

College of Arts & Sciences Faculty Meeting
Wednesday, April 17, 2019
3:30 p.m. – 5:00 p.m.
Jackie Gaughan Multicultural Center
Ubuntu Room/202

AGENDA

- Item I. Opening comments.
- Item II. Approval of minutes from the Fall Faculty Meeting on December 13, 2018. (See appendix).
- Item III. Opportunity for faculty to ask questions arising from annual reports of the various college committees. (See appendix, pages 6-10)
- Executive Committee
 - Promotion and Tenure Committee
 - Committee on Student Academic Distinction, Awards, and Appeals
 - Curriculum and Advising Committee
 - Assessment Committee
 - Research Advisory Committee
 - Endowed/College Professorships Committee
 - Research Space Committee
 - Inclusion, Diversity, Equity, and Access (IDEA) Committee
 - Academic Freedom and Freedom of Speech Committee
- Item IV. Recommendation from the Dean to approve the proposed changes regarding the Committee on Student Academic Distinction, Awards and Appeals. (Bylaws of the Faculty, Article IX, Section 1, and Policy Statement for Grading Appeals, Article III, Section A. (See appendix, pages 10-12.) *Discussion Item*.)
- Item V. Recommendation from the Dean to amend the Bylaws of the Faculty, Article V, Section 1, to add Professors of Practice as eligible to serve on the College Executive Committee. (See appendix, page 12.)
- Item VI. Recommendation from the Dean to approve the proposed changes to the Bylaws of the Faculty to add the Academic Freedom and Freedom of Speech Committee as a standing committee. (See appendix, page 13.)
- Item VII. Recommendation from Dean to approve the proposed changes to the Bylaws of the Faculty to add the Inclusion, Diversity, Equity and Access (IDEA) Committee as a standing committee. (See appendix, page 14.)
- Item VIII. Recommendation from the College Curriculum & Advising Committee to approve the proposed changes to college distribution requirements. (See appendix, pages 14-16.)
- Item IX. Recommendation from the College Curriculum & Advising to approve the proposed catalog changes regarding Dual Degrees in the college. (See appendix, pages 16-17.)
- Item X. Recommendation from the College Curriculum & Advising Committee to approve the proposed changes to the major in Psychology. (See appendix, pages 17-24.)
- Item XI. Opportunity to ask questions of the Dean.

APPENDIX

Item II. Approval of minutes from the Fall Faculty Meeting on December 13, 2018. Fall CAS Faculty Meeting Minutes (13 December 2018)

3:35 pm: The meeting was called to order by Dean Beth Theiss-Morse

1. Appointment of the Parliamentarian

Theiss-Morse appointed Kirk Dombrowski as Parliamentarian for this meeting. The regular Parliamentarian could not attend.

2. Approval of the minutes from the Spring Faculty Meeting (25 April 2018)

It was moved and seconded to approve the minutes. The vote was unanimously in favor with two abstentions.

3. Recommendation from the Dean to create the Inclusion, Diversity, Equity and Access (IDEA) Committee as a standing committee (by Theiss-Morse)

The College has done a lot of development in this area for the University. The creation of a standing committee will strengthen its voice even further. The IDEA Co-Chairs are Chad Brassil (BioSci) and Debra Hope (Psyc).

Discussion

Julia McQuillan (Soci) supports the creation of this committee because it is consistent with CAS goals

Jeannette Jones (Hist) also agrees with the proposal but would like clarification on the number of members since it says from 7 to 12.

Chad Brassil (BioSci) said that other CAS committees are similarly structured except that the IDEA committee made a decision to avoid a hierarchical structure. The membership language allows for self-expressed interest and at least one from each CAS area rather than to proscribe two.

June Griffin (Assoc Dean) responded that it is typically a challenge to get diverse representation on committees

Lory Dance (EthnStud) suggested that administrative staff should be included on the committee and would like clarification of the phrase "diversity, broadly defined"

Debra Hope (Psyc) responded that the phrase "broadly defined" was selected to give the committee an opportunity to change over time. For instance, the committee itself does not have a traditional structure. It has two co-chairs rather than a chair and vice chair to increase shared governance.

Debbie Minter (Eng) suggested that one way to clarify the meaning of "broadly defined" would be to refer back to the mission statement.

Lory Dance (EthnStud) suggested that "administrative staff" might be changed to "full-time staff" and agreed with the suggestion that "broadly defined" should refer back to the mission statement.

4. Recommendation from the Dean to amend the Bylaws of the Faculty, Article V, Section 1, to add Professors of Practice as eligible to serve on the College Executive Committee (by Theiss-Morse)

This item was suggested at our last meeting. The committee specifically called out the phrase "full-time tenured, tenure-track faculty or professors of practice" for discussion.

Discussion

Robert Belli (Psyc) agrees with this amendment. Professors of Practice have unique academic freedom issues that need to be protected, and they already serve on the Faculty Senate and Faculty Senate Executive Committee.

Pat Dussault (Chem) noted that faculty be defined as greater than 0.5 FTE so he suggested that the phrase be changed to "tenure-line faculty or professors of practice with greater than 0.5 FTE."

5. Recommendation from the Dean to approve the proposed changes to the Bylaws of the Faculty to add the Academic Freedom and Freedom of Speech Committee as a standing committee (by Theiss-Morse)

This is an important committee that will likely become increasingly important. One result of creating this committee is that members will become more expert in the topic while serving on the committee. The

creation of this committee will show that this topic is important to the College. The committee will serve an educational role where instructors can direct their questions.

Discussion

James Garza (Hist) moved to create the committee and Mark Van Roojen (Phil) seconded.

Robert Belli (Psyc) had a concern about the consultation component of the committee. The Faculty Senate already has such a committee, which should also be consulted. He also asked how the committee's fact-finding function relates to the Academic Rights and Responsibilities committee.

Thiess-Morse responded that this committee will focus on fact-finding for educational purposes but will have no power to act.

Garza (Hist) noted that the planning committee did not discuss any executive powers. He wanted to know how the consultation with the Faculty Senate would work.

Belli (Psyc) moved to amend paragraph 4 "When issues of academic freedom or freedom of speech arise in relation to an individual from CAS, members of the committee should also be prepared to attend meetings with administrators outside of the college" to end with "and with the faculty senate." Dussault (Chem) seconded.

There was a rapid sequence of a friendly amendment, Garza's acceptance of the amendment in light of the seconder's acceptance of the friendly amendment to change the end of the line to " , the AAUP, and the Faculty Senate as warranted."

Jeannette Jones (Hist) asked whether the committee's findings would be legally binding

Thiess-Morse said they would be limited to directing queries to resources.

The Parliamentarian noted that there is a motion on the floor.

Brassil (BioSci) called the question. There was no second.

Discussion continued once again without voting on the motion

Cal Garbin (Psyc) noted that the fact-finding charge is related to the AAUP mission but why should the AAUP be contacted if it is not an issue

Michael Combs (PoliSci) noted that all information gathered (such as from the committee's response) can be used in an actual legal case.

Thiess-Morse responded that the AAUP would be contacted for information rather than about specific cases.

Belli (Psyc) said that the Board of Regents passed an academic freedom statement that misrepresents AAUP's role.

Hope (Psyc) moved to table the amendment. Garza seconded. It was then pointed out that we still had not voted on the motion to amend paragraph 4. The vote on the amendment was 40 in favor, 3 opposed, and 1 abstention. Next, the vote to table was 41 in favor, 2 opposed, and 1 abstention.

6. Recommendation from the Dean to approve the proposed changes to the Bylaws of the Faculty, Article II, Section 1, Members (by Thiess-Morse)

The change will include research professors and research associate professors among those eligible to serve on the College Executive Committee and that nominees must have greater than 0.50 FTE in the College. This recommendation is from the College Executive Committee.

Discussion

Belli (Psyc) noted that Lecturers are still excluded even though they are members of the faculty according to the Regents Bylaws.

Thiess-Morse said that this motion is about voting rights

Eve Brank (Psyc) asked whether it was deliberate to exclude lecturers from voting

Dussault (Chem) said that some units exclude lecturers from voting in departmental matters

Leen-Kiat Soh (Comp Sci) wondered why we would allow Research Professors to serve on committees but not vote

Thiess-Morse responded that since research professors are often solely focused on research duties and do not participate in teaching or service, they are sometimes not given voting rights.

Dan Hoyt (Assoc Dean) noted that most Research Professors do not have College standing but are part of Centers

Minter (Eng) noted that the Committees for Curriculum, Executive, and Promotion & Tenure have elected memberships.

Thiess-Morse responded that Research Professors will not be able to serve on those committees until they have voting rights in the College.

Minter (Eng) called the question. Brassil (BioSci) seconded. The vote on calling the question was 41 in favor, 0 against, and 2 abstentions. The vote on the motion was 40 in favor, 1 against, and 2 abstentions.

7. Recommendation from the College Curriculum & Advising Committee to approve the proposed changes to college distribution requirements (by Chad Brassil and Debra Hope)

Over the past several years, student groups have called for more diversity in our curriculum. This recommendation will add a second diversity course to the college distribution requirements that focuses on diversity in U.S. communities. ACE 9 is the current diversity requirement and it has a focus on global diversity. The courses that meet this distribution requirement would have to be approved by the Curriculum Committee and would have to meet the four criteria listed on page 10 of the agenda. He then described the four criteria.

Discussion

Stephen Lahey (Class) asked why the requirement should focus on “U.S. Communities”?

Brassil responded that the Black Lives Matter group sent a list of requests that included a focus on domestic diversity. The Halualani Report called for a greater focus on domestic diversity. The foreign languages programs already cover global diversity.

Marco Abel (Eng) wondered whether the diversity focus has to be on contemporary communities and whether it could focus on black experiences outside the U.S.

Brassil responded that the focus should be on the U.S. experience.

Jones (Hist) noted that discussions about the black experience outside the U.S. would relate to the U.S. experience.

Rose Holz (WGS) wanted to know who should propose these courses

Brassil responded that proposals to the Curriculum Committee should come through departments

Griffin (Assoc Dean) clarified that existing courses will be considered as long as they are submitted for certification through the KIM interface.

Holz (WGS) asked about double-dipping such as humanities and social sciences

Brassil responded that would be fine except that it cannot add to student credit load

Jones (Hist) wanted to clarify that courses can be submitted by departments only or departments and programs

Thiess-Morse responded that it is departments and programs

Julia McQuillan (Soci) asked whether criterion 3 meant that students will be required to talk about their personal experiences

Brassil responded that the criterion was meant to allow for opportunities to express

McQuillan (Soci) noted that human diversity can imply essential differences, such as genetic, or social differences, such as power differential.

Hope responded that ACE 9 deals with global human diversity

Dan Hoyt (Assoc Dean) asked whether we should force students to choose a course in diversity

Brassil responded that this Distribution Requirement will cause students to choose at least one of their courses to meet this requirement.

It was moved and seconded to call the question. The motion passed unanimously by acclamation. The vote was 37 in favor, 0 against, and 2 abstentions.

8. Recommendation from the College Curriculum & Advising Committee to approve the removal of in minor in Statistics (by Reina Hayaki)

The motion passed unanimously by acclamation

9. Recommendation from the College Curriculum & Advising Committee to approve the proposed changes to the major in Biological Sciences (by Reina Hayaki)

The motion passed unanimously by acclamation

10. Recommendation from the College Curriculum & Advising Committee to approve the proposed changes to the major in Classics and Religious Studies (by Reina Hayaki)
The motion passed unanimously by acclamation
11. Recommendation from the College Curriculum & Advising Committee to approve the proposed deletion of the major in Classical Languages (by Reina Hayaki)
The motion passed unanimously by acclamation
12. Recommendation from the College Curriculum & Advising Committee to approve the proposed changes to the major in Communication Studies (by Reina Hayaki)
The motion passed unanimously by acclamation
13. Recommendation from the College Curriculum & Advising Committee to approve the proposed changes to the major in Environmental Studies (by Reina Hayaki)
??? What is the relationship between this CAS program change and the IANR program?
Griffin responded that this change is in the course requirement description for the BA and BS in CAS
John Osterman (Assoc Dean) noted that he is going to meet with IANR about this tomorrow
The motion passed unanimously by acclamation
14. Recommendation from the College Curriculum & Advising Committee to approve the proposed changes to the major in Global Studies (by Reina Hayaki)
The motion passed unanimously by acclamation
15. Recommendation from the College Curriculum & Advising Committee to approve the proposed changes to the minor in Human Rights and Humanitarian Affairs (by Reina Hayaki)
The motion passed unanimously by acclamation
16. Recommendation from the College Curriculum & Advising Committee to approve the proposed changes to the major and minor in Mathematics (by Reina Hayaki)
The motion passed unanimously by acclamation
17. Recommendation from the College Curriculum & Advising Committee to approve the proposed changes to the major in Philosophy (by Reina Hayaki)
The motion passed unanimously by acclamation
18. Opportunity to ask questions of the Dean.
Ken Bloom (Phys) noticed that several of these curricular changes were to create application-specific program tracks. Is this an emerging trend?
Griffin responded that it helps students clarify their path.
Garbin (Psyc) noted that employers like to see this type of branding because it implies a strong connection between learning and workforce application
In the absence of further questions, the meeting was adjourned.

Minutes recorded by Mark Griep (Chem)

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

ANNUAL REPORT OF THE EXECUTIVE COMMITTEE

An ad hoc committee considered nominations for College and University teaching awards, College Outstanding Research and Creativity Awards (College ORCA) and the McClymont Award. The awardees will be honored at various events including the College of Arts and Sciences Celebration of Excellence on April 26, 2019.

College Distinguished Teaching Award winners are: Brandon Bosch, Assistant Professor of Practice, Sociology and Political Science; Kelsy Burke, Assistant Professor, Sociology; Lory Janelle Dance, Associate Professor, Sociology; David Harwood, Professor, Earth & Atmospheric Sciences; Eric Malina, Associate Professor of Practice, Chemistry; Rachael W. Shah, Assistant Professor, English.

The College Outstanding Research and Creative Activity Awardees are: in the Social Sciences, Sociology Professor Kimberly Tyler; in the Humanities, English Professor Jonis Agee and in the Sciences, Earth and Atmospheric Sciences Professor Sherilyn Fritz.

The Hazel R. McClymont Distinguished Teaching Fellow Award recipient is Rosemarie Holz, Associate Professor of Practice, Women's and Gender Studies.

The Committee selected one nomination for the Annis Chaikin Sorensen Award to forward to the Office of the Executive Vice Chancellor. Our nominee, Associate Professor of History and Ethnic Studies, Jeannette Eileen Jones received the award.

One nomination for the Harold and Esther Edgerton Junior Faculty Award was forwarded to the Office of the Executive Vice Chancellor: Hope Wabuke, Assistant Professor in English, received the award.

2018-2019 Committee Members: Liangcheng Du (Chemistry), Elizabeth Enkin (Modern Languages & Literatures), Regina Werum (Sociology), Tracy Frank (Earth & Atmospheric Sciences), Anne Duncan (Classics & Religious Studies), Dona-Gene Barton (Political Science), David Pitts (Mathematics), Stacey Waite (English); Associate Deans: June Griffin, Priscilla Hayden-Roy, Kirk Dombrowski, John Osterman, and Interim Dean Elizabeth Theiss-Morse

Ad Hoc Committee: Liangchang Du, Dona-Gene Mitchell, and Anne Duncan

ANNUAL REPORT OF THE PROMOTION & TENURE COMMITTEE

The annual review of tenure and promotion recommendations began in mid-November. The committee reviewed 12 recommendations regarding promotion to Associate Professor with tenure, 11 recommendations regarding promotion to Full Professor, 1 recommendation regarding promotion to Associate Professor, 5 recommendations for promotion to Associate Professor of Practice, and 1 recommendation for promotion to Full Professor of Practice. The committee currently has interviewed 6 job candidates for consideration of promotion and/or tenure.

2018-2019 Committee Members: Kenneth Winkle (History), David Harwood (Earth & Atmospheric Sciences), LuAnn Wandsnider (Anthropology), Thomas Lynch (English), Marjorie Langell (Chemistry), Jody Kellas (Communication Studies), Associate Dean Priscilla Hayden-Roy, Interim Dean Elizabeth Theiss-Morse, Chair

ANNUAL REPORT OF THE COMMITTEE ON STUDENT ACADEMIC DISTINCTION, AWARDS AND APPEALS

This report covers the period of three graduations: August 2017, December 2017, and May 2018. The College of Arts & Sciences awarded degrees with distinction as follows:

- based on academic record and submission of a thesis
 - 29 degrees with Highest Distinction
 - 13 degrees with High Distinction
 - 20 degrees with Distinction
- based on academic record only
 - 77 degrees with High Distinction
 - 65 degrees with Distinction

For the past several years the college has made a concerted effort to increase our numbers by emailing juniors and seniors encouraging them to write a thesis as well as asking major advisors to encourage their students. The chart below details the upward trend of students earning distinction with or without a thesis over the last five years.

Year	With Thesis				No Thesis			TOTAL Degrees with level of Distinction
	Highest	High	Distinction	Total Thesis	High	Distinction	Total no Thesis	
18-19	29	13	20	62	77	65	142	204
17-18	22	6	24	52	64	56	120	172
16-17	14	12	19	45	59	51	110	155
15-16	13	5	18	36	51	35	86	122
14-15	15	8	15	38	63	49	112	150

Scholarships

The college continues to partner with the Office of Scholarships and Financial Aid with the application process.

2019-20 Academic year awards:

- 863 applicants did the college portion of the application. The committee considered just over 300 applicants for the awards controlled by the college.
- We have not done our awarding yet as we are waiting on fund balance information.
- Our awards will be a mixture of need based and merit based awards.

Summer 2019 and AY 2019-20 Dean's Experiential Learning Awards:

- 27 applicants submitted a narrative for the Dean's Experiential Learning Award.
- 9 were selected for a \$1500 award for a total of \$13,500.
- The awards are made from six scholarship funds designed for this purpose.

Grade Appeal

One grade appeal was elevated to the college but the committee found no grounds to hear the appeal.

2018-2019 Committee Members: John Brunero (Philosophy), Karrie Weber (Biological Sciences/Earth & Atmospheric Sciences), Matthew Johnson (Psychology), Alexander Sinitkii (Chemistry), David Warner (Sociology); Gina Keplinger (Graduate Student Representative), Erin Husmann (Student Advisory Board Representative), Joey Grimmond (Student Advisory Board Representative), Olivia Miller (non-voting, Advising Center), Associate Dean June Griffin

ANNUAL REPORT OF THE CURRICULUM COMMITTEE & ADVISING COMMITTEE

The committee reviewed 2 ACE proposals; 9 new course with ACE proposals; 1 change/Add ACE proposals; 28 decertify/remove ACE proposals; 36 new course proposals; 118 change course proposals; 6 course deletion proposals; 4 course proposals for CDR Diversity; and 32 proposals for various majors and minors.

The Committee forwarded to the faculty the following recommendations:

- to approve the proposed changes to the college distribution requirements – adding a diversity requirement; removing breadth requirement
- to approve the proposed removal of the minor in Statistics in CAS
- to approve the proposed changes to the major in Biological Sciences
- to approve the proposed changes to the major in Classics and Religious Studies
- to approve the proposed deletion of the major in Classical Languages
- to approve the proposed changes to the major in Communication Studies
- to approve the proposed changes to the major in Environmental Studies
- to approve the proposed changes to the major in Global Studies
- to approve the proposed changes to the minor in Human Rights and Humanitarian Affairs
- to approve the proposed changes to the major and minor in Mathematics

- to approve the proposed changes to the major in Philosophy

The Committee approved non-substantive changes majors and minors. The following changes went directly to the catalog editor.

- Asian Studies Minor
- Chemistry Major
- College section - Exclusions and Restrictions
- Computer Science Major
- Software Development Minor
- Geology Major
- Graduate Specialization - Human Rights and Humanitarian Affairs
- Film Studies Major
- Lesbian, Gay, Bisexual, Transgender, Queer/Sexuality Studies Minor
- Informatics minor
- Medieval and Renaissance Studies Major
- Arabic Minor
- Czech Minor
- French Major
- Japanese Minor
- Russian Major
- Spanish Major and Minor
- Physic major
- Physic major
- Plant Biology Major
- National Security Studies Minor
- Political Science Major
- Public Policy Analysis & Program Evaluation Certification
- Women's & Gender Studies Major

The Committee has completed in its in-depth review of the Course Exclusions and Restrictions Policies of the college.

Finally, the committee made nominations for vacancies on the College Curriculum Committee for the 2019-2020 AY

The chair for the 2019-2020 academic year will be decided at the next committee meeting.

2018-2019 Committee Members: Professors Reina Hayaki (chair, Philosophy), Gwendolyn Bachman (Biological Sciences), Kristen Olson (Sociology), Scott Stoltenberg (Psychology), Glenn Ledder (Mathematics –semester replacement- Fall) Yvonne Lai (Mathematics – Spring); Adrianna Lobitz and Caroline Trupp (Student Advisory Board Representatives); Christina Fielder (Director, CAS Advising Center); Amy Beyer (non-voting, CAS Advising Center); Michael Dodd (University Curriculum Committee-CAS Representative); and Associate Dean June Griffin (Executive Secretary).

ANNUAL REPORT OF THE ASSESSMENT COMMITTEE

Biennial assessments of the major were submitted by departments to the Undergraduate Education Program. The assessment committee reviewed the submitted reports and generated feedback to be distributed to departments.

2018-19 Committee Members: Aaron Bronfman (Philosophy), Anne Schutte (Psychology), Emira Ibrahimasic (Global Studies), Eric Malina (Chemistry)

ANNUAL REPORT OF THE RESEARCH ADVISORY COMMITTEE (CASRAC)

The Research Advisory Committee is chaired by the Associate Dean for Research and Partnership.

From July 2018 through December 2018, Dr. Dan Hoyt served as the Interim Associate Dean for Research and Partnership. Beginning in January 2019, Dr. Kirk Dombrowski was appointed as the Associate Dean for Research and Partnership.

Committee members are appointed by the Associate Dean for Research and Partnership and serve staggered two-year terms.

The committee meets at least twice a year, but also on an as-needed basis, to advise the college in matters pertaining to research and scholarship.

Review of Award Applications. The committee reviews applications for four awards.

1. the International Travel Award for Scholarly Presentations which awards up to \$1,500 to use for international travel to participate in events such as research presentations, plenary presentations and keynote speeches at recognized international meetings. To date, five international travel awards have been granted on a competitive basis. In the spring cycle there have been 24 applications.
2. ENHANCE CAS award is now reviewed by this committee and awards up to \$5,000 to faculty in the humanities and social sciences for research, scholarship and creative activities. To date, five awards have been granted. Some of the awards have resulted in extramural engagement and those locations are displayed on the map below. There are 12 applications for the spring cycle.
3. Grants to support international research collaborations. The International Research Collaborations Award support faculty to work with colleagues at foreign partner research institutions in ways that promise to be sustainable beyond any one project, opening the door for future collaborations including external domestic and foreign grants and fellowships. Awards are up to \$10,000. To date, one award has been granted. In the spring cycle, there are five applications.

The college seeks to fuel innovation through a variety of partnership activities. The Partnership Seed Funding program is designed to encourage formal and mutually beneficial connections between faculty and industry, between faculty and non-profits, and between faculty and the local community. They are also to provide seed funding that will allow faculty to launch and/or formalize an external partnership. Awards are up to \$10,000. No partnership awards were granted in the fall. There are 2 applications this spring.

2018-2019 Committee Members: Stephen Behrendt (English), Dawne Curry (History), Matthias Fuchs (Physics and Astronomy), Maital Neta (Psychology), Ingrid Robyn (Modern Languages & Literatures), Jeffrey Smith (Sociology), Barry Cheung (Chemistry), Sheryl Fritz (Earth & Atmospheric Sciences), Carolyn Heitman (Anthropology), George Avalos (Mathematics), Ingrid Haas (Psychology), Yaroslav Komarovski (Classics and Religious Studies), Associate Dean Dan Hoyt, Chair (July 2018 – December 2018), Associate Dean Kirk Dombrowski, Chair (January 2019 – present)

ANNUAL REPORT OF THE ENDOWED/COLLEGE PROFESSORSHIP COMMITTEE

The Committee reviewed and recommended 2 renewal applications for College professorships and 7 renewals for University Professorships to the Dean. The Committee reviewed and made recommendations on 16 nominations for College and University professorships to the Dean.

2018-2019 Committee Members: Kimberly Tyler (Sociology), David Hage (Chemistry), Parks Coble (History), Petronela Radu (Mathematics), John Brunero (Philosophy), Associate Dean Priscilla Hayden-Roy, Chair

ANNUAL REPORT OF THE RESEARCH SPACE COMMITTEE

The move of the Departments of Classics, Communication Studies and Philosophy and the interdisciplinary programs Ethnic Studies and Women and Gender Studies to Pound Hall was completed. Departments in Oldfather were reassigned space. The CAS Deans' office is working with the Library Dean's office to facilitate the move of material from the departmental libraries in Avery and Bessey to off-site storage. Space will be reallocated following the relocation.

2018-2019 Committee Members: Rigo Guevara (Modern Languages & Literatures), Kirk Dombrowski (Sociology), David Harwood (Earth & Atmospheric Sciences), Dodie Eveleth (Chemistry), Al Casullo (Philosophy), David DiLillo (Psychology), Mark Brittenham (Mathematics), Associate Dean John Osterman, Chair

ANNUAL REPORT OF THE INCLUSION, DIVERSITY, EQUITY AND ACCESS (IDEA) COMMITTEE (Ad Hoc)

The committee finalized and passed, via the CAS Fall Faculty meeting, a change to the College Distribution Requirements. We added a requirement for a course in Human Diversity in United States Communities. Courses certified by the College Curriculum Committee will satisfy 4 learning objectives: knowledge of diversity, implications of diversity differences, self-reflection, and dialogue. We have been working with the college on starting the certification process, and we hosted a workshop and two discussions on this topic in our IDEA Diversity Series this spring. This requirement will be effective starting with the Fall 2020 cohort of students.

We presented a proposal for the adoption of IDEA as a standing committee in the college, which was read at the CAS Fall Faculty meeting. We participated in the VC Diversity search, the CAS Dean search, and presented information on the committee to Chancellor Green. We supported 4 small grants to student groups aligned with our mission.

2018-2019 Committee Members: Chad Brassil (Biological Sciences, committee co-chair), Debra Hope (Psychology, committee co-chair), Thomas Marley (Mathematics), Ken Bloom (Physics), Isabel Velazquez (Modern Languages), Dave Berkowitz (Chemistry), Leen-Kiat Soh (Computer Science), James Garza (History/Ethnic Studies), Thomas Gannon (English/Ethnic Studies), Staff: Meagan Savage (CAS Advising), Staff: Mirhuanda Meeks (English), Undergraduate: Awa Youm (Biology)

ANNUAL REPORT OF THE COMMITTEE ON ACADEMIC FREEDOM AND FREEDOM OF SPEECH (Ad Hoc)

The committee's purpose is to advise members of the College of Arts and Sciences, including students, Graduate Teaching and Research Assistants, Lecturers, Professors of Practice, and Tenured or Tenure-leading Professors, concerning general and specific issues regarding Academic Freedom in teaching and research.

During AY 2018/19, the committee revised the proposal—introduced but then tabled at the April 2018 CAS Faculty meeting—to turn it into a standing committee.

The committee also selected Michael Bérubé, Edwin Erle Sparks Professor of Literature and Chair of the University Faculty Senate at Pennsylvania State University, to give the inaugural lecture of a new CAS lecture series focusing on academic freedom and freedom of speech issues. Professor Bérubé's talk, "Talking Out Of School: Academic Freedom and Extramural Speech," took place on March 29, 2019.

2018-2019 Committee Members: Marco Abel (chair, English), Dawn Braithwaite (Communication Studies), Adam Houston (Earth & Atmospheric Sciences), James Garza (Ethnic Studies), Julia Schleck (English), Kevin Smith (Political Science), Stephen Lahey (Classics & Religious Studies)

Item IV. Recommendation from the Dean to approve the proposed changes regarding the Committee on Student Academic Distinction, Awards and Appeals. (Bylaws of the Faculty, Article IX, Section 1, and Policy Statement for Grading Appeals, Article III, Section A. (See appendix, pages XX.) ***Discussion Item.***

Current: Policy Statement for Grading Appeals, Article III, Section A.

Organization. The Committee consists of eight voting members, five of them representatives of the full-time teaching faculty, one graduate student and two undergraduate students. The members of the Committee shall serve staggered terms as follows:

1. The full-time faculty members shall serve staggered three-year terms.
2. (a) The committee chair is chosen by the committee at the last meeting of the preceding academic year.
(b) The committee chair must be a tenured member of the faculty.
3. The graduate student shall serve a **one**-year term.
4. The undergraduate students shall serve **one**-year terms. Undergraduate students will be appointed by the Dean at the recommendation of the Student Advisory Board. The graduate student will be appointed by the Dean upon the recommendation of the Graduate Student Association or the Dean of Graduate Studies. The Committee will routinely invite a liaison member of the Dean's Office staff to be present during consideration of a case. He or she will not have a vote.

In cases involving a member of one of the departments represented on the Committee, that individual will be recused from the deliberations, although he or she may appear to provide evidence. In the case of the recusing of a faculty member, the Dean of the

College may appoint a replacement from another department for the duration of that particular case. In the case of the recusing of a student member, a replacement will be provided the College Student Advisory Board, the Graduate Student Association or the Dean of Graduate Studies.

Proposed: Policy Statement for Grading Appeals, Article III, Section A.

Organization. The Committee consists of **nine** voting members, five of them representatives of the full-time teaching faculty, **the Associate Dean assigned to the committee**, one graduate student and two undergraduate students. The members of the Committee shall serve staggered terms as follows:

1. The full-time faculty members shall serve staggered three-year terms.
2. (a) The committee chair is chosen by the committee at the last meeting of the preceding academic year.
(b) The committee chair must be a tenured member of the faculty.
3. **The Associate Dean shall serve at the pleasure of the Dean.**
4. The graduate student shall serve a **one**-year term.
5. The undergraduate students shall serve **one**-year terms. Undergraduate students will be appointed by the Dean at the recommendation of the Student Advisory Board. The graduate student will be appointed by the Dean upon the recommendation of the Graduate Student Association or the Dean of Graduate Studies. The Committee will routinely invite a liaison member of the Dean's Office staff to be present during consideration of a case. He or she will not have a vote.

In cases involving a member of one of the departments represented on the Committee, that individual will be recused from the deliberations, although he or she may appear to provide evidence. In the case of the recusing of a faculty member, the Dean of the College may appoint a replacement from another department for the duration of that particular case. In the case of the recusing of a student member, a replacement will be provided the College Student Advisory Board, the Graduate Student Association or the Dean of Graduate Studies.

Current: Bylaws of the Faculty, Article IX, Section 1

Section 1. The Committee on Student Academic Distinction, Awards and Appeals

- A. This Committee shall consist of a coordinator, five faculty members, one graduate student instructor or graduate teaching assistant in the College appointed by the Dean, and two undergraduate students selected by the Student Advisory Board.
- B. The members shall be appointed by the Dean upon the advice of the Executive Committee, and shall be chosen from the areas of the College as described in Article V.1 A and B with no department represented by two members concurrently.
- C. The faculty members shall serve for three-year terms on a staggered basis. The student members shall serve one-year terms.
- D. Faculty vacancies on the committee will be filled by appointment by the Dean upon the recommendation of the Executive Committee.
- E. Faculty members of the Committee shall decide, within the general criteria set by the Faculty, which degrees shall be awarded with Distinction, High Distinction, or Highest Distinction, and present its recommendations to the Dean. Faculty members of the Committee shall select students to be nominated by the College for scholarships, fellowships, and awards.
- F. The Committee shall function as the final appeal committee from the departmental grading appeals committees. It shall perform functions of conciliation as well as judgment of the cases coming before it, and shall adopt a set of rules, procedures, and standards for the judgment of cases.

Proposed: Bylaws of the Faculty, Article IX, Section 1

Section 1. The Committee on Student Academic Distinction, Awards and Appeals

- A. This Committee shall consist of a coordinator, five faculty members, the Associate Dean assigned to the committee, one graduate student instructor or graduate teaching assistant in the College appointed by the Dean, and two undergraduate students selected by the Student Advisory Board.
- B. The members shall be appointed by the Dean upon the advice of the Executive Committee, and shall be chosen from the areas of the College as described in Article V.1 A and B with no department represented by two members concurrently.

- C. The faculty members shall serve for three-year terms on a staggered basis. The student members shall serve one-year terms.
- D. Faculty vacancies on the committee will be filled by appointment by the Dean upon the recommendation of the Executive Committee.
- E. Faculty members of the Committee shall decide, within the general criteria set by the Faculty, which degrees shall be awarded with Distinction, High Distinction, or Highest Distinction, and present its recommendations to the Dean. Faculty members of the Committee shall select students to be nominated by the College for scholarships, fellowships, and awards.
- F. The Committee shall function as the final appeal committee from the departmental grading appeals committees. It shall perform functions of conciliation as well as judgment of the cases coming before it, and shall adopt a set of rules, procedures, and standards for the judgment of cases.

Justification: In the most recent grade appeal that came to the college, the chair of the committee realized we have an 8-member committee and no procedure set to break a tie. Giving the Associate Dean appointed to the committee a vote decreases the likelihood the committee will have a tie vote.

Item V. Recommendation from the Dean to amend the Bylaws of the Faculty, Article V, Section 1, to add Professors of Practice as eligible to serve on the College Executive Committee.

Current: V. Standing Committees: The Executive Committee, The Promotion and Tenure Committee, The Student Advisory Board, Section 1. Executive Committee

A. The Executive Committee shall consist of the Dean of the College of Arts and Sciences, the Associate Deans and eight faculty members, five elected and three appointed. The elected and appointed faculty members shall be chosen from the full-time tenured or tenure-track faculty. One member shall be chosen from Social Sciences; two members shall be chosen from the Sciences; one member shall be chosen from the Humanities; one member shall be chosen from the Social Sciences or Humanities, alternating between the two areas in alternate elections. The elected members will be chosen by a ballot and the other members will be appointed by the Dean. Election shall be for staggered terms of two years. No elected member of the Executive Committee may succeed himself or herself if that member has served two years; the same department or school may not be represented on the Executive Committee by two elected members concurrently. To ensure representation of interdisciplinary interests in the college, if each elected faculty member is appointed in a single department or program only, then at least one of the faculty members appointed by the Dean will have appointments in multiple departments or programs.

Proposed: V. Standing Committees: The Executive Committee, The Promotion and Tenure Committee, The Student Advisory Board; Section 1. Executive Committee

The Executive Committee shall consist of the Dean of the College of Arts and Sciences, the Associate Deans and eight faculty members, five elected and three appointed. The elected and appointed faculty members shall be chosen from the full-time tenured, tenure-track faculty or professors of practice. One member shall be chosen from Social Sciences; two members shall be chosen from the Sciences; one member shall be chosen from the Humanities; one member shall be chosen from the Social Sciences or Humanities, alternating between the two areas in alternate elections. The elected members will be chosen by a ballot and the other members will be appointed by the Dean. Election shall be for staggered terms of two years. No elected member of the Executive Committee may succeed himself or herself if that member has served two years; the same department or school may not be represented on the Executive Committee by two elected members concurrently. To ensure representation of interdisciplinary interests in the college, if each elected faculty member is appointed in a single department or program only, then at least one of the faculty members appointed by the Dean will have appointments in multiple departments or programs.

Justification: The Executive Committee addresses major issues in the College and, through extensive discussions, comes up with action plans for the College to move forward. Since many of these issues are teaching related, we believe it is important to have professors of practice have a voice on the Executive Committee. The limitation of Executive Committee membership to tenured and tenure-track faculty is an historical artifact (written before professors of practice were a faculty position at UNL). We cannot see a reason to continue this limitation.

Item VI. Recommendation from the Dean to approve the proposed changes to the Bylaws of the Faculty to add the Academic Freedom and Freedom of Speech Committee as a standing committee.

Proposed – add a new standing committee under Article IX. Descriptions of Standing Committees

Section 4. The Committee on Academic Freedom and Freedom of Speech

The responsibility of this standing committee will be to advise members of the College of Arts and Sciences, including students, Graduate Teaching and Research Assistants, Lecturers, Professors of Practice, and Tenured or Tenure-leading Professors, concerning general and specific issues regarding Academic Freedom in teaching and research. Of primary importance will be considering questions that arise in defining the relation of faculty governance to both the national norms and UNL policies on Freedom of Speech and Academic Freedom. The committee may consult with the AAUP as warranted.

The committee will provide support to members of the College of Arts & Sciences in the following ways:

1) The committee will undertake an educational role for the college. Members of this committee will develop an expertise in issues in Academic Freedom and Freedom of Speech issues and will suggest training needs and opportunities to the Dean and provide information to Chairs and Directors on request. The committee will be expected to provide workshops and presentations on the relation of Academic Freedom and Freedom of Speech issues to instructional and research specialists as requested by unit heads.

2) The committee will be available in an advisory or support role to members of the college concerning issues of Academic Freedom and Freedom of Speech. While students and CAS personnel will normally work with their Department Chair or Program Director to start, members on this committee will be available for consultations and will, upon request, provide advisory support for such individuals.

When issues of academic freedom or freedom of speech arise in relation to an individual from CAS, members of the committee should also be prepared to attend meetings with administrators outside of the college.

3) Members on this committee will meet regularly both to address issues of Academic Freedom and Freedom of Speech that arise during the course of the year and to advise the Dean should these issues demand College recognition or action.

4) This document authorizes this committee to serve as a fact-finding body in cases of potential violation of Academic Freedom or Freedom of Speech.

Membership on this committee will require readiness both to maintain confidentiality in ongoing cases and to seek appropriate expertise regarding (a) disciplinary standards, (b) legal questions, and (c) concerns and questions regarding engagement with administration beyond College-level authority.

In accord with the established rules for faculty governance of UNL, the chair of the committee will be free to represent the decisions of the committee, with the committee's assent.

Membership of the Committee:

- Associate Dean of Faculty (ex officio)
- 2 Representatives of the Humanities (elected)
- 2 Representatives of the Social Sciences (elected)
- 2 Representatives of the Natural Sciences (elected)

Terms of membership are for 3 years. The committee will appoint its own chair at the beginning of the AY. In an event of a mid-term vacancy, the committee chair may appoint an appropriate member to complete the term.

Membership of the Committee is open to all tenured professors or professors of practice at associate or full rank and will be selected through College-wide elections. Members serve at staggered terms.

Justification:

The College of Arts and Sciences is committed to the protection of freedom of speech and academic freedom. Since many people in the College (faculty, staff, and students) are often unclear about what speech is protected both inside and outside the classroom, the new standing committee would provide expertise and a support role to individuals within the College on issues dealing with **freedom of speech and academic freedom**.

Item VII. Recommendation from the Dean to approve the proposed changes to the Bylaws of the Faculty to add the Inclusion, Diversity, Equity and Access (IDEA) Committee as a standing committee.

Proposed Bylaw: Article IX, Description of Standing Committees, Section 5. The Inclusion, Diversity, Equity and Access (IDEA) Committee

The IDEA committee shall consist of 7-11 members, each serving staggered terms of 3-years. While the majority of membership will be faculty (tenure-line and professor of practice), the committee shall also include 1-3 administrative staff, 1-2 undergraduate students, and 1 graduate student. An associate dean shall be appointed as liaison to the committee, but will not regularly attend meetings. Membership shall include at least one person from each of the three areas as defined in the executive committee membership: Social Sciences, Humanities, and Sciences. The committee should intentionally include diversity, broadly defined, among its own membership. New members are nominated by existing members, the Dean's office, the college community at large, or a self-expressed interest. New members shall be appointed by the Dean upon consultation with the Executive Committee. The committee shall have two co-chairs, appointed by the Dean, ideally each serving in the co-chair position for two years but with staggered appointments. Faculty are eligible to serve as co-chairs, and, at most, one co-chair could be a staff.

Justification: The Inclusion, Diversity, Equity and Access (IDEA) Committee has been an ad hoc committee for the past two years. To ensure the ability of the committee to engage in long-term planning, we propose making it a standing committee. The IDEA committee will, we believe, play a central role in the university-wide diversity and inclusion initiative that is just beginning given the importance of the college in these efforts. The IDEA Committee will be able to have a stronger voice on campus if it is a standing committee.

Item VIII. Recommendation from the College Curriculum & Advising Committee to approve the proposed changes to college distribution requirements.

Current: College Distribution Requirements (Approved at the Fall Faculty Meeting, December 13, 2018 for the 2020-2021 Catalog) Bachelor of Arts or Bachelor of Science

The College of Arts and Sciences distribution requirements are designed to ensure a breadth of courses within the liberal arts degree. By engaging in study in several different areas within the College, students develop the ability to learn in a variety of ways and apply their knowledge from a variety of perspectives. All requirements are in addition to University ACE requirements and no course can be used to satisfy both an ACE outcome and a College distribution requirement.

- A student cannot use a course from their primary major to satisfy the Breadth Requirement (F), but may apply an ancillary requirement of the primary major or a course from their second major toward this requirement.
- With the exception of CDR G, a student may not use a single course to satisfy more than one College Distribution Requirements. Courses used to meet CDR G may also meet CDR A, C, or D.
- Independent study or reading courses and internships cannot be used to satisfy distribution requirements.
- Courses from interdisciplinary programs will be applied in the same area as courses from the home/cross-listed department.

College Distribution Requirements

CDR A – Written Communication

Select from courses approved for ACE outcome 1.

CDR B and BL – Natural, Physical, and Mathematical Sciences with Lab

Select from biochemistry, biological sciences, chemistry, computer science, geology, meteorology, mathematics, physics and statistics. Must include one lab in the natural or physical sciences. Lab courses may be selected from biochemistry, biological sciences, chemistry, geology, meteorology and physics.

Some courses from geography and anthropology may also be used to satisfy the lab requirement above. ¹

CDR C – Humanities

Select from classics, English, history, modern languages and literatures, philosophy, and religious studies. ²

CDR D – Social Science

Select from: anthropology, communication studies, geography, political science, psychology, or sociology. ³

CDR E – Language

Complete a 6-credit-hour second-year sequence or higher in a single foreign language in Arabic, Chinese, Czech, French, German, Greek, Japanese, Latin, Russian, or Spanish. A student who has completed the fourth-year level of a single foreign language in high school is exempt from the languages requirement.

CDR F – Additional Breadth

Select and additional course from CDR B, C, or D. Cannot be a course from the primary major.

CDR G – Human Diversity in U.S. Communities

Select from a set of approved courses as listed in the degree audit. Can also be used to fulfill CDR A, C, or D.

¹ See degree audit or a College of Arts and Sciences advisor for approved geography and anthropology courses that apply as natural science.

² Language courses numbered below the 300 level do not apply in any CDR but E.

³ See degree audit or College of Arts and Sciences advisor for list of natural/physical science courses in anthropology, geography, and psychology that do not apply as social science.

Proposed: College Distribution Requirements Bachelor of Arts or Bachelor of Science

The College of Arts and Sciences distribution requirements are designed to ensure a breadth of courses within the liberal arts degree. By engaging in study in several different areas within the College, students develop the ability to learn in a variety of ways and apply their knowledge from a variety of perspectives. All requirements are in addition to University ACE requirements and no course can be used to satisfy both an ACE outcome and a College distribution requirement.

- A student cannot use a course from their primary major to satisfy the Breadth Requirement (F), but may apply an ancillary requirement of the primary major or a course from their second major toward this requirement.
- With the exception of CDR G, a student may not use a single course to satisfy more than one College Distribution Requirements. Courses used to meet CDR G may also meet CDR A, C, or D.
- Independent study or reading courses and internships cannot be used to satisfy distribution requirements.
- Courses from interdisciplinary programs will be applied in the same area as courses from the home/cross-listed department.

College Distribution Requirements

CDR A – Written Communication

Select from courses approved for ACE outcome 1.

CDR B and BL – Natural, Physical, and Mathematical Sciences with Lab

Select from biochemistry, biological sciences, chemistry, computer science, geology, meteorology, mathematics, physics and statistics. Must include one lab in the natural or physical sciences. Lab courses may be selected from biochemistry, biological sciences, chemistry, geology, meteorology and physics.

Some courses from geography and anthropology may also be used to satisfy the lab requirement above. ¹

CDR C – Humanities

Select from classics, English, history, modern languages and literatures, philosophy, and religious studies. ²

CDR D – Social Science

Select from: anthropology, communication studies, geography, political science, psychology, or sociology. ³

CDR E – Language

Complete a 6-credit-hour second-year sequence or higher in a single foreign language in Arabic, Chinese, Czech, French, German, Greek, Japanese, Latin, Russian, or Spanish. A student who has completed the fourth-year level of a single foreign language in high school is exempt from the languages requirement.

CDR F – Additional Breadth

Select and additional course from CDR B, C, or D. Cannot be a course from the primary major.

CDR G – Human Diversity in U.S. Communities

Select from a set of approved courses as listed in the degree audit. Can also be used to fulfill CDR A, C, or D.

- ¹ See degree audit or a College of Arts and Sciences advisor for approved geography and anthropology courses that apply as natural science.
- ² Language courses numbered below the 300 level do not apply in any CDR but E.
- ³ See degree audit or College of Arts and Sciences advisor for list of natural/physical science courses in anthropology, geography, and psychology that do not apply as social science.

Justification: In most cases, students are not intentionally choosing courses to add breadth to their programs of study. Many students, particularly students majoring in Natural Sciences, meet this requirement as they fulfill ancillary courses for their majors. Some majors in the Humanities and Social Sciences require students to declare a minor or a second major which oftentimes will fulfill the CDR F- Additional Breadth. It is uncommon that a student will not naturally take a course that will count within CDR F- Additional Breadth.

Item IX. Recommendation from the College Curriculum & Advising to approve the proposed catalog changes regarding Dual Degrees in the college.

Current: Dual Degrees

Dual Matriculation in Arts and Sciences

A student pursuing the bachelor of arts degree may also earn the bachelor of science degree with a different major by completing an additional 30 credit hours of course work for a minimum of 150 hours including the scientific base. A student pursuing the bachelor of science degree may earn the bachelor of arts degree with a different major by completing an additional 30 credit hours of course work for a minimum of 150 hours. The student must complete all degree requirements for the second degree. Students should plan to graduate with both degrees at the same time unless given permission to split graduation dates.

Dual Matriculation in Arts and Sciences and another UNL College

A student pursuing a bachelors degree from another college at UNL may earn the bachelor of science or bachelor of arts degree from the College of Arts and Sciences by completing an additional 30 credit hours of coursework for a minimum of 150 hours. The student must complete all degree requirements for the arts and sciences degree. Students should plan to graduate with both degrees at the same time unless given permission to split graduation dates.

UNL Graduates Pursuing a Second UNL Degree

A graduate who holds a bachelor of arts degree from the College of Arts and Sciences may earn the bachelor of science degree by completing at least an additional 30 credit hours of coursework. A graduate who holds a bachelor of science degree from the College of Arts and Sciences may earn the bachelor of arts degree by completing at least an additional 30 credit hours of coursework. A graduate who holds a bachelors degree from another UNL college may earn the bachelor of science or bachelor of arts degree from the College of Arts and Sciences by completing at least an additional 30 credit hours of coursework. All degree requirements must be completed for the new arts and sciences degree.

Transfer Students with a Non-UNL Degree

A transfer student who has received a bachelors degree from another institution must complete at least 30 credit hours at UNL in addition to transfer credit. Students must complete at least half of their major coursework including 6 hours above 299 in their major, and 15 of the 30 hours required above 299 at UNL. The student must complete all degree requirements for the arts and sciences degree.

Proposed: Dual Degrees

Dual Matriculation in Arts and Sciences

College of Arts and Sciences students may have multiple majors attached to one degree, either bachelor or arts or bachelor of science. Most majors within the College can be earned through either degree. Only in the event that one major requires earning the bachelor of arts, and another major requires earning the bachelor of science, dual matriculation within the college is possible, with at least an additional 15 hours of coursework for a total of 135 minimum hours. The student must complete all degree requirements for the first and second degrees. Students should plan to graduate with both degrees at the same time unless given permission to split graduation dates.

Dual Matriculation in Arts and Sciences and another UNL College

A student pursuing a bachelors degree from another college at UNL may earn the bachelor of science or bachelor of arts degree from the College of Arts and Sciences by completing all degree requirements for the arts and sciences degree in addition to all degree requirements for the degree in another UNL college. This typically requires a student to earn a total of more than 120 hours. Students should plan to graduate with both degrees at the same time unless given permission to split graduation dates.

UNL Graduates Pursuing a Second UNL Degree

A graduate who holds a bachelor of arts degree from the College of Arts and Sciences may earn the bachelor of science degree by completing at least an additional 30 credit hours of course work including all requirements for a new major. A graduate who holds a bachelor of science degree from the College of Arts and Sciences may earn the bachelor of arts degree by completing at least an additional 30 credit hours of course work including all requirements for a new major. A graduate who holds a bachelors degree from another UNL college may earn the bachelor of science or bachelor of arts degree from the College of Arts and Sciences by completing at least an additional 30 credit hours of course work. All degree requirements must be completed for the new arts and sciences degree.

Transfer Students with a Non-UNL Degree

A transfer student who has received a bachelors degree from another institution must complete at least 30 credit hours at UNL in addition to transfer credit. Students must complete at least half of their major course work including 6 hours above 299 in their major, and 15 of the 30 hours required above 299 at UNL. The student must complete all degree requirements for the arts and sciences degree.

Justification: For most dual matriculating students it is not possible to complete 2 degrees without exceeding 120 hours (COB, COE). However, once each set of degree requirements have been met, if there are remaining hours still needed to reach 150, these may be viewed as arbitrary, costly, and unfair. In some cases, other colleges have encouraged students to switch the order of their programs so that they may waive the hours that would be required by CAS.

However, within the college, there are a handful of situations that require a student to seek both a BA and BS (these involve combinations of MATH, CHEM, GEOL, PHYS, BIOC, MBIO, and METR. To allow these students to earn two degrees with no additional work is unfair to all other students pursuing a BS, as their requirements for a BA are always met. In this case, the proposal is to reduce the additional hours to no more than 15 (one term). The language also makes it clear we will only entertain dual matriculation inside the college when absolutely necessary due to the unique majors chosen.

No changes are proposed for students already holding a degree, who choose to seek a second degree.

Item X Recommendation from the College Curriculum & Advising Committee to approve the proposed changes to the major in Psychology.

Current:

Core Requirements

PSYC 100	Career Planning for Psychology Majors	1
PSYC 181	Introduction to Psychology	4
PSYC 263	Introduction to Cognitive Processes	3
PSYC 273	Brain & Behavior	3
PSYC 288	The Psychology of Social Behavior	3
PSYC 289	Developmental Psychology	3
PSYC 350	Research Methods and Data Analysis	4
Total Credit Hours		21

Specific Major Requirements

Advanced Psychology Courses

Select an additional 15 hours of advanced PSYC courses at the 300 level or above, including at least 9 hours at the 400 level or above ¹

Credit Hours Subtotal: 15

¹ Excluding [PSYC 350](#), [PSYC 396](#) [PSYC 399H](#), [PSYC 496](#), [PSYC 497](#), [PSYC 499](#).

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

Additional Major Requirements

Grade Rules

C- and D Grades

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

Pass/No Pass

Excluding [PSYC 100](#), up to 3 hours of Pass/No Pass credit may be counted toward the major or minor.

Proposed: We propose to enhance the Psychology major by adding three options to the existing Core Requirements. All majors would be required to complete the Core Requirements (21 cr) as specified below. In addition to the Core, majors would complete the upper-division elective requirements of one of the three options.

Core Requirements

CODE	TITLE	CREDIT HOURS
PSYC 100	Career Planning for Psychology Majors	1
PSYC 181	Introduction to Psychology	4
PSYC 263	Introduction to Cognitive Processes	3
PSYC 273	Brain & Behavior	3
PSYC 288	The Psychology of Social Behavior	3
PSYC 289	Developmental Psychology	3
PSYC 350	Research Methods and Data Analysis	4
Total Credit Hours		21

I. Descriptive Information: Psychological Science Option

Name of College Proposing New Undergraduate Option
Arts & Sciences
Name of Proposed Option
Psychological Science
Associated Major of the Proposed Option
Psychology
Degree to be Awarded to Graduates with Proposed Option
BS or BA
Other Options Offered in Associated Major
Two other options are also proposed: Clinical Science & Human Services Neuroscience
Other Programs Offered in this Field by Institution
None
CIP Code [IEA can help with CIP codes or browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]
42
Subject Code
PSYC
Administrative Units for the Option

Psychology Department
Proposed Delivery Site
University of Nebraska-Lincoln
Option will be Offered <i>[Full program, not individual courses]</i>
<input checked="" type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input type="checkbox"/> Both (on-campus & distance)
Proposed Date the New Option will be Initiated
<i>[term/year]</i> Fall 2020

II. Details: Psychological Science Option

A. Purpose of the Proposed Option:

The three-option proposal enables students to pursue a specific course of study within the Psychology major to fit their interests and career goals, and have it noted on their transcript.

Psychological Science is the standard option for the major. It provides flexibility for students to explore the breadth of the field and prepares them for a range of careers and graduate or professional schools.

B. Description of the Proposed Option:

[Include the following:

The primary student learning outcomes of the proposed option.

Because the Psychological Science option is the standard option for Psychology majors, its learning outcomes are the same as the major:

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

Admission criteria and selection procedures for students seeking admission to the option.

All students who declare a Psychology major will be enrolled automatically in the Psychological Science option. Students who wish to switch to another option may do so in consultation with their advisor.

The credit hour and course requirements, program of study, four-year plan, research and other academic requirements for students enrolled in the option.

Note that all psychology majors are required to complete the Core courses (i.e. PSYC100, PSYC181, PSYC263, PSYC273, PSYC288, PSYC289, & PSYC350).

In addition to the Core, students will be enrolled in an Option to complete their upper-level electives, for at least 39 credit hours.

Select six (6) PSYC courses at the 300-level or above, including at least three (3) at the 400-level or above (excluding PSYC 350, PSYC 396, PSYC 399H, & PSYC 496). No more than 3 credits of PSYC 497 or PSYC 499 may count toward the major.

How and when advisors are assigned for students in the option.

Advisors are assigned when students declare a Psychology major.

III. Descriptive Information: Clinical Science & Human Services Option

Name of College Proposing New Undergraduate Option
Arts & Sciences
Name of Proposed Option
Clinical Science & Human Services
Associated Major of the Proposed Option
Psychology
Degree to be Awarded to Graduates with Proposed Option
BS or BA
Other Options Offered in Associated Major
Two other options are also proposed: Psychological Science Neuroscience
Other Programs Offered in this Field by Institution
None
CIP Code [IEA can help with CIP codes or browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]
42
Subject Code
PSYC
Administrative Units for the Option
Psychology Department
Proposed Delivery Site
University of Nebraska-Lincoln
Option will be Offered [Full program, not individual courses]
<input checked="" type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input type="checkbox"/> Both (on-campus & distance)
Proposed Date the New Option will be Initiated
[term/year] Fall 2020

IV. Details: Clinical Science & Human Services Option

A. Purpose of the Proposed Option:

The three-option proposal enables students to pursue a specific course of study within the Psychology major to fit their interests and career goals, and have it noted on their transcript.

This option will prepare students for careers or graduate or professional schools in a full range of clinical science and human service fields.

B. Description of the Proposed Option:

[Include the following:

The primary student learning outcomes of the proposed option.

In addition to the three learning outcomes for the major, students in the Clinical Science & Human Services option will:

4. Understand evidence-based principles and practices for improving human health and behavior.

Admission criteria and selection procedures for students seeking admission to the option.

Students may select this option in consultation with their advisor.

The credit hour and course requirements, program of study, four-year plan, research and other academic requirements for students enrolled in the option.

Course Number	Option Credit # Credit Hours
<i>Complete the following course:</i>	
PSYC 330 – Psychology of Diversity or PSYC 421 -- Psychology of Gender or PSYC 425 -- Psychology of Racism	3
<i>Select five (5) courses from the following, including at least three (3) at the 400-level:</i>	
PSYC 365 – Addiction	3
PSYC 380 – Abnormal Psychology	3
PSYC 401 – Psychology and the Law	3
PSYC 428 – Health Psychology	3
PSYC 430 – Psychology of Family Violence	3
PSYC 450 -- Advanced Research Design and Data Analysis or PSYC 451 -- Multivariate Research Design and Data Analysis	4
PSYC 462 – Motivation & Emotion	3
PSYC 471 – Human Sexuality and Society	3
PSYC 486 – Clinical Psychology	3
PSYC 489 – Child Behavior & Development	3
Total	18-19 cr

Note: Up to 3 hours of PSYC 497 or 499 may be applied to the option if related, and by approval of the advisor.

How and when advisors are assigned for students in the option.

Advisors are assigned when students declare a Psychology major.

V. Descriptive Information: Neuroscience Option

Name of College Proposing New Undergraduate Option
Arts & Sciences
Name of Proposed Option
Neuroscience
Associated Major of the Proposed Option
Psychology
Degree to be Awarded to Graduates with Proposed Option
BS or BA
Other Options Offered in Associated Major
Two other options are also proposed: Psychological Science Clinical Science & Human Services
Other Programs Offered in this Field by Institution
None

CIP Code [IEA can help with CIP codes or browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]
42
Subject Code
PSYC
Administrative Units for the Option
Psychology Department
Proposed Delivery Site
University of Nebraska-Lincoln
Option will be Offered [Full program, not individual courses]
<input checked="" type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input type="checkbox"/> Both (on-campus & distance)
Proposed Date the New Option will be Initiated
[term/year] Fall 2020

VI. Details: Neuroscience Option

A. Purpose of the Proposed Option:

The three-option proposal enables students to pursue a specific course of study within the Psychology major to fit their interests and career goals, and have it noted on their transcript.

This option will prepare students for careers or graduate or professional schools in a full range of neuroscience and biomedical fields by combining traditional natural science ancillary work with psychology.

B. Description of the Proposed Option:

[Include the following:

The primary student learning outcomes of the proposed option.

In addition to the three learning outcomes for the major, students in the Neuroscience option will:

4. Understand neuroscientific methods along with principles and theories underlying behavior.

Admission criteria and selection procedures for students seeking admission to the option.

Students may select this option in consultation with their advisor.

The credit hour and course requirements, program of study, four-year plan, research and other academic requirements for students enrolled in the option.

Course Number	Option Credit # Credit Hours
<i>Complete the following courses:</i>	
LIFE 120/120L – Fundamentals of Biology I w/lab	4
LIFE 121/121L – Fundamentals of Biology II w/lab	4
CHEM 109 – General Chemistry I or CHEM 113 Fundamental Chemistry I	4
PHYS 141 –Elementary General Physics I or PHYS 211 – General Physics I	4-5
BIOS 206 – General Genetics	4
PSYC 465 - Behavioral Neuroscience	3

<i>Select four (4) of the following PSYC courses, including at least three (3) at the 400-level:</i>	
PSYC 368 - Learning & Motivation	3
PSYC 370 - Evolution, Behavior & Society	3
PSYC 450 -- Advanced Research Design and Data Analysis or PSYC 451 -- Multivariate Research Design and Data Analysis	4
PSYC 456 - Developmental Biopsychology	3
PSYC 458 - Behavior Genetics	3
PSYC 460 - Human Memory	3
PSYC 461 – Animal Learning & Cognition	3
PSYC 463 - Perception	3
PSYC 464 – Psychoneuropharmacology	3
Total	35-37 cr

Up to 3 hours of PSYC 499 may be applied to the option if related, and by approval of the advisor.

How and when advisors are assigned for students in the option.

Advisors are assigned when students declare a Psychology major.

VII. Review Criteria

A. 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.]*

The development of this three-option plan is motivated by an interest to better prepare students for further education and careers.

Neuroscience is a burgeoning field that is becoming increasingly complex, and is providing increasing opportunity for employment. Every university in the Big Ten conference has some type of Neuroscience program or major available to undergraduates. It is important for us to add a transcripted neuroscience opportunity to help us compete for students across the conference, and even across the state.

Clinical science and health services are a part of the growing area of health-professions.

Both of these options will help students to focus on their particular area of interest. Having the options designated on their transcript will help them stand out to prospective employers. The Psychological Science option is made up of the existing Psychology major. We defined it as a new option because we did not want the existence of the two other options to detract from the appeal of a more general Psychology education. Its name also reinforces that psychology uses scientific approaches to understand behavior.

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.]*

We have substantial evidence that students have an interest in focusing on neuroscience. We routinely develop Individualized Programs of Study for students that focus on neuroscience. We are told by our advisors that students often seek guidance regarding which courses have a neuroscience focus. Our advisors have developed a handout to discuss career opportunities and to identify courses with neuroscience content that they distribute to students. We have heard from high school seniors that they

intend to choose another university because the other university has a neuroscience program, and we do not. We know that students have transferred to UNO from UNL so that they could major in neuroscience. We also know that many of our majors are very interested in pursuing education and careers in the health professions.

Demand for our clinical courses is strong. Competition for admission to Clinical Psychology graduate programs is fierce, and we believe that a transcribed designation of the Clinical Science & Human Services major will be attractive to students who are pursuing graduated education in this competitive area. Many psychology majors go on to work in human services, and such a transcribed designation should be helpful in a competitive job market.

We expect that the majority of students will remain in the default option (Psychological Science), and that the Clinical Science & Human Services will be the next most popular option. We do expect that a substantial number of students will select the Neuroscience option. And given that we currently have over 950 majors, even if only 10 to 15% choose Neuroscience, that still means 95 to 142 students will benefit from the focused coursework and transcribed designation, which would easily make it a viable option.

B. Impact on Other Programs/Units

[What interactions will take place with other departments, units, and programs on all campuses? What participation will be required in terms of faculty from other programs? What steps have been taken to insure that the proposed option does not overlap with existing programs? Please include documentation as needed.]

The Psychology department already offers all of the courses included in these options. No interactions between other programs or units is expected. Further, we do not expect faculty outside of Psychology to be impacted. These options simply allow students to focus their studies and to have recognition of that focus on their transcript.

C. Impact on Course Subject Codes

[Will any subject codes need to be created, modified, or deleted in relation to the creation of this option]

No

D. Adequacy of Resources

[What resources are necessary to make this option viable? Are these resources available and, if not, how will they be obtained?]

All of the courses in the options are already offered in the Psychology department. No other resources will be required to implement these options. We do not expect that these options will require additional advising time. We will monitor our course offerings to ensure that students have sufficient course availability to complete the options.