

# ACADEMIC POLICIES HANDBOOK

for

CONCORDIA UNIVERSITY  
SEWARD, NEBRASKA

2012-2013

## ACADEMIC POLICIES INDEX

Academic Advising Program .....	2.300
Academic Dismissal .....	2.120
Academic Integrity.....	2.382
Academic Probation .....	2.120
Academic Resource Center.....	2.318
Activities Program .....	3.100
Activities (Scheduling) .....	3.210
Ad Hoc Committees.....	1.115
Admission to the Undergraduate Program- General Policy .....	4.100
Admission and Retention Policies of the Pre-Seminary Program .....	4.180
Advanced Placement and International Baccalaureate Credit .....	2.316
Advertisements in Student Publications .....	3.121
Advisory Representative to Synodical Conventions.....	5.500
Americans with Disabilities Act (ADA) .....	2.600
Appellate Board (Ad Hoc).....	1.451
Assessment Committee .....	1.125
Assignment Committee.....	1.110
Athletic Policies, Intercollegiate .....	3.240
Attendance Policy .....	2.320
Attrition from the University .....	2.375
Audit of Courses .....	2.311
Bachelor's to Master's Programs.....	2.345
Chapel .....	4.500
Class Attendance Policy.....	2.320
Class Schedule .....	2.319
Colloquy Exit Committee: CUEnet Educator & CUEnet Family Life Ministry .....	1.495
Committees of the University Faculty .....	1.330
Competencies for General Education .....	2.301
Conflict of Interest for Members of Faculty Committees .....	1.140
Continuing Education Unit of Credit .....	2.331
Convention Overtures Ad Hoc Committee .....	1.515
Counseling.....	4.300
Course Load .....	2.310
Credit-by-Examination .....	2.315
Credit, Recognition of .....	2.330
Curriculum .....	2.100
Delegates to Synodical Convention .....	5.500
Department of Music Admission and Retention Procedures.....	4.160
Discipline (Student) .....	4.400
Elections .....	1.130
Faculty Hearings Ad Hoc Committee .....	1.517
Faculty Meetings .....	1.135
Faculty Athletics Representative .....	1.530
Faculty Teaching Responsibility .....	2.515
Family Educational Rights & Privacy Act (FERPA).....	2.610
Field Experiences Policy .....	3.141

Final Exams .....	2.516
Financial Aid .....	2.121, 4.750
General Education Committee .....	2.302
Governance Committees .....	1.417
Grade Change .....	2.381
Grading System .....	2.380
Graduation .....	2.410
Honorary Awards Committee .....	1.513
Honorary Degrees and Awards .....	2.400
Honors Courses .....	2.312
Human Research .....	4.350
Incompletes .....	2.385
Independent Studies .....	2.312
Insurance .....	4.900
Intellectual Property .....	4.600
Intensive Term Policy .....	2.102
Intercollegiate Athletic Policies .....	3.240
Interdisciplinary Majors .....	2.340
Meetings, Faculty .....	1.135
Multiple Bachelor Degrees .....	2.101
Off-Campus Activities .....	3.220
PASS/No Record (NR) Courses .....	2.314
Pre-Seminary Ad Hoc Committee .....	1.498
Pre-Seminary Program Admission and Retention Procedures .....	4.180
Projects .....	3.110
Publications, Student .....	3.120
Recognition of Credit .....	2.330
Repeating Courses .....	2.350
Satisfactory Progress .....	2.121
Scheduled Class Periods .....	2.319
Scheduling of Activities of Sponsored Organizations .....	3.210
Scholastic Warning .....	2.120
Secretary of the Faculty .....	1.145
Snapshot of Academic Performance and Early Alert .....	2.123
Special Programs .....	2.317
Special Study Courses .....	2.312
Standing Committees .....	1.330
Student Class Standing .....	2.110
Student Classification and Status .....	2.120
Student Conduct Board (Ad Hoc) .....	1.450
Student Disciplinary Sanctions .....	4.400
Student Newspaper and Other Student Publications .....	3.120
Student Organizations and Activities .....	3.100
Student Organization Sponsored Events .....	3.310
Syllabi .....	2.700
Synodical Convention .....	5.500
Term Honors and Graduation Honors .....	2.420
Transfer Grades and the Cumulative GPA .....	2.152
Transfer Students .....	2.150

Undergraduate Council .....	1.105
University Council .....	1.120
Withdrawal from Course .....	2.370
Workshops .....	2.317

## 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.
- H. The Undergraduate Council shall serve as the standing Faculty Hearings Committee or shall appoint, through the assignment committee, a Faculty Hearings Committee (Cf., Policy 1.517).

## 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

#### 1.110 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. 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 University Council) 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 Council.

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

### II. Committee Structure

- A. The University Council shall consist of the elected members of the Undergraduate Council and the elected 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

1.125	The Assessment Committee	1.125
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#### 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, 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

## 1.130 Elections

1.130

### Elections

Elections to the standing committees of the faculty (the Undergraduate 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 take place at the winter meeting of the faculty; the election will be during the spring faculty meeting.

#### 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. Resolving Nomination Conflicts

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. Then the Assignment Committee will contact those individuals receiving the most nominations for Undergraduate Council to see if they are willing to serve. When an individual agrees to be on the ballot, that person's

name is removed from the list of names for the other committees. The Assignment Committee will continue to work down the list of individuals nominated for the Undergraduate Council, in order of the number of nominations received, until enough people have agreed to serve to fill the election ballot.

When the election ballot for the Undergraduate Council has been completed, the Assignment Committee will repeat the process first for the Assessment Committee and then for the Assignment Committee, contacting those individuals receiving the most nominations and who have not already agreed to stand for election to another committee, until the election ballot has been filled.

#### 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.

#### 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. Before nominations are accepted, faculty members will be allowed to remove their names from the ballot. 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.

- 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 (Cf., Synodical Handbook, 2010, 3.10.5.6.10.b).
- 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 3 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 by the Synod (Synodical Handbook, 2010, section 3.10.5.6.10. b), the faculty establishes these committees.

### I. Standing Committees - elected

- A. Undergraduate Council (also Faculty Hearings Committee)
- B. Graduate Council

- C. University Council
- D. Assignment Committee
- E. Assessment Committee

## II. Standing Committees – appointed

- A. Educational Governance Committee
- B. Liberal Arts Governance Committee
- C. General Education Committee
- D. Institution Review Board

## III. Recurring Ad Hoc Committees

- A. Student Conduct Board
- B. Appellate Board
- C. Colloquy Committee
- D. Commissioned Ministers Placement Review Committee
- E. Commissioned Ministers Appeal Committee
- F. Pre-Seminary Committee
- G. Honorary Awards Committee
- H. Convention Overtures Committee

\*The President is ex officio a member of all standing committees except the Faculty Hearings Committee (Synodical Handbook, 2010, 3.10.5.5.d).

Revised 8-85

Revised 9-07

### 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

- 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. gives a complete set of minutes with all materials to the President 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.

Revised 1-24-05

## 1.417 Governance Committees

1.417

### Education Governance Committee

#### I. Areas of Responsibility

The education governance committee for undergraduate teacher education programs shall have responsibility for initiating necessary program design and for approving and continually evaluating teacher education programs administered by the Dean of the College of Education.

#### II. Committee Structure

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

- A. The dean of education shall be the voting chairperson.
- B. A maximum of five (5) faculty. Three of the five members shall be members of the College of Education and shall be experienced in elementary or secondary teaching and have continuing experience in elementary or secondary schools, be significantly involved and well informed about the preparation of teachers and the problems of schools and be experienced in and committed to the task of educating teachers for teaching in multicultural 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 in school settings.) Two of the five members shall be members of the College of Arts and Sciences.
- C. Two students who have been accepted into the professional education program, preferably one with a major in elementary education (K-6) and one with a major in secondary education (7-12).



- D. Two practitioners of professional education, preferably one representing elementary education (K-6) and one representing middle or secondary education (7-12). Also encouraged are representatives of both parochial and public education. The Dean of the College of Education selects the practitioners from among the public and parochial schools in the area.

### III. Committee Operation

The education governance unit committee for education shall:

- A. Supervise the organization, unification and coordination of teacher education programs.
- B. Evaluate teacher education programs using unit guidelines, professional society guidelines, and state, regional and national accreditation standards.
- C. Work in concert with the College of Education faculty to study, evaluate and recommend additions, deletions or changes in the teacher education curriculum.
- D. Study, evaluate, recommend, and communicate to the College of Education faculty proposed changes in general policy regarding teacher education programs.
- E. Consider matters referred by faculty, academic divisions, the Undergraduate Council or the dean of education.
- F. Study, evaluate and recommend any changes in student life placement policies to the College of Education faculty.

### IV. Election and Appointment

- A. The five faculty members are appointed by the Dean of the College of Education with approval of the College of Education faculty for a one (1) year term.
- B. The two student representatives will be elected to one-year terms by the members of the Concordia Association of Students in Education (C.A.S.E.)
- C. The Dean of the College of Education will appoint the two practitioners for a one-year term.
- D. Vacancies on the governance unit between appointments shall be filled only for the duration of the unexpired term of the replaced member.

## Liberal Arts Governance Committee

### I. Committee Structure

The Governance Committee for Liberal Arts Programs shall consist of:

- A. The department chair, or his/her designate, from each of the academic departments of the College of Arts and Sciences.
- B. The Dean of the College of Arts and Sciences shall be the voting chairperson.

## II. Committee Operation

The Governance Committee for Liberal Arts Programs shall:

- A. Supervise all programs administered through the academic departments of the College of Arts and Sciences.
- B. Review and evaluate all programs under the purview of the liberal arts.
- C. Formulate recommendations to the faculty through the department chairs of the departments in arts and sciences, the dean and the provost, and Undergraduate Council on suggested curriculum changes.
- D. Study, evaluate, and recommend to the faculty, through the department chairs in arts and sciences, the dean and the provost, and Undergraduate Council proposed changes in general policy regarding liberal arts programs.
- E. Consider matters referred by faculty, academic departments, the Undergraduate Council, the dean, or the provost.

## III. Appointment

- A. Duties of the Liberal Arts Governance Committee are a part of the responsibilities of the department chairs of each of the academic departments in the College of Arts and Sciences.
- B. The department chair may designate a member of his/her department to assume these responsibilities.

Approved 4-81

Revised 5-82

Revised: 9-07

1.450

Student Conduct Board (Ad Hoc)

1.450

## I. Area of Responsibility

- A. Serve at the request of the Director of Student Life 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 Director of Student Life 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 Director of Student Life and/or his/her designee(s). (Cf., Student Handbook, 2.02 Student Code Authority)

### III. Committee Operation

- A. Hearing Guidelines (refer to Student Handbook 2.04 Student Conduct Code Procedures and 2.04A 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 Director of Student Life 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 Director of Student Life will serve as the Appellate Board. However, when appropriate, the Director of Student Life at his/her discretion, for good order, may request faculty members to participate in the Appellate Board for determinations made by the Director of Student Life. 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 2.04 Student Conduct Code Procedures and 2.04D 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. If there is an objection to the candidate's approval by the faculty refer to policy 1.497. If there is an objection to the notice issued in the official periodical of Synod or for a complete description of the role of Colloquy Committees for Commissioned Ministers, refer to Synodical Handbook, 2010, 3.10.3, 3.10.3.1, and 3.10.3.2.

## 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

## 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.

## III. Committee Structure

- A. Six faculty members--three faculty members are selected from each undergraduate college. Members are selected by the dean of each college.

## II. 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

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.

II. Membership

Normally, the Undergraduate Council shall serve as the Faculty Hearings Committee. At its discretion, the Undergraduate Council may ask the Assignment Committee to appoint a Faculty Hearings Committee. (See Synodical Handbook, 2010, 3.10.5.6.10.b.3.)

Revised 5-86

Revised 8-07

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

## 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 departments, 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. (Synodical Handbook, 2010, 3.10.5.6.10.d; Concordia University Faculty Policy 1.100 Principle 3)
- B. Colleges and academic departments may add new programs or make curricular revisions to existing programs within their colleges or academic departments. 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 department there should be consultation between colleges, departments, 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](mailto:cune-curriculum@cune.edu) distribution list. Changes affecting two or more departments must be approved by all affected departments.
- C. The academic departments and their department chairs 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 departmental 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](mailto:cune-curriculum@cune.edu).



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

**Curricular Change Procedures** (“Change” may include addition, revision or elimination 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 – department member(s)
2. Discussion within the department
3. Communication with other departments affected by the change and deans and provost(s)
4. Requests for feedback from appropriate departments and offices via [cune-curriculum@cune.edu](mailto: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 departmental approval
7. Revision with rationale sent to dean (Education or Arts and Sciences) and Provost (Undergraduate) or Associate Provost (Graduate and Adult Education) 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](mailto:cune-curriculum@cune.edu). Any non-university partners affected by the change informed.

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

Same as above but approval required by all departments 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 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.

#### **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 cancellation 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 128 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 expected 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

- I.      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

2.120      Student Classification and Status      2.120

- 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
- B. notify the Director of Student Life of those students who
  - 1. are placed on academic probation
  - 2. are retained on academic probation
  - 3. are academically dismissed
  - 4. are removed from academic probation
- B. send a scholastic warning to students whose grade point average for a given semester is below 2.00 (C) or who have completed less than 12.0 but a minimum of 9.0 credit hours in a given semester. The Provost is also to inform the student's advisor of the action.

Revised 4-12

2.121

### Satisfactory Progress

2.121

In order to receive federally funded student financial assistance and/or Concordia institutional funds, a student must be enrolled or accepted for enrollment and making satisfactory progress (Federal Register dated 10/6/83). This Satisfactory Progress Policy is in effect for all Concordia University students who wish to be considered for financial assistance.

- I. A fulltime student is one who is registered for a minimum of 12 semester credit hours on the census date of each semester.
- II. Satisfactory progress for financial aid is dependent on the current rules of the funding source, whether state, federal, or otherwise. If none are stated, current federal rules will apply.
- III. For transfer students, hours accepted toward his/her program determine the percentage of completion and the semesters of eligibility for financial aid. A transfer student denied aid at a previous institution would be placed on financial aid probation for one semester and expected to complete the minimum required course work and CGPA of 2.0.

### IV. Maintaining Satisfactory Progress

In order to maintain satisfactory progress, undergraduate students must, on a cumulative basis, have successfully completed the number of hours required, maintain a 2.0 cumulative grade point average, and not have exceeded the maximum number of semesters on aid (12). Course withdrawals, incomplete grades and repeated course work will not be counted in meeting the minimum requirement. Non-punitive grades will be counted.

### V. Monitoring Satisfactory Progress

Satisfactory progress will be monitored for all students at the end of each academic year.



## VI. Financial Aid and Probation

Students who fail to meet the criteria outlined in maintaining satisfactory progress will be placed on financial aid probation for a period of two semesters. A student who never received financial aid at Concordia and failed to make satisfactory progress would be eligible to receive aid for one semester while on probation. At the end of the probationary term the student would either be making satisfactory progress and could continue on aid, or would be ineligible for further aid until removing 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 and Early Alert

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 Early Alert, electronic communication systems available through the university's Banner system.

### I. Snapshot of Academic Performance

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 Director of the Academic Resource Center and the student's advisor. The Director of the Academic Resource Center distributes information as needed to best serve the student.

### II. Early Alert

Early Alert allows faculty to relay concerns about a student's academic, personal, and/or behavioral functioning. Once filed and submitted by a faculty member, Early Alert forms are relayed to a special team comprised of university staff designated by the Provost. Concerns about upper level students are additionally relayed by the system to the student's current advisor. The Early Alert Team is made up of three university staff: the two Freshman Advisors and the Director

of Counseling. The team responds to alerts as they come in and meets on a weekly basis to review alerts. 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 referring professor, the alert filer). Upon request, the team will assist upper level advisors in responding to alerts filed on their advisees. This system also directs faculty in making immediate reports regarding student references to suicide and violence.

### III. The distinction between Early Alert and SOAP

Early Alert is intended to allow faculty to raise an immediate concern about a troubled student, where that trouble may have academic as well as personal and other components. Staff responds immediately to every Early Alert notification. SOAP is intended to provide a mid-semester snapshot from a purely academic point-of-view of how the student is doing in his/her class work; the response may be more measured and involve a variety of staff, including advisors and others.

Adopted 9-94  
Revised 10-07

2.150                      Transfer Students                      2.150

- I. Concordia will ordinarily accept courses from regionally accredited two-year colleges and from regionally accredited four-year colleges and universities in which a C- or better has been earned. Under no circumstances will a student be allowed to apply more than 70 semester hours of credit from a two-year college toward completion of a four-year program of studies.
- II. Students who seek a baccalaureate. degree must take a minimum of 30 semester hours in residence, at least 15 of which must be in their major.
- III. Students seeking a baccalaureate degree must complete at least half of the course work in their major at a four-year institution in courses designated by that institution as "upper level" or the equivalent of required courses on this campus.
- IV. Students who wish to obtain their baccalaureate degree from Concordia but who opt to complete their program on another campus must receive prior approval of all courses to be considered as part of their program for meeting Concordia graduation requirements.

\*See additional requirements for transfer students in education programs listed in College of Education Policy Manual.

Revised 4-90  
Revised 8-07  
Revised 1-11

2.152                      Transfer Grades and the Cumulative 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
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### **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 to the church and world.

### **Philosophy**

Academic advising at Concordia University, Nebraska, is one of the many ways in which students engage with academic advisors on an individual basis. Advisors and advisees work together to craft a unique, individual academic plan based upon each student's strengths, weaknesses, and goals. 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. 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. Freshman 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 freshman 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. Freshman Advisors

1. Serve as the initial advisor of incoming freshman 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.
6. Administer the College Student Inventory (CSI) to incoming students and summarize and share results with cabinet members.

### 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. Freshman Advisors and Department Chairs

1. Coordinate the transition between freshman and sophomore 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

### 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. The student is 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 courses prescribed in the Concordia University Undergraduate Catalog shall be considered as having met competency requirements in general education.
- II. The freshman 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. Freshman Advisors

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

Approved 4-73

Revised 8-07

## 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 five members shall include a broad representation of academic departments.
- D. Committee members shall be actively involved in teaching or designing General Education courses.

Adopted 8-10

Revised 1-11

2.310 Course Load

2.310

- 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. Census date is the last date for course enrollment in a given term. Census date has the following implications for students. Following census date:

- 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 census date 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

- 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 128 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 and International Baccalaureate Credit                      2.316

- I. College credit may be given to students who successfully complete courses under the College Board Advanced Placement 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. Departments determine the minimum scores required for credit to be earned.

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

II. Credits earned in these programs shall be applied toward the 128 hours required for graduation.

A. The student is exempted from comparable courses offered at Concordia University.

B. The Registrar records the appropriate number of credit hours earned through these programs as if it were transfer credit.

Revised 5-77

Revised 1-05

Revised 8-07

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.
- 5. Extension courses
  - a. Extension courses are approved programs of the University, offered at sites away from the university.
  - b. Extension courses will be regular offerings taught off-campus, or special programs as described above in 1 through 4.

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. Extension courses
  - 1. The nature of the prospectus will depend on the program.
  - 2. The Provost will approve extension courses.
- E. 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 Director 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. A student may be excused by the individual instructor from attending classes for the following reasons:
  - 1. Serious illness
  - 2. Sickness, death, or special needs in the family



- 3. Other circumstances that are clearly beyond the student's control.
- B. A student shall be excused from class for approved co-curricular and extracurricular activities.
- 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 / coach to fulfill the expectations of their involvement in an extracurricular activity.
- E. Instructors 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 instructor should first consult with the activity director / coach to develop a solution that would prevent course absences from becoming excessive.
- 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 will:

- A. 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. provide written copies of their attendance policy to their department chair and the students enrolled in their courses.
- C. submit a list of participants in a proposed co-curricular activity and seek approval from the Office of the Provost at least one month before the event when possible. Event sponsors shall follow the same process for extra-curricular activities that will result in class absences.

IV. The Office of the Provost will:

- A. approve absences from classes for co-curricular and extracurricular activities.
- B. hear and respond to appeals from students, event sponsors and instructors regarding APH Policy 2.320.
- C. notify instructors of approved activities and absences.

V. The Student Life Office will:

- A. receive notifications from students for personal absences due to illness, injuries, funerals, etc. and inform instructors of these absences, verifying information when appropriate.

VI. Students will:

- A. attend all classes and laboratory periods for which they registered.
- B. review course attendance requirements.
- C. immediately discuss with instructors any potential absences.
- D. notify the Student Life Office and instructors of absences due to illness or personal issues as soon as possible.
- E. follow up with the course instructor in order to fulfill any responsibilities or assignments that were missed due to absence.

Revised 5-77

Revised 1-09

2.330                      Recognition of Credit                      2.330

- I. No credit is to be given for private instruction. Students and staff are held to the curricular offerings and schedule, for credit to be allowed, with due allowance for honors courses and independent studies.
- II. Credits duly transcribed by accredited colleges may be accepted regardless of the method of instruction used.

Revised 5-77

Reviewed 8-07

2.331                      Continuing Education Unit of Credit                      2.331

- 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 valuation 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 as part of his/her total load.

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.

## 2.345 Bachelor's to Master's Programs

2.345

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
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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
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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 from 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, 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 Academic Services and Retention is to

- A. compile and evaluate attritioning students' reasons for withdrawal;
- B. complete the Attrition Report forms;
- C. share copies of the Attrition Report form and summaries with the Provost;
- D. maintain copies of the Attrition Report forms in the designated office.

Revised 5-77

Revised 1-05

Revised 9-07

2.380                      Grading System                      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.

II. The quality point value of each letter grade is as follows:

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	0.67
C+	2.33	F	0.00

III. Grading System:

- A (-) The student has demonstrated a superior mastery of the material and has met the objectives of the course in a superior manner.
- B (+/-) The student has demonstrated a commendable mastery of the material and has met the objectives of the course in a commendable manner.
- C (+/-) The student has demonstrated a satisfactory mastery of the material and has met the objectives of the course in a satisfactory manner.
- D (+/-) The student has not demonstrated a satisfactory mastery of the material, but has met the objectives of the course in a minimal manner.
- F The student has failed to master the material or meet the objectives of the course.
- P The student has passed the course in such a manner as to have earned a grade of A through D- were it being graded on the regular scale (Cf., Policy 2.314).
- NR The student has failed to master the material or meet the objectives of the course but has chosen to receive a non-punitive grade (Cf., Policy 2.314).
- W The student has withdrawn from a course with formal approval by the required deadline (Cf., Policy 2.370) or has requested and received permission to convert a grade of I to a W (Cf., Policy 2.385).
- I A temporary grade of Incomplete assigned when abnormal circumstance have prevented the student from completing course requirements by the end of the semester, to be removed by the required deadline (Cf., Policy 2.385).
- IP A temporary grade of In Progress indicating satisfactory progress and assigned for a course that is not scheduled to be completed by the end of the current semester or session.

Revised 4-93

Revised 8-07

2.381

Grade Change

2.381

- I. Any changes in a course grade after completion of the course shall be limited to instances where an error was made in the computation of the grade assigned.

- II. Only the instructor of the course can change a grade.
- III. Grade changes must be reported to the Registrar's office on the appropriate form.
- IV. A student who wishes to appeal the decision of an instructor regarding a grade change may submit the appeal to the respective Department Chair. Further appeals may be submitted to the Provost and finally to the President. Administrators involved in the appeal process will determine whether the decision was based on sufficient and accurate data and fairly made. The instructor is still the one who finally changes a grade.

Approved 2-86  
Revised 1-05

2.382                      Undergraduate Academic Integrity Policy                      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

2.385	Incompletes	2.385
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- 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 by mid-semester of the next school semester, unless otherwise determined by the Provost.
- III. Students are urged to make up any incomplete before the start of the succeeding semester. Any incomplete hours carried into the succeeding semester (after census date) will be considered part of



the student's work load for that semester at one half the course credit for that semester. The total load is not to exceed eighteen hours (Cf., Policy 2.310).

- 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 removed by the incomplete deadline will be recorded as an "F" grade.
- 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

2.400

Honorary Degrees and Awards

2.400

Concordia University recognizes the obligation, privilege, and opportunity to honor 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 which is in harmony with the purposes and functions of the Christian Church.

#### I. Types of Honorary Degrees and Awards Conferred by Concordia:

##### A. Honorary Doctorates

1. The Doctor of Laws degree shall be conferred upon individuals who have distinguished themselves through prolonged superior service in their field of endeavor.
2. 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 teachers, DCEs and school administrators who have distinguished themselves through prolonged superior service in educational ministry, and who typify the many superior educators in our congregations.

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.
- 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. The honorary degree may be conferred upon an individual who has or may be expected to receive an earned degree.
- B. Members of the Concordia staff or Board of Regents on active duty at Concordia shall not be 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 the outlined procedures.

V. Honors shall be conferred at graduation exercises, Founder's Day, or special convocations.

VI. The President shall consult with the Committee on Honorary Awards to select initial candidates, and shall recommend candidates for honorary degrees and awards to the faculty.

VII. The faculty shall approve candidates for honorary degrees and awards upon recommendation by the President.

## VIII. Outlined Procedures:

- A. Faculty members may suggest nominees for the honorary degrees and awards.
  - 1. Nominations are to be submitted in writing to the Honorary Awards Committee with a descriptive evaluative statement regarding the nominee.
  - 2. Nominations are to be submitted at least five months in advance of the date the honor is to be conferred.

- B. The President, in consultation with the Committee on Honorary Awards, shall make his initial recommendations from the submitted list of nominees.
- C. The names of those recommended, together with the qualifications and the degree or award for which they are recommended, shall be distributed to each faculty member at least two weeks before they are to be presented to the faculty for formal approval.
- D. The Honorary Awards Committee shall hold an open hearing at which any faculty member may have the opportunity to voice his/her approval or disapproval of any of the nominees at least one week before the list is submitted to the faculty.
- E. The names of the recommended nominees are submitted to the faculty for reaction.
- F. The President in consultation with the Honorary Awards Committee shall present his final recommendations to the faculty for formal faculty approval.
  - 1. Approval shall consist of at least a two-thirds majority vote of the faculty members present at the meeting.
  - 2. Approval shall be given at least two months in advance of the date the honor is to be conferred.
- G. The President presents the faculty recommendations to the Board of Regents for their approval.

Revised 5-77  
Revised 1-05

2.410	Graduation	2.410
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- 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 advisers, 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

Each semester the top 25% of eligible students, as measured by the semester GPA, will be awarded Term Honors (provided that no Term Honors will be awarded for a GPA below 3.50, to any student with less than twelve hours graded on the A-F scale, to any student with an F in any course in the semester, nor to any student with an incomplete). "Eligible students" are those undergraduate students who take twelve or more hours of Concordia credits during the traditional semester. The registrar will record this designation in the student's official academic record and will ensure it appears on transcripts.

II. Graduation Honors

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 categories:

A. Students receiving a B.S. in Ed. degree.

B. Students receiving a B.A. degree through the Degree Completion Program.

C. Student receiving a baccalaureate degree through the traditional undergraduate program.

Up to an additional 15% of graduates in the same three groups will be graduated with

Distinction. In any case, High Distinction will require a minimum CGPA of 3.75, while Distinction will require a minimum CGPA of 3.50. Eligibility for students receiving a baccalaureate degree through the regular undergraduate program is further restricted to those with sixty-four or more hours of Concordia credit. The registrar will record this designation in the student's official academic record and will ensure it appears on transcripts.

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

2.515                      Faculty Teaching Responsibility                      2.515

- 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 census date.
  - C. Instructors should normally return tests and short papers within a week and term papers 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

- 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

2.600      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 1.08 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 1.21A Family Educational Rights & Privacy Act (FERPA), 1.31B Disclosure of Educational Records, and 1.31C 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

2.700	Syllabi	2.700
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- 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 either of the undergraduate colleges of the University. Governance Units may require these elements, as necessary, for courses in any of the programs in the respective college. When a change in syllabus format is required, the governance unit 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 126 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 ADA and Academic Guidance Coordinator, Angel Hoppe, please call 402.643.7377 or 800.535.5494 ext. 7377 or email [Angel.Hoppe@cune.edu](mailto:Angel.Hoppe@cune.edu).

### **Emergency Information**

In inclement weather, check your e-mail, Blackboard, and the Concordia website ([www.cune.edu](http://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://connect.cune.edu>).

Revised 5-77

Revised 11-2000

Revised 12-07

Revised 4-2011

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 & 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 & 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.
- B. **Out-of-Town Activities:** The university encourages participation by student organizations in out-of-town activities which fulfill the purposes of the school and its activity program.
- C. **Absences:** Absences of students due to co-curricular activities should be kept to a minimum and not interfere with academic responsibilities. Co-curricula's will abide by the Absence Policy as outlined by the university.
- D. **End-of-Year Report:** At the end of each school year, a report on the organization's activities shall be submitted to the Student Life Activities Director or designee, with Student Senate budget requests for the next year.



I. Definition: Student publications are defined as communication vehicles (both print and electronic media) that are produced by students on behalf of recognized student organizations.

II. General Principles

A. Student publications exist to serve the communication needs of the Concordia student community and to provide experience for students preparing for roles as professional communicators and teachers in communication fields.

B. Student publications seek to fill many of the same roles as those of commercial 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 Director of Student Life 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 Director of Student Life.

## 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 Assignments 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 4-94  
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 signed by the Director of Student Life 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 & Travel Resource Guide*.

- 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 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 Enrollment Management, 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 Enrollment Management, 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

- 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

- I. Potential applicants who intend to receive a baccalaureate degree must apply for admission by submitting the materials requested by the Director of Admissions.
- II. Requirements for Admission
  - A. An applicant must meet the following minimum requirements:
    - 1. High school graduation with a 2.75 or higher GPA. A GPA lower than 2.75 requires careful evaluation of the other requirements. A GED is also accepted for admission.
    - 2. Scores of a designated ability test. A score lower than the 18 on the ACT or 875 on the SAT requires careful evaluation of the other requirements.
    - 3. The Admission Officer may request additional materials and/or a recommendation from a pastor, school official, etc.
  - B. Applicants may be considered for early admission before they receive a high school diploma under the following conditions:
    - 1. Must have completed at least 12 units or 120 semester credit hours of high school work.
    - 2. Must have their parents' consent.
    - 3. Must meet all other requirements for admission stated in 4.100, II., A., 2 and 3.
- III. Part-time, non-degree and special students must submit the materials requested by the director of admission 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. 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

#### 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 Parish 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 the semester in which they are enrolled in Mu104, Aural Skills II and Mu105, Music Theory II. Transfer students make application no later than one year after arriving at Concordia.

##### II. Process for Admission

- A. Students must submit the "Intention to Apply" form to the music office before spring break of the semester in which they are enrolled in Mu104 and Mu105. They will then be given three evaluation forms to distribute to their music theory instructor, aural skills instructor, and their principal instrument/voice instructor. These evaluations will ask for an assessment of the student's current musicianship and potential for musical growth. Each instructor will complete the evaluation form and return it to the music office.
- B. All students will complete the Musicianship Skills Exam at the end of the semester in which they are enrolled in Mu104 and Mu105. The exam, which will be scheduled by the music office during final exam week, will consist of two parts:
  1. A jury performance on the student's principal instrument (repertoire to be selected by the private instructor)
  2. A sightsinging exam
- C. The music faculty will consider the three recommendations along with the results of the Musicianship Skills Exam. Students will be admitted into the program, provisionally admitted into the program, or denied admittance into the program.

##### II. Notification of Admission

- A. The chair of the Department of Music will notify the student, his or her advisor, and the registrar in writing on the results of their application.

- B. Students who are admitted into the program on a provisional basis will meet with the department chair to discuss their current deficiencies and to define specifically what areas of improvement need to be made. The student will then need to demonstrate the stated areas of improvement to the music faculty before the end of the following year in order to remove the provisional status and be admitted into the program.
- C. Students who are denied admission will be referred to the Career Services office for further aid in determining a more suitable major. Students who are denied admission may reapply pending special review by the department chair. Any student who is not satisfied with the decision of the review may appeal to the Dean of the College of Arts and Sciences (Bachelor of Arts in Music students) or the Commissioned Ministers Ad hoc Appeal Committee (Bachelor of Music in Parish Music, Bachelor of Music in Music Education, or Bachelor of Science in Education students).

### 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 Educ375, 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. This will be accomplished by the evaluation of jury examinations at the end of each semester.
- 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 Department of Music due to lack of academic and/or musical progress may reapply in future semesters through special appeal to the chair of the department. Any student who is not satisfied with the decision of the chair may appeal to the Dean of the College of Arts and Sciences (Bachelor of Arts in Music students) or the Commissioned Ministers Ad hoc Appeal Committee (Bachelor of Music in Parish Music, Bachelor of Music in Music Education, or Bachelor of Science in Education students).

#### 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 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 (no career assessment)

Revised 4-77

Revised 9-07

- 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. It is the policy of Concordia University that 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. It is also the policy of the Concordia University IRB that 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 respective 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, as mandated by federal regulations, 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

## 1.330 Committees of the University Faculty 1.330

In order to facilitate the performance of the duties assigned to it by the Synod (Synodical Handbook, 2007, section 3.8.3.8.10.b), the faculty establishes these committees.

### I. Standing Committees - elected

- A. Undergraduate Council (also Faculty Hearings Committee)
- B. Graduate Council
- C. University Council
- D. Assignment Committee
- E. Assessment Committee

### II. Standing Committees – non-elected

- A. Educational Governance Committee
- B. Liberal Arts Governance Committee
- C. Institutional Review Board
- D. General Education Committee

### III. Recurring Ad Hoc Committees

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

- E. Commissioned Ministers Appeal Committee
- F. Pre-Seminary Committee
- G. Honorary Awards Committee
- H. Convention Overtures Committee

\*The President is ex officio a member of all standing committees except the Faculty Hearings Committee (Synodical Handbook, 2007, 3.8.3.7.d).

Revised 8-85  
Revised 9-07

#### 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 Director of Student Life 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 Director of Student Life 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 Director of Student Life in determining and imposing sanctions. The Director of Student Life 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 Director of Student Life 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 2.04 Student Conduct Code Procedures; 2.04B 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 daily at Concordia University.

II. Faculty and students are encouraged to attend these services.

Revised 4-77

Revised 1-05

4.600

## Intellectual Property

4.600

### Preamble

The administration, faculty, staff and students of Concordia University, Nebraska (“University”) are stewards of the many gifts given to them by their Creator and each strive to use these gifts to advance the mission of the Church and the University.

Together, the University community believes that the University’s mission to equip men and women for lives of learning, service and leadership in church and world is best served by creating an intellectual environment whereby creative efforts and innovations can be encouraged and rewarded, while still retaining for the University and its learning community reasonable access to, and use of, the intellectual property for whose creation the University has provided assistance.

The University supports the development, production, and dissemination of intellectual property by its community members. The University also expects its faculty, staff and students to make every reasonable effort in good faith to comply with all copyright laws.

The overarching philosophy behind this policy is one of respect. The University respects the ideas and contributions of its community members, and respects their right to control the ideas and products they create. The faculty respects the University’s need to maintain records, to access both official University documents and documents on University technology for a variety of reasons, and to expect that official University materials and materials created for the University at the request of the University remain the property of and under the control of the University itself.

### Definitions

When used in this agreement, the term “Intellectual Property” shall be understood collectively to mean copyrights, patents, patent applications, discoveries, and products which are not protectable under the U.S. patent laws and copyrights. The terms “Faculty” or “Faculty Member” shall be understood to mean anyone employed by the University to teach a course.

### Ownership of Intellectual Property

In general, the creator owns the copyright. Intellectual property created, made, or originated by a faculty member shall be the sole and exclusive property of the faculty member author or inventor, except as he or she may voluntarily choose to transfer such property, in full, or in part, except as provided below:

- a. In accepting grants, fellowships, or other donations for research projects from private business or industry and from the federal government, the University generally must

obligate itself to such sponsors under invention and patent clauses in the agreement with such sponsors. In these situations, the sponsor and/or the University may be the owner.

b. A written agreement between the University and Faculty member provides otherwise.

The University shall own copyright only in the following four circumstances:

1. The University expressly directs a faculty member to create a specified work, or the work is created as a specific requirement of employment or as an assigned institutional duty that may, for example, be included in a written job description or an employment agreement. Examples may include the university directing and supporting a faculty member to create course material specifically for a classroom or distance-learning course which will be taught by multiple faculty members. This does not include materials produced during the normal course of teaching, research, artistic endeavors or other scholarly work, even though faculty are expected to engage in those activities as part of their employment.
2. The faculty member/author has voluntarily transferred the copyright, in whole or in part to the institution. Such transfer shall be in the form of a written document signed by the faculty member author.
3. The University (including without limitation natural persons, employees, agents, consultants and contractors of the University) contributed to a "joint work" under the Copyright Act. The University can exercise joint ownership under this clause when it has contributed specialized services and facilities to the production of the work that goes beyond what is traditionally provided to faculty members generally in the preparation of their course materials.
4. The University will own copyright to works created in the course of an administrative assignment, such as planning documents, reports to external agencies, and policy statements.

Such arrangements are to be agreed to in writing, in advance, and in full conformance with other provisions of this policy.

#### Use of Intellectual Property

Material created for ordinary teaching use in a class and in department programs, such as course handouts, assignments and tests, shall remain the property of the faculty author, but the University shall be permitted to use such material for internal instructional, educational, and administrative purposes, including satisfying requests of accreditation agencies for faculty-authored syllabi and course descriptions.

In an agreement transferring copyright for such works to a publisher, faculty authors shall provide rights for the University to use such works for internal instructional, educational and administrative purposes.

Materials created for Concordia University courses shall in general not be used for courses at other institutions while the faculty member is employed by Concordia University, unless agreed to beforehand in writing by the University. Normal teaching materials created by a faculty

member for Concordia University courses may be used at other institutions after that instructor has left Concordia, provided that the materials no longer contain material owned or copyrighted by Concordia University.

Intellectual property owned by the University may generally be used by faculty members in the performance of their duties at the University; provided, however, that the University may prohibit such use upon written notice to the faculty member (e.g., in the case where a research sponsor has prohibited such use). Any other faculty member use of intellectual property owned by the University must be approved by the University. Faculty members are encouraged to negotiate with the University a contract which clearly delineates the use and dissemination of any of the above work. Any and all trademarks, service marks, trade names, and other indicia, marks and designations of the University are the sole and exclusive property of the University. Such marks are not included under the term intellectual property and no rights to any of such marks are granted and/or conveyed to any faculty member hereunder.

#### Distribution of any funds generated

Funds received by the faculty member from the sale, licensing, rental, lease and/or other disposition of intellectual property owned by the faculty member author or inventor shall be allocated and expended as determined solely by the faculty member author or inventor.

Funds received by the University from the sale, licensing, rental, lease and/or other disposition of intellectual property owned by the University shall be allocated and expended as determined solely by the University.

Funds received by the faculty member and the University from the sale of intellectual property owned jointly by the faculty member and the University shall be allocated and expended in accordance with a specific agreement. If no written agreement is in place, then the parties agree to submit the issue to an ad hoc committee appointed by the Undergraduate Council or Graduate Council, as appropriate.

#### How to resolve emerging issues and disputes

Committees of faculty, administration and library staff will be appointed as needed to periodically review this policy in light of emerging technological and legal issues and will also hear arguments in the event of a copyright dispute. These committees will present their recommendations to the Undergraduate Council and to the University president and the provost.

Policy based on suggestions and guidelines created by  
American Association of University Professors, 1012 Fourteenth Street, NW, Suite #500; Washington, DC 20005

Approved 3-09

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., 2010 Handbook, 3.1.4.2).

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).

Revised 12-6-90

Revised 2-21-91

Revised 9-07

