

College of Arts & Sciences Faculty Meeting

Wednesday, December 15, 2021

3:30 p.m. – 5:00 p.m.

Register in advance: https://unl.zoom.us/meeting/register/tJMpcO2orTovHdY7_brEXLZ2-IES55VxuuOj

AGENDA

1. College Updates and information items
 - a. Election of Faculty Secretary (two academic year term)
 - b. Appointment of Parliamentarian
 - c. Updates from the Dean
2. Approval of Minutes from the Spring Faculty Meeting held on April 20, 2021. See Appendix, pages 3-6.
3. Discuss recommendation from the Dean and the College Executive Committee to approve the proposed changes to the Bylaws of the Faculty, Article II – adding Section 4 which addresses academic due process. See Appendix, page 7.
4. Recommendation from the Dean and the College Curriculum and Advising Committee to approve the proposed university-wide experiential learning requirement. See Appendix, page 8.
5. Recommendation from the College Curriculum and Advising Committee to approve for the 2022-2023 Undergraduate Catalog. See Appendix, pages 9-107.
 - a. Changes to the college portion of Catalog:
 - i. Course Restrictions (page 9)
 - ii. New Catalog Requirement Policy for Transfer Students and Prior Year Catalog. (pages 10-12)
 - b. New major in **Multi-disciplinary Studies**. See Appendix, pages 13-22.
 - c. Changes to the major in **Chemistry** – Restructuring the major: BA – Changes in required credit hours and core courses; BS – Creating options: Professional Option and Chemical Biology Option. See Appendix, pages 24-27.
 - d. Changes to the minor in **Greek** – Changing credit hours for minor. See Appendix, pages 28-30.
 - e. Changes to the minor in **Latin** – Changing credit hours for minor. See Appendix, pages 31-33.
 - f. Changes to the minor in **Communication Studies** – Deleting the Plan B option. See Appendix, pages 34-36.
 - g. Changes to the major in **Environmental Studies** – Increasing core credit hours, adding to core requirements and adjusting option credit hours due to increase in core hours. See Appendix, pages 37-45.
 - h. Changes to the major in **Ethnic Studies** – Removing emphases and creating options: Multi-Ethnic Studies Option, Latinx and Latin American Studies Option, African and African American Studies Option; and Indigenous Studies Option. See Appendix, pages 46-48.
 - i. Deletion of the major in **Latin American Studies** – Declining interest in major; this will be an option under the Ethnic Studies major. See Appendix, pages 49-51.
 - j. Changes to the minor in **U.S. Latina/Latino Studies** – Changing the title to Latinx Studies. See Appendix, pages 52-54.
 - k. Changes to the minor in **Native American Studies** – Changing the title to Indigenous Studies. See Appendix, pages 55-58.
 - l. Changes to the minor in **Mathematics** – Deleting the Plan B option. See Appendix, pages 59-61.
 - m. Changes to major and minor in **French** – Increasing major to 33 hours and minor to 18 hours; changing required courses to both. See Appendix, pages 62-64.

- n. Changes to major and minor in **German** – Increasing major to 33 hours and minor to 18 hours; adding required courses to both. See Appendix, pages 65-70.
- o. Changes to major and minor in **Russian** – Increasing major to 33 hours and minor to 18 hours; adding required courses to both. See Appendix, pages 71-74.
- p. Changes to the minor in **Psychology** – Deleting the Plan B option. See Appendix, pages 75-77.
- q. Changes to the major in **Anthropology** – Increasing credit hours for major with increased core credit hours and an additional required course in Forensic Option. See Appendix, pages 78-80.

6. Questions and Feedback

**2. Approval of the Minutes from the Spring Faculty Meeting held on April 20, 2021.
Spring CAS Faculty Meeting Minutes (20 April 2021)**

3:30 pm: The online meeting was called to order by Dean Mark Button. There were 97 Attendees.

1. Opening remarks from the Dean

Dean Mark Button: Thank you for your efforts during these challenging times. The pandemic has persisted for more than a year and many of us have lost loved ones. Persistent racial violence (anti-Black and anti-Asian) are abhorrent recent events during an already difficult time. In the face of these challenges, the College of Arts and Sciences continues to stand with and support all Black, Indigenous, and People of Color.

Despite these things, we have reasons to be optimistic about the future. The College will graduate 720 students, our second largest Spring graduating class, and fall enrollments and commits are higher than in past four years. And, the College has just hired CAS alum Nicholas Gordon, as our new Director of Recruitment.

2. Approval of Minutes from the Fall Faculty Meeting held on December 10, 2020.

No comments. Poll results: 93% approved, 4% abstained, and 4% ineligible to vote.

3. Updates from the Dean

Update 1: College Five-Year Strategic Plan has been under development for the past year and a half.

The final draft can be found at

https://cas.unl.edu/strategicplan/CollegeStrategicPlan2021_042021.pdf. It should be considered a living document that will change over time. The strategic plan and new IBB budget model will be aligned.

Update 2: The lecturer compensation review process began in fall 2019 with the CAS Ad Hoc committee co-chaired by Debbie Minter and David Woodman. The majority of the non-fiscal recommendations of this committee have been adopted with the approval of new guidelines for lecturers in the college and with voting rights in College faculty meetings – starting with this one! Another major recommendation was to review compensation levels of all lecturers in the college with a .5 FTE or higher as of March 1, 2021. This internal review is taking place in consultation with chairs, directors, and unit leaders. We will be making recommendations for salary actions to the EVC by Monday (April 26th) after (1) consulting national salary data by disciplinary field and sub-field, and (2) assessing – on a case-by-case basis – the credentials, expertise, level of experience, and achieved performance for all lecturers in the college.

Update 3 (Assoc. Dean June Griffin): Experiential Learning will be brought forward for a vote later in the meeting. The College has a strong focus on experiential learning by linking academics plus experiences equals opportunity. This initiative arises from the N2025 Report, and the employers' survey that favors experiences. The UNL Academic Solutions Council defined experiential learning (EL) as including significant creative work, skill development, design, decision making, or stakeholder-based problem-solving. A college survey of EL courses found over 100 that met the definition. Campus-wide, there are over 1600 courses. To lower the burden to meeting these experiences, there won't be a credit requirement and any activity that meets the criteria will be accepted.

Update 4 (Assoc. Dean Will Thomas): The Faculty are doing stellar work during a difficult year in which to conduct research. Thank you for your efforts, especially at the graduate level. Here are some highlights: Margaret Jacobs was inducted into the American Society of Arts & Sciences; Katherine Eichhorn and Jack Jeffries earned CAREER grants; and Kwame Dawes received a Magnet Award for his visionary leadership as editor of *Prairie Schooner* and he received the Windham Campbell prize. This faculty has produced more proposals this year than last. \$30 million year to date. Last year, it was \$36 million. Christian Binek's EPSCoR was just funded at \$10 million. Ken Bloom also received a large NSF. This year, the College held its first Research Roundtable to discuss several opportunities with 37 faculty in attendance. Racial Equity Roundtable is planned for the Fall. There is a plan to offer CAS research funding opportunities. The CAS Research Advisory Committee has been discussing changes to the CAS funding areas.

Update 5 (Asst. Dean Alicia Kimbrough): CAS Budget Cut and IBB Update. We're still working through the \$5.9 million budget cut. Student category is 26.6%, Staff category is 15.9%, etc. The hiring outlook includes a projected loss in 2022 and 2023 in part because the college gave up its VSIPs as part of the budget cuts. The Incentive-Based Budget was stalled somewhat due to covid but is still moving forward. A variety of changes were summarized.

4. Opportunity for faculty to ask questions arising from annual reports of the various college committees.

- a. Executive Committee
- b. Promotion and Tenure Committee
- c. Curriculum and Advising Committee
- d. Committee on Student Academic Distinction, Awards, and Appeals
- e. Assessment Committee
- f. Research Advisory Committee
- g. Endowed/College Professorships Committee
- h. Research Space Committee
- i. Inclusion, Diversity, Equity, and Access (IDEA) Committee
- j. Academic Freedom and Freedom of Speech Committee

Assoc. Dean Pat Dussault: P&T guidelines include clarification of the deadlines. CAS will now require a minimum of four external reviewers, which is one more than in the EVC guidelines.

Professorship recommendations must be ranked by the college committee.

There were no questions about any of the committee reports.

5. Recommendation from the Academic Freedom Committee to endorse the proposed college statement on *Academic Freedom in Teaching and Learning*.

David Harwood, Earth & Atmos: The committee found there wasn't a good statement about academic freedom that would help incoming faculty members understand the issue, especially with regard to difficult issues.

Kevin Smith, Poli Sci: This statement came out of an ad hoc committee in the Faculty Senate.

Harwood: This statement made its way to the EVC's office, and was then brought to the Faculty Senate for a vote. It was also vetted by the Chairs & Directors and two Q&A sessions.

Julia McQuillan, Soci: She begins her classes with a discussion about these issues and finds this an articulation that helps students understand it.

Regina Werum, Soci: This is a very nice statement. Where will this be posted and how widely will it be shared.

Harwood: The expectation is that this statement will lead the campus and even brought to the

Faculty Senate.

Dussault: It won't be a bylaw but will be posted as a statement of the faculty.

Button: If the college were to adopt this, it may help propel it forward. If it was adopted university-wide, any future statement would become part of the new faculty guidance and govern the college.

Werum: Move to adopt the statement.

The Poll results: 89% yes, 1% no, 4% abstain, 4% ineligible to vote.

6. Recommendation from the College Curriculum and Advising Committee to approve.

a. New Mathematical Data Science Major

b. CAS Experiential Learning (new college CDR; no additional credit hours)

Item a. Petronela Radu, Mathematics: This interdisciplinary major was designed by the departments of Mathematics, Computer Science, and Statistics. There are a growing number of data science jobs, many of which are unfilled. In addition, a poll in Mathematics showed that many students want this degree. Three courses serve as the focus: Mathematics offers Math in the City; Computer Science offers Senior Design; and Statistics has a new course. There are many local jobs available in this area, notably in the area of sports analytics.

Button: Proposed a friendly amendment to change the title to Data Science, which was its original title. The goal is a degree that can be pursued through three different colleges because Data Science cuts across the disciplines. The other two colleges are also going to use the name Data Science.

Radu: Amendment accepted.

Jolene Smyth, Soci: Proposed changing the Soci course requirement to one that is regularly offered.

Radu: Amendment accepted.

Button: Notes that there is an effort underway to coordinate this major across the three colleges.

Ken Bloom, Physics: The Academic Planning Comm has a proposal from Statistics. Will there be two more proposals coming forward?

Radu: Yes.

A poll was sent and the results were: 94% yes, 1% Abstain, 3% ineligible to vote

Item b. Griffin: Although this is presented as a College Degree Requirement, it will not involve course credits.

Shireen Adenwalla, Physics: How will the increased burden on faculty be allayed?

Griffin: We already have courses, internships, and Study Abroad activities that will meet the requirements. With regard to theses, the UGEdWorking Group proposed setting loads on faculty beyond which they do not have to contribute.

Button: The College intends to expand staff capacity to include the area of experiential learning. There is no mandate to the Departments. It is a university-wide commitment to documenting experiential learning.

Adenwalla: The issue is that students within a discipline will choose an experience in that same discipline and such demand will grow. What are the resources to handle this increased burden?

Griffin: The Dean's experiential learning scholarship is available to juniors to use during their senior year.

Mark van Roojen, Philosophy: Who will be responsible for implementing this? Over the long term, implementation may change as administrations change.

Griffin: This was designed to be much simpler than the ACE process. The middle "9" project synchronized these types of courses across the college. When new courses are proposed they'll

be able to flag courses as meeting this requirement without much need for justification.

van Roojen: This is one more thing to manage in addition to many others.

Mike Herman, BioSci: SBS supports experiential learning. However, this proposal is being made before a process to acknowledge them has been developed.

Griffin: In the short term, the approval process will be very simple.

Werum: If there are about CAS 100 courses, what is the proportion of students who take one of those courses?

Griffin: We could estimate that number but we haven't yet identified the mechanism for recognizing things like UCARE. Even so, it will be the responsibility of UCARE to track student participation.

Kathy Castle, Communications: Given the short timeline to implementation, what are the steps the college will make over the next year toward planning?

Griffin: If it is approved, it will start one year from now which provides some time. Since Juniors and Seniors will likely drive this CDR, we'll have a few years to develop them.

Adenwalla: Experiential Learning is important but, if the burden on faculty was increased by 20%, the burden would be too great.

Button: If we leverage current college-wide, university-wide, and other opportunities, the burden will be on students to find these opportunities.

Castle: Is it possible to offer a friendly amendment to review this after a year to ensure that the mechanisms were in place?

Button: This is a Curr Comm proposal based on university language. Can this be delayed?

Griffin: The Curr Comm would prefer to delay action until the next Fall meeting.

Joe Mendola, Philosophy: Given that CAS only has 100 courses and 1/3 of students in contrast to 1500 across the university, it sounds as though there will be a burden. Have all the mechanisms been developed?

Griffin: In the Colleges of Fine & Performing Arts and Architecture, most of their courses meet the EL requirement.

Mendola: Could we define more of our courses as EL?

Griffin: It wouldn't be to our advantage. The goal is to offer meaningful activities to students in their degree.

Button: The poll will now include an option to defer until Fall.

van Roojen: If we defer, it will give the Curr Comm time to estimate how many students will meet the requirement.

Griffin: We will examine the data for this year's seniors.

The Poll results: 73% Defer discussion

7. Questions and Feedback

5:13 pm

Button: We're over time so there is no time for questions. I wanted to alert everyone to "Everytime I Talk About... Black Voices in a Time of Change: Poetry, Art, and Music" led by UNL Poets and Kwame Dawes will take place tonight at 7pm.

Minutes respectfully submitted by Mark Griep

3. Discuss recommendation from the Dean and the College Executive Committee to approve the proposed changes to the Bylaws of the Faculty, Article II – adding Section 4 which addresses academic due process.

Current:

II. Members

Section 1. The Faculty shall consist of all full-time or part-time members holding the rank of Assistant Professor, Associate Professor, Professor, Assistant Professor of Practice, Associate Professor of Practice, Professor of Practice, Lecturer, Research Professor, Research Associate Professor, or Research Assistant Professor. In what follows, all references to Assistant Professor, Associate Professor and Professor include both the tenure track ranks and the corresponding Practice and Research ranks.

Section 2. Faculty members in other colleges shall not be members unless specifically authorized by action of the Faculty of Arts and Sciences.

Section 3. In order to vote in a college election or nominate a candidate for election to a college committee, a member of the Faculty must hold an appointment of 50 percent or more FTE in the College of Arts and Sciences.

Proposed:

II. Members

Section 1. The Faculty shall consist of all full-time or part-time members holding the rank of Assistant Professor, Associate Professor, Professor, Assistant Professor of Practice, Associate Professor of Practice, Professor of Practice, Lecturer, Research Professor, Research Associate Professor, or Research Assistant Professor. In what follows, all references to Assistant Professor, Associate Professor and Professor include both the tenure track ranks and the corresponding Practice and Research ranks.

Section 2. Faculty members in other colleges shall not be members unless specifically authorized by action of the Faculty of Arts and Sciences.

Section 3. In order to vote in a college election or nominate a candidate for election to a college committee, a member of the Faculty must hold an appointment of 50 percent or more FTE in the College of Arts and Sciences.

Section 4. In accordance with the Bylaws of the Board of Regents (Chapter IV), the faculty of the College of Arts and Sciences are entitled to academic due process in all cases where a personnel issue may yield an adverse decision (e.g., a sanction or other remedial action). The appropriate unit or college officer (e.g. Chair/Director or Dean/Associate Dean) must inform the faculty member of the complaints or charges against them, and the faculty member must be provided the opportunity to respond in writing to those complaints with five (5) business days.

Justification: In a memo dated April 23, 2021 from the Office of the Executive Vice Chancellor, all college and departmental bylaws should be amended as needed to guarantee academic due process in situations where there is a personnel issue that may yield an adverse decision about a faculty member. In addition, all faculty should be evaluated at least annually and should be included in faculty meetings and in other formal and informal settings as appropriate and practical.

4. Recommendation from the Dean and the College Curriculum and Advising Committee to approve the proposed university-wide experiential learning requirement.

Proposed: All undergraduates in the College of Arts and Sciences must take an Experiential Learning (EL) designated course. This may include 0 credit courses designed to document co-curricular activities recognized as Experiential Learning.

Justification: The departments, schools, centers, programs, and institutes in the college have a long and distinguished record of providing innovative experiential learning opportunities for students. These unique experiences allow students to apply, extend, and reflect on what they have learned in their course work through internships, independent research and creative experiences, co-curricular activities, and other hands-on activities.

A key goal for the university and the college is to make sure that these transformative educational experiences are available to every student. That is why we will be asking the faculty of the college to join the faculty members of all of the other colleges with undergraduate degree programs at UNL in approving the proposed university-wide experiential learning requirement at our next faculty meeting on December 15th. This action is consistent with:

- the N150 Commission aspiration that Nebraska students co-create their experience
- the UNL 2025 strategy to establish a requirement for graduation that all Nebraska students engage in experiential learning
- the CAS goal to be a national leader in experiential and life-long learning opportunities

Item 5.a.i. Course Restrictions

CAS Degree Exclusions and Restrictions

Proposed Changes for 2022-23 Catalog Copy

Submitted by: Christina Fielder, Sr. Director for Student Academic and Career Development

Change to limit in **Restriction** on coaching

Current: 15 hours athletic coaching or sport theory

Proposed: 6 hours athletic coaching or sport theory

Footnote: This does not include courses required for a declared major or minor.

Justification: Along with the 4 hours of PE or athletic practice credit, 15 hours allows almost 20 hours or 15% of the degree to come from largely skill based, non-academic coursework. These two areas would be common for the same students.

University of Nebraska-Lincoln
Guiding Principles for Transfer Student Catalog Usage

A committee made up of the following members met to work to develop this guiding principles document. This group gathered feedback from Big 10 peer institutions, additional peer universities, as well as feedback from colleagues through NACADA: the Global Community for Academic Advising's listserv for the Advising Community on Transfer Students.

AnnMarie Gottner – College of Education and Human Sciences
Emily Klesner – New Student Enrollment
Tony Lazarowicz – College of Arts & Sciences
Ashley Light – College of Business
Gail Meyer – Registrar Office
Bev Schenkel – Transfer Admissions
Bill Watts – Undergraduate Education & Student Success

Why: Each fall, transfer students make up nearly 15% of the incoming new student class. The largest group of these students will transfer from community colleges, and have specifically chosen to start at a community college with a goal of transferring for a multitude of reasons. Currently, most colleges incorporate policy that requires students to follow curriculum for the year in which they start at Nebraska. Prior to enrollment at UNL, students are provided documents outlining requirements they can take at a community college in preparation to transfer, while not understanding requirements can change prior to their arrival at UNL. Taking time to review our catalog-year policies and considering the following guiding principles will allow the University of Nebraska-Lincoln and its colleges to become more transfer-friendly, and support students' time-to-degree.

What: As a result of the review of documents from peers and collaborative meetings, the following provides a list of 6 principles along with template language that could be considered for incorporation into each college's catalog. The principles are not designed to be outward-facing to student audiences, but rather a set of guidelines colleges and administrative departments can utilize when considering adoption of new catalog language that best suits individual units.

Guiding Principles

1. The suggested catalog adjustment pertaining to catalog language is intended to only apply to students who have enrolled in a community college after completion of their high school graduation. Students should be defined as transfer students according to university admissions policies. Current admission policy defines transfer students as graduated from a high school and are currently taking/attempted more than 12 semester college credits or have a military transcript. Students do not have to have completed an associate's degree in order to be eligible.
2. Students shall have been enrolled at the previous community college within the last academic year and have been enrolled in multiple consecutive terms (excluding summer terms) in order to be eligible to utilize a catalog for which they were not enrolled at the University of Nebraska-Lincoln.
 - a. Auditing of courses and semesters in which a student fully withdrew from coursework is not counted toward continuous enrollment for determining student eligibility of this process.
 - b. A catalog year that the student is eligible to select from must be one for which they were enrolled at either the community college or the university.
3. All students who transfer into the institution are still admitted onto the catalog year requirements for the term they are admitted; students and advisors bear the onus for determining if a previous catalog year is appropriate and allowable for a particular student. Students must make a decision to use a previous catalog by the time they have completed their second semester of enrollment at the university. This policy is designed only to be applicable to a student's major at the time of their first semester of matriculation; however, colleges do have authority to determine the applicability of the proposed catalog policy when a student has changes colleges/majors after their first matriculated semester.
4. Each college may have some unique accrediting or certification stipulations. As such, each college may seek to adjust the sample catalog language to best suit the needs of the college.
5. Students must still adhere to catalog expiration policies as outlined within their college catalog (e.g. in the College of Arts and Sciences, catalog years expire 10 years from their inception).
6. If a student's matriculation at UNL is terminated at any point, the student will no longer be eligible to utilize this policy, and would be required to follow a catalog year for which they are enrolled or re-admitted at UNL.

Proposed language for Catalog Requirement Policy Transfer Students & Prior Year Catalog

****may be edited by colleges as appropriate***

Students who have transferred from a community college may be eligible to fulfill the requirements as stated in the catalog for an academic year in which they were enrolled at the community college prior to attending the University of Nebraska-Lincoln. This decision should be made in consultation with academic advisors, provided the student a) was enrolled in a community college during the catalog year they are utilizing, b) maintained continuous enrollment at the previous institution for 1 academic year or more, and c) continued enrollment at the University of Nebraska-Lincoln within 1 calendar year from their last term at the previous institution. Students must complete all degree requirements from a single catalog year and within the timeframe allowable for that catalog year.

University of Nebraska-Lincoln

New Undergraduate Major or Degree

I. Descriptive Information

Name of Institution Proposing New Major or Degree
University of Nebraska-Lincoln
Name of Proposed Major or Degree
Multi-disciplinary Studies
Degree to be Awarded to Graduates of the Major
BA or BS (depending on whether the 60-hour sci-base is met)
Other Majors or Degrees Offered in this Field by Institution
None
CIP Code <i>[IEA can help with CIP codes or browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]</i>
30.0000 Multi-/Interdisciplinary Studies
Subject Code
CASC and other existing codes
Administrative Units for the Major or Degree
College of Arts and Sciences
Proposed Delivery Site
City Campus
Program will be Offered <i>[full program, not individual courses]</i>
<input type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input checked="" type="checkbox"/> Both (on-campus and distance)
Date Approved by the Governing Board
<i>[leave blank]</i>
Proposed Date the New Major or Degree will be Initiated
<i>[term/year]</i> Fall 2022

II. Details

A. Purpose of the Proposed Major or Degree:

This new major is part of a larger effort to offer more flexible degree completion pathway to students who may have pursued an undergraduate degree but who stopped short of graduating. The Multi-disciplinary studies major is a viable option for any student who has completed (either at UNL or another accredited institution) over 45 UNL degree applicable credit hours. It should allow students to build a cohesive yet flexible completion plan that recognizes credit previously completed while upholding the same university and degree requirements of all CAS students.

The Multi-disciplinary Studies major is not intended to divert students from existing majors in CAS or the University, but rather allow students who do not fit neatly into existing majors to continue their progress to

degree in an alternative, yet meaningful way. In that goal, we anticipate its offering to increase enrollment overall, and contribute positively to time-to-degree metrics.

B. Description of the Proposed Major or Degree:

Include the following:

The primary student learning outcomes of the proposed major or degree.

- Comprehend and critically evaluate complex information
- Examine problems from multiple perspectives
- Communicate clearly using different forms of writing to and for a variety of different audiences
- Analyze and explain data
- Develop and defend evidence-based arguments
- Evaluate the interrelatedness of events and ideas
- Contextualize political, social, and historical events
- Discuss complex issues from multiple angles
- Make decisions carefully, using appropriate theoretical frameworks

Admission criteria and selection procedures for students seeking admission to the major or degree.

While we do not envision the Multidisciplinary Studies major to be a published option for new first-time freshman applicants, it would be available to transfer students, returning students, or current students who already have 45 credit hours earned after consultation with the advisor. Our ideal is for UNL students to select an existing major and move to degree completion successfully in a timely manner, but we also recognize there are challenges and barriers to that goal that can be mitigated by a more flexible degree completion pathway. This plan aims to provide that flexibility while enabling students to build a true liberal arts education with both focus and range.

The credit hour and course requirements, program of study, four-year plan (if undergraduate), research and other academic requirements for students enrolled in the major or degree program.

Core Requirements (4 cr)	CASC 300 Academic and Career Planning for Multi-disciplinary Studies – 1 cr CASC 481 Arts and Sciences Capstone – 3 cr		
Specific Major Requirements (45 cr) Three focus or theme areas consisting of at least 15 cr each with at least 6 cr of upper level coursework in each. At least 30 of the 45 hours must be from CAS coursework.	Focus or Theme #1 - 15 cr	Focus or Theme #2 - 15 cr	Focus or Theme #3 - 15 cr
	3/4XX	3/4XX	3/4XX
	4XX	4XX	4XX
	A focus consists of coursework from the same department or designator. A theme is all courses related to a topic pre-approved with the advisor. CASC 300 will be designed to help students consider and plan their focus or theme areas in accordance with their past credit, interests, and career goals.		
Total Credit Hours	49		
<i>Degree Requirements</i>	<ul style="list-style-type: none"> • All other degree requirements including ACE, CDR, Upper Level, Sci-Base (BS only), must be completed. 		

	<ul style="list-style-type: none"> • Minimum GPA of 2.0 required for graduation. • At least 25 hours applied to the major must be from UNL. • At least 11 hours of upper level credit applied to the major must be from UNL.
<i>Grade Rules</i>	<ul style="list-style-type: none"> • C- and D Grades: A grade of C or above is required for all courses in the major and minor. • Pass/No Pass: No more than 6 hours of courses taken Pass/No Pass will be counted toward the major.
<i>Restrictions</i>	<ul style="list-style-type: none"> • Courses may be included in only one focus or theme. • In focus areas, only courses that are major or minor applicable in that discipline may be used. • No more than 9 hours of internship, research, thesis, or other independent study courses may apply in the major.

Four Year Plan: This will vary widely as students in the major will have followed other 4-year plans in the past before declaring this major.

Term 1	14	Term 2	14
ACE 1 ACE 5 Theme or Focus Course CDR Language Pre-requisite (5)		ACE 6 ACE 8 Theme or Focus Course CDR Language Pre-requisite (5)	
Term 3	15	Term 4	15
CDR Writing ACE 3 Theme or Focus Course Theme or Focus Course CDR Language		ACE 4 ACE 9 Theme or Focus Course Theme or Focus Course CDR Language	
Term 5	16	Term 6	16
CASC 300 ACE 2 ACE 7 Theme or Focus Course Theme or Focus Course Elective		CDR Math Science with Lab CDR Diversity Theme or Focus Course Theme or Focus Course Theme or Focus Course	
Term 7	15	Term 8	15
CDR Social Science Theme or Focus Course Theme or Focus Course Experiential Learning Elective		CDR Humanities Theme or Focus Course Theme or Focus Course CASC 489 Elective	

How and when advisors are assigned for students in the major or degree.

Depending on staffing, initially, these students would be assigned an advisor in the college at large or based on the department or designator where a significant portion of their past or planned credit is taken. As the major grows in size, a designated advisor for this program will be critical. That advisor will regularly teach CASC 300 in partnership with our college Career Coaches.

If applicable, national guidelines or accreditations for such programs, and how this program meets the established standards.]

NA

Impact on Course Subject Codes; will any subject codes need to be created, modified, or deleted in relation to the creation of this program.

No

III. Review Criteria

A. Centrality to UNL Role and Mission

“The university’s graduates and its faculty and staff are major contributors to the economic and cultural development of the state.”

The Evidence of Need data shared below reinforces the impact of increasing the number of citizens with a college degree. A flexible Multi-disciplinary Studies major will directly affect retention and time to degree, possibly preventing students from stopping out, or welcoming back those that have. As the flagship institution of the State of Nebraska, we should be leading in this effort, but in fact have been slow to act to serve the needs of distance learners or returning students with flexible degree completion pathways. This major, along with on-line options for History and Sociology directly address that. This is in direct support of the related N2025 Aim: “Innovate student experiences that prepare graduates to be life-long learners and contributors to the workforce in Nebraska and the world.”

B. Relationship of the proposal to the NU 5-year strategy

[The Board of Regents requires language about the relationship of the proposal to the NU 5-year strategy. That document is available at the NU website <https://nebraska.edu/five-year-strategy>]

Access, Affordability, and Attainment

The Multi-disciplinary Studies major will be attractive to students eager to leverage the Nebraska Promise Scholarship, and similarly the recently announced Transfer Student Guarantee. By allowing students to earn a degree in a more flexible and timely manner, graduation rates will be positively impacted, and students will spend less (and perhaps borrow less) to meet this important goal.

Workforce Development

The very act of earning a 4-year college degree increases career opportunities and earnings. Allowing graduates to contribute to the economic base of our state (see evidence of need data.)

Culture, Diversity, and Inclusion

There is a clear equity gap in both retention and graduation of students who are first-generation, pell-eligible, and who identify as an underrepresented minority. These students are most likely to struggle to finance and then to balance their education amidst a variety of challenges (financial, work/school balance, family commitments, etc.) In addition, a CAS degree does not always have a linear relationship between major and career, so when these challenges arise, students may be more inclined to stop out, struggling to see the positive end result. The embedded career exploration and development support in this major will help students persevere, confident of the opportunities their degree will bring.

C. Consistency with the Comprehensive Statewide Plan for Post-Secondary Education

[Nebraska's statewide goals/plan can be found here:

<https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/CompPlan.pdf>]

Participation and Access

The Multi-disciplinary Studies major will help meet the CCPE's goals to increase Nebraskans' participation in and access to postsecondary education by enabling students who have stopped attending to return and complete their degree in ways that enable them to customize their program so they can utilize the credits they have already earned most effectively and by utilizing technology to expand educational opportunities and overcome geographic barriers.

Student-Centered and Serving Citizens

Students work together with an academic advisor to develop their multidisciplinary studies program in ways that enable them to build from the work they have already done to design a program of study that enables them to achieve their personal and professional goals and participate actively in their communities.

Work-force Development

As noted above, earning a 4-year college degree increases career opportunities and earnings and thus expands the number of Nebraskans contributing to the economic base of the state.

D. Evidence of Need and Demand

1. *Need: [Address institution, community, region, state and nation. Evidence may include quantifiable and/or qualitative data regarding workforce needs, job and educational opportunities for graduates, potential for the program to contribute to society and economic development. Include references to the NE Department of Labor statistics in addition to US and other sources]*

The following data comes from the CCPE 2021 Nebraska Higher Education Progress Report (March 11, 2021):

- The percentage of Nebraskans ages 22 to 64 who have some college or an associate's degree is 35.1%
- For the period 2015-2019, Nebraska had 363,701 total 22-64-year-olds with some college or associate's degree.
- The percentage difference in college attainment between whites and minorities ages 25 to 44 is 25.7%, which ranks third worst in the country.

As individuals attain increasing levels of education, their prospects for employment and weekly earnings increase. And as the percentage of a state's population with a college degree increases, so does economic growth. The Bureau of Labor Statistics provides the following relevant data from 2020 related to unemployment rates and median weekly earnings for workers with a Bachelor's degree vs. Associates or no degree:

- Bachelor's Degree: \$1305 and unemployment rate of 5.5%
- Associate's Degree: \$938 and unemployment rate of 7.1%
- Some college, no degree: \$877 and unemployment rate of 8.3%

Research conducted by the American Action Forum in 2019 showed that for every 1% increase in population with a Bachelor's degree, there is a .08% increase in the state's Gross Domestic Product.

2. *Demand: [Include the extent of student interest in the proposed program. Evidence may include quantifiable and/or qualitative data regarding expected number of students to enroll in each of the first five years of operation, and minimum number of students required to make the program viable.]*

Because this major relies on courses already available to all students, there is no minimum enrollment needed to sustain it. However, the goal is to reach 100 declared majors by 2025. Similar offerings at other peer institutions support this goal as reasonable.

- Indiana – 310 Students
- Penn State – 32 Students
- Michigan – 126 Students
- Iowa – 217 Students
- Missouri – 244 Students

E. Avoidance of Unnecessary Duplication

There are no other Multi-disciplinary Studies majors within the College of Arts and Sciences or the University. The closest match is to the Individualized Program of Study major in CAS, that allows a student to develop their own major with its own title. The Multi-disciplinary Studies major provides a set structure and set of requirements not found in the IPS, making it much more accessible to its target students.

F. Adequacy of Resources:

1. Faculty/Staff

NA - This program will rely totally on existing courses already budgeted within colleges and departments.

2. Library/Information Resources

Address availability of library resources to support the program

NA - This program will rely on existing courses already supported within colleges and departments.

3. Physical Facilities and Equipment

NA - This program will rely on existing courses already supported within colleges and departments.

4. Instructional Equipment and Informational Resources

NA - This program will rely on existing courses already supported within colleges and departments.

5. Course and Lab Fees

Are there any course or lab fees planned or currently assessed on the courses in the program of study? If so, note the fee amount on a table of courses.

NA - This program will rely on existing courses already budgeted within colleges and departments.

6. Budget Projections [include Table 1 and Table 2]

Table 1: Projected Expenses https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/doc/NewProgram_Expenses_0.pdf

Table 2: Revenue Sources for Projected Expenses

https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/doc/NewProgram_Revenue_0.pdf



When submitting to the Office of the Executive Vice Chancellor, submit

- Memo from dean or VCIANR to EVC documenting college and department level approvals with original signatures, electronically
- Proposal form as a Word document, electronically
- Tables 1 & 2 as an Excel document, electronically
- Supporting documentation as a PDF, electronically

Appendix B: Catalog Copy – Multi-disciplinary Studies Major in the College of Arts and Sciences

Quick Points

College: Arts and Sciences

Degree Offered: Bachelor of Arts or Bachelor of Science

Hours Required: 120

Minimum Cumulative GPA: 2.0

Minor Available: No

Advisor: TBD

Overview Tab

Description

The Multi-disciplinary Studies major provides a flexible degree completion option for students with at least 45 degree-applicable credits (either from UNL or a transfer institution.) Students will complete a foundational course and a capstone course tailored to their unique needs, with the remaining hours for the major made up of three focus or theme areas agreed upon with the academic advisor. A focus is a set of courses in a single discipline, while a theme is a set of courses across several disciplines that inform a cohesive topic, population, time period, or geographic region. Depending on the focus or theme, students may be able to complete the major primarily on-line from a distance.

Once a student declares the Multi-disciplinary Studies major, they will take a required academic and career planning course in which they will explore their academic background alongside their current interests and goals. In this course, a degree and experiential learning plan will be required that will guide selection of theme and focus areas as well as remaining coursework to earn their degree. Regular connection to academic advisors and career coaches is essential every semester to stay on track and prepare for the best after graduation opportunities.

Major Tab

Major Requirements

Core Requirements

Required Courses	
CASC 300: Academic and Career Planning for Multi-disciplinary Studies	1
CASC 480: Multi-disciplinary Studies Capstone	3
<i>Subtotal</i>	<i>4 hrs</i>
Themes or Focus Areas ¹²	
Theme or Focus #1 <i>Select 15 hours from the same designator, or courses from different departments that represent an approved theme. At least 6 hours must be 300 or 400 level.</i>	15

Theme or Focus #2 <i>Select 15 hours from the same designator, or courses from different departments that represent an approved theme. At least 6 hours must be 300 or 400 level.</i>	15
Theme or Focus # 3 <i>Select 15 hours from the same designator, or courses from different departments that represent an approved theme. At least 6 hours must be 300 or 400 level.</i>	15
<i>Subtotal</i>	<i>45 hrs</i>
Total Credit Hours	49 hrs

¹ Themes and Focus Areas are subject to approval by the advisor. Some courses from a single designator may not be used in a focus area based on content or exclusions by the college or department.

² At least 30 hours in the Theme or Focus Areas must be from CAS disciplines.

Additional Major Requirements

Grade Rules

C- and D Grades

A grade of C or above is required for all courses in the major.

Pass/No Pass

No more than 6 hours of courses taken Pass/No Pass will be counted toward the major.

Restriction

Multi-disciplinary Studies majors may not double major or dual matriculate. Minors must be approved in their degree plan to prevent significant overlap with the theme and focus areas of the major.

4-Year Plan

See EVC proposal document

Learning Outcomes Tab

The primary student learning outcomes of the Multi-disciplinary Studies major are:

- Comprehend and critically evaluate complex information
- Examine problems from multiple perspectives
- Communicate clearly using different forms of writing to and for a variety of different audiences
- Analyze and explain data
- Develop and defend evidence-based arguments
- Evaluate the interrelatedness of events and ideas
- Contextualize political, social, and historical events

- Discuss complex issues from multiple angles
- Make decisions carefully, using appropriate theoretical frameworks

Item 5.c.i. Major in Chemistry - Restructure - BA

CAS Curriculum and Advising Committee Proposal for Edits to Major or Minor*

This document is only for changes to the description, learning outcomes, structure, or requirements of a major or minor. All edits should be in contrast to what is currently published in the current catalog. Edits to individual courses must be requested in CIM. Edits to 4-Year Plans will be called for via the Advisor(s) serving your program.

Proposals Submitted by October 15 and Approved by the December CAS-CAC meeting will be effective for the next Catalog.

Questions on how to complete this document, contact Christina Fielder, 107 OLD, cfielder@unl.edu, 402-472-4190

Major/Minor: Chemistry

Contact Person for follow-up questions: Jody Redepenning/Christina Fielder

Edits are for the Major, Minor, or both? Major

OVERVIEW DESCRIPTION CHANGES
Only if different from current catalog, submit full updated copy for the Overview tab here:
LEARNING OUTCOMES CHANGES
Only if different from the current catalog, submit a full updated list of learning outcomes here:
STRUCTURAL CHANGES - Additional/deleted/changed requirements. Describe.
BA – Changing number of credit hours and some core requirements BS – Creating two options: Professional and Chemical Biology
See attached summary document
CREDIT HOURS - Total hours in the major or minor or within a subarea or requirement. Describe.

Are there any changes need to the following? If so, describe:

GRADING RULES

PASS/NO PASS RULES

COURSE LEVEL RULES OR SPECIAL RESTRICTIONS

OTHER - Concerns or issues with layout, clarity, etc. Describe.

JUSTIFICATION FOR CHANGES

The Chemistry major has had two versions (BA and BS), and while the early required courses (general and organic sequences) were different in each, there was unpublished programming in the BS version that allowed the early BA courses to meet its requirements. The following factors have resulted in a decline of Chemistry majors (especially in the BS):

- The introduction of the degree planner has reinforced the need for transparency so that students can effectively plan. Behind the scenes programming of alternative requirements is no longer allowed.
- Pre-Health students and transfer students, who typically take the BA early courses, have been attracted to Biochemistry instead, where a BS is awarded with very similar curriculum.
- Changes to the dual matriculation rules have reduced double majors with Chemistry, as often the BA version courses overlap with their primary major that they will earn via a BS.
- Students who had effectively navigated the BS version of Chemistry would frequently struggle with the final few courses in the major (481, 482, and 484) and rather than repeat these courses (which were only offered once per academic year), they would shift to the BA version, but in doing so had to relinquish their BS degree, despite having met the college threshold of 60 hours or more of scientific base coursework.
- In the past two years, 100% of Chemistry majors graduating with a BA, had met college rules to claim a BS.

In all three pathways, a student could apply CHEM 109A/L and CHEM 110A/L or CHEM 113A/L and CHEM 114 to the major, alleviating the concerns for transfer, pre-health, and major changing students. In addition, both the BA and BS remain viable for students who have taken the 251 series of Organic Chemistry.

Chemistry Major Curriculum Revision Project

Issues: The Chemistry major has had two versions (BA and BS), and while the early required courses (general and organic sequences) were different in each, there was unpublished programming in the BS version that allowed the early BA courses to meet its requirements. However, the department has not been willing to publish this flexibility in the catalog. This, along with the following factors has resulted in a decline of Chemistry majors (especially in the BS):

- The introduction of the degree planner has reinforced the need for transparency so that students can effectively plan. Behind the scenes programming of alternative requirements is no longer reasonable.
- Pre-Health students and transfer students, who typically take the BA early courses, have been attracted to Biochemistry instead, where a BS is awarded with very similar curriculum.
- Changes to the dual matriculation rules have reduced double majors with Chemistry, as often the BA version courses overlap with their primary major that they will earn via a BS.
- Students who had effectively navigated the BS version of Chemistry would frequently struggle with the final few courses in the major (481, 482, and 484) and rather than repeat these courses (which were only offered once per academic year), they would shift to the BA version, but in doing so had to relinquish their BS degree, despite having met the college threshold of 60 hours or more of scientific base coursework.

Current Major

Chemistry – BA Version		Chemistry – BS version	
CHEM 101 (Not in Sci-Base)	1	CHEM 101 (Not in Sci-Base)	1
CHEM 109A/L CHEM 110A/L	8	CHEM 113A/L CHEM 114	7
CHEM 221	4	CHEM 221	4
CHEM 251-254	8	CHEM 261-264	10
Select two of: CHEM 421 and 423 or 441 and 443 or CHEM 431 and 433 or 435 and 437	10	CHEM 431 and 433 or 435 and 433 or 435 and 437	5
		CHEM 421 and 423 or 441 and 443	5
CHEM 471	4	CHEM 481 CHEM 482 CHEM 484	11
		CHEM 398 (Research)	2
PHYS 141 and 142	10	PHYS 211 and 212	8
MATH 106 MATH 107	9	MATH 106 MATH 107 MATH 208	13
Total Credits	54*	Total Credits	66

*A BA student who takes LIFE 120/120L and LIFE 121/121L qualifies for a BS by college rule, but is denied it. This would include pre-health students or students who were considering other life science majors before declaring. In 2020 and 2021, 100% of graduates with a Chemistry major and BA, qualified for a BS.

Proposal: A BA Version with Reduced Total Hours plus a BS with Two Options

BA Version		BS Version			
		Chemical Biology Option		Professional Option (ACS)	
CHEM 101 (Not in Sci-Base)	1	CHEM 101 (Not in Sci-Base)	1	CHEM 101 (Not in Sci-Base)	1
CHEM 109A/L (rec'd) or CHEM 113A/L CHEM 110A (rec'd) or CHEM 114	7	CHEM 113A/L (rec'd) or CHEM 109A/L CHEM 114 (rec'd) or CHEM 110A	7	CHEM 113A/L (rec'd) or CHEM 109A/L CHEM 114 (rec'd) or CHEM 110A	7
CHEM 221L	2	CHEM 221A and 221L	5	CHEM 221A and 221L	5
CHEM 251-254	8	CHEM 251-254 or CHEM 261-264	8-10	CHEM 261-264	10
Select two of: CHEM 421 and 423 CHEM 441 and 443 CHEM 431 and 433 CHEM 435 and 437	10	CHEM 435 and 437	5	CHEM 431 and 433 or 435 and 433 or 435 and 437	5
		CHEM 421 and 423, or CHEM 441 and 443	5	CHEM 421 and 423, or CHEM 441 and 443	5
		CHEM 438 or CHEM 453	3		
CHEM 471	4	CHEM 471	4	CHEM 481 CHEM 482 CHEM 484	11
		CHEM 95/CASC 95 or CHEM 398	0-2	CHEM 398	2
PHYS 141 and 142 or PHYS 211 and 212	8-10	PHYS 141 and 142 or PHYS 211 and 212	8-10	PHYS 211 and 212	10
		LIFE 120/120L and LIFE 121/121L	8	(PHYS 221 and 222 recommended)	
MATH 106 MATH 107	9	MATH 106 MATH 107	9	MATH 106 MATH 107 MATH 208 or 221	12-13
Total Credits	49-51	Total Credits	63-69	Total Credits	68-69

In all three pathways, a student could apply CHEM 109A/L and CHEM 110A/L or CHEM 113A/L and CHEM 114 to the major, alleviating the concerns for transfer, pre-health, and major changing students. In addition, both the BA and BS remain viable for students who have taken the 251 series of Organic Chemistry. Pre-health students will likely gravitate toward the Chemical Biology Option, while students interested in Chemistry graduate work will likely gravitate toward the Professional Option. Currently, the BA version is the more declared version at graduation, but that will likely shift significantly with this approach.

Additional curricular actions needed:

- Split CHEM 221 (4) into CHEM 221A (3) all lecture and CHEM 221L (2) one hour recitation and 4 hours lab. Reconsider pre-requisites to allow a student to progress to CHEM 221L from CHEM 110A or 114.
- Develop and propose at least one new Chemical Biology course.

ITEM 5.d. Minor in Greek

CAS Curriculum and Advising Committee Proposal for Edits to Major or Minor*

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Proposals Submitted by October 15 and Approved by the December CAS-CAC meeting will be effective for the next Catalog.

Questions on how to complete this document, contact Christina Fielder, 107 OLD, cfielder@unl.edu, 402-472-4190

Major/Minor: Greek Minor

Contact Person for follow-up questions: Bob Gorman, rgorman1@unl.edu

Edits are for the Major, **Minor, or both?**

OVERVIEW DESCRIPTION CHANGES
Only if different from current catalog, submit full updated copy for the Overview tab here:
None
LEARNING OUTCOMES CHANGES
Only if different from the current catalog, submit a full updated list of learning outcomes here:
None
STRUCTURAL CHANGES - Additional/deleted/changed requirements. Describe.
The current requirements are to be replaced with those in the following "Credit Hours" section.
CREDIT HOURS - Total hours in the major or minor or within a subarea or requirement. Describe.

Are there any changes need to the following? If so, describe:

GRADING RULES

No change.

PASS/NO PASS RULES

No change.

COURSE LEVEL RULES OR SPECIAL RESTRICTIONS

No change. No more than 3 hours of independent study may be counted in the minors.

OTHER - Concerns or issues with layout, clarity, etc. Describe.

JUSTIFICATION FOR CHANGES

It is increasingly true that students enter UNL without any familiarity with classical languages. For such students, the Greek minor as currently constituted takes at least three years for the students to complete. The minor now requires 12 hours of Greek at the 300/400 level. This requirement presupposes at least one year of the introductory sequence. Students are advised not to try the 300-level and 400-level courses at the same time but to follow the usual sequence (301, 302, 491, 492). Therefore, the current minor implies a three-year commitment. This amount of language study approaches the amount expected for admission to PHD programs in Classics. Such a requirement thus represents a pre-professional level of focus and commitment for the student and is inappropriate for a minor.

The proposed changes to the minor would result in a program that students could easily complete in two years. First-year Greek study would count towards the minor, eliminating the “hidden prerequisite” implicit in the current requirements. With the inclusion of 6 hours of the introductory Greek sequence, the 12 hours of language required in the proposal is in better harmony with the purpose of any minor: to help students broaden their educational experience in a systematic way. In addition to language hours, the proposed re-organization allows students to count 6 hours from non-language course, primarily those which deal extensively with Greek history/culture/literature. These courses provide cultural knowledge that directly supports the intellectual value of the student’s competence in Greek. Many of these non-language courses are offered at least yearly, and so this proposed change should allow rapid progress to program completion.

Item 5.e. Minor in Latin

CAS Curriculum and Advising Committee Proposal for Edits to Major or Minor*

This document is only for changes to the description, learning outcomes, structure, or requirements of a major or minor. All edits should be in contrast to what is currently published in the current catalog. Edits to individual courses must be requested in CIM. Edits to 4-Year Plans will be called for via the Advisor(s) serving your program.

Proposals Submitted by October 15 and Approved by the December CAS-CAC meeting will be effective for the next Catalog.

Questions on how to complete this document, contact Christina Fielder, 107 OLD, cfielder@unl.edu, 402-472-4190

Major/Minor: Latin Minor

Contact Person for follow-up questions: Bob Gorman, rgorman1@unl.edu

Edits are for the Major, Minor, or both?

OVERVIEW DESCRIPTION CHANGES
Only if different from current catalog, submit full updated copy for the Overview tab here:
None
LEARNING OUTCOMES CHANGES
Only if different from the current catalog, submit a full updated list of learning outcomes here:
None
STRUCTURAL CHANGES - Additional/deleted/changed requirements. Describe.
The current requirements are to be replaced with those in the following "Credit Hours" section.
CREDIT HOURS - Total hours in the major or minor or within a subarea or requirement. Describe.

Are there any changes need to the following? If so, describe:

GRADING RULES

No change.

PASS/NO PASS RULES

No change.

COURSE LEVEL RULES OR SPECIAL RESTRICTIONS

No change. No more than 3 hours of independent study may be counted in the minors.

OTHER - Concerns or issues with layout, clarity, etc. Describe.

JUSTIFICATION FOR CHANGES

It is increasingly true that students enter UNL without any familiarity with classical languages. For such students, the Latin minor as currently constituted takes at least three years for the students to complete. The minor now requires 12 hours of Latin at the 300/400 level. This requirement presupposes at least one year of the introductory sequence. Students are advised not to try the 300-level and 400-level courses at the same time but to follow the usual sequence (301, 302, 491, 492). Therefore, the current minor implies a three-year commitment. This amount of language study approaches the amount expected for admission to PHD programs in Classics. Such a requirement thus represents a pre-professional level of focus and commitment for the student and is inappropriate for a minor.

The proposed changes to the minor would result in a program that students could easily complete in two years. First-year Latin study would count towards the minor, eliminating the “hidden prerequisite” implicit in the current requirements. With the inclusion of 6 hours of the introductory Latin sequence, the 12 hours of language required in the proposal is in better harmony with the purpose of any minor: to help students broaden their educational experience in a systematic way. In addition to language hours, the proposed re-organization allows students to count 6 hours from non-language course, primarily those which deal with Roman history/culture/literature. These courses provide cultural knowledge that directly supports the intellectual value of the student’s competence in Latin. Many of these non-language courses are offered at least yearly, and so this proposed change should allow rapid progress to program completion.

Item 5.f. Minor in Communication Studies

CAS Curriculum and Advising Committee Proposal for Edits to Major or Minor*

This document is only for changes to the description, learning outcomes, structure, or requirements of a major or minor. All edits should be in contrast to what is currently published in the current catalog. Edits to individual courses must be requested in CIM. Edits to 4-Year Plans will be called for via the Advisor(s) serving your program.

Proposals Submitted by October 15 and Approved by the December CAS-CAC meeting will be effective for the next Catalog.

Questions on how to complete this document, contact Christina Fielder, 107 OLD, cfielder@unl.edu, 402-472-4190

Major/Minor: Communication Studies

Contact Person for follow-up questions: Kathy Castle

Edits are for the Major, Minor, or both? Minor

OVERVIEW DESCRIPTION CHANGES
Only if different from current catalog, submit full updated copy for the Overview tab here:
LEARNING OUTCOMES CHANGES
Only if different from the current catalog, submit a full updated list of learning outcomes here:
STRUCTURAL CHANGES - Additional/deleted/changed requirements. Describe.
Elimination of the Plan B version of the minor.
CREDIT HOURS - Total hours in the major or minor or within a subarea or requirement. Describe.

Are there any changes need to the following? If so, describe:

GRADING RULES

PASS/NO PASS RULES

COURSE LEVEL RULES OR SPECIAL RESTRICTIONS

OTHER - Concerns or issues with layout, clarity, etc. Describe.

JUSTIFICATION FOR CHANGES

In the College of Arts and Sciences, our definition of a minor is an additional credential that recognizes a cohesive and significant set of coursework outside a student's major area of study." For this reason, we have ceased approving smaller, Plan B minors, and will be trying to eliminate the remaining 6 in the next few years. Math, Communication Studies, and Psychology are the first 3. While the significant overlap of courses in the Plan B minor was the most compelling reason for Math, for both Communication Studies and Psychology, the significance of the credential itself is questionable as each requires only 12 hours with no upper level coursework. Once deleted, students pursuing the Communication Studies minor will do so under the more rigorous Plan A structure.

Item 5.g. Major in Environmental Studies

CAS Curriculum and Advising Committee Proposal for Edits to Major or Minor*

This document is only for changes to the description, learning outcomes, structure, or requirements of a major or minor. All edits should be in contrast to what is currently published in the current catalog. Edits to individual courses must be requested in CIM. Edits to 4-Year Plans will be called for via the Advisor(s) serving your program.

Proposals Submitted by November 15 and Approved by the December CAS-CAC meeting will be effective for the next Catalog.

Questions on how to complete this document, contact Christina Fielder, 107 OLD, cfielder@unl.edu, 402-472-4190

Major/Minor: Environmental Studies

Contact Person for follow-up questions:

Edits are for the Major, Minor, or both? Major

OVERVIEW DESCRIPTION CHANGES

Only if different from current catalog, submit full updated copy for the Overview tab here: [See Attachment](#)

LEARNING OUTCOMES CHANGES

Only if different from the current catalog, submit a full updated list of learning outcomes here:

NA

STRUCTURAL CHANGES - Additional/deleted/changed requirements. Describe.

Added ENVR 334 Psychology of Environmental Sustainability to the Core set of courses. Since this course was developed it was always intended to be a core course, but we did not have a regular instructor. We now have a lecturer assigned to the course. It will be taught regularly in the Fall semester.

CREDIT HOURS - Total hours in the major or minor or within a subarea or requirement. Describe.

ENVR core courses increased from 13 SCH to 16 SCH. To accommodate this change and keep the total number of elective hours the same. We modified the Public Policy etc. option so students Select a course from three of four in the Earth Systems area. In the Biosphere and Earth Systems Studies Option the

Are there any changes need to the following? If so, describe:

GRADING RULES NA

PASS/NO PASS RULES NA

COURSE LEVEL RULES OR SPECIAL RESTRICTIONS

NA

OTHER - Concerns or issues with layout, clarity, etc. Describe.

JUSTIFICATION FOR CHANGES

Added ENVR 334 Psychology of Environmental Sustainability to the Core set of courses. Since this course was developed it was always intended to be a core course, but we did not have a regular instructor. We now have a lecturer assigned to the course. It will be taught regularly in the Fall semester.

ENVR core courses increased from 13 SCH to 16 SCH. To accommodate this change and keep the total number of elective hours the same. We modified the Public Policy etc. option so students Select a course from three of four in the Earth Systems area. In the Biosphere and Earth Systems Studies Option the following change was made Select at least ~~12~~ 9 hours from one of the following sub-areas, with at least ~~9~~ 6 hours at the 300 or 400 level. These changes are endorsed by Christina Fielder to maintain curricular flexibility.

Arts & Sciences Environmental Studies (CAS)

Quick points

Attribute	Value
College:	Arts & Sciences
Degree Offered:	Bachelor of Arts or Bachelor of Science
Hours Required:	120
Minimum Cumulative GPA:	2.0 for graduation
Minor Available:	Yes
Advisor:	Kaitlin Ferris

Major Requirements

Environmental studies core requirements plus completion of one of the options: Policy, Advocacy, and Social Justice or Biosphere and Earth Systems Studies.

Core Requirements

Course List		
Code	Title	Credit Hours
Required Courses		
ENVR 101	Environmental Studies Orientation	1
ENVR 201	Science, Systems, Environment and Sustainability	3
ENVR 249 / NRES 249	Individual and Cultural Perspectives on the Environment	3
ENVR 319	Environmental Engagement and the Community	2
ENVR 334/PSYC 334	Psychology of Environmental Sustainability	3
ENVR 489A	Environmental Studies Senior Thesis I ¹	1
ENVR 489B	Environmental Studies Senior Thesis II ¹	2
ENVR 495	Internship in Environmental Studies	1
Credit Hours Subtotal:		13-16
Option Courses		
Complete the requirement for one of the two options: Policy, Advocacy, and Social Justice or Biosphere and Earth Systems Studies. See below for specific option requirements.		

¹ [ENVR 489A](#) & [ENVR 489B](#) are the capstone courses for environmental studies majors. [ENVR 489H](#) is the capstone course for Honors students.

Policy, Advocacy, and Social Justice Option

Course List		
Code	Title	Credit Hours
Natural Science Foundations		17-20 14-17
Life Science		
Select one of the following:		
BIOS 101 & BIOS 101L	General Biology and General Biology Laboratory	

or LIFE 120 & 120L	Fundamentals of Biology I and Fundamentals of Biology I laboratory	
Chemistry		
Select one of the following:		
CHEM 105A & CHEM 105L	Chemistry in Context I and Chemistry in Context I Laboratory	
CHEM 109A & CHEM 109L	General Chemistry I and General Chemistry I Laboratory	
CHEM 113A & CHEM 113L	Fundamental Chemistry I and Fundamental Chemistry I Laboratory	
Ecology		
BIOS 207	Ecology and Evolution	
or NRES 220	Principles of Ecology	
Select a course from three of four of the following areas:		
Earth Systems		
Select one of the following:		
ENSC 110	Energy in Perspective	
GEOL 101	Dynamic Earth	
GEOL 106	Environmental Geology	
GEOG 155	Elements of Physical Geography	
GEOG 181	Global Environmental Issues	
NRES 108	Earth's Natural Resource Systems Laboratory	
Climate		
Select one of the following:		
METR 100	Weather and Climate	
METR 180	Climate Change, Energy, and the Environment	
NRES 104	Climate in Crisis	
NRES 208	Climate Literacy in Natural Resources	
Water		
GEOG 281 / NRES 281 / WATS 281	Introduction to Water Science	
or ENVR 109 / SCIL 109 / AECN 109 / NRES 109 / GEOG 109	Water in Society	
Soil		
SOIL 153 / AGRO 153 / HORT 153	Soil Resources	
Option Courses		21-22
Select at least one course from each of the following areas, with at least 9 hours at the 300 or 400 level.		
Negotiation, Advocacy, and Discourse		
COMM 209	Public Speaking	
COMM 212	Debate	
COMM 220	Public Advocacy and Civic Engagement	
COMM 250	Rhetoric, Media, and Civic Life	
COMM 312	Argumentation	
COMM 355	Community and Identity in the Digital Age	
COMM 375	Theories of Persuasion	
Human Behavior and Change		
ANTH 473	Ecological Anthropology	
COMM 271	Organizing Social Change	

GEOG 283	Space, the Environment and You	
GEOG 450 / AGRO 450 / METR 450 / NRES 452	Climate and Society	
NRES 315	Human Dimensions of Fish and Wildlife Management	
POLS 250	Genetics, Brains, and Politics	
PSYC 288	The Psychology of Social Behavior	
PSYC 334 / ENVR 334	Psychology of Environmental Sustainability	
SOC 346	Environmental Sociology	
Power, Politics, and Policy		
AECN 357 / NREE 357	Natural Resource and Environmental Law	
AECN 456 / NREE 456	Environmental Law	
ALEC 410 / NRES 413	Environmental Leadership	
CRPL 470	Environmental Planning and Policy	
ECON 200	Economic Essentials and Issues	
ENSC 230	Energy and the Environment: Economics and Policy	
NRES 323	Natural Resources Policy	
PHIL 225	Environmental Ethics	
POLS 100	Power and Politics in America	
POLS 108	Political Ideas	
POLS 221	Politics in State and Local Governments	
POLS 332	Climate Change: Policy and Politics	
POLS 334 / COMM 334	Polls, Politics and Public Opinion	
POLS 430 / COMM 430	Political Communication	
Social Justice and Diversity		
ANTH 476	Human Rights, Environment, and Development	
COMM 311 / ETHN 311	Intercultural and Intergroup Communication	
COMM 371	Communication in Negotiation and Conflict Resolution	
COMM 465	Communication and Social Identity	
COMM 482	Voices of Dissent and Activism	
CRPL 400	Introduction to Planning	
GEOG 406	Spatial and Environmental Influences in Social Systems	
POLS 362	Globalization, Human Rights and Diversity	
PSYC 330	Psychology of Diversity	
SOC 180	Social Problems	
SOC 217 / ETHN 217	Sociology of Race and Ethnicity	
SOC 261 / ANTH 261 / POLS 261	Conflict and Conflict Resolution	
Data Analysis and Research Methods		
COMM 201	Social Scientific Research Methods in Communication Studies	
COMM 202	Rhetorical Research Methods in Communication Studies	
CRPL 471	Environmental Impact Assessment	
ECON 215	Statistics	

POLS 286	Political Analysis	
PSYC 350	Research Methods and Data Analysis	
SOC 205	Introduction to Social Research Methods	
SOC 206	Introduction to Social Statistics	
STAT 218	Introduction to Statistics	
STAT 380	Statistics and Applications	
Total Credit Hours		38-42

Biosphere and Earth Systems Studies Option

Course List		
Code	Title	Credit Hours
Human Dimensions Foundations		9-10
Select one course from each of the following areas:		
Negotiation, Advocacy, and Discourse		
Select one of the following:		
COMM 209	Public Speaking	
COMM 212	Debate	
COMM 220	Public Advocacy and Civic Engagement	
COMM 250	Rhetoric, Media, and Civic Life	
COMM 312	Argumentation	
COMM 355	Community and Identity in the Digital Age	
COMM 375	Theories of Persuasion	
Power, Politics, and Policy		
Select one of the following:		
AECN 265 / NREE 265	Resource and Environmental Economics I	
AECN 357 / NREE 357	Natural Resource and Environmental Law	
AECN 456 / NREE 456	Environmental Law	
ALEC 410 / NRES 413	Environmental Leadership	
CRPL 470	Environmental Planning and Policy	
ECON 200	Economic Essentials and Issues	
ENSC 230	Energy and the Environment: Economics and Policy	
POLS 100	Power and Politics in America	
POLS 108	Political Ideas	
POLS 221	Politics in State and Local Governments	
POLS 334 / COMM 334	Polls, Politics and Public Opinion	
POLS 430 / COMM 430	Political Communication	
PHIL 225	Environmental Ethics	
Data Analysis and Research Methods		
STAT 218	Introduction to Statistics	
or STAT 380	Statistics and Applications	
Required Option Courses		32-35 29-32
Life Science		
LIFE 120 & LIFE 120L	Fundamentals of Biology I and Fundamentals of Biology I laboratory	

LIFE 121 & LIFE 121L	Fundamentals of Biology II and Fundamentals of Biology II Laboratory	
Chemistry		
CHEM 109A & CHEM 109L	General Chemistry I and General Chemistry I Laboratory	
Or		
CHEM 113A & CHEM 113L	Fundamental Chemistry I and Fundamental Chemistry I Laboratory	
Ecology		
BIOS 207	Ecology and Evolution	
or NRES 220	Principles of Ecology	
Earth Systems		
Select one of the following:		
ENSC 110	Energy in Perspective	
GEOL 101	Dynamic Earth	
GEOL 106	Environmental Geology	
GEOG 155	Elements of Physical Geography	
GEOG 181	Global Environmental Issues	
NRES 108	Earth's Natural Resource Systems Laboratory	
Climate		
Select one of the following:		
METR 100	Weather and Climate	
METR 180	Climate Change, Energy, and the Environment	
NRES 104	Climate in Crisis	
NRES 208	Climate Literacy in Natural Resources	
Water		
GEOG 281 / NRES 281 / WATS 281	Introduction to Water Science	
or ENVR 109 / SCIL 109 / AECN 109 / NRES 109 / GEOG 109	Water in Society	
Soil		
SOIL 153 / AGRO 153 / HORT 153	Soil Resources	
Geospatial Science		
NRES 218	Introduction to Geospatial Technologies	
Advanced Option Sub-Area		12
Select at least 12 9 hours from one of the following sub-areas, with at least 9 6 hours at the 300 or 400 level.		
Earth Systems		
BIOS 454 / NRES 454	Ecological Interactions	
BIOS 458 / NRES 468 / WATS 468 / BSEN 468	Wetlands	
GEOL 200	Mineralogy	
GEOL 201	Igneous and Metamorphic Petrology	
GEOL 308 / GEOG 308 / NRES 308	Biogeography	
GEOL 372	Water & Earth Connections	
GEOL 410	Geochemistry	
GEOL 423 / BIOS 423	Quaternary Paleoclimatology and Paleoecology	
GEOL 424 / BIOS 424	Biogeochemical Cycles	
GEOL 488 / NRES 488	Groundwater Geology	
Climate		
METR 270	Introduction to Climatology	

METR 370 / NRES 370	Applied Climatology	
METR 450 / AGRO 450 / GEOG 450 / NRES 452	Climate and Society	
METR 470	The Climate System: Analysis and Prediction	
METR 478 / NRES 478	Regional Climatology	
Ecology		
BIOS 300 / ENTO 300 / NRES 300	Toxins in the Environment	
BIOS 316 / MATH 316 / NRES 316 & BIOS 316L	Case Studies in Theoretical Ecology and Case Studies in Theoretical Ecology Lab	
BIOS 337	Applications of Bioinformatics	
BIOS 406 / ENTO 406	Insect Ecology	
BIOS 416	Biodiversity Conservation	
BIOS 444 / GEOL 444	Earth and Environmental Microbiology	
BIOS 454 / NRES 454	Ecological Interactions	
BIOS 457 / GEOL 457	Ecosystem Ecology	
BIOS 458 / NRES 468 / WATS 468 / BSEN 468	Wetlands	
BIOS 459 / NRES 459 / WATS 459	Limnology	
BIOS 481 / NRES 481 / WATS 481	Stream and River Ecology	
GEOG 200 / HORT 200 / LARC 200	Landscape and Environmental Appreciation	
Geospatial Science		
CRPL 430	Planning with GIS	
CRPL 432	Advanced Spatial Analysis with GIS	
CRPL 433	GIS in Environmental Design and Planning	
GEOG 412 / NRES 412	Introduction to Geographic Information Systems	
GEOG 418 / NRES 418	Introduction to Remote Sensing	
GEOG 419 / AGRO 419 / GEOL 419 / NRES 420	Applications of Remote Sensing in Agriculture and Natural Resources	
GEOG 420	Digital Image Analysis of Remote Sensing Data	
GEOG 421 / NRES 421	Field Techniques in Remote Sensing	
GEOG 422	Advanced Techniques in Geographic Information Systems	
GEOG 427 / NRES 427	Introduction to the Global Positioning System (GPS)	
NRES 218	Introduction to Geospatial Technologies	
Total Credit Hours		53-57

Additional Major Requirements

Grade Rules

C- and D Grades

A grade of C or higher is required in all major courses.

Pass/No Pass

No courses taken Pass/No Pass will count toward the major or minor.

Item 5.h. Major in Ethnic Studies

CAS Curriculum and Advising Committee Proposal for Edits to Major or Minor*

This document is only for changes to the description, learning outcomes, structure, or requirements of a major or minor. All edits should be in contrast to what is currently published in the current catalog. Edits to individual courses must be requested in CIM. Edits to 4-Year Plans will be called for via the Advisor(s) serving your program.

Proposals Submitted by October 15 and Approved by the December CCAC meeting will be effective for the 2020-2021 Catalog Year.

Questions on how to complete this document, contact Christina Fielder, 107 OLD, cfielder@unl.edu, 402-472-4190

Major/Minor: Ethnic Studies major

Contact Person for follow-up questions: Joy Castro

Edits are for the Major, Minor, or both? the major

We wish to elevate the 4 emphases within the ETHN major to options, so they will appear on students' transcripts.

OVERVIEW DESCRIPTION CHANGES

Only if different from current catalog, submit full updated copy for the Overview tab here:

For <https://catalog.unl.edu/undergraduate/arts-sciences/ethnic-studies/#majortext>

MAJOR REQUIREMENTS

Thirty-three (33) hours, with no more than half taken within one particular discipline (e.g., history, English). At least 12 credit hours must be taken at the 300 level or above, and at least 6 hours must be taken at the 400 level. Students must select and complete one of four options: [Multiethnic](#), [African and African American Studies](#), [Latinx and Latin American Studies](#), or [Indigenous Studies](#).

Emphasis Area Requirements

Select one of the following options: [Multiethnic Studies](#), [African and African American Studies](#), [Latinx and Latin American Studies](#), or [Indigenous Studies](#).

[Coursework subheadings]

[Multiethnic Studies Option](#)

[African and African American Studies Option](#)

[Latinx and Latin American Studies Option](#)

[Indigenous Studies Option](#)

LEARNING OUTCOMES CHANGES

Only if different from the current catalog, submit a full updated list of learning outcomes here:

Item 5.i. Major in Latin American Studies

CAS Curriculum and Advising Committee Proposal for Edits to Major or Minor*

This document is only for changes to the description, learning outcomes, structure, or requirements of a major or minor. All edits should be in contrast to what is currently published in the current catalog. Edits to individual courses must be requested in CIM. Edits to 4-Year Plans will be called for via the Advisor(s) serving your program.

Proposals Submitted by October 15 and Approved by the December CCAC meeting will be effective for the 2020-2021 Catalog Year.

Questions on how to complete this document, contact Christina Fielder, 107 OLD, cfielder@unl.edu, 402-472-4190

Major/Minor: Latin American Studies (LAMS) major

Contact Person for follow-up questions: Joy Castro

Edits are for the Major, Minor, or both? the major

We wish to completely eliminate the Latin American Studies (LAMS) major, as a major.

Students interested in Latin American Studies coursework will still be able to major in Ethnic Studies with a declared option in Latinx and Latin American Studies. No specific *courses* will be removed from the curriculum.

OVERVIEW DESCRIPTION CHANGES

Only if different from current catalog, submit full updated copy for the Overview tab here:

LEARNING OUTCOMES CHANGES

Only if different from the current catalog, submit a full updated list of learning outcomes here:

STRUCTURAL CHANGES - Additional/deleted/changed requirements. Describe.

Item 5.j. Minor in US Latina/Latino Studies

CAS Curriculum and Advising Committee Proposal for Edits to Major or Minor*

This document is only for changes to the description, learning outcomes, structure, or requirements of a major or minor. All edits should be in contrast to what is currently published in the current catalog. Edits to individual courses must be requested in CIM. Edits to 4-Year Plans will be called for via the Advisor(s) serving your program.

Proposals Submitted by October 15 and Approved by the December CCAC meeting will be effective for the 2022-2023 Catalog Year.

Questions on how to complete this document, contact Christina Fielder, 107 OLD, cfielder@unl.edu, 402-472-4190

Major/Minor: Ethnic Studies major and U.S. Latina/o Studies minor

Contact Person for follow-up questions: Joy Castro

Edits are for the Major, Minor, or both? Both

This is a name change only.

Please change the name of the emphasis (soon-to-be option, we hope) within the Ethnic Studies major from *Latino and Latin American Studies* to *Latinx and Latin American Studies*.

Please change the name of the *U.S. Latina/o Studies* minor to *Latinx Studies*. (No *U.S.* necessary; that's understood.)

OVERVIEW DESCRIPTION CHANGES
Only if different from current catalog, submit full updated copy for the Overview tab here:
n/a
LEARNING OUTCOMES CHANGES
Only if different from the current catalog, submit a full updated list of learning outcomes here:
n/a

Item 5.k. Minor in Native American Studies

CAS Curriculum and Advising Committee Proposal for Edits to Major or Minor*

This document is only for changes to the description, learning outcomes, structure, or requirements of a major or minor. All edits should be in contrast to what is currently published in the current catalog. Edits to individual courses must be requested in CIM. Edits to 4-Year Plans will be called for via the Advisor(s) serving your program.

Proposals Submitted by October 15 and Approved by the December CCAC meeting will be effective for the 2022-2023 Catalog Year.

Questions on how to complete this document, contact Christina Fielder, 107 OLD, cfielder@unl.edu, 402-472-4190

Major/Minor: Ethnic Studies major and Native American Studies minor

Contact Person for follow-up questions: Joy Castro

Edits are for the Major, Minor, or both? Both

This is a name change only.

Please change the name of the emphasis (soon-to-be option, we hope) within the Ethnic Studies major from *Native American Studies* to *Indigenous Studies*.

Please change the name of the *Native American Studies* minor to *Indigenous Studies*.

OVERVIEW DESCRIPTION CHANGES

Only if different from current catalog, submit full updated copy for the Overview tab here:

LEARNING OUTCOMES CHANGES

Only if different from the current catalog, submit a full updated list of learning outcomes here:

STRUCTURAL CHANGES - Additional/deleted/changed requirements. Describe.

border. Changing the name to *Indigenous* brings to greater awareness the commonalities among tribal peoples of both North and South America—and the crucial intersectionality of “Native American” and “Latin American” Studies.

Finally, the term *Indigenous* is also an acknowledgement that our program’s work has inextricable ties with tribal peoples across the globe, in the true spirit of *indigeneity*.

Item 5.I. Minor in Mathematics

Major/Minor: Mathematics

Contact Person for follow-up questions: Doug Pellatz (2-4319, dpellatz@unl.edu) or Petronela Radu (2-9130, pradu@unl.edu)

Edits are for the Major, Minor, or both? The Major's Education Option and the Minor

OVERVIEW DESCRIPTION CHANGES

Only if different from current catalog, submit full updated copy for the Overview tab here:

A strong mathematics background is essential to an increasing variety of careers. The Department of Mathematics encourages students to select a coherent body of courses in mathematics and in other disciplines that are consistent with their academic and career goals.

Options in the Major (updated the order of the options)

Students majoring in Mathematics have seven different options available on both the Bachelor of Arts or the Bachelor of Science degree to focus their advanced coursework in ways that meet their specific interests and career goals. All students complete a core set of requirements and can determine, in consultation with faculty and their academic advisor, which specific option and degree to follow. The option will be documented on the final transcript. (updated)

Standard Option

Recommended for students wishing to combine a strong education in mathematics with research or a coherent body of coursework in another discipline. (updated)

Discrete Mathematics and Cryptography Option

Recommended for students wishing to combine a strong mathematics education with a coherent body of coursework in computer science focused on discrete mathematics and cryptography.

Education Option

Recommended for students planning to pursue endorsement and certification to teach mathematics at the secondary level through an undergraduate degree in the College of Education and Human Sciences or through a graduate program.

Mathematical Biology Option

Recommended for students interested in a mathematics major and a coherent body of coursework studying areas of biology in a quantitative manner. (updated)

Mathematical Finance Option

Recommended for students interested in a mathematics major and a strong body of coursework in actuarial science and finance.

Mathematics of Physical Phenomena Option

Recommended for students interested in pairing a strong mathematics education with a body of coursework concerning the physical world that we live in.

Statistics and Data Science

Recommended for students interested in a mathematics major and studying data and statistical analysis using a coherent body of coursework in computer science and statistics. (updated)

Program Assessment. In order to assist the department in evaluating its programs, all majors should plan to participate in an electronic exit interview survey during their last semester before graduation. (updated)

LEARNING OUTCOMES CHANGES

Only if different from the current catalog, submit a full updated list of learning outcomes here:

N/A

STRUCTURAL CHANGES - Additional/deleted/changed requirements. Describe.

Changes to the Education Option

REQUIRED COURSES

MATH 208: Calculus III (4 hours)

CHANGE: MATH 309: Introduction to Mathematical Proofs or MATH 310: Introduction to Modern Algebra (3 hours)

MATH 325: Elementary Analysis (3 hours)

MATH 350: Geometry for High School Teaching (3 hours)

MATH 405: Discrete and Finite Mathematics for High School Teaching (3 hours)

MATH 407: Mathematics for High School Teaching I (3 hours)

MATH 408: Mathematics for High School Teaching II (3 hours)

STAT 380: Statistics and Applications (3 hours)

Credit Hours Subtotal: 25

AN EDUCATION MAJOR OR MINOR

Students pursuing the Education Option should accompany the math major with a 2nd major in education, likely through dual matriculation or intercollege study with the College of Education and Human Sciences. An education minor or approved 18-hour concentration related to education may also be used to meet this requirement.

Credit Hours Subtotal: 18

Total Credit Hours: 43

Changes to the Math Minor

We want to completely remove the Plan B Math Minor option. The Plan A Math Minor will remain as is.

CREDIT HOURS - Total hours in the major or minor or within a subarea or requirement. Describe.

No changes to the total number of credit hours for the Math major on the Education option since no requirements were added to the option. Removing the Plan B Minor option does not impact the required hours for the Plan A minor in Mathematics.

COURSE ADDITIONS

Only courses already in existence or proposed simultaneously can be included. For any courses outside of your department or center, a letter of support from the course's home department must be included.

Course (Prefix, Number, Title)	Hours	Inside which option, emphasis, subarea or requirement?
MATH 309: Introduction to Mathematical Proofs	3	Education Option

COURSE DELETIONS:

If a course you are deleting from your requirements will no longer be active, consider using CIM to propose inactivating (deleting) the course.

Course (Prefix, Number, Title)	Hours	Inside which option, emphasis, subarea or requirement?
N/A		

Are there any changes need to the following? If so, describe:

GRADING RULES

No changes.

PASS/NO PASS RULES

No changes.

COURSE LEVEL RULES OR SPECIAL RESTRICTIONS

No changes.

OTHER - Concerns or issues with layout, clarity, etc. Describe.

The Mathematical Finance Option would benefit from some additional clarity in the Additional Mathematics and Statistics courses area. Currently, it is difficult to tell which courses the “Select two courses from the following” note applies to within this portion of the Mathematical Finance Option. The Additional Mathematics and Statistics Courses should require and reflect the following:

- Select two of the following MATH courses: MATH 309: Introduction to Mathematical Proofs, MATH 310: Introduction to Modern Algebra, MATH 325: Elementary Analysis (6 hours)
- MATH 487: Probability Theory or STAT 462: Introduction to Mathematical Statistics I: Distribution Theory (3 or 4 hours)
- MATH 489: Stochastic Processes (3 hours)
- Select one additional advanced MATH course at the 400-level. (3 hours)
- Credit hours Subtotal: 15 or 16

As the Catalog reads now, it looks like only 9 credit hours would be required, which is not correct. The Degree Audit, the Degree Planner, and the 4-year Course Plan for the Mathematical Finance option are all correct at last check.

JUSTIFICATION FOR CHANGES

The above changes to the Education option of the Math major bring the option more inline with the requirements of the Secondary Education: Mathematics degree in the College of Education and Human Sciences, but there are still differences between Math and ancillary courses required for the two degrees. The MATH 309 course could be a better option for students interested in teaching high school Mathematics, and we are also submitting prerequisite changes for MATH 407 and MATH 408 to allow MATH 309 or MATH 310 as a prerequisite. Additional changes to MATH 350 and MATH 405 are currently being discussed with Teaching, Learning, and Teacher Education, and the changes would be in line with having either MATH 309 or MATH 310 within the requirements of the Education option.

The above changes to the Math minor would help eliminate the significant number of students who are pursuing and earning a Math minor credential without any significant coursework beyond their major program’s Math course requirements. The existing Plan A Math minor curriculum represents a substantial amount of coursework that requires students to make planful choices even if the minor coursework overlaps with another major’s Math course requirements.

The updates to the Overview description are fairly minor, and it is hoped they provide additional clarity about what each option entails. The order of the options within the overview doesn’t need to change, but they are listed in alphabetical order (except for the Standard option) in other places. The concerns about clarity within the Mathematical Finance option are minor as long as the programming of the Degree Audit, the Degree Planner, and the 4-year Course Plan remain correct.

Item 5.m. Major and Minor in French

CAS Curriculum and Advising Committee Proposal for Edits to Major or Minor*

This document is only for changes to the description, learning outcomes, structure, or requirements of a major or minor. All edits should be in contrast to what is currently published in the current catalog. Edits to individual courses must be requested in CIM. Edits to 4-Year Plans will be called for via the Advisor(s) serving your program.

Proposals Submitted by October 15 and Approved by the December CCAC meeting will be effective for the 2020-2021 Catalog Year.

Questions on how to complete this document, contact Christina Fielder, 107 OLD, cfielder@unl.edu, 402-472-4190

Major/Minor: French

Contact Person for follow-up questions: **Nora Peterson**

Edits are for the Major, Minor, or both? **both**

OVERVIEW DESCRIPTION CHANGES
Only if different from current catalog, submit full updated copy for the Overview tab here:
LEARNING OUTCOMES CHANGES
Only if different from the current catalog, submit a full updated list of learning outcomes here:
STRUCTURAL CHANGES - Additional/deleted/changed requirements. Describe.
CREDIT HOURS - Total hours in the major or minor or within a subarea or requirement. Describe.
We are changing the credit hours in the French major from 27 to 33, and the credit hours in the minor from 12 to 18. The only change is that the two pre-requisite courses, French 203 and 204, will both be included in the major and the minor.

Are there any changes need to the following? If so, describe:

GRADING RULES

PASS/NO PASS RULES

COURSE LEVEL RULES OR SPECIAL RESTRICTIONS

OTHER - Concerns or issues with layout, clarity, etc. Describe.

For students who have an exceptionally high level of competency and who pass into 203+ on the language placement exam:

- 203 can be waived; 204 is required
- Students for whom 203 is waived will take 3 additional credits at the 300 or 400 level

JUSTIFICATION FOR CHANGES

The French major and minor have, until now, started at French 301. Before reaching this point, students had to take (or pass into) 22 credits (French 101, 102, 201, 202, 203, and 204). French 203 and 204, though prerequisites, are beyond the language requirement, and therefore do not count for anything other than being required to start the French major. By incorporating this change and starting to “count” the French major and minor at 203, then, we will accomplish the following (these steps also align with our CAS UP! Strategy and efforts to reduce the equity gap):

- Reduce what we perceive as an “equity barrier” to the French major and minor– students do not have to pay for courses that don’t “count”
- Attract more students to the major and minor, since they can start the right after completing the language requirement in 202; less of a psychological barrier to start major/minor coursework
- Students will be able to start the major or minor, if they so choose, while participating in our faculty-led abroad program in Angers, France (203 or 204 credit already can be earned on this trip)

Item 5.n. Major and Minor in German

CAS Curriculum and Advising Committee Proposal for Edits to Major or Minor*

This document is only for changes to the description, learning outcomes, structure, or requirements of a major or minor. All edits should be in contrast to what is currently published in the current catalog. Edits to individual courses must be requested in CIM. Edits to 4-Year Plans will be called for via the Advisor(s) serving your program.

Proposals Submitted by October 15 and Approved by the December CCAC meeting will be effective for the 2020-2021 Catalog Year.

Questions on how to complete this document, contact Christina Fielder, 107 OLD, cfielder@unl.edu, 402-472-4190

Major/Minor: German

Contact Person for follow-up questions: cbrantner1@unl.edu

Edits are for the Major, Minor, or both? Both

OVERVIEW DESCRIPTION CHANGES
Only if different from current catalog, submit full updated copy for the Overview tab here:
LEARNING OUTCOMES CHANGES
Only if different from the current catalog, submit a full updated list of learning outcomes here:
STRUCTURAL CHANGES - Additional/deleted/changed requirements. Describe.
CHANGES TO THE MAJOR 1) count 201 and 202 toward major 2) increase required major hours to 33 (does not increase number of hours students take, as 201 and 202 now count) 3) delete GERM 203 and GERM 204 4) introduce integrated proficiency goals across 301-4 (e.g. common grammar framework and text) 5) adjust course prerequisites a) 301, 302: old prerequisite 203 or 204. New prerequisite 202. b) 303, 304: old prerequisite 203 or 204. New prerequisite 301 or 302. c) 307: old prerequisite 204. New prerequisite 301. d) 319: old prerequisite 203 or 204. New prerequisite 202 e) 321: old prerequisite 203 or 204. New prerequisite NONE.

2. Our current structure discourages economically disadvantaged students from majoring. The major is difficult to attain for students who have not already had German in high school. Because not all students attend high schools that offer German, this makes access to our major dependent on a student’s geographical origin, and because those schools that do offer German tend to be in higher income districts, this is limiting the access of economically disadvantaged students to our major.

3. Our current structure enables the administration’s notion that we are a service department. By not counting any of the first 6 courses in our sequence towards the major, we brand these courses as remedial work and ourselves as teachers of remedial work. We should have a structure that reflects the serious intellectual rigor of every level of our program. While we know that college-level elementary language teaching is an exploration of language and identity and a development of metalinguistic awareness that involves serious intellectual work, administrators may not recognize this. Other CAS departments at our university count at least some 100- and 200-level work towards their majors. In the case of languages specifically, Classics & Religious studies counts 100-level Latin and Greek courses towards their major.

4. Our current handling of AP credit denigrates the work of our HS colleagues. Students earning a 5 on the AP receive credit for 201 and 202. They thus still require additional course work prior to earning credit towards the major. This suggests that their AP high school classwork isn’t really college-level work. For comparison, in English, History, and Chemistry, the AP credit counts as a 100-level course that *does* count towards the major. The situation is most different if we look at the only AP language course that doesn’t fall under our department: Latin. Here, students can receive as many as 16 hours of college credit, much of which counts towards the classics major. From preliminary searches, this appears to be the case in comparison with other Big10 schools as well. At the two other Big10 universities where I was able to quickly find this information (Michigan and Indiana) AP credit counts towards the major, offering at Michigan 3 of 30 required hours and at Indiana up to 6 of 30 required hours.

Comparison of Language Sequences in German at Big10 Universities

School	prerequisites	major hours	total hours from 101
Rutgers https://german.rutgers.edu/academics/undergraduate/major	0 courses (all courses count)	36	36
Maryland https://silc.umd.edu/german/undergraduate/major#requirements	2 courses (4 cr each) 8 cr total	36	44
Northwestern https://german.northwestern.edu/undergraduate/major-minor/index.html	2 courses (4 days*) (8ish)	14* courses	16* courses
Indiana https://bulletin.college.indiana.edu/programs/index.html?program=gerba&bulletin_term=4195	2 courses (4 cr each) 8 cr total	30	38
Illinois https://germanic.illinois.edu/academics/german/undergraduate-programs	2 courses (4 cr each) 8 cr total	34	42
Ohio State https://germanic.osu.edu/major	3 courses (4 cr each)	33	45

	12 cr		
Penn State https://german.la.psu.edu/german/undergraduate-program/german-undergraduate-major	3 courses (4 cr each) 12 cr total	37 (BA) 31 (BS)	49/43
BIG10 Average (not including UNL)	mean 3.15 courses 12.08 cr median 3 courses 12 cr	29.91	44.75
Michigan State https://linglang.msu.edu/german/undergraduate/	4 courses (3 cr each) 12 cr	34	46
Purdue	4 courses (3 cr each) 12 cr total	35	47
U Iowa https://german.uiowa.edu/undergraduate-program/bachelor-arts	4 courses (4 cr each) 16 cr	30	46
Michigan https://lsa.umich.edu/german/undergraduate-students/german-studies/german-major.html	4 courses (4 cr each) 16 cr total	30	46
U Minnesota https://onestop2.umn.edu/pcas/viewCatalogProgram.do?programID=8980	4 courses (5 cr each) 20 cr total		
UNL	6 courses (2@5, 4@3) 22 total	27	49
U Wisconsin https://gns.wisc.edu/undergraduate_majors/	7 courses (4@4, 3@3) 25 total	27	52

*Northwestern does not have an “hours” based system and uses quarters, meaning their 2 course requirement is actually a 20 week requirement, so only slightly more than a single semester. For the average, it has been counted as 2 courses and 8 hours. Northwestern is not included in the major hours and total hours averages.

Appendix: Graphic description of proposed major and minor

Current Major

101	102			
201	202	203/4		
301	302	303	304	403
4xx	4xx	300+ (GERM course, may be taught in Eng)	300+ (may be extra- dep’t from list)	

Proposed Major

101	102
-----	-----

201	202			
301	302	303	304	403
4xx	4xx	300+ (GERM course, may be taught in Eng)	300+ (may be extra- dep't from list)	

Current Minor

101	102	
201	202	203/4
301-4	301-4	3xx/4xx
4xx		

Proposed Minor

101	102	
201	202	
301-4	301-4	3xx/4xx
4xx		

Item 5.o. Major and Minor in Russian

CAS Curriculum and Advising Committee Proposal for Edits to Major or Minor*

This document is only for changes to the description, learning outcomes, structure, or requirements of a major or minor. All edits should be in contrast to what is currently published in the current catalog. Edits to individual courses must be requested in CIM. Edits to 4-Year Plans will be called for via the Advisor(s) serving your program.

Proposals Submitted by October 15 and Approved by the December CCAC meeting will be effective for the 2020-2021 Catalog Year.

Questions on how to complete this document, contact Christina Fielder, 107 OLD, cfielder@unl.edu, 402-472-4190

Major/Minor: Russian

Contact Person for follow-up questions: olha.tytarenko@unl.edu

Edits are for the Major, Minor, or both? Both

OVERVIEW DESCRIPTION CHANGES
Only if different from current catalog, submit full updated copy for the Overview tab here:
LEARNING OUTCOMES CHANGES
Only if different from the current catalog, submit a full updated list of learning outcomes here:
STRUCTURAL CHANGES - Additional/deleted/changed requirements. Describe.
The following changes are for the Russian minor: <ul style="list-style-type: none">• The Russian minor will start at RUSS203 or RUSS204. The following changes are for the Russian major: <ul style="list-style-type: none">• The Russian major will start at RUSS203 or RUSS204.• Students will be required to select one additional course (not 2) at a related area• Specific choices will include courses at 200 level and above (not 300 as it currently is)

Are there any changes need to the following? If so, describe:

GRADING RULES

PASS/NO PASS RULES

COURSE LEVEL RULES OR SPECIAL RESTRICTIONS

OTHER - Concerns or issues with layout, clarity, etc. Describe.

JUSTIFICATION FOR CHANGES

1. Starting the Russian major and the Russian minor at 203/204 makes sense from a couple of perspectives:
 - a. RUSS203/204 are bridge courses, which are designed to help students transition from Intermediate to Advanced. As such, it is worthwhile to start the Russian major and the minor at this level.
 - b. Although we are increasing the overall credit hours for the Russian minor, we want to keep the number of credits in the Russian major the same. The 203 and 304 courses have a strong cultural component as the language is taught through popular culture and social media. Therefore, eliminating one area studies course (3 credits) from the list will not impact the major. Rather, it should be seen as a required “additional course in related area” is being replaced with RUSS203 or RUSS204 rather than being eliminated.
2. We want to include 200 level area studies courses as specific choices in addition to the offerings at the 300 level and above. The reasons for this are the following:
 - a. The history department offers two courses specifically on Russian history. These courses are more relevant to the Russian area studies than any other courses from the list of “specific choices”

HIST
261

Russia to the Era of Catherine the Great

Origins of Russia, the growth and decline of the Kievan State, the formation and development of Muscovy and Imperial Russia to the end of the eighteenth century.

HIST
262

Russia: The Nineteenth Century to the Present

Travails of Imperial Russia, both internal and external, that found their climax in the revolutions of 1917, and the efforts to implement the revolutionary mandate from 1917 to the present.

- b. In the future, we would like to develop a 200 level course that introduces students to the Russian culture. The above structural change would allow us to count the course as part of the Russian major once it is offered. The course would be created as an interdisciplinary gateway course, one of the purposes of which would be to attract more students to the Russian program.
3. The description of the two other courses ilisted above seems relevat to the Russian studies

HIST
315

Medieval World: Byzantium

Crosslisted with [CLAS 315](#)

Exploration of the key dimensions of Byzantium's social, economic and cultural developments, the role of Byzantium in world history, and the nature of the Byzantine legacy in contemporary Eastern Europe, Russia and the Balkans.

HIST
462

Recent Russia

Crosslisted with [HIST 862](#)

Prerequisites: Junior standing.

Fifty years of effort at implementing the mandate of the so-called "October Revolution" both domestically and in foreign affairs. The Soviet Union today.

Item 5.p. Minor in Psychology

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Proposals Submitted by October 15 and Approved by the December CAS-CAC meeting will be effective for the next Catalog.

Questions on how to complete this document, contact Christina Fielder, 107 OLD, cfielder@unl.edu, 402-472-4190

Major/Minor: Psychology

Contact Person for follow-up questions: Scott Stoltenberg

Edits are for the Major, Minor, or both? Minor

OVERVIEW DESCRIPTION CHANGES

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LEARNING OUTCOMES CHANGES

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STRUCTURAL CHANGES - Additional/deleted/changed requirements. Describe.

Elimination of the Plan B version of the minor.

CREDIT HOURS - Total hours in the major or minor or within a subarea or requirement. Describe.

Are there any changes need to the following? If so, describe:

GRADING RULES

PASS/NO PASS RULES

COURSE LEVEL RULES OR SPECIAL RESTRICTIONS

OTHER - Concerns or issues with layout, clarity, etc. Describe.

JUSTIFICATION FOR CHANGES

In the College of Arts and Sciences, our definition of a minor is an additional credential that recognizes a cohesive and significant set of coursework outside a student's major area of study." For this reason, we have ceased approving smaller, Plan B minors, and will be trying to eliminate the remaining 6 in the next few years. Math, Communication Studies, and Psychology are the first 3. While the significant overlap of courses in the Plan B minor was the most compelling reason for Math, for both Communication Studies and Psychology, the significance of the credential itself is questionable as each requires only 12 hours with no upper level coursework. Once deleted, students pursuing the Psychology minor will do so under the more rigorous Plan A structure.

Item 5.q. Major in Anthropology

CAS Curriculum and Advising Committee Proposal for Edits to Major or Minor*

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Proposals Submitted by October 15 and Approved by the December CAS-CAC meeting will be effective for the next Catalog.

Questions on how to complete this document, contact Christina Fielder, 107 OLD, cfielder@unl.edu, 402-472-4190

Major/Minor: Anthropology

Contact Person for follow-up questions: Taylor Livingston (tlivingston3@unl.edu)

Edits are for the Major, Minor, or both? Major

OVERVIEW DESCRIPTION CHANGES

Only if different from current catalog, submit full updated copy for the Overview tab here:

LEARNING OUTCOMES CHANGES

Only if different from the current catalog, submit a full updated list of learning outcomes here:

STRUCTURAL CHANGES - Additional/deleted/changed requirements. Describe.

New requirement: ANTH 417: History of Anthropological Theory; this requirement is added to the core so that all students regardless of option are required to take it (hence the increase of total hours).

New requirement for Forensic option: ANTH 344 Human Osteology and 462 Forensic Anthropology. These courses are required for the option. Students may select four other courses from the current list of courses in the catalog to complete the 18 credit hours.

Are there any changes need to the following? If so, describe:

GRADING RULES

PASS/NO PASS RULES

COURSE LEVEL RULES OR SPECIAL RESTRICTIONS

OTHER - Concerns or issues with layout, clarity, etc. Describe.

JUSTIFICATION FOR CHANGES

- ANTH 417 requirement: students are unfamiliar with major theories and their proponents; this change seeks to rectify this issue; require for all majors regardless of option/focus.
- ANTH 476 to Forensic Option—this was an oversight as the course is synonymous with the option and is required. Students choose five other courses from the current list in the catalog to complete this option.
- ANTH 344 to ANTH 444—this change follows CAS recommendations to not have Sophomores in mixed grad/undergrad classes and reflects the need for more coursework before enrolling in this course