

Hixson-Lied College of Fine and Performing Arts
Spring Faculty Meeting
Thursday, November 4, 2004
11:30 a.m.
Steinhart Room, Lied Center

AGENDA

- Item I Approval of Minutes – Faculty Meeting: March 31, 2004
(Attachment #1)
- Item II Curriculum Committee Recommendations
- A. Essential Studies Addendum (Attachment #2)
 - B. Degree Change - Bachelor of Music Education
(Attachments #3-A, B, and C)
 - C. Degree Change – Bachelor of Arts, Theatre Arts
(Attachment #4-A and B)
 - D. Bulletin Change - Thesis Project (Attachment #5)
 - E. Degree Change – Integrated Studies Major (Attachment #6)
- Item III Hixson-Lied College of Fine and Performing Arts Information Items
- College Alumni Weekend and Awards Dinner: April 22-24, 2005
 - Graduate Showcase – Friday, March 1, 2005
 - Hixson-Lied Grant Program for Student Creative and Scholarly
Projects
 - Reminder – Spring Faculty Meeting: Wednesday, April 6, 2005,
11:30 a.m. – 1:30p.m.
- Item IV Other Business
- Item V Adjournment
- Item VI Lunch

The College Curriculum Committee recommends the following additions to the Essential Studies list:

Kinesiology DANC 338 (D. Science & Technology)

Intro to Dance DANC 159 (E. Historical Studies)

20th Century Dance DANC 459 (E. Historical Studies)

History of Rock Music MUNM 287 (E. Historical Studies)

REQUEST FOR CHANGES IN DEGREE PROGRAMS

Hixson-Lied College of Fine and Performing Arts

Department/School: School of Music

Request initiated by: Brian Moore **Date:** September 22, 2004 **E-mail:** bmoore1@unl.edu **Phone:** 2-2537

Request:

Changes in the BME degree relative to (1) course deletions, additions, changes, (2) Entrance to the Teacher Education Program

Rationale:

The purpose of these requests is three-fold: (1) provide more balance in the areas of general, choral, and instrumental music methods and practica, (2) strengthen the senior year with a higher correlation between methods and student teaching experience (3) provide a clearer curricular sequence between the undergraduate and graduate music education degree programs.

The current program is heavily oriented toward preparing secondary choral and instrumental teachers. As a result of new faculty hires, more and more students are considering teaching elementary general music and working with exceptional children as a viable career path. The "market" for music teachers would certainly support these emphases, particularly in elementary general music. In Lincoln alone there are over forty elementary schools which could potentially need the services of a certified music educator, as compared to some nine middle schools and six high schools which could require such services. One purpose of these changes, then, is to bring about more balance in the emphases areas of general, choral and instrumental music. Students are given three methods classes, each for three credit hours in the new program. Further, the practical will be arranged so that students get equal amounts of field experience in all three emphases.

Secondly, the current curriculum embraces a "disconnect" between theory and practice. For example, most students currently are required to do a five-week student teaching experience at the *elementary* level while concurrently being enrolled in a *secondary* music methods class on campus. The proposed degree changes would have students enrolled in on campus methods courses which are then interspersed with practica in the schools at the same levels as those being discussed in the methods classes. An additional seminar class has also been added in the senior year to provide the necessary framework for students to grow from their practicum experiences.

Finally, these changes are proposed to allow better articulation between the undergraduate and graduate courses. It is recognized that when students graduate with a Bachelor of Music Education degree, they cannot be prepared to exceed hiring officials expectations in all aspects of choral, band, orchestral and general music teaching settings. The goal of the revised program is to prepare them to adequately address all of these emphases, and then to encourage them to return to graduate school, where they can refine some of their knowledge and skills to become a master teacher. The new course "Special Issues in Music Education (MUED 401), for example, is designed to give them

enough expertise in specialized areas to successful in the classroom and then encourage them to return for graduate courses in these specialized areas.

Impact on the Department

The total number of credit hours in the degree program will be reduced by two credit hours by these changes. The net impact of these revisions on the faculty load in the department will be a reduction in the amount of FTE needed to deliver the curriculum, not only because of a lesser number of credit hours, but because the combining of conducting and methods courses will create larger classes taught by one faculty member instead of two. Administrators in charge of scheduling have examined the time and space requirements of these curricular modifications. They have determined that this curriculum can be implemented with modest schedule and room adjustments.

Relationship to Existing Offerings

The new modifications represent a continued commitment to preparing music educators to educate K-12 students in both choral and instrumental settings and at both the elementary and secondary levels. The same opportunities to meet the specific, specialized needs of students continues to exist in the new program; we have simply "streamlined" the delivery.

Demand, Relevancy and Outcomes

The Bachelor of Music Education degree changes proposed here are designed to meet all K-12 Vocal and Instrumental Music Endorsement requirements stipulated by the Nebraska Department of Education. The changes are consistent with current trends in the field of music education. In fact, our program, with its integrated approach to theory and practice, is the envy of many of our "Big 12" colleagues and other peer institutions. The music education faculty has enjoyed the distinction of placing 100% of its graduates (those seeking a teaching position) over the last several years; and we expect that these changes, which include opportunities for students to actually make elective choices in areas other than general studies, to make our program even more attractive.

This form must be e-mailed as an attachment to the unit head and forwarded to the Associate Dean as a signature of approval.

Supporting or related material, e.g. curricula and syllabi, must be sent as additional attachments.

Memo

To: School of Music Undergraduate Curriculum Committee, Glenn Nierman, Chair
 From: Brian Moore, Chair, Music Education

Date: Monday, September 27, 2004

RE: Request for Changes in the BME Degree

The Music Education Faculty requests your acceptance of these changes in the BME degree program. This comes to you from the Music Education faculty as a result of their meeting of September 7, 2004.

The purpose of these requests are three-fold: (1) provide more balance in the areas of general, choral, and instrumental music methods and practica, (2) strengthen the senior year experience, (3) provide a clearer curricular sequence between the undergraduate and graduate music education degree programs.

Summary of course changes:

Current Course	Title	Proposed Course	Type of Proposal	Rationale
MUSC 174 (1 cr)	Beginning Conducting	MUSC 274	Change in course number	This course is only offered at the sophomore level – change in number to reflect a 200 level course.
MUED 344 (3cr) (see note 1)	General Music Methods		Change in course title and prereq	Parallel MUED 345 and 346.
MUED 345 (2 cr) (see note 1)	Instrumental Music Methods	MUED 345 (3 cr)	Change in credits and prereq	Parallel MUED 344 and 346 as 3 credit methods course; do not require concurrent registration with MUED 346
MUED 346 (2 cr) (see note 1)	Choral Music Methods	MUED 346 (3 cr)	Change in credits and prereq	Parallel MUED 344 and 345 as 3 credit methods course; do not require concurrent registration with MUED 345
MUED 403 (1cr) (see note 2)	Student Teaching Seminar	MUED 403A MUED 403B	Change in course description	Provides accurate description and seminar for both partial and full semester student teaching
MUED 470 (3cr)	Music for the Exceptional Child		Change in course title & description	More accurately reflects course content; course only at undergraduate level
EDPS 250/251 (3cr) (see note 4)	Fundamentals of Child Development for Education		Degree Change – eliminate from degree	Content to be covered by new course (MUED244)
MUED 397B (1cr) (see note 1)	Professional Practicum Experiences (Instrumental)		Degree Change – required for all students	Parallel MUED 397A
MUED 397D (1cr) (see note 1)	Professional Practicum Experiences (Choral)		Degree Change – required for all students	Parallel MUED 397A
MUED 322 (3cr)	Foundations and Practices on Music Education		DELETE	Content moved to MUED 244, MUED 344, MUED 345, MUED 346, MUED 403A.
MUED 410 (2cr)	Choral Conducting and Literature		DELETE	Content moved to MUED 374, MUED 346, MUED 403A.

MUED 411 (2cr)	Instrumental Conducting and Literature		DELETE	Content moved to MUED 374, MUED 345, MUED 403A.
MUED 412 (2cr)	Advanced Choral Methods		DELETE	Content moved to MUED 346, MUED 403A.
MUED 413 (2cr)	Advanced Instrumental Methods		DELETE	Content moved to MUED 345, MUED 403A.
MUED 435 (1cr)	Instrumental Arranging		DELETE	Content moved to MUED 374.
MUED 437 (1cr)	Choral Arranging		DELETE	Content moved to MUED 374.
MUED 456 (2cr)	Planning & Production		DELETE	Content moved to MUED 401D, 401Z.
MUED 461 (2cr)	Marching Band Techniques		DELETE	Content moved to MUED 401E, 401J.
MUSC 463 (2cr)	Jazz Methods		DELETE	Content moved to MUED 345, MUED 401K, MUED 401L.
MUED 244 (3cr)	Music Learning and Development		NEW	Content in cognitive psychology and child development would have a music perspective
MUED 374 (3cr)	Advanced Conducting		NEW	Move conducting content from 400 to 300 level as preparation for upper level method courses
MUED 401 (1cr) (see note 3)	Special Issues in Music Education		NEW	A=General Music B=Instrumental Music D=Choral E=Marching Band Techniques J=Marching Band Drill Design K=Jazz Theory L=Jazz Improvisation M=Strings Z=Special Topic
Curriculum Change Affecting BME, BA, and BM degrees: (total impact = 0 credits)				
MUSC 144 (1cr)	Introduction to Undergraduate Music Studies		DELETE	This course is the last remnant from the "Freshman Academy" curriculum. MUSC 144 is no longer needed as this content will be presented in other courses (MUED 297 and MUSC 068).
MUSC 166 (2 cr) (see note 5)	Musicianship II	MUSC 166 (3 cr)	Change in credits	Credit increase reflects actual contact time.

Notes:

1. The three "areas" of student teaching possibilities (general music, choral music, instrumental music) would each have a required 3 credit methods course and 1 credit practicum for all students. This proposal brings each area in line with one another in terms of on-campus and off-campus requirements.
2. The Senior year has two distinct student teaching experiences (elementary level and secondary level). This proposal adds seminars to both experiences.
3. Senior year would have electives as 3 credits would be selected from MUED 401x. – The MUED 401x courses will be offered as 5-week "mini-courses" meeting either MWW OR TR. (Thus 6 could be offered without conflict during a single semester). Rotation of courses will be subject to needs of students.
4. Total Impact on degree (Current = 130 / Proposal = 128). If EDPS 250/51 cannot be deleted from the Music Education program, 1 credit would be taken away from Music Education electives (MUED 401x) to ensure that the total number of credits does NOT increase.
5. MUSC 166 change affects all degree programs in School of Music, as does deletion of MUSC 144 with a net impact of 0 credits.

CURRENT BULLETIN LISTING

Additional BME Requirements:

Admittance to Music Teacher Education Program and Student Teaching

Admission to the Music Teacher Education Program is competitive and enrollment is limited. An application form may be obtained from the School of Music Office and must be completed by the end of the semester preceding the semester in which the first upper division methods course (MUED 322) is taken. Selection is based upon the following criteria:

1. Completion of at least 42 credit hours with a minimum 2.5 GPA.
2. Completion of EDUC 131 or TEAC 331 and EDPS 250 or 251 with a 2.5 or higher GPA average in the two classes, and no grade lower than C.
3. Passing scores on the PreProfessional Skills Test.
4. Completion of one course in communication studies selected from 109, 109H, 209, 209H, 212 or 311, or approved substitute.
5. Demonstration of professional promise which includes successful completion (grade of C or better) of (a) Upper Division Admission Requirements (MUAP 2__, sem 2; MUSC 266; MUSC 266A; and MUAP 232 or piano proficiency) and (b) Professional Practicum Experience (MUED 297).

PROPOSED BULLETIN LISTING

Additional BME Requirements:

Admittance to Music Teacher Education Program and Student Teaching

Admission to the Music Teacher Education Program is competitive and enrollment is limited. [Application information](#) may be obtained from the School of Music Office and must be completed by the end of the semester preceding [any](#) upper division methods course (MUED [344](#), [MUED 345](#), [MUED 346](#)). Selection is based upon the following criteria:

1. Completion of at least 42 credit hours with a minimum 2.5 GPA.
2. Completion of EDUC 131 or TEAC 331 [with minimum](#) grade [of](#) C.
3. Passing scores on the PreProfessional Skills Test.
4. Completion of one course in communication studies selected from 109, 109H, 209, 209H, 212 or 311, or approved substitute.
5. Demonstration of professional promise which includes successful completion (grade of C or better) of (a) Upper Division Admission Requirements (MUAP 2__, sem 2; MUSC 266; MUSC 266A; and MUAP 232 or piano proficiency) and (b) Professional Practicum Experience (MUED 297).

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REQUEST FOR CHANGES IN DEGREE PROGRAMS

Hixson-Lied College of Fine and Performing Arts

Department/School: Department of Theatre Arts / Hixson-Lied College of Fine and Performing Arts

Request initiated by: Virginia Smith **Date:** 8/31/04 **E-mail:** vsmith2@unl.edu **Phone:** 2-1612

Request:

Replace:

Requirements for the Major in Theatre Arts

Bachelor of Arts

with revised requirements. (see attached)

Rationale

In 2004 a committee was put together in the Department of Theatre Arts to evaluate the Bachelor of Arts in Production Emphasis. Their evaluation concluded that most theatre departments, including ours, have traditionally categorized the tasks required to produce a play as either performance or production oriented, and built course offerings based on that model. Design and all technical tasks were production, and performance included acting, directing and other performance related skills; with stage management and dramaturgy falling to the area whose faculty had those strengths. However, modern theatre management has evolved a more refined view in which production still includes design and technical support and performance still includes performance related specialties, but a newer group of specialties bring the work to the audience through the "front end" activities. These include dramaturgy, directing and stage management, and form the core artistic skills required to choose a season reflecting the demands of the audience served, present the plays with integrity and flair, and manage the team's artistic process. Even in this field where the generalist is still valued, success is becoming more dependent upon training which reflects this more specialized approach. Feedback from many of the previous majors who took the Production Emphasis suggested they were actually more interested in directing or stage management training, which supported the committee's conclusions and suggested the material should best be presented in a cohesive, integrated specialty. As a result, the committee recommended the elimination of the Production Emphasis and the creation of a new Emphasis in Directing, Dramaturgy and Stage Management. A new Directing, Dramaturgy and Stage Management emphasis addresses trends within the industry, the desires of recent graduates seeking success in theatre, and places UNL graduates who choose it in a much better position to either present themselves for employment or launch a new company.

Though this required no substantive course changes in the Bachelor of Arts Performance Emphasis, courses were moved from the core to the emphasis in several instances. The emphasis has been crafted to make no changes to the existing total required hours for a BA in Theatre

The committee feels that these changes not only preserve learning opportunities within the Theatre Department but significantly enhance them for those students seeking a future in theatre outside of performance or technical specialties.

Impact on the Department

The impact of the new emphasis on the department is modest, in that the bulk of the changes are simply a more logical and specific organization of existing course offerings. The new course offerings will require only general classroom space, which is available. The impact on faculty is modest because there are only four new course offerings, two of which are well distributed in the available faculty specialties, and because the seminar courses can be taught by nearly anyone in the department. Modest faculty scheduling adjustments will be required. Two faculty members who often teach honors courses have indicated a willingness to teach these classes instead. The 491/891 course is not considered part of the faculty members work load. And lastly, a projected phased retirement will become a full line in the acting area 2006-2007 and will free directing teachers by the time students in this emphasis have reached these upper level classes.

Relationship to existing offerings

The new courses require of the student the ability to integrate a broad group of skills taught in other classes and bring them to bear on artistic problem-solving specific to a production, and give them practice in doing so. Particular to the new courses is the requirement for effective work within an artistic team. There is no similarity to, or duplication of existing class offerings.

Demand, relevancy and outcomes

There is an existing and increasing demand for these specific skills and job descriptions within the theatre industry, and it is an area of skills training that UNL has addressed only generally as aspects of other training, not specifically. Organized and presented as an emphasis, we create a wonderful blending of the academic side and the practical side of our discipline; even as we more closely model modern theatre management. Other than our BFA students, of our 129 majors, 53 are in the Performance emphasis and four are in the Production emphasis. The committee feels that these numbers reflect not only the judgment of the students on where their best training opportunities lie, but suggest declining confidence in the relevancy of a general production emphasis.

The committee expects the immediate interest of perhaps twelve students, but since no other institution in our region offers an emphasis involving stage management, the size of a mature and well-known emphasis is impossible to guess. Theatrix, our program which enables students to work in any and all aspects of the theatre, has given many of our students (more than other universities) the skills and confidence to start theatres of their own soon after graduation. As many as six recent graduates are starting, or helping to start new theatre companies; and success or failure will largely depend on their ability to perform in the specialties this emphasis proposes to teach. Existing companies have the identical needs. The committee feels strongly that whether the student will leave looking for employment, or as an artistic entrepreneur their needs will be better served by this emphasis.

This form must be e-mailed as an attachment to the unit head and forwarded to the Associate Dean as a signature of approval. Supporting or related material, e.g. curricula and syllabi, must be sent as additional attachments.

Requirements for the Major in Theatre Arts

Bachelor of Arts (125 hours minimum)

The requirements for the major in theatre arts bachelor of arts degree consist of ~~33~~ 30 credit hours of core requirements which are supplemented by ~~25~~ 28 additional credit hours of theatre arts courses in ~~either the performance or production~~ one of two designated emphases for a total of 58 credit hours in the major. No minor is required. Upon admission to the degree program, students may begin to pursue either ~~the performance emphasis or the production emphasis~~ of the two emphases. ~~To maintain a high level of student achievement and to help ensure successful completion of the degree program, screening takes place within the students' first three semesters as theatre majors to determine appropriate continued placement in a specific emphasis.~~ Students wishing to complete the **Performance Emphasis** are reviewed and screened for continuation in that emphasis ~~midway through the semester during which~~ when they are enrolled in THEA 223 Intermediate Acting I (typically their third semester as theatre majors). The review for each student includes an interview, an audition, and an analysis of the student's overall academic and artistic record all of which are used to determine the student's potential for success throughout the course of study. Those students who are permitted to continue in the **Performance Emphasis** are permitted to enroll in THEA 224 Intermediate Acting II and in subsequent required Performance Emphasis courses.

~~Students who are not pursuing or continuing in the Performance Emphasis and wish to remain in the department will continue their program of study in the Production Emphasis. Students must apply for admission to the Directing/ Dramaturgy/Stage Management Emphasis by completing an application form, supplying references, a resume, and examples of creative work. The acceptance process for each student, both new and transfer students, includes an interview and analysis of the student's overall academic and artistic record, and determination of the student's potential for success throughout the course of studies.~~

Essential Studies Requirements 49-65

All courses must be selected from the lists found under "Hixson-Lied College of Fine and Performing Arts Approved Essential Studies [ES] Courses" on page 313, unless otherwise noted.

Area A. Communication	6
Area B. Mathematics and Statistics.....	3
Area C. Human Behavior, Culture and Social Organization.....	9
Area D. Science and Technology.....	7
Area E. Historical Studies.....	6
Area F. Humanities.....	3
Area G. Arts	3
Additional hours	6
<i>Must be taken from either Area F or G for a total of 12 hrs in the Humanities and Arts.</i>	
Area H. Ethnicity and Gender.....	3
Area I. Languages	0-16

Library 110 1
Core Requirements.....**33-30**

- THEA 112G. Intro to Theatre (3 cr)
- THEA 114. Basic Acting I (3 cr)
- THEA 115. Basic Acting II (3 cr)
- THEA 201. Technical Theatre Practice (3 cr)
- THEA 202. Play Direction I (3 cr)
- ~~THEA 223. Intermediate Acting I (3 cr)~~
- ~~THEA 204. Stage Makeup (3 cr)~~
- THEA 234. Scripts in Performance (3 cr)
- ~~THEA 253. Voice Production for the Stage (3 cr)~~
- THEA 255. Stage Movement I (3 cr)
- THEA 335. History of Theatre I (3 cr)
- THEA 336. History of Theatre II (3 cr)

In addition to the core courses, students will take courses in theatre arts as designated in one of the two emphases listed below.

**Performance Emphasis Requirements
(25-28 cr)**

- ~~THEA 204. Stage Makeup (3 cr)~~
- ~~THEA 223. Intermediate Acting I (3 cr)~~
- THEA 224. Intermediate Acting II (3 cr)
- ~~THEA 253. Voice Production for the Stage (3 cr)~~
- THEA 254. Stage Diction and Dialects (3 cr)
- THEA 256. Stage Movement II (3 cr)
- THEA 401. Advanced Acting (9 cr)
- THEA 408. Advanced Projects in Acting and/or Directing (1 cr)

One course from:

- THEA 410. Stage Lighting I (3 cr)
- THEA 412. Scene Design I (3 cr)
- THEA 418. Costume Design I (3 cr)
- ~~THEA 450. Sound Design I (3 cr)~~

**Production Emphasis Requirements
(25 cr)**

- ~~THEA 204. Stage Makeup (3 cr)~~
- ~~THEA 300. Stage Management (3 cr)~~
- ~~THEA 410. Stage Lighting I (3 cr)~~
- ~~THEA 412. Scene Design I (3 cr)~~
- ~~THEA 418. Costume Design I (3 cr)~~
- A total of 4 credit hours from:*
- ~~THEA 408. Advanced Projects in Acting and/or Directing and/or~~
- ~~THEA 409. Advanced Projects in Technical Theatre~~

6 hrs of Theatre Electives

Students interested in a design/technical production emphasis should pursue the bachelor of fine arts degree in design/technical production.

**Directing/Dramaturgy/Stage Management:
28 cr**

- ~~THEA 300. Stage Management (3 cr)~~
- ~~THEA 303. Stage Directing II (3 cr)~~
- ~~THEA 338. Dramaturgy (3 cr)~~
- ~~THEA 406. Advanced Projects in~~
~~Directing/Dramaturgy/Stage Management~~
~~4 projects from one area or mixed areas (4 cr)~~
- ~~THEA 424. Directing/Dramaturgy/Stage Management~~
~~Seminar I (3 cr)~~
- ~~THEA 425. Directing/Dramaturgy/Stage Management~~
~~Seminar II (3 cr)~~

Three courses from:

- ~~THEA 253. Voice Production for the Stage (3 cr)~~
- ~~THEA 410. Stage Lighting I (3 cr)~~
- ~~THEA 412. Scene Design I (3 cr)~~

THEA 418. Costume Design (3 cr)

THEA 450. Sound I (3 cr)

THEA 431. Advanced Playwriting

The College Academic Distinction and Awards Committee submits a motion of approval for the following revisions in the Undergraduate Bulletin description of the Thesis Project, which is a component of the requirements for graduation with distinction. The revised text addresses ambiguities in the expectations of scope and the nature of the project, and clarifies for the student the procedure and timeline to be followed.

Thesis Project. The thesis should approach the form and quality of a Master's thesis, but need not be as broad in scope. It should be substantially more extensive than a term paper. ~~The thesis~~ It must be the result of independent, sustained thought, and intellectual curiosity. A survey of the literature about a particular topic is not sufficient. ~~There should be~~ All of the following elements are required: 1) a clear formulation of a problem, ~~or question, or project,~~ 2) a scholarly study which illuminates it, and 3) a conclusion supported by evidence. A bibliography and reference to existing literature in the field should be included where appropriate. ~~As an aid to evaluation, a~~ An abstract consisting of no more than one page must be included at the front of the thesis. ~~Because of the diverse backgrounds of the Committee members,~~ candidates Students are encouraged to write theses to in a manner and style that can be understood by a non-specialist in the field. The phrase "Thesis Project" acknowledges the possibility of having a scholarly honors endeavor which might not conform to the narrow definition of a "thesis". The following are examples of previous Thesis Projects: 1) the arrangement of a particular symphony and a detailed description of the process of composing arrangements with literary references, 2) the creation of a portfolio of photographic works documenting life in rural Nebraska accompanied by a lengthy historical and literary background, 3) a complete set of costume designs with detailed information about the design, research and garment building process and photographs of the realized costumes. ~~The Committee's interpretation requires that the effort~~ project must have a significant scholarly written component, but it need not be in the format of a formal thesis. ~~Students may not submit a~~ thesis written as part of the Honors program for a Thesis Project.

Procedure: Students who elect to work on a thesis project ~~should~~ must make arrangements before their

senior year by consulting with ~~their academic adviser and with the a~~ faculty member who will supervise the project. The student ~~should~~ must register for an independent study course in their major area of study (usually 399H or 499H) ~~and proceed before proceeding~~ with the preparation of the independent work. The Thesis Project Contract must be completed, with signatures, and filed in the Dean's Office (102 Woods Building) by the end of the first week of classes of the semester of graduation. Two faculty members of the major department or area of study (one is normally the adviser) must report to the Committee on the thesis work. Thesis Projects and two separate faculty evaluations must be submitted to the Dean's Office five weeks before the Commencement Exercises. Specific deadlines for each term are indicated on the Contract and Evaluation Form. Materials submitted after the stated deadlines will not be considered by the Academic Distinction and Awards Committee. Students who hope to be recommended for distinction on the basis of a thesis alone should have grade averages above 3.5. In general, every thesis is read by at least one member of the Academic Distinction and Awards Committee. However, if no member of the Committee feels qualified in the subject area of the thesis project submitted, the Committee solicits the help of another faculty member with an appropriate background. This outside reader then submits to the Committee a formal written evaluation. Even so, members of the Committee must depend heavily on the faculty evaluations given on the attached form.

Note: Students who wish to be recommended for distinction on the basis of a thesis alone must have a Cumulative Grade Average above 3.5. Thesis and thesis projects and their evaluations are due in the Dean's Office (102 Woods Building) on the following dates: November 5, 2004; March 25 and July 8, 2005. The forms for making the reports are available in 102 Woods Building.

The College Curriculum Committee submits a motion of approval for the following revision of the Integrated Studies major, a Bachelor of Arts degree offered by the Hixson-Lied College of Fine and Performing Arts.

Rationale: The current program is intended to serve a small number of gifted students who can excel in a specialized course of study. The Committee believes the current policy lacks sufficient detail to ensure that it is a bona fide baccalaureate degree program. The proposed description indicates specific entrance requirements, including the acceptance as a major into one of the departmental degree programs, followed by the successful completion of 18 hours. Also, there is a provision for a structured process of administrative approval. The proposal includes a change of title, avoiding confusion with the Integrative Studies courses in UNL's Comprehensive Education Program.

(CURRENT)

Integrated Studies

The Hixson-Lied College of Fine and Performing Arts major or minor in Integrated 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. Integrated Studies programs replace conventional majors and/or minors. A program must center around a clearly defined problem area, a defined body of thought, or a specific educational goal. However, in addition, all College requirements (including liberal education requirements) must be fulfilled. Courses outside the College may be used provided they contribute necessarily to the intent of the major or minor.

An Integrated Studies program for a major or minor must be submitted on a form available in the Dean's Office, 102 Woods Building. It must be approved by the College and filed with the Office of Registration and Records prior to the time of the student's senior check.

Requirements for the Major in Integrated Studies

1. Selection of at least 50 hours of courses representing an integrated study of some area, topic, or problem.
2. Fifteen of the 50 or more hours in one department in the College.
3. Approval of the program no later than the second semester of the junior year.

The departmental academic adviser is responsible for coordinating the program with other concerned departments.

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.

Requirements for the Minor in Integrated Studies

1. A minimum of 25 hours including at least 10 in one Hixson-Lied College of Fine and Performing Arts department.

(PROPOSED)

Interdisciplinary Studies (Bachelor of Arts Degree)

Intended for students seeking advanced levels of scholarship, this specialized course of study leads to a Bachelor of Arts degree. It allows a student, with the supervision and approval of an academic advisor, to design an academic program that differs from the established majors offered by the College. The degree program must be based on a clearly defined problem area, a defined body of thought, or a specific educational goal. Courses outside the College may be used, however, all College requirements (including the Comprehensive Education Program requirements) must be fulfilled. (See graduation and degree requirements, pp. 310-312).

Students must be admitted as a major into one of the academic units and successfully complete 18 credits in the major area before applying for entrance into the Interdisciplinary Studies program. A listing of the required courses is available in each academic unit's administrative office.

Application forms, available in the Dean's Office (102 Woods Building), require a statement of goals and purpose by the applicant, a proposed course of study, a statement of support from the student's academic advisor, and approval signatures of the unit's chief advisor and the College Advising Coordinator. Acceptance into the program is determined by the administrative head of the academic unit and the Associate Dean. Upon acceptance into the program, the student's academic advisor must complete a College-Degree-Major-Adviser Change Form to be filed in the Office of Registration and Records. Significant changes in the course of study must be approved by the administrative head of the home academic unit. The adviser is responsible for coordinating the program with other concerned departments.

Requirements for the Major in Interdisciplinary Studies

Total hours	125
Comprehensive Education Requirements	46-62
Major area of study	54
(minimum 24 hours in one department)	
(minimum 30 hours at the 300 & 400 levels)	
(maximum 12 hours of independent study)	
(maximum 6 hours of pass/no pass)	
Electives	9-25