College of Arts & Sciences Faculty Meeting
Thursday, December 8, 2005
3:30 p.m., City Union - Room to be posted

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

AGENDA

Item I.   Approval of minutes from faculty meeting on April 13, 2005. (See appendix).

Item II.   Opening comments.

             Appointing of Parliamentarian

Item III.   Recommendation from the Dean to amend a section of the College policy regarding faculty
             evaluation. (See appendix).

Item IV.   Recommendation from the College Curriculum Committee to approve Essential Studies courses
             listed for Area C, Human Behavior, Culture & Social Organization; Area D, Science and
             Technology; Area F, Humanities; Area H, Ethnicity and Gender. (See appendix). Supporting
             materials are available for review in the Dean's Office.

Item V.   Recommendation from the College Curriculum Committee to approve Integrative Studies
             courses. (See appendix). Supporting materials are available for review in the Dean's Office.

Item VI.   Recommendation from the College Curriculum Committee to approve the new minor in Lesbian,
             Gay, Bisexual, Transgender, Queer/Sexuality Studies. (See appendix).

Item VII.   Recommendation from the College Curriculum Committee to approve the restructuring of major
             and minor requirements in Individualized Program of Studies. (See appendix).

Item VIII.   Recommendation from the College Curriculum Committee to approve the restructuring of major
             and minor requirements in Computer Science and Engineering. (See appendix).

Item IX.   Opportunity to ask questions of the Dean.

APPENDIX

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

Minutes of the Spring Semestrial Meeting of the Faculty of the College of Arts and Sciences
13 April 2005 - 3:45 p.m. - 5:00 p.m.
Regency A - City Union
University of Nebraska-Lincoln
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The Spring meeting of the College of Arts & Sciences faculty was called to order at 3:45 p.m. by Dean Richard Hoffmann.

The minutes of the Fall faculty meeting of 9 December 2004 were approved in the first item of business.

In opening comments (Item II), the Dean reported on the results of the up-or-down straw ballot conducted concerning the motion made to retain the IS program with the recommendations made by the College Curriculum Committee. Very few voted, following the general level of participation in such actions.

Dean Hoffman also strongly recommended the members of the faculty to be as pro-active as one can in facilitating students' enrollment since they are busy at this time making registration decisions. There could be financial consequences, he cautioned.

Item III on the agenda provided an opportunity to raise questions arising from annual reports of the various College committees, which appeared in the appendix. This Item did not delay the move to the next two Items (IV, V), presented by Professor Shirer for the College Curriculum Committee: Essential Studies courses for Area E (Historical Studies) and Area F (Humanities); and additions to the list of Integrative Studies courses. Both Items were approved unanimously.

Item VI provided an opportunity to ask questions of the Dean. Professor Leger asked about solutions for the low attendance at faculty meetings, or is there a broader problem of how we view ourselves. Dean Hoffman noted that 25% of the faculty votes, when asked on paper or electronically, and perhaps a representative assembly might be the answer.

The Dean went on to discuss college priorities in its strategic plan: 1) significant research projects; 2) enhancement of undergraduate programs, especially lower-level courses; 3) outreach where research agenda applies to society *(e.g.*, mathematics in the middle school, the CROP project).

He also mentioned that he and seven others from UNL were headed to Chicago for a meeting with the North Central Accrediting people, with 1,000 gathering to learn for the decennial accreditation exercise. The key words for programs now are: distinctive, future-oriented, student-centered, and engaged. Professor Bleed observed that it will be focused visit.

The meeting was adjourned at 4:20 p.m., on motion with second by Professors Laura White, and Robert Shirer, respectively.

Respectfully submitted,

Thomas
Thomas E. Rinkevich, Recording Sec'y

TER/ter

Item III.   Recommendation from the Dean to amend a section of the College policy regarding faculty evaluation.

This proposal from the Dean is to amend a section of the College policy regarding faculty evaluation. The section in question appears on pages 11 and 12 of the College Handbook (available at http://ascweb.unl.edu/dean/resources/bylaws.pdf). In the amended version below underlines indicate proposed additions and proposed deletions are struck through.

In section I.B, items 5 and 6 are added to bring the policy into conformity with resolutions which were adopted by the Academic Senate on February 14, 1993. Section I.C is amended to allow for the use of electronic student evaluations. An editorial correction is made in section I.E and item I.E.5 is added to encourage the use of course portfolios to document teaching. In item I.E.9.a (using the revised numbering), the method of selecting those who visit classes to evaluate teaching is changed to reflect current practice while allowing the faculty member a voice in the choice.

Faculty Evaluation

i. Introduction
        Annual evaluations of the performance of all faculty members are required by the Bylaws of the Board of Regents (BL-4.6, 62). The evaluation must be based on written material in a file assembled by the faculty member. The annual review shall be considered in determining merit salary adjustments, promotions, and for awarding continuous appointment. The results of the review will be communicated to the individual faculty member in writing (BL-4.6, 63). See also Section IV.A of the Faculty Handbook for its Guidelines for the Evaluation of Faculty: Annual Evaluations, Promotion, and Tenure (accepted May 12, 1989; revised September 1990). See also the memo to Academic Deans from Joan R. Leitzel, then Senior Vice Chancellor for Academic Affairs of November 17, 1994, detailing the transmittal of tenure and promotion documentation and recommendations.

        Each department must maintain a file for each faculty member recording publications or other creative activities, peer evaluation of these, evidence of teaching effectiveness including evaluations by students, and any other material that may assist in providing pertinent information. Faculty members are to be given the opportunity to review this file and to submit whatever material they deem necessary for its completeness. Faculty members shall have access to all material submitted for their evaluation and the opportunity to respond in writing (BL 4.6, 63) with the response retained as part of his or her permanent file.

        The following are specific College and University policies and procedures on evaluation, promotion and tenure which supplement and are in accord with the University of Nebraska-Lincoln "Guidelines for the Evaluation of Faculty" adopted on May 12, 1989.

I. College Policy on Student Evaluation of Teaching Performance
(adopted November 12, 1976; September, 1993):
   A.   That there shall be student evaluation of every class every semester (with the exception of courses that do not contribute to the faculty member's teaching load credit, such as, for example, dissertation hours, individual research, or individual reading courses). Although graduate students should have the opportunity to evaluate each of their formal courses, each department should be allowed to devise an appropriate mechanism taking into account the differences between undergraduate and graduate courses.
   B.   That each faculty member shall be free to devise whatever evaluation form he or she deems appropriate, provided that the form includes questions calling for response to the following dimensions in a standard formulation voted on by the faculty of the unit.
       1.   The instructor's handling of the class. For example: Were the course requirements made clear? Did the instructor appear regularly and on time? Was there an opportunity (keeping in mind class size) for questions?   Were the examinations directly related to classroom coverage and reading assignments? Were tests and papers returned in a reasonable time?
       2.   The instructor's skill in communication. For example: If the class was primarily lecture, were the lectures clear and well organized? If the class was primarily discussion, were the discussions focused and well guided? Was the instructor enthusiastic about the subject? Was the instructor helpful in clarifying problems or difficult   points? Were answers to questions to the point and understandable? Were blackboard or audio-visual presentations (where relevant) clear and helpful?
       3.   The student's perception of the extent of the learning experience.
       4.   The degree to which the student feels interest and/or thinking has been stimulated.
       5.   Whether the faculty member has treated students with fairness and respect.
       6.   Whether students treated the instructor fairly and respectfully.
   C.   That either paper evaluation forms or electronic on-line evaluations can be used. If paper forms are used, That the individual faculty member or a designee shall distribute the evaluation forms during a class period, and shall not be present in the room while students complete their evaluation. The faculty

member's designee or a student identified by the faculty member shall collect the evaluation forms and return them to the departmental office in a sealed envelope provided by the faculty member. In either case, the The faculty member shall not review the evaluations until after final course grades have been submitted and should so assure the students. Students shall always be given the option to sign or not sign the evaluation forms. Those interpreting the evaluations should give due consideration to any differences between signed and unsigned evaluations.

D. The individual faculty member shall have the right to append any explanations or additional information desired to the evaluations to be included with the raw data for any review.

E. That each department draw up a set of guidelines setting forth additional information to be considered in assessing the faculty member's overall performance in his or her instructional role. Although student evaluations of teaching are important and provide some essential information, student evaluations do not provide a complete evaluation of teaching effectiveness. Faculty members should provide an analysis of materials documenting teaching performance, which might include:

1. Self-evaluation by the individual faculty member.
2. Information about the quality of student work in later courses in sequentially organized disciplines.
3. Growth and development of students in regard to course objectives as measured by pre- and post-testing.
4. Curriculum development and innovation.
5. Course portfolio documenting evidence of student performance in a particular course.
5. 6. Grading standards.
6. 7. Review of teaching materials in terms of the currency, academic soundness, relationship with course objectives, and level.
7. 8. Peer assessment of course design, instructional materials and examinations.
8. 9. Peer evaluation through classroom visitation. But if a program of classroom visitation is adopted, the following safeguards must be followed:
    a. Choice of visitors shall be by lot by the departmental chair or school director in consultation with the faculty member from among the appropriate faculty responsible for reviewing the faculty member's performance, rather than by the chairperson.
    b. The individual faculty member shall be free to invite as observers any additional members of the appropriate faculty responsible for his or her review.
    c. The department shall draw up a written checklist of the dimensions to be appraised by the observers.
    d. The faculty member shall have the right to see the report(s) of the observer(s) before submission to the chairperson and/or appropriate faculty committee and to respond in writing, such response to be attached to the report(s).
9. 10. Analysis of impact on teaching of the discipline.
10. 11. Teaching awards and recognition.
11. 12. Number of graduate student research projects and/or theses and dissertations supervised.
12. 13. Advising and mentoring activities.

F. Review of all data relating to instructional performance for the purpose of recommendations for promotion, tenure, and reappointment shall be by the appropriate faculty committee as defined in the Handbook of the College of Arts and Sciences. Review of such data for the purposes of annual review and/or recommendations for merit salary increases shall be made by the chair or director in consultation with elected representatives of the departmental faculty.

G. When reports and/or recommendations based, wholly or in part, upon the assessment of instructional performance are forwarded beyond the department, the chair or director and/or appropriate faculty committee shall provide in writing: 1. A summary of the student evaluations incorporating evidence that due consideration has been given to the variables other than quality of instruction that may have influenced such evaluations. 2. Information about the criteria other than student evaluations used and how the faculty member was evaluated on the basis of those criteria. The faculty member shall have the right — as guaranteed by Section 4.6 of the Bylaws — to see such a report and/or evaluation and to respond in writing before such report or recommendation is forwarded beyond the department. The response shall be included with the report and/or recommendation and made part of the permanent record.

H. Once the evaluations have been used for the annual evaluation of the faculty member and/or tenure and promotion procedures, those evaluations become the property of the individual faculty member.

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

Area C. Human Behavior , Culture & Social Organization

WMNS 201	Introduction to Lesbian, Gay, Bisexual Transgender Studies (3 cr)

Area D. Science and Technology

NRES 108	Earth's Natural Resource System (3 cr)
NRES 208	Introduction to Bio-Atmospheric Resources (3 cr)
NRES 281 (GEOG/WATS 281)	Introduction to Water Science (3 cr)

Area F. Humanities

RELG 318	Islam in the Modern World (3 cr)

Area H. Ethnicity and Gender

WMNS 201	Introduction to Lesbian, Gay, Bisexual Transgender Studies (3 cr)

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

ANTH 442/842	Advanced Physical Anthropology (proposed title change) (3 cr)
CSCE 487	Computer Science Senior Design (3 cr.)
PHIL 345/JUDS 345	Modern European Jewish Philosophy (3 cr)
RELG 189H	Honors: University Honors Seminar (3 cr)
RELG 318	Islam in the Modern World (3 cr)
WMNS 201	Introduction to Lesbian, Gay, Bisexual, Transgender Studies (3 cr)
WMNS 210	Activism and Feminist Communities (3 cr)

Item VI.   Recommendation from the College Curriculum Committee to approve the new minor in Lesbian, Gay, Bisexual, Transgender, Queer/Sexuality Studies.

Proposed: Requirements of the minor in Lesbian, Gay, Bisexual, Transgender, Queer/Sexuality Studies**.**

The LGBTQ/Sexuality Studies minor involves the exploration and examination of sexuality and gender through historical, philosophical, literary, anthropological, scientific, sociological, and other lenses. The minor gives students the opportunity to study and critically analyze the experiences of individuals concerning gender and sexuality, as well as to examine gender and sexuality as social constructions which vary throughout history and in different societies. Critical analyses concern how gender and sexuality are formed, defined, regulated, and expressed in biological, social, political, and aesthetic contexts.

18 hours of course work. 9 hours from List A including courses from three departments and at least one course at the 400-level.

List A
WMNS 201. Introduction to LGBTQ Studies
WMNS 400. Senior Seminar
ENGL 212. Introduction to Lesbian and Gay Literature
ENGL 239. Film Directors: Gay and Lesbian Directors
ENGL 414. 20th Century Women Writers: Lesbian Literature
HIST/WMNS 402. Sexuality in Nineteenth and Twentieth Century America
PSYC 421. Psychology of Gender
PSYC 471. Human Sexuality and Society

9 hours from List B with at least one course at the 400-level

List B
ANTH 410. Women and Men: An Anthropological Perspective
HIST/WMNS 441. Women and Gender in the USA
PHIL 218. Philosophy of Feminism
SOCI 490. Sociology of Women/Gender
SOCI 448. Family Diversity

*The courses below will count for the minor only when a significant portion of course content is related to LGBTQ/Sexuality Studies. Before enrolling, check with LGBTQ/Sexuality Studies advisor.

*ENG 245D. Chicano/a Literature
*ENG 445. Ethnic Literature

Justification: In the past 25 years the critical study of sexuality and gender has become one of the most vibrant areas of intellectual inquiry in the humanities and social sciences in the United States. LGBTQ/Sexuality Studies establishes sexuality, along with gender, as a crucial category of analysis. It draws on disciplines such as anthropology, sociology, philosophy, history, film, political science, psychology, literature, art, and cultural studies in order to document the extent to which sexuality itself is a complex cultural, sociological and historical phenomenon that bears careful examination. Moreover, the scope of its topics is as broad as the fields from which it draws, for just as Women's Studies is not simply by, about, and for women (or African American Studies is not only by, about, and for African Americans), LGBTQ/Sexuality Studies includes all humanity in its purview by studying sexuality in all its varieties. Sexuality also has the same primary importance for Western identity and social organization as gender, race, class, and nationality and therefore adds yet another valuable analytic axis to highlight the intersection of structures of inequality and to illuminate the complexity of human experience. UNL has a number of courses that address LGBTQ/ Sexuality Studies perspectives and issues and several more are in development. At present there is no coordination among these courses. One goal of this minor is to bring these courses together in a coherent way as an intellectual area for students, and to facilitate research and collaboration among faculty members.

Significantly, while a minor in this important area of scholarly inquiry reflects a groundbreaking trend at universities across the nation, it embodies also a long history of work accomplished here at UNL. In 1970, UNL offered the second course in the country devoted to "homophile studies" (as it was then called), second only to UC Berkeley. This course became English 212 (Lesbian & Gay Literature), and has been taught consistently since 1970. Currently, numerous colleges and universities around the country offer LGBTQ/Sexuality Studies minors, majors, and concentrations. In 2004, Women's Studies received a seed grant from the Office of the Senior Vice Chancellor for Academic Affairs and Research for Enhancing Teaching & Learning at UNL to develop this minor. With the

grant funds, Women's Studies laid the foundation for a minor in LGBTQ/Sexuality Studies by conducting research about programs and curricula at peer institutions, purchasing videos and other resources for classroom use, bringing in a facilitator, and creating a network of interested UNL faculty who have or are developing expertise in this area. The grant also supported the development of several new courses to build upon those already offered at UNL.. Course proposals for two of these courses--WMNS 201 (Introduction to LGBT Studies) and HIST/WMNS 402/802 (Sexuality in Nineteenth and Twentieth Century America)-- have been completed and are now under review. A 300-level course on Psychology of Diversity will be piloted in spring 2006, with plans to propose it as a permanent course. Other courses, including an English course on LGBTQ Poetry and a History course on Black Sexuality, are being developed right now; course proposals should be submitted to the A&S Curriculum Committee by the end of the 2005-06 academic year.

Preliminary evidence shows, moreover, that there is a high level of demand for these sorts of courses. For example, Holz's Sexuality in Nineteenth and Twentieth Century America (taught for three years now as a special topics course) consistently has at least forty students enrolled (the number at which it is capped), with many more looking for over-rides. Likewise, in its first offering as a special topics course, DiBernard's Introduction to LGBT Studies included fifteen students from a variety of disciplines, including English, Women's Studies, Philosophy, Anthropology, History, Journalism, International Studies, and Art & Art History. Women's Studies has submitted a proposal for this course to become a permanent part of the curriculum and plans to offer it again in the fall of 2006, with money from an ITLE grant which is also supporting the development of the English and History classes mentioned above.

UNL departments across the campus have voiced their wholehearted support as well. As you will see from the enclosed letters, all of the departments with classes for this major have written enthusiastic letters of endorsement—English, Philosophy, Sociology, Psychology, History, and Anthropology. In addition, the departments of Communication Studies, Modern Languages, Textiles, Clothing & Design, and Art & Art History have written letters of support. Both Communication Studies and Modern Languages indicate that they may have courses that would be appropriate for the minor in the future. The chair of Sociology rightly expresses a concern about how we intend to define the "significant portion" of the course that must be related to LGBTQ/Sexuality Studies in relationship to two of the listed Sociology courses. However, the Women's Studies Curriculum Committee which developed the minor proposal sees the study of gender and sexuality broadly such that these courses (which indeed have "strong content in these areas but also consider other important social dimensions") are appropriate as they stand. That is, gender and sexuality do not have to be limited to lesbian, gay, bisexual, or transgender to be part of the subject matter of this minor. The two courses which do require that such determination be made are both English courses, but the Vice Chair of English indicates in her letter that it will not be difficult to track when particular offerings of these courses will be appropriate for the minor.

In addition to filling an important curricular need, the LGBTQ/Sexuality minor will contribute to creation of a more inclusive educational climate for all UNL faculty and students. The 2002 Campus Climate and Needs Assessment Study of GLBT Students, "Moving Beyond Tolerance Toward Empowerment," conducted by Dr. Robert Brown, Carl Happold Distinguished Professor Emeritus of Educational Psychology, documented the hostile climate that LGBTQ students continue to experience at UNL. In fact, not only LGBTQ students, but general students, faculty, and staff who responded to this survey feel that UNL should become a more welcoming environment for LGBT people, and thus for everyone. Respondents identified the current limited LGBTQ curriculum and the lack of courses across disciplines that address LGBTQ history, sociology, psychology, and their interrelationship with human rights issues as contributing to the unwelcoming climate. The availability of courses brought together in an interdisciplinary minor will assist UNL in retention and in its goal of enhancing students' understanding of diversity. The addition of LGBTQ/Sexuality Studies courses is also vital to our students' preparation for the job market. Students who are preparing for careers in law, medicine, business, teaching, journalism and other areas will need an understanding of LGBTQ issues if they are to be competitive on the job market.

Item VII.   Recommendation from the College Curriculum Committee to approve the restructuring of major and minor requirements in Individualized Program of Studies.

Proposed: Individualized Program of Studies

The College of Arts and Sciences major or minor in Individualized Program of Studies allows a student to design an academic program to pursue a special interest not covered by the established majors or minors offered by the College. A proposal must be interdisciplinary, (that is, come from more than one department), and center on a clearly defined problem area, a defined body of thought, a specific area of interest, or a specific educational goal. The program is not intended to allow students to graduate without concentrating their thoughts in some clearly defined pattern. Students intending to pursue graduate work should be sure that this particular program will meet admission requirements. Students also should be sure that the University has the resources (faculty interest and expertise) to support the anticipated Individualized Program of Studies major. Each major or minor is essentially "custom-made" to meet specific individual needs. However, the following list of titles of approved programs gives an idea of some of the opportunities: biomedical illustration, adolescent studies, forensic studies, biopsychology, and hospital administration.

Students with interests or educational objectives that cannot be met by a traditional major or minor, span more than one of the College's traditional departmental divisions, and whose interests and objectives can be expressed in terms of some defined problem area or topic are encouraged to consider this major or minor option. For more information, interested students should contact the Chief Adviser for the program, 107 Oldfather Hall.

Procedure: An Individualized Program of Studies proposal must be submitted on a form available in the Arts and Sciences Advising Center, 107 Oldfather Hall. The student must find a faculty member from the Core department in Arts and Sciences to act as the adviser. The student and the academic adviser are responsible for coordinating the program with other concerned departments.   The proposal, with a title, description and justification for the topic, must be approved and signed by the adviser, the Core Department chair, and the College Curriculum Committee. The Program must be approved by the College Curriculum Committee before the student completes 90 of the 125 (or 130) applicable hours toward the degree. Forms are available in the Arts and Sciences Advising Center, 107 Oldfather.

Note: Individualized Program of Studies is a major or minor. Therefore, in addition all other College degree requirements must be fulfilled

Requirements for the Major in Individualized Program of Studies

1. Selection of at least 48 hours of courses from more than one Arts and Sciences department representing an integrated study of some area, topic, or problem.

2. A Core Department: At least 15 of the 48 or more hours must be in one department in the College.

3. At least ½ of the 48 hours (24 hours) must be from the College of Arts and Sciences. Courses outside the College of Arts and Sciences may be applied to the 48 hours when they contribute directly and necessarily to the program

4. The Program must be approved by the College Curriculum Committee before the student completes 90 of the 125 (or 130) applicable hours toward the degree.

Requirements for the Minor in Individualized Program of Studies

1. Selection of at least 24 hours of courses from more than one Arts and Sciences department representing an integrated study of some area, topic, or problem.

2. A Core Department: At least 9 of the 24 or more hours must be in one department in the College.

3. At least ½ of the 24 hours (12 hours) must be from the College of Arts and Sciences. Courses outside the College of Arts and Sciences may be applied to the 24 hours when they contribute directly and necessarily to the program

4. The Program must be approved by the College Curriculum Committee before the student completes 90 of the 125 (or 130) applicable hours toward the degree.

Pass/No Pass A maximum of 6 hours of pass/no pass (P/N) credit is allowed in courses taken to fulfill the requirements of the major <u>or the minor</u>.

Justification: Justification for Changes in Individualized Program of Studies Major and Minor

Most of the changes are clarifications of the purpose of the Individualized Program of Studies major and minor and the procedures that a student will need to follow to submit a proposal. Changes in the wording in the major and minor are not substantive changes but, like the procedural changes, clarifications of practices that have already been observed:
 These changes include:

1. Clarifying that IPS is an interdisciplinary major/minor that must come from more than one department. This has always been the practice.

2. Clarifying that the IPS must be different from regularly offered majors and minors. This has always been the practice.

3. Clarifying that the student must find a faculty member from the Core department to be the adviser for the program. This has generally been the practice, but did not have a Bulletin policy to back it up.

4. Defining the Core department for the major as the department with the 15 hour block and for the minor as the department with the 9 hour block. Having the label, "Core" department, will make it easier to explain the concept to students submitting proposals.

5. Clarifying that the proposal must have a title. Again, it has been the practice to ask for one. It will be easier with the policy/requirement being in the bulletin.

6.   Adding in the procedural step that the Chair of the Core department must also approve the proposal. The College Curriculum Committee requested this step so that another person besides the faculty adviser in the core department will review the proposal and provide subject expertise before the proposal comes to the Curriculum Committee for final review.

7. Changing the final approval from a Dean (or Director of Advising) to the College Curriculum Committee. This change will provide for a review of the topics by a broader range of subject and curriculum experts and better insure the quality of the proposals. The College Curriculum Committee is the committee that oversees curriculum for all students in the College and has representative from the different areas of the College so this is an appropriate reviewing body.

8. Changing the deadline for the program approval to no later than the completion of 90 semester hours instead of no later than the end of the junior year. This change makes the deadline more specific and clear, especially for nontraditional students who take more than 4 years to complete the degree.

9. Perhaps the most substantive clarification: Requiring that ½ of the hours for the IPS major and minor must be from the College of Arts and Sciences. Again, this has been the practice because IPS is an Arts and Sciences major or minor. It has never seemed appropriate for A&S to approve a major or minor in which most of the courses/semester hours were completed outside of A&S.

10. Clarifying that 6 hours Pass/No Pas may be used in the minor as well as in the major. The minor always defaulted to the College rule of 6 hours, but because the major had its P/NP rule listed the minor needs to do so as well.

Item VIII.   Recommendation from the College Curriculum Committee to approve the restructuring of major and minor requirements in Computer Science and Engineering.

Proposed: Requirements for the Major in Computer Science

The Computer Science program requires 44 hours of computer science, 16 hours of mathematics, 12 hours of science, and a Plan A minor designed to allow the student to identify with some academic area outside computer science. With the inclusion of MATH 208, the Plan A minor requirement can be met for Mathematics. See your adviser for more information.

Students who wish to take a cohesive block of courses that crosses departmental or even college lines should consider the Individualized Program of Studies minor offered by the College or a business minor offered by the College of Business Administration.

The 44 hours (at least 13 of which must be at the 400 level for students not in the J. D. Edwards Program) of Computer Science include Core Courses, Depth Courses, Technical Electives, and a Senior Design experience as detailed below:

* Computer Science Core (22-25 hours)
    - Regular Core Courses Block: CSCE 155, 156, 230, 230L, 235, 251, 310, 322, and 361, or
    - Alternative JD Edwards Honors Program Core Courses Block: JDEP 183H, 184H, 283H, 284H, 383H,
           CSCE 251, and CSCE 322

* Depth Courses (6 hours)
    - CSCE 351 or CSCE 451, and
    - CSCE 423 or CSCE 428

* Technical Electives (9-12 hours)
    - Any CSCE/JDEP 300 or 400 level course except the following:
       + CSCE 390 or 490, and
       + JDEP courses lacking CSCE equivalents (JDEP 301H, 302H, 384H, 401H and 402H are acceptable
           as technical electives)
    - Up to 3 hours of CSCE 491 can be used for technical electives, and an additional 3 hours can be used
           toward the 125 hours required for the degree.
    - At most one of MATH 428, 432, 433, 439, 450, 452

* Senior Design Experience (4 hours)
    - CSCE 486 and 487 taken in consecutive semesters, or
    - JDEP 381H/382H and 402H

The 16 hours of mathematics are MATH 106, 107, 314, and STAT 380. Joint Mathematics and Computer Science majors who take any two 400 level MATH courses that are listed in the Technical Electives for Computer Science may apply one of those courses toward both majors.

The 12 hours of science must be in courses intended for science/engineering majors and must include at least two laboratories in a single science discipline. The CSE Department has identified the following 5 disciplines with their acceptable courses:

* Chemistry: CHEM **109**, **110**, **221** (or **113**, 114/**116**)
* Physics/Astronomy: PHYS 211/**221**, 212/**222**, 213/**223**, ASTR 204/**224**
* Biological Sciences: BIOS 102, **103**, **109**, **111**, 112/**112L**, 206/**205**, **207**
* Geological Sciences: GEOL **101**, **103H**, **210**, 212, METR **200**, 255, 351
* Anthropology: ANTH 242/**242L**
Note: Bold face type indicates a lab course or that a lab is included with the course

Students may petition for substitutions. Substitution forms are available at the department office.

Requirements for the Minor in Computer Science

18 hours of computer science courses and either MATH 104 or 106. The computer science courses must include CSCE 155, 156, and 230 (11 hours) or JDEP 183H, 184H, and 284H (12 hours). The remaining 6 or 7 hours must include at least 3 hours from JDEP 283H or any 300/400 level CSCE/JDEP course except CSCE 390, CSCE 490, and JDEP courses lacking CSCE equivalents (JDEP 301H, 302H, 384H, 401H and 402H apply to this requirement).

Focus

A Computer Science major has the option of declaring an Focus in one of the areas listed below. Students who, in addition to meeting all Computer Science requirements listed above, receive a grade of C or better in each of three courses from one area below will receive a notice from the Department of Computer Science and Engineering stating that they received the degree Bachelor of Science in Computer Science with a Focus in their chosen area.

The Focus areas are as follows:
* Informatics: CSCE 410, 413, 464, 470, 471, 472, 473, 474
* Artificial Intelligence: CSCE 475, 476, 478, 479
* Computer and Networking Systems: CSCE 430, 432, 434, 435, 455, 456, 462
* Foundations: CSCE 340, 421, 423, 424, 428, 477

In addition, up to 3 hours of CSCE 498: Computer Problems (undergraduate research) can be used in any focus area. Some offerings of CSCE 496 (Special Topics) may be substituted in an appropriate area. See your advisor for more details.

A Focus is in addition to all degree requirements. Thus no course used by a student to fulfill a degree requirement can be applied to a Focus.

Customized Focus Areas are also possible. The department chair, in consultation with relevant faculty members and the undergraduate advisor, may approve a customized Focus Area proposed by a student. See your advisor for more information.

To declare a Focus, see your advisor.

Justification: Justification for Changes to CS Program

The proposed changes to our CS program bring our degree requirements closer to those recommended by our area's professional organizations, the Association for Computing Machinery (ACM) and the IEEE Computer Society (IEEE-CS), improving our case for accreditation by the Computer Science Accreditation Board (CSAB). Our proposed curriculum requires courses that ACM and IEEE-CS consider highly important in any CS degree program. The addition of a Senior Design course sequence further enhances our accreditation case.

Dropping MATH 208 as a requirement allows us to add the 4-credit Senior Design course sequence without increasing the number of required hours. MATH 208 was only in the CS program since it was a prerequisite to MATH 314 and STAT 380. The Statistics department plans to remove MATH 208 as a prerequisite for STAT 380 (see attached letter) and the Mathematics department has decided to change MATH 314's prerequisite from only MATH 208 to MATH 208 or CSCE 235. Thus we can remove MATH 208 as a requirement for our CS program.

The "Focus Area" is an optional program that a student can complete in addition to all requirements for the CS degree. Depending on an incoming student's background in computer science, mathematics, and foreign language, we anticipate that after meeting all degree requirements, students will have 19-25 hours of courses yet to take to meet the 125 hour minimum set by the College. We require a Plan A minor, but this can be fulfilled by students taking MATH 208 to get a Math minor. Thus there are potentially 15-21 hours remaining. Until now, we've recommended to our students a second minor or a double major in Math. The Focus Area gives students another choice, which is to take additional advanced CSCE courses in a particular area to gain experience in that area. We anticipate that this will be especially popular to students considering graduate school since it gives them an opportunity to experience more focused advanced coursework and (optionally) research. The "notice" that students will receive upon completion will be a letter from the department chair indicating that they have met the additional requirements.

If the idea of a Focus Area is successful and popular with students, we plan to eventually apply to convert our focus areas in certificate programs, which will require a more involved approval process. In the interim, David Wilson of the VCAA's office said that since what we're currently proposing is not an official certificate program nor will anything appear on students' transcripts, that we only need department and college approval of this proposal.