

College of Arts & Sciences Faculty Meeting
Wednesday, December 9, 2015
3:30 p.m. – 5:00 p.m.
Nebraska Union
Regency A

3:30 p.m. Refreshments
3:45 p.m. Meeting begins

AGENDA

- Item I. Approval of minutes from the Spring Faculty Meeting on April 22, 2015. (See appendix).
- Item II. Opening comments.
 - Election of Secretary
 - Appointing of Parliamentarian
- Item III. Recommendation from the College Curriculum & Advising Committee to approve the proposed changes to the major in English. (See appendix.)
- Item IV. Recommendation from the College Curriculum & Advising Committee to approve the proposed changes to the major and minor in Global Studies. (See appendix.)
- Item V. Recommendation from the College Curriculum & Advising Committee to approve the proposed changes to the major and minor in Psychology. (See appendix.)
- Item VI. Recommendation from the College Curriculum & Advising Committee to approve the proposed new course CASC 200. (See appendix.)
- Item VII. Opportunity to ask questions of the Dean.

APPENDIX

Item I. Approval of minutes from the Spring Faculty Meeting on April 22, 2015.

College of Arts & Sciences Faculty Meeting

Wednesday, April 22, 2015, 3:30 p.m.

City Campus, Jackie Gaughan Multicultural Center, Room 202/Ubuntu Room.

3:50 Meeting called to order by Dean Francisco

Item I. Approval of minutes from the Fall Faculty Meeting, December 11, 2014.

John Osterman made a motion to approve the minutes. It was seconded by Mila Saskova-Pierce. There was no discussion. The minutes were approved unanimously.

Item II. Opening comments.

Dean Francisco observed that it's been a whirlwind semester. VSIP has been the biggest challenge. He has no news about the outcome of VSIP. As soon as he hears anything he will communicate the information to the chairs, directors, and faculty.

Item III. Opportunity for faculty to ask questions arising from annual reports of the various college committees. (See appendix)

- Executive Committee

The 2014-2015 Committee members were: Joseph Mendola, Shireen Adenwalla, Eve Brank, Nora Peterson, Matthew Dwyer, Julia McQuillan, Joy Castro, Petronela Radu, Joseph Francisco, Deborah Minter, Dan Hoyt, Aaron Dominguez, and Diana Pilson.

Dean Francisco said it's a fantastic committee and encouraged people to serve on it if asked. He explained that the EC works on very important issues that cover the breadth of the college, and service on it provides a depth of understanding of the College. He noted that the College is on the leading edge of many issues for the university and the EC is involved in those issues.

Discussion: Jeannette Jones asked about the outcomes of the tenure and promotion recommendations. The Dean noted that the report does not include the outcomes. Dan Hoyt observed that we don't include that info in the report, only how many files were processed. Tenure denials may still be pending and so can't be reported. We can currently say that the college made a decision, but not what it was. The Dean noted that it might put the college at legal risk to report in detail at this time. Jones still wondered what the committee recommended. Hoyt noted that the committee isn't always unanimous. Jones asked when will we know who was promoted. The Dean noted that the university will put that information out on its own time frame. Hoyt noted that the information usually comes out in May and is usually included in a booklet.

- Promotion and Tenure Committee

2014-15 Committee Members: Professors Byrav Ramamurthy (Computer Science), Mark Walker (Mathematics), Shari Stenberg (English), Elizabeth Theiss-Morse (Political Science), Stephen Lahey (Classics & Religious Studies) and Associate Dean Dan Hoyt.

The annual review of tenure and promotion recommendations began in late November. The committee reviewed 11 recommendations regarding promotion to Associate Professor with tenure, 10 recommendations regarding promotion to Full Professor, 1 recommendation for promotion to Associate Professor of Practice, and 1 recommendation for promotion to Associate Research Professor. The committee also interviewed 2 job candidates at the associate and full ranks for consideration of tenure.

Discussion: None.

- Committee on Student Academic Distinction, Awards, and Appeals

2014-2015 Committee Members: Professors Sabrina Russo (School of Biological Sciences), Eve Brank (Psychology), Adam Houston (Earth & Atmospheric Sciences) Timothy Schaffert (English), Jolene Smyth (Sociology); Joshua Lacey Graduate Student representative, Ashley Anderson and Emily Madcharo (Student Advisory Board Member), and Associate Dean Debbie Minter. NOTE: The student members only participate in grade appeal decisions. Ken Bloom

(Physics & Astronomy) served during the spring semester while Dr. Russo was on sabbatical.

This report covers the period of three graduations: August 2014, December 2014, and May 2015. The College of Arts & Sciences awarded 15 degrees with Highest Distinction, 68 degrees with High Distinction, and 67 degrees with Distinction. For the past several years the college combined its process with the UNL Office of Scholarships and Financial Aid. There were 567 students that completed the A&S portion of the application. The committee considered just under 300 students for awards from the 32 scholarship funds controlled by the college. There were 71 awards made from those funds impacting 60 students.

The college will make one nomination for the Kate Field Grant-in-aid and two nominations for the Donald Walters Miller Scholarship.

NOTE: The Dean, along with the associate deans in the college, annually review applications for the Dean's Experiential Learning Scholarships. There were 27 applicants for this and he reported that we are working towards granting all 27 applicants a scholarship award. There was one grade appeals elevated to the college for this academic year. After review, the committee opted not to hear the appeal.

Discussion: Pat Dussault noted that in past years there were issues regarding levels of distinction across the majors, with different GPAs producing differing levels of distinction. Debbie Minter replied that we have a GPA cutoff of 3.85 when students do not do a thesis and 3.5 when they do. Dussault noted that there had been a perception that there was significant difference in GPA across majors among students graduating with distinction. Minter responded that the committee talks about this issue, but doesn't see a notable disproportion. The number of distinctions closely matches the number of majors. This discrepancy has been more of an issue regarding scholarships, she noted.

• Curriculum and Advising Committee

2014-2015 Committee Members: Professors Lisa Kort-Butler, Chair (Sociology), Stephen Hartke (Mathematics) Dawne Curry (History-on leave Spring 2015), Christina Binek (Physics & Astronomy) Roland Vegso (English); Ashley Anderson and Reed Jareke (Student Advisory Board); Tony Lazarowicz (A&S Advising Center); Michael Dodd (University Curriculum Committee-A&S Representative); Christina Fielder (Director, A&S Advising Center); and Associate Dean Debbie Minter (Executive Secretary).

The chair for the 2015-2016 academic year will be decided at the next committee meeting.

The committee reviewed 12 ACE proposals; 26 new course with ACE proposals; two removal of ACE from course proposals; 37 new course proposals; 78 change in course proposals; 12 course deletion proposals; 27 proposals for various majors and minors; one proposal for changes in college requirements, and one proposal for Individualized Program of Study.

The Committee forwarded to the faculty the following recommendations:

- to approve changes to the Scientific base.
- to approve changes in the minor in Czech.
- to approve changes in the major in Environmental Studies.
- to approve the new minor in Informatics Development.
- to approve changes in the major in Mathematics.
- to approve changes in the major and minor in German.
- to approve changes in the major and minor in Physics.
- to approve changes in the major and minor in Russian.
- to approve changes in the minor in Sociology.
- to approve the new minor in Software Development.
- to approve the elimination of the Speech Language, Pathology & Audiology as a major in Arts & Sciences.

The Committee approved non-substantive changes for African Studies minor, African American Studies Minor, Archaeology minor, Classics & Religious Studies major, Communication Studies major, Computer Science major and minor, Digital Humanities Minor, Environmental Studies major, Ethnic Studies major and minor, Geology major, Humanities In Medicine Minor, Latin American Studies major and minor, Medieval & Renaissance Studies major and minor, Meteorology-Climatology minor, Native American Studies minor, and Women's & Gender Studies major and minor. These changes went directly to the bulletin editor.

Finally, the committee made nominations for vacancies on the College Curriculum Committee for the 2014-2015 AY.

Discussion: None

- Faculty Instructional Development Committee

2014-2015 Committee Members: Professors Nora Peterson (Modern Languages & Literatures), Petronela Radu (Mathematics), Eve Brank (Psychology), Jordan Kugler, Student Advisory Board representative, Jessica Rivera, Graduate Student representative, Associate Dean Diana Pilson.

The Faculty Instructional Development Committee considered nominations for College and University teaching awards, and for College Outstanding Research and Creativity Awards. The Committee considered nominations for the College Distinguished Teaching Awards. Award winners are: Associate Professor of Earth and Atmospheric Sciences Mark R. Anderson, Assistant Professor of English Peter J. Capuano, Assistant Professor of English Stacey Waite, Associate Professor of Modern Languages and Literatures Iker Gonzalez-Allende, Associate Professor of Mathematics Allan Donsig, and Assistant Professor of Chemistry Marilyne Stains. The Committee awarded the Hazel R. McClymont Distinguished Teaching Fellow Award to Associate Professor of English Sharisse Stenberg. The Committee selected one nomination for the Annis Chaikin Sorensen Award to forward to Academic Affairs. Our nominee, History Professor Thomas B. Borstelmann received the award. Four nominations for the Harold and Esther Edgerton Junior Faculty Award were forwarded to the UNL Teaching Council. Assistant Professor of History, Katrina Jagodinsky, received the award. The Committee selected four faculty members to receive College Outstanding Research and Creative Activity Awards. Awardees are: in the Humanities, English Professor Stephen Behrendt and Modern Languages and Literatures Professor Jordan Stump; in the Social Sciences, Psychology Professor Ming Li; and in the Sciences, Chemistry Professor Andrzej Rajca. The awardees were honored at various events including the College Celebration of Excellence on April 10, 2014.

Discussion: None.

- Assessment Committee

2014-2015 Committee Members: Professors Melissa Homestead (English), Jason Kautz (Chemistry), Daniel Leger (Psychology), Brian Couch (Biological Sciences), and Associate Dean Diana Pilson.

The Assessment Committee reviewed Biennial Undergraduate Program Assessments for each major in the College (submitted in December 2014) and wrote responses to individual units (January and February 2015). In addition, Program Assessments and the College responses were forwarded to Academic Affairs. In general, the committee noted that all units articulated a plan for assessment. A majority of units had conducted the assessment and reported results. Many units were advised to align their assessments with Learning Outcomes for the major and/or to use direct assessment of student work to evaluate the Learning Outcomes. The committee also developed a “Guidelines for Program Assessment” document that was forwarded to departments. In fall 2015 departments will be asked to develop an assessment plan that will be implemented and reported in the fall 2016 Biennial Undergraduate Program Assessment reports.

Discussion: None.

- Endowed/College Professorships Committee

2014-2015 Committee Members: Professors Cal Garbin (Psychology), Tracy Frank (Earth & Atmospheric Sciences), Carolyn Pope Edwards (Psychology) Jay Storz (Biological Sciences), Jordan Stump (Modern Languages & Literatures); Associate Dean Dan Hoyt.

The Committee reviewed and recommended 5 renewal applications for college professorships and 8 renewals for university professorships to the Dean.

Discussion: None

Item IV. Recommendation from the College Curriculum and Advising Committee to approve the proposed changes to the scientific base. (See appendix)

Lisa Kort-Butler summarized the changes to the base. She noted that it is essentially a clean up, taking into account ACE and other changes.

The proposal was approved unanimously

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Lisa Kort-Butler summarized the change, which is to eliminate the GPA requirement in those courses used to satisfy the Advanced Mathematics course requirements.

Regina Werum asked what the rationale for the change was. Kort-Butler replied that Mathematics was the only unit in the college that had such a requirement and that they could think of no justification for it.

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Item VIII. Opportunity to ask questions of the Dean.

Dean Francisco asked if everybody saw the new e-mail newsletter update on the college titled "From the 12th Floor." Several people said they did not remember getting it. Debbie Minter said she will double check the e-mail list to make sure everyone is included.

The Dean explained that he instituted this e-mail newsletter as a way to better communicate the activities of the college to the faculty. He noted that at the last faculty meeting only two faculty members were in attendance. Maybe, he thought, the Dean's office isn't doing a good enough job communicating with the faculty. He felt his office was doing a good job communicating with the chairs and directors, but perhaps not with the faculty. The newsletter is an attempt to reach the faculty about the important things the college is doing, and to make it clear that it's not the Dean who is doing it all. He pointed out that the associate deans are working around the clock--he has emailed them at literally 2am- 3am. And they did respond. But the faculty is not always aware of the work they do. The newsletter includes photos of the associate deans who tell their stories about what is important to them. Then the faculty are able to recognize them around campus and communicate with them. He doesn't want to hit the faculty every Monday morning with lots of stuff via email, but he will send out information occasionally. Everyone is busy through much of the year, but spring semester, in February, would be good time to send out an email outlining accomplishments and current projects. He is getting reports from advising committees, recruitment, marketing, and fundraisers for the college who provide information he would like to share. Stay tuned.

Also, he noted that coming into the college with a vision, and moving on that vision, was one of smartest things he's done. While the college does have operational things to get to, with the chairs, for example, but operational matters alone don't move the college on to the next level. One of his big lessons has been to have a vision behind the operations, and to make it fun and exciting for the college. We need to find ways to connect the operational side with the vision side. The Executive Committee has been very helpful, providing leadership for the college. As a consequence, they have moved the College into a leadership role on campus. He also wanted to thank all the deans on the 12th floor. We don't always agree, he says, and he doesn't always follow their advice, but thoughtful discussion, even if discordant, is healthy in developing a broad perspective. We have a unique college with much diversity, and so our voice must have a broad perspective to represent all the members of the college. By doing so we represent the entire university well. He noted that because of our disciplinary diversity we are sometimes at a disadvantage compared to other colleges that are much more focused.

He also wants to thank the staff, in particular Christina Fielder, and the others who have the skills to put the college in a positive light. He also thanked Terri Pieper. We got lucky getting her, he noted. We should be proud of the job she is doing. She is making sure our work, our research, is getting out there, not only locally but more broadly. She is championing what we do. She has been working hard to make sure our stories are represented across the college's units.

There have been some challenges connecting with University Communications, but she is working on those. Sophia Werning has been building relationships with the college both within UNL and also outside of the university. She has made building connections to alumni a priority, something that hasn't happened much in the past. Building relationships with alumni supports fundraising, among other benefits. The Dean also wants to develop more college priorities around fundraising. He wants to remind departments, those who are here, as well as those who are not here via the minutes, to prioritize fundraising. He noted that the Dean's office wants to work with departments to support, and not to interfere with, their fundraising. Those departments that are doing it well should continue to do so; the college is trying not to interfere. He will be sending out an update to the chairs and directors to outline college fundraising priorities.

One of the challenges this past year, he observed, has been that there were a lot of retention offers to deal with. These can be hard to always counter. He believes we will face more of this challenge because what we do well is we pick good young faculty. But the challenge is, as they become successful, they become easy pickings. We need to try to figure out how to keep them. We need more professorships at our disposal to hand out at the college level. That extra something on top of what a department can do has to come from the college. A big fundraising item sent to the foundation is that we want to raise funds for college-level professorships to help retain faculty. He wants to thank Debbie Minter and Alycia Libolt, as well as Sophia Werning and Terri Pieper, who have been working on that.

He noted another fear: He has learned that others around the country have now caught on to the value of Digital Humanities. We have been a pioneering college in that field, and have built a critical mass of capable faculty, but we now are at risk of losing some of them. We need funds to be competitive in recruiting and retaining these faculty.

He asked for questions, but there were none.

In conclusion, the Dean thanked some people for their service. A few VSIP people were present, such as Evelyn Jacobsen, who is in her last semester in the Dept. of Modern Languages. He joked that he told Evelyn that he would not accept her VSIP retirement, but that she used her vast experience with the university to overstep his wishes. He thanked her for her service and noted that her devotion to female faculty has been especially valuable.

Another VSIP retirement he would like to acknowledge, Mila Sakova-Pierce, has served on the Modern Languages Executive Committee. The Dean thanks her for her generosity and commitment. She has also been very supportive of the Dean.

The Dean also wanted to comment on the fact that he could not attend the recent honors convocation, but the associate deans stepped in to replace him. He wanted to express how proud he was of how many members of the college were honored, 19 in all. Even when factored proportionally, he noted, the other colleges still don't compete with ours. That, he suggested, is largely due to the efforts of Diana Pilsin and Aaron Dominguez in working with chairs and directors to get faculty nominated and having award committees created and getting top people nominated. It makes the wider university community aware of the good work of the college. It also makes our faculty more competitive in outside competitions, serving to develop the credibility of our faculty outside of the university. But we expect to do more in this regard. He has tasked the chairs and directors to work more on award committees. Diana is working on streamlining the process to make it easier to propose nominations.

Diana noted that she is working to streamline the process so that we don't require multiple letters and other elements of red tape, making the process easier.

The Dean responded that the nominations will still take time, but should be easier.

Finally, the Dean thanked Lloyd Ambrosius for all his many years of service. This is his last meeting. He will be missed, in part, because he knows the parliamentary rules. The Dean joked that he may still want to phone him for guidance during meetings. Lloyd has been a great member of the college, and a great community servant, and he will be missed. The Dean thanked Lloyd for his commitment and passion in helping to make the college so outstanding.

Adjourned: 4:37pm

Respectfully submitted,
Thomas Lynch, Faculty Secretary

APPENDIX

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Discussion: None

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Discussion: None.

- Assessment Committee

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The Dean explained that he instituted this e-mail newsletter as a way to better communicate the activities of the college to the faculty. He noted that at the last faculty meeting only two faculty members were in attendance. Maybe, he thought, the Dean's office isn't doing a good enough job communicating with the faculty. He felt his office was doing a good job communicating with the chairs and directors, but perhaps not with the faculty. The newsletter is an attempt to reach the faculty about the important things the college is doing, and to make it clear that it's not the Dean who is doing it all. He pointed out that the associate deans are working around the clock--he has emailed them at literally 2am- 3am. And they did respond. But the faculty is not always aware of the work they do. The newsletter includes photos of the associate deans who tell their stories about what is important to them. Then the faculty are able to recognize them around campus and communicate with them. He doesn't want to hit the faculty every Monday morning with lots of stuff via email, but he will send out information occasionally. Everyone is busy through much of the year, but spring semester, in February, would be good time to send out an email outlining accomplishments and current projects. He is getting reports from advising committees, recruitment, marketing, and fundraisers for the college who provide information he would like to share. Stay tuned.

Also, he noted that coming into the college with a vision, and moving on that vision, was one of smartest things he's done. While the college does have operational things to get to, with the chairs, for example, but operational matters alone don't move the college on to the next level. One of his big lessons has been to have a vision behind the operations, and to make it fun and exciting for the college. We need to find ways to connect the operational side with the vision side. The Executive Committee has been very helpful, providing leadership for the college. As a consequence, they have moved the College into a leadership role on campus. He also wanted to thank all the deans on the 12th floor. We don't always agree, he says, and he doesn't always follow their advice, but thoughtful discussion, even if discordant, is healthy in developing a broad perspective. We have a unique college with much diversity, and so our voice must have a broad perspective to represent all the members of the college. By doing so we represent the entire university well. He noted that because of our disciplinary diversity we are sometimes at a disadvantage compared to other colleges that are much more focused.

He also wants to thank the staff, in particular Christina Fielder, and the others who have the skills to put the college in a positive light. He also thanked Terri Pieper. We got lucky getting her, he noted. We should be proud of the job she is doing. She is making sure our work, our research, is getting out there, not only locally but more broadly. She is championing what we do. She has been working hard to make sure our stories are represented across the college's units.

There have been some challenges connecting with University Communications, but she is working on those. Sophia Werning has been building relationships with the college both within UNL and also outside of the university. She has made building connections to alumni a priority, something that hasn't happened much in the past. Building relationships with alumni supports fundraising, among other benefits. The Dean also wants to develop more college priorities around fundraising. He wants to remind departments, those who are here, as well as those who are not here via the minutes, to prioritize fundraising. He noted that the Dean's office wants to work with departments to support, and not to interfere with, their fundraising. Those departments that are doing it well should continue to do so; the college is trying not to interfere. He will be sending out an update to the chairs and directors to outline college fundraising priorities.

One of the challenges this past year, he observed, has been that there were a lot of retention offers to deal with. These can be hard to always counter. He believes we will face more of this challenge because what we do well is we pick good young faculty. But the challenge is, as they become successful, they become easy pickings. We need to try to figure out how to keep them. We need more professorships at our disposal to hand out at the college level. That extra something on top of what a department can do has to come from the college. A big fundraising item sent to the foundation is that we want to raise funds for college-level professorships to help retain faculty. He wants to thank Debbie Minter and Alycia Libolt, as well as Sophia Werning and Terri Pieper, who have been working on that.

He noted another fear: He has learned that others around the country have now caught on to the value of Digital Humanities. We have been a pioneering college in that field, and have built a critical mass of capable faculty, but we now are at risk of losing some of them. We need funds to be competitive in recruiting and retaining these faculty.

He asked for questions, but there were none.

In conclusion, the Dean thanked some people for their service. A few VSIP people were present, such as Evelyn Jacobsen, who is in her last semester in the Dept. of Modern Languages. He joked that he told Evelyn that he would not accept her VSIP retirement, but that she used her vast experience with the university to overstep his wishes. He thanked her for her service and noted that her devotion to female faculty has been especially valuable.

Another VSIP retirement he would like to acknowledge, Mila Sakova-Pierce, has served on the Modern Languages Executive Committee. The Dean thanks her for her generosity and commitment. She has also been very supportive of the Dean.

The Dean also wanted to comment on the fact that he could not attend the recent honors convocation, but the associate deans stepped in to replace him. He wanted to express how proud he was of how many members of the college were honored, 19 in all. Even when factored proportionally, he noted, the other colleges still don't compete with ours. That, he suggested, is largely due to the efforts of Diana Pilsin and Aaron Dominguez in working with chairs and directors to get faculty nominated and having award committees created and getting top people nominated. It makes the wider university community aware of the good work of the college. It also makes our faculty more competitive in outside competitions, serving to develop the credibility of our faculty outside of the university. But we expect to do more in this regard. He has tasked the chairs and directors to work more on award committees. Diana is working on streamlining the process to make it easier to propose nominations.

Diana noted that she is working to streamline the process so that we don't require multiple letters and other elements of red tape, making the process easier.

The Dean responded that the nominations will still take time, but should be easier.

Finally, the Dean thanked Lloyd Ambrosius for all his many years of service. This is his last meeting. He will be missed, in part, because he knows the parliamentary rules. The Dean joked that he may still want to phone him for guidance during meetings. Lloyd has been a great member of the college, and a great community servant, and he will be missed. The Dean thanked Lloyd for his commitment and passion in helping to make the college so outstanding.

Adjourned: 4:37pm

Respectfully submitted,
Thomas Lynch, Faculty Secretary

Item III. Recommendation from the College Curriculum and Advising Committee approve the proposed changes to the English major. NOTE: Left column is current and right column is proposed.

Graduate Work. The advanced degrees of master of arts and doctor of philosophy are offered. For details see the *Graduate Studies Bulletin*.

MAJOR REQUIREMENTS

Specific Major Requirements

- 36 hours distributed at the following levels:

200 level or above 12300 level or above 18400 level 6

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

- A. ENGL 200 (3)
B. Writing (3)
ENGL 251, ENGL 252, ENGL 253, ENGL 254, ENGL 354, or ENGL 454
C. Theory (3)
ENGL 270, ENGL 275, ENGL 373, ENGL 375, ENGL 376, ENGL 457A, ENGL 475, ENGL 475A, ENGL 478, or ENGL 480
D. Historical Contexts (9)
At least 3 credits must be in a pre-1800 literature, noted with an asterisk
Historical Surveys (3)
One of the following: ENGL 230*, ENGL 231, ENGL 260*, ENGL 261
Historical Focus: (6)
One course from each of the following categories
Early Literatures
ENGL 244E*, ENGL 305A, ENGL 311, ENGL 330*, ENGL 330E*, ENGL 332, ENGL 362*, ENGL 363*, ENGL 364*
Recent Literatures
ENGL 205, ENGL 244, ENGL 301B, ENGL 302, ENGL 302A, ENGL 331, ENGL 333, ENGL 365, ENGL 405E
E. Diversity and Global Awareness (6)
At least 3 credits must be in an Ethnic Studies course, noted with asterisk
ENGL 212, ENGL 215, ENGL 243, ENGL 244*, ENGL 244A*, ENGL 244E*, ENGL 245A*, ENGL 245J, ENGL 245N*, ENGL 315A, ENGL 315B, ENGL 317, ENGL 344*, ENGL 344B*, ENGL 344D*, ENGL 345D*, ENGL 345N*, ENGL 349
F. Capstone Course (3)
ENGL 487
G. Concentration or electives (12)
(12 hours at the 300- or 400- level)
TOTAL CREDITS 39
Note: A single course may only be applied to one category.

A. ENGL 200 **B.** Linguistics, writing, and/or rhetoric 3ENGL 254, ENGL 322A, ENGL 322B, ENGL 354, ENGL 376, or ENGL 480**C.** Literary or rhetorical theory 3ENGL 270, ENGL 275, ENGL 373, ENGL 471, ENGL 475, ENGL 475A, or ENGL 478**D.** Historical Literature Core 9British Literature 3ENGL 230, *ENGL 230A, ENGL 231, ENGL 305A, ENGL 330, *ENGL 330C, ENGL 331, ENGL 362, ENGL 363, ENGL 364, or ENGL 365Literature Before 1800 3ENGL 230, *ENGL 230A, *ENGL 330E, ENGL 341, ENGL 362, ENGL 363, or ENGL 364American Literature 3ENGL 260, ENGL 261, ENGL 332,

MAJOR REQUIREMENTS

Specific Major Requirements

- 39 hours with a minimum of 18 credit hours at the 300 level and above, 6 hours of which must be at the 400 level.

The major also requires a minimum number of these 39 hours in different areas or courses:

- A. ENGL 200 (3)
B. Writing (3)
ENGL 251, ENGL 252, ENGL 253, ENGL 254, ENGL 354, or ENGL 454
C. Theory (3)
ENGL 270, ENGL 275, ENGL 373, ENGL 375, ENGL 376, ENGL 457A, ENGL 475, ENGL 475A, ENGL 478, or ENGL 480
D. Historical Contexts (9)
At least 3 credits must be in a pre-1800 literature, noted with an asterisk
Historical Surveys (3)
One of the following: ENGL 230*, ENGL 231, ENGL 260*, ENGL 261
Historical Focus: (6)
One course from each of the following categories
Early Literatures
ENGL 244E*, ENGL 305A, ENGL 311, ENGL 330*, ENGL 330E*, ENGL 332, ENGL 362*, ENGL 363*, ENGL 364*
Recent Literatures
ENGL 205, ENGL 244, ENGL 301B, ENGL 302, ENGL 302A, ENGL 331, ENGL 333, ENGL 365, ENGL 405E
E. Diversity and Global Awareness (6)
At least 3 credits must be in an Ethnic Studies course, noted with asterisk
ENGL 212, ENGL 215, ENGL 243, ENGL 244*, ENGL 244A*, ENGL 244E*, ENGL 245A*, ENGL 245J, ENGL 245N*, ENGL 315A, ENGL 315B, ENGL 317, ENGL 344*, ENGL 344B*, ENGL 344D*, ENGL 345D*, ENGL 345N*, ENGL 349
F. Capstone Course (3)
ENGL 487
G. Concentration or electives (12)
(12 hours at the 300- or 400- level)
TOTAL CREDITS 39
Note: A single course may only be applied to one category.

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. All such work will be assessed in ways that assure student anonymity.

Tracks/Options/Concentrations/Emphases Requirements

Concentrations or electives. Students interested in particular areas of study, with particular career goals, or who desire to attend graduate school, should consider developing a concentration to support those interests or aspirations. Students select

ENGL 333, or ENGL 334E. Literature in the Context of Culture, Ethnicity, and/or Gender 3ENGL 212, ENGL 215, ENGL 244, ENGL 244E, ENGL 245A, ENGL 245J, ENGL 245N, ENGL 315A, ENGL 315B, ENGL 344B, ENGL 344D, ENGL 345D, or ENGL 345NF. Capstone Course 3ENGL 487G. Concentration 12(12 hours at the 300- or 400-level, only 6 of which can be in creative writing)

**Only one of these courses may count for the historical literature core. 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 advisor's permission. A student may receive credit for a course bearing the same course number and letter more than once with the prior permission of the advisor, as long as the subtitles vary.*

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. All such work will be assessed in ways that assure student anonymity.

Tracks/Options/Concentrations/Emphases Requirements

Concentrations.

Students with particular career goals, or who desire to attend graduate school, should consider developing a concentration to support those aspirations. Students may design their own concentration in consultation with the advisor and appropriate faculty members. Such concentrations would typically group together four courses from sub-fields such as literary and cultural studies, creative writing, film studies, composition and rhetoric, Medieval and Renaissance studies, 19th century studies, environmental and place studies, ethnic studies, women's and gender studies, editing and publishing, digital humanities, or other areas of the student's choosing. In some cases, an interdisciplinary concentration may include a course from another department. Students select four courses at the 300 or 400 level. Students wishing to develop a concentration are encouraged to consult with the English Undergraduate Advising Office (201 Andrews) early in their program.

Career Preparation

The English department is committed to preparing majors for the job market. We strongly encourage all majors to enroll in ENGL 300 Career Planning for English Majors (a 1-credit course) during their freshman or sophomore year, and to consider taking advantage of UCARE, internships, and other career development opportunities.

Minor Requirements

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

ADDITIONAL MAJOR REQUIREMENTS

Grade Rules

Pass/No Pass Limits

A student may apply up to 6 hours of Pass/No Pass credit toward a major in English without securing permission; and a student may apply up to 3 hours of Pass/No Pass credit toward a minor in English, subject to the approval of the department granting the major. To secure the necessary approval, students may obtain request forms from the Arts and Sciences Advising Center, 107 Oldfather Hall.

No more than 6 Pass/No Pass hours can count for the English major. No course can count for more than one requirement.

Course Level Requirement

No more than 6 hours of Independent Directed Reading (including internships) will count for the major. Neither independent study taken at the 400 level (ENGL 497) nor an internship (ENGL 495) 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.

REQUIREMENTS FOR MINOR OFFERED BY DEPARTMENT

Plan A. 18 hrs of English at the 200 level and above; 9 hrs must be above 299; of these 9 hrs, 3 hrs must be above 399.

Plan B. 12 hrs of English at the 200 level and above; 6 hrs above 299.

No more than 3 hours of Pass/No Pass may count for a minor in English.

Justification

The English dept. has been engaged in conversations to change these requirements over the past year and a half. Proposed changes are based on input from various units in the department, on the results of ongoing assessment of our major, on changes within the faculty and our course offerings, on input from the advising office, on analysis of other Big 10 English programs, and on trends within the discipline as a whole. With respect to the increase in total hours from 36 to 39 credits we offer the following justification. Many College and ACE requirements can be met within our major. For example, we offer courses in 7 of the 10 ACE outcomes (1, 3, 5, 7, 8, 9, and 10) far more than any other department. As a general rule, our majors have no difficulty graduating in four years due to program factors, and many of them double-major or do multiple minors. In short, we do not anticipate this change to have any negative effect on graduation rates. If we see such a trend in future years, we can revisit this decision. The increase in total hours for the major allows us to implement necessary disciplinary updates (promoting creative and rhetorical writing, and ensuring that all majors take historical surveys and ethnic literature, for example) whilst maintaining the concentration or upper level electives. Our undergraduate majors consider the concentration an integral part of their major, one necessary for their intellectual and professional development.

four courses at the 300 or 400 level that concentrate on a particular area of study.. Students may choose one of the department's recommended areas of concentration, or they may design their own concentration in consultation with the advisor and appropriate faculty members. Recommended areas of concentration include:

- Creative writing
- Composition and Rhetoric
- Digital Humanities
- Environmental and Place studies
- Ethnic studies
- Editing and Publishing
- Film studies
- Literary & Critical Theory
- Medieval and Renaissance studies
- Women's and Gender studies
- 19th Century studies

In some cases, an interdisciplinary concentration may include a course from another department. Students wishing to develop a concentration are encouraged to consult with the English Undergraduate Advising Office (201 Andrews) early in their program. Students who do not wish to pursue a concentration may choose any four 300 or 400 level courses as electives.

Career Preparation

The English department is committed to preparing majors for the job market. We strongly encourage all majors to enroll in ENGL 300 Professional Practices for English Majors during their sophomore or junior year, and to consider taking advantage of UCARE, internships, educational abroad, volunteering and other career development opportunities.

Minor Requirements

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

ADDITIONAL MAJOR REQUIREMENTS

Grade Rules

Pass/No Pass Limits

A student may apply up to 6 hours of Pass/No Pass credit toward a major in English without securing permission; and a student may apply up to 3 hours of Pass/No Pass credit toward a minor in English.

No more than 6 Pass/No Pass hours can count for the English major. No course can count for more than one requirement.

Course Level Requirement

No more than 6 hours of Independent Directed Reading (including internships) will count for the major. Neither independent study taken at the 400 level (ENGL 497) nor an internship (ENGL 495) 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.

REQUIREMENTS FOR MINOR OFFERED BY DEPARTMENT

Plan A. 18 hrs of English at the 200 level and above; 9 hrs must be above 299; of these 9 hrs, 3 hrs must be above 399.

Plan B. 12 hrs of English at the 200 level and above; 6 hrs above 299.

No more than 3 hours of Pass/No Pass may count for a minor in English.

Item IV. Recommendation from the College Curriculum and Advising Committee approve the proposed changes to the Global Studies major and minor. NOTE: Left column is current and right column is proposed.

The program will be supervised by the Global Studies Committee of the College of Arts and Sciences. All students interested in the program should consult with the director or the advisor.

MAJOR REQUIREMENTS

Core Requirements

Required courses (4 hours)

GLST 160 International Relations (POLS 160)

GLST 201 Contemporary Issues in Global Studies

3 hours from one of the following: HIST 121 World History since 1500 CEGEOG 272 Geography of World Regions ANTH 261 Conflict & Conflict Resolution (PSYC 261/SOCI 261/POLS 261)

Specific Major Requirements

- 40 credit hours, with no more than 9 credits in one department, excluding Core Courses and Foreign Language. The 40 hours must be distributed across the core and the categories outlined below. No course may apply in more than one area.

Foreign Language: 6 hrs

This requirement can be met through the following means:

- 6 hours of modern foreign language study (excluding literature in translation) beyond 202 or 210; or
- 6 hours of modern foreign language study from other accredited institutions in cases where the language is not offered at UNL or not offered at the desired level of proficiency

Global Awareness: 3 hrs

This requirement can be met through the following means:

- Education abroad or

MAJOR REQUIREMENTS

Core Requirements

Required courses (10 hours)

GLST 101 Windows to the World

GLST 160 International Relations (POLS 160)

GLST 201 Contemporary Issues in Global Studies

GLST 494 Seminar In Global Studies (Capstone)

Specific Major Requirements

- 40 credit hours, with no more than 9 credits in one department, excluding Core Courses and Foreign Language. The 40 hours must be distributed across the core and the categories outlined below. No course may apply in more than one area.

Foreign Language: 6 hrs

This requirement can be met through the following means:

- 6 hours of modern foreign language study (excluding literature in translation) beyond 202 or 210; or
- 6 hours of modern foreign language study from other accredited institutions in cases where the language is not offered at UNL or not offered at the desired level of proficiency

Global Awareness: 3 hrs

This requirement can be met through the following means:

- Education abroad or
- Global Issues Internship: local or abroad (GLST 395 Internship in Global Studies); or
- Internship for governmental or private agency involved in global issues (upon approval of program advisor) (GLST 395 Internship in Global Studies)

- Global Issues Internship: local or abroad (GLST 395 Internship in Global Studies); or
- Internship for governmental or private agency involved in global issues (upon approval of program advisor) (GLST 395 Internship in Global Studies)

Regional Specialization: 9 hrs in one of the following areas:

The courses that fulfill this requirement are listed below.

Africa

ANTH 362 Peoples & Cultures of Africa (ETHN 362)
 ENGL 244A Introduction to African Literature (ETHN 244A)
 ENGL 344D African-Caribbean Literature (ETHN 344D)
 ETHN 203 Introduction to Africa
 FREN 323 Aspects of Francophone Civilization
 FREN 460 Francophone Literature
 FREN 461 Studies in Francophone Literature & Cultures
 GEOG 380 Geography of Africa
 HIST 150 African Culture & Civilization (ETHN 150)
 HIST 285 Africa Since 1800 (ETHN 285)
 HIST 326 Algeria & France
 HIST 385 African Liberation in the African Diaspora (ETHN 385)
 HIST 486 History of South Africa (ETHN 486)

Asia

ANTH 366 Peoples & Cultures of East Asia
 HIST 181 Introduction to East Asian Civilization (POLN 171)
 HIST 282 Modern East Asia
 HIST 382 History of Modern Japan
 HIST 467 History of China in the 20th Century
 HIST 480 Issues in Modern Chinese History
 FINA 429 Undergraduate Seminar in Japanese Business
 FREN 321 French Civilization I
 FREN 322 French Civilization II
 GERM 321 German Civilization I
 GERM 322 German Civilization II
 MUNM 276G The Music Experience
 PHIL 345 Modern European Jewish Philosophy (JUDS 345)
 SPAN 321 Exploring Hispanic Cultures: Spain
 HIST 100 Western Civilization to 1715
 HIST 101 Western Civilization since 1715
 HIST 216 History of Christianity (RELG 216)
 HIST 219 Introduction to Jewish History (JUDS 219/RELG 219)
 HIST 232 History of England Since the Glorious Revolution
 HIST 262 Russia: The 19th Century to the Present
 HIST 322 The Long Reformation
 HIST 324 The Cold War
 HIST 326 Algeria & France
 HIST 328 History of Germany: 1914 to Present
 HIST 330 Contemporary Europe
 HIST 333 Jews in the Modern World (JUDS 333/RELG 333)
 HIST 338 War & Peace in Europe: 1914 to the Present
 HIST 339 The Holocaust (JUDS 339)
 HIST 362 Eastern Europe & the Balkans Since 1815
 HIST 387 The Enlightenment
 HIST 388 European Social & Cultural History Since 1815
 HIST 429 History of Fascism in Europe
 HIST 462 Recent Russia
 POLS 108 Political Ideas
 RUSS 408 Business & Political Russian

Latin America

ANTH 350 Peoples & Cultures of Native Latin America (ETHN 350)
 ECON 323 The Economic Development of Latin America
 GEOG 378 Geography of Latin America
 HIST 171 History of Latin America (ETHN 171)
 HIST 271 Colonial Latin America (ETHN 271/LAMS 271)
 HIST 272 Modern Latin America (ETHN 272/LAMS 272)
 HIST 370 Colonial Mexico (ETHN 370)
 HIST 371 Modern Mexico (ETHN 371)
 HIST 372 Revolutions in 20th Century Latin America
 HIST 373 Latin America & Global Relations (ETHN 373/LAMS 373)
 HIST 374 History of Brazil (ETHN 374/LAMS 374)
 HIST 476B Race in Modern Latin America (ETHN 476B)
 POLS 277 Latin American Politics (ETHN 277/LAMS 277)
 SPAN 331 Latin American Civilization (LAMS 331)

Middle East
 HIST 214 History of Islam (RELG 214)
 HIST 217 Israel: The Holy Land (JUDS 217/RELG 217)
 HIST 216 History of Christianity (RELG 216)
 HIST 219 Introduction to Jewish History (JUDS 219/RELG 219)
 HIST 326 Algeria & France
 HIST 339 The Holocaust (JUDS 339)
 HIST 386 History of Radical Islam
 POLS 477 Israel & the Middle East (JUDS 477)
 RELG 181 Judaism, Christianity, & Islam
 RELG 208 Introduction to Islam
 RELG 318 Islam in the Modern World
 SOCI 491 Political Sociology

Thematic Specialization: Select 6 hours in each of two themes for a total of 12 hours

Regional Specialization: 9 hrs in one of the following areas:

The courses that fulfill this requirement are listed below.

Africa and Middle East

ENGL 244A Introduction to African Literature (ETHN 244A)
 ETHN 203 Introduction to Africa
 FREN 323 Aspects of Francophone Civilization
 FREN 460 Francophone Literature
 FREN 461 Studies in Francophone Literature & Cultures
 HIST 150 African Culture & Civilization (ETHN 150)
 HIST 214 History of Islam (RELG 214)
 HIST 216 History of Christianity (RELG 216)
 HIST 217 Israel: The Holy Land (JUDS 217/RELG 217)
 HIST 219 Introduction to Jewish History (JUDS 219/RELG 219)
 HIST 285 Africa Since 1800 (ETHN 285)
 HIST 326 Algeria & France
 HIST 339 The Holocaust (JUDS 339)
 HIST 367 History of the Modern Middle East
 HIST 386 History of Radical Islam
 HIST 459 Women and Gender in African Societies
 HIST 486 History of South Africa (ETHN 486)
 POLS 375 Conflict and Development in Africa
 POLS 477 Israel & the Middle East (JUDS 477)
 RELG 181 Judaism, Christianity, & Islam
 RELG 208 Introduction to Islam
 RELG 318 Islam in the Modern World
 SOCI 491 Political Sociology

Asia and Eurasia

FREN 321 French Civilization I
 FREN 322 French Civilization II
 GERM 321 German Civilization I
 GERM 322 German Civilization II
 HIST 100 Western Civilization to 1715
 HIST 101 Western Civilization since 1715
 HIST 181 Introduction to East Asian Civilization (POLN 171)
 HIST 216 History of Christianity (RELG 216)
 HIST 219 Introduction to Jewish History (JUDS 219/RELG 219)
 HIST 232 History of England Since the Glorious Revolution
 HIST 262 Russia: The 19th Century to the Present
 HIST 282 Modern East Asia
 HIST 322 The Long Reformation
 HIST 326 Algeria & France
 HIST 328 History of Germany: 1914 to Present
 HIST 330 Contemporary Europe
 HIST 333 Jews in the Modern World (JUDS 333/RELG 333)
 HIST 338 War & Peace in Europe: 1914 to the Present
 HIST 339 The Holocaust (JUDS 339)
 HIST 362 Eastern Europe & the Balkans Since 1815
 HIST 382 History of Modern Japan
 HIST 387 The Enlightenment
 HIST 462 Recent Russia
 HIST 467 History of China in the 20th Century
 MUNM 276G The Music Experience
 PHIL 345 Modern European Jewish Philosophy (JUDS 345)
 POLS 108 Political Ideas
 RUSS 408 Business & Political Russian
 RUSS 482 Russian Literature in Translation
 SPAN 321 Exploring Hispanic Cultures: Spain
 Europe
 ENGL 331 British Authors to 1800
 FREN 461 Studies in Francophone Literature & Cultures
 HIST 100 Western Civilization to 1715
 HIST 101 Western Civilization since 1715
 HIST 216 History of Christianity
 HIST 232 England Since Revolution
 HIST 328 History of Germany: 1914 to Present
 HIST 330 Contemporary Europe
 HIST 338 War & Peace in Europe: 1914 to Present
 HIST 339 The Holocaust
 HIST 362 Eastern Europe and the Balkans since 1815
 MUNM 276G The Music Experience
 PHIL 345 Modern European Jewish Philosophy
 POLS 108 Political Ideas
 SPAN 314 Introduction to Hispanic Literature: Spain
 SPAN 321 Exploring Hispanic Cultures: Spain

Latin America

ANTH 237 Ancient Mesoamerica
 GEOG 378 Geography of Latin America
 HIST 171 History of Latin America (ETHN 171)
 HIST 271 Colonial Latin America (ETHN 271/LAMS 271)
 HIST 272 Modern Latin America (ETHN 272/LAMS 272)

Culture and Society

ANTH 252 Archaeology of World Civilizations (CLAS 252) ANTH 350 Peoples & Cultures of Native Latin America (ETHN 350) ANTH 362 Peoples & Cultures of Africa (ETHN 362) ANTH 366 Peoples & Cultures of East Asia
COMM 211 Intercultural Communication (ETHN 211)
COMM 250 Rhetoric, Media & Civic Life
COMM 271 Organizing Social Change
COMM 452 Media & Culture
COMM 465 Communication & Social Identity
COMM 486 Communicating Organizational Culture & Power
CZEC 301 Representative Authors I
CZEC 302 Representative Authors II
ECON 321 Introduction to International Economics
ENGL 331 British Authors since 1800
FREN 301 Representative Authors I
FREN 302 Representative Authors II
GERM 301 Representative Authors I
GERM 302 Representative Authors II
HIST 100 Western Civilization to 1715
HIST 101 Western Civilization since 1715
HIST 150 African Culture & Civilization (ETHN 150)
HIST 171 History of Latin America (ETHN 171)
HIST 181 Introduction to East Asian Civilization (POLS 171)
HIST 217 Israel: The Holy Land (JUDS 217/RELG 217)
HIST 214 History of Islam (RELG 214)
HIST 219 Introduction to Jewish History (JUDS 219/RELG 219)
HIST 216 History of Christianity (RELG 216)
HIST 271 Colonial Latin America (ETHN 271/LAMS 271)
HIST 272 Modern Latin America (ETHN 272/LAMS 272)
HIST 329 Women in European History (MRST 329/WMNS 329)
HIST 362 Eastern Europe & the Balkans since 1815
HIST 385 African Liberation in the African Diaspora (ETHN 385)
HIST 387 The Enlightenment
HIST 388 European Social & Cultural History since 1815
HIST 429 History of Fascism in Europe
HIST 476B Race in Modern Latin America (ETHN 476B)
MODL 383 Women Write the World (GLST 383)
PHIL 325 Advanced Social Political Philosophy
POLS 108 Political Ideas
PSYC 270 Evolution, Behavior, & Society
PSYC 288 The Psychology of Social Behavior
PSYC 310 Psychology of Immigration (ETHN 310)
RELG 108 World Religions
RELG 181 Judaism, Christianity, & Islam
RELG 208 Introduction to Islam
RELG 209 Judaism & Christianity in Conflict & Coexistence (JUDS 209)
RELG 318 Islam in the Modern World
RUSS 301 Representative Authors
IRUSS 302 Representative Authors I
SPAN 314 Introduction to Hispanic Literature: Spain
SPAN 315 Representative Authors of Spain
SOCI 452 Sociology of Religion

Global

Security and Foreign Policy

AERO 295 The Evolution of U.S. Air & Space Power I
AERO 296 The Evolution of U.S. Air & Space Power II
AERO 441 National Security Affairs & Preparation for Active Duty I
AERO 442 National Security Affairs & Preparation for Active Duty II
ANTH 353 Anthropology of War
COMM 210 Communicating in Small Groups
COMM 212 Debate
COMM 312 Argumentation
COMM 371 Communication in Negotiation & Conflict Resolution
COMM 375 Theories of Persuasion
COMM 465 Communication & Social Identity
COMM 4
87 Global Organizational Communication
CRIM 413 Sociology of Deviant Behavior
CRIM 476 Terrorism
CRIM 477 Organized Crime
CSCE 477 Cryptography & Computer Security
GEOG 217 Mapping Science in the 21st Century
GEOG 312 Introduction to Geospatial Information Sciences (NRES 312)
GEOG 412 Introduction to Geographic Information Systems (NRES 412)
GEOG 418 Introduction to Remote Sensing (NRES 418)
GEOG 420 Digital Image Analysis of Remote Sensing Data
GEOG 444 Geo-demographics & GIS
GEOG 447 Political Geography
NSST 475 Threats & Solutions to National Security in the 21st Century
HIST 304 United States Military History Since 1917
HIST 324 The Cold War
HIST 338 War & Peace in Europe: 1914 to the Present
HIST 347 America and the World to 1914
HIST 348 America and the World Since 1914
NAVS 321 Evolution of Warfare
POLS 263 Causes of War & Peace
POLS 268 Threats to World Order
POLS 361 The United Nations & World Politics

HIST 371 Modern Mexico (ETHN 371)
HIST 476B Race in Modern Latin America (ETHN 476B)
POLS 277 Latin American Politics (ETHN 277/LAMS 277)
SPAN 331 Latin American Civilization (LAMS 331)

Thematic Specialization: Select 6 hours in each of two themes for a total of 12 hours

Identity, Culture, and Society

ANTH 212 Introduction to Cultural Anthropology

ANTH 412 Family, Marriage, and Kinship
COMM 211 Intercultural Communication (ETHN 211)
COMM 250 Rhetoric, Media & Civic Life
COMM 271 Organizing Social Change
COMM 465 Communication & Social Identity
COMM 486 Communicating Organizational Culture & Power
CZEC 301 Representative Authors I
CZEC 302 Representative Authors II
ECON 321 Introduction to International Economics
ENGL 331 British Authors since 1800
FREN 301 Representative Authors I
FREN 302 Representative Authors II
GEOG 272 Geography of World Regions
GERM 301 Representative Authors I
GERM 302 Representative Authors II
GLST 381 Cultures in Transit
GLST 382 Storytelling
GLST 383 Women Write the World (MODL 383)
HIST 100 Western Civilization to 1715
HIST 101 Western Civilization since 1715
HIST 121 World History Post 1500
HIST 150 African Culture & Civilization (ETHN 150)
HIST 171 History of Latin America (ETHN 171)
HIST 181 Introduction to East Asian Civilization (POLS 171)
HIST 214 History of Islam (RELG 214)
HIST 216 History of Christianity (RELG 216)
HIST 217 Israel: The Holy Land (JUDS 217/RELG 217)
HIST 219 Introduction to Jewish History (JUDS 219/RELG 219)
HIST 271 Colonial Latin America (ETHN 271/LAMS 271)
HIST 272 Modern Latin America (ETHN 272/LAMS 272)
HIST 329 Women in European History (MRST 329/WMNS 329)
HIST 362 Eastern Europe & the Balkans since 1815
HIST 387 The Enlightenment
HIST 423 The European Enlightenment
HIST 476B Race in Modern Latin America (ETHN 476B)
PHIL 325 Advanced Social Political Philosophy

Global Development and Service

ALEC 102 Interpersonal Skills for Leadership

ALEC 202 Leadership Development in Small Groups and Teams

ALEC 302 Dynamics of Effective Leadership in Organizations

ALEC 466 Leadership and Diversity in Organizations and Communities

ANTH 474 Applied and Development Anthropology
COMM 211 Intercultural Communication (ETHN 211)
COMM 271 Organizing for Social Change
COMM 486 Communicating Organizational Culture and Power
COMM 487 Global Organizational Communication
CRPL Introduction to Planning
ECON 321 Introduction to International Economics
PHIL 325 Advanced Social Political Philosophy
Global Security and Foreign Policy
AERO 295 The Evolution of U.S. Air & Space Power I
AERO 296 The Evolution of U.S. Air & Space Power II
AERO 441 National Security Affairs & Preparation for Active Duty I
AERO 442 National Security Affairs & Preparation for Active Duty II
ANTH 261 Conflict and Conflict Resolution (POLS 261)
ANTH 353 Anthropology of War
COMM 210 Communicating in Small Groups
COMM 212 Debate
COMM 375 Theories of Persuasion
COMM 465 Communication & Social Identity
COMM 487 Global Organizational Communication
CRIM 413 Sociology of Deviant Behavior
CRIM 476 Terrorism
CRIM 477 Organized Crime
CSCE 477 Cryptography & Computer Security
GEOG 312 Introduction to Geospatial Information Sciences (NRES 312)
GEOG 412 Introduction to Geographic Information Systems (NRES 412)
GEOG 418 Introduction to Remote Sensing (NRES 418)
GEOG 444 Geo-demographics & GIS

POLS 362 Globalization, Human Rights, & Diversity
POLS 363 United States Foreign Policy
POLS 459 International Political Economy
RUSS 408 Business and Political Russian
RELG 418 Fundamentalism, Religion, & Politics

Human Rights

ANTH 353 Anthropology of War
ANTH 442 Human Variation
ANTH 472 Belief Systems in Anthropological Perspective
ANTH 476 Human Rights, Environment & Development
COMM 465 Communication & Social Identity
HIST 225 Women in History (WMNS 225)
HIST 333 Jews in the Modern World (JUDS 333/RELG 333)
HIST 339 The Holocaust (JUDS 339)
HIST 429 History of Fascism in Europe
HIST 486 History of South Africa (ETHN 486)
MODL 454 Russian Intellectual Tradition (RUSS 454)
PHIL 325 Advanced Social Political Philosophy or PHIL 425 Political & Social Philosophy
POLS 281 Challenges to the State
POLS 361 The United Nations & World Politics
POLS 362 Globalization, Human Rights & Diversity
POLS 469 International Law
POLS 470 International Human Rights
POLS 476 Ethnic Conflict & Identity (JUDS 476)
POLS 472 State Terror
SOC1 200 Women in Contemporary Society/SOCI 217 Nationality & Race Relations (ETHN 217)
SOC1 481 Minority Groups (ETHN 481)
WMNS 101 Introduction to Women's & Gender Studies/WMNS 201 Introduction to Lesbian, Gay, Bisexual, Trans-gender, Queer/Sexuality Studies

Global Resources and Environment

AECN 357 Natural Resource & Environmental Law (NREE 357)
AECN 420 International Food & Agricultural Trade
AGRI 282 Introduction to Global Agricultural & Natural Resources Issues
AGRO 153 Soil Resources (HORT 153/SOIL 153)
AGRO 475 Water Quality Strategy (CIVE 475/CRPL 475/GEOL 475/MSYM 475/NRES 475/POLS 475/SOCI 475/SOIL 475/WATS 475)
ALEC 388 Ethics in Agriculture & Natural Resources (AECN 388)
ALEC 410 Environmental Leadership (NRES 413)
ANTH 473 Ecological Anthropology
ANTH 476 Human Rights, Environment, & Development
CRPL 470 Environmental Planning & Policy
ENSC 110 Energy in Perspective
ENSC 220 Introduction to Energy Systems
ENSC 230 Energy & the Environment: Economics & Policy
ENVR 189H Humans, Water, & the Environment
ENVR 201 Science, Systems, Environment, & Sustainability
ENVR 249 Individual & Cultural Perspectives on the Environment
ENVR 319 Environmental Engagement & the Community
GEOG 181 Quality of the Environment
GEOG 308 Biogeography (GEOL 308/NRES 308)
GEOG 378 Geography of Latin America
GEOL 115 The Earth's Energy Resources
GEOL 485 Fossil Fuel Geology & Exploration
GEOL 495 Economic & Exploration Geology
HIST 469 Global Environmental History
NRES 104 Climate in Crisis
NRES 108 Earth's Natural Resource Systems Lab
NRES 220 & NRES 222 Principles of Ecology & Lab (BIOS 220 & BIOS 222)
NRES 323 Natural Resources Policy
NRES 370 Basic & Applied Climatology (METR 370)
NRES 452 Climate & Society (AGRO 450/GEOG 450/METR 450)
PHIL 225 Environmental Ethics
PSYC 334 Psychology of Environmental Sustainability
SOC1 346 Environmental Sociology
WATS 281 Introduction to Water Science (GEOG 281/NRES 281)

Seminar in Global Studies: GLST 494 (3 hrs)

ADDITIONAL MAJOR REQUIREMENTS

Grade Rules

C- and D Grades

Students are required to earn a C or better in all courses for the major.

Pass/No Pass Limits

No course may be taken as Pass/No Pass for the major.

GEOG 447 Political Geography
HIST 304 United States Military History Since 1917
HIST 324 The Cold War
HIST 337 Modern Espionage and Intelligence
HIST 338 War & Peace in Europe: 1914 to the Present
HIST 348 America and the World Since 1914
NAVS 321 Evolution of Warfare
NSST 175 Introduction to National Security
NSST 375 Writing and Briefing for the National Security Enterprise
NSST 376 Analysis for the National Security Establishment
NSST 475 Threats & Solutions to National Security in the 21st Century
POLS 263 Causes of War & Peace
POLS 268 Threats to World Order
POLS 361 The United Nations & World Politics
POLS 362 Globalization, Human Rights, & Diversity
POLS 363 United States Foreign Policy
POLS 459 International Political Economy
PSYC 435 Psychology of Terrorism
RELG 418 Fundamentalism, Religion, & Politics
RUSS 408 Business and Political Russian

Human Rights

ANTH 353 Anthropology of War
ANTH 442 Human Variation
ANTH 472 Belief Systems in Anthropological Perspective
COMM 465 Communication & Social Identity
ENGL 210P Literature of War and Peace
HIST 225 Women in History (WMNS 225)
HIST 333 Jews in the Modern World (JUDS 333/RELG 333)
HIST 339 The Holocaust (JUDS 339)
HIST 486 History of South Africa (ETHN 486)
PHIL 325 Advanced Social Political Philosophy or PHIL 425 Political & Social Philosophy
POLS 281 Challenges to the State
POLS 361 The United Nations & World Politics
POLS 362 Globalization, Human Rights & Diversity
POLS 469 International Law
POLS 470 International Human Rights
POLS 472 State Terror
SOC1 481 Minority Groups (ETHN 481)

Global Resources and Environment

AECN 357 Natural Resource & Environmental Law (NREE 357)
AECN 420 International Food & Agricultural Trade
AGRO 153 Soil Resources (HORT 153/SOIL 153)
AGRO 475 Water Quality Strategy (CIVE 475/CRPL 475/GEOL 475/MSYM 475/NRES 475/POLS 475/SOCI 475/SOIL 475/WATS 475)
ALEC 125 Land, Food, and People
ALEC 388 Ethics in Agriculture & Natural Resources (AECN 388)
ALEC 410 Environmental Leadership (NRES 413)
ANTH 473 Ecological Anthropology
CRPL 470 Environmental Planning & Policy
ENSC 110 Energy in Perspective
ENSC 220 Introduction to Energy Systems
ENSC 230 Energy & the Environment: Economics & Policy
ENVR 189H Humans, Water, & the Environment
ENVR 201 Science, Systems, Environment, & Sustainability
ENVR 249 Individual & Cultural Perspectives on the Environment
ENVR 319 Environmental Engagement & the Community
ENVR 334 Psychology of Environmental Sustainability
GEOG 181 Quality of the Environment
GEOG 308 Biogeography (GEOL 308/NRES 308)
GEOG 378 Geography of Latin America
GEOL 485 Fossil Fuel Geology & Exploration
GEOL 495 Economic & Exploration Geology
NRES 104 Climate in Crisis
NRES 108 Earth's Natural Resource Systems Lab
NRES 220 & NRES 222 Principles of Ecology & Lab (BIOS 220 & BIOS 222)
NRES 323 Natural Resources Policy
NRES 370 Basic & Applied Climatology (METR 370)
NRES 452 Climate & Society (AGRO 450/GEOG 450/METR 450)
PHIL 225 Environmental Ethics
SOC1 346 Environmental Sociology
WATS 281 Introduction to Water Science (GEOG 281/NRES 281)

ADDITIONAL MAJOR REQUIREMENTS

Grade Rules

C- and D Grades

Students are required to earn a C or better in all courses for the major.

Course Level Requirement

At least 15 hours at the 300/400 level.

REQUIREMENTS FOR MINOR OFFERED BY DEPARTMENT

- 18 credit hours, with no more than 6 credit hours in one department, excluding the core, and at least 6 hours at the 300/400 level.

Core Course: 6 hours

Required course (3 hours)

GLST 160 International Relations (POLS 160)

3 hours from one of the following: HIST 121 World History since 1500 CEGEOG 272 Geography of World Regions ANTH 261 Conflict & Conflict Resolution (PSYC 261/SOCI 261/POLS 261)

Regional Specialization: 6 hrs in one of the following areas

Africa

Asia

Europe

Latin America

Middle East

Thematic Specialization: 6 hours in one of the following areas

Culture and Society

Global Security and Foreign Policy

Human Rights

Global Resources and Environment

Grade Rules

C- and D Grades

Students are required to earn a C or better in all courses for the minor.

Pass/No Pass

No course may be taken as Pass/No Pass for the minor.

Justification

Updating bulletin section. Core: Justification: In order to help students understand Global Studies as an independent (stand-alone) academic discipline we have decided to redesign and establish a core Global Studies course (GLST 201). We plan to increase GLST 201 from 1 to 3 credits and shift the entire purpose and outcome of the course to include the following outcomes: 1. Establish a thorough understanding of Global Studies as an academic field. 2. Focus on main theoretical approaches that inform the multi and inter-disciplinary perspectives and some of the global challenges associated with each area. 3. Understand how Global Studies connects theory to action and figure out different ways in which students can work to improve the world. In addition, we will be moving current core options, ANTH 261, HIST 121 and GEOG 272 into thematic specializations, as we offer courses within our major for the most part. Regional Specialization: (9 credits) Justification: We are moving to switch our regional specialization from 5 regions to 4, by rearranging and redefining the areas to reflect the strengths of the offering in the university system. This is also done in order to increase the number of courses available in each region, and to accommodate the growing trends of understanding global issues beyond continental divides. We want our students to specialize in a particular geographical region defined by a common historical, social, political, and cultural experience rather than artificial (and sometimes natural) lines dividing countries and continents. That is, we want students to understand global issues (and regions) beyond natural geographic boundaries (such as mountains and rivers), and artificial divisions into (as state and national borders). Our goal is to make them see that human experience in the globalized world transcend beyond these simple connections. Thematic Specialization (12 credits) Justification: Responding to a growing demand for students to gain tangible skills that will help them secure a successful career path we wish to create an additional thematic specialization. Many Global Studies majors want to work in development and non-profit/service oriented organizations upon graduation. In order to accommodate the growing interest in gaining tangible skills to participate in this particular career path, we are adding Global Development and Service Theme. The purpose of the theme is to bring in courses that have additional set of skills and applications that will help students be better equipped to work in the profit and not-for-profit organizations. The courses within this theme focus primarily on gaining skills that will increase student skills in understanding how to help organizations manage, plan, communicate, and organize. Provides an interdisciplinary approach to the study of development and service organizing at local, national, and international level. Topics include economics, management, leadership, and development theory and application. Identity, Culture, and Society: Examines socio-cultural phenomena that characterize local, regional, national and international communities. Justification: Including Identity as an important aspect of how communities are understood.

Additional Information

Most Recent Action Nov 9, 2015 3:57:00 PM

Submitter Nancy Knapp

Additional Documentation

[crpl_permission0001.pdf](#)

[English_permission0001.pdf](#)

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[NRES_484_Global_Studies_Curriculum_permission.pdf](#)

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[PSYC_permission0001.pdf](#)

[russian_permission_modern_languages0001.pdf](#)

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Pass/No Pass Limits

No course may be taken as Pass/No Pass for the major.

Course Level Requirement

At least 15 hours at the 300/400 level.

REQUIREMENTS FOR MINOR OFFERED BY DEPARTMENT

- 18 credit hours, with no more than 6 credit hours in one department, excluding the core, and at least 6 hours at the 300/400 level.

Core Course: 6 hours

Required course (6 hours)

GLST 160 International Relations (POLS 160)

GLST 201 Contemporary Issues in Global Studies

Regional Specialization: 6 hrs in one of the following areas

Africa and Middle East

Asia and Eurasia

Europe

Latin America

Thematic Specialization: 6 hours in one of the following areas

Identity, Culture, and Society

Global Development and Service

Global Security and Foreign Policy

Human Rights

Global Resources and Environment

Grade Rules

C- and D Grades

Students are required to earn a C or better in all courses for the minor.

Pass/No Pass

No course may be taken as Pass/No Pass for the minor.

Item V. Recommendation from the College Curriculum and Advising Committee approve the proposed changes to the Psychology major and minor.

NOTE: Both columns are showing the proposed major. The current bulletin listing is after the proposed information.

MAJOR REQUIREMENTS

Specific Major Requirements

Core Requirements	21
<u>PSYC 100</u> Career Planning for Psychology Majors.....	1
<u>PSYC 181</u> Introduction to Psychology.....	4
<u>PSYC 263</u> Introduction to Cognitive Psychology.....	3
<u>PSYC 273</u> Brain and Behavior.....	3
<u>PSYC 288</u> Psychology of Social Behavior.....	3
<u>PSYC 289</u> Developmental Psychology.....	3
<u>PSYC 350</u> Research Methods and Analysis.....	4
Advanced Psychology Courses	15
15 additional credit hours in PSYC courses at the 300 level or above, including at least 9 credit hours at the 400 level or above (<i>excluding PSYC 350, PSYC 396, PSYC 399H, PSYC 496, PSYC 497, PSYC 499</i>).	
Total credit hours:	36

Students are strongly advised to complete Core Requirements before the Advanced Psychology Courses.

Program Assessment.

To assist the department in evaluating the effectiveness of its programs, the following learning outcomes will be regularly assessed:

1. Demonstrate knowledge of the main content areas of psychology, including cognitive, developmental, neuroscience and social.
2. Understand the most common research designs and demonstrate ability to locate, understand, and evaluate a published research report.
3. Generate a research report including the methodology and data analysis used to test an empirical hypothesis.

ADDITIONAL MAJOR REQUIREMENTS

Grade Rules

Pass/No Pass Limits

Excluding PSYC 100, up to 3 hours of Pass/No Pass credit may be taken in major requirements.

REQUIREMENTS FOR MINOR OFFERED BY DEPARTMENT

Plan A (1 minor):

- PSYC 181

MAJOR REQUIREMENTS

Specific Major Requirements

Core Requirements	21
<u>PSYC 100</u> Career Planning for Psychology Majors.....	1
<u>PSYC 181</u> Introduction to Psychology.....	4
<u>PSYC 263</u> Introduction to Cognitive Psychology.....	3
<u>PSYC 273</u> Brain and Behavior.....	3
<u>PSYC 288</u> Psychology of Social Behavior.....	3
<u>PSYC 289</u> Developmental Psychology.....	3
<u>PSYC 350</u> Research Methods and Analysis.....	4
Advanced Psychology Courses	15
15 additional credit hours in PSYC courses at the 300 level or above, including at least 9 credit hours at the 400 level or above (<i>excluding PSYC 350, PSYC 396, PSYC 399H, PSYC 496, PSYC 497, PSYC 499</i>).	
Total credit hours:	36

Students are strongly advised to complete Core Requirements before the Advanced Psychology Courses.

Program Assessment.

To assist the department in evaluating the effectiveness of its programs, the following learning outcomes will be regularly assessed:

1. Demonstrate knowledge of the main content areas of psychology, including cognitive, developmental, neuroscience and social.
2. Understand the most common research designs and demonstrate ability to locate, understand, and evaluate a published research report.
3. Generate a research report including the methodology and data analysis used to test an empirical hypothesis.

ADDITIONAL MAJOR REQUIREMENTS

Grade Rules

Pass/No Pass Limits

Excluding PSYC 100, up to 3 hours of Pass/No Pass credit may be taken in major requirements.

REQUIREMENTS FOR MINOR OFFERED BY DEPARTMENT

Plan A (1 minor):

- PSYC 181

- 14 credit hours at the 200 level or above, including at least 9 credit hours at the 300 level or above.

Minimum: 18 credit hours

Plan B (2 minors):

- PSYC 181
- Plus three other courses at the 200 level or above.

Minimum: 12 credit hours.

No more than 3 hours from the following courses can count toward the minor: PSYC 296, PSYC 297, PSYC 299, PSYC 396, PSYC 496, PSYC 497, PSYC 499.

Students minoring in this department may take up to 3 hours Pass/No Pass.

Justification

After significant discussion, the department voted to simplify the psychology major. The psychology major has had its current structure since at least 1980. That structure consists of a small number of required courses and four menus of courses from which students make choices. Because the discipline has changed significantly since 1980, we decided to revamp the requirements for the bachelor's degree. We believe that these changes will make advising easier and produce graduates with a more well-rounded education in psychology. We believe that students will benefit from having a shared educational experience in taking the "core" courses. We also think it is important that students are encouraged to take research methods and data analysis (PSYC 350) earlier in their careers and that this new major will accomplish that goal. Earlier exposure to research methods and statistics will improve the experience of students in other courses and in whatever research experiences they undertake. Finally, we believe that this new major, when coupled with our new learning objectives, will improve program assessment.

- 14 credit hours at the 200 level or above, including at least 9 credit hours at the 300 level or above.

Minimum: 18 credit hours

Plan B (2 minors):

- PSYC 181
- Plus three other courses at the 200 level or above.

Minimum: 12 credit hours.

No more than 3 hours from the following courses can count toward the minor: PSYC 296, PSYC 297, PSYC 299, PSYC 396, PSYC 496, PSYC 497, PSYC 499.

Students minoring in this department may take up to 3 hours Pass/No Pass.

Psychology

MAJOR REQUIREMENTS

Specific Major Requirements

<u>PSYC 181</u>	4
<u>PSYC 100</u>	1
<i>Select two courses from each group below:</i>	12
Group 1 (natural science):.....	6
<u>PSYC 233, PSYC 263, PSYC 265, PSYC 268, PSYC 270, PSYC 360, PSYC 373</u>	
Group 2 (social science):.....	6
<u>PSYC 287, PSYC 288, PSYC 289, PSYC 380</u>	
<u>PSYC 350</u>	4
<i>Select one course from each group below:</i>	6
Group 1 (natural science):.....	3
<u>PSYC 456, PSYC 458, PSYC 460, PSYC 461, PSYC 463, PSYC 464, PSYC 465, PSYC 466, BIOS 462</u>	
Group 2 (social science):.....	3

PSYC 462, PSYC 483, PSYC 485, PSYC 486, PSYC 489

Any two additional 400-level courses _____6

(excluding PSYC 496, PSYC 497, PSYC 499)

Total credit hours required: _____33

Appropriate credit toward the psychology major requirements will be granted for psychology courses that are cross-listed in other departments but taken in another department. Credit toward the major will be granted even if the course is applied to another major or minor.

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

1. Submit copies of work produced in 200-, 300-, and 400-level courses to an assessment committee.
2. Complete a written exit survey in their last semester.

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

ADDITIONAL MAJOR REQUIREMENTS

Grade Rules

Pass/No Pass Limits

Up to 6 hours of Pass/No Pass credit may be taken in major requirements. Psychology majors may take up to 6 hours Pass/No Pass in their minor(s), subject to the approval of the department(s) granting the minor(s).

REQUIREMENTS FOR MINOR OFFERED BY DEPARTMENT

Plan A (1 minor):

- PSYC 181
- 14 credit hours at the 200 level or above, 9 of which must be at the 300 level or above.

Minimum: 18 credit hours

Plan B (2 minors):

- PSYC 181
- Plus three other courses at the 200 level or above.

Minimum: 12 credit hours.

No more than 3 hours from the following courses can count toward the minor: PSYC 296, PSYC 297, PSYC 299, PSYC 396, PSYC 496, PSYC 497, PSYC 499.

Students minoring in this department may take up to 6 hours Pass/No Pass.

Item VII. Recommendation from the College Curriculum and Advising Committee approve the proposed new course CASC 200.

Department College of Arts & Sciences (Advising Center)

Request pertains to: course major minor

Course Title / Major or Minor Area Career Development for Arts & Sciences

Dept Code & Course ID CASC 200

Initiated by Christina Fielder

Email cfielder@unl.edu Phone 2-4190 Date 10/20/15

CASC 200: Career Development in Arts & Sciences

Justification for CCAC: While a degree from the College of Arts & Sciences can lead anywhere, it can be more challenging for students to identify and prepare for possible career paths. By offering an elective course at the college level, students in all disciplines can develop early and customized plans for next steps that will prepare them to make the most of their academic preparation immediately upon graduation. This course is intended to compliment other discipline-specific career planning courses like PSYC 100, CHEM 101. Not intended to be an orientation course, the recommended time frame for taking the course is in the 2nd year. The course will be flexible enough to meet the needs of students in the Humanities, Social Sciences and Natural/Mathematical Sciences and with the high percentage of students in the college pursuing multiple majors and minors, having a college wide offering will allow for greater integration of disciplines in the career planning components. A follow up course may be proposed next year more focused on preparing for a jobsearch and life after graduation.

Bulletin Copy: Arts & Sciences students will explore the value of the liberal arts degree and the possible career paths to which it relates. Topics covered include career decision making, self-exploration, transferrable skills, gaining experience, building a resume, and networking.

RESOURCE ANALYSIS OF PROPOSED NEW COURSE

Name of person preparing the analysis: Celeste Spier and Christina Fielder

Department: A&S Academic and Career Advising Center Course number: CASC 200

1. **How much student demand do you anticipate for the course?** Is the course primarily for majors? Will it fulfill ACE or College distribution requirements?

We anticipate a moderate course demand with 30 seats in each fall and spring semester. Demand for the course will come from students' desire to gain career direction and preparation with their major and advising from College and Major Advisors. The course will not count toward a student's major requirements, ACE, or College distribution requirements. It will be elective.

2. **Are there immediate or long-term costs associated with the proposal?** For example, will additional staff time, space, or library services be needed? How will any costs be covered? **If a lab fee is to be proposed to cover equipment or services, please indicate the amount of the fee.**

There are no immediate or long-term costs associated with the course.

3. **How will the class fit your program's course rotation cycle?** How frequently will it be offered? Will it displace other courses?

The course will be offered each fall and spring semester. Since it is not a department-level course, it will not displace any other courses.

4. **Will your course have an impact on other units' resources?** For example, is it team-taught? Will another unit's course be a prerequisite for yours?

The course may require students to seek advisement from advisors or faculty within their major department or other departments they are exploring. It will require a guest speaker from Career Services one week and for students to take a career assessment at Career Services one week. Students may choose to seek additional advisement from Career Services throughout the course if needed.

CASC 200: Career Development in Arts & Sciences

University of Nebraska-Lincoln

Semester, Year

Meeting Time, Building, Room Number

Instructor

Celeste Spier | cspier2@unl.edu

Coordinator, Career Advising

Arts & Sciences Academic and Career Advising Center

107 Oldfather Hall | (402) 472-4190

Office Hours: Schedule an appointment on MyPLAN or by calling the number above.

Course Description

“What are you going to do with that major?” If this statement sounds familiar, Career Planning for Arts and Sciences Majors is for you! The course is designed to help you understand the value of an Arts and Sciences degree and your future career possibilities. You will gain career direction with your major and explore experiential learning opportunities outside the classroom. Assignments and in-class activities will be tailored to your individual goals, and you will leave with materials, resources, and connections to help you navigate your career with confidence.

Prerequisites: None

Credit Hours: 1

Grade Option: Letter Grade or P/NP

Course Objectives

- Understand the value of a liberal arts degree and the career opportunities it enables
- Identify your interests, abilities and values as they relate to your career goals
- Explore possible experiential learning opportunities as they relate to your career goals
- Learn about the world of work
- Develop lifelong skills and strategies for career decision making and goal attainment

Required Materials

- Brooks, K. (2009). *You majored in what? Mapping your path from chaos to career*. New York: Penguin Group.
- Additional materials are posted on Blackboard

Course Policies

Attendance. Attendance is required. You will be allowed two unexcused absences during the semester. If you have more than two unexcused absences, you will not pass the course. If you know you will be absent, email the instructor before class. He/she will determine whether or not your absence will be excused. If you do not email the instructor prior to missing class and are unable to provide documentation for an excused absence, your absence will be unexcused.

Class Participation. This course is highly participatory. You will be expected to read assigned materials prior to class and come ready to engage, ask questions, and share your thoughts and experiences.

Cell Phones/Laptops. The use of cell phones and computers is not permitted. If you are seen using your cell phone or computer, you may be asked to leave and receive an unexcused absence.

Late Assignments. All assignments are expected to be turned in by the due date listed in the Weekly Schedule of the syllabus. For each day an assignment is late, 5% will be deducted.

Academic Dishonesty. Students are expected to adhere to the guidelines concerning dishonesty outlined in Section 4.2 of University's Student Code of Conduct (<http://stuafs.unl.edu/ja/code>). Academic dishonesty can involve cheating; fabrication or falsification of information; plagiarism; abuse of academic materials; complicity in the academic dishonesty of others; falsifying grade reports; or misrepresenting illness, injury, accident, etc., to avoid or delay an examination or the timely submission of academic work.

Accommodations. If you require any accommodation in this course, please to contact the instructor within the first two weeks of the semester to make appropriate arrangements. In addition, remember to contact Services for Students with Disabilities (SSD), 132 Canfield Administration, (402) 472-3787 voice or TTY, to request a letter outlining your individual needs.

Grading

Component	Percentage of Grade
Class Participation	30%
Reflection Papers (2)	20%
Resume	5%
Informational Interviews (3)	30%
Career Action Plan	15%

Course Assignments

Class Participation: TBD

Reflection Papers: TBD

Resume: TBD

Informational Interviews: TBD

Career Action Plan: TBD