

College of Arts & Sciences Faculty Meeting  
Tuesday, April 17, 2007  
3:30 p.m.  
Nebraska Union, City Campus

3:30 p.m. Iced tea, lemonade, and cookies  
3:45 p.m. Meeting begins

## AGENDA

- Item I. Approval of minutes from the Fall Faculty Meeting, December 7, 2006 and the Special Faculty Meeting, January 24, 2007.
- Item II. Opening comments.
- Item III. Opportunity for faculty to ask questions arising from annual reports of the various college committees (see appendix).
- Executive Committee
  - Committee on Academic Distinction and Awards for Students
  - Curriculum Committee
  - Faculty Instructional Development Committee
  - Grading Appeals Committee
  - Assessment Committee
- Item IV. Recommendation from the College Curriculum Committee to approve Essential Studies courses listed for Area D, Science and Technology; Area F, Humanities; and H, Ethnicity and Gender (see appendix). Supporting materials are available for review in the Dean's Office.
- Item V. Recommendation from the College Curriculum Committee to approve Integrative Studies courses (see appendix). Supporting materials are available for review in the Dean's Office.
- Item VI. Recommendation from the College Curriculum Committee to approve the proposed change in minimum grade requirements for minor courses.
- Item VII. Recommendation from the College Curriculum Committee to approve the proposed changes in the major for Geology.
- Item VIII. Recommendation from the College Curriculum Committee to approve the proposed new minor in Gerontology.
- Item IX. Recommendation from the College Curriculum Committee to approve the proposed new minor in Humanities in Medicine.
- Item X. Opportunity to ask questions of the Dean.

## APPENDIX

### Item I. Approval of minutes from the Fall Faculty Meeting, December 7, 2006 and the Special Faculty Meeting, January 24, 2007.

College of Arts & Sciences Faculty Meeting  
Thursday, December 7, 2006, City Union Auditorium  
Minutes

Dean Richard Hoffmann Presiding.

Item I. Minutes from the Spring Faculty Meeting on April 13, 2006 approved

Item II. Lloyd Ambrosius reappointed to serve as Parliamentarian. Vanessa Gorman elected to Serve as Secretary (Sidnie Crawford nominated and David Watkins seconded).

Items II and IV. Approval of ES and IS courses. Approved without discussion.

Items V-X. Changes to majors and minors within the college. Approved without discussion.

Item XI. Recommendation from the College Curriculum Committee to approve the Proposals for General Education at UNL: Institutional Objectives, Learning Outcomes, and Structural Criteria (proposals 1 and 2). Lengthy Debate including the following principal concerns:

- People are uncomfortable approving outcomes without a governance document.
- New plans removed from its intellectual content two crucial areas: historical studies is omitted, and writing is limited to only one course
- We need to control curriculum within the college, and not let outside colleges or a board in which we have minimal representation make curricular decisions for us.
- Many courses will be lost if we grandfather courses currently approved by all colleges. Also, grandfathering will not work, since ES courses do not involve skills and IS courses are not divided by discipline.

Responses

- What we are really talking about is setting a minimal offerings for other colleges, because we can add to the A&S requirements as we wish.
- This proposal is in no way binding until the governance and assessment documents are agreed upon.
- It is an accreditation requirement to have outcomes-based education.
- Suggestion to approve but attach provisos.

Call the question. Carried

Vote: measure passed 28 to 22.

New proposal: Let the dean appoint an ad hoc committee to draw up provisos to be added to these documents and voted on by e-ballot. [Ledder, seconded by Winter]

Friendly amendment: let it be voted on at a meeting early in the spring, where we can discuss and amend as we see fit. [V. Gorman. Accepted by Ledder as a friendly amendment]

Friendly Amendment: a meeting before Feb. 1 would be most helpful to the committee [Janovy, accepted by Ledder as a friendly amendment]

Amendment: we should go through department and college curriculum committees. [T. Pardy] Not accepted as a friendly amendment. [Ledder] Died for lack of second.

Call the question. Carried.

Motion as amended: Let the dean appoint an ad hoc committee to draw up provisos to be added to these documents and voted on at another college meeting before the 1<sup>st</sup> of February, 2007.

Motion approved unanimously.

Item XII. Opportunity to ask questions of the Dean. No discussion.

Meeting adjourned 4:48 pm

Respectfully Submitted  
Vanessa Gorman



College of Arts & Sciences Faculty Meeting  
Wednesday, January 24, 2007, City Union Auditorium  
Minutes

Dean Richard Hoffmann Presiding.

3:33 Called to Order.

Dean Hoffmann reviewed the discussion and decisions of the last meeting. As a result of that meeting he appointed an ad hoc committee to draw up an advisory statement on curriculum reform to be submitted to the GEAC. The committee was made up of: Sidnie Crawford, Chair (Classics and Religious Studies); Kenneth Winkle (History); Ron Lee (Comm. St.); Chris Gallagher (English); Glenn Ledder (Math).

The floor was opened for discussion of the advisory statement. The main points include:

- Continued discussion of the weaknesses of the existing Structural Criteria.
- Discussion of the meaning of "intensive writing" in the Arts & Science Advisory Statement.
- Discussion of the last two items of the Arts & Sciences Advisory Statement. The point was repeated that the college needs to retain control of its curriculum. The pros and cons of grandfathering course was argued. Again, these concerns will be addressed in the language of the governance proposal.

A motion was made by Casullo to delete the final two items in the Advisory Statement. Seconded by Coope. After a brief discussion, Carranza moved to call the question, seconded by V. Gorman. The motion to call the question was carried by voice vote. The motion at hand was defeated by voice vote.

More discussion.

A motion was made by Ide to recommend the deletion of Structural Criterion #9. Failed for lack of a second.

A motion was made by A. Burnett to adopt the Advisory Statement. Seconded by Flowers. No more discussion. The motion carried by voice vote.

Meeting adjourned 4:15 pm.

Respectfully Submitted  
Vanessa Gorman

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

**ANNUAL REPORT OF THE EXECUTIVE COMMITTEE**

As per its charge, the Executive Committee reviewed and made recommendations for faculty representation on the College's standing committees; met with and made recommendations regarding the hiring of candidates who might merit an offer with tenure; and met with candidates for the position of Dean of Arts and Sciences.

The annual review of tenure and promotion recommendations began in December. The committee reviewed eleven recommendations regarding promotion to Associate Professor with tenure, one recommendation for tenure without promotion, eight recommendations regarding promotion to Full Professor, one promotion to Associate Professor of Practice and two promotions to Research Associate Professor.

**Committee Members:** Professors Roger Wiegand (Mathematics), Melissa Homestead (English), Anthony Zera (Biological Sciences), Patricia Draper (Anthropology & Geography), Peter Maslowski (History), and Associate Dean Edward Schmidt.

**ANNUAL REPORT OF THE COMMITTEE ON ACADEMIC DISTINCTION AND AWARDS FOR STUDENTS**

This report covers the period of three graduations: May 2006, August 2006 and December 2006. The College of Arts & Sciences awarded 8 degrees with Highest Distinction, 37 degrees with High Distinction, and 73 degrees with Distinction. For May 2007, the committee will consider 11 students for degrees with Highest Distinction, 42 students for degrees with High Distinction and 24 students for degrees with Distinction.

For the second year the college combined its process with the UNL Office of Scholarships and Financial Aid. There were 474 A&S students who completed the OSFA Upper-class scholarship application. Only 327 of those students also completed the A&S portion of the application. The committee considered over 180 students for 18 scholarship funds controlled by the college and will make one nomination for the Kate Field Grant-in-aid and two nominations for the Donald Walters Miller Scholarship

**Committee Members:** Professors Gordon Woodward (Mathematics), David Cahan (History), Julia McQuillan (Sociology), Lawrence Harshman (Biological Sciences), John Gruhl (Political Science); and Associate Dean Amy Goodburn.

**ANNUAL REPORT OF THE CURRICULUM COMMITTEE**

The committee reviewed 25 new course proposals 6 of which received blanket approval for Essential Studies; 31 change in course proposals; 5 course deletion proposals and 76 courses for blanket deletion from the 10 semester reports; 5 Essential Studies proposals from A&S and 35 courses outside the college; 8 Integrative Studies proposals; 11 proposals for various majors and minors; and 3 proposals for Individual Program of Studies.

The Committee forwarded to the faculty the following recommendations:

- to approve 4 courses to fulfill the University Essential Studies requirements for Arts & Sciences majors.
- to approve 8 courses to be forwarded to the University Curriculum Committee for Integrative Studies designation.
- to approve changes in the policy regarding grade requirements for minors in Arts & Sciences.
- to approve changes to the minor in Anthropology.
- to approve a new minor in Criminal Justice
- to approve the changes in the major in English.
- to approve changes in the major in Ethnic Studies.
- to approve changes in the major in Film Studies.
- to approve a new minor in Gerontology.
- to approve a new minor in Humanities in Medicine.

- to approve changes in the major and minor in Meteorology and Climatology.
- to approve changes in the major and minor in Women's & Gender Studies.

The committee forwarded directly to the University Curriculum Committee: 22 new course proposals, 25 course change proposals, and 2 course deletions proposals. The Committee approved non-substantive changes in the Computer Science major; the Meteorology/Climatology major and minor; and the Psychology major. These changes went directly to the bulletin editor.

Finally, the committee made recommendations for faculty representation on standing committees. The chair for the 2007-08 academic year will be decided at the next committee meeting.

**Committee Members:** Professors Ted Pardy (Biological Sciences), Catherine Nickel (Modern Languages & Literatures), Carolyn Edwards (Psychology), Steve Lavin (Anthropology & Geography), Greg Snow (Physics & Astronomy); Jennifer Edeal (Student Advisory Board), Neely Williams (Student Advisory Board); Anne Kopera (Advising), and Associate Dean Amy Goodburn (Executive Secretary).

### ANNUAL REPORT OF THE FACULTY INSTRUCTIONAL DEVELOPMENT COMMITTEE

The committee considered five nominations for Distinguished Teaching Awards and two nominations for the McClymont Award. One nomination for the Annis Chaikin Sorenson Award for distinguished teaching in the humanities was forwarded to the UNL Teaching Council's Subcommittee on Distinguished Teaching Awards and three nominations were made for the College Distinguished Teaching Award. The awardees will be honored at various events including the Arts & Sciences Honors Convocation on April 20, 2007.

The College Distinguished Teaching Award winners are: **Audrey Atkin**, Associate Professor, Biological Sciences; **Robert Brooke**, Professor, English; **Tom Gannon**, Assistant Professor, English. The McClymont Award winner is **Cal Garbin**, Professor, Psychology.

The committee considered six nominations for the Graduate Studies Graduate Teaching Assistant Award and eight nominations for the Graduate Studies Graduate Research Award. The nominees forwarded to Graduate Studies for these awards were Elizabeth Ribarsky and Christine Stewart-Nunez for the Outstanding Graduate Teaching Assistant Award and Brian Bockelman and Satya Bulusu for the Outstanding Graduate Research Assistant Award.

From the nominations submitted for the Graduate Studies Awards the committee selected recipients for college awards. The recipients for the College Graduate Teaching Assistant Awards are **Derek Driedger**, English; **Elizabeth Ribarsky**, Communication Studies; **Christine Stewart-Nunez**, English. The recipients for the College Graduate Research Assistant Awards are **Brian Bockelman**, Mathematics; **Satya Bulusu**, Chemistry; **John D. Burton**, Physics & Astronomy; **Mario Callegaro**, Survey Research and Methodology.

All of these students will be recognized at the Arts & Sciences Honors Convocation on April 20, 2007.

**Committee Members:** Professors James Takacs (Chemistry), Reina Hayaki (Philosophy), Rick Bevins (Psychology) Amy Burnett (History), Norm Smith (Geosciences); Jack Huebner (Student Advisory Board representative), Harmoni Speiker (graduate student representative), and Associate Dean Amy Goodburn.

### ANNUAL REPORT OF THE GRADING APPEALS COMMITTEE

The Committee received two grading appeals and heard one of them during this academic year.

**Committee Members:** Professors Stephen Burnett (Classics & Religious Studies), William Avery (Political Science) Kenneth Bloom (Physics & Astronomy); Alexandra Moustakes and Sarah Fech (Student Advisory Board); Anthony DeLegge (Graduate Student, Mathematics); Associate Dean Jessica Coope.

**ANNUAL REPORT OF THE ASSESSMENT COMMITTEE**

In August the Assessment committee collected and reviewed assessment reports in preparation for the Higher Learning Commission/North Central Association Accreditation visit in November. The committee reviewed each Department/Program's stated learning outcomes, descriptions of assessment activities for each outcome, and conclusions about how the assessments are cycling back into improved learning. The committee's two responses for each report were sent to the respective Departments and Programs in December. The committee is available to consult with individual units about their future assessment activities. Because of the College's biennial reporting cycle, the next collection of assessment reports will be due in August of 2008.

**Committee Members:** Professors Tom Carr (Modern Languages & Literatures), Nan Lindsley-Griffin (Anthropology & Geography), Martha McCollough (Anthropology & Geography), Irakli Loladze (Mathematics), Robert Gorman (Classics & Religious Studies), Al Williams (Sociology), Victoria Smith (History), Luwen Zhang (Biological Sciences), Patrice McMahon (Political Science); Jack Higgins (Student Advisory Board representative); Associate Dean Amy Goodburn.

**Item IV. Recommendation from the College Curriculum Committee to approve Essential Studies courses.****Area D. Science & Technology**

AGRI 103/ LIBR 110A/NRES 103 Introduction to Agricultural and Natural Resources (3 cr)

**Area F. Humanities**

ENGL 344/ETHN 344 Ethnicity and Film (3 cr)

**Area H. Ethnicity & Gender**

ENGL 344/ETHN 344 Ethnicity and Film (3 cr)

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

ENGL 344/ETHN 344 Ethnicity and Film (3 cr)  
RELG 418 Fundamentalism, Religion, and Politics

**Item VI. Recommendation from the College Curriculum Committee to approve the proposed change in minimum grade requirements for minor courses.**

**Current: Restrictions on C- and D Grades.** The College will accept no more than 15 semester hours of C- and D grades from other schools except UNO and UNK. No transfer C- and D grades can be applied toward requirements in a major or a minor. No UNL C- and D grades can be applied toward requirements in a major. UNL C- and D grades can be applied toward requirements in a minor. (Pg. 118, 2006-07 Undergraduate Bulletin)

**Proposed: Restrictions on C- and D Grades.** The College will accept no more than 15 semester hours of C- and D grades from other schools except UNO and UNK. No transfer C- and D grades can be applied toward requirements in a major or a minor. No UNL C- and D grades can be applied toward requirements in a major or a minor.

**Justification:** In the spring of 2007, the College of Arts and Sciences Curriculum Committee surveyed curriculum chairs, chief advisors, and deans of other colleges to solicit opinions regarding the policy that allows C- and D grades to count toward A&S minors. The Committee received 32 responses. The breakdown follows:

Require a C for all courses toward the minor	29
Require a C- for all courses toward the minor	2
Keep the existing policy	0
Other	1

**Item VII. Recommendation from the College Curriculum Committee to approve the proposed changes in the major for Geology.**

**Current: Requirements for the Major in Geology. Bachelor of Science.** The following curriculum, leading to the bachelor of science degree, is recommended as a minimum program for the pre-professional geologist. All candidates for this degree are required to attend a field camp.

The major must include 25 hours in six courses (GEOL 101, 103, 210, 212, 310, and 460). An additional 17 credit hours must be acceptable electives above the 100 level, with at least one course at the 400 level. Acceptable electives include any GEOL courses at the 200, 300 or 400 level as well as METR 200 or 351.

No minor is required, however the student must complete a set of ancillary science and math requirements totaling 30 credit hours. These must include MATH 106 and 107, CHEM 109 or 113, and PHYS 141 and 142 or equivalents. The additional 6 required credit hours in science and math must consist of courses from the following list:

ASTR 204  
 BIOS 101/101L, 104H, 109, 102, 103, 112, 206  
 CHEM 110 or 114, 116 or 221, (251 and 253)  
 or (261 and 263), 471  
 MATH 208, 221, 380  
 STAT 218  
 PHYS 311, 343

A candidate for the bachelor of science in geology should complete, by the end of the sophomore year, MATH 107; CHEM 113 (or equivalent) and GEOL 210, 212. By the end of the junior year the student should also have completed GEOL 310 and the physics requirement. GEOL 460 is to be taken between the junior and senior years.

**Bachelor of Arts.** The bachelor of arts program consists of the college comprehensive education requirements with at least one semester of chemistry and MATH 102 or 103, plus a minimum of 30 hours in geology including GEOL 101, 103, 210, 212, and 310. Remaining credits in geology may include only 4 hours at the 100 level.

**Program Assessment.** In order to assist the department in evaluating the effectiveness of its programs, majors will be required: 1. To maintain and submit a portfolio of material produced for the required Summer Field Course, GEOL 460 (for BS students), or for the required Petrology course, GEOL 310 (for BA students). Course instructors will inform students of the required contents, deadlines and procedures.

2. In their final semester, to participate in an exit interview/survey. The undergraduate adviser will inform students of the scheduling and format of their assessment activity. Results of participation in this assessment activity will in no way affect a student's GPA or graduation

**Proposed: Requirements for the Major in Geology. Bachelor of Science.** The following curriculum, leading to the Bachelor of Science degree, is recommended as a minimum program for the pre-professional geologist. All candidates for this degree are required to attend a field camp. The major must include 30 hours in eight courses (GEOL 101, 103, 210, 211, 310, 340, 410, and 460). An additional 12 credit hours must be acceptable electives above the 100 level, with at least one course at the 400 level. Acceptable electives include any GEOL courses at the 200, 300 or 400 level as well as METR 200 or 351.

No minor is required; however the student must complete a set of ancillary science and math requirements totaling 30 credit hours. These must include MATH 106 and 107, CHEM 109 or 113, and PHYS 141 and 142 or equivalents. The additional 6 required credit hours in science and math must consist of courses from the following list:

ASTR 204  
 BIOS 101/101L, 102, 103, 104H, 109, 112/112, 206  
 CHEM 110 or 114, 116 or 221, (251 and 253) or (261 and 263), 471  
 MATH 208, 221, 380  
 STAT 218  
 PHYS 311, 343

A candidate for the Bachelor of Science in geology should complete, by the end of the sophomore year, MATH 107; CHEM 113 (or equivalent) and GEOL 210, 211. By the end of the junior year the student should also have completed GEOL 310 and the physics requirement. GEOL 460 is to be taken between the junior and senior years. Professional Geologist Emphasis. Over 30 U.S. and Canadian states and provinces, including Nebraska, require geologists whose work affects public health and safety to obtain a professional license. Students wishing to pursue professional licensure should take the required core courses as well as GEOL 488. Recommended electives include GEOL 450, 470, 472, and 485. Sedimentology Emphasis. Students pursuing this emphasis should choose four electives from the following: GEOL 414, 420, 421, 450, 485. Paleontology and Earth Systems Emphasis. Students pursuing this emphasis should choose four electives from the following: GEOL 417, 423, 424, 430, 431, 435. Hydrological Sciences Emphasis. Students pursuing this emphasis should choose four electives from the following: GEOL 417, 418, 450, 465, 470, 472, 488. .

**Bachelor of Arts.** The Bachelor of Arts program consists of the college comprehensive education requirements with at least one semester of chemistry and MATH 102 or 103, plus a minimum of 30 hours in geology including GEOL 101, 103, 210, 211, 310, and 340. Remaining credits in geology may include only 4 hours at the 100 level.

**Program Assessment.** In order to assist the department in evaluating the effectiveness of its programs, majors will be required:

1. To maintain and submit a portfolio of material produced for the required Summer Field Course, GEOL 460 (for BS students), or for the required Depositional Environments course, GEOL 310 (for BA students). Course instructors will inform students of the required contents, deadlines and procedures.
2. In their final semester, to participate in an exit interview/survey. The undergraduate adviser will inform students of the scheduling and format of their assessment activity. Results of participation in this assessment activity will in no way affect a student's GPA or graduation.

**Justification:** Changes in the first paragraph describe the increase of specifically required courses in the core. The old core curriculum contained 25 hours of specifically required courses, as opposed to the 30 hours required in the proposed core curriculum. Three courses have been added to the list by this action: GEOL 211, 310, and 340. The first two courses (211 and 310) are added as part of the revision of the basic mineralogy-petrology sequence in the core. Under the old version, these topics were covered in two courses (210 and 310). Our new core curriculum expands coverage of these topics into three courses [210 (significantly revamped), 211 (new course), and 310 (essentially a new course)]. This expansion is justified by the need to increase the emphasis on the types of rocks associated with the major lines of employment for our undergraduates (energy and environmental geology) as well as to better prepare our students for their upper level course work.

Under the old curriculum, the upper level courses on Geochemistry and the Summer Field Course required knowledge that was not presented in the old Mineralogy-Petrology sequence. In essence, there were "hidden" prerequisites. Those students who took advantage of the available Geology advising tended to take the correct "hidden" prerequisites, while those who did not visit the advisor came to these advanced courses with holes in their backgrounds. This new curriculum places that material within the required core. By the same token, GEOL 340 has been added to the core as this has been a "hidden" prerequisite for GEOL 460 (Summer Field Course). The final change in the first paragraph is the change of "212" to "410" in line with the proposed change of course number.

In the third paragraph, second line, "212" is changed to "211" to account for the addition of the new course GEOL 211 to the core curriculum and the renumbering of the old GEOL 212 to GEOL 410 (which should now be taken in the senior year).

Paragraphs 4-7 include text on the disciplinary emphasis programs within the Geology degree. These emphasis programs resulted from suggestions from the last Academic Program Review as well as numerous suggestions by current and past students of the department. These highlight the Programs of Excellence within the department and serve to both direct current students and inform prospective students of the tracks within the Geology degree.

Course requirements are changed under the Bachelor of Arts description to include GEOL 211 and 340. This corresponds to similar changes in the B.S. core and represents an increase in the rigor of the B.A. degree.

Program Assessment requirements are changed for the B.A. degree to accommodate the addition of GEOL 310 to the core curriculum. This course will serve as the "capstone" for the B.A. program.

The proposed changes in the major require no changes in the overall number of hours. There is merely a shift from elective hours to specified core courses. There are no significant changes in the course rotation necessitated by this proposed curriculum. The newly added GEOL 211 will be taught in the slot formerly occupied by the old 310. The "new" 310 will be taught in the fall, in a slot formerly used for electives by upper level students.

**Item VIII. Recommendation from the College Curriculum Committee to approve the proposed new minor in Gerontology.**

**Proposed:** A minor in gerontology consists of 18 credit hours. Nine hours of core courses are required with the remaining 9 hours in gerontology to be selected by the student based on career interests. Students may contact the gerontology department for more information.

The core courses required for the minor will include the following:

GERO 200 – Introduction to Gerontology

GERO 446 – Psychology of Adult Development and Aging

GERO 467 – Programs and Services for the Elderly

GERO 455 – Health Aspects of Aging (while not required, will be strongly encouraged for those seeking a career in health care.

Students may also select a course offered in another department that has at least 75 % of its focus on the aging experience. This course can be counted toward a minor in gerontology. A practicum will not be required of students pursuing a minor. The student must earn a grade of "C" (2.0) in courses for the minor.

**Justification:**

**1. Need for the program, including potential demand:**

The growth in the number of older persons anticipated for the immediate future is fueling the need for students to become familiar with the challenges of aging than ever before. According to the US Census Bureau, there are approximately 35 million people over the age of 65. By 2030, this number is expected to increase to 71 million, creating a demand for professionals who have been schooled in the benefits and challenges of an aging society.

The increase in the numbers of older people is capturing the interest of employers who have an interest in hiring graduates with a background in gerontology. According to the Bureau for Labor Statistics, between 2004 and 2014 the need for health care professionals and service providers is anticipated to grow by 30.3 %, due, in part, to the aging of the population. The very students who are currently taking our courses, as well as those who have considered ways to be better prepared for employment, will be well-served by having the option of a minor in gerontology to complement a degree in Arts and Sciences from the University of Nebraska Lincoln.

There are some students who have informally selected gerontology as a minor by having it listed as an area of concentration (e.g., psychology and pre-health majors). Officially recognizing the minor, by having it placed on student transcripts, will be of benefit to students at the University of Nebraska-Lincoln as they continue their career goals either in the academic or professional setting.

**2. Objectives and rationale for the program:**

The purpose of a minor in gerontology is to provide an opportunity for students to complement their chosen field with courses in aging. Although our department offers a certificate in gerontology, consisting of 15 hours and a practicum, this is not always an ideal option. There are some students who have taken the necessary courses to fulfill the requirements of a certificate yet have not been able to complete a practicum because of the demand of their work and academic schedule. The option of a minor will allow these students to receive the appropriate recognition for their academic achievements.

The minor will consist of six courses in gerontology, with the potential for an independent study course to be counted toward the required 18 hours. Students may also take a course from their major department that has as its emphasis, the older adult.

**Item IX. Recommendation from the College Curriculum Committee to approve the proposed new minor in the Humanities in Medicine.**

**Proposed: Humanities in Medicine Minor**

**Faculty Coordinator:** D. Minter (English)

**Advisors:** A. Kopera, E. Sayer, B. Glenn (Pre-Health Advising)

This interdisciplinary minor draws on a variety of fields in the humanities and social sciences to support students' learning about the social and cultural contexts that inform understandings of health, illness and healthcare. This minor will be of particular interest to students preparing for careers in a health-related profession but will also have much to offer any student interested in examining an important part of the human experience from multiple perspectives and developing a critical understanding of this aspect of society.

**Requirements for the Minor in Humanities and Medicine:**

18 hours of coursework meeting the following requirements, including 3 hours of internship in an approved medical professional setting:

Humanities in Medicine core\* (3 hours from):

ENGL 210I.	Illness & Health in Literature
COMM 354.	Health Communication
HIST 221.	Science in History
PHIL 213.	Medical Ethics
RELG 221.	Science & Religion

*\* A course may be used to satisfy either the core requirement or one of the areas of emphases required below but not both.*

Science, Medicine & Culture (9 hours from):

ANTH 422.	Medical Anthropology
ANTH 472.	Belief Systems in Anthropological Perspective
CLAS 116.	Scientific Greek & Latin
CLAS 223.	Science in the Classical World
ENGL 210I.	Illness & Health in Literature
HIST 221.	Science in History
HIST 402.	Sexuality in 19 <sup>th</sup> & 20 <sup>th</sup> C. America
PHIL 213.	Medical Ethics
PHIL 317.	Philosophy of Science
PHIL 430.	Ethical Theory
RELG 221.	Science & Religion
WMNS 201.	Introduction to GLBTQ Issues
WMNS 385.	Women, Gender & Science

Medicine, Public Health & Society (3 hours from):

COMM 354.	Health Communication
GERO 307.	Death and Dying
GERO 446.	Psychology of Adult Development and Aging
PSYC 428.	Health Psychology
PSYC 464.	Psychoneuropharmacology
PSYC 465.	Behavioral Neuroscience
SOCI 453.	Sociology of Health & Health Professions
SOCI 470.	Sociology of Occupations and Professions

Other courses, not listed above, particularly special topics courses or honors courses with a relevant focus may be applied toward the minor by permission of and HIM adviser or coordinator.

Required Internship: All students earning a Humanities in Medicine minor must participate in an internship or internships for a total of 3 credit hours. This activity is arranged by the student with the assistance of a HIM/pre-health advisor.

**Justification: A minor in Humanities in Medicine at UNL builds on the institution's existing program (established in 1997), and actually improves upon it in a number of ways.** Since its inception, the Humanities in Medicine program has focused solely on pre-med students and required them to: 1) major in an area of the humanities (broadly conceived); 2) take three courses from a designated list of 16 courses including 1 course from a list of 4 identified "core" courses; 3) complete one professional shadowing, observation or volunteer experience per year; and, 4) participate in at least one Humanities in Medicine lecture or event per year. This program attracts the interest of 35-50 students each year, and has graduated between 5-10 students each year. Currently, there is no designation of this program on students' diplomas/transcripts. Pre-health advising tracks (by special paperwork) students' participation at HIM events and in shadowing, and tracks their progress through the program. The goal of the HIM program, at its establishment, was to attract undergraduate pre-health students to coursework that would strengthen and enrich their understanding of human and cultural complexity as they move into the specialized study of health-related sciences. A minor would achieve these ends more efficiently. The courses and advising networks are already in place and serving students in the existing program. (The faculty coordinator surveyed all the departments with course offerings in the current HIM program during August 2006, to ensure that the course are still regularly offered and to solicit newly developed courses that might be relevant to the proposed minor. The results of that survey are reflected in the course listings included for the new minor.) At the same time, the existing program is harder for students to navigate (without a clear pay-off for its additional complexity); and, more importantly, it isn't easily signaled on students' academic records. In these ways, the existing program is less attractive to students than it should be.

**A focused, visible minor in Humanities in Medicine at UNL would join a suite of recently developed curricular and advising opportunities for students interested in healthcare, and could help recruit talented high school students to UNL.** Because the minor would be open to all students (rather than designated as an option only for pre-med students) the minor could be advertised as part of a package of opportunities UNL makes available to students who are interested in health-related fields. An interesting feature of the current program is that it has developed ties to UNMC and their Medical Humanities department (in terms of planning speakers, events, etc.). In this way, the minor could connect larger numbers of students at UNL to the resources of UNL's HIM program as well as UNMC's Medical Humanities department.

**A focused, visible minor in Humanities in Medicine at UNL would support its reputation as a leader in this area of undergraduate education.** UNL's Humanities in Medicine Program is one of the earliest undergraduate programs in this area and joins a number of prestigious campuses in terms of formalizing this opportunity into a minor (including Yale, Vanderbilt, and Baylor). UNL's HIM program was cited in the Association of American Universities 2004 publication, *Reinvigorating the Humanities: Enhancing Research & Education on Campus and Beyond* as one of two examples of "successful practices" at encouraging undergraduate participation in the humanities. It was also recently profiled on Nebraska Public Radio as an innovative program for pre-med undergraduates.

**Item X. Opportunity to ask questions of the Dean.**