



Curricular Affairs Committee of the Faculty Senate Minutes

Thursday, December 6, 2018, 4:15 – 6:15 pm

Present: Professors Almstead, Dale, Dickinson, Emery, Erickson, Everse, Goodwin, Ivakhiv, Kasser, Kervick, Marshall, Monsen, Nichols, Paris, Rosebush, Rowe, Seidl, Sisk, Strickler, Tomas, Ultsch, Wojewoda, GSS Representative Camille Marcotte, SGA Representative Caitlin McHugh

Absent: Professor Garrison, Hazelrigg

Guests: Veronika Carter, Brian Reed, Lise Larose, Beth Taylor-Nolan

Chair Almstead called the meeting to order at 4:18 pm in 427A Waterman.

- I. **Approval of the Minutes.** Stephen Everse moved to approve the minutes of the November 1, 2018 meeting. The motion was seconded and carried.

- II. **Chair's Remarks** - Laura Almstead made the following remarks:

- The BA in Dance and the Undergraduate Certificate in Community Music: Organ were approved by the Faculty Senate and will go to the Board of Trustees in February.
- Behavioral Change Health Studies Minor agreed to provide an update in September, as well as a follow-up in Fall 2020 or 2021 if needed. A new curriculum coordinator has been hired, and the former curriculum coordinator was elevated to assessment coordinator.
- Permission has been granted for curriculum items approved by the CAC in January 2019 to be placed on the February 2019 agenda for the Board of Trustees.

III. **Reports**

- A. **New Bachelor of Science in Anthropology (CAS).** Eric Monsen and Garth Garrison acted as the review subcommittee, and their report is attached to these minutes. The proposed BS in Anthropology will provide students with an option to study in greater depth within the discipline, particularly in subdisciplines of archaeology and biological/medical anthropology. Students will receive more analytical training and will emerge better prepared for careers in archaeology, medicine, forensics, and biological anthropology. A few clarifying questions were asked; no concerns were raised. **Motion:** Laura Almstead called a vote to approve the proposed new Bachelor of Science in Anthropology in the College of Arts and Sciences.
Vote: 23 Approve, 0 Oppose, 1 Abstain

- B. New Pathway into Existing MA in Psychology, CAS.** Laura Almstead reported that the Department of Psychological Science is proposing the creation of a direct-entry, terminal Master of Arts in Psychology, with concentrations in General/Experimental Psychology and Clinical Psychology. The abstract for this proposal is attached to these minutes. A few clarifying questions were asked; no concerns were raised.

Motion: Stephen Everse moved to approve the proposed new pathway into the existing MA in Psychology in the College of Arts and Sciences.

Vote: 24 Approve, 0 Oppose, 0 Abstain

IV. APR Reports – none at this time.

V. Other Business:

- A. New Major Code for MS in Athletic Training.** Laura Almstead reported that the athletic training program, housed in the Department of Rehabilitation and Movement Science, is seeking the creation of a new major code: ATR, Athletic Training. It has been approved by the department and Registrar has confirmed it is available.

Motion: Sharon Ultsch moved to approve the new major code (ATR) for the MS in Athletic Training.

Vote: 23 Approve, 0 Oppose, 1 Abstain

B. Name Change and Restructuring Department of Romance Languages & Linguistics.

Laura Almstead reported that a request was received from the Department of Romance Languages and Linguistics in the College of Arts and Sciences to change the department name to the Department of Romance Languages. Linguistics will become a program in CAS, and the faculty involved in the Linguistics Program will retain their faculty appointments in the Department of Romance Languages, but may seek to change their primary faculty appointment to another CAS department at their discretion. The department code (currently RLL) will become ROM.

Motion: Stephen Everse moved to approve the name change and restructuring of the Department of Romance Languages & Linguistics as written.

Vote: 23 Approve, 0 Oppose, 1 Abstain

- C. Revisions to Standards for new programs and substantial changes.** J. Dickinson and Steven Everse presented suggested revisions to the following four standards for curriculum proposals:

- Guidelines for Proposals for a New Academic Program or Research Endeavor
- Standards for Academic Minors
- Standards for Undergraduate Certificate Programs at UVM
- Guidelines for Proposals to Substantially Revise an Existing Academic Program or Research Endeavor

The suggested revisions add a section for Curriculum Assessment and Program Evaluation to the proposal requirements. Additional language and minor changes were made to each document. After discussion, Steven Everse agreed to make the final

revisions to the most recent versions of the documents. The changes are highlighted with track changes and attached to these minutes.

Motion: Laura called vote to approve the revisions to the four standards for new programs and substantial changes.

Vote: **23 Approve**, 0 Oppose, 0 Abstain

VI. New Business:

- The CAC thanked Caitlin McHugh, SGA representative to the CAC for her service. Caitlin is stepping down.

VII. Adjournment. Ellen Rowe moved to adjourn at 5:37 p.m. The motion was seconded and carried.

Curricular Affairs Committee of the Faculty Senate

MEMO

To: Curricular Affairs Committee of the Faculty Senate
From: Erik Monsen, Garth Garrison
Date: 12/6/2018
Re: Approval of a proposal for a new Bachelor of Science submitted by the Department of Anthropology

We have reviewed a proposal for a new Bachelor of Science submitted by the Department of Anthropology in the College of Arts and Sciences and recommend Approval for a start date of Fall 2019.

Program Description and Rationale

The Bachelor of Science in Anthropology will provide advanced training for undergraduates who are interested in careers in archaeology, forensics, health services, or similar fields that rely on scientific methods to analyze human biological and cultural diversity. Anthropology is a diverse discipline, which includes biological, linguistic, cultural and archaeological fields. While the existing BA prepares students for graduate programs in cultural anthropology, it is not as effective at guiding those students who will go on to pursue fields in archaeology, medicine, forensics, and biological anthropology. The BS in Anthropology will fill this need, as well as catering to anthropology majors who are completing a pre-medicine curriculum or pursuing other career paths in lieu of graduate school.

Justification and Evidence for Demand

Nearly half of the 50 departments listed in the 2011 National Research Council rankings of graduate programs in anthropology offer BS degrees. The UVM Anthropology department's recent strategic plan underscored a need to "provide increased preparation for existing undergraduate majors for graduate school and future careers" and enhance the overall curriculum. The BS program is a favorable alternative to the BA for students who seek advanced training and exposure. It will also enhance the department standing as a preeminent undergraduate-focused anthropology program.

Anthropology majors met with departmental faculty for an annual Town Hall in spring of 2018 and expressed overwhelming support for the establishment of a BS.

Students who graduate with a BS in Anthropology from UVM would be better-positioned to compete for several local and regional career paths, including archaeological research, museums, forensics, and health services fields. The degree would also provide a strong foundation for students seeking graduate training in anthropology. Most important, the BS program aligns with the department's broader objective to provide students the skills and knowledge act as engaged citizens for the common good.

Relationship to Existing Programs

The department offers a Bachelor of Arts in Anthropology with options for concentrations in either Archaeology and Heritage Management or Global Health. The Bachelor of Science in Anthropology will offer a more formal and expanded degree option for advanced students interested in graduate studies or post-baccalaureate careers in anthropology and related fields. No other similar programs exist on campus. A side-by-side comparison of the 30-credit BA program and the 45-credit BS program have been provided by the department, and can be found in Appendix D. These credit levels are typical for BA and BS programs.

Curriculum

The curriculum and faculty research interests are diverse and represent the four- fields of the discipline (socio-cultural, archaeological, biological, and linguistic anthropologies). This interdisciplinary position and experience is clear in the theoretical training and hands-on experience integral to the study of anthropology that we provide, and in classes and research experiences that emphasize collaborative and cross-disciplinary work.

The proposed BS program entails 45-47 credit hours of coursework “in the major”, 4 credit hours in approved BIO/BCOR/CHEM/GEOL laboratory courses, 6 credit hours in statistical analysis, and 6 credit hours in a foreign language.

The BS requires more intermediate level courses when compared to the BA including the two higher-level courses in statistical analysis. Because language training is so crucial to developing cultural understanding, all BS students will be required to complete two semesters of foreign language courses. The BS also constrains students to choosing from specific natural science disciplines that are important for students pursuing archaeology/medical/biological anthropology. Finally, the BS requires that students choose from specific departmental offerings at the 100-level that concentrate on archaeological or biological anthropologies.

Required courses

Introductory courses (12 credit hours)

- ANTH 021 - D2:SU: Cultural Anthropology
- ANTH 024 - D2:SU: Prehistoric Archaeology
- ANTH 026 - D2: Biological Anthropology
- ANTH 028 - D2: Linguistic Anthropology

Four courses in anthropology at the 100-level and two additional anthropology courses at any level. An additional 12 credits must be selected from the courses below (18 credit hours)

- ANTH 040 – Parenting and Childhood
- ANTH 089 – D2: Global Health and Diversity
- ANTH 104 – Archeology of the Americas
- ANTH 106 – Preserving the Past
- ANTH 127 – Modernity and Material Culture
- ANTH 134 – Prehistory of North America
- ANTH 135 – Prehistory of the US Southwest
- ANTH 136 – Topics in Archaeology
- ANTH 140 – Primates and Anthropology
- ANTH 141 – Death, Burial, and Culture
- ANTH 143 – Forensic Anthropology
- ANTH 146 – Topics in Biological Anthropology
- ANTH 160 – D1: North American Indians
- ANTH 164 – Indians of the NE: Vermont

- ANTH 172 – Gender, Sex, and Culture
- ANTH 173 – D2: Foundations of Global Health
- ANTH 174 – D2: Culture, Health, and Healing
- ANTH 180 – D2: Psychological Anthropology
- ANTH 188 – Historical Archaeology
- ANTH 189 – D2: Aging in Cross-Cultural Perspective
- ANTH 209 – D2: Caribbean Anthropology
- ANTH 225 – Anthropological Theory
- ANTH 241 – Human Evolution and Diversity

Both of the following one-credit courses (2 credits hours)

- ANTH 105 – Introduction to the Major
- ANTH 205 – Senior Proseminar in Anthropology

Three courses in anthropology at the 200-level, with two of three selected from the courses below (9-11 credit hours)

- ANTH 200 – Fieldwork in Archaeology (only 3 credits may count toward requirement)
- ANTH 210 – Archaeology Theory
- ANTH 240 – Human Osteology
- ANTH 242 – Research Methods Human Diversity
- ANTH 245 – Laboratory Archaeology Topics
- ANTH 250 – Museum Anthropology
- ANTH 288 – Anthropological Research in Global Health
- ANTH 290 – Methods of Ethnographic Fieldwork

Take two courses in the same foreign language at the appropriate level as stipulated in the UVM BS distribution requirements (6 credit hours)

Two STAT courses drawn from the following course combinations or as approved by Director of Undergraduate Studies (6 credit hours)

- STAT 141 + STAT 183 – QR: Basic Statistical Methods 1 & 2
- STAT 141 + 200 - QR: Basic Statistical Methods 1 & QR: Med Biostatistics & Epidemiology

Two four-credit BIO, BCOR, CHEM, GEOL laboratory courses in consultation with advisor and Director of Undergraduate Studies (8 credit hours)

Suggestions for courses with archaeological focus and courses with a biological focus in Appendix A
Sample schedule in Appendix B

Admission Requirements and Process

The BS program would be open to all enrolled undergraduates. All courses for the major must be taken for a letter grade. Enrolled students must maintain an overall 2.0 grade-point average.

Anticipated Enrollment and Impact on Current Programs

A subset of current majors (25/135) with interests in the biological and archaeological sciences, pre-medicine, and cultural or biological approaches to medical anthropology have enrolled in two relatively new

concentrations: Global Health [implemented in 2017] and Archaeology/Heritage Management [implemented in 2018]. With these numbers in mind, it is estimated that 8-10 students will enroll in the BS program during the first academic year (see Appendix C – clarifying email from the department).

The BS would require two courses in the same language (thus modifying the standard BS distribution requirements at UVM). The BS would also require two math courses along with two four-credit natural sciences courses (with laboratory sections) from the Departments of Chemistry, Biology, or Geology. The proposers do not anticipate any additional enrollment pressure on these programs.

Advising

Students will be assigned an advisor in the department that most aligns with their interests (e.g., archaeology, bioarchaeology, medical anthropology). The Director of Undergraduate Studies will be available to advise anthropology minors and other non- majors who are interested in the program.

Assessment Plan

In addition to monitoring enrollment and retention in the program, they will use a similar assessment plan established for the BA program, which employs indirect and direct means of assessing student satisfaction and outcomes. Since there is considerable flexibility in our plan and BA students will be allowed to take these classes, these assessment measures are suitable for the BS as well. Amore specific means of assessing satisfaction and outcomes in laboratory courses and for the program overall will be added.

The department faculty will rely on student feedback collected during exit surveys, the annual Town Hall Meetings with majors and minors, and assessments of course content at various levels. The program will be formally assessed during the department’s next Academic Program Review (AY 2023-24) based on protocol established for this process. That review will include assessment from external reviewers within the discipline. The program will be evaluated by the department’s Assessment Committee in concert with the department Chair and Director of Undergraduate Studies.

Staffing Plan, Resource Requirements, and Budget

All of the departmental faculty will participate in the program. Present staff assignments may be adjusted depending on the number of students who pursue the BS. The current faculty teach a range of lower- and upper-level courses that include area studies, anthropological theory, special-topic, and laboratory and field studies, and offer relevant courses to staff our BA Concentration in Anthropology of Global Health and BA Concentration in Archaeology and Heritage Management. These should adequately support the new program with no significant staff changes.

The department has recently remodeled both its seminar and laboratory spaces to enhance student training and research experiences. Further laboratory expansion is planned when the department acquires the photography lab on the fifth floor of Williams Hall (Rooms 505, 506, and 507).

Evidence of Support

This proposal has been approved by the College of Arts and Sciences Curriculum Committee (October 3, 2018) and by the College of Arts and Sciences faculty on October 9, 2018. The proposal has received endorsements from the Chairs in the Departments of Geology, Mathematics and Statistics, Biology, and Chemistry.

Summary

It is the opinion of the subcommittee that the CAC should vote to support the BS in Anthropology submitted by the Department of Anthropology in the College of Arts and Sciences. No concerns were raised during the public comment period, and additional clarifying questions raised by the subcommittee were satisfactorily answered by the department – see Appendices C and D.

The proposed BS in Anthropology will provide students with an option to study in greater depth within the discipline, particularly in subdisciplines of archaeology and biological/medical anthropology. Students will receive more analytical training and will emerge better prepared for careers in archaeology, medicine, forensics, and biological anthropology.

The program makes use of the diversity in academic interest of the Department of Anthropology faculty. It is not expected to require additional faculty or resources for teaching or advising. Only one new course (ANTH 136) has been proposed; this was submitted in September 2018 and is currently in the “public comment” period. Courses are required in other departments including Mathematics and Statistics, Geology, and Biology. Letters of support have been provided from Chairs of these departments.

Appendix A

Courses with an Archaeological Focus

ANTH 104. D2: Archaeology of the Americas
ANTH 106. Preserving the Past
ANTH 127. Modernity & Material Culture
ANTH 134. Prehistory of North America
ANTH 135. Prehistory of the US Southwest
ANTH 136. Topics in Archaeology
ANTH 160. D1: North American Indians
ANTH 164. Indians of the NE: Vermont
ANTH 188. Historical Archaeology
ANTH 200. Field Work in Archaeology (six credits)
ANTH 209. D2: Caribbean Archaeology
ANTH 210. Archaeological Theory
ANTH 225. Anthropological Theory
ANTH 245. Laboratory Archaeology Topics

Courses with a Biological/Medical Anthropological Focus

ANTH 040. Parenting and Childhood
ANTH 089. D2: Global Health Development & Diversity
ANTH 140. Primates and Anthropology
ANTH 141. Death, Burial, and Culture
ANTH 143. Forensic Anthropology
ANTH 146. Topics in Biological Anthropology
ANTH 172. D2: Gender, Sex and Culture
ANTH 173. D2: Foundations of Global Health
ANTH 174. D2: Culture, Health, and Healing
ANTH 180. D2: Psychological Anthropology
ANTH 189. D2: Aging in Cross-Cultural Perspective
ANTH 240. Human Osteology. 4 Credits.
ANTH 241. Human Evolution & Diversity
ANTH 242. Research Methods Human Diversity (four credits)
ANTH 250. Museum Anthropology

Appendix B

Department:		Anthropology					
Course Plan to complete a:		BS in Anthropology					
Year 1							
Fall				Spring			
Prefix	Course #	Course Name (catalogue)	credits	Prefix	Course #	Course Name (catalogue)	credits
ANTH	02x	1 of 4 CORE courses	3	ANTH	02x	3 of 4 CORE courses	3
ANTH	02x	2 of 4 CORE courses	3	ANTH	02x	4 of 4 CORE courses	3
		TAP Seminar	3	ANTH	105	Intro to the Major	1
		1 of 2 Language	3-4	ANTH	1xx	1 100-level course	3
		Distribution	3			2 of 2 Language	3-4
			15-16				13-14
Year 2							
Fall				Spring			
ANTH	1xx		3	ANTH	1xx		3
ANTH	1xx		3	ANTH	1xx		3
		1 of 2 Lab Science	4	STAT	1xx	1 of 2 Statistics	3
		Distribution	3			Distribution	3
		Distribution	3			Elective	3
			16				15
Year 3							
Fall				Spring			
ANTH	1/2xx		3	ANTH	2xx		3-4
ANTH	1xx		3	ANTH	1xx		3
STAT	1/2xx	2 of 2 Statistics	3			2 of 2 Lab Science	4
ANTH	191	Teaching Assistantship	1			Elective	3
		Distribution	3			Elective	3
		Elective	3				
			16				16-17
Year 4							
Fall				Spring			
ANTH	2xx		3-4	ANTH	2xx		3-4
ANTH	1/2xx		3	ANTH	1/2xx		3
ANTH	205	Advanced Proseminar	1			Elective	3
ANTH	293	Internship	2			Elective	3
		Elective	3			Elective	3
		Elective	3				
			15-16				15-16

Clarifying questions from CAC subcommittee to the department and their answers

From: Emily Manetta <Emily.Manetta@uvm.edu>

Sent: Tuesday, November 27, 2018 4:30 PM

To: Monsen, Erik <emonsen@bsad.uvm.edu>

Cc: Garth Garrison <Garth.Garrison@uvm.edu>; Laura Almstead <Laura.Almstead@uvm.edu>

Subject: Re: Clarifying Questions: Proposed BS in Anthropology

Hello all,

I have interspersed my responses to your questions below, as well as attached a document that features a side-by-side comparison of the existing BA and the proposed BS. I hope these responses are helpful; do let me know if you have other questions or need to follow up.

Best,

Emily

With regards to the curriculum design:

- Beyond the numbers of credits, how are the old BA and new BS curriculums different? Some of these differences are addressed on page 17 (Section A3) of the proposal, so we are simply looking for additional clarification, for example in the form two-column side-by-side comparison table.

For ease of comparison, I have included a side-by-side chart which illustrates how credits are allocated in the BA and BS (see attachment). Fundamentally, the BS offers not only greater depth and breadth within the discipline, but tracks students through specific coursework in the major exploring the scientific study of archaeology, biological anthropology, and medical anthropology. That is, students pursuing the BS will have greatest exposure to a particular set of subfields within the discipline. Further, the BS requires rigorous background work in the natural sciences and in statistics to support research methodologies within these subdisciplines in anthropology. Finally, a student in the BS will emerge from the degree with the opportunity for more hands-on research experience, and will possess a range of technical skills for use in lab and field settings.

- How will the department advise students towards either the BA or the BS?

Our department prides itself in strong one-on-one advising. Some students will gravitate toward the BS as they have a pre-existing interest in archaeology or biology-based subfield. These students will be assigned an advisor who specializes in teaching coursework relevant to the BS (at this time, Scott Van Keuren, Deborah Blom, John Crock, Sarah Newman, and Jeanne Shea). As students express interest in (or declare) the BA, their assigned advisor will assess whether they have an interest in pursuing the BS and if so will refer them to the relevant advisor to explore the option further.

- If a BA student transfers to the BS program, what path might that student take?

This is a likely eventuality, as we have a number of current BA students who have demonstrated interest in undertaking the BS. Obviously how they transition to the BS is highly individual and dependent on their currently completed coursework, but we imagine that most will need to increase the number of anthropology courses they are enrolled in per semester and will need to strategically add one or more lab science and statistics courses to their schedule. For students later in their degree path, it may be helpful to make use of summer offerings to stay on a four-year graduation timeline.

With regards to ANTH 136 and 146:

- It would appear that only one “new” course ANTH 136 will be required. When will this be on the books? (this needs to be on the books before we can approve the program)

ANTH 136 was submitted in September and is currently in the “Public Comment” period. It would be added in the same catalog as the BS.

- ANTH 146 is a topics course which changes content from semester to semester. How can this serve as a pre-requisite for 2xx level courses, if the content is always different? Might it be better to have a “topics” course as a 2xx level class?

In ANTH, 2xx courses do not have specific 1xx prerequisites. Instead, they typically require the sub-discipline-specific 0-level course, and a 100-level course in anthropology. For instance, ANTH 245 Laboratory Archaeology Topics has the following prereqs: “Prerequisites: ANTH 024, one 100-level course in Anthropology”. Similarly, ANTH 288 Anthropology of Global Health lists: “Prerequisites: ANTH 021 or ANTH 026 or ANTH 089; ANTH 174 or another 100-level Anthropology course.”. Thus ANTH 136 and ANTH 146 will serve as adequate prerequisites for nearly any 200-level ANTH class, irrespective of sub-topic.

And the student numbers:

- What is the target size of the BS program?

We anticipate between 8-10 students will declare the BS during the first year, and would hope to eventually grow to a group of 18-20 students at any given time pursuing the BS in Anthropology.

- Where will the BS students come from? How many would have signed up for the current BA program and how many will be “new” students specifically for the BS program?

It is likely that the majority of recruitment into the BS will be from existing BA students who are looking for a more scientifically-focused degree path or preparation for particular types of graduate school or career paths focused on archaeology, biological anthropology, or health/medicine. That said, since no regional universities have the capacity to offer a BS as part of their curriculum, it is possible that this could form an attractive recruitment tool for students in the region who want to pursue this degree.

- If the new BS program adds new students to existing courses, are there enough seats in the room for the extra students?

At this time, we anticipate having the capacity to add new students associated with the BS as needed.

Fortunately, we were able to hire a new tenure track archaeologist, Sarah Newman, who expands our ability to offer the kind of coursework needed for the BS. Obviously if the program grows in ways we haven’t anticipated here, we would be thrilled to have the opportunity to expand our faculty working in biological anthropology, but that is a matter for the future.

Emily Manetta, PhD

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Appendix D

Comparison Chart for the proposed Bachelor of Science in Anthropology with the existing Bachelor of Arts in Anthropology

BS Course Descriptions		BS	BA	BA Notes
		Credit hrs.	Credit hrs.	
Introductory courses:		12	12	
ANTH 021	D2:SU: Cultural Anthropology			ANTH 021
ANTH 024	D2:SU: Prehistoric Archaeology			ANTH 024
ANTH 026	D2: Biological Anthropology			ANTH 026
ANTH 028	D2: Linguistic Anthropology			ANTH 028
Four courses in anthropology at the 100-level and two additional anthropology courses at any level. At least 12 credits must be selected from the following:		18	15	Two 100-level courses in two different subfields, two additional courses at the 100 or 200-level, and one course at any level. Any course may satisfy these requirements.
ANTH 040	Parenting and Childhood			
ANTH 089	D2: Global Health Development & Diversity			
ANTH 104	D2: Archaeology of the Americas			
ANTH 106	Preserving the Past			
ANTH 127	Modernity & Material Culture			
ANTH 134	Prehistory of North America			
ANTH 135	Prehistory of the US Southwest			
ANTH 136	Topics in Archaeology			
ANTH 140	Primates and Anthropology			
ANTH 141	Death, Burial, and Culture			
ANTH 143	Forensic Anthropology			
ANTH 146	Topics in Biological Anthropology			
ANTH 160	D1: North American Indians			
ANTH 164	Indians of the NE: Vermont			
ANTH 172	D2: Gender, Sex and Culture			
ANTH 173	D2: Foundations of Global Health			
ANTH 174	D2: Culture, Health, and Healing			
ANTH 180	D2: Psychological Anthropology			
ANTH 188	Historical Archaeology			
ANTH 189	D2: Aging in Cross-Cultural Perspective			
ANTH 209	D2: Caribbean Archaeology			
ANTH 225	Anthropological Theory			
ANTH 241	Human Evolution & Diversity			

Both of the following one-credit courses:		2	1	One of the following one-credit courses:
ANTH 105	Introduction to the Major			ANTH 105
ANTH 205	Senior Proseminar in Anthro			ANTH 205
Three courses in anthropology at the 200-level, with two of three selected from the following (only three credits of ANTH 200 will count toward this requirement):		9-11	6	Any course at the 200-level may count toward this requirement (only 3 credits of ANTH 200).
ANTH 200	Fieldwork in Archaeology			
ANTH 210	Archaeology Theory			
ANTH 240	Human Osteology (4 credits)			
ANTH 242	Research Methods Human Diversity (4 credits)			
ANTH 245	Laboratory Archaeology Topics			
ANTH 250	Museum Anthropology			
ANTH 288	Anthropological Research in Global Health			
ANTH 290	Methods of Ethnographic Fieldwork			
Take two courses in the same foreign language at the appropriate level (as stipulated in the UVM BS distribution requirements).		6	0	
Two STAT courses drawn from the following course combinations or as approved by Director of Undergraduate Studies (some may have prerequisites, check catalogue):		6	0	
STAT 141+183	QR: Basic Statistical Methods 1 & 2			
STAT 141+200	QR: Basic Statistical Methods 1 & QR: Med Biostatistics & Epidemiology			
Two four-credit BIO, BCOR, CHEM, GEOL laboratory courses in consultation with advisor and Director of Undergraduate Studies (some may have prerequisites, check catalogue):		8	0	
NOTE: Only three credits from the following independent research courses may count toward the major: ANTH 192, 198, 292, 298, HON 202, 203. Only three credits of the following practicum courses may count toward the major: ANTH 093, 191, 193, 291, 293				

Abstract for the Master of Arts in Psychology – direct entry

Note: This degree already exists as a component of the doctor programs in psychology. Doctoral students earn the Master of Arts in Psychology as the requirement for admission for candidacy for the PhD. This abstract describes the rationale to also offer the degree to students directly admitted to the MA, rather than the PhD.

The Department of Psychological Science is proposing the creation of a direct-entry, terminal Master of Arts in Psychology, with concentrations in General/Experimental Psychology and Clinical Psychology. The Master of Arts in General/Experimental or Clinical Psychology is aimed at students who wish to pursue a doctorate and want to strengthen their credentials to be competitive for doctoral programs, students who wish to pursue careers that require research skills, or students who wish to gain an understanding of research as it pertains to intervention and prevention. Applicants are required to identify a thesis mentor among the faculty in the Department of Psychological Science. Our goal is not to train licensed therapists pursuing a career in clinical practice. Hence, this program's curriculum does not provide any supervised practicum or internship hours necessary for licensure. Our goal is to create a standalone Master's program to complement our PhD program, training select students who may be interested in a PhD program at UVM or elsewhere. An additional goal is to be able to mount an Accelerated Master's Program for select UVM undergraduates. For many years, students in our General/Experimental Psychology PhD Program have completed the requirements for a Master of Arts in Psychology as part of their degree requirements for the PhD. In the past year, we have added this requirement to our Clinical Psychology PhD Program. We have not had a direct-entry, terminal Master's degree option. A primary reason for creating one now is as a requirement for creating an Accelerated Master's Program in Psychology, with concentrations in General/Experimental Psychology and Clinical Psychology. Few AMPs in Psychology exist at our regional competitor institutions. However, undergraduate students are increasingly interested in taking an extra, fifth year and finishing with both a Bachelor's degree and a Master's degree. The curriculum of the General/Experimental Psychology MA concentration will provide students with a broad background in experimental psychology encompassing biobehavioral, developmental, and/or social psychology as well as statistics. The curriculum of the Clinical Psychology MA concentration will provide students with a broad background in clinical psychology as well as statistics. Students can choose to focus on child clinical psychology, adult clinical psychology, or some of both. For both the General/Experimental Psychology MA concentration and the Clinical Psychology MA concentration, students will gain depth in a specific area of research in experimental or clinical psychology. The proposed start date for the program is the fall semester of 2019 and the curriculum will be offered during the academic year. The Master of Arts in Psychology already exists, but it is limited in availability to those students enrolled in the doctoral program in Psychology. The doctoral students must earn the master's degree as part of their doctoral training. We now propose to add a stand-alone, direct entry option to the master's that will utilize the same curriculum.

Proposal for New Academic Program or Research Endeavor

For purposes of full review of a new curriculum or academic program, or research endeavor, a formal proposal is to be drawn up according to the following outline. "Academic program" includes academic units, majors, minors, degrees, academic certificates, and graduate degree programs. "Research endeavor" includes centers and institutes. All sections should be addressed; if a section is not applicable to the particular proposal, insert "Not Applicable." When specific requirements are posted elsewhere for a particular activity, they should be incorporated into the proposal. (Examples include majors, minors, matrix centers, certificates of graduate study, and general degree requirements.)

Proposal

I. Program title, director, participating faculty, responsible academic unit, and description of the program, as it would be included in the University or Graduate College Catalogue.

II. Exact wording of degree to be awarded, if appropriate.

III. Rationale for the curriculum, program, or endeavor:

- A. Philosophic goals statement;
- B. Program level learning outcomes.

IV. Relationship of this curriculum, program, or endeavor to current mission and long- range plans of:

- A. Participating departments, programs, schools, and colleges;
- B. The University.

V. Relationship to programs offered currently.

VI. Indicate any other programs at the University which are similar in title or content and illustrate how they may overlap or differ.

VII. What comparable programs, if any, are in existence today in reputable colleges and universities:

- A. What are the highlights of these programs and how do they compare with the projected program at UVM?

B. Do universities engaging in regional participation with UVM offer these programs? In light of existence or absence of such programs, are there good reasons for promoting UVM or another university for offering this program?

VIII. Evidence of communication with academic units likely to be involved in or affected by the program.

A. Indicate the effect (cost, enrollment, etc.), the program will have on other academic units.

B. Faculty engaged in the development of a new program must discuss the proposal with each dean and chairperson/program director of an academic unit likely to be affected by the new program. All units whose courses are an integral part of the proposed program must be included. A letter of support, or at least a record of e-mail correspondence, from each such unit must be attached to the proposal.

C. The Graduate College Executive Committee (GCEC) must approve proposals for new graduate programs before they come to the Faculty Senate Curricular Affairs Committee. After the proposal is approved by all affiliated academic program/departments and Colleges/Schools, send the full proposal, including cover sheet, to the Dean of the Graduate College with a cover letter requesting consideration of the proposal. If approved, the Graduate College will transmit the proposal and a letter indicating the approval and explaining the rationale for the approval of the proposal to the Faculty Senate via the Vice Provost for Teaching and Learning.

IX. Evidence of demand or need for program:

A. Indicate justification of inauguration of program at this time:

1. Explain education, personnel needs, and social needs that exist (refer to specific authorities or studies consulted);
2. Anticipated enrollment or anticipated impact in case of a service or research endeavor for the first five years (give supporting evidence for estimate);
3. Indicate how this program will meet local and regional needs. If a doctoral program, include specific data on previous and present graduate

B. If a doctoral program, include specific data on previous and present graduate programs at master's level with the number of students and degrees awarded.

X. Students (if curriculum or academic program):

A. Indicate:

1. Evidence of a source of candidates;
2. Requirements for admission and retention of students;
3. Selection process;
4. Financial support available through the department and expected from the Graduate College or other UVM sources (Graduate Programs);
5. Mechanism of advising students;
6. Prospects for employment or opportunities for further education of graduates.

XI. Programs of study:

Excellent academic programs provide students with a coherent body of knowledge and skills consistent with the University's mission and vision, and lead to the attainment of a specified set of learning outcomes. Excellent academic programs set high expectations; they challenge and inspire students to do their best work. They also provide a rich learning environment where students can grow intellectually with guidance, mentoring, and experience.

A. Programmatic Quality and Excellence

1. Describe the coherent body of knowledge and skills, and the specified set of learning outcomes, that the program seeks to foster.
2. Discuss progression of students through the curriculum, with attention to the developmental sequencing of courses and scaffolding of student knowledge and skills. Specifically address how the curriculum supports students' achievement of the learning outcomes listed above in Section III B.
3. Address both curriculum breadth and depth.
4. Describe the academic rigor of the program and practices that lead to high expectations for student learning.

B. Indicate all courses to be included in the program:

1. List existing courses envisioned as a part of a new program. What effect on enrollment is anticipated?
2. List required new courses or changes to existing courses in order to initiate program. (If new course or changes to existing courses are required, complete a "Course Change Form" for each course and submit request(s) concurrent with the program proposal.)
3. Courses offered under the Special Topics course rubric (i.e., x95/x96) may not be listed as requirements for majors, minors or graduate degrees or certificates.

C. Research endeavor (list arrangements for collaboration and/or supervision).

D. Field work (clinical experience: arrangements for placement and supervision).

E. Submit two sample programs or otherwise illustrate the selection of courses, course load, and research or service time distribution.

XII. Resources for the program:

A. Faculty:

1. Biographies of present faculty who will participate. Include name, degrees, experience, publications, and present teaching, research and service commitments;
2. Effect on, and adjustments in, present staff assignments;
3. New positions to be added and qualifications to be met:
 - a. Director, if any;
 - b. Other positions;
 - c. Indication of appointment prospects.
4. Interdepartmental and inter-institutional cooperation planned.

B. Library support:

1. Present an evaluation of the library resources available currently to support the program;
2. Indicate additional demands to be made for this program with an estimate of the dollar cost of the additions.

C. Equipment needs and plans to meet them.

D. Physical space needs and plans to meet them:

1. Classroom and student study space;
2. Laboratory, research, and field experience space;
3. Office space.

XIII. Cost estimates:

- A. First-year costs in addition to current budget;
- B. Total costs for first five years in addition to current budget;
- C. Anticipated non-University support, if any, such as federal or industry grants.
- D. How program will be funded if no new money is available;
- E. Proportion of salary of any faculty member who would contribute to program.

XIV. Schedule for curriculum, academic program, or research endeavor:

- A. Proposed starting date;
- B. When will curriculum or academic program be offered-academic year, summer, part-time?

XV. Curriculum Assessment and Program Evaluation:

- A. Attach a completed assessment plan form, available here. For assistance in developing an assessment plan, contact the Associate Provost for Academic Affairs.
- B. Identify the department or school under which this program will undergo APR.

XVI. Space for endorsements of proposal should be allowed for the following:

- A. Departments or programs involved;
- B. School or college curriculum committee for each department or program involved;
- C. School or college dean for each department or program involved;
- D. Executive Committee, Graduate College (graduate programs/tracks only);
- E. Dean of Graduate College (graduate programs/tracks only);
- F. Curricular Affairs Committee;

G. Provost;

H. President;

I. Board of Trustees.

Abstract

A one-page abstract should include essential information from the following sections of the program proposal: I, II, III, IX, XI, and XIV.

The Chair of the Curricular Affairs Committee will e-mail the abstract of the proposal to all faculty, Department Heads/Chairpersons, Academic Deans and the presidents of the Student Government Association and Graduate Student Senate. The e-mail will indicate that the complete proposal is available at the Senate Office or on the Faculty Senate website. Comments are requested within 30 calendar days.

Proposal to Substantially Revise an Existing Academic Program or Research Endeavor

The following guidelines are to be used for writing a formal proposal to substantially revise an existing academic program or research endeavor. “Academic program” includes majors, degrees, and graduate degree programs and certificates. (Outlines for undergraduate certificate and minor proposals are presented in separate documents.) “Research endeavor” includes centers and institutes. All sections should be addressed; if a section is not applicable to the particular proposal, insert “Not Applicable.” When specific requirements are posted elsewhere for a particular activity, they should be incorporated into the proposal. The proposal must include:

- I. Program title, director, participating faculty, responsible academic unit, and description of the program, as it would be included in the University or Graduate College Catalogue.**
- II. Rationale for the revision of an existing academic program or research endeavor**
 - A. Describe the rationale for the revision, including changes in philosophic goal statements.
 - B. List program level learning outcomes, noting any changes in the assessment plan form currently on file.
- III. Changes in the relationship of this proposed revision to current missions and long-range plans of:**
 - A. The University;
 - B. Participating college(s), school(s), department(s) and program(s).
- IV. Relationship of revisions to other academic program or research endeavors currently being offered.**
- V. Provide evidence of communication with academic units likely to be involved in or affected by the revised program.**
 - A. Indicate the effect (cost, enrollment, etc.), the revised program will have on other academic units.

B. Faculty engaged in the substantial revision of a program must discuss the proposed revisions with each dean and chairperson/program director of an academic unit likely to be affected by the new program. All units whose courses are an integral part of the proposed program must be included. A letter of support, or at least a record of e-mail correspondence, from each such unit must be attached to the proposal.

C. The Graduate College Executive Committee must approve proposals to substantially revise graduate programs before they come to the Faculty Senate Curricular Affairs Committee. After the proposal for substantial revision is approved by all affiliated academic programs/departments and Colleges/Schools, send the full proposal to the Dean of the Graduate College with a cover letter requesting consideration of the proposal. If approved, the Graduate College will transmit the proposal and a letter indicating the approval and explaining the rationale for approving the proposal to the Faculty Senate via the Vice Provost for Teaching Learning.

VI. Evidence of demand or need for revision

A. Explain education, personnel needs, and social needs that exist. Refer to specific authorities or studies consulted;

B. Indicate how this revised program will meet local and regional needs;

C. Discuss projections for continued need over the next five years.

VII. Indicate effects of revision on:

A. Students

1. Evidence of change in source of candidates;
2. Change in requirements for admission and retention;
3. Any change in selection process;
4. Financial support available through the department and college or other UVM sources;
5. Change in mechanism of advising;
6. Prospects for employment or opportunities for further education of graduates.

B. Program of study

1. Programmatic Quality and Excellence
 - a. Describe the coherent body of knowledge and skills, and the specified set of learning outcomes, that the program seeks to foster.
 - b. Discuss progression of students through the curriculum, with attention to the developmental sequencing of courses and scaffolding of student knowledge and skills. Specifically address how the revised curriculum supports students' achievement of the learning outcomes listed above in Section II B.

- c. Address both curriculum breadth and depth.
 - d. Describe the academic rigor of the program and practices that lead to high expectations for student learning.
- 2. Indicate all courses, classes, research or other scholarly activity, fieldwork, and independent study to be included in the revision.
 - a. list existing courses envisioned as part of the revised program;
 - b. list newly established courses required of the student as part of the revised program. (If new course or changes to existing courses are required, complete a "Course Change Form" for each course and submit request(s) concurrent with the program proposal.)
- 3. Submit representative samples of student's program of study or otherwise illustrate the selection of courses, course load and research or service time distribution.

C. Faculty changes

- 1. Provide biographies of present faculty who will participate. Include name, degrees, experience, publications, and present teaching commitments;
- 2. Describe effect on and adjustment in present staff assignments as result of proposed revision;
- 3. List new positions to be added and qualifications to be met:
 - a. Director, if any;
 - b. Other positions; and
 - c. Indication of appointment prospects.
- 4. Interdepartmental and inter-institutional cooperation planned.

D. Exact wording of degree as it has been, and as it is being proposed.

VIII. Resources to support revision

- A. Library: indicate additional demands to be made with an estimate of dollar cost;
- B. Equipment needs and plans to meet them;
- C. Physical space needs and plans to meet them (classroom, conference space, laboratory, research/scholarship and field experience space, office space);
- D. Administrative needs and plans to meet them (personnel, office supplies, printing, etc.)

IX. Cost estimate for the changes

- A. First-year cost in addition to current budget;
- B. Total costs for first five years in addition to current budget;

- C. Anticipated non-University support, if any;
- D. Contingency plan if no new money is available.
- E. Proportion of salary of any faculty member who would contribute to program

X. Schedule for enactment of revision

- A. Proposed starting date;
- B. Time to be offered (calendar year, academic year, summer, part-time).

XI. Curriculum Assessment and Program Evaluation

- A. Attach an updated assessment plan form, available here. For assistance in revising an assessment plan, contact the Vice Provost for Teaching and Learning.
- B. Identify the department or school under which this program will undergo APR.

XII. Space for endorsements of proposal should be allowed for the following:

- A. Department or program*;
- B. School or college curriculum committee*;
- C. School or college dean;
- D. Executive Committee, Graduate College;*;
- E. Dean of Graduate College,*
- F. Curricular Affairs Committee;
- G. Faculty Senate;
- H. Provost;
- I. President;
- J. Trustees*

*when appropriate

Abstract

A brief abstract must accompany the proposal, including essential information from sections I, II, VI, VII, and X of the program proposal.

The Chair of the Curricular Affairs Committee will e-mail the abstract of the proposal to all Faculty, Department Heads/Chairpersons, Academic Deans and the presidents of the Student Government Association and Graduate Student Senate.

The e-mail will indicate that the complete proposal is available at the Senate Office or on the Faculty Senate website. Comments are requested within 30 calendar days.

PROPOSAL FOR NEW MINOR: REPORTING & DOCUMENTARY STORYTELLING

Center for Research on Vermont, College of Arts and Sciences

ABSTRACT: In the interdisciplinary Minor in Reporting and Documentary Storytelling (RDS), students will study the practice and theory of telling socially and culturally engaged stories in journalism and nonfiction writing, documentary video, and digital media formats. Grounded in inquiry, observation, research, reporting skills, and immersion in a subject, student projects will be hands-on. Projects within individual courses and accruing across a series of graduated course offerings will result in a portfolio of undergraduate work that blends careful research and documentary attention with personal expression. Embracing the liberal arts, students in the minor will also explore ideas, issues, problems, and theories related to media, journalism, and nonfiction storytelling, developing vital skills in media literacy, critical thinking, ethical awareness, creativity, and problem solving. The minor will culminate in a relevant internship, where students will put their skills to professional use in journalism and media projects.

REQUIREMENTS: Eighteen credits, as follows:

Three credits in core writing. Take one of the following:

ENGS 50: Art of the Essay

ENGS 51: Topics in Composition

Three credits in media/history/theory. Take one of the following:

ANTH 202: Anthropology of Media

POLS 137: Politics and Media

ENVS 204: Media, Ecology, Politics

REL 298: Religion and Media

FTS 009: History of Television

SOC 43: Survey of Mass Communication

FTS 010: Contemporary Cinema

SOC 148: Sociology of News

POLS 123/VS 123: The Vermont Political System

SOC 243: Mass Media in Modern Society

Nine credits at the advanced level in the practice. Choose from the following:

Journalism, the essay, digital composing, screenwriting

ENGS 114: Topics in Writing

ENGS 117: Advanced Creative Nonfiction

ENGS 107: Topics in Composition and Rhetoric

ENGS 108: Advanced Composition Workshop

FTS 144: Screenwriting

FTS 145: Screenwriting II

Documentary Video

ARTS 148: Motion Picture Production

FTS 133: Documentary and Avant-Garde Cinema

FTS 141: Film and Video Production I

FTS 143: Film Theory and Practice

Photography, digital image and design

ENVS 170: Environmental Arts Practice

ARTS 138: Color Photography

ARTS 137: Photography

ARTS 148: Motion Picture Production

Three credits in an internship in journalism/media/documentary:

VS 191: Internship

FTS 190/192: Internship

**PROPOSAL FOR NEW MINOR:
REPORTING AND DOCUMENTARY STORYTELLING**

Revised, December 10, 2018

I. Program title, director, participating faculty, responsible academic unit, and description of the program, as it would be included in the University Catalogue.

a. Title: Minor in Reporting and Documentary Storytelling
Title for transcripts: Reporting & Doc Storytelling

b. Directors:

Greg Bottoms, Professor of English
Deb Ellis, Associate Professor of Film and Television Studies
Richard Watts, Director of the Center for Research on Vermont

c. Participating Faculty:

Curriculum Review Committee*:
Greg Bottoms, English
Josh Brown, Environmental Studies
Deb Ellis, Film and Television Studies
Richard Watts, Center for Research on Vermont

** This committee will help to oversee curricular integration and planning across units, coordinating the various related courses taught in other units on campus.*

Participating Faculty

Professor Jean Bessette, English
Professor Gregory Bottoms, English
Lecturer Josh Brown, Environmental Studies
Lecturer Isaac Cates, English
Professor Chris Danforth, CEMS & Computational Story Lab
Professor Deborah Ellis, Film and Television Studies
Professor Anthony Gierzynski, Political Science
Lecturer Jenny Grosvenor, English
Professor Maria Hummel, English
Professor Adrian Ivakhiv, Environmental Studies
Professor Major Jackson, English
Professor David Jenemann, Film and Television Studies
Professor William McDowell, Art
Professor Libby Miles, English
Professor Helen Morgan-Parmett, Speech and Debate
Professor Sarah Nilsen, Film and Television Studies

Lecturer, Patricia O’Kane, Environmental Studies
Professor Cynthia Reyes, College of Education & Social Services
Professor Luis Vivanco, Anthropology
Lecturer Richard Watts, Center for Research on Vermont, Geography
Professor Nancy Welch, English

d. **Responsible Academic Unit:**

Center for Research on Vermont, College of Arts and Sciences

e. **Description of the minor:**

Short version for the catalog:

In the interdisciplinary Minor in Reporting and Documentary Storytelling, students will study the practice and theory of telling socially and culturally engaged stories in journalism and nonfiction writing, documentary video, and digital media formats. Embracing the liberal arts, students in the minor will also explore ideas, issues, problems, and theories related to media, journalism, and nonfiction storytelling, developing vital skills in media literacy, critical thinking, ethical awareness, creativity, and problem solving.

Long version for the web:

In the interdisciplinary Minor in Reporting and Documentary Storytelling (RDS), students will study the practice and theory of telling socially and culturally engaged stories in journalism and nonfiction writing, documentary video, and digital media formats. Grounded in inquiry, observation, research, reporting skills, and immersion in a subject, student projects will be hands-on. Projects within individual courses and accruing across a series of graduated course offerings will result in a portfolio of undergraduate work that blends careful research and documentary attention with personal expression. Embracing the liberal arts, students in the minor will also explore ideas, issues, problems, and theories related to media, journalism, and nonfiction storytelling, developing vital skills in media literacy, critical thinking, ethical awareness, creativity, and problem solving.

Through regular talks and visits to campus from academics, reporters, writers, and filmmakers, students in the minor will engage in ongoing reporting and documentary work focused on local, state, national, and international topics. The minor will culminate in a relevant internship, where students will put their skills to professional use in journalism and media projects.

RDS will be an ideal program for students interested in pursuing careers or graduate study in journalism, nonfiction writing, editing and publishing, video, and digital media, but its learning goals and outcomes apply broadly to careers and endeavors in business, law, education, healthcare, public service, government, science, technology, and beyond.

Catalogue Language: Reporting and Documentary Storytelling Minor

Requirements:

Eighteen credits, as follows:

Three credits in core writing. Take one of the following:

ENGS 50: Art of the Essay
ENGS 51: Topics in Composition

Three credits in media/history/theory. Take one of the following:

ANTH 202: Anthropology of Media
ENVS 204: Media, Ecology, Politics
FTS 009: History of Television
FTS 010: Contemporary Cinema
POLS 123/VS 123: The Vermont Political System
POLS 137: Politics and Media
REL 298: Religion and Media
SOC 43: Survey of Mass Communication
SOC 148: Sociology of News
SOC 243: Mass Media in Modern Society.

Nine credits at the advanced level in the practice. Choose from the following:

Journalism, the essay, digital composing, screenwriting
ENGS 107: Topics in Composition and Rhetoric
ENGS 108: Advanced Composition Workshop
ENGS 114: Topics in Writing
ENGS 117: Advanced Creative Nonfiction
FTS 144: Screenwriting I
FTS 145: Screenwriting II

Documentary Video

ARTS 148: Motion Picture Production
FTS 133: Documentary and Avant-Garde Cinema (*Topics include Contemporary Documentary, History of Documentary*)
FTS 141: Film and Video Production I
FTS 143: Film Theory and Practice

Photography, digital image and design

ENVS 170: Environmental Arts Practice
ARTS 137: Photography
ARTS 138: Color Photography
ARTS 148: Motion Picture Production

Three credits in an internship in journalism/media/documentary. Take one of the following:

VS 191: Internship

FTS 190/192: Internship
Other Information: No more than one course may overlap between a student's major and minor. Students pursuing an English major with a writing concentration, a Writing minor, or the Public Communication major should be especially mindful of this rule. If pursuing an English major, ENGS courses used for the RDS minor are included in the 45-credit major rule.

II. Exact wording of degree to be awarded, if appropriate: n/a

III. Rationale for the curriculum, program, or endeavor

a. Philosophic goals statement

RDS will offer students a coherent and organized program built around learning opportunities in the practice and theory of reporting and documentary in writing, video, and digital formats. Courses in the practice will focus on producing short-form work appropriate for professional venues such as print and online newspapers and magazines, as well as learning the foundational craft and techniques required for long-form work in documentary films, digital media projects, and/or nonfiction books.

This minor concept arises out of UVM's expressed core values and more than a year of discussions and an Honors College seminar, "Journalism in a Post-Fact Age." Guests at the seminar, held in August 2017, included, among others, representatives of Vermont media outlets, a Pulitzer-Prize-winning journalist and UVM graduate, a recent graduate new to a career in journalism, and a Professor and former Dean at large professional programs in Journalism at the University of Minnesota and UMass-Amherst. Key takeaways from the discussions and seminar, relevant to this minor proposal, were:

- 1) The upheaval in the profession of journalism, as well as journalism education, makes for an uncertain environment for journalism programs. Attempting to start a competitive "nuts and bolts" pre-professional major in journalism like the ones offered by regional competitors such as UMass-Amherst, Syracuse University, and Boston University would not be the best course for UVM. However, several working professionals at the seminar believed students wanting to go into journalism should have, foremost, a well-rounded education with disciplinary or interdisciplinary knowledge in their intellectual interests while also being able to study and work in journalism.
- 2) A minor in "deep journalism"—a working phrase used throughout curricular discussions to describe broad journalistic practices in a liberal arts context that are grounded in intellectual inquiry and seek to convey complex ideas to a general audience—could complement student majors in the sciences, social sciences, humanities, arts, and beyond.
- 3) UVM could develop a Center to serve as a locus and clearing house for activities and University relationships with community and state media outlets.

- 4) UVM could offer, given these relationships, a robust internship program in journalism and media as a capstone experience for students in a minor.

b. General and specific objectives

Students will also develop important skills in nonfiction storytelling across media and gain knowledge by working and applying theories in high-impact experiential learning environments.

IV. Relationship of this program to the current mission and long-range plans of:

a. Participating departments, programs, schools:

The proposed Minor in Reporting and Documentary Storytelling draws heavily on courses in nonfiction writing—journalism, rhetoric and composition, digital composing, and creative nonfiction—in English. It also draws from documentary production, practice, and theory courses in Film and Television Studies. Students will be encouraged to take photography courses in Studio Art, although enrollment pressures in those courses and various pre-requisites may make it difficult to pursue this option. The required course in media history/theory may come from across CAS departments, including Anthropology, Film and Television Studies, Political Science, Religion, Sociology, and Speech and Debate, or from Environmental Studies.

The host of the minor, the Center for Research on Vermont, is an already-established place undertaking reporting and documentary storytelling about Vermont. A program like this one deals with different media forms and is necessarily interdisciplinary and should seek to draw from all the relevant resources, faculty, and courses at UVM, making any one department a less-than-perfect fit for housing it. The staff support, affiliated faculty of the Center (who are drawn from across the University), and relationships built between the Center and a range of Vermont institutions will, together, help to connect students to opportunities around the state.

b. The University:

The Mission of the University of Vermont: To create, evaluate, share, and apply knowledge and to prepare students to be accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and an enduring commitment to learning and ethical conduct. <http://www.uvm.edu/president/?Page=mission.html>

In this minor students will learn to report and document stories about the world in critically engaged ways. Working within the media laboratory of Vermont, RDS students will have access to a unique model of community-based journalism and documentary practice. Through hands-on experiences at the local level, studying and reporting on a range of local issues related to the environment, politics, healthcare, technology, business, and the arts, students will build crucial storytelling skills they can then use to build careers in reporting and documentary storytelling in a range of venues.

V. Relationship to programs offered currently.

There is no direct curricular overlap. Public Communications in Community Development and Applied Economics offers the closest program, but RDS is distinct from PCOM in its focus on long and shortform nonfiction work across media, as well as a clearer accent on the personal presence of the maker, interpretative skills development, and artistic craft. RDS courses will be focused more on what has been said about poetry: “News that stays news” around ongoing and often complex issues and problems. Many courses in the practice will (and currently do) employ “studio” and “workshop” models of instruction regularly seen in writing, video production, arts practices, and digital-specific and audio production. We (RDS directors) see this deeper focus on critical thinking, creativity, and core writing for all minors, regardless of what media they work in at the advanced level, as the best preparation for internships, further study, and later careers. RDS is built around courses that have existed in CAS for a long time (English, for instance, has been teaching journalistic prose and forms of the public essay for well over a century). The intent is to frame, organize, promote, expand, and deepen course offerings and events around the concepts and practices of reporting and documentary for the benefit of students, faculty across disciplines, and the wider community.

The PCOM program is described on the CDAE webpage as follows:

Communication doesn't happen in a vacuum. Public Communication students learn and use an integrated approach to communication that includes critically analyzing situations, managing information, and crafting messages that work in an increasingly global society. By embedding real-world projects with classroom reflection, service-learning courses allow students to acquire the skills necessary to succeed in a professional environment. Whether they are creating press releases, analyzing case studies, or designing visual components, PCOM students leave UVM with a competitive portfolio of work that allows them to jump right into the ever-evolving profession.

To fulfill the needs of PCOM majors and minors, CDAE offers a number of journalism and media studies-related courses, including the following:

- CDAE 112. Social Media: Theory 2 Practice
- CDAE 113. Citizen Journalism: Digital Age
- CDAE 114. Doc. Film for Social Change
- CDAE 121 News Writing Across Media
- CDAE 123 Media-Policy-Action (*includes focus on policy-making*)
- CDAE 145 Propaganda, Media & Cit Respn

Although there are many journalism-related courses offered within PCOM, the focus of both the major and the minor is professional communication across a range of fields—not just journalism, but also advertising, marketing, and public relations. The structure of both the major and the minor as of fall 2018 reflect that broad focus, requiring core courses in a range of topics not purely related to journalism. While it is thus possible to have some focus on journalism within the existing PCOM major/minor, students can only do so in the context of required courses in other areas.

In the UVM catalog, the PCOM minor requires the following:

Both of the following:

CDAE 24 Fund of Public Communication
CDAE 124 Public Communication

Three of the following:

CDAE 014 Visual Communication
CDAE 119 Event Planning for Athletics
CDAE 120 Strategic Writing for PCOM
Or CDAE 121 News Writing Across Media
CDAE 123 Media-Policy-Action
CDAE 127 Consumers, Markets & Public Policy
CDAE 128 The Consumer and Advertising
CDAE 145 Propaganda, Media, & Cit Respn
CDAE 168 SU: Marketing: Com Entrepreneurs
CDAE 174 Global Media & Intl Developmen
CDAE 178 Socially Responsible Marketing
CDAE 231 Applied Computer Graphics
PA 206 Intro Cont Public Affairs

Those offerings do include some courses related to journalism, the wider emphasis is on marketing, advertising, and communication broadly. At the same time, the PCOM minor does not include any of the core writing, film, photography, or critical media courses offered in CAS—courses which are at the heart of the new RDS minor. RDS is modeled on Documentary Studies rubrics, not public communications or more conventional pre-professional journalism. It also reorganizes what CAS already offers, with the hope of expansion. We (the three directors) see RDS as no more in conflict with PCOM than English, FTS, Art, or certain courses in the qualitative social sciences are in conflict PCOM.

Another crucial area of differentiation with the PCOM minor is that the latter has no required internship, while the RDS minor makes an internship its capstone experience. CRV Director Richard Watts has built rich collaborations with a range of Vermont media outlets who are ready and eager to have interns. Professor Watts will both continued to develop new placements for the RDS capstone internship and will supervise existing ones, ensuring the integration of the internship experience into the minor as a whole.

CAS has been in discussion with CDAE since August 2016 about ways to render journalism and media courses more visible, and to bring those courses together into more coherent and focused curricular offerings. Current budget constraints in both units do not permit hiring the new faculty needed to launch a full-scale journalism major. Nor, given shared and diverging curricula in CAS and CDAE, would it be clear how such a major would work in a cross-college context. Given the impossibility of a major at this point, discussions since fall 2017 have focused on the possibility of dual curricular innovations

within CAS and CDAE, with the idea that both could move forward to bring more visibility to journalism/media, within new curricular offerings.

The proposed RDS minor would offer students a way to pursue the focused study of reporting and documentary storytelling, drawing on coursework within CAS. Distinct from CDAE's new concentration in journalism, RDS, as stated above, is modeled on Documentary Studies programming and accents our working notion through conversations of "deep journalism"—narrative nonfiction away from daily news and practical newsroom skills and toward immersive, professionally crafted work across media that explores how topical subjects figure in social/cultural contexts and in everyday life. Some of our recent guests give a good sense of what CAS has in mind intellectually: *The New Yorker's* political reporter Jane Mayer; the Vermont podcast makers of *Rumblestrip* and *Brave Little State*, Angela Evancie and Erica Heilman; and the documentary filmmaker Bess O'Brien. The most direct model for RDS curriculum presented in this proposal is the Certificate in Documentary Studies at The Center for Documentary Studies at Duke, founded by Pulitzer-Prize-winning author and Harvard psychiatrist Robert Coles and Photographer Alex Harris in the early 1990s.

VI. Indicate any other programs at the University which are similar in title or content and illustrate how they may overlap or differ.

See V.

VII. What comparable programs, if any, are in existence today in reputable colleges and universities:

- **Depaul University, Minor in Documentary Studies.** *Description from the web:* The Documentary Studies minor is designed to give students a foundation in the field of documentary creation across genres and subject matters. Students may choose to focus on a specific area such as audio or photo documentary.
- **Duke University, Certificate in Documentary Studies.** *Description from the web:* The Certificate in Documentary Studies at Duke University is a program of undergraduate study involving community-based research and fieldwork. Working in one or more documentary mediums—photography, filmmaking, writing, audio, performance, among others—students explore a particular issue, community, family, or individual. Completion of a minimum of six courses and a documentary project that each student exhibits, presents, publishes, or otherwise disseminates to the public is required.
- **Lehigh University, Minor in Documentary Storymaking.** *Description from the web:* The minor exposes students to the world of documentary and digital storymaking. It focuses on analyzing the genre, its history, and evolving styles; developing visual literacy skills; and gives students an opportunity to create their own films.
- **Northern Arizona University, Journalism: Photojournalism and Documentary Studies Minor.** *Description from the web:* This minor offers students of all disciplines an opportunity to explore varied approaches to photojournalism and documentary work across the spectrum of video/film, audio,

multimedia, non-fiction writing, and print journalism. The curriculum opens student horizons to include production skills in storytelling and media analysis, in terms of the doing (creation, professional craft) and the experiencing.

- **Roosevelt University, Minor in Documentary Studies, Roosevelt University.** *Description from the web:* The documentary studies minor is interdisciplinary (journalism/art/media studies/English/film studies) and will engage students interested in documentary photography, video, audio and narrative production fieldwork. The courses incorporate practical, theoretical, and historical content and methods and will introduce students to, and expand their knowledge of, documentary practices. Most courses will consist of readings, classroom discussions, and laboratory work in photography, video, audio, or narrative production.
- **Skidmore College, John B. Moore Documentary Studies Collaborative** (courses but no major or minor). *Description from the web:* MDOCS is an interdisciplinary center presenting the stories of the human experience in documentary media and technologies: old and new; visual, oral and written; analog and digital. Providing resources for and fostering collaborations between Skidmore's academic programs and documentary practitioners, MDOCS invites students, faculty, and staff to learn and use the documentary arts for critical inquiry, discovery, civic engagement, and exposition.
- **University of Albany, Interdisciplinary Studies Major with a Certificate in Documentary Studies.** *Description from the web:* The Bachelor of Arts in Interdisciplinary Studies with a faculty-initiated concentration in Documentary Studies offers students an opportunity to explore diverse approaches to documentary work in video/film, radio, hypermedia/multimedia, photography, and nonfiction writing and print journalism. The curriculum combines a solid grounding in the academic and theoretical literature of documentary media with intensive research and fieldwork, arming students not only with production skills but also the ability to critically analyze media in terms of both content and craft. The minor in Documentary Studies permits interested students to combine a course of study in a traditional major in the sciences, social sciences, or humanities with a sub-concentration in documentary studies.

a. What are the highlights of these programs and how do they compare with the projected program at UVM?

Like RDS, the concentrations, minors and majors in documentary storytelling at other universities draw heavily on courses in writing, film, digital media, and critical media studies, while also engaging students in hands-on practical experiences through internships and community projects. Like RDS, programs elsewhere ask students to work across media, adapting their skills from one format to another in order to suit the multi-media production expectations of the field.

a. Do universities engaging in regional participation with UVM offer these programs? In light of existence or absence of such programs, are there good reasons for promoting UVM or another university for offering this program?

St. Michael's College offers a Media Studies, Journalism and Digital Arts major. The website for the major describes the program as follows: *"As a Media Studies student, you will learn to write quickly, accurately and under deadline pressure. You will learn to conduct research using traditional and electronic sources. You will acquire a deep understanding of the ethical and legal responsibilities associated with being a communicator - whether in the newsroom or the marketplace. And you will develop a mastery of current technologies, including multimedia, digital photography, digital video and digital audio and social media. Since today's journalist must be a generalist's generalist - a Renaissance person in an age of specialization - we insist that each student obtain firm grounding in the liberal arts. You'll find that beyond teaching you specific essential skills, we also continually promote your broad and perceptive understanding of society."*

The MJD major at St. Michael's offers a breadth of courses, some of which duplicate offerings here at UVM, and some of which complement and supplement our availability. Thanks to a curricular exchange, UVM students would be able to take photojournalism courses at St. Michael's—a subject not taught regularly on our own campus.

VIII. Evidence of communication with academic units likely to be involved in or affected by the program.

a. Indicate the effect (cost, enrollment, etc.), the program will have on other academic units.

The proposed minor is likely to bring new or increased enrollment to existing writing, film, and other courses. The College will work with RDS directors to manage capacity for these courses to meet needs into the future.

b. Faculty engaged in the development of a new program must discuss the proposal with each dean and chairperson/program director of an academic unit likely to be affected by the new program. All units whose courses are an integral part of the proposed program must be included. A letter of support, or at least a record of e- mail correspondence, from each such unit must be attached to the proposal.

Conversations about bringing more visibility and curricular coherence to journalism courses on campus began in the summer of 2016, launched at the request of Professor Tom Sullivan. Bringing together faculty across campus, these conversations formalized in 2016-2017 academic year in a working group¹ which was charged with preparing a detailed proposal to identify what resources would be needed to create new curricular offerings in journalism. That proposal included

¹ Members included: Jean Bessette (CAS), Greg Bottoms (CAS), Chris Evans (Advisor to UVM Student Media), Sarah Heiss (CALS), Abby McGowan (CAS), Sarah Nilsen (CAS), Jane Petrillo (CALS), Val Rohy (CAS), Tom Streeter (CAS), Rob Williams (CALS)

the idea of creating both a BA and a BS in Journalism, one offered in CAS and the other offered in CALS—provided that new funds were available to hire additional faculty and staff support. Given the current budget situation, no such funds were available. Thus the conversation shifted in summer 2017 at the Honors College Faculty Seminar, attended by faculty from across campus, towards creating a minor. The appeal of this approach was that it was possible given existing staffing and resources, while still advancing the cause of bringing together courses and faculty expertise in a new way. That seminar included faculty across the University and the final executive summary is included here as Appendix A.

IX. Evidence of demand or need for program

a. Indicated justification of inauguration of program at this time:

i. Indicate education, personnel needs, and social needs that exist (refer to specific authorities or studies consulted):

At this point we anticipate no additional personnel needs. We have three co-directors, each whom will take on some responsibility for advising and guest lecturers, and the Center will provide staff support. We have identified a strong group of faculty teaching relevant classes.

We anticipate student demand to be strong and growing. And as it grows, we will revisit the resources committed to this program.

ii. Anticipated enrollment for the first five years (give supporting evidence for estimate):

We anticipate student demand to be strong based on a number of factors, including expressed interest from current and prospective students in journalism, nonfiction storytelling and hands-on and applied experiences. This minor will offer an emphasis on the practice and a minimum of three hours of off-campus internship experiences. A survey of students working at *The Cynic* indicated strong demand for more writing in the practice classes.

Another indication of strong student interest is the number of students involved in journalism and reporting related student activities, including the *Cynic* newspaper, the CCTV student run TV station and the radio station as well as the new student magazine – *Headwaters* -- and many student bloggers and writers.

Expectation is 25-40 students per year, for a total of 100-150 in the minor.

iii. Indicate how this program will meet local and regional needs.

Journalism is in crisis. There have been 20,000 layoffs of reporters and editorial staff nationally in the last ten years and a particular hollowing out of reporting from the middle of the country and rural areas. Journalism and reporting have been under assault from many directions, including the creation of a whole

concept of fake news. Polls show that public trust in journalism has declined precipitously nationwide, with grim consequences for the functioning of democracy, all while traditional economic supports of journalism have been collapsing. Vermont also has lost news room staff and seen once proud dailies (the Rutland Herald) dial back local news coverage.

Yet, despite the crisis in journalism, the state maintains a rich and robust media environment, with six still functioning daily papers, almost 40 weeklies, a successful alternative weekly in *Seven Days*, a successful all digital platform in *VT Digger*, and one of the highest listened to public radio stations in the US (VPR).

Vermont's problems are similar to the problems everywhere (particularly outside major coastal cities). Its solutions to those problems, however, are distinct. A program at UVM with a particular focus on social documentary reporting could link with Vermont's journalistic needs. A particular niche of this program will be placing students in high impact learning experiences in Vermont, benefitting both the content provider and the student. As *VT Digger* founder Anne Galloway said at our journalism Honors College seminar: "Only academia and the optimism of youth can reinvent journalism."

There is still a local news vacuum in Vermont. RDS will take an innovative and collaborative approach, utilizing how uniquely accessible Vermont politics and culture are. RDS will provide students with high-impact learning experiences, training, and skills while also contributing to the challenges facing journalism.

The problems of journalism, finally, are not only financial. They are also technical and political. They are technical because new forms of communication have transformed the way people relate to news, and political because those new forms are intertwined with trends such as the world wide rise of populist authoritarianism. Together, these have presented journalism with a host of new challenges. Universities are in a unique position to provide contexts in which to study and reflect on these issues.

X. Students

a. Evidence of a source of candidates: See IXii.

b. Requirements for admission and retention of students:

Admission to the minor would be open to any student at UVM; students would, however, need to achieve a 2.0 average in the minor to have it count towards requirements for graduation.

c. Selection process: Students self-select.

d. Financial support available through the department and expected from the College or other UVM sources: n/a

e. Mechanism of advising students:

The three co-directors will serve as academic advisors to students in the minor. The Director of CRV will oversee the internship placements.

f. Prospects for employment or opportunities for further education of graduates.

RDS will be an ideal program for students interested in pursuing careers or graduate study in journalism, nonfiction writing, editing and publishing, film, and digital media, but its learning goals and outcomes apply broadly to careers and endeavors in business, law, education, healthcare, public service, government, science, technology, and beyond.

XI. Programs of study

a. Programmatic Quality and Excellence

i. Describe the coherent body of knowledge and skills, and the specified set of learning outcomes, that the program seeks to foster:

Students in the Minor in Reporting and Documentary Storytelling will learn to identify, research, and write stories and see those stories in context. They will explore both the craft and theories of nonfiction storytelling practices for the purposes of clearly and artfully conveying and interpreting contemporary issues, life, and culture. On a practical level, all students should become adept researchers, clear and sophisticated writers, and achieve a high level of competence, if not mastery, in nonfiction production in one or more of the following practices: writing, digital composition, multi-media work, or documentary video. Students should also learn effective processes for drafting, revision, and editing toward achieving professional quality work.

ii. Discuss progression of students through the curriculum, with attention to the developmental sequencing of courses and scaffolding of student knowledge and skills:

Students will begin the program with six core hours below the 100-level: three in intermediate nonfiction writing in either forms of the public essay or a topic related to journalism; and three in the study of media history and/or theory from departments across CAS or elsewhere.

Students will then take nine hours of courses above 100 in the advanced practice in journalism and nonfiction writing, documentary video, or digital composing and multi-media work.

Students will complete the minor with an internship in journalism and media related to their interest and individual program of study. Within Vermont, strong partnerships with all the top media outlets in the state

(VPR, Vermont Public Television, VT Digger, Seven Days, Burlington Free Press, WCAX) ensure a robust array of internships available in and near campus. Students interested in pursuing internships outside of Vermont will be supported by the CAS internship staff and the Career Center. CAS students can also explore internships through new partnerships with The Washington Center in DC and The Semester in the City program in Boston, both of which are full semester programs which place students in full time internships.

iii. Address both curriculum breadth and depth:

The Minor in Reporting and Documentary Storytelling is designed to complement a student's overall educational plan. Part of the mission of RDS is to teach students to translate complex and sometimes abstract ideas—from their major or other minor study and elsewhere—into clear and powerful human stories. There is breadth of offerings across the nonfiction forms of writing, video, and digital composing. While students may work across these reporting and documentary practices, they may also, and more likely will, focus primarily on one form, such as journalism and the essay, the short documentary video, or web-based stories of mixed media. The structure of the five courses, advising, and the internship are meant to accent both depth and coherency around a student's educational and professional goals.

iv. Describe the academic rigor of the program and practices that lead to high expectations for student learning:

All courses in the practice within the minor blend craft, skills, theory, and the study of exemplary models, whether that is the long-form magazine article, the digital composition, multi-media work, or the short documentary video. Students will work with advisors to devise a coherent body of understanding and professional skills and knowledge. Opportunities such as talks and short courses through participating departments will complement the curriculum. Finally, students will end the program applying knowledge and skills in a professional setting.

b. Indicate all courses to be included in the program:

i. List existing courses envisioned as part of a new program. What effect on enrollment is anticipated?

Core Writing below 100 (one of the following):

ENGS 050: Art of the Essay (study and practice of different essay forms such as the topical personal essay, the journalistic essay, the argument/opinion essay, and the critical essay).

ENGS 051: Topics in Composition (topics may include Literary Journalism, Nature and Science Writing, Writing for the Web, and Forms of Journalism)

Core Media History/Theory (three credits from the following)

ANTH 202: Anthropology of Media
ENVS 204: Media, Ecology, Politics
FTS 009: History of Television
FTS 010: Contemporary Cinema
POLS 123/VS 123: The Vermont Political System
POLS 137: Politics and Media
REL 298: Religion and Media
SOC 43: Survey of Mass Communication
SOC 148: Sociology of News
SOC 243: Mass Media in Modern Society.

** Students may substitute an appropriate course focused on media history and/or theory with permission.*

Advanced Hours in the Practice (nine credits from the following):

Journalism, the essay, digital composing, screenwriting
ENGS 107: Topics in Composition and Rhetoric (topics have included Writing for the Digital Age)
ENGS 108: Advanced Composition Workshop (topics have included Critical Writing and Digital Composing)
ENGS 114: Topics in Writing (topics have included Literary Journalism, Travel Writing, Writing about the Arts, Writing Place, and the Documentary Essay)
ENGS 117: Advanced Creative Nonfiction (advanced workshop in writing different forms of creative nonfiction, including literary memoir, the personal essay, cultural criticism, and literary journalism)
FTS 144: Screenwriting I
FTS 145: Screenwriting II

Documentary Video

ARTS 148: Motion Picture Production
FTS 133: Documentary and Avant-Garde Cinema(*Topics include Contemporary Documentary, History of Documentary*)
FTS 141: Film and Video Production I
FTS 143: Film Theory and Practice

Photography, digital image and design

ENVS 170: Environmental Arts Practice (topics include Landscape Photography)
ARTS 137: Photography
ARTS 138: Color Photography
ARTS 148: Motion Picture Production

** UVM students may also take photojournalism courses at St. Michael's for no additional cost.*

Three credits in an internship in journalism/media/documentary:
VS 191: Internship

ii. List required new courses or changes to existing courses in order to initiate program:

No new courses are currently needed. There will be a year-by-year reassessment of this.

c. Research endeavor (list arrangements for collaboration and/or supervision):

We do not propose any special arrangements for students interested in pursuing independent research; students would be able to tap into existing mechanisms for independent research within the departments of the faculty members concerned.

d. Field work (arrangements for placement and supervision):

The strength and niche of this program will be relationships with Vermont's rich landscape of journalistic outlets. UVM has existing relationships with many of these; we are already placing students in high-impact, communication-related experiences across Vermont.

Students will also have opportunities to work on various reporting and documentary projects on campus.

e. Submit two sample programs or otherwise illustrate the selection of courses

Example 1: *a student interested in creating documentaries for television*

Fall Year 1	no course in the minor
Spring Year 1	ENG 51: Topics in Composition
Fall Year 2	FTS 9: History of Television
Spring Year 2	<i>FTS 121 (not required for minor, but prereq for FTS 141)</i>
Fall Year 3	FTS 141: Film and Video Production
Spring Year 3	ARTS 148: Motion Picture Production
Fall Year 4	Internship with Vermont Public Television
Spring Year 4	ENVS 170: Environmental Arts Practice

Example 2: *a student interested in writing, digital storytelling and politics*

Fall Year 1	no course for the minor
Spring Year 1	no course for the minor, works for Cynic
Fall Year 2	ENG 50 Art of the Essay
	<i>POLS 21 (not required for minor, but prereq for POLS 137)</i>
Spring Year 2	ENG 108 Advanced Composition Workshop
Fall Year 3	<i>FTS 9: History of Television (prereq for FTS 122)</i>
	POLS 137: Politics and Media

Spring Year 3	FTS 144: Screenwriting I
Fall Year 4	FTS 145: Screenwriting II
Spring Year 4	Internship with VT Digger

Example 3: *a student interested in reporting about environmental issues*

Fall Year 1	no course for the minor, takes ENVS 1
Spring Year 1	no course for the minor, takes ENVS 2
Fall Year 2	ENGS 51: SU Writing Science and Nature
Spring Year 2	ENGS 114: Travel Writing
Fall Year 3	ENVS 170: Environmental Arts Practice
Spring Year 3	ENVS 195: Environmental Journalism
Fall Year 4	ENVS 204: Media, Ecology, and Politics
Spring Year 4	Internship with Burlington Free Press

XII. Resources for the program (list faculty, library support needed, equipment needs)

a. Faculty

i. Biographies of present faculty, with present teaching/research/service commitments:

(Resumes of three suggested co-directors attached. Other participating faculty are listed on the cover sheet).

ii. Effect on and adjustments in, present staff assignments:

None

iii. New positions to be added and qualifications to be met:

1. Director

Co-directors: Gregory Bottoms, Deborah Ellis, Richard Watts,

2. Other positions

None

iv. Interdepartmental and inter-institutional cooperation planned:

In order to ensure smooth integration and collaboration of offerings related to reporting and documentary across the university, we propose creating a standing curriculum committee composed of faculty RDS and elsewhere (see above for proposed composition of this committee.) This committee would meet twice a year to discuss current and future courses, in order to ensure the maximum breadth of coverage in coursework for students.

b. Library support: Because the proposed minor draws on existing courses, no new library resources are anticipated.

c. Equipment needs and plans to meet them:

Given the equipment available through Media Services in the library, as well as through the Film and Television Studies program, no new equipment is needed at this time. Both programs regularly expand their equipment, so we anticipate future needs will be covered within existing plans.

d. Physical space needs and plans to meet them:

Events related to the minor will be held primarily at the Center for Research on Vermont in Billings, which will provide a physical space to bring together people and ideas. The idea of a physical center for this minor is important and emerged from the faculty seminar and the planning group associated with the minor (See Appendix A). Until a dedicated center for journalism is created at UVM, we will host events and activities where there is space and programming support available.

XIII. Cost estimates:

- a. First year costs in addition to current budget:** None
- b. Total costs for first five years in addition to current budget:** None
- c. Anticipated non-University support, if any, such as federal or industry grants:** None

XIV. Schedule for curriculum, academic program, research, or service endeavor:

- a. Proposed starting date:** Fall 2019
- b. When will curriculum or academic program be offered (academic year, summer, part time?):** Generally in the academic year, although some courses might be offered in winter or summer session.

XV. Evaluation:

The minor will be included in the regular program review process conducted by the Office of the Provost, following the standard expectations for analysis of metrics and on-site evaluation by experts from established programs around the country. The schedule for that review will be timed to coincide with reviews of Film and Television Studies and/or English, since two of the faculty directors belong to those departments.

XVI. Endorsements of proposal:

William Falls, Dean, College of Arts and Sciences
Nathan Sanders, Director, Environmental Program
Katie Shepherd, Associate Dean, College of Education and Social Services