



Curricular Affairs Committee of the Faculty Senate Minutes

Thursday, December 01, 2016, 4:15 – 6:15 pm

Present: Professors Almstead, Dale, Dickinson, Everse, Franklin, Garrison, Kasser, Kervick, Marshall, Nichols, Phelps, Sisk, Snapp, Strickler, Tomas, Weinstock, Wojewoda. GSS representative Nguyen.

Absent: Professors Cichoskikelly, Hazelrigg, Monsen, Paradis, Rowe, Sisock,

Guests: Cathy Paris, Cindy Forehand, Lise Larose, Beth Taylor-Nolan, Brian Reed,

The meeting was called to order at 4:16 pm in Waterman 427A

- I. **Approval of the Minutes.** The minutes of the November 3, 2016 meeting were approved as written with corrections regarding attendance
- II. **Chairperson's Remarks** –Laura Almstead reported that the PhD in Human Functioning and Rehabilitation Sciences was approved by the Faculty Senate at their October meeting. Laura will bring it to the Board of Trustees in February. At the November Faculty Senate meeting, Laura shared three items that did not require Senate vote, including, the new Crime and Criminal Justice Concentration in the Sociology Major, the new Cybersecurity Track in the Computer Software Certificate, and the changes to the Bachelor of Science in Computer Science and the BS in Computer Information Systems Curriculum. Laura provided an update regarding increasing communication between the CAC and the unit curriculum committees. She is incorporating the suggestions received at the last CAC meeting. Once the document is finalized by the CAC, Laura will contact the unit curriculum committee chairs. Laura reminded the members that the January CAC meeting is scheduled for January 5th.
- III. **Reports** - There were no reports at this time.
- IV. **Other Business**
 - A. **Proposal for new Global Health Concentration in the Anthropology Major.** The Department of Anthropology in the College of Arts and Sciences has long offered a variety of courses at all levels related to global health, biological anthropology, and medical anthropology, as well as provided faculty mentorship for many senior honors theses in this area of study. The establishment of this concentration is in response to

both student interest and at the encouragement of the external evaluators during the department's recent APR review. The concentration will orient students to classes that will build a sub-specialty with the classes offered in the Anthropology major.

Motion: moved to approve the proposal for a new Global Health Concentration in the Anthropology Major.

Vote: 17 approve, 0 oppose, 1 abstain

- B. Substantial Revisions to Existing Programs – Definitions & Review Procedure document.** Laura requested feedback on the draft document, which will replace the current Appendix B Policy Clarification document approved by the Faculty Senate May 17, 2012. The new document attempts to clarify and merge the procedure, definitions, and examples of what is meant by revisions to academic, scholarly, or service endeavors. This new replacement document will need to be approved by the CAC, and then by the Faculty Senate.

Revisions Suggested:

- page 2 - Restructuring of a curriculum: Remove “new seminar courses”
- page 2 – Restructuring of a curriculum: replace “multiple” with “corresponding”
- Add graduate program approval to the flow chart
- Label the color code key, or add the word Vote to the CAC box
- Page 3 – Approval Process: Expand the sentence, Proposals and memos should be submitted to the Associate Provost for Teaching and Learning “for initial review.” Add – “The Associate Provost will assign a tracking number and forward the proposal to the Faculty Senate with a request for review and recommendations.”

Motion: Sue Kasser moved to approve the Substantial Revisions to Existing Academic, Scholarly, and Service Endeavors: Approval Process and Definition document with suggested revisions.

Vote: all approved.

V. APR Reports:

- Music & Dance external reviewer's report has been received.
- CDAE is still waiting for the external reviewer's report
- RSENR had their site visit and have received their external reviewer's report.

VI. New Business

- a. Subcommittee for new Integrative Health Minor – Stephen Everse, Chair and Jackie Weinstock, second
- b. Subcommittee for Certificate in Physical Activity Promotion in Children and Youth jointly proposed by CAS, CESS and CNHS. Christina Wojewoda will chair, Aaron Nichols, will second.

Motion to adjourn at 4:51 p.m.

MEMORANDUM

TO: LAURA ALMSTEAD, FACULTY SENATE CHAIR

FROM: KATHY FLOYD, DEAN'S OFFICE, COLLEGE OF ARTS AND SCIENCES, ACADEMIC AND STUDENT SERVICES ADVISOR (for CAS Curriculum Committee)

SUBJECT: NEW CONCENTRATION FOR THE ANTHROPOLOGY MAJOR IN ANTHROPOLOGY OF GLOBAL HEALTH
November 10, 2016

Attached please find a request for a new concentration in Anthropology of Global Health in the Anthropology major.

This proposal has been approved by the College of Arts and Sciences Curriculum Committee (November 1, 2016) and by the College of Arts and Sciences faculty on November 8, 2016. We now submit the proposal for your consideration and review by the Curricular Affairs Committee.

Please let me know if you would like any additional information.

The University of Vermont

ANTHROPOLOGY DEPARTMENT
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October 25, 2016

TO: Laura Almstead, Chair, UVM Faculty Senate Curricular Affairs Committee
William Falls, Dean, College of Arts and Sciences
Abby McGowan, Associate Dean, College of Arts and Sciences
Nicole Phelps, Chair, CAS Curriculum Committee

FROM: Jeanne Shea, Faculty Coordinator, Global Health Focus in Anthropology
On behalf of the Department of Anthropology, University of Vermont

Dear Colleagues,

IN RE: Anthropology Concentration in Global Health

The Anthropology Department has long offered a variety of courses at all levels related to global health, biological anthropology, and medical anthropology, as well as provided faculty mentorship for many senior honors theses in this area of study. Over the years, we have frequently received referrals of students with interests in this area from undergraduate admissions, Global Studies, the CAS Dean's Office, the Office for Undergraduate Student Research, the Honors College, and other colleges around the university. Many of our students have gone on to pursue graduate studies (e.g., M.A., MPH, N.P., M.D.) and careers in related areas, and three students have won Fulbright scholarships for related projects (Arica Nesper, James Dopp, and Joseph Friedman).

Responding to student interest and at the encouragement of our external evaluators during our department's APR review process, in spring 2015 we launched an informal focus in global health in the Anthropology major and minor. In the short time since then, ten students in the major and eight students in the minor have elected this focus, and this spring four Anthropology majors and one minor will graduate with a global health focus, one of whom has already been accepted to UVM's Master's in Public Health Program. Since 2015 we have maintained an active listserv devoted to mentoring our students who focus in global health, to supplement in-person advising.

To build a clear pathway for students in this track and to complement our numerous established offerings, over the past year we gained approval for new 00-level and a new 200-level course designed to serve as further regularly-offered foundational and capstone electives for students with interests in the anthropology of global health. These new courses include Anth 089: Global Health, Development, and Diversity launched this fall (as 095) and Anth 288: Anthropology of Global Health to be offered

this spring. We will offer Anth 089 again next fall and yearly thereafter with an enrollment of 120 students, and Anth 288 will be offered at a minimum in alternate years.

Following departmental discussion and unanimous approval, we seek to begin to offer a formal concentration to current and future Anthropology majors in Spring of 2017 that would be noted on student transcripts as Anthropology of Global Health. The courses in the concentration would be taught primarily by four current faculty members who are already teaching these courses and doing work in this area, including: Professor Jeanne Shea, Professor Deborah Blom, Professor Teresa Mares and Professor Jonah Steinberg. No new courses are anticipated at this time and university resources are already in place to support these offerings, although we hope to engage new faculty and courses to build the concentration further over time. The main courses that students would draw from include the following:

- Anth 026: Biological Anthropology
- Anth 040: Parenting and Childhood
- Anth 085: Food and Culture
- Anth 088: Sex, Gender, Culture, and Health
- Anth 089: Global Health, Development, and Diversity
- Anth 172: Gender, Sex, and Culture
- Anth 174: Culture, Health, and Healing
- Anth 180: Psychological Anthropology
- Anth 184: Street Children
- Anth 189: Anthropology of Aging
- Anth 240: Human Osteology
- Anth 288: Anthropology of Global Health
- Anth 293: Internship (with relevant placement)
- Anth 290: Ethnographic Research Methods (with relevant student project)

For the Concentration in Anthropology of Global Health within the Major in Anthropology, the Department would require that of the courses taken for the major, 12 credits/four courses be chosen from the list above (at least two of which would be at the 100 level or above and at least one of which would be at the 200 level). The courses that would count toward the concentration (and thus also toward the major) could also include a relevant internship (Anth 293), relevant variable contents courses (e.g., ANTH 095: Street Children (TAP), ANTH 195/6: Death, Burial, and Culture, Anth 295: Human Diversity and Evolution, and Anth 295: Food and Labor, the latter two of which will apply for curricular regularization this December), relevant HCOL courses (e.g., HCOL 086 – Medical Anthropology and Global Health), or relevant courses from other departments that would be approved on a case-by-case basis.

I, Professor Jeanne Shea, am willing to act as the adviser to students in the concentration. When I am on sabbatical, Professor Deborah Blom is willing to assume these duties.

Thank you for your consideration, and please don't hesitate to call if you have questions or require more information.

Sincerely,



Jeanne L. Shea, Ph.D.

Associate Professor

(802) 656-3884 office, (802) 656-4406 fax

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cc: Prof. Deborah Blom, Prof. Teresa Mares, Prof. Jonah Steinberg
Prof. Scott Van Keuren, Chair, Anthropology Curriculum Committee

Proposed New Concentration:

Anthropology

New Concentration: Anthropology of Global Health

Catalog description:

Twelve credits in Anthropology of Global Health including:

Twelve credits from:

ANTH 026: Biological Anthropology

ANTH 040: Parenting and Childhood

ANTH 085: Food and Culture

ANTH 088: Sex, Gender, Culture, and Health

ANTH 089: Global Health, Development, and Diversity

ANTH 172: Gender, Sex, and Culture

ANTH 174: Culture, Health, and Healing

ANTH 180: Psychological Anthropology

ANTH 184: Street Children

ANTH 189: Anthropology of Aging

ANTH 240: Human Osteology

ANTH 288: Anthropology of Global Health

ANTH 293: Internship (with relevant placement)

ANTH 290: Ethnographic Research Methods (with relevant student project)

Special or variable topics courses and internships as approved by the concentration advisor

At least six credits must be at the 100-level or above.

At least three credits must be at the 200-level.

Rationale: The concentration would allow students' transcripts to reflect more clearly their coursework in this field of Anthropology which shows consistent student demand.

Substantial Revisions to Existing Academic, Scholarly, and Service Endeavors: Approval Process and Definition

The Faculty Senate Curricular Affairs Committee (CAC) is charged with reviewing proposals to substantially revise existing Academic, Scholarly, and Service Endeavors. This document defines criteria for “substantial” changes, and describes the approval process for such proposals. Most changes involve academic endeavors, which includes majors, minors, undergraduate degrees, graduate degrees, undergraduate certificates, certificates of graduate study, and academic certificates offered as a collaboration between one or more departments and Continuing and Distance Education. Therefore, the definitions for substantial revisions relate most specifically to academic endeavors. Significant modifications to scholarly endeavors (e.g. centers and institutes) and service endeavors are subject to the same approval process described here.

Purpose and Context

The goals of the review process for substantial revisions to existing programs are 1) to promote development of high quality programs based on best practices, and 2) to promote awareness of curricular changes. Achieving these goals supports the core mission of the University to provide quality educational experiences, allows faculty to be more effective advisors, and fosters communication across departments and units.

Historically, a substantial revision to an existing program has been defined as a change involving 40% or more of the required content and/or activities. Curricula are, however, more than simply a list of required courses, making it challenging to apply the “40% rule.” There can be multiple pathways via which a student can complete a program, courses are frequently grouped to serve a specific curricular purpose, and it is difficult to determine the “weight” of an activity compared to standard coursework. Given these challenges, it seems important to consider curricula as more than the sum of their parts in defining “substantial revisions.”

“Substantial Revision” Definitions and Examples

Below are categories of changes that should be considered “substantial revisions” and undergo the approval process described in the section that follows. Examples/explanations are provided for further clarification. Note that all changes must adhere to the standards for the specific type of program (e.g. major, minor) described in the guidelines for new program proposals (see Helpful Resources section).

❖ Alteration to $\geq 40\%$ of the credit hours that count towards completion of a program

Courses that count towards the completion of a program include all required and elective courses students take in order to fulfill a program’s requirements. They do not include college/school or University requirements (e.g. distribution requirements; general education requirements). The percentage of credit hour changes should be determined based on the minimum number of credit hours necessary to fulfill the requirements for the program. Alterations include addition and/or removal of courses. Two situations that can lead to an alteration of $\geq 40\%$ are noted below.

- *Restructuring of a curriculum:* For example, as an outcome of their APR process, a department restructures a major to provide greater coherence, a clear trajectory within the major, and a stronger foundation for majors in a particular area. Changes might include new seminar courses, new requirements for specific course sequences, and/or inauguration of a mandatory concentration with the addition of multiple new concentrations.
- *Addition or removal of a substantial curricular component:* Curricular components include activities, specific course sequences, or sets of courses that serve a specific curricular purpose such as distribution requirements or a requirement for a minor.

❖ Alterations in the delivery mode for a program

Programs can be offered on-campus, via distance learning, or through a blend of on-campus and distance learning coursework. Change from one delivery mode to another and duplication of a program through an alternative delivery mode are considered substantial curricular changes because of differences in pedagogical approaches and challenges between delivery methods, and should undergo a full review process.

There are certain situations that do not reach a 40% change in the credit hours required for completion of a program, but are considered “substantial changes” that require review and approval by the CAC. In these cases, an abbreviated version of a proposal in the form of a memo is sufficient. Note that these changes must still undergo appropriate unit-level approval (see Approval Process section of this document). Examples of such situations and elements that should be included in the memo are provided below.

❖ Changes that could significantly affect other units

These are likely to be addition or removal of required courses taught by another unit that will significantly alter enrollments. It is important that the affected unit(s) is/are aware of the changes so that they can make appropriate staffing, section number, and enrollment cap decisions. The memo should include:

- a description of the program’s current curriculum
- a description of the proposed changes
- justification for the changes
- a description of how the changes will affect other units
- evidence of communication with affected units (may be included as separate documents in the form of e-mails and/or memos)

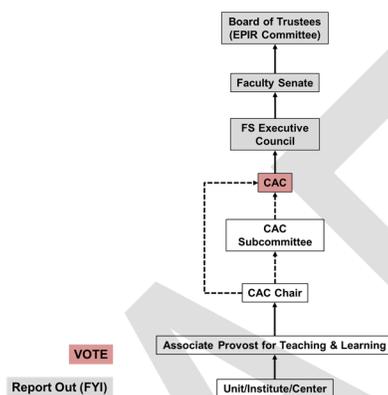
❖ Addition of a new concentration/track/specialization or re-naming of a concentration/track/specialization within an existing program

The memo should include:

- a description of the program’s curriculum including existing concentrations/tracks/specializations
- justification for inauguration of the new concentration/track/specialization or name change
- requirements for completion of the proposed concentration/track/specialization including a list of the required and elective courses
- evidence of communication with other units affected by the change (may be included as separate documents in the form of e-mails and/or memos)

Approval Process

Following unit-level approval (see below), a Proposal to Substantially Revise an Academic, Scholarly, or Service Endeavor (formerly called an “Appendix B” proposal) must be submitted by the Dean’s office of the program’s home Unit, or the Director if the program is not housed in a particular unit. Guidelines for substantial revision proposals are posted on the Faculty Senate webpage (see Helpful Resources links at the end of this document). Proposals and memos should be submitted to the Associate Provost for Teaching and Learning. Once received, proposals/memos will be discussed and voted on by the CAC. Full proposals will undergo review by a subcommittee of the CAC before being brought to the full committee for a vote; memos may undergo subcommittee review or be presented by the CAC Chair. Approved changes are shared with the Faculty Senate Executive Council, the Faculty Senate, and the Board of Trustees, but do not require further approval at these levels. The diagram below illustrates the approval process.



Prior to submitting a proposal or memo, substantial revisions to curricula must be reviewed and approved by all units involved in the program. The CAC recognizes that units differ in their structures, and thus in their internal approval processes. The list below is an example of a typical unit-level review process. It is assumed that a proposal submitted by a dean’s or director’s office has undergone the appropriate unit-level review and approval. Documentation should be included in the proposal.

- 1) Department
- 2) Unit(s) Curriculum Committee(s)
- 3) Unit Faculty
- 4) Dean(s)/Director(s)*

**Changes to graduate programs must also be approved by the Graduate College Executive Committee.*

Helpful Resources

- Policies, Guidelines and Standards, and Timeline for New Program Proposals and Proposals to Substantially Revise Existing Programs:

http://www.uvm.edu/faculty_senate/curricular_resources

- Chair of the Faculty Senate Curricular Affairs Committee:

http://www.uvm.edu/faculty_senate/curricular_affairs_committee

- Faculty Senate Office Staff: http://www.uvm.edu/faculty_senate/contact_us

- Meeting Dates: http://www.uvm.edu/faculty_senate/senate_calendar

If approved, this document will replace the Appendix B Policy Clarification document approved by the Faculty senate May 17, 2012.