

College of Arts & Sciences Faculty Meeting  
Thursday, December 11, 2025  
3:30 p.m. – 5:00 p.m.  
Nebraska Union, Heritage Room

## AGENDA

1. Call Meeting to Order
  - a. Election of Faculty Secretary (two academic year term)
2. Approval of Minutes from the Spring Faculty Meeting held on May 8, 2025. See Appendix, pages 2-3.
3. College Updates and information items.
4. Recommendation from the College Curriculum and Advising Committee to approve the proposed changes for the 2025-2026 Undergraduate Catalog. See Appendix, pages 4-55.
  - a. Changes to the **Minor Structure** in College – Elimination of the Plan B option. See Appendix, pages 4-5.
  - b. Changes to the **Combined Degree major** in College – add requirement of major and addition of Nursing. See Appendix, pages 6-10.
  - c. Changes to the major in **Anthropology** – Changes to core; reduce hours for major. See Appendix, pages 11-12.
  - d. Changes to the minor in **Archaeology** – Restructure that results in 1 hour increase in minor. See Appendix, pages 13-16.
  - e. Changes to major in **Communication Studies** – Removal of Emphasis areas, Add Communication Studies Option, Communication and Relationships Option, Health Communication Option, and Rhetoric, Media, and Public Culture Option. See Appendix, pages 17-24.
  - f. Changes to the minor in **Digital Humanities** – Restructuring the minor and updating the course lists. See Appendix, pages 25-27.
  - g. Changes to the minor in **Economics** – Removal of the Plan B minor. See Appendix, pages 28-29.
  - h. Changes to the minor in **English** – Removal of the Plan B minor. See Appendix, pages 30-31.
  - i. Deletion of the major in **Ethnic Studies**. See Appendix, pages 32-33.
  - j. Changes to the minor in **Film Studies** – Restructuring to add core courses; updating course lists. See Appendix, pages 34-35.
  - k. Changes to the major in **Geography** – Changes to core; reduce hours for major. See Appendix, pages 36-37.
  - l. Changes to the major in **Global Studies** – Changes to core; reduce hours for major. See Appendix, pages 38-39.
  - m. Changes to the major in **History** – Reducing hours required in subareas with no change in hours for major. See Appendix, pages 40-41.
  - n. Changes to the major in **Mathematics**. See Appendix, pages 42-49.
    - i. Elimination of Education Option. See Appendix, pages 42-43.
    - ii. Elimination of Mathematical Biology Option. See Appendix, pages 44-45.
    - iii. Changes to Mathematics of Physical Phenomena Option – Title change to Mathematics of Biological Sciences and Physical Phenomena Option; restructure with no change in hours. See Appendix, pages 46-49.
  - o. Changes to the major in **Meteorology-Climatology** – addition of one hour to the core for the major. See Appendix, pages 50-51.
5. Questions and Feedback

**Spring 2025 College of Arts and Sciences (CAS) Faculty Meeting**  
**Wednesday, May 8, 2025, at 3:30 p.m.**  
**Regency Suite, Nebraska Union**

Acting Dean Patrick Dussault, Chair

Quorum attained, 1533

1. Minutes approval for Dec.2024: Motion to approve, seconded. Unanimously approved
2. Update on College affairs
  - a. Challenges we face include
    - i. Budget Federal Grant Reductions: External Funding changed F&A costs at federal level from 55% to 15%, with financial impact to be substantial.
      1. Termination of funding by Feds for DEI include 13 grants, effecting \$1.3M in costs.
      2. CAS/ORI/units have partnered to deliver some bridge money for temporary amelioration, perhaps \$130K at this point.
      3. This was more of audience comment/question than my update: Standard model of assessing merit by attaining grants is now no longer sustainable for strategic planning, given the dystopian reality.
    - ii. Internal Budget of NU has \$25M deficit; asked all colleges to address \$5M in Spring 2025. CAS complied by surrendering vacated faculty lines from retirements and resignations. Potential UNL reduction of about \$20M over next year. In preparation for possible reduction, will conduct a strategic planning process which will include metrics-based assessment.
      1. Next week Chairs and Directors to be apprised of these metrics, followed by timeline and process by which to restructure for all departments. These metrics likely to be Procrustean.
      2. Vertical reallocation is what is meant here; this is not across the board, which has happened too often.
      3. Assessment and planning will likely run over the summer. Assessments likely to dovetail into a planned set of system assessments designed to inform a “dashboard” tied to the NU System Strategic Plan and goals.
    - iii. Dussault discussed pressures on academic institutions stemming from federal government policy, exemplified by Department of Education “Dear Colleague” letters. NU system responded by calling for campus-level reviews. College chose to not pre-comply but to simply be watchful and consult with Institutional Equity and Compliance where that seemed merited. Until now, very few changes have been made since we have been observing state laws for several years. Regents’ decision to remove references to DEI has yet to be defined for us to change matters. Dussault noted planned continuation of DEI Coordinator and praised work of Professor Dance, noting efforts to promote clarity, equity, and inclusivity in P&T standards.
    - iv. Dussault notes that CAS merits high regard and should not regard any of the treatment to come as condign.
  - b. Awards and Recognition include Sherri Fritz election to NAS, other notable awards received by CAS faculty, including national ranking for Communication Studies debate teams.
    - i. Students receive Truman scholarships, Gilman scholarships.
    - ii. 7 members of faculty P&T, 13 more promoted.
    - iii. Increase of student numbers admitted to Freshman class.
    - iv. Foundation campaign, target for next year \$81.5M; at nearly \$70M, we are ahead of schedule.

- c. Changes in Deans office include Dussault as acting dean, Abel as acting dean for faculty, Eve Brank named dean for research. Recognition of everybody else on 12<sup>th</sup> floor CAS team.
  - d. Griffin recognizes Chad Brassil for his value in providing the campus and CAS with the data to inform decisions on courses and teaching.
3. Committee Reports
- a. Question from Luis Othoniel Rosa, Department of Modern Languages and Literatures, about IDEA wanting to see people from Latinx community on this committee.
  - b. Stage asks why Faculty Hiring Committee has not met, major issue has been no room for new hires. Normally 15-20 searches; this coming year, few opportunities for non-required searches.
4. Recommendation from CAS Curriculum and Advising Committee:
- a. Deletion of Russian Major and Russian minor originated in the Department of Modern Languages & Literatures because no permanent faculty to deliver the curriculum. 100 and 200 courses will remain on books, if the possibilities arise. Department of Modern Languages & Literatures is not happy to do this. Reanimation is a logical possibility, but nothing more.
    - i. Why not keep the program “paused” rather than killing it? Because it represents false hope.
  - b. Deletion of Russian major: 26 Y, 3 N
  - c. Deletion of Russian minor: 26 Y; 3 N
5. Questions and Feedback
- a. Jones asks about metrics for graduate programs and respective justice consequent to losing faculty lines. These were decided at EVC level, where balance regarding metrics was attempted at cross-disciplinary level. This remains open to discussion. Next, Jones asks about metrics for joint appointments; exact splitting is impossible and likely to be a problem.
  - b. Brassil notes that incentive-based budget tried to address this; SCH information available for those interested, observing that there are 4 ways to discuss SCH production. This may be useful when this problem of split appointments arises. Jones observes that these metrics seem very complex; Brassil and Griffin assures that all contingencies will be considered.
  - c. Luis Othoniel Rosa notes that interdisciplinary units are likely to be punished by metric analysis. Bloom notes that metrics are only one piece of the analysis, as recognized by APC.
  - d. Courtney Hillebrecht wants more information about the coming process. Dussault expects possible restructuring across the campus and university that will be contingent on ongoing conversations.
  - e. Radu asks who has the final say; recommendations will be presented to EVC and Chancellor prior to APC.
  - f. Dance notes that (e-mail/identity) migration was poorly timed. This sentiment was widely supported by assembly. In response to questions about who should be notified of dissatisfaction, Dussault and Kimbrough stressed the CAS IT group helped to solve and ameliorate problems but that contacts should be made with ITS, with Dussault or Kimbrough as options if there are communication difficulties.
6. Adjournment motioned and seconded, universally approved 1645.

Respectfully submitted,

Stephen Lahey

## Item 4.a. Changes to the Minor Structure in College

### Elimination of Plan B Minor Structure in CAS

10/15/25, Submitted by Christina Fielder and June Griffin

#### **Minors ~~& Areas of Specializations~~ Offered by the College of Arts and Sciences**

A minor is an additional credential within the degree that recognizes a cohesive and significant set of coursework outside a student's major area of study. Minors usually consist of at least 18 credit hours, with 6 or more at the 300 or 400 level. The requirement to complete a minor is variable within the College and depends upon the rules of the student's major. Some majors require an accompanying minor (a 2nd major or degree will be recognized for this requirement), and others require none. Minors are encouraged for College of Arts and Sciences students as a way to add range to their academic knowledge. College of Arts and Sciences students are permitted to declare minors from other colleges, subject to the rules of the college offering the minor. Students seeking degrees in other colleges are permitted to declare minors in the College of Arts and Sciences subject to the rules of their degree-seeking college. Some departments offer two minor plans.

#### **Plan A Minor**

Plan A minors are most typical and usually consist of at least 18 hours, with at least 6 hours at the 300 or 400 level.

#### **Plan B Minor**

Plan B minors may only be followed when students have at least two other elements of their degree program, a primary major and either a minor or second major. They typically have fewer hours required than a Plan A minor. Only English and Economics offer a Plan B version of their minor.

#### **Minors in Other Colleges**

College of Arts and Sciences students are permitted to declare minors from other colleges, subject to the rules of the college offering the minor. Students seeking degrees in other colleges are permitted to declare minors in the College of Arts and Sciences subject to the rules of their degree-seeking college.

Students who have questions related to the minor after it is declared should consult an advisor in the college through which it is offered. The minor will be recorded on the student's transcript.

**Justification:** In 2014, CAS discontinued approving new Plan B minors, and since that time, has been encouraging departments who offer them to discontinue the practice. To date there are only 2 remaining Plan B minors in CAS – Economics and English. There are several reasons the College previously limited and is now seeking elimination of the Plan B minor structure:

- Whether a student follows the curriculum of a Plan A or Plan B minor is not an intentional choice they can make, but rather it is automatic if they have at least 2 other elements within their degree (a major plus either a minor or 2<sup>nd</sup> major).
- There is no difference in the credential students earn whether they completed 18 or 12 hours of minor coursework. This seems an inequitable recognition.
- 12 credit hours does not rise to a level that is “cohesive and significant” enough for an added credential within the degree. And, given the overlap between majors and minors in CAS, especially those that are interdisciplinary, a 12 credit minor can more easily be earned by default, making it even less intentional and significant.
- While elimination of the Plan B minor may lead to a slightly reduced use of the minor, the students who do declare the minor will take 50% more credit hours in the program.

## Item 4.b. Changes to the Combined Degree Major in College

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

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

Questions on how to complete this document, contact Christina Fielder, 107 Oldfather, [cfielder@unl.edu](mailto:cfielder@unl.edu), 402-472-4190

**Date: 11/19/25**

**Name of Major/Minor:** Combined Degree

**Contact Person for follow-up questions:** Christina Fielder, June Griffin

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

#### OVERVIEW DESCRIPTION CHANGES

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

See attached document for changes to this content. There are no specific to outline on a Major tab, so the overview is the full major entry.

#### LEARNING OUTCOMES CHANGES

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

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

There are two main changes as a result of this proposal:

- Combined Degree major becomes secondary to a required primary major in CAS (rather than just a minor).
- Nursing is included in the professional school programs included in the Combined Degree

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

### COURSE ADDITIONS

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

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

**COURSE DELETIONS:**

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

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

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

**GRADING RULES**

**PASS/NO PASS RULES**

**COURSE LEVEL RULES OR SPECIAL RESTRICTIONS**

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

**JUSTIFICATION FOR CHANGES**

These changes ensure that a CAS degree always includes a primary CAS major which is a critical component to the degree. With the new Multidisciplinary Studies degree becoming active in 2026, even students who left UNL without significant progress toward a major, could take advantage of the new structure of the Combined Degree. In addition, it allows students in CAS to pursue a combined degree in Nursing, as well as the previously approved professional programs. This works particularly well with the accelerated Nursing program at UNMC, and allows students to have a more traditional college experience prior to entering the Nursing program, rather than completing just 2 years at UNL as a non-degree seeking student.

**Change to the Combined Degree Major in CAS**  
**11/20/25, Submitted by June Griffin and Christina Fielder**

**Current:**

**Description**

Students who want to combine their undergraduate degree courses in the College of Arts and Sciences with a professional program in one of the following: law, medicine, dentistry, or pharmacy, may follow a combined program that, if they are accepted to a professional program after three years (minimum 90 hours), leads to the bachelors degree at the end of four years and the professional degree at the completion of the professional program.

The first year's coursework in law, medicine, dentistry, or pharmacy in any accredited United States or Canadian college of law, medicine, dentistry, or pharmacy is accepted by the College of Arts and Sciences as the equivalent of the fourth year of work for the bachelors degree, if the student has completed three years of college work before entering the professional program. In these three years of college work, minimum 90 hours, the student must also complete 30 hours in residence, fulfill all general education requirements (Achievement-Centered Education [ACE] and College Distribution Requirements [CDR]), and complete a major or at least one Plan A or two Plan B minors. Some professional programs require a full major to be completed before starting the professional program. For a BS degree, students must also complete the 60-hour scientific base, which is comprised of science and math courses within the College of Arts and Sciences.

**Law**

Pre-Law students who demonstrate exceptional academic ability in three years of undergraduate study may utilize the Combined Degree to pursue 3+3 law programs. This involves planning ahead to complete all the necessary undergraduate components required by their intended law school while remaining declared in a traditional degree plan of 120 undergraduate hours. Typically, an application for early admission to law school using a 3+3 format will require verification from the student's undergraduate degree-granting college stating that successful completion of the first year of law school will fulfill all remaining requirements for graduation. The Sr. Director for Student Academic and Career Development in the College of Arts and Sciences is the contact for students considering the Combined Degree and can provide a letter, upon request, once all other criteria are met. However, the Combined Degree program will not become official until after a documented acceptance by the law school. If accepted, the undergraduate degree would be awarded after the first year of law school. All processes and deadlines for application to graduate must be followed. If a student is not admitted early to the law school, they may finish out their full undergraduate degree plan and should talk with their assigned advisor as soon as possible to determine the best use of the remaining 30 hours.

**Medicine, Dentistry, Pharmacy**

For combined degree programs in medicine, dentistry, and pharmacy, outside of application requirements determined by the professional school program, verification may not be required by the College of Arts and Sciences. However, students who know they would like to claim an undergraduate degree in the future are strongly encouraged to work closely with the Sr. Director for Student Academic and Career Development in the College of Arts and Sciences to be sure all requirements are met prior to matriculating to the professional program and to understand the time frame limitations on catalog year.



## **Proposed:**

### **Description**

Students who want to combine their undergraduate degree in the College of Arts and Sciences (CAS) with a professional degree in one of the following: law, dentistry, medicine, nursing, or pharmacy, may be eligible to use the Combined Degree secondary major. This allows up to 30 credit hours of the first year's coursework in law, dentistry, medicine, nursing, or pharmacy to be applied to the 120 credit hours needed for the CAS Bachelor of Arts (BA) or Bachelor of Science (BS) degree.

In some cases, pursuing the combined degree secondary major is planned ahead to take advantage of an accelerated or dual degree pathway. Common examples are the Nebraska Law 3+3 program or the UNMC Accelerated Nursing program. In other cases, a student may be eligible for and accepted to a professional degree program without an undergraduate degree but later, after earning the professional degree, wish to return and claim a CAS undergraduate degree. This is more typical in dentistry, medicine, and pharmacy.

Whether the combined degree major is planned ahead or pursued retroactively, students must complete a minimum of 90 credit hours of undergraduate coursework that fulfills the following CAS degree requirements:

- 30 credit hours in residence at UNL
- General education requirements (Achievement-Centered Education [ACE], College Distribution Requirements [CDR], and Experiential Learning)
- Primary CAS major
- 30 credit hours at the 300-level or above (up to 15 credit hours may come from the professional program courses)
- BS only - Scientific base of 60 credit hours of math and science courses from CAS disciplines (up to 15 credit hours may come from the professional program courses)

### **Law and Nursing**

Pre-Law and Pre-Nursing students who demonstrate exceptional academic ability in undergraduate study and who would like to utilize the Combined Degree to pursue accelerated or dual degree programs should work closely with their academic advisor to ensure they will meet all necessary requirements within the 90 credit hours of undergraduate coursework. They should also work closely with their intended professional program to ensure they complete all prerequisite coursework and application requirements. Typically, an application for accelerated or dual degree admission will require verification from CAS stating that successful completion of the first year of professional school will fulfill all remaining requirements for graduation with the bachelors degree. The Sr. Director for Student Academic and Career Development in the College of Arts and Sciences can provide a letter, upon request, once all other criteria are met. Upon acceptance, the Combined Degree major will be added to the CAS degree program. If a student is not accepted to the accelerated or dual degree program, the student may finish out their full undergraduate degree. They should talk with their assigned academic advisor as soon as possible to determine the best use of the remaining 30 credit hours.

### **Medicine, Dentistry, Pharmacy**

Professional school graduates in dentistry, medicine, and pharmacy who wish to return and claim a CAS undergraduate degree should contact the Sr. Director for Student Academic and Career Development in the College of Arts and Sciences to understand the time frame limitations on catalog year requirements, and to plan any remaining coursework needed to complete the CAS degree. These students may be eligible to pursue a primary major in Multidisciplinary Studies if they do not have significant progress toward another CAS primary major.

**Summary of Changes:**

- Combined Degree major becomes secondary to a required primary major in CAS (rather than just a minor).
- Nursing is included in the professional school programs included in the Combined Degree

**Justification for Changes:** These changes ensure that a CAS degree always includes a primary CAS major which is a critical component to the degree. With the new Multidisciplinary Studies degree becoming active in 2026, even students who left UNL without significant progress toward a major, could take advantage of the new structure of the Combined Degree. In addition, it allows students in CAS to pursue a combined degree in Nursing, as well as the previously approved professional programs. This works particularly well with the accelerated Nursing program at UNMC, and allows students to have a more traditional college experience prior to entering the Nursing program, rather than completing just 2 years at UNL as a non-degree seeking student.

## Item 4.c. Changes to the Major in Anthropology

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

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

Questions on how to complete this document, contact Christina Fielder, 107 Oldfather, [cfielder@unl.edu](mailto:cfielder@unl.edu), 402-472-4190

**Date: December 4, 2025**

**Name of Major/Minor:** Anthropology

**Contact Person for follow-up questions:** LA Wandsndier

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

<b>OVERVIEW DESCRIPTION CHANGES</b> Only if different from current catalog, submit full updated copy for the Overview tab here:
<b>LEARNING OUTCOMES CHANGES</b> Only if different from the current catalog, submit a full updated list of learning outcomes here:
<b>STRUCTURAL CHANGES</b> - Additional/deleted/changed requirements. Describe.
<b>CREDIT HOURS</b> - Total hours in the major or minor or within a subarea or requirement. Describe.
<b>38 with a total of 20 in Core Requirements</b>

### COURSE ADDITIONS

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

Course (Prefix, Number, Title)	Hours	Inside which option, emphasis, subarea or requirement?
GIST 210	1	Required Courses

**COURSE DELETIONS:**

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

Course (Prefix, Number, Title)	Hours	Inside which option, emphasis, subarea or requirement?
GIST 111	1	Required Courses
GIST 311	1	Required Courses

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

**GRADING RULES**

**PASS/NO PASS RULES**

**COURSE LEVEL RULES OR SPECIAL RESTRICTIONS**

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

**JUSTIFICATION FOR CHANGES**

Better serve student needs by reducing redundancies.

Item 4.d. Changes to the minor in Archaeology

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

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

Questions on how to complete this document, contact Christina Fielder, 107 Oldfather, [cfielder@unl.edu](mailto:cfielder@unl.edu), 402-472-4190

Date: October 15, 2025

Name of Major/Minor: Archaeology

Contact Person for follow-up questions: LuAnn Wandsnider

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

<b>OVERVIEW DESCRIPTION CHANGES</b> Only if different from current catalog, submit full updated copy for the Overview tab here: No change.
<b>LEARNING OUTCOMES CHANGES</b> Only if different from the current catalog, submit a full updated list of learning outcomes here: No change.
<b>STRUCTURAL CHANGES</b> - Additional/deleted/changed requirements. Describe. Structure has been streamlined to include Requirements, Practice Courses (Field/Lab and Analysis), and Elective Courses.
<b>CREDIT HOURS</b> - Total hours in the major or minor or within a subarea or requirement. Describe. 19 hours total

COURSE ADDITIONS

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

Course (Prefix, Number, Title)	Hours	Inside which option, emphasis, subarea or requirement?
GEOG 217	4	Requirement

## COURSE DELETIONS:

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

Course (Prefix, Number, Title)	Hours	Inside which option, emphasis, subarea or requirement?
HIS 411 Classical Architecture	3	NA
CLAS 281/ENGL 240A The World of Classical Greece	3	NA
HIST 311/CLAS 311 The Trojan War	3	NA
HIST 317/CLAS 317 The Roman Empire	3	NA
HIST 412/CLAS 412 Athenian Democracy at War	3	NA

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

### GRADING RULES

No Change

### PASS/NO PASS RULES

No Change

### COURSE LEVEL RULES OR SPECIAL RESTRICTIONS

No Change

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

## JUSTIFICATION FOR CHANGES

With assistance from CAS Advising, the Archaeology Minor is now structured so that the how and why of the minor is more evident to students. With this redesign, we also intend for students enrolling in this Minor to progress more readily through requirements, practice courses and electives.

# Archaeology Minor Update for 2026 Catalog

## Appendix A – Catalog Copy

**College:** Arts and Sciences  
**Degree Offered:** Minor Only  
**Hours Required:** 19  
**Minor Available:** Yes  
**Advisor:** Kristin Plath

### Overview Tab

#### Description

Contemporary archaeology studies the origins and growth of basic human institutions. It produces results of importance to researchers in many fields and involves the work of diverse academic areas. Recognizing these broad links, the archaeology minor gives students from diverse disciplinary backgrounds the opportunity to learn the approaches of contemporary archaeology. It allows students to develop academic strengths and skills that will prepare them for advanced training and careers in the array of fields that make use of archaeology data and methods. Students aiming for a career in field archaeology, museums, or other lab-based careers will gain valuable experience in the minor.

### Minor Tab

#### Minor Requirements

19 hours from the following courses:

Required Courses	
ANTH 232: Introduction to Archaeology Or AHIS/CLAS 211: Classical Art and Archaeology	3
GEOG 217: Principles of GIS	4
<i>Subtotal</i>	<i>7 hrs</i>
Practice Courses	
<i>Select one of the following field or lab courses:<sup>1</sup></i> ANTH 497: Advanced Fieldwork ANTH 304: Archaeological Collections and Collections Management ANTH 386: Digital Heritage Tools	3
<i>Select one of the following analysis courses:</i> ANTH 487A: Analysis of Archaeological Materials: Ceramics ANTH 487B: Analysis of Archaeological Materials: Lithics ANTH 487D: Analysis of Archaeological Materials: Archaeofauna ANTH 487E: Analysis of Archaeological Materials: Historic Material Culture ANTH 462: Forensic Anthropology	3
<i>Subtotal</i>	<i>6 hrs</i>

<b>Elective Course</b>	
<p>Select <b>TWO</b> of the following elective courses:</p> <p>AHIS 314/CLAS 314: Greek Art and Archaeology</p> <p>AHIS 316/CLAS 316: Roman Art and Archaeology</p> <p>ANTH 237/ETHN 237: Ancient Mesoamerica</p> <p>ANTH 252/CLAS 252: World Archaeology, Global Heritage</p> <p>ANTH 337: Archaeology of the American Southwest</p> <p>ANTH 431: Historical Archaeology</p> <p>ANTH 432: History and Theory of Archaeology</p> <p>ANTH 433: North American Archaeology</p> <p>ANTH 434: Great Plains Archaeology</p> <p>ANTH 435: Heritage Resource Protection and Management</p> <p>ANTH 436: The Ancient Maya</p> <p>ANTH 438/CLAS 438: Archaeologies of Europe</p> <p>ANTH 455: Forensic Archaeology: Clandestine Burials, Mass Graves, and Human Rights</p>	6
<i>Subtotal</i>	<i>6 hrs</i>
<b>Total Credit Hours</b>	<b>19 hrs</b>

<sup>1</sup> Substitutions for the field/lab course must be specifically related to Archaeology and approved by the advisor.

### **Additional Minor Requirements**

#### **Grade Rules**

##### **C- and D Grades**

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

##### **Pass/No Pass**

No courses taken Pass/No Pass will be counted toward the minor.



## Item 4.e. Changes to major in Communication Studies

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

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

Questions on how to complete this document, contact Christina Fielder, 107 Oldfather, [cfielder@unl.edu](mailto:cfielder@unl.edu), 402-472-4190

**Date:**

**Name of Major/Minor:** Communication Studies

**Contact Person for follow-up questions:** Kathy Castle

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

#### OVERVIEW DESCRIPTION CHANGES

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

**No change**

#### LEARNING OUTCOMES CHANGES

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

**No change**

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

We plan to change our existing emphasis areas to Options to both better reflect our current curriculum, make more clear to students the career and graduate school pathways they can pursue in our major, and empower us to better describe our major to external (e.g., prospective students and parents, transfer students) and internal (existing students, campus partners) audiences. This will involve changing the Emphasis Areas to Options, updating the descriptions, and making some adjustments to the curricular organization. We will also add an Option that reflects students' ability to choose a general path through the major that empowers students to take classes across these options. The four Options should be named and described as follows:

1. Add the **Communication Studies Option**. The description should be The Communication Studies option empowers students to create their own path through the curriculum, choosing courses of interest across these areas, and providing students with broad flexibility in their educational experience and their career preparation. Students completing this option will have the opportunity to tailor their curriculum to develop skills that can include engaging in difficult conversations, communicating across difference, effectively building and navigating personal,

professional, and community relationships; analyze, evaluate, and create persuasive and impactful messages; and/or to critically analyze meanings and understandings of health and health messages within individuals, relationships, health care organizations, media, communities, and policies with the goal of improving health for all people.

2. Change the Diversity, Culture, and Global Communication Emphasis Area to the **Communication and Relationships Option**. Change the description to: **The Communication & Relationships** option focuses on the role of communication in our personal, professional, and community relationships. Students completing this option will develop skills in how to manage conflict, lead teams and groups, engage in difficult conversations, build empathy, and effectively communicate in organizations and relationships. Courses focus on how to create connections, foster belonging, and communicate across difference, recognizing the importance of interpersonal, relational, and family communication to well-being and quality of life.

Additionally, we plan to add capacity for one 3xx level elective to this area (see this reflected in the course additions to this area)

3. Change the Health and Well Being Emphasis Area to the **Health Communication Option**. Change description to: **The Health Communication** option focuses on the research and teaching of health communication to promote equitable health outcomes for all members in society. Courses focus on the role of communication in health promotion and the prevention of health conditions and diseases across personal, local, national, and global cultures and communities. Students will learn to critically analyze meanings and understandings of health and health messages within individuals, relationships, health care organizations, media, communities, and policies with the goal of improving health for all people.

Additionally, we plan to add capacity for one 3xx level elective and one 4xx level elective to this area (see this reflected in the course additions to the area)

4. Change the Communication, Public Advocacy, and Civic Engagement Emphasis Area to **Rhetoric, Media, and Public Culture Option**. Change description to - **The Rhetoric, Media, & Public Culture** option focuses on how people use language and symbols to shape ideas and influence others across a diversity of settings such as social movements, political campaigns, television and film, social media, and everyday life. Students completing this option will learn how rhetoric has influenced public life, identity, and social change by exploring both contemporary and historic case studies. This option prepares students to analyze, evaluate, and create persuasive and impactful messages using a variety of technologies including speech, visual images, digital platforms, and the body.

Additionally, we plan to add capacity for one 3xx level elective to this area (see this reflected in the course additions to this area)

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

**36 – no change**

## COURSE ADDITIONS

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

Course (Prefix, Number, Title)	Hours	Inside which option, emphasis, subarea or requirement?
*See the attached document for a complete articulation of each option		

## COURSE DELETIONS:

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

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

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

### GRADING RULES

No

### PASS/NO PASS RULES

No

### COURSE LEVEL RULES OR SPECIAL RESTRICTIONS

No

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

# Proposed Options: Communication Studies

## Communication Studies

**The Communication Studies** option empowers students to create their own path through the curriculum, choosing courses of interest across curricular areas, and providing students with broad flexibility in their educational experience and their career preparation. Students completing this option will have the opportunity to tailor their curriculum to develop skills such as engaging in difficult conversations, communicating across difference, effectively building and navigating personal, professional, and community relationships; analyzing, evaluating, and creating persuasive and impactful messages; and/or critically analyzing meanings and understandings of health and health messages within individuals, relationships, health care organizations, media, local, national, and global communities, and policies with the goal of improving health for all people.

**Select four of the 3xx level classes below:**

COMM 310 – Communication and Mentorship

COMM 311 – Intercultural & Intergroup Communication

COMM 312 – Argumentation

COMM 315 – The Empathy Project

COMM 330 – Freedom of Speech

COMM 333 – Rhetoric of the American Presidency

COMM 335 – Rhetorics of Race & Empire

COMM 354 – Health Communication

COMM 355 – Community and Identity in the Digital Age

COMM 357 – Paranoia and Polarization in Digital Culture

COMM 360 – Dialogue Across Difference

COMM 364 – Communication, Medicine, and Health Equity

COMM 368 – Communication and Aging

COMM 370 – Family Communication

COMM 371 – Communication and Conflict (*name change submitted simultaneously*)

COMM 372 – Communication and Leadership

COMM 373 – Storytelling & Well-Being (proposed name change)

COMM 374 – Mental Health Communication: Communication, Stigma, and (Dis)Connection

COMM 375 – Theories of Persuasion

COMM 380 – Gender and Communication

COMM 386 – Organizational Communication

COMM 381 Learning Abroad

COMM 392 Special Topics in Communication Studies

COMM 394 Independent Study in Communication Studies

**Select two of the 4xx level classes below:**

COMM 400 – Rhetorical Theory  
COMM 430 – Political Communication  
COMM 440 – Rhetoric of Sports and Games  
COMM 452 – Media & Culture  
COMM 456 – Communicating Global Health  
COMM 462 – Feminist Media Studies  
COMM 464 – Communication and Consent  
COMM 465 – Communication and Social Identity  
COMM 470 – Interpersonal Communication Theory  
COMM 471 – Dark Side of Interpersonal Communication  
COMM 482 – Voices of Dissent and Activism  
COMM 492 – Special Topics in Communication Studies

**Complete COMM 489 Communication Studies Capstone**

**\*Students may choose *one* of the following courses:**

- COMM 391 Learning Abroad in Communication Studies
- COMM 395 Professional Internship in Communication Studies
- COMM 398 Research Assistantship in Communication Studies
- COMM 499 Undergraduate Thesis in Communication Studies

## Communication and Relationships

**The Communication & Relationships** option focuses on the role of communication in our personal, professional, and community relationships. Students completing this emphasis area will develop skills in how to manage conflict, lead teams and groups, engage in difficult conversations, build empathy, and effectively communicate in organizations and relationships. Courses focus on how to create connections, foster belonging, and communicate across difference, recognizing the importance of interpersonal, relational, and family communication to quality of life and well-being.

**Select four of the 3xx level classes below:**

COMM 310 – Communication and Mentorship  
COMM 311 – Intercultural & Intergroup Communication  
COMM 315 – The Empathy Project  
COMM 355 – Community and Identity in the Digital Age  
COMM 360 – Dialogue Across Difference

COMM 370 – Family Communication  
COMM 371 – Communication, Conflict, and Negotiation  
COMM 372 – Communication and Leadership  
COMM 373 – Storytelling & Well-Being (proposed name change)  
COMM 380 – Gender and Communication  
COMM 386 – Organizational Communication  
COMM 3xx – Elective\*: Select from among any other 300-level courses

**Select two of the 4xx level classes below:**

COMM 456 – Communicating Global Health  
COMM 464 – Communication and Consent  
COMM 465 – Communication and Social Identity  
COMM 470 – Interpersonal Communication Theory  
COMM 471 – Dark Side of Interpersonal Communication

**Complete COMM 489 Communication Studies Capstone**

## Health Communication

**The Health Communication** emphasis area focuses on the research and teaching of health communication to promote equitable health outcomes for all members in society. Courses focus on the role of communication in health promotion and the prevention of health conditions and diseases across personal, local, national, and global cultures and communities. Students will learn to critically analyze meanings and understandings of health and health messages within individuals, relationships, health care organizations, media, communities, and policies with the goal of improving health for all people.

**Select four of the 3xx level classes below:**

COMM 311 – Intercultural and Intergroup Communication  
COMM 354 – Health Communication  
COMM 360 – Dialogue Across Difference  
COMM 364 – Communication, Medicine, and Health Equity  
COMM 368 – Communication and Aging  
COMM 373 – Storytelling & Health (proposed name change)  
COMM 374 – Mental Health Communication: Communication, Stigma, and (Dis)Connection  
COMM 3xx – Elective\*: Select from among any other 300-level courses

**Select two of the 4xx level classes below:**

COMM 456 – Communicating Global Health

COMM 464 – Communication and Consent

COMM 4xx – Elective\*: Select from among any other 400-level courses

### **Complete COMM 489 Communication Studies Capstone**

## **Rhetoric, Media, and Public Culture**

**The Rhetoric, Media, & Public Culture** emphasis area explores how people use language and symbols to shape ideas and influence others in everyday life, politics, and popular culture. Students completing this emphasis area will learn about rhetoric's role in influencing public life, identity, and social change. Courses focus on the historical & emergent aspects of rhetoric produced by speech, media, technologies, and the body. This major prepares students to analyze and evaluate communication as well as craft persuasive and impactful messages across a wide range of contexts, from digital platforms and political discourse to cultural narratives and everyday interactions.

### **Select four of the 3xx level classes below:**

COMM 312 – Argumentation

COMM 330 – Freedom of Speech

COMM 333 – Rhetoric of the American Presidency

COMM 335 – Rhetorics of Race & Empire

COMM 357 – Paranoia and Polarization in Digital Culture

COMM 375 – Theories of Persuasion

COMM 3xx – Elective\*: Select from among any other 300-level courses

### **Select two of the 4xx level classes below:**

COMM 400 – Rhetorical Theory

COMM 430 – Political Communication

COMM 440 – Rhetoric of Sports and Games

COMM 452 – Media & Culture

COMM 462 – Feminist Media Studies

COMM 482 – Voices of Dissent and Activism

### **Complete COMM 489 Communication Studies Capstone**

## JUSTIFICATION FOR CHANGES

The emphasis areas we created in 2014 were an innovative attempt to crosscut our disciplinary initiatives and expertise within the department at that time and to help students better envision potential careers. Thus, they were organized thematically and articulated in ways that align with potential career paths. Shortly after establishing these emphasis areas, we experienced a period of significant change in our faculty ranks (departures and new hires), such that we could not regularly offer enough courses across these emphasis areas for students to take advantage of them. As such, students did not have the opportunity to engage them well. As we've experienced faculty departures and made strategic faculty hires, we have updated our curriculum and established a clear two-year rotation that ensures we can regularly offer courses across distinct areas. Now that we can consistently support distinct areas of focus in our regular curricular offerings, we have begun working with undergraduate students, alumni, and our advisor to understand their utility, attractiveness, and value. What we learned in these discussions is that articulating these distinct areas of focus is extremely valuable for students to get a sense for how to organize their curriculum, translate their learning to different career contexts, and envision and prepare for graduate school but our efforts to align them with general areas of interest thematized across our disciplinary initiatives rather than aligning them clearly with disciplinary subfields was confusing to them and obfuscated the specific things they were going to learn and study. In other words, the titles and descriptions of the emphasis areas felt too vague to students. Further, because of faculty turnover in the department since the establishment of these emphasis areas, the current faculty have come to see them as too broadly construed to be helpful in articulating their expertise and curriculum clearly. Finally, in conversation with college advising and marketing teams, it has become clear to us that absent clear Options, we are limited in our ability to accurately describe and promote our major across all university platforms - that represent important points of contact for potential and current students from the recruitment moment all the way through to the graduation moment - in ways that will resonate with all relevant audiences (e.g., current and potential students and parents, high school counselors and teachers, as well as campus and community partners). Taken together, as a faculty, we have concluded that we are committed to offering Options in our major that clearly articulate what we study and teach and can help students identify career paths and paths to graduate school that fit clearly within them. The change from thematized emphasis areas to clear Options allows us to (a) more clearly communicate our expertise and the opportunities that expertise offers to current and potential students across all available university platforms, (b) enable us to better communicate the unique value and opportunities our major offers to high school students and parents at the point of recruitment and admission all the way through graduation across university platforms (c) provide students with a clear organizing mechanism for their curricular choices within our major that can help them connect their learning to careers, (d) enable students to articulate their particular Option – or area of focus within our major – on their transcript (e) empower students interested in graduate school to concentrate their coursework in particular sub-areas within our discipline, offering more depth and better preparation for graduate school (f) help advisors and other external stakeholders better understand the Communication Studies major and identify opportunities for their students in our curriculum.

Options in our major are exceptionally flexible and built toward facilitating smooth movement through our curriculum, such that students continue to have the opportunity to complete a “general” Communication Studies Option within the major by learning and completing coursework across our sub-areas. This enables us to maintain appealing flexibility for students in our curriculum. With our current faculty and consistent course offerings, we are well positioned to support the emphasis areas proposed in this change, and, because of this, we can highlight and leverage them in ways we were unable to before. Further, we are adding optional elective courses into each emphasis area. This move (a) provides more flexibility to students as they determine which area is the best fit for them (b) enables all our students to count an internship or other EL course within our major as a part of fulfilling their major requirements. The proposed changes, combined with our newly realized capacity to offer courses across emphasis areas consistently will be of tremendous benefit to our students, potential students, and department.



## Item 4.f. Changes to minor in Digital Humanities

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

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

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

Questions on how to complete this document, contact Christina Fielder, 107 Oldfather, [cfielder@unl.edu](mailto:cfielder@unl.edu), 402-472-4190

**Date: 10/23/25**

**Name of Major/Minor:** Digital Humanities

**Contact Person for follow-up questions:** Adrian Wisnicki

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

<b>OVERVIEW DESCRIPTION CHANGES</b> Only if different from current catalog, submit full updated copy for the Overview tab here:
<b>No Change</b>
<b>LEARNING OUTCOMES CHANGES</b> Only if different from the current catalog, submit a full updated list of learning outcomes here:
<b>No Changes</b>
<b>STRUCTURAL CHANGES</b> - Additional/deleted/changed requirements. Describe. 9 hours required: ANTH 386, ENGL/HIST 277, ANTH/CLAS/ENGL/HIST/MODL 278, ENGL 477, ENGL 478, or HIST 470  9 additional hours from:, COMM 215, COMM 250, EMAR 281, ENGL 276, ENGL 278, ENGL 279, HIST 305, GEOG 217, GEOG 427, GREK 151, GRPH 121, NRES 418, PHIL 107, PHIL 212, STAT 218, TEAC 444
<b>CREDIT HOURS</b> - Total hours in the major or minor or within a subarea or requirement. Describe.
<b>No Change</b>

## COURSE ADDITIONS

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

Course (Prefix, Number, Title)	Hours	Inside which option, emphasis, subarea or requirement?
COMM 215 – Visual Communication	3	Choice in Required Courses
ENGL 276 – Narration and Game Design	3	Elective
GEOG 217 – Into to GIS (swapped for GEOG 422 advanced course)	3	Elective
PHIL 107 – Ethics of Emerging Media Arts	3	Elective
PHIL 212 – Ethics of AI and Big Data	3	Elective

## COURSE DELETIONS:

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

Course (Prefix, Number, Title)	Hours	Inside which option, emphasis, subarea or requirement?
ENGL 472 (last taught SP21)		
SPAN 478 (last taught SP19)		
AHIS 406 (last taught SP20)		
ANTH 389 (last taught SP19)		
ANTH 416 (last taught FA22)		
CSCE 100		
CSCE 101		
CSCE 155		
CSCE 311		
EMAR 282 (last taught FA19)		
ENGL 375 (last taught FA18)		
ENGL 378 (has never been taught)		
ENGL 379 (has never been taught)		
GEOG 422 (swapped for prerequisite)		
GEOG 432 (swapped for prerequisite)		
STAT 318 (prerequisite already included)		

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

## GRADING RULES

## PASS/NO PASS RULES

## **COURSE LEVEL RULES OR SPECIAL RESTRICTIONS**

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

## **JUSTIFICATION FOR CHANGES**

The minor has not been able to be completed without exceptions and had not been updated in several years. In an effort to streamline and focus the minor, we are adjusting and expanding the required courses, and removing all courses not taught since 2022 from the remaining elective choices. In addition the CSCE courses have content covered sufficiently within the core required courses, ENGL 277, 477, and 478. Some courses were removed due to their prerequisite already being included in the minor choices (for example STAT 218 and 318, or GEOG 217 and 422).

## Item 4.g. Changes to the minor in Economics

# University of Nebraska-Lincoln Deletion of Undergraduate Minor

## I. Descriptive Information

<b>Name of College Proposing Deletion of Minor</b>
Arts and Sciences
<b>Name of Current Minor</b>
Economics (Plan B Only)
<b>Primary Administrative Unit for the Minor</b>
College of Arts and Science, Department of Economics
<b>All Units Participating in the Minor</b>
ECON
<b>Minor Currently Offered</b> <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)
<b>Proposed Date for Deletion</b> <i>[The deletion date will include advertising, recruiting and admitting students in this minor]</i>
Fall 2026
<b>Minor End Date</b> <i>[This end date will allow current students to finish the program. It is suggested that for an undergraduate program this date is 5 years after students stop being accepting into the program]</i>
Fall 2031

## II. Details

### A. Justification for the Deletion of the Minor

The College of Arts and Sciences discontinued creation of new Plan B versions of our minors approximately 10 years ago. Since then, several departments have moved to eliminate their Plan B version of the minor. While Economics had not taken this step, the College of Arts and Sciences has moved to fully eliminate the Plan B minor structure college-wide. Economics is one of only two minors that still has a Plan B minor.

### B. Plan for Deletion of the Minor

#### 1. Current Students

There are currently 22 declared AECON minors campus-wide (5 Plan A and 17 Plan B). The Economics minor in the College of Arts and Sciences will remain and no included courses will be discontinued, so students on the current Plan B minor will be able to finish it as currently programmed.

#### 2. Current Faculty and Curriculum

There are no structural changes to the previous Plan A version which will now become the default and only minor option for Economics through the College of Arts and Sciences. It will remain as follows: *Eighteen (18) credit hours of economics as follows: ECON 211, ECON 212, and 12 hours of additional ECON courses.*

#### 3. Impact on other units and programs

None

4. Budgetary Savings associated with the change  
None

**For faster processing**

## Item 4.h. Changes to the minor in English

# University of Nebraska-Lincoln Deletion of Undergraduate Minor

## I. Descriptive Information

<b>Name of College Proposing Deletion of Minor</b>
Arts and Sciences
<b>Name of Current Minor</b>
English (Plan B Only)
<b>Primary Administrative Unit for the Minor</b>
College of Arts and Science, Department of English
<b>All Units Participating in the Minor</b>
ENGL
<b>Minor Currently Offered</b> <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)
<b>Proposed Date for Deletion</b> <i>[The deletion date will include advertising, recruiting and admitting students in this minor]</i>
Fall 2026
<b>Minor End Date</b> <i>[This end date will allow current students to finish the program. It is suggested that for an undergraduate program this date is 5 years after students stop being accepting into the program]</i>
Fall 2031

## II. Details

### A. Justification for the Deletion of the Minor

The College of Arts and Sciences discontinued creation of new Plan B versions of our minors approximately 10 years ago. Since then, several departments have moved to eliminate their Plan B version of the minor. While English had not taken this step, the College of Arts and Sciences has move to fully eliminate the Plan B minor structure college-wide. English is one of two minors that still has a Plan B minor.

### B. Plan for Deletion of the Minor

#### 1. Current Students

There are currently 201 declared ENGL minors campus-wide (79 Plan A and 122 Plan B). The English minor will remain and no included courses will be discontinued, so students on the current Plan B minor will be able to finish it as currently programmed.

#### 2. Current Faculty and Curriculum

There are no structural changes to the previous Plan A version which will now become the default and only minor option for English. It will remain as follows: *Eighteen (18) credit hours of English at the 200 level and above, including at least nine (9) credit hours at the 300 level or above and three (3) credit hours at the 400 level.*

#### 3. Impact on other units and programs

None

4. Budgetary Savings associated with the change  
None

**For faster processing**

## Item 4.i. Deletion of major in Ethnic Studies

# University of Nebraska Deletion of Major or Program

Use this form for deletion of undergraduate and graduate majors, degrees, and certificates  
If you want to temporarily discontinue (mothball) a program, refer to the [Steps to Discontinuation](#)

## I. Descriptive Information

<b>Name of Campus Proposing Deletion</b>
Lincoln
<b>Full Name of Program</b>
<i>Ethnic Studies (Major Only)</i>
<b>Degree or Credential Awarded to Graduates of the Program</b>
<i>Bachelor of Arts or Bachelor of Science</i>
<b>CIP Code: 6 digit</b>
05.0200
<b>Subject Code</b>
ETHN
<b>Administrative Unit(s) for the Program</b>
Institute of Ethnic Studies and College of Arts and Sciences
<b>Program is Currently Offered</b> [full program, not individual courses]
<input checked="" type="checkbox"/> On-campus <input type="checkbox"/> Online (asynchronous) <input type="checkbox"/> Synchronous Distance <input type="checkbox"/> Hybrid/Blended of Selected
<b>Program leads to licensure or certification</b>
<input checked="" type="checkbox"/> no <input type="checkbox"/> yes    If yes, explain:
<b>Proposed Date for Deletion of Major, Degree, or Certificate</b> [The deletion date will include advertising, recruiting and admitting students]
Fall 2026
<b>Major, Degree or Certificate End Date</b> [The end date will allow current students to finish the program. For example, it is suggested that for an undergraduate program this date is 5 years after students stop being accepted.]
Fall 2030

## II. Details

### A. Justification for Deletion of the Program

The Ethnic Studies major has had modest enrollment for the last 7 years.



Enrolled at Fall Census	19-20	20-21	21-22	22-23	23-24	24-25	25-26
ETHN Major	17	20	15	11	9	14	9

Faculty have actively recruited students but have had more success recruiting students to the minors than to the major. Recognizing the program cannot meet the CCPE threshold of a five-year mean of 7 degrees awarded annually; the college has asked the unit to delete the program.

## B. Plan for Implementation of the Deletion

### 1. Current Students

9 Students are currently enrolled in the major and they will all be able to finish the major within their degree programs, with no change to their advisor(s). More specifically, ETHN 400 (ACE 10 and Capstone) will be taught once more in Spring 2026. After that, students who have not completed it will earn their ACE 10 through their primary major, and be allowed to substitute another 3/400 level ETHN course for ETHN 400. For students who do not have another major that provides their ACE 10, they will be able to substitute the CASC 481 Multidisciplinary Studies Capstone.

### 2. Current Faculty, Staff and Curriculum

ETHN 400: Senior Seminar (ACE 10 and Capstone) will be taught once more in Spring 2026. After that, substitutions will be made for remaining students (see above.) All other stand-alone ETHN courses (100, 101, 200, 201, 202, 203, and 204) will continue to be taught to support the minors. No curriculum changes are needed in the remaining minors as most courses in ETHN are cross-listed with other lead units.

### 3. Impact on other units and programs

None.

### 4. Impact on Course Subject Codes

None.

## C. Impact on Resources

### a. Fiscal

There will be no cost savings. Faculty will continue to teach ETHN courses to support the minors and ETHN cross-listed with their home departments. Faculty who might have taught ETHN 400 will be assigned to other courses, resulting in modest capacity for teaching higher SCH-earning courses.

### b. Human

None.

### c. Physical

The Institute for Ethnic Studies will continue to maintain office space in the College of Arts and Sciences.

### d. Budget Projections [include Table 1 and Table 2]

Table 1: Projected Expenses

Table 2: Revenue Sources for Projected Expense

## Item 4.j. Changes to minor in Film Studies

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

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

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

Questions on how to complete this document, contact Christina Fielder, 107 Oldfather, [cfielder@unl.edu](mailto:cfielder@unl.edu), 402-472-4190

**Date: 10/23/25**

**Name of Major/Minor:** Film Studies

**Contact Person for follow-up questions:** James Brunton

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

<b>OVERVIEW DESCRIPTION CHANGES</b> Only if different from current catalog, submit full updated copy for the Overview tab here:
<b>No Change</b>
<b>LEARNING OUTCOMES CHANGES</b> Only if different from the current catalog, submit a full updated list of learning outcomes here:
<b>No Changes</b>
<b>STRUCTURAL CHANGES</b> - Additional/deleted/changed requirements. Describe.
<b>Major:</b> No structural change, only course list edits.
<b>Minor:</b> 9 hours required: FILM 100, 200, and 373 and 9 hours electives from “additional film courses list” that includes: FILM 211, FILM 244, FILM 219, FILM 239, FILM 269, FILM 311, FILM 344, FILM 349, FILM 413, FILM 439, ENGL/WMNS 312, ENGL 330A, GERM 302, JAPN 331, JUDS/FILM 177, MUNM 275. Still requires 6 total hours at the 300/400 level.
<b>CREDIT HOURS</b> - Total hours in the major or minor or within a subarea or requirement. Describe.
<b>No Change</b>

### COURSE ADDITIONS

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

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

## COURSE DELETIONS:

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

Course (Prefix, Number, Title)	Hours	Inside which option, emphasis, subarea or requirement?
CZEC 302	3	Major or Minor "Additional Film"
"Elective Courses" list	3	Minor requirements

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

### GRADING RULES

### PASS/NO PASS RULES

### COURSE LEVEL RULES OR SPECIAL RESTRICTIONS

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

Create a course list for the 9 hours of "Additional Film Studies Courses" rather than just referencing the section in the major copy. This is in keeping with best practices for degree audit programming.

## JUSTIFICATION FOR CHANGES

Removal of CZEC 302 was due to it no being longer taught. Changes to the minor were to simplify and concentrate it in Film Studies. FILM 100, 200, and 373 are essential topics for a student in this discipline and are now required specifically. We eliminated all choices from the "Elective Courses" list as they may not always cover film.

Item 4.k. Changes to the major in Geography

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

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

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

Questions on how to complete this document, contact Christina Fielder, 107 Oldfather, [cfielder@unl.edu](mailto:cfielder@unl.edu), 402-472-4190

Date: December 4, 2025

Name of Major/Minor: Geography

Contact Person for follow-up questions: LA Wandsnider

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

<b>OVERVIEW DESCRIPTION CHANGES</b> Only if different from current catalog, submit full updated copy for the Overview tab here:
<b>LEARNING OUTCOMES CHANGES</b> Only if different from the current catalog, submit a full updated list of learning outcomes here:
<b>STRUCTURAL CHANGES</b> - Additional/deleted/changed requirements. Describe.
<b>CREDIT HOURS</b> - Total hours in the major or minor or within a subarea or requirement. Describe.
<b>36 with a total of 21 in Core Requirements</b>

COURSE ADDITIONS

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

Course (Prefix, Number, Title)	Hours	Inside which option, emphasis, subarea or requirement?
GIST 210	1	Required Courses

**COURSE DELETIONS:**

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

Course (Prefix, Number, Title)	Hours	Inside which option, emphasis, subarea or requirement?
GIST 111	1	Required Courses
GIST 311	1	Required Courses

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

**GRADING RULES**

**PASS/NO PASS RULES**

**COURSE LEVEL RULES OR SPECIAL RESTRICTIONS**

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

**JUSTIFICATION FOR CHANGES**

Better serve student needs by reducing redundancies.

## Item 4.I. Changes to the major in Global Studies

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

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

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

Questions on how to complete this document, contact Christina Fielder, 107 Oldfather, [cfielder@unl.edu](mailto:cfielder@unl.edu), 402-472-4190

**Date: December 4, 2025**

**Name of Major/Minor:** Global Studies

**Contact Person for follow-up questions:** LA Wandsnider

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

<b>OVERVIEW DESCRIPTION CHANGES</b>
Only if different from current catalog, submit full updated copy for the Overview tab here:
<b>LEARNING OUTCOMES CHANGES</b>
Only if different from the current catalog, submit a full updated list of learning outcomes here:
<b>STRUCTURAL CHANGES</b> - Additional/deleted/changed requirements. Describe.
<b>CREDIT HOURS</b> - Total hours in the major or minor or within a subarea or requirement. Describe.
<b>43 with a total of 13 in Core Requirements</b>

## COURSE ADDITIONS

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

Course (Prefix, Number, Title)	Hours	Inside which option, emphasis, subarea or requirement?
GIST 210	1	Required Courses
GLST 203	3	Themes/ Global Development and Service AND Human Rights AND Global Resources and Environment
GLST 403	3	Themes/Global Development and Service AND Human Rights AND Global Resources and Environment
GLST 202	3	Themes/Human Rights

## COURSE DELETIONS:

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

Course (Prefix, Number, Title)	Hours	Inside which option, emphasis, subarea or requirement?
GIST 111	1	Required Courses
GIST 311	1	Required Courses

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

**GRADING RULES**

**PASS/NO PASS RULES**

**COURSE LEVEL RULES OR SPECIAL RESTRICTIONS**

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

## JUSTIFICATION FOR CHANGES

Better serve student needs by reducing redundancies and adding richness to course offerings.

## Item 4.m. Changes to major in History

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

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

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

Questions on how to complete this document, contact Christina Fielder, 107 Oldfather, [cfielder@unl.edu](mailto:cfielder@unl.edu), 402-472-4190

**Date: 11/20/2025**

**Name of Major/Minor:** History

**Contact Person for follow-up questions:** Sean Trundle

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

<b>OVERVIEW DESCRIPTION CHANGES</b> Only if different from current catalog, submit full updated copy for the Overview tab here:
<b>LEARNING OUTCOMES CHANGES</b> Only if different from the current catalog, submit a full updated list of learning outcomes here:
<b>STRUCTURAL CHANGES</b> - Additional/deleted/changed requirements. Describe. Add language to the subarea requirements: "Each course may be used to complete only one subarea. For example, a single course cannot simultaneously fulfill the Pre-1800 Period and European History requirements."
<b>CREDIT HOURS</b> - Total hours in the major or minor or within a subarea or requirement. Describe. Change subarea requirement from "Select 6 hours in each of the following four areas." to "Select 3 hours in each of the following four areas."

### COURSE ADDITIONS

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

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



**COURSE DELETIONS:**

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

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

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

**GRADING RULES**

**PASS/NO PASS RULES**

**COURSE LEVEL RULES OR SPECIAL RESTRICTIONS**

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

**JUSTIFICATION FOR CHANGES**

Reducing the subarea requirements to 3 credits each will make the major more flexible, assisting with recruitment and retention, while maintaining the core strengths of the course of study. It also brings us in line with our peer institutions in the Big 10 who have similar subareas with 3 credit requirements each.

## Item 4.n.i. Changes to major in Mathematics -- Elimination of Education Option

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

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

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

Questions on how to complete this document, contact Christina Fielder, 107 Oldfather, [cfielder@unl.edu](mailto:cfielder@unl.edu), 402-472-4190

**Date:** 10/14/2025

**Name of Major/Minor:** Mathematics, Education Option

**Contact Person for follow-up questions:** Alex Zupan, [zupan@unl.edu](mailto:zupan@unl.edu)

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

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

### COURSE ADDITIONS

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

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

**COURSE DELETIONS:**

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

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

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

**GRADING RULES**

**PASS/NO PASS RULES**

**COURSE LEVEL RULES OR SPECIAL RESTRICTIONS**

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

**JUSTIFICATION FOR CHANGES**

The college has asked us to reduce the number of options if possible. Relatively few students pursue this option, and because each option is administered as its own separate major, deleting this option will reduce administrative work. Proposed changes to the Standard Option will allow future students to pursue Education Option coursework within the Standard Option.

## Item 4.n.ii Changes to Major in Mathematics -- Elimination of Mathematical Biology Option

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

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

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

Questions on how to complete this document, contact Christina Fielder, 107 Oldfather, [cfielder@unl.edu](mailto:cfielder@unl.edu), 402-472-4190

**Date:** 10/14/2025

**Name of Major/Minor:** Mathematics, Mathematical Biology Option

**Contact Person for follow-up questions:** Alex Zupan, [zupan@unl.edu](mailto:zupan@unl.edu)

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

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

### COURSE ADDITIONS

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

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

### COURSE DELETIONS:

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

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

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

GRADING RULES

PASS/NO PASS RULES

COURSE LEVEL RULES OR SPECIAL RESTRICTIONS

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

JUSTIFICATION FOR CHANGES

The college has asked us to reduce the number of options if possible. Relatively few students pursue this option, and because each option is administered as its own separate major, deleting this option will reduce administrative work. Proposed changes to the Mathematics of Physical Phenomena Option will allow future students to pursue Mathematical Biology coursework within the Physical Phenomena Option, which we are proposing (in a separate form) to rename “Mathematics of Biological Sciences and Physical Phenomena.”

## Item 4.n.iii. Changes to major in Mathematics -- Changes to the Mathematics of Physical Phenomena Option

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

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

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

Questions on how to complete this document, contact Christina Fielder, 107 Oldfather, [cfielder@unl.edu](mailto:cfielder@unl.edu), 402-472-4190

**Date:** 10/14/2025

**Name of Major/Minor:** Mathematics, Mathematics of Physical Phenomena Option

**Contact Person for follow-up questions:** Alex Zupan, [zupan@unl.edu](mailto:zupan@unl.edu)

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

#### OVERVIEW DESCRIPTION CHANGES

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

Recommended for students interested in a mathematics major and a coherent body of coursework studying areas of biology and the physical world in which we live in a quantitative manner.

#### LEARNING OUTCOMES CHANGES

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

Graduates with the mathematics of biological sciences and physical phenomena option will also be able to:

- Apply mathematical techniques to model, analyze, and solve problems arising from biological systems (such as population dynamics, epidemiology, genetics, and biochemical reaction networks) and from physical phenomena (such as motion, waves, climate, geodynamics, electromagnetism, and thermodynamics).

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

We propose significant changes to this option. First, we propose to change the name of the option to "Mathematics of Biological Sciences and Physical Phenomena." This option will combine the existing coursework in the Mathematics of Physical Phenomena option with the coursework in the Mathematical Biology option.

The proposed requirements are as follows:

Required Courses: MATH 221, MATH 309, MATH 325

Additional Mathematics: Select two additional math courses at the 400-level

Option Foundations: Complete one of the following sequences:

- LIFE 120/120L, LIFE 121/121L, STAT 380, MATH 439
- MATH 208, PHYS 211, PHYS 212

Option Courses: Complete one of the following sequences:

- ECEN 215, ECEN 216, ECEN 304, ECEN 462
- ECEN 215, ECEN 216, ECEN 304, ECEN 463
- ECEN 215, ECEN 306, ECEN 408
- GEOL 101, GEOL 441, GEOL 372
- GEOL 106, GEOL 441, GEOL 372
- MECH 223, MECH 310, MECH 373
- MECH 223, MECH 325, MECH 451
- MECH 223, MECH 350, MECH 373
- MECH 223, MECH 373, MECH 449
- MECH 223, MECH 373, MECH 451
- MECH 223, MECH 373, MECH 475
- METR 100, METR 205, METR 223, METR 311
- METR 100, METR 205, METR 223, METR 323
- METR 100, GEOL 441, GEOL 372
- PHYS 213, ECEN 420, ECEN 421
- PHYS 213, PHYS 311
- PHYS 213, PHYS 431
- PHYS 213, PHYS 451
- PHYS 311, PHYS 401
- BIOS 201, BIOS 337
- BIOS 201, BIOS 426
- BIOS 201, BIOS 427
- BIOS 207, BIOS 452
- BIOS 207, BIOS 453

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

**33-43** (the same as currently listed)

## COURSE ADDITIONS

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

Course (Prefix, Number, Title)	Hours	Inside which option, emphasis, subarea or requirement?
STAT 380	3	Option Foundations
LIFE 120/120L	4	Option Foundations
LIFE 121/121L	4	Option Foundations
BIOS 201	4	Option Courses
BIOS 207	4	Option Courses
BIOS 337	4	Option Courses
BIOS 426	3	Option Courses
BIOS 427	3	Option Courses
BIOS 452	4	Option Courses
BIOS 453	4	Option Courses

## COURSE DELETIONS:

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

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

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

**GRADING RULES**

**PASS/NO PASS RULES**

**COURSE LEVEL RULES OR SPECIAL RESTRICTIONS**

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

## JUSTIFICATION FOR CHANGES

The college has asked us to reduce the number of options if possible. Relatively few students pursue the Mathematical Biology option, and because each option is administered as its own separate major, combining options will reduce administrative work. Proposed changes to the Mathematics of Physical Phenomena Option will allow future students to pursue Mathematical Biology coursework within the Physical Phenomena Option. We propose to change the name of this option to "Mathematics of Biological Sciences and Physical Phenomena."



Working with Christina Fielder, we have incorporated the current Mathematical Biology coursework into the proposed changes by including two different “Option Foundations” sequences, taken from the current requirements for each option, and 24 possible “Option Courses” sequences, taken from the 19 existing Option Courses sequences in the Mathematics of Physical Phenomena Option and 5 existing Option Courses sequences in the Mathematical Biology Option.

The total possible range of credits currently listed in the catalog, 33-43, will not change. The newly proposed Overview and Learning Outcomes combine existing overviews and learning outcomes for the two options being combined.

## Item 4.o. Changes to major in Meteorology-Climatology

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

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

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

Questions on how to complete this document, contact Christina Fielder, 107 Oldfather, [cfielder@unl.edu](mailto:cfielder@unl.edu), 402-472-4190

**Date: 2 April 2025**

**Name of Major/Minor: Meteorology-Climatology**

**Contact Person for follow-up questions:** Matthew Van Den Broeke ([mvandenbroeke2@unl.edu](mailto:mvandenbroeke2@unl.edu))

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

<b>OVERVIEW DESCRIPTION CHANGES</b> Only if different from current catalog, submit full updated copy for the Overview tab here:
None
<b>LEARNING OUTCOMES CHANGES</b> Only if different from the current catalog, submit a full updated list of learning outcomes here:
None
<b>STRUCTURAL CHANGES</b> - Additional/deleted/changed requirements. Describe. Addition of 1 credit hour to the major—a first-year seminar focused on resources for success at UNL and in the department, and providing a broad overview of the field of atmospheric sciences including potential career paths.
<b>CREDIT HOURS</b> - Total hours in the major or minor or within a subarea or requirement. Describe. Addition of 1 credit hour to the major—a first-year seminar focused on resources for success at UNL and in the department, and providing a broad overview of the field of atmospheric sciences including potential career paths.

### COURSE ADDITIONS

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

Course (Prefix, Number, Title)	Hours	Inside which option, emphasis, subarea or requirement?
METR 101 (Pathways to Success in Meteorology-Climatology)	1	Core course

## COURSE DELETIONS:

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

Course (Prefix, Number, Title)	Hours	Inside which option, emphasis, subarea or requirement?
None		

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

### GRADING RULES

None

### PASS/NO PASS RULES

None

### COURSE LEVEL RULES OR SPECIAL RESTRICTIONS

None

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

None

## JUSTIFICATION FOR CHANGES

Atmospheric science is a broad field with applications across the public and private sectors, in media, consulting, environmental quality, and beyond. While the face of our science tends to be the TV weatherperson, the field is much broader. We have found that most students coming into the Meteorology-Climatology major have not thought about the breadth of the field and so are less likely to find their place in it, especially as coursework becomes more challenging, leading to relatively low retention of majors. Also, students often enter the major (and college in general) very isolated and reluctant to interact meaningfully with other students or their instructors. To encourage broader thinking about career possibilities in atmospheric science and to promote constructive interactions with peers and instructors, we propose a new course in which students who are early in the major can learn about the diversity of possible careers within atmospheric science and can have focused time to discuss weather- and climate-related topics with their peers and instructors. Students will think about their interests, discuss them with others in the class and with their instructor, and ideally emerge with a better understanding of how their interests might fit into the larger atmospheric science context. This focused exploration and connection will cultivate a stronger sense of belonging and purpose, ultimately increasing student engagement and retention within the major.