a business entity relating to rights in Intellectual Property conceived, created, discovered, invented or developed by such Employee shall belong to the Employee.

Sec. 5. Business Participation.

5.1 Any University Employee who conceives, creates, discovers, invents or develops Intellectual Property may serve as a member of the board of directors or other governing board or as an officer or an Employee (other than as a consultant) of a business entity that has an agreement with the University relating to the research, development, licensing, or exploitation of that Intellectual Property so long as the University has a conflict of interest management plan. In any case where actual conflict of interest is found, the Employee may be required to divest the equity

interest or terminate affected research.

5.2 When requested and authorized by the University, an Employee may serve on behalf of the University as a member of the board of directors or other governing board of a business entity that has an agreement with the University relating to the research, development, licensing or exploitation of Intellectual Property, but may not accept any consideration offered for service on such board.

Sec. 6. Reporting.

6.1 Any Employee covered by Subsections 4.1, 5.1, or 5.2 shall report in writing to the University, the name of any business entity in which the person has an interest or for which the person serves as a director, officer or Employee and shall be responsible for submitting a revised written report upon any change in the interest or position held by such person in such business entity.

Sec. 7. Implementation of Intellectual Property Policies.

The University shall prepare and distribute amongst its Employees such model agreements and recommended procedures as may be considered appropriate for the implementation of the provisions of Intellectual Property policies and guidelines adopted by the University.

Sec. 8. Assignment of Rights Where Required by Policy.

To the extent title to property that is subject to ownership by the University under this Policy does not automatically vest with the University by operation of law (e.g., as in the case of a Copyrightable Work created as a work-for-hire), the Covered Individual shall, forthwith upon creation, assign to the University all of her or his right, title and interest in and to such property (including all Intellectual Property rights therein), at the University's expense. The Covered Individual further shall, promptly upon request by the University, execute and deliver to the University all documents and do any and all things necessary and proper on her or his part to effect such assignment and otherwise assist the University in perfecting and enforcing all applicable Intellectual Property rights associated with the property to the fullest extent of the law.

GLOSSARY

Commissioned Work refers to any Intellectual Property that is created under a written agreement between the University and the creator when the creator is not an Employee of the University, or when the work is outside the normal scope of an Employee's responsibilities, or when a Faculty member is specifically directed to produce a work for institutional (use outside the person's individual area of responsibility). If the University desires to retain rights to the Commissioned Work, the agreement must specify that the creator conveys by assignment all rights desired by the University.

Contract means any written agreement between two or more parties.

Copyrightable Work is any original work of authorship fixed in any tangible medium of expression, now known or later developed, from which the work can be perceived, reproduced or communicated, either directly or via the use of a machine or other device. This includes, but is not limited to, books, journal articles, poems, manuals, memoranda, tests, computer programs, Instructional Materials, databases, bibliographies, musical and dramatic works (including words and music), pantomime and choreographic works, artistic works (pictures, graphics, sculptures, diagrams, sketches and other artistic expressions in any medium), motion picture and audiovisual works, analog and digital recordings, multimedia (websites, games, CD-ROMs and DVDs, video-clips), architectural works, and any other works that are copyrightable under existing or future federal copyright law.

Course refers to a construct for the systematic conveying of academic material.

Course Guide refers to the document, compatible with the Course Syllabus that is provided to students in order to articulate an individual instructor's approach to teaching and assessing the Course. Each Course Guide includes a set of statements according to guidelines provided by the Provost before each academic year.

Course Syllabus refers to an official document of the University containing curricular information defining an existing Course and approved by the entities of the University. Syllabi include: Course number and title, academic credit, Course description, place of Course in the curriculum, goals and objectives, content, methodology, student roles, evaluation, representative bibliography, and dates of initial approval and revision.

Employee means anyone paid by the University to perform a task.

Faculty refers to anyone paid to teach a class for the University.

Incidental Use of University Resources is use that is customary or usual for a person's appointment or assignment. Use of office space, computer equipment, photocopier, telephone, office supplies, library resources, internet access, personnel and other assigned services in the support of ordinary educational, scholarly or creative responsibilities is considered incidental.

Instructional Materials are materials primarily created and used for the instruction of students. These include, but are not limited to, textbooks, syllabi, notes, exams, laboratory guides, assignments, audio, visual and multimedia creations for instructional use.

Intellectual Property refers to all creative works or ideas expressed or embodied in a form that can be shared or can enable others to view, listen to, recreate, emulate, or manufacture them. Intellectual Property includes, but is not limited to, that which can be protected by copyright, patent, Trademark, design, or trade secret laws. It also includes all Tangible Property and perceptible items produced in the course of research or intellectual effort.

Master Course refers to a Course designed as a Commissioned Work or in a Work for Hire

Capacity whereby the University, intending the Course to be an essential part of its curriculum, has seen fit to ensure that it owns all aspects of Intellectual Property pertaining to the Course.

Significant Use of University Resources means use of University Resources or an Employee's paid time that is beyond the Incidental Use of University Resources as described elsewhere in this document. Examples of significant use include, but are not limited to, a) extended use of the creator's time that results in a reduction of teaching or other assigned responsibilities, b) more than incidental use of supplies, laboratories, studios, production facilities and specialized equipment or computing resources, c) more than normal use of personnel and/or student time paid by the institution, or d) significant use of institutional funds or gifts in the creation or production of the work.

Tangible Property is any property or perceptible item produced in the course of research or intellectual effort including, but not limited to, notes and notebooks, designs, recordings, photographs, multimedia creations, engineering drawings, computer programs, computer files and databases, models, prototype devices, integrated circuit chips, circuit diagrams, biological materials, chemicals, compositions of matter, and equipment.

Trademark means all trademarks, service marks, trade names, seals, symbols, designs, slogans or logos associated with Intellectual Property developed as a result of work by institutional personnel. Trademarks used to identify the goodwill and/or services of the institution (i.e. use of an institutional seal or logo in a presentation) are not subject to provisions in this Policy.

Traditional Works of Scholarship are Copyrightable Works resulting from research, authorship or creativity created independently and at the creator's initiative for traditional academic purposes. These include, but are not limited to, scholarly publications, journal articles, monographs, books, research data, plays, poems, musical compositions, photographs, recordings, works of art and audio, video or multimedia works. This may also include works of students created in the course of education such as papers, articles, theses, works of art, and audio, visual or multimedia creations.

Work for Hire is work or activity that is specifically required as part of an Employee's duties or for which the Employee's time has been paid. This may include the entire scope of an Employee's duties or may be limited to a single work. Materials created by Employees for institutional use or distribution are considered work for hire. This includes, but is not limited to, computer programs and databases, brochures, manuals, graphics, drawings, training materials, videos, websites, multimedia content, CD-ROMs and DVDs. Academic works of Faculty are not assumed to be works for hire unless an agreement with the Faculty member explicitly designates the work as for hire.

University means Concordia University, Nebraska in its entirety and any of its subsidiaries, programs, campuses or organizational components.

University Resource is any resource or support owned, administered or controlled by Concordia University, Nebraska, including, but not limited to, funds, personnel, facilities, equipment, and

supplies. Resources provided by outside public, private or government organizations which are administered or controlled by Concordia University, Nebraska are considered University Resources.

Policy adapted with permission from Concordia University, Chicago. Fall 2014.
Policy approved by faculty – May 27, 2015

4.900 Insurance 4.900

Students are held personally responsible to make provisions for the payment of all personal, medical, dental and hospital expenses, including the processing of insurance claims. While there is no charge for services provided at the Health Center, the University will not be held responsible for expenses incurred where cases are referred to the hospital or doctor's office.

Revised 7-94
Revised 1-05

5.500 Advisory Representative to Synodical Conventions 5.500

I. The policy established in the Handbook of The Lutheran Church-Missouri Synod forms the basis of Concordia's policy (Cf., 2016 Handbook, 3.1).

II. Method of selection of Advisory Representatives

- A. The basis for attendance at delegate synods shall be a rotation system, the order being determined by seniority in the length of service at the university.
- B. A seniority list determining the opportunity to attend a synodical convention shall be established by the President's Office as of September 1 of the year prior to the convention. New faculty members will be placed at the bottom of the list as they accept appointments to service during the interval between conventions. Faculty members who attended a convention will have their names added to the bottom of the list as of January 1 of the subsequent year.
- C. If a faculty member attends as an advisory delegate or representative in another capacity than as an advisory representative of the faculty, his/her name shall go to the bottom of the list on January 1 of the subsequent year.
- D. Attendance as an advisory representative to a synodical convention is a privilege extended to members of the faculty. Should a faculty member desire not to serve at any convention, the President is to honor his/her request and place his/her name at the bottom of the list as of the date of such request. No reason need be given with this request.

- E. A faculty member who is eligible to represent the university at a synodical convention may be granted an excuse from that convention, with his/her name remaining at the top of the seniority list only for one additional convention under the following conditions:
1. The reason(s) for the excuse is presented to and approved by the President.
 2. The excuse is an extreme circumstance such as a matter of health or vital family commitment.
 3. The excuse is not for attendance at conferences, for graduate work or for teaching or other occupational commitments.
- F. In the event that the eligible faculty member is excused from attendance an alternate representative will be appointed. The alternate representative will be the faculty member with the next highest level of seniority. Should the alternate not be willing to attend, his/her name is to remain at the top of the list for the next convention while subsequent faculty members are to be given the privilege to attend as advisory representatives.

III. A faculty member who accepts the responsibility of representing the university at a convention should make himself/herself available for service on the Convention Overtures Committee (Cf., Policy 1.515).

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Revised 2-21-91
Revised 9-07