

College of Arts & Sciences Faculty Meeting
Thursday, December 9, 2004
3:30 p.m., City Union - Room to be posted

3:30 p.m. Cider, coffee, and cookies
3:45 p.m. Meeting begins

AGENDA

- Item I. Approval of minutes from faculty meeting on April 15, 2004.
- Item II. Opening comments.
 - Appointing of Parliamentarian
 - Election of Secretary
- Item III. Recommendation from the College Curriculum Committee to approve Essential Studies courses listed for Area D, Science and Technology; Area E, Historical Studies Area F, Humanities; Area G, Arts; Area H, Ethnicity and Gender; Area I Languages-Classical and Modern. (See appendix). Supporting materials are available for review in the Dean's Office.
- Item IV. Recommendation from the College Curriculum Committee to approve Integrative Studies courses (see appendix). Supporting materials are available for review in the Dean's Office.
- Item V. Recommendation from the College Curriculum Committee to approve the proposed changes in the cross-listed course policy.
- Item VI. Recommendation from the College Curriculum Committee to approve the proposed changes in general college requirements regarding residency in the major, the Plan A minor and courses numbered above 299.
- Item VII. Recommendation from the College Curriculum Committee to approve the proposed changes in the Spanish major.
- Item VIII. Recommendation from the College Curriculum Committee to approve the proposed changes in Essential Studies.
- Item IX. Recommendation from the College Curriculum Committee to approve the proposed changes in Integrative Studies.
- Item X. Opportunity to ask questions of the Dean.

APPENDIX

Item III. Recommendation from the College Curriculum Committee to approve Essential Studies courses.

Area D. Science and Technology

AGRO 132	Plant Science Lab (1 cr)
GEOL 101H	Honors: Physical Geology (4 cr)
GEOL 110	Geological Natural Hazards (3 cr)
GEOL 120	Geology of National Parks and Monuments (3 cr)
PHYS 153	Elements of Physics Laboratory (1 cr)
PHYS 260	Liberal Arts Physics: Matter and Motion (3 cr)

Area E. Historical Studies

HIST 309/ETHN 309	African American History: 1877-Present (3 cr)
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Area F. Humanities

ENGL 245K	Canadian Literature (3 cr)
PHIL 218	Philosophy of Feminism (3 cr)

Area G. Arts

ARCH/IDES 106	Intro to Design (3 cr)
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Area H. Ethnicity and Gender

ENGL 253A	Writing of Poetry: Women's Poetry (3 cr)
HIST 309/ETHN 309	African American History: 1877-Present (3 cr)
PHIL 218	Philosophy of Feminism (3 cr)

Area I. Language

ANTH 104A/ETHN104A	Native Language: Omaha I (5 cr)
ANTH 105A/ETHN105A	Native Language: Omaha II (5 cr)
ANTH 204A/ETHN204A	Native Language: Omaha III (3 cr)
ANTH 205A/ETHN 205A	Native Language: Omaha IV (3 cr)

Item IV. Recommendation from the College Curriculum Committee to approve Integrative Studies courses.

BIOC 435	Advanced Topics in Biochemistry (3 cr)
ENGL 245K	Canadian Literature (3 cr)
ENGL 302A	Poetry Since 1960 (3 cr)
ENGL 311D	Literature of Socialism (3 cr)
ENGL405E/805E	Modern Fiction (3 cr)
ENGL 405N/805N	American Novel II (3 cr)
GEOL 101H	Honors: Physical Geology (4 cr)
HIST 437/837 / ETHN 437	African American and Racial Politics: 1932-Present (3 cr)
HIST/WMNS 441/841	Women and Gender in the U.S. (3 cr)
HIST/WMNS 456/856/ ETHN 456	Black/African-American Women's History (3 cr)
HIST 459/859 / ETHN 459	The Black West (3 cr)
HIST 466/866	Early Modern China (3 cr)
HIST 467/867	History of China in the 20th Century (3 cr)
PHIL 218	Philosophy of Feminism (3 cr)

Item V. Recommendation from the College Curriculum Committee to approve the proposed new cross-listed course policy.

Proposed: The College of Arts and Sciences recognizes cross-listed courses as equivalent for the purposes of degree requirements. Therefore, a course taken under one department which is cross-listed can be used in all the majors and minors affected by all the cross-listings of the course. Note: A course, regardless of cross listing, may be used only once to meet an Essential Studies requirement. See the Essential Studies requirements for the exception for Area H.

Justification: A cross-listing indicates that the departments involved consider the course to be same or equivalent. If a department does not wish to use a course that is cross-listed in its department in its major or minor, then the cross-listing should be undone.

Item VI. Recommendation from the College Curriculum Committee to approve the proposed changes in general college requirements regarding residency in the major, plan A minor, and courses numbered above 299.

Current: Residency Requirement and Correspondence Courses. At least 30 of the last 36 hours of credit needed for the degree must be registered for and completed while the student is enrolled at UNL. This means that the last year of the student's work must be spent in residence. Credit earned during study abroad may be used toward the residency requirement if students register through UNL and participate in priori-approved study abroad programs (see "Study Abroad and Exchange Programs" on page 36).

Correspondence and summer reading courses do not count toward residence. However, 30 semester hours earned through correspondence courses and summer reading courses at UNL may be applied toward a degree from the college.

The Major (last paragraph). Transfer students must take additional courses in their chosen major field (normally at least 9 hours) regardless of the number of hours transferred.

The Minor. Plan A. A single minor is completed and the requirements for individual minors are stated in the areas of study listings. In support of certain majors, minors outside the College of Arts & Sciences are permitted under this plan.

Courses numbered above 299. Thirty of the 125 (or 130) semester hours of credit must be in courses numbered above 299.

Proposed: Residency Requirement and Correspondence Courses. Students must complete at least 30 of the 125 (or 130) total hours for their degree enrolled at UNL. Students must complete at least ½ of their major course work including 6 hours above 299 in their major, six hours of any plan A minor course work and 15 of the 30 hours required above 299 in residence. This means that these courses are registered for and completed while the student is enrolled at UNL. Credit earned during study abroad may be used toward the residency requirement if students register through UNL and participate in priori-approved study abroad programs (see "Study Abroad and Exchange Programs" on page 36). Correspondence and summer reading courses do not count toward residence. However, 30 semester hours earned through correspondence courses and summer reading courses at UNL may be applied toward a degree from the college.

The Major (last paragraph). Students must complete at least ½ of the course work in their chosen major field in residence including 6 hours above 299, regardless of the number of hours transferred.

The Minor. Plan A. Students must complete at least 6 hours of course work in a Plan A minor in residence regardless of the number of hours transferred.

Courses numbered above 299. Thirty of the 125 (or 130) semester hours of credit must be in courses numbered above 299. Of the 30 hours above 299, 15 hours (1/2) must be completed in residence at UNL.

Rationale: The College Residency requirement exists to make sure that students complete a minimum number of hours with UNL faculty before the College of Arts & Sciences faculty awards the degree. The current residency requirement, 30 of the last 36 hours to be completed in residence, is awkward to administer. In addition, it does not insure that students complete the significant parts of the degree at UNL: the major and the hours above 299. Further, students often have general education requirements that they complete at the end of their degree. Residency waivers are routinely granted to allow them to do this. Therefore, we need to have a residency requirement that requires students to complete what is essential to our degree at UNL and that will not need numerous requests for waivers to be considered.

Item VII. Recommendation from the College Curriculum Committee to approve the proposed changes in the Spanish major.

Current: **Spanish**—24 hours of courses numbered at 305 or above. In addition, students choose 3 hours from 317, 319, 321, 331; 9 hours from 311, 312, 314, 315; and 9 hours at the 400 level, with at least 6 of these hours in literature courses.

Program Assessment. In order to assist the department in evaluating the effectiveness of its programs, majors will be in their senior year, to present a paper orally to a panel of faculty members. The undergraduate adviser will inform majors of the scheduling and format of this assessment activity.

Results of participation in this assessment activity will in no way affect a student's GPA or graduation.

Proposed: Spanish—24 hours of courses numbered at 305 or above. In addition, students choose 6 hours from 317, 319, 321, 331; 6 hours from 311, 312, 314, 315; and 9 hours at the 400 level, with at least 6 of these hours in literature courses.

Program Assessment. In order to assist the department in evaluating the effectiveness of its program, majors will be required to assemble a portfolio. A faculty adviser will inform students of the required contents of the portfolio, deadlines and procedures. During their last semester, Spanish majors will be required to provide oral and written materials for their portfolios.

Results of participation in this assessment activity will in no way affect a student's GPA or graduation.

Justification: The Spanish section has determined the need to allow our majors to take more non-literature courses at the 300-level.

Item VIII. Recommendation from the College Curriculum Committee to approve the proposed changes in Essential Studies.
Proposed:

Changes in ES
Proposal from the College of Arts and Sciences
College Curriculum Committee
Approved, September 2, 2004

We propose to maintain the current Comprehensive Education Program, with the following changes.

Essential Studies in Arts and Sciences

Change #1: The ES courses that are accepted by each college will be listed in separate listings by college in the Undergraduate Bulletin (as is done now). This college list can also be published in pamphlet form, including the rationale for the distribution requirements.

Rationale: The purpose of this change is to address the issue raised by Admissions that the long list is being used against us by other schools, who claim it is confusing.

Change #2: Blanket approval will be given to courses at the 100 and 200 level with the prefixes listed below, eliminating all paperwork for them. Other classes will still be individually proposed for each area and approved by the CCC, and classes already listed will be retained provided they are 3 credits or more. An exception to the blanket approval policy will occur if a class is specifically proposed for a different area: it will not then count under the blanket approval. For example, ENGL 150 will remain in Area A, not Area F; PHIL 211 will fall in Area B, not Area F, etc.

All MATH courses [104 and above] (except for MATH 200, 201, 300, 301, and 350) and all STAT courses will count toward ES Area B.

All ANTH (except ANTH 104A, 105A, 204A, 205A, and 242/242L), POLS, PSYC, and SOCI classes will count toward ES area C.
All BIOS (except for BIOS 108, 150, 160, 203, 296, and 296), CHEM (except for CHEM 195), GEOL, CSCE, METR, PHYS and ASTR classes will count toward ES area D.

All HIST courses will count toward ES Area E.

All CLAS (except for CLAS 116), ENGL 180 and 200-level courses (except composition, language and linguistic courses—courses numbered 200 and above with middle digit of a 2 or 5), PHIL, and RELG will count as ES Area F except for the courses that are specifically proposed for other areas.

All classes cross-listed with ETHN will count as ES area H (except ETHN 104A, 105A, 204A, and 205A).

Rationale: In order to simplify the lists and greatly simplify the work of departments and the curriculum committee, we propose some blanket approvals. Some prefixes (such as COMM and GEOG) do not obviously fall in one category or another, and will need to be treated on a course-by-course basis. We welcome suggestions from other colleges for blanket approvals within their offerings.

Change #3: It is strongly recommended that the syllabi for all ES courses include notice of the ES designation and area (e.g., Area A).

Rationale: Faculty and students alike should be made aware of how the class accords with the CEP.

Change #4: Any course approved for ES in any college should automatically be sent by that college to the curriculum committees of the other colleges for their consideration.

Rationale: Too many courses are not being offered to the curriculum committees of other colleges.

Change #5: Any ES courses that have not been taught in three academic years will be administratively removed from the ES lists.

Rationale: Basic housekeeping. Don't mislead students into thinking courses exist that are never offered.

**Item IX. Recommendation from the College Curriculum Committee to approve the proposed changes in Integrative Studies.
Proposed:**

**Changes in IS
Proposal from the College of Arts and Sciences
College Curriculum Committee
Approved, September 2, 2004**

We propose to maintain the current Comprehensive Education Program, with the following changes. Note: A&S Faculty approval of these changes only notes A&S affirmation; since Integrative Studies is a University program binding changes must be passed by the UCC and all colleges.

Integrative Studies

Change #1: There will be no limit on the number of IS courses a student may take in one department. Instead of requiring students to take one course at the 300 and one course at the 400 level (the current requirement), a student would be required to take at least two IS courses at the 300/400 level.

Rationale: The strongest complaint we have heard from the students on the ASUN Advisory board is that it is difficult to fulfill the IS requirement because they have to go outside their majors for so much of it. As a matter of practice, it is highly unlikely that a student will take all ten courses in one department. After all, requiring students to go outside their majors for IS (skills) courses serves an ES rather than IS purpose.

Change #2: IS courses must be at least 3 credits. Any courses currently listed that have fewer than 3 credits. will be stripped of their IS designation.

Rationale: We don't believe students can receive adequate instruction in the skills required in courses with fewer than 3 credit hours. Furthermore, the original intent for IS courses was that they be at least three credit hour courses.

Change #3: Expectations about the criteria [critical thinking, writing, and consideration of human diversity, and oral expression where appropriate] should be set out in the syllabi for all IS courses. The writing component should be significant. This component should include any instance where the student receives feedback on the writing itself as well as the content (i.e., NOT essay exams, but papers, graded homework, lab journals, etc., if they are so graded). The oral component should also constitute a significant portion of the final grade, and may include oral reports and/or discussion.

Rationale: Faculty and students alike should be made aware of how the class accords with the CEP. Oral components that require individual oral reports are not practicable in larger courses, but the faculty should encourage the ability to speak and communicate in general.

Change #4: Monitoring the IS courses. Before each semester begins, the chairs of each department should remind faculty teaching IS courses of the necessary criteria. This material should be reflected in the syllabi and course content. Departments should monitor the inclusion and effectiveness of the IS criteria in courses so designated as part of the departmental assessment process. Courses lacking the IS criteria should either be changed to include them or else the department should take the responsibility to initiate a curriculum proposal dropping the IS designation from that particular class.

Rationale: A common theme that has arisen in discussions about CEP is that faculty sometimes do not even know they are teaching an IS course or they are not mindful of the IS criteria when making assignments. Some type of monitoring is necessary. This monitoring should take place at the departmental level as part of the assessment process. The idea of departmental oversight, after all, was part of the original CEP proposal approved by the University.

Change #5: The University Curriculum Committee will only table or reject new IS proposals if the proposals lack the evidence of the four IS criteria.

Rationale: There is no reason to hold up approval of IS courses that meet the IS criteria.

Change #6: Any courses that have not been taught in five academic years will be administratively removed from the list.

Rationale: Basic housekeeping. Don't mislead students into thinking courses exist that are never offered. However, unlike ES courses, some upper-division IS courses within certain majors are required but offered infrequently. Thus, requiring this housekeeping exercise every five years for IS rather than every three years for ES (see ES, Change #5) is reasonable.

Change #8: No course taught as a readings course will receive IS credit.

Rationale: It is impossible to do any meaningful discussion or oral component in a readings course.