

College of Arts & Sciences Faculty Meeting
Thursday, December 7, 2006
3:30 p.m., City Union - Room to be posted

3:30 p.m. Hot cider and cookies
3:45 p.m. Meeting begins

AGENDA

- Item I. Approval of minutes from the Spring Faculty Meeting on April 13, 2006. (See appendix).
- 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 F, Humanities and Area H, Ethnicity and Gender. (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 proposed changes to the minor in Anthropology. (See appendix)
- Item VI. Recommendation from the College Curriculum Committee to approve the proposed changes in the major in English. (See appendix)
- Item VII. Recommendation from the College Curriculum Committee to approve the proposed changes in the major in Ethnic Studies. (See appendix)
- Item VIII. Recommendation from the College Curriculum Committee to approve the proposed changes in the major in Film Studies. (See appendix)
- Item IX. Recommendation from the College Curriculum Committee to approve the proposed changes in the major and minor in Meteorology and Climatology. (See appendix)
- Item X. Recommendation from the College Curriculum Committee to approve the proposed changes in the major and minor in Women's & Gender Studies. (See appendix)
- Item XI. Recommendation from the College Curriculum Committee to approve the Proposals for General Education at UNL: Institutional Objectives, Learning Outcomes, and Structural Criteria (proposals 1 and 2). (See appendix)
- Item XII. Opportunity to ask questions of the Dean.

APPENDIX

Item I. Approval of minutes from faculty meeting on April 13, 2005

Spring 2006 Faculty Meeting Minutes

The spring meeting of the College of Arts & Sciences faculty was called to order at 4:00 p.m. by Dean Richard Hoffmann.

The minutes of the fall faculty meeting of December 8, 2005, were approved in the first item of business.

Item III on the agenda provided an opportunity to raise questions arising from annual reports of the various College committees, which appeared in the appendix. There were no questions.

Items IV - VII, presented by Professor Marley for the College Curriculum Committee: Essential Studies courses for Area C (Human Behavior, Culture, and Social Organization), Area F (Humanities), and Area H (Race, Ethnicity and Gender); additions to the list of Integrative Studies courses; new minor in archaeology; and new major in plant biology. All four items were approved.

Dean Hoffmann led discussion regarding the higher enrollments and the need to offer more sections for first-year students at times other than between 9:00 a.m. and 2:00 p.m.

The meeting adjourned at 4:27 p.m.

Submitted by Associate Dean Amy Goodburn

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

Area F. Humanities

ENGL 410/810	Studies in Literary Movements (3 cr)
CZEC 301	Representative Authors I (3 cr)
CZEC 302	Representative Authors II (3 cr)

Area H. Ethnicity and Gender

ENGL 410/810	Studies in Literary Movements (3 cr)
CZEC 301	Representative Authors I (3 cr)
CZEC 302	Representative Authors II (3 cr)

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

ENGL 245A / ETHN 245A	Introduction to Asian American Literature and Culture	3 cr
ENGL 410/810	Studies in Literary Movements	3 cr
ENGL 481/881	Writing Theory and Practice for Consultants	3 cr
HIST 321	Age of the Renaissance and Reformation	3 cr
HIST 365	U.S. South	3 cr
HIST 470/870	Digital History	3 cr

Item V. Recommendation from the College Curriculum Committee to approve proposed changes to the minor in Anthropology.

Current: 18 hours.

Proposed: 18 hours to include ANTH 110; at least one of the 200-level core courses in Anthropology (ANTH 212 Introduction to Cultural Anthropology, ANTH 232 Introduction to Archaeology, or ANTH 242 Introduction to Physical Anthropology); and, at least one 300 or 400 level ANTH course. Up to 6 hours of field study (ANTH 290, 291, 490, 491) and 6 hours of advanced Native language (ANTH 204, 205, 210) courses may apply. Excluded courses: ANTH 104, 105, 107, 130.

Justification: Students completing majors in other disciplines may find it useful to complete a minor in Anthropology. The proposed Anthropology minor would expose students to the full range of Anthropology as presented in ANTH 110. Students may then emphasize a particular area within anthropology, selecting a core course and other courses, including advanced courses that satisfy their interest.

Item VI. Recommendation from the College Curriculum Committee to approve the proposed changes in the major in English.

Current: • 36 hours distributed at the following levels:

Hours

200 level or above.....	15
300 level or above.....	15
400 level.....	6

The major also requires a minimum number of these 36 hours in different areas or courses:

Hours

A. English 200	3
B. Linguistics, writing, and/or rhetoric (254, 322A, 322B, 354, or 376	3
C. Literary or rhetorical theory (270, 275, 373, 418, 471, 475, 475A, or 478	3
D. Historical Literature Core	
British Literature (230A*, 305A, 330E*, 362, 363, 364, or 365).....	3
Literature Before 1800 (230A*, 330E*, 362, 363, or 364)	3
American Literature (261A or 261B)	3
E. Literature in the Context of Culture, Ethnicity, and/or Gender (212, 215E, 215J, 239B, 244, 244B, 244E, 245B, 245D, 245J, 315A, 315B)	3
F. Capstone Course (487).....	3
G. Concentration**.....	12

*Only one of these courses may count for the historical literature core.

**Several suggested concentrations will be available in the English Advising Office (123 Andrews), but a student may develop a special field concentration in consultation with the Chief Adviser and appropriate faculty.

No more than 6 Pass/No Pass hours can count for the English major. No course can count for more than one requirement in areas A through F. Up to two classes taken for requirements A through F may count toward the concentration (area G). No course which includes fewer than three authors can be used to satisfy area requirements except one course in Chaucer or Shakespeare or Milton. One advanced-level literature course in another language may count for the major, with the Chief Adviser's permission. No more than 6 hours of Independent Directed Reading (including internships) will count for the major. Neither independent study taken at the 400 level nor an internship will count for the 400- level requirement for the major. Students taking 6 hours of ENGL 399H may count for the major no more than 3 additional hours of Independent Directed Reading. No more than 3 hours of internship (ENGL 495) will count for the English major. A student may receive credit for a course bearing the same course number and letter more than once with the prior permission of the Chief Adviser.

A student declaring an English major will meet with the Chief Adviser to establish a tentative rationale and plan for the major. Thereafter the student must meet with the Chief Adviser at least once a year to update the major plan, to review progress toward the degree, to plan a concentration, and to consult about course selection, scholarships, and careers or post-graduate education. The department Advising Center (123 Andrews Hall) will offer written information about these matters and others of interest to majors.

English majors are required to complete one Plan A minor or two Plan B minors or a second major.

Program Assessment. In order to assist the department in evaluating the effectiveness of its programs, majors will be required from time to time to complete written exit surveys and to compile portfolios of selected written work in major courses..

Proposed: • 36 hours distributed at the following levels:

Hours

200 level or above.....	15
300 level or above.....	15
400 level.....	6

The major also requires a minimum number of these 36 hours in different areas or courses:

Hours

A. English 200	3
B. Linguistics, writing, and/or rhetoric (254, 322A, 322B, 354, or 376	3
C. Literary or rhetorical theory (270, 275, 373, 418, 471, 475, 475A, or 478	3
D. Historical Literature Core	
British Literature (230A*, 305A, 330E*, 362, 363, 364, or 365).....	3
Literature Before 1800 (230A*, 330E*, 362, 363, or 364)	3
American Literature (261A or 261B)	3
E. Literature in the Context of Culture, Ethnicity, and/or Gender (212, 215E, 215J, 239B, 244, 244B, 244E, 245B, 245D, 245J, 315A, 315B)	3
F. Capstone Course (487).....	3
G. Concentration.....	12

Concentrations. There are four suggested Concentrations available in English: Literary and Cultural Studies; Creative Writing; Film Studies; Writing; Rhetoric and Culture. In addition, students have the option of developing a special field concentration in consultation with the Chief Adviser and appropriate faculty.

Literary and Cultural Studies focuses on the analysis of texts, including works of fiction, drama, and poetry, as well as the various media of popular culture. There are no required "core" courses for this concentration: instead, students select four literary and/or literary criticism courses (at least two above the 299 level) that create a focused strand of interest organized around a controlling theme or topic. Students should file their identified strand of interest with the English Undergraduate Advising Office (123 Andrews) early in their program.

Creative Writing is intended for students who wish to explore their abilities in imaginative writing, principally in the areas of poetry, prose fiction, and non-fiction prose. Students in this Concentration also study published literary work in the various literary genres. Typically, students complete one or more introductory 200-level courses in Creative Writing (which do not count toward the Concentration) and then proceed to the more advanced courses listed below.

- 6 hours of Advanced Courses in Creative Writing: ENGL 352, 353, 452, 452A, 453, 459
- 6 hours of Courses in Modern and Contemporary Literature: ENGL 302A, 303, 403A, 405E, 414B

Film Studies includes analysis of moving images that begins with the dawn of motion picture history in the late nineteenth century and extends to films from contemporary cinema. Films are the primary texts, but they are supplemented by written materials that provide historical context, analysis, and examples of film criticism.

- 3 hours of the Introductory Level Course: ENGL 213E
- 6 hours of Mid-Level to Advanced Courses: ENGL 219, 239, 239B, 259A, 269, 349, 373
- 3 hours of an Advanced Film Course: ENGL 413, 439, 459

Writing, Rhetoric, and Culture focuses on extended practice in writing for many purposes and audiences, including academic, professional, personal, and community contexts. The Concentration helps students explore how individuals use writing and rhetoric to act in the world and attend to relationships between language, literacy, power, identity, and culture.

- 6-12 hours of Core Courses: ENGL 254, 258B, 275, 354, 357, 376, 377, 454, 457A, 475, 482
- 0-6 hours of Elective/Supplemental Courses: ENGL 210I, 212, 220, 283, 315B, 322B, 373, 418, 427, 459

*Only one of these courses may count for the historical literature core.

No more than 6 Pass/No Pass hours can count for the English major. No course can count for more than one requirement in areas A through F. Up to two classes taken for requirements A through F may count toward the concentration (area G). No course which includes fewer than three authors can be used to satisfy area requirements except one course in Chaucer or Shakespeare or Milton. One advanced-level literature course in another language may count for the major, with the Chief Adviser's permission. No more than 6 hours of Independent Directed Reading (including internships) will count for the major. Neither independent study taken at the 400 level nor an internship will count for the 400-level requirement for the major. Students taking 6 hours of ENGL 399H may count for the major no more than 3 additional hours of Independent Directed Reading. No more than 3 hours of internship (ENGL 495) will count for the English major. A student may receive credit for a course bearing the same course number and letter more than once with the prior permission of the Chief Adviser.

A student declaring an English major will meet with the Chief Adviser to establish a tentative rationale and plan for the major. Thereafter the student must meet with the Chief Adviser at least once a year to update the major plan, to review progress toward the degree, to plan a concentration, and to consult about course selection, scholarships, and careers or post-graduate education. The department Advising Center (123 Andrews Hall) will offer written information about these matters and others of interest to majors.

English majors are required to complete one Plan A minor or two Plan B minors or a second major.

Program Assessment. In order to assist the department in evaluating the effectiveness of its programs, majors will be required from time to time to complete written exit surveys and to compile portfolios of selected written work in major courses.

Justification: To allow three of our suggested Concentrations to be programmed into the Degree Audit (DARWIN) system.

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

Proposed: In 2004, a Bachelor of Arts degree for an Ethnic Studies major was approved. This proposal will create a parallel Bachelor of Science degree for Ethnic Studies majors. The discipline of Ethnic Studies involves the exploration and examination of factors that bear on the lives and experiences, both past and present, of ethnically diverse peoples who are of African, Latino/a, or Native origin or descent. The Institute for Ethnic Studies was created in 1972; since then, it has evolved to encompass three interdependent programs (African American and African Studies, Latino and Latin American Studies, and Native American Studies). Currently, students at the University of Nebraska-Lincoln may minor in Ethnic Studies, African American Studies, Chicano Studies, and Native American Studies. International origins and linkages can be explored through a minor in African Studies and both a major and a minor in Latin American Studies.

Justification: Traditionally the College of Arts and Sciences has offered either a BA or a BS degree for all its majors. When the Ethnic Studies major was originally proposed in 2002, the designation of a BS degree option was accidentally omitted. This omission has created significant problems for students who wish to major in Ethnic Studies and another major for a Bachelor of Science degree. Presently, students who pursue both a BS and BA degree are required to take an additional 30 hours of coursework and another year in residency for a total of 155 credit hours. The Bachelor of Science degree for the Ethnic Studies major will not require any changes to the

current Ethnic Studies program. The addition of this degree option will simply allow students to receive a BS degree instead of BA degree, depending upon their completion of College of Arts and Sciences course requirements for each degree.

Students pursuing the Bachelor of Science degree option would still be required to complete an integrative program of studies that focuses on the experiences of ethnically and racially diverse individuals and groups in the U.S. They would take the same combination of required theoretical and methodological courses, comparative courses, and focused topical courses. And they will still gain the theoretical and methodological skills needed to conduct rigorous interdisciplinary analyses of the experiences of diverse populations. Of particular relevance to the proposed Bachelor of Science degree in Ethnic Studies is an emerging cluster of faculty working on issues of health disparities from an interdisciplinary perspective. Several faculty members have long-standing interest in issues of ethnicity and health (e.g., Professor Raffaelli has internal funding to lead a collaborative initiative on minority health), and two newly hired faculty members who hold joint appointments between Sociology and Ethnic Studies (Ceballos and Hagemen) work in the area of minority health. As these faculty develop additional courses in their areas of expertise, and build research programs at UNL, it is expected that the Ethnic Studies major will attract growing numbers of students interested in pursuing the Bachelor of Science. In addition to completing the formal program of studies, students pursuing the Bachelor of Science degree in Ethnic Studies will be exposed to informal learning opportunities through the various programs sponsored by the Institute (e.g., seminars, conferences, colloquia), as well as through involvement in faculty research and outreach in the local community. These activities will provide students with opportunities to interact with the faculty and each other, and create a sense of community within the major. Opportunities for coursework and collaboration with faculty and students beyond the UNL campus will extend and enrich the learning environment as appropriate for a student's educational objectives.

The proposed Bachelor of Science degree for Ethnic Studies majors will take advantage of the resources of the Institute for Ethnic Studies, which include three existing programs (each with a designated coordinator), a fully developed curriculum, and faculty who hold formal joint appointments between the Institute for Ethnic Studies and traditional academic departments (including Anthropology and Geography, Communication Studies, English, History, Modern Languages and Literature, Psychology, and Sociology). In addition, it will benefit from collaborative relationships with programs at UNO, UNK and other institutions in the state. Because this proposal simply adds a Bachelor of Science degree option for Ethnic Studies majors, no additional resources will be required.

Item VIII. Recommendation from the College Curriculum Committee to approve the proposed changes in the major in Film Studies.

Proposed: The University of Nebraska, Lincoln College of Arts and Sciences proposes to offer a Bachelor of Science degree in Film Studies beginning Fall, 2007. In 2000 a Bachelor of Arts degree for Film Studies was approved. This proposal will create a parallel Bachelor of Science degree for Film Studies majors.

Justification: Traditionally the College of Arts and Sciences has offered either a BA or a BS degree for all its majors. When the Film Studies major was originally proposed in 2000, the designation of a BS degree option was accidentally omitted. This omission has created a barrier for students who wish to major in Film Studies and another major (such as psychology or sociology) for a Bachelor of Science degree. Presently, students in the College of Arts and Sciences who pursue both a BS and BA degree are required to take an additional 30 hours of coursework and another year in residency for a total of 155 credit hours. The Bachelor of Science degree for the Film Studies major will not require any changes to the current Film Studies program. The addition of this degree option simply allows students to receive a BS degree instead of a BA degree, depending upon their completion of College of Arts and Sciences course requirements for each degree track.

This proposal for a Bachelor of Sciences degree option will not change any requirements for the Film Studies major which emphasizes the history, theory, and critical approaches of film and video as a discipline. The Film Studies program serves primarily undergraduates planning to go on to a career within the film industry or its allied critical/archival disciplines, or to graduate study in film history, theory, and criticism at other institutions. The undergraduate major is also intended for persons who wish a strong background in Film Studies, and in the many ways in which the moving image (both on film and in television) helps to shape the contours of our lives. Upon graduation, students selecting this major 1) understand the main outlines of the history, theory, and criticism of film and video on an international scale; 2) know the outlines of primary artistic development in at least one area of accomplishment within the discipline of Film Studies (Great Plains Studies, feminist, genre, international, African and Asian cinema, as well as other areas of specialization); 3) understand the main contributions of filmic culture in a detailed, professional manner to our society as a whole; and 4) are prepared as scholars through serious research during their senior year to perform, if they so desire, post-baccalaureate study. Assessment of these learning objectives is carried out through analysis of required student portfolios and placement upon graduation.

Item IX. Recommendation from the College Curriculum Committee to approve the proposed changes in the major and minor in Meteorology and Climatology.

Current: Requirements for the Major in Meteorology-Climatology

The following curriculum represents the minimum requirements for a major in meteorology-climatology.

GROUP A: Core Courses (32 hrs)

METR 200, 255, 351, 452, 456, 457, 458, 466, and 468

GROUP B: Electives (12 hrs chosen from following courses)

METR 399, 408, 450, 451, 453, 454, 467, 469, 495, 498, or 499

GROUP C: Required Related Courses (36 hrs)

MATH 106, 107, 208, 221; STAT 380; PHYS 211 & 221, 212; CHEM 109; CSCE 150

NOTE: A minor in math can be obtained with the completion of the required mathematics and statistics courses.

Program Assessment. In order to assist the department in evaluating the effectiveness of its programs, majors will be required to complete a first stage exam over basic knowledge after having completed METR 255 and 351, and a second stage exam over intermediate and advanced meteorology/climatology knowledge after having completed METR 457, 458 and 466. The undergraduate adviser will inform students of the scheduling and format of the assessment activities.

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

Requirements for the Minor in Meteorology-Climatology

Meteorology emphasis:

METR 200, 255, 351, 452, 456, 466

Climatology emphasis:

METR 200, 351, 453, and 9 hours from the following courses: METR 408, 450, 451, 454, or 498.

Proposed: Requirements for the Major in Meteorology-Climatology

The following curriculum represents the minimum requirements for a major in meteorology-climatology.

GROUP A: Core Courses (29 hrs)

METR 200, 255, 452, 456, 457, 458, 466, and 468

GROUP B: Electives (12 hrs chosen from following courses)

METR 351, 399, 408, 450, 451, 453, 454, 467, 469, 495, 498, or 499

GROUP C: Required Related Courses (36 hrs)

MATH 106, 107, 208, 221; STAT 380; PHYS 211 & 221, 212; CHEM 109; CSCE 150

NOTE: A minor in math can be obtained with the completion of the required mathematics and statistics courses.

Program Assessment. In order to assist the department in evaluating the effectiveness of its programs, majors will be required to complete a first stage exam over basic knowledge after having completed METR 255 and 351, and a second stage exam over intermediate and advanced meteorology/climatology knowledge after having completed METR 457, 458 and 466. The undergraduate adviser will inform students of the scheduling and format of the assessment activities.

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

Requirements for the Minor in Meteorology-Climatology

Meteorology emphasis:

METR 200, 255, 452, 456, 466, plus one METR course at the 400 level.

Climatology emphasis:

METR 200, 351, 453, and 9 hours from the following courses: METR 408, 450, 451, 454, or 498.

Justification: We request the transfer of Metr 351 Basic & Applied Climatology from Group A: Core Courses to Group B: Electives. This would reduce the number of required hours in Group A from 32 credits to 29 credits. The total number of required credit hours for the program major would be as follows:

Group A: Core Courses	29 hrs
Group B: Electives	12 hrs
Group C: Required Related Courses	36 hrs
Total	77 hrs

This program fulfills the recommended curriculum of the American Meteorological Society and the University Corporation for Atmospheric Research. The degree also meets or exceeds the minimum hiring requirements of the National Weather Service.

Metr 351 is not required as a core course by the above agencies. Our assessment of the curriculum leads us to believe that it would benefit by providing greater flexibility in Group B Electives and less rigidity in Group A Core Courses. Our Meteorology/Climatology Major, consists of an automatic minor in mathematics, and is particularly well regarded.

We also seek to strengthen the meteorology component of our "meteorology emphasis" within the minor by deleting Metr 351 and adding an elective 400 level METR course.

Item IX. Recommendation from the College Curriculum Committee to approve the proposed changes in the major and minor in Women's & Gender Studies.

Current: Requirements for the Major in Women's and Gender Studies

All majors must consult with the departmental chief adviser. A student may pursue a major through either Option A or Option B. Courses from the major must represent a minimum of **five** different disciplinary fields. All majors must fulfill the following requirements:

WMNS 400. Senior Seminar (3 cr)

Introduction to Humanities/Literature and Social Sciences (3 hrs from):

ENGL 215E. Intro to Women's Literature
ENGL 215J. 20th-Century Women Writers
SOC1 200. Women in Contemporary Society
WMNS 101. Intro to Women's Studies

Diversity in Humanities/Literature (3 hrs from):

ENGL 212. Intro to Lesbian & Gay Literature
ENGL 244B. Black Women Authors
ENGL 414B. 20th-Century Women Writers
WMNS 456. Black and/or African American Women's History

Theory in Humanities/Literature (3 hrs from):

ENGL 239A. Women Filmmakers
ENGL 315A. Survey of Women's Literature
ENGL 315B. Women & Popular Culture
ENGL 414D. Feminist Theory & Criticism
ENGL 475A. The Rhetoric of Women Writers
WMNS 218. Philosophy of Feminism (PHIL 218)
WMNS 436. Saints, Witches, and Madwomen
WMNS 441. Women & Gender in the US
WMNS 448. History of Women & Gender in the American West

Social Sciences requirement (6 hrs from):

ANTH 410. Women & Men: An Anthropological Perspective
ECON 375. Women & Work in the US Economy
PSYC 421. Psychology of Gender
SOC1 490. Sociology of Women

Option A. 36 hours from the courses listed above or below, including the required courses, which combine to cover a minimum of **five** disciplinary areas.

Option B. 30 hours from the courses listed above or below, including the required courses, which combine to cover a minimum of **five** disciplinary areas, and at least 18 hours in a related minor field, to be determined by the chief adviser.

Program Assessment. In order to assist the department in evaluating the effectiveness of its programs, majors will be required:

1. To submit for assessment evaluation a copy of the research project completed in the senior seminar. The instructor will inform students of deadlines and format.
2. In their last semester, to participate in an exit interview.

The undergraduate adviser will inform students of the scheduling and format of the interview. Results of participation in these assessment activities will in no way affect a student's GPA or graduation.

Requirements for the Minor in Women's and Gender Studies

- 18 hours of courses in the Women's and Gender Studies Program, including at least 9 hours from three departments chosen from the courses listed here:

ENGL 215E. Intro to Women's Literature
ENGL 215J. 20th-Century Women Writers
HIST 225. Women in History
PSYC 421. Psychology of Gender
SOC 200. Women in Contemporary Society
WMNS 400. Senior Seminar

At least one course at the 300 level or above. Additional courses may be selected from all approved courses from the Women's and Gender Studies major.

Additional Courses for Women's and Gender Studies Major and Minor:

ARCH 481. Women in Design
CRIM 339. Women, Crime & Justice
ENGL 231A. The Brontes & Their World
ENGL 253A. Writing of Poetry: Women's Poetry
HIST 225. Women in History
POLS 485. Contemporary Political Theory
RELG 340. Women in the Biblical World (JUDS 340)
TXCD 410. Socio-psychological Aspects of Clothing
WMNS 101. Intro to Women's Studies
WMNS 329. Women in European History (HIST 329)
WMNS 385. Women, Gender, & Science
WMNS 399. Independent Study (max 6 cr)
WMNS 436. Saints, Witches & Madwomen (HIST 436)

Proposed: Requirements for the Major in Women's and Gender Studies

All majors must consult with the departmental chief adviser. A student may pursue a major through either Option A or Option B. Courses from the major must represent a minimum of **five** different disciplinary fields. All majors must fulfill the following requirements:

WMNS 101. Intro to Women's Studies (3 cr)

WMNS 400. Senior Seminar (3 cr)

Introduction to Humanities/Literature and Social Sciences (3 hrs from):

ENGL 215E. Intro to Women's Literature
ENGL 215J. 20th-Century Women Writers
SOC 200. Women in Contemporary Society
WMNS 101. Intro to Women's Studies

Diversity in Humanities/Literature (3 hrs from):

ENGL 212. Intro to Lesbian & Gay Literature
ENGL 244B. Black Women Authors
ENGL 414B. 20th-Century Women Writers
WMNS 456. Black and/or African American Women's History

Theory in Humanities/Literature (3 hrs from):

ENGL 239A. Women Filmmakers
ENGL 315A. Survey of Women's Literature
ENGL 315B. Women & Popular Culture
ENGL 414D. Feminist Theory & Criticism
ENGL 475A. The Rhetoric of Women Writers
WMNS 218. Philosophy of Feminism (PHIL 218)
WMNS 436. Saints, Witches, and Madwomen
WMNS 441. Women & Gender in the US
WMNS 448. History of Women & Gender in the American West

Social Sciences requirement (6 hrs from):

ANTH 410. Women & Men: An Anthropological Perspective
ECON 375. Women & Work in the US Economy
PSYC 421. Psychology of Gender
SOC 490. Sociology of Women

Option A. 36 hours from the courses listed above or below, including the required courses, which combine to cover a minimum of **five** disciplinary areas.

Option B. 30 hours from the courses listed above or below, including the required courses, which combine to cover a minimum of **five** disciplinary areas, and at least 18 hours in a related minor field, to be determined by the chief adviser.

Program Assessment. In order to assist the department in evaluating the effectiveness of its programs, majors will be required:

1. To submit for assessment evaluation a copy of the research project completed in the senior seminar. The instructor will inform students of deadlines and format.
2. In their last semester, to participate in an exit interview.

The undergraduate adviser will inform students of the scheduling and format of the interview. Results of participation in these assessment activities will in no way affect a student's GPA or graduation.

Requirements for the Minor in Women's and Gender Studies

• WMNS 101. Intro to Women's Studies (3 cr)

• 15 hours of courses in the Women's and Gender Studies Program, including at least 9 hours from three departments chosen from the courses listed here:

ENGL 215E. Intro to Women's Literature
ENGL 215J. 20th-Century Women Writers
HIST 225. Women in History
PSYC 421. Psychology of Gender
SOC 200. Women in Contemporary Society
WMNS 400. Senior Seminar

At least one course at the 300 level or above. Additional courses may be selected from all approved courses from the Women's and Gender Studies major.

Additional Courses for Women's and Gender Studies Major and Minor:

ARCH 481. Women in Design
CRIM 339. Women, Crime & Justice
ENGL 231A. The Brontes & Their World
ENGL 253A. Writing of Poetry: Women's Poetry
HIST 225. Women in History
POLS 485. Contemporary Political Theory
RELG 340. Women in the Biblical World (JUDS 340)
TXCD 410. Socio-psychological Aspects of Clothing
WMNS 201. Introduction to Lesbian, Gay, Bisexual, Transgender Studies
WMNS 210. Activism and Feminist Communities
WMNS 242. Native American Women (ETHN, HIST 242)
WMNS 281. Challenges to the State (POLS 281)
WMNS 329. Women in European History (HIST 329)
WMNS 385. Women, Gender, & Science
WMNS 399. Independent Study (max 6 cr)
WMNS 402/802. Sexuality in Nineteenth and Twentieth Century America (HIST 402/802)
WMNS 485/885. Feminists Theories, Feminists' Perspectives

Justification: Most academic majors have an intro course, with the expectation that students will take it early in their college programs, giving them a basic understanding of the concepts and language of the discipline. Because Women's and Gender Studies at UNL does not have any partial or full faculty lines, it has been difficult for us to even offer an Intro to Women's Studies course. However, several years ago we received an ongoing commitment from the Dean of Arts & Sciences to support 1 section per year. Because of student demand, we were able to argue successfully for funding a 2nd section in 2006-07, and we are expecting that this level of funding will continue.

While we have been convinced of the philosophical rightness of requiring Intro to Women's Studies for our majors and minor for many years, we now have the resources to make that feasible. Therefore, the Women's Studies Curriculum Committee recommended that we do so, and the faculty approved this recommendation unanimously in the spring of 2006.

Requiring WMNS 101 will give students interested in Women's & Gender Studies the impetus to take a course early on which will give them a basic understanding of the field and which will give them the opportunity to meet other majors and minors. These justifications meet needs which have been articulated both the students and faculty for several years in our annual Program Assessment.

*Note: While the program has recently changed to Women's and Gender Studies, those who teach WMNS 101 will still teach it as Intro to Women's Studies. If the course content changes considerably to become Intro to Women's & Gender Studies, we will of course submit the appropriate curriculum change requests.

Item XI. Recommendation from the College Curriculum Committee to approve the Proposals for General Education at UNL: Institutional Objectives, Learning Outcomes, and Structural Criteria (proposals 1 and 2).



Proposals for General Education at UNL: Institutional Objectives, Learning Outcomes, and Structural Criteria

The committees charged with reviewing and revising UNL's Comprehensive Education Program (aka CEP, ES/IS) have been working on two proposals since August, 2005: a set of Learning Outcomes and a set of Structural Criteria for the program (see "A Plan for Reviewing and Reforming General Education at the University of Nebraska-Lincoln" online at www.unl.edu/svcaa/gened). As indicated in the web document, these proposals are the first two of four that will eventually need to be approved by all eight undergraduate colleges in order for UNL to implement a new general education program (Achievement-Centered Education; ACE).

Colleges differ in their governance procedures regarding curricular changes. For this reason, these proposals are being forwarded to the appropriate college bodies through their respective deans. Following consideration by the colleges, the proposals will go to the University Curriculum Committee and the Academic Planning Committee for review and action.

The General Education Planning Team (GEPT) and the General Education Advisory Committee (GEAC) both met weekly, assembled a large amount of relevant information from various sources, consulted with many internal and external groups and experts (www.unl.edu/svcaa/gened), routinely shared information about committee work through websites, open forums, newsletters, and email messages to the campus, drafted a set of Institutional Objectives and Learning Outcomes associated with those Objectives, and developed Structural Criteria for a new general education program. Ideally, the program will distribute responsibility for general education and promote a common understanding of expectations so that students see cohesiveness in their academic careers at UNL. GEAC is proposing a program that respects faculty members' and departments' abilities to construct ACE experiences appropriate for the subject and level.

As a result of faculty input, a list of FAQ and answers provided by GEAC is posted on the web site (www.unl.edu/svcaa/gened). Drafts of proposals 3 (the initial set of courses and experiences approved to fulfill the ACE outcomes) and 4 (an ACE assessment and governance plan) will be developed with faculty input later this academic year.

PROPOSAL 1: INSTITUTIONAL OBJECTIVES AND LEARNING OUTCOMES

The four Institutional Objectives (in bold face) were approved by GEAC in December 2005. The ten Student Learning Outcomes (numbered) were approved by GEAC in May, August, September, and October 2006. This present version of both was approved by GEAC on October 13, 2006, with slight modifications also approved by GEAC on November 17, 2006.

Develop intellectual and practical *skills*, including proficiency in written, oral, and visual communication, inquiry techniques, critical and creative thinking, quantitative applications, information assessment, teamwork, and problem-solving.

1. Write texts, in various forms, with an identified purpose, that respond to specific audience needs, incorporate research or existing knowledge, and use applicable documentation and appropriate conventions of format and structure.
2. Demonstrate communication competence in one or a combination of the following ways: (a) making oral presentations; (b) participating in problem-solving teams with reporting responsibility; or (c) creating and interpreting visual messages.
3. Use mathematical, statistical, or formal reasoning to solve problems, draw inferences, and determine reasonableness.

Build *knowledge* of diverse peoples and cultures and of the natural and physical world through the study of mathematics, sciences and technologies, histories, humanities, arts, social sciences, and human diversity.

4. Use scientific methods and knowledge of the natural and physical world to address problems through inquiry, interpretation, analysis, and the making of inferences from data, and determination of whether conclusions or solutions are reasonable.
5. Use knowledge, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and issues.
6. Use knowledge, theories, or methods appropriate to the social sciences to understand and evaluate human behavior.
7. Use knowledge, theories, or methods appropriate to the arts to understand their context and significance.

Exercise individual and social *responsibilities* through the study of ethical principles and reasoning, application of civic knowledge, interaction with diverse cultures, and engagement with global issues.

8. Explain ethical principles, civics, and stewardship, and their importance to society.
9. Exhibit global awareness OR knowledge of human diversity through analysis of an issue.

***Integrate* these abilities and capacities, adapting them to new settings, questions, and responsibilities.**

10. Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.

PROPOSAL 2: STRUCTURAL CRITERIA

The draft Structural Criteria were approved by GEAC on October 13, 2006 and modified slightly on November 17, 2006.

Graduates of the University of Nebraska–Lincoln will satisfy the requirements of their majors, their colleges, and the ACE Program.

1. ACE courses are credit-bearing curricular offerings or equivalent documented cocurricular experiences.
2. The ACE program will consist of the equivalent of three credit hours for each of the ten ACE Student Learning Outcomes.
3. Any ACE course approved to satisfy an ACE Student Learning Outcome satisfies that Student Learning Outcome in all undergraduate colleges.
4. Up to three ACE Student Learning Outcomes 4 through 10 may be satisfied by work in one subject area.
5. ACE Student Learning Outcomes must be satisfied by work in at least three subject areas.
6. Any ACE course may be approved to address a maximum of two ACE Student Learning Outcomes.
7. No ACE course may satisfy more than one ACE Student Learning Outcome in a student's program.

8. If an ACE course addresses two ACE Student Learning Outcomes, the student decides which one of the two Outcomes the course will satisfy in that student's program.
9. Every ACE course will reinforce at least one of the following as appropriate for the discipline and as identified by the department offering the course: Writing, Communication, Historical Perspective, Math and Statistics, Critical Thinking, Teamwork, Problem Solving, Ethics, Civics, Social Responsibility, Global Awareness, and Human Diversity.

ACE FREQUENTLY ASKED QUESTIONS

(1) How did this whole general education review process begin?

A brief history of recent efforts to reform general education is available at the web site www.unl.edu/svcaa/gened/brief_history.shtml. In 2003 the Academic Senate Executive Committee met with faculty, students and administrators to learn about problems with the Comprehensive Education Program (CEP) and decided to establish an *ad hoc* task force to develop proposals for modification of CEP. The Academic Senate eventually made such a proposal, and the College of Arts and Sciences countered with another proposal. Attempts to reconcile those two proposals yielded little progress. In 2005 SVCAA Couture asked a group of faculty to attend an institute on general education and make a recommendation for how the campus might best reform general education. That committee's recommendations were announced by the Chancellor in his 2005 State of the University address.

(2) What committees are working on a review and revision of general education at UNL?

There are two committees: the General Education Planning Team (GEPT) and the General Education Advisory Committee (GEAC). The full membership and charges of both committees are posted on the general education reform web site (www.unl.edu/svcaa/gened). GEPT did preliminary work on proposals and GEAC considered proposals in detail, finally approving them by formal vote before making them available to the public.

(3) What kind of input did the committees get?

Both committees got extensive input from many campus groups (faculty, students, staff and administrators; again see the SVCAA web site for details), from several visiting consultants, from attendance at national workshops and institutes, from other universities' programs, and from individual faculty members. GEAC routinely shared information about committee work through the website, open forums, newsletters, email messages to the campus, and GEAC members' reports to their colleges. All of this sharing brought feedback from across campus.

(4) How did the proposals themselves develop?

GEPT began with the charge that a new program would be outcomes based. This committee consulted with assessment consultants to acquire language appropriate for phrasing outcomes, surveyed general education programs across the country to detect common themes, reviewed the existing CEP intent and ideals, and using this information, wrote proposals for consideration by GEAC. GEAC considered the proposals from GEPT, focusing on how well they could be accommodated by the various colleges, whether the wording was appropriate for assessment, and whether the range of general education objectives was addressed. Only when GEAC was satisfied with the wording and intent were the proposals approved by formal vote.

(5) How is this proposed structure simpler than the current system?

The proposed system is simpler in at least two ways: first, it offers the campus one set of common general education outcomes, defining what all our undergraduate students should know and be able to do—regardless of their majors—by the time they graduate. Second, there is only one category of course; the present proposals incorporate both knowledge and skills while alleviating the need for two kinds of designations (e.g., ES and IS). During consultations with the Admissions, Advising, and Retention Committee there were no concerns expressed that the proposed structure would be difficult to apply.

(6) How does this proposed plan ensure a focus on student learning rather than courses taken?

The proposed program is outcomes based. Rather than starting with what courses students ought to take, it starts with what undergraduates ought to know and be able to do—regardless of their majors—upon graduation. The focus is on the outcomes with courses seen as opportunities to develop the necessary knowledge and abilities and as places to demonstrate student achievement of the outcomes.

(7) How does this system integrate learning within students' majors?

The proposals before you allow up to three of the ACE outcomes to be met by work within the major. In addition, Outcome 10 encourages the integrative experiences that help students pull together the various ACE outcomes and their work within their majors. Ideally, students will come to understand that breadth of knowledge, skills, and responsibilities—and the ability to use that breadth—are expected characteristics of educated individuals no matter what their majors.

(8) Why 30 hours?

The committees arrived at the 30 hour figure after reviewing many important factors. They considered the most restrictive general education options among the undergraduate colleges, colleges' varying requirements for majors and for accreditation, the minimum number of courses taken by students who are trying to "double dip," the number that would force some breadth, and the minimum number of credits that committee members thought should be applied to each outcome. There is nothing magic about 30 credits, but this number appeared to be the most practical and workable for all of our undergraduate colleges.

(9) How can we expect our students to be broadly educated without required coursework in _____ (a foreign language, American history, financial planning, environmental studies, nutrition and health, international studies, technology, ...)?

Every general education program struggles with this issue. Our aspirations for our students—and the varied demands their post-baccalaureate lives will place on them—are great. There is much that they should know. And of course our own commitments to each of our scholarly areas encourage us to require students to study within each of them. In truth any general education program involves compromise. ACE is no different in this regard; it sets out common expectations while anticipating that college requirements, major requirements, and students' own curiosities will lead them to exceed these expectations.

(10) What is an ACE course? How will courses be approved for ACE?

To date, GEAC has focused on proposals 1 and 2. A system for proposing and reviewing ACE courses will be a part of proposals 3 and 4. GEAC will welcome suggestions on these and other issues addressed in those last two proposals, and faculty will have a chance to discuss and vote on any procedure that is developed.

(11) How can I vote on the outcomes and structural criteria when the governance policies are not known?

The Outcomes and Structural Criteria are only part of ACE. Approving them does not create a new general education program; rather it assures GEAC that we are moving in a tenable direction, allowing the committee to proceed with work on Proposals 3 and 4. Nothing can be implemented unless and until the whole is approved. GEAC asks that you consider Proposals 1 and 2 on their own merits and in return promises to consult broadly on the development of Proposals 3 and 4. You will have additional opportunities for shaping and voting on a new general education program.

(12) Does the ACE program abandon liberal education?

No. The ACE program defines general education in terms of tangible student outcomes and accomplishments rather than distribution requirements. Colleges may prescribe distribution requirements, as appropriate for their students, in addition to ACE requirements.

(13) The structural criteria mandate that students take only one writing course. How can a general education program be based on so little writing?

Every ACE course must also reinforce at least one of the following as appropriate for the discipline and as identified by the department offering the course: Writing, Communication, Historical Perspective, Math and Statistics, Critical Thinking, Teamwork, Problem Solving, Ethics, Civics, Social Responsibility, Global Awareness, and Human Diversity. While some of these courses will reinforce the skills of oral communication, visual communication, or quantitative literacy, many instructors will design their courses so that they reinforce writing skills. The structural criteria will yield significant writing experiences for students without being cumbersome or confusing. Ideally, faculty members will begin to devise innovative ways to promote writing behaviors that help students improve their writing skills as they progress through their careers at UNL.

(14) Will my course be approved for Outcome 1 if I require a lot of writing?

This issue will be addressed by the governance proposal that has not yet been written. However, the GEPT and GEAC have indicated that they envision that courses will only satisfy Outcome 1 if the course has the explicit purpose of teaching writing. A content-based, writing-intensive course will be thought of as reinforcing Outcome 1. Parallels would be true for Outcomes 2 and 3.

(15) Are any academic disciplines excluded from consideration for satisfying Outcomes 4 through 7?

No. The subject areas listed in the associated Institutional Objectives are meant to be viewed broadly as general categories of study, not narrowly as specific disciplines.

(16) Are any academic disciplines excluded from consideration for satisfying Outcome 10?

No. GEAC imagines that any integrative, capstone, or capstone-like experience in any major can be used to satisfy Outcome 10, although some colleges have capstone requirements based on accreditation standards that may prevent a capstone course in one college from satisfying a college or major capstone requirement in another college.

(17) Can any of the Outcomes be assessed using objective tests?

Course content and pedagogical techniques have not been addressed formally by either GEPT or GEAC, and both committees welcome (and encourage!) faculty input on these issues. GEAC imagines approved ACE courses as sites for developing the necessary knowledge and abilities and as places to demonstrate student achievement of the relevant outcomes. GEAC also believes that faculty members are in the best position to determine how students should be helped to achieve the outcomes and how student achievement might best be assessed.

(18) How does this proposed structure accommodate students transferring across colleges?

If a student has met an ACE outcome in College A, then that student has met that same ACE outcome in College B. Proposals 1 and 2 eliminate the need for a lengthy matrix in the Bulletin explaining which courses are accepted by which colleges to meet which general education requirements.

However, students need to recognize that while ACE courses satisfy Outcomes across colleges, they may not always satisfy college or major requirements. For example, if an ACE course is taken to satisfy both ACE and college or major requirements in one college but the student decides to transfer to a major in another college, the ACE course may only satisfy ACE requirements but not college or major requirements in the second college.

(19) How can Structural Criterion 3 be applied when it conflicts with state law that gives each college the right to set its own curriculum?

GEAC is proposing that our undergraduate colleges come together to create a common general education program for all of our undergraduate students. This common program in no way prohibits colleges from creating their own additional college requirements or major requirements. Proposal 4 will create mechanisms for the involvement of each of our undergraduate colleges in the review and approval of ACE courses and the oversight of the program. GEAC—with faculty representation from each of these undergraduate colleges—is no way seeks to limit their colleges' responsibilities and authority.