



The University of Vermont
FACULTY SENATE

**Curricular Affairs Committee of the Faculty Senate
Minutes**

Thursday, December 2, 2021, 4:15 – 6:15 pm

Present: Professors Kervick, Everse, Blom, Borchert, Brown, Colburn, Dale, Emery, Hazelrigg, Hunt, Jones, Poleman, Rosebush, Sargent, Seidl, Sisk, Swogger, Tomas, Chapina (GSA)

Absent: Professors Almstead, Barnaby, Hibbeler, Teneback, Adamson (SGA)

Guests: Jennifer Dickinson, Cynthia Forehand, Alison Maynard, Kate Finley Woodruff, Jennifer Pontius, Abigail McGowan

Chair Kervick called the meeting to order at 4:15 on MS Teams.

I. **Approval of the Minutes.** Joan Rosebush moved to approve the minutes of the November 4, 2021 meeting. **Vote: 14 approve, 0 oppose, 0 abstain. The motion carried.**

II. **Chair's Remarks** – Colby Kervick made the following comments:

- A. Format for Spring Meetings—the Faculty Senate and the CAC will continue meeting on TEAMS for the start of spring semester. The chairs may revisit this decision if COVID conditions improve.
- B. Structural move of Speech Course Prefix to English Department – At the October meeting the CAC approved Termination of the Speech and Debate Minor which was subsequently approved by the Board of Trustees. The speech course prefix is being retained as speech courses will continue to be part of the curriculum. There will be a structural move of the Speech prefix within the Registrar's system to now house that prefix under the English Department.
- C. January CAC Meeting – Colby and Stephen noted that a January CAC meeting may not be needed, as there is only one time-sensitive item on the radar. The proposal to add a micro-Certificate of Graduate Study in Sustainable Family Enterprise to an existing Graduate Certificate in the Grossman School of Business is currently out for 30-day circulation. Colby proposed that the CAC discuss the proposal at this meeting, and then barring no issues being raised through the public comment period, an electronic ballot would be circulated prior to the end of the semester to conduct a CAC vote. The January CAC meeting will be cancelled, and the CAC will resume work in February. Colby and Stephen may reach out to CAC members in January to request volunteers for sub-committees for APRS or other curricular review items that may be on the February agenda. Colby will be on sabbatical in the Spring and will be handing over the CAC facilitation reins to Stephen beginning with the February meeting.

III. **APR Reports** – none at this time.

IV. **Reports:** Colby Kervick reported that all four of the items for consideration are substantial revisions to curriculum. In some cases, the revisions are not quite 40% curricular changes, but are considered significant enough that the proposers from the units completed the relevant aspects of the significant revision proposal packet. Each of these items were reviewed by a subcommittee. No public comments were received for any of the four proposals.

A. **Substantial Revision to Theatre Major and Minor (CAS)** – Colby Kervick and Tricia Brown served as the review subcommittee and recommend approval of the proposed revisions to the Major in Theatre and Minor in Theatre. The goal is to revise the Theatre and Dance BAs so they become parallel degrees, each having the same number of required credits. The overlaps in requirements and elective offerings – most notably in the areas of production, the Performance & Culture elective category, and the 200-level seminar – also create opportunities for students to study with the entire Department faculty. In addition, the connection in the BAs reflect more joint performance season planning, with opportunities that bring Theatre and Dance majors together on and off stage. The subcommittee report is attached to these minutes.

Motion: Colby Kervick called a vote to approve the substantial revision to the Theatre Major and Minor in the College of Arts and Sciences.

Vote: 16 approved, 0 opposed, 0 abstained. **The motion carried.**

B. **Substantial Revision to Dance Major and Minor (CAS)** – Meaghan Emery and Walter Poleman served as the review subcommittee and recommend approval of the proposal for substantial revision to the Dance Major and Minor in the College of Arts and Sciences. The proposed curriculum demonstrates a thoughtful process that resulted in the preservation of the Dance programs' main learning objectives and the integration of the Dance and Theatre programs. A rigorous review process will ensure that the learning objectives are being met. The proposed revision to the BA in Dance will reduce the number of required credits, retain elective options in the major, create mutually beneficial synchrony with the Dance and Theatre majors, and create a 200-level seminar for Theatre and Dance majors. The proposal for revisions to the Dance minor simplifies the structure of the minor and makes the minors in Dance and Theatre match.

Motion: Colby Kervick called a vote to approve the substantial revision to the Dance Major and Minor in the College of Arts and Sciences.

Vote: 17 approved, 0 opposed, 0 abstained. **The motion carried.**

C. **Substantial Revision to the English Major (CAS)**– Ann Hazelrigg served as the review subcommittee and recommends approval of the proposal from the English Department in the College of Arts and Sciences (CAS) to simplify the English major by removing the formal concentrations in the major. The complexity of the current major has become burdensome for both students and faculty and simplifying the curricular infrastructure and keeping what is necessary and what works, adheres to disciplinary best practices, will hold up to internal and external scrutiny, supports learning outcomes, and is sustainable going forward. The CAS Curriculum Committee has approved this proposal. The subcommittee report is attached to these minutes.

Motion: Colby Kervick called a vote to approve the revision to the English Major in the College of Arts and Sciences.

Vote: 17 approved, 0 opposed, 0 abstained. The motion carried.

- D. **Substantial Revision to the Communication Sciences & Disorders (CSD) Minor (CNHS)** – Amy Tomas and Susan Swogger served as the review subcommittee and recommend approval of the proposal from the Department of Communication Sciences & Disorders (CSD) in the College of Nursing and Health Sciences (CNHS) to revise the CSD minor. The proposed changes better reflect the breadth of offerings in CSD and simplify the pathway to completion. The changes reflect a simplification of coursework tracking to meet qualifications of the CSD minor, coursework more focused on the disciplinary content in CSD, and better reflect current catalogue offerings in CSD and the related disciplines that participate in the major. The subcommittee report is attached to these minutes.

Motion: Colby Kervick called a vote to approve the substantial revision to the Communication Sciences & Disorders minor in the College of Nursing and Health Sciences.

Vote: 16 approved, 0 opposed, 0 abstained. The motion carried.

V. **Other Business:**

- A. **New Micro-Certificate of Graduate Study in Sustainable Family Enterprise (GSB)** – Colby Kervick reminded the CAC that this item was being presented for discussion and would be voted by electronic ballot after the close of the 30-day comment period. The proposal from the Grossman School of Business is for a new Micro-Certificate of Graduate Study in Sustainable Family Enterprise (mCGS-SFE). The mCGS-SFE is designed to prepare students to develop business knowledge and understand how family enterprises stay competitive by incorporating social, environmental, and economic concerns into their strategy. The mCGS-SFE is related to the full Certificate of Graduate Study in Sustainable Enterprise (CGS-SE). This proposal was unanimously approved by the Grossman School of Business Graduate Studies Committee and faculty, and the Graduate College Executive Committee.

Motion: Joan Rosebush moved to discuss the proposal for a new Micro-Certificate of Graduate Study in Sustainable Family Enterprise in the Grossman School of Business. The motion was seconded. Discussion included a statement from David Jones (GSB) confirming that the GSB faculty support this proposal. No public comment has been received to date. An electronic ballot will be sent to the CAC when the public comment period ends.

- B. **No-Contest Deactivation of Geology Major and Minor** – Colby Kervick presented a proposal from the Department of Geology in the College of Arts and Sciences (CAS) for a no-contest deactivation of the majors in Geology (BA & BS) and the minor in Geology due to poor demand for these programs. The faculty in Geology and the faculty in Geography have agreed to combine their faculty into a renamed Geography department with the intention of creating a broader Earth Sciences (BS) major to include both geology and physical geography content. A name change was approved by the Faculty Senate on November 15, 2021 for the Department of Geography to become the Department of Geography and Geosciences reflecting this new collaboration. The deactivation of the Geology majors and minor will not affect the Geology Master's program. The proposed deactivation will prevent students from declaring the

major/minor as of Fall 2022 and allow for the orderly teach out of students while also leaving open the possibility that the newly combined department might instead opt to reactivate and revise the Geology major rather than create a new major. The deactivation will not affect the courses currently offered by the faculty in Geology while the teach out is occurring. The deactivation will not affect staffing levels. The program faculty voted in favor of deactivating the majors and minor with 5 voting in favor and 1 abstaining. The CAS Curriculum Committee voted unanimously to approve this proposal. One public comment was received during the 30-day circulation noting that the geology courses have had high enrollment even if demand for the major and minor was decreasing.

Motion: Joan Rosebush moved to approve the no-contest deactivation of the Geology Major and Minor in the College of Arts and Sciences. The motion was seconded. Discussion included concern with the process and basis for the proposed deactivation and concern re: the impact on faculty in the Geology program; expression of the importance of geology to address issues of climate change; recognition of the work that has gone into getting to this point; the benefit of time and space provided by deactivation to pause, think, collaborate, plan and redesign the major; the potential impact on Secondary Education Earth Sciences concentration and clarification that the Geology courses through 100 level will remain; the benefit that deactivation will provide faculty by allowing them the bandwidth they need to address concerns raised by APR external evaluators about the experience of students trying to progress in a timely fashion through the Geology major. Colby Kervick reminded the CAC about the meaning, process, and timeframe of a no-contest deactivation. The guidelines for [Proposals to Deactivate an Academic Program](#) were established in 2019 and are available on the Faculty Senate website. Deactivation means that the program can stop enrolling and will have a 5-year period to make changes. Existing students continue their program of study. The Provost's Office tracks the timeline and notifies the department at the 4-year mark. The unit may choose to request continuation of deactivated status, begin a Program Termination process, or reactivate the program. No-contest deactivations are voted by the CAC and the Faculty Senate. They do not go to the Board of Trustees like a termination would.

Vote: 15 **approved**, 4 opposed, 0 abstained. **The motion carried.**

Colby Kervick provided a summary overview of items C, D, & E, as they are cross-unit proposals related to Environmental Studies and Environmental Sciences.

- No-contest Deactivation of ENSC (CAS)
- No-contest Deactivation of ENV5 (RSENR)
- No-Contest Deactivation of ENV5 and ENSC (CAL5)

The interrelated proposals are for deactivations in Environmental Studies and Environmental Science degrees that are articulated in a Memo of Understanding (MOU) describing the cross-unit curricular changes across CAL5, RSENR and CAS. They were agreed upon by faculty, Deans and unit level Curriculum Committees within each unit over a 2-year planning process. The goal of the proposed deactivations is to meet the Provost's charge to streamline offerings in the study of the environment at the undergraduate level and to transition cross-unit degrees in ENSC and ENV5 to single degrees offered in RSENR and CAS as well as to build new synergies and opportunities across undergraduate education in the environment at UVM. There were a series of votes within each unit, so these no-contest deactivation proposals were approved by faculty

and curriculum committees within CALS, CAS and RSENR. Currently, environmental studies/environmental sciences majors are offered in three different colleges. Each program offers a unique perspective to the study of the environment. However, the Provost and admissions have voiced concerns that such duplication creates confusion for incoming students interested in this area of study. This cross-unit structure is further complicated by curricular administration and flexibility, given that changes to degree requirements, course offerings, and staffing must be approved separately by all three units. Interdisciplinary opportunities for students to study the environment in existing majors within each home unit will remain as will access to the university wide minor in environmental studies, which will remain unchanged but will be administered by the co-directors of Environmental Studies in the college of Arts and Sciences. There is no anticipated impact on faculty and staff as faculty who currently teach courses in Environmental Studies and Environmental Science will continue to be able to do so across units, which is articulated in the MOU. All students currently enrolled in Environmental Science or Environmental Studies majors in their home units will be able to finish their degrees within their home units.

There are several key components of the negotiated agreement to note:

- Cross-unit teaching will continue
- Both ENVS (CAS) and ENSC (RSENR) will have co-directors, one from the new home unit and one from outside
- Both ENVS (CAS) and ENSC (RSENR) will have curriculum units that include faculty from across units who teach in those disciplines
- Advising plans are articulated in the MOU
- Program faculty designation will be available for faculty who are teaching regularly for a particular degree even if they are not assigned to the home unit of the degree.
- Environmental Program 2.0 is being shaped through active cross-unit discussions and will play a significant role in facilitating opportunities for students in engaging in cross-unit course offerings, research and internship opportunities

Although the CAC is reviewing primarily the curricular impact, it is important to note that the MOU articulates the goal of budget neutrality and a plan to monitor the budgetary impacts including a comprehensive 3 year review.

C. No-contest Deactivation of the BS degrees in Environmental Studies (ENVS) and Environmental Science (ENSC) in the College of Agriculture and Life Sciences (CALS)

Motion: Joan Rosebush moved to approve the request for no-contest deactivation of the BS degrees in ENVS and ENSC in the College of Agriculture and Life Sciences. The motion was seconded. Discussion included concern that there may be a shift of students from one college to another leading to deactivation of programs. Colby Kervick noted that the proposal addressed the anticipation for reduced number of students and intention not to harm one unit over another. Amy Seidl, Co-Director of Environmental Studies, stated that she will abstain from the votes, as she was very involved in the process over the past 2-years, including the MOU and proposal. Amy reported that Environmental Studies has more students than ever (532 students), and it is not an issue of the number of students, but an issue of providing clarity for incoming students on the options for the study of the environment. Although there was resistance to the new differentiation to the majors, over a period of 2-years, they came to a

compromise, and the environmental program will become a stand-alone institution, serving as the interdisciplinary backbone and resource for all students. Associate Deans Kate Finley Woodruff (CALs), Jennifer Pontius (RSENR), and Abigail McGowan (CAS) were invited to speak about the process and MOU. Faculty were involved in creating the MOU. Discussion included clarity on the budget neutrality timeline, advising, the focus on bringing together opportunities for students and a depth of expertise, and the commitment of resources from the Provost's office.

Vote: 16 approved, 0 opposed, 1 abstained. The motion carried.

D. No Contest Deactivation of the Environmental Studies Major (ENVS) in the Rubenstein School of Environment and Natural Resources (RSENR)

Motion: Joan Rosebush moved to approve the request to deactivate the ENVS Major in the Rubenstein School of Environment and Natural Resources. The motion was seconded.

Discussion: Amy Seidl clarified that the Environmental Studies program faculty voted on the deactivation with 8 approve, 3 oppose, 3 abstain.

Vote: 16 approved, 0 opposed, 1 abstained. The motion carried.

E. No Contest Deactivation of the Environmental Science Major (ENSC) in the College of Arts and Sciences (CAS)

Motion: Joan Rosebush moved to approve the request to deactivate ENSC Major in the College of Arts and Sciences. The motion was seconded. Discussion included a statement of appreciation for the process of these deactivations.

Vote: 16 approved, 0 opposed, 1 abstained. The motion carried

F. New Course Prefix Request Department of Education (CESS) – Stephen Everse presented a request from the Department of Education in the College of Education and Social Services for a new course prefix SSRM: Social Science Research Methods. The new prefix would be used to retitle research methods courses out of EDLP (Educational Leadership and Policy) and into a more accurate description of the course signaling availability of the class to programs and degrees within and outside of CESS.

Motion: Joan Rosebush moved to discuss approval of the new prefix SSRM. The motion was seconded. Discussion included concern with the use of "social science" and desire for a prefix that was less discipline specific, and instead utilized education and research methods. The prefix EDRM was suggested and confirmed available by the Registrar's office. Stephen Everse closed discussion and Colby will reach out to the proposers to explain the concerns and encourage resubmission utilizing a different prefix. If an updated proposal is received, it will be circulated for vote by electronic ballot.

VI. New Business:

A. Thomas Borchert requested guidance on use of the consent agenda to present curricular items forwarded from the CAC to the Faculty Senate.

B. Colby Kervick expressed gratitude for the committee's hard work, collegiality, and thoughtfulness during this busy semester.

Meeting adjourned at 6:28 PM

MEMO

To: Curricular Affairs Committee of the Faculty Senate
From: Colby Kervick and Tricia Brown, CAC subcommittee reviewers
Date: 12/1/21
Re: Approval of a proposal to revise the existing Theatre major and minor submitted by College of Arts and Sciences Department of Theatre and Dance.

We have reviewed a proposal to revise the existing Theatre major and minor submitted by the College of Arts and Sciences Department of Theatre and Dance and recommend approval. If approved, the changes will be implemented starting catalog year 22-23.

Revisions Overview and Rationale

The Department of Theatre and Dance provides a breadth and depth of experience, so students gain skills to understand the various facets of theatre, while at the same time learning the vital and transferable attributes of critical analysis, problem solving, and belief in one's own contributions, creativity, and ideas. The Department of Theatre and Dance provides students with a combination of theory and practice in understanding theatre as an art form that reflects the human condition. Students who major or minor in theatre are required to take core courses that provide an historical and critical foundation as well as fundamentals courses in areas of acting and design. A wide offering of additional courses is available that reflect theatre as social practice, personal expression, and creative collaboration.

The goal of the proposed revisions to the theatre major include:

1. Substantially reduce the number of required credits (from 42-33).
2. Design a new format for design/technical theatre that reduces the number of required credits but still provides substantive training in these areas for majors while supporting departmental production needs
3. Maintain elective options in the major but build those options into focused categories that provide overall structure and guidance for comprehensive studies in Theatre.
4. Create mutually beneficial synchrony with the dance major and dance course offerings.
5. Create a 200-level seminar for Theatre & Dance majors that examines overlapping questions and issues for the two allied disciplines. This provides a way to address enrollment challenges for 200-level classes while bringing students together.

The goal of the proposed revisions for the Theatre and Musical Theatre minors is to:

- 1 Update all relevant details based on new and/or revised courses.
2. Make the minor in Theatre match the minor in Dance at 18 credits.
3. Musical Theatre will remain at 20 credits as it involves a third discipline.

Changes in Relationships and Effects on Other Programs

The proposers do not anticipate any effects on other programs. The proposed revisions parallel similar changes being proposed to the Dance major and minor with the goal of increased synergy across programs in the department.

Changes to the Curriculum

The Theatre major will be reduced from 42 to 33 credits, largely by creating a new 3-credit introductory course, THE 014: Fundamentals of Design, and 3 related 1-credit lab/practical courses, one each in lighting, scenery, and costumes. These labs combine academic experiences with support for the department's productions.

The Theatre minor will be reduced from 19-20 credits to 18, with students having the option of focusing more on acting, on design, or combining the two. There isn't a change to the Musical Theatre minor which will remain at 20 credits due to addressing three disciplines, but the proposers note a catalog change is needed to one of the required courses which is currently mislabeled.

Details of the changes to the curriculum are highlighted in the attached appendix from the proposal. The subcommittee cross-checked in Course Leaf and found that all the proposed course actions are currently under review in the system.

Effects on Students and Faculty/Staff

The proposers did not anticipate effects on students and faculty/staff. In review of the proposal materials our subcommittee notes that that the proposed changes will reduce the overall number of credits for students in the major and provide some new course offerings that they can take as part of the revised program of study. With regards to faculty, the proposers indicated that they are hopeful that the changes will facilitate more opportunities for collaborative project between theatre and dance. It was also noted by Dean Falls, in his letter of support for the proposed changes, that the Theatre program has recently experienced faculty retirements and separations and these changes will be helpful to the new faculty in the program.

Costs of Revisions

n/a

Assessment

The program assesses its program outcomes on a five-year cycle that includes both direct and indirect assessment components (e.g., analysis of senior projects, oral presentations and surveys of majors and alumni).

Evidence of Support

On October 13, 2021, the CAS Curriculum Committee voted unanimously to approve the proposal to substantially change the Theatre major and Theatre minor.

On October 19, 2021, the CAS faculty voted to approve the proposal on those same terms, and Dean Bill Falls concurred. Both the CAS curriculum chair, Nicole Phelps, and CAS Dean, Bill Falls, submitted letters of support. In the proposal Department chair Paul Besaw, noted that participating faculty in the development of the proposed revised changes included: Sarah Carleton, Kathleen Gough, Paul Besaw, Sara Nelson, Zeina Salame, Johann Robert Wood, John Forbes (retiring Spring 2022), Martin Thaler (retiring Spring 2022).

All the related course action forms for creating new courses or modifying existing ones were approved by the CAS curriculum committee and CAS faculty and are continuing up the chain in Course Leaf.

Summary

Overall, the goal of these proposed revisions is to revise the Theatre and Dance BAs so they become parallel degrees, each having the same number of required credits. The overlaps in requirements and elective offerings – most notably in the areas of production, the Performance & Culture elective category, and the 200-level seminar – also create opportunities for students to study with the entire Department faculty. In addition, the connection in the BAs reflect more joint performance season planning, with opportunities that bring theatre and dance majors together on and off stage.

Our subcommittee has reviewed the proposal and we support the Department's proposed revisions to the major in Theatre and minor in Theatre. We believe the changes will facilitate their goal to reduce the overall number of credits to meet enrollment requirements and facilitate more synergy between theatre and dance.

Curricular Affairs Committee of the Faculty Senate

MEMO

To: Curricular Affairs Committee of the Faculty Senate
From: Ann Hazelrigg
Date: November 28, 2021
Re: Approval of a proposal to revise the existing English major submitted by the English Department

I have reviewed the proposal to revise the existing English major submitted by the English Department and recommend approval. If approved, the changes will be implemented Fall 2022.

Revisions Overview and Rationale:

The English Department is proposing to simplify the English major by removing the 5 formal concentrations in the major. In addition, the 6-credit introductory literature series is being replaced with literature courses at the 100-level. ENGS 085, which was applicable to the major in the past, is now a required course. The complexity of the current major has become burdensome for faculty and students. The 3 literary and cultural studies concentrations have not been clear or popular with students. Offering the breadth of courses necessary to sustain these concentrations with smaller enrollments, fewer advanced level classes, and retirements/resignations without replacement has accelerated and exacerbated problems with the major. The Department's intent is to simplify curricular infrastructure and keep what is necessary and what works, adheres to disciplinary best practices, holds up to internal and external scrutiny, supports their learning outcomes, and is sustainable going forward. This mirrors what many English undergraduate programs are doing around the country.

Changes to the Curriculum:

Existing English Major (30 hours):

- 1 of the following 2 course sequences: 6 credits
 - ENGS 021 Seminar in British Lit I and ENGS 022 Seminar in British Lit II
 - ENGS 023 Seminar in American Lit I and ENGS 024 Seminar in American Lit II
- ENGS 100 Literary Theory: 3 credits
- At least 18 credits numbered 101 or higher, at least 3 of which must be from courses numbered ENGS 201-ENGS 282 (senior seminars): 18 credits
- 3 additional credits in ENGS courses numbered 005 or above: 3 credits
- Students must complete 1 of the following 5 concentrations:

1. British and Anglophone Literary Traditions: at least 9 hours in following courses: including 3 hours in literature before 1700 ([ENGS 111](#), [ENGS 112](#), [ENGS 113](#), [ENGS 133](#), [ENGS 134](#), [ENGS 136](#), [ENGS 137](#), [ENGS 138](#), [ENGS 143](#), [ENGS 145](#), [ENGS 158](#), [ENGS 164](#), [ENGS 167](#), [ENGS 168](#), [ENGS 179](#), [ENGS 182](#), [ENGS 189](#), [ENGS](#) (Literary London or London Stage), Senior Seminar [200-level])

2. American Literary Traditions: at least 9 hours in the following courses, including at least 3 hours in literature before 1900 (ENGS 111, ENGS 112, ENGS 113, ENGS 150, ENGS 152,

ENGS 156, ENGS 158, ENGS 163, ENGS 164, ENGS 167, ENGS 168, ENGS 171, ENGS 176, ENGS 177, ENGS 189, Senior Seminar [200- level]).

3. Cultural Studies: at least 9 hours in the following courses: (FTS 121, FTS 122, FTS 123, FTS 131, FTS 133, FTS 134, FTS 141, FTS 142, FTS 143, ENGS 111, ENGS 112, ENGS 113, ENGS 143, ENGS 156, ENGS 163, ENGS 168, ENGS 177, ENGS 179, ENGS 182, ENGS 189, Senior Seminar [200-level]).

4. Writing: 3 hours from the following 3 courses (ENGS 050, ENGS 051, and ENGS 053) and at least 9 hours in the following courses: (FTS 144, ENGS 104, ENGS 105, ENGS 107, ENGS 114, ENGS 115, ENGS 117, ENGS 118, ENGS 119, Senior Seminar [200-level]).

5. Individually Designed Concentration: At least 3 courses numbered 101 or higher (may include Senior Seminar) in an intellectually coherent area of concentration defined in a proposal approved by faculty advisor and the director of undergraduate advising in English.

1 World Literature (WLIT) course may count towards major. No more than 9 credits of Film and Television studies (FTS) at any level shall count toward major.

Proposed (simplified) English Major (30 hours):

30 Credits including:

- ENGS 085 Intro to Literary Studies (3) restored as a foundational requirement
- ENGS 100 Literary Theory (3)
- Three credits in literature produced before 1700, chosen from ENGS 131 to ENGS 140, ENGS 221 (3)
- Three credits in literature produced between 1700 and 1900, chosen from ENGS 141 to ENGS 160, ENGS 241 (3)
- One senior seminar, chosen from ENGS 201 to ENGS 281, FTS 271, FTS 272 (3)
- Nine credits in ENGS or FTS at the 100-level or above (9)
- Six additional credits in ENGS and/or FTS at any level (6)
- A maximum of 12 credits in writing courses may count toward the major. Writing courses include ENGS 050, ENGS 051, ENGS 053, ENGS 114, ENGS 115, ENGS 117, ENGS 118, ENGS 119, ENGS 211, FTS 144, and FTS 145.
- No more than 9 credits of Film and Television Studies (FTS) may count toward the major.
- No more than 6 credits of internships, undergraduate research, independent studies, and/or teaching assistantships may count toward the major. These courses include ENGS 091, ENGS 092, ENGS 191, ENGS 192, ENGS 194, ENGS 197, ENGS 198, ENGS 291, ENGS 294, ENGS 297, ENGS 298, FTS 091, FTS 097, FTS 191, FTS 192, FTS 193, FTS 194, FTS 197, FTS 198, FTS 291, FTS 293, FTS 294, and FTS 298.
- A major in English and a minor in Writing may be possible if additional courses are taken to reduce overlap to 1 course and the total number of credits in ENGS does not exceed 45.

Changes in Relationships and Effects on Other Programs: None anticipated.

Effects on Students and Faculty/Staff: No changes in staffing or advising.

Costs of Revisions: No cost of revision.

Assessment:

The Department's learning outcomes and objective remain the same:

Students will:

- gain an understanding of the range and diversity of literatures in English.

- gain an understanding of a variety of genres, modes, and critical perspectives.
- be able to analyze literary forms, historical and cultural contexts, and critical theories.
- learn close reading skills and the terms and concepts essential to interpretive argument.
- become skilled and discerning writers working in argumentative, analytical, and/or creative modes.

Evidence of Support: William Falls, Dean of CAS, CAS Curriculum Committee and CAS Faculty voted to approve the changes.

Summary: Students will find the simplification of this curricular model more coherent and easier to navigate. The change will offer opportunities for exploration through intro and advanced electives while keeping the popular opportunities in writing and composition. No change in staff, advising or new courses added.

MEMO

To: Curricular Affairs Committee of the Faculty Senate
From: Susan Swogger and Amy Tomas
Date: December 2, 2021
Re: Approval of a proposal to revise the existing Communication Sciences and Disorders minor submitted by the Department of Communication Sciences & Disorders (CSD) in the College of Nursing and Health Sciences (CNHS)

We have reviewed a proposal to revise the existing Communication Sciences and Disorders minor submitted by the Department of Communication Sciences & Disorders (CSD) in the College of Nursing and Health Sciences (CNHS) and recommend approval. If approved, the changes will be implemented starting Fall 2022.

Revisions Overview and Rationale

“The changes proposed better reflect the breadth of offerings in CSD and simplify the pathway to completion of the minor using the most updated UVM course catalogue.”

Rationale for the Revision of the Existing Minor:

The following proposal is put forth to initiate a few changes to the well-established minor in Communication Sciences and Disorders (CSD).

The changes proposed better reflect the breadth of offerings in CSD and simplify the pathway to completion of the minor using the most updated UVM course catalogue.

- Simplification of coursework tracking to meet qualifications of the CSD minor
- Coursework more focused on the disciplinary content in CSD
 - The previous requirements made it possible for students to take only two CSD courses for a CSD minor
 - With the addition of more CSD courses and more room in existing CSD courses, it's now possible for students to take more courses within the minor field itself
- In line with the creation of a minor (proposal) as outlined in UVM guidelines

Changes in Relationships and Effects on Other Programs

“There are inherent relationships between the CSD minor and minors in linguistics, special education, and psychology. Linguistics is an integral part of CSD and a field that supports a systematic understanding the language processes that are fundamental to CSD. A course in the development of spoken language is a subspecialty within the fields of psychology and special education and uniquely important in CSD for differentiating communication development that is typical, different, delayed, or disordered.” There are no overlapping courses between the CSD minor and the other related minors

except for the special education minor where students in that minor have an option of taking 2 elective CSD courses. That option will be retained.

- In the current minor, students must take 2 courses at the 100 level or greater in CSD, Linguistics, Anthropology, or Psychology. They must also take 1 course at the 200 level or above in CSD or Linguistics. Based on a distribution across those offerings, it is likely that Linguistics would only lose 2-3 CSD minor students in their 100 & 200 level courses per year (6-9 total credit hours), with Psychology losing 1-2 or fewer students per year in their courses (3-6 total credit hours)
- Anthropology would not be losing any CSD minor credit hours as ANTH 176 no longer exists in the catalogue
- Because of the number of potential offerings that were available for the minor from other departments, it is likely that most courses (i.e., Anthropology, Linguistics, Psychology, etc.) will see minimum impact as indicated above.

Changes to the Curriculum

COMMUNICATION SCIENCES AND DISORDERS MINOR REQUIREMENTS

old

| | | |
|---|--------------------------------|---|
| All of the following: | | |
| CSD 023 | Linguistics for Clinicians | 3 |
| or LING 080 | Introduction to Linguistics | |
| CSD 094 | Dev of Spoken Language | 3 |
| CSD 020 | Intro to Disordered Comm | 3 |
| Two courses at the 100-level or above, from the following list: | | 6 |
| CSD 122 | Clinical Phonetics | |
| Any LING course(s) except LING 081 or LING 165 | | |
| ANTH 176 | Course ANTH 176 Not Found | |
| PSYS 115 | Biopsychology | |
| PSYS 130 | Social Psychology | |
| PSYS 150 | Developmental Psych: Childhood | |
| One LING or CSD course at the 200-level or above | | 3 |

new

| | | |
|---|------------------------------|---|
| All of the following: | | |
| CSD 023 | Linguistics for Clinicians | 3 |
| or LING 080 | Introduction to Linguistics | |
| CSD 094 | Dev of Spoken Language | 3 |
| CSD 020 | Intro to Disordered Comm | 3 |
| or CSD 025 | D2: Comm Diff & Dis in Media | |
| Three CSD courses at the 100-level or above (except not CSD 199 or 262) | | 9 |

and the restrictions:

RESTRICTIONS

old

Ineligible Major: Communication Sciences and Disorders

| | | |
|---|-------------------------------|--|
| The following courses do not count toward the LING requirement: | | |
| LING 081 | Structure of English Language | |
| LING 165 | Phonetic Theory and Practice | |
| The following courses do not count toward the minor requirements: | | |
| CSD 262 | Measurement of Comm Processes | |
| CSD 271 | Introduction to Audiology | |
| CSD 272 | Hearing Rehabilitation | |
| Students cannot receive credit for both CSD 023 and LING 080 | | |
| Students cannot receive credit for both CSD 122 and LING 165 | | |

new

Ineligible Major: Communication Sciences and Disorders

| | | |
|---|-------------------------------|---|
| The following courses do not count toward the minor requirements: | | |
| CSD 262 | Measurement of Comm Processes | |
| CSD 199 | Adv Topics in Clin Aud & SLP | 3 |
| Students cannot receive credit for both CSD 023 and LING 080 | | |
| Students cannot receive credit for both CSD 122 and LING 165 | | |

Effects on Students, Faculty/Staff and Assessment

There are no enrollment, faculty/staff or assessment changes anticipated with the small number of changes and updates proposed.

The proposed changes aim to better reflect the breadth of CSD offerings, providing students with more course options within the CSD field, and to simplify the pathway to completion for students. Students would have more choices for which courses would meet requirements.

Faculty in various courses may have 1-3 more, or 1-3 less enrolled in a course than they might otherwise have. As the proposal states: "Because of the number of potential offerings that were available for the minor from other departments, it is likely that most courses (i.e., Anthropology, Linguistics, Psychology, etc.) will see minimum impact as indicated above."

Costs of Revisions

There are no associated costs anticipated with the small number of changes and updates proposed.

Evidence of Support

Department faculty voted 7-0-0 in favor of the proposed revisions on May 28, 2021. Four CSD faculty did not vote on the proposed revision. The CNHS Curriculum Planning Committee unanimously approved the proposal on September 13, 2021.

Letters of support for the proposed revisions were submitted from:

Elizabeth Adams, AuD, Chair, CNHS Curriculum Planning Committee

Noma Andersen, PhD, Dean, CNHS

Guillermo Rodriguez, Program Director, Linguistics

John Green, Chair, Department of Psychological Science

Kelly Swindlehurst, Program Coordinator, Special Education Minor

Summary

The proposed changes to the Communication Sciences and Disorders minor better reflect the breadth of offerings in CSD and simplify the pathway to completion. The changes reflect a simplification of coursework tracking to meet qualifications of the CSD minor, coursework more focused on the disciplinary content in CSD, and better reflect current catalogue offerings in CSD and the related disciplines that participate in the major.