



The University of Vermont
FACULTY SENATE

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

Thursday, November 4, 2021, 4:15 – 6:15 pm

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

Absent: Professors Barnaby, Berry, Hazelrigg, Hibbeler, Adamson (SGA)

Guests: Jennifer Dickinson, Cynthia Forehand, Alison Maynard, Veronika Carter

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 October 7, 2021 meeting. **Vote: 10 approve, 0 oppose, 1 abstain. The motion carried.**

- II. **Chair's Remarks** – Colby Kervick made the following comments:
 - A. Welcome new members to the CAC: Tricia Brown (CESS), Erika Adamson (SGA), and Rosaura Chapina (GSA).
 - B. All of the items approved by CAC in September and October were approved by the Board of Trustees at their meeting on 10/29/21.
 - C. Chair Kervick acknowledged that the CAC is reviewing curricular proposals this fall that are an outcome of certain majors and minors being designated last spring as low enrollment programs and then being recommended for termination by administration. Many of the programs offered courses that had high levels of enrollment even if the total number of majors or minors was considered low. Since spring many units have been engaged in extensive work to respond to these designations and the CAC is now seeing a variety of proposals for significant revision to curriculum, deactivation of majors/minors as well as termination of majors/minors. It is important to acknowledge that faculty and programs have been engaged in a significant amount of hard work that is yielding new collaborations between faculty across programs and innovation to curriculum reflected in the proposals the CAC is reviewing. A public comment was received specific to the deactivation proposal for the Geology major and minor currently under circulation and that the CAC will be voting on at the December meeting, expressing a desire for the CAC to acknowledge that many of the current curricular changes happening specifically in CAS were not initiated by faculty and that many faculty involved have felt stress around some of the changes that are happening. Chair Kervick indicated to the faculty member who submitted the comment that she would acknowledge this. This sentiment was also

expressed at the last CAC meeting. Colby reiterated that as the CAC reviews the no contest proposals, it is important to acknowledge that some of the changes are simultaneously hard and hurtful for faculty and students, and also offer new opportunities for faculty and students through curricular innovation and the potential for new and exciting collaborations and course offerings.

III. APR Reports

- A. **Educational Leadership and Policy Studies (CESS).** – Amy Tomas and Liz Hunt served as the review subcommittee for this academic program review and their report is attached to these minutes. The external reviewers found the Educational Leadership and Policy Studies (EDLP) doctoral programs (Ed.D and Ph.D.) to prepare high quality leaders that engage across a wide range of sectors. Faculty commitment is high and ongoing conversations about future directions reflect broad commitment to ensuring doctoral offerings reflect the needs of the state and beyond. The reviewers strongly recommend these conversations continue to identify the best structure and relationship between the Ed.D. and Ph.D. programs. The subcommittee recommended that the CAC accept the report as documentation that the APR process was followed appropriately.

Motion: Colby Kervick called a vote to accept the subcommittee's report on the APR of the Educational Leadership and Policy Studies program in the College of Education and Social Services.

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

IV. Reports

- A. **New BA in Neuroscience (CAS)** – Stephen Everse and Deborah Blom served as the review subcommittee and recommend approval. Their report is attached to these minutes. The BA in Neuroscience is proposed to complement the currently existing and popular BS degree. The specific goal is to provide a comprehensive introduction to neuroscience content and the skills needed for post-graduation career options including graduate study, health professions, laboratory technician positions, and science writing. Course requirements are divided into three major groups of courses: Fundamental Ancillary courses during the first year are similar to those typical of a life science major and include Biology, Chemistry, Calculus and Psychology. The Foundational Group of courses, including Exploring Neuroscience, Genetics, Research Methods and statistics, and a core course in Cognition introduce the field of Neuroscience and important background knowledge that are prerequisites for more advanced courses. These courses are intended to facilitate the development of critical thinking, problem-solving and data analysis skills and to introduce the student to methods of inquiry that are key to basic and applied areas of neuroscience. The student takes three courses from the Advanced Core of the Neuroscience major with courses required in each of the cellular/molecular and behavioral/cognitive disciplines and the senior capstone course Diseases of the Nervous system. The major requires 49 credits, which leaves ample room for core liberal arts studies, minoring or even double majoring. No comments were received during the public comment period. Discussion included the number of required credits, the plan for assessment, and courses that count toward distribution requirements.

Motion: Colby Kervick called a vote to approve the new BA in Neuroscience in the College of Arts and Sciences.

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

- B. **Substantial Revision to the Classical Civilizations major and minor (CAS)**– Amy Seidl and Ann Hazelrigg served as the review subcommittee, and their report is attached to these minutes. There is strong support and demonstrated need for a revision of newly named Classics major and minor in response to the proposed termination of the Greek and Latin majors and minors. The revision will preserve the opportunity for students to continue to pursue advanced study and study of classical history and culture. This revision brings the major in line with those offered at other universities. The subcommittee recommends approval. Amy Seidl acknowledged that the revision seems like a real compromise and noted that the proposed revision received unanimous approval in votes by the Classics faculty and the CAS Curriculum Committee.

Motion: Colby Kervick called a vote to approve the proposal to revise the Classical Civilization minor and major in the College of Arts and Sciences.

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

V. **Other Business:**

- A. **No-Contest Termination of the Greek Major and Greek Language and Civilization Minor**– Colby Kervick presented a proposal from the Department of Classics in the College of Arts and Sciences (CAS) for a **No-Contest Termination of the Greek major and the Greek Language and Civilization Minor** due to low enrollment and poor demand at present. The Classical Civilization major and minor will be retained and revised to mirror the degree pathways offered at Middlebury and elsewhere, which include separate civilization and language tracks within a single major and minor. The terminations of the Greek major will not affect the Greek and Latin MA program. No comments were received during the public comment period.

Motion: Rosemary Dale moved to approve the no-contest termination of the Greek major and the Greek Language and Civilization minor in the College of Arts and Sciences. The motion was seconded. Discussion included the private donation received to support the cost of a teaching assistant for the Master’s program.

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

- B. **No-contest termination Latin major and Latin Language and Literature minor (CAS)** – Colby Kervick presented a proposal from the Department of Classics in the College of Arts and Sciences (CAS) for a no-contest termination of the **Latin major and Latin Language and Literature minor** due to low enrollment. The Classical Civilization major and minor will be retained and revised to mirror the degree pathways offered at Middlebury and elsewhere, which include separate civilization and language tracks within a single major and minor. The terminations of the Latin major will not affect the Greek and Latin MA program. No comments were received during the public comment period.

Motion: Joan Rosebush moved to approve the request to terminate the Latin major and Latin Language and Literature minor in the College of Arts and Sciences. The motion was seconded.

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

C. **Name change Department of Geography (CAS)** – Colby Kervick presented a proposal from the Department of Geography in the College of Arts and Sciences (CAS) to change the current name of the department to the **Department of Geography and Geosciences**. The proposed name change to the department aims to situate UVM’s Department of Geography within a growing demand for integrated education in complex societal-earth systems dynamics and take advantage of the synergistic expertise of existing faculty in the department. In addition, this change leverages strengths across two relatively small departments by providing a home for the Department of Geology, which was proposed to close. The renamed department will use the prefix GEO to replace the existing departmental prefixes of GEOG and GEOL. The CAS Curriculum Committee voted unanimously to approve this proposal. There were 2 public comments received during the 30-day circulation that related to the relationship between the Department name change and the proposed curricular changes to the Environmental Studies Major.

Motion: Joan Rosebush moved to approve the request to change the name of the Department of Geography to the Department of Geography and Geosciences in the College of Arts and Sciences. The motion was seconded. Discussion included concern that the ENVS/ENSC program is very large, and the department that will be administering the environmental program does not include the name environment, and that the title of the department may have to change twice. Geology courses are still going to be offered and are highly enrolled courses. Geology faculty will be housed under the Department of Geography and Geosciences. It was confirmed that the Geography department name change proposal was submitted by the CAS curricular committee earlier than the current ENVS/ENSC deactivation curricular proposals currently under circulation. It was also acknowledged that although the proposal process was emotionally challenging ultimately the outcome was a name change proposal which geography and geology faculty collectively supported.

Vote: **13 approved**, 0 opposed, 1 abstained. **The motion carried.**

VI. **New Business:**

A. New subcommittees are needed to review the following proposals:

- Substantial Revision to Theatre Major and Minor
- Substantial Revision to Dance Major and Minor
- Substantial Revision to the English Major

Please contact Colby Kervick to volunteer to serve.

Joan Rosebush moved to adjourn the meeting at 5:48 PM

**Faculty Senate Curricular Affairs Committee
Academic Program Review Subcommittee Report
Educational Leadership and Policy Studies Department
November 4, 2021**

Academic Program Review Subcommittee: Liz Hunt and Amy Tomas

External Reviewers: Professors Rebecca Jacobsen, Michigan State University and Stacey Rutledge, Florida State University

The external review team visited the University of Vermont's Educational Leadership and Policy Studies program for a 2-day virtual review on April 5-6, 2021 as part of the EDLP Academic Program Review (APR). This report summarizes the strengths and weaknesses of the program identified through the review process, provides a synopsis of the external reviewers' recommendations, and offer the APR internal review subcommittee's conclusions.

Overview of Educational Leadership and Policy Studies

The Educational Leadership and Policy Studies (EDLP) program was established within the College of Education and Social Services in 1982. At that time, the program awarded the Ed.D., targeted to individuals who wished to further develop their leadership skills in their respective fields. In 2012, the program expanded to include the Ph.D. degree for students who wished to pursue faculty positions in higher education institutions or research and policy positions in government, non-profits or research centers.

Currently, the EDLP program leads to two distinct terminal degrees. Students pursuing the Ed.D. complete a 59-credit hour curriculum consisting of core content and research courses (18 credits), a selected concentration (9 credits), elective research (3 credits) and dissertation research (17 credits). The majority of Ed.D. students complete the program on a part-time basis while maintain full-time employment in PreK-12 education, higher education, non-profit and social service organizations. Students pursuing the Ph.D. complete a 75-credit hour curriculum consisting of core content and research courses (18 credits), a selected concentration (15 credits), elective research (9 credits), a dissertation writing course (3 credits) and dissertation research (21 credits).

Both paths operate under a cohort approach. Each year the cohort is comprised of students pursuing both degrees. Each cohort proceeds through the first two years of the program together, enrolling in required core courses. The programs are overseen by the Doctoral Program Coordinator, Dr. Rebecca Callahan, who joined the UVM faculty in August of 2021, taking over for Dr. Kathleen Manning. All faculty from across the College who hold Graduate Faculty status may advise doctoral students in the EDLP doctoral programs. Additionally, these faculty participate in the Doctoral Advisors' Council (DAC). The program coordinator is also assisted by the Doctoral Steering Committee (DSC) a smaller group of faculty who are closely aligned with EDLP programs.

The reviewers note the EDLP faculty describe these doctoral programs as "in transition", rethinking what it means to earn a practitioner doctorate in educational leadership today. They note that given the cohort based model, this is a complicated question given that any change to one program will invariably impact the other.

Strengths and Weaknesses

The reviewers highlight several strengths of the EDLP doctoral programs. They found the mission of the programs to be clear and very consistent with the College's strategic plan, as well as UVM's Amplifying our Impact Statement. Program students, staff and faculty all expressed strong commitments to engaging in a rigorous, yet supportive learning environment in which students enhance their leadership skills, develop personally and meet their professional goals. They indicate the cohort model contributes to this sense of support as does the programs' comprehensive approach to providing opportunities for doctoral students to engage in teaching, scholarship and service.

The EDLP programs are nationally ranked by US News and World Report in the top 100 programs. Core program faculty are active in their fields, presenting at national and international conferences and publishing in well-known high impact journals. Program faculty have received grants from prestigious federal, state and private sources. Faculty involved actively in the program are described as active scholars who promote an appreciation of cultural and intellectual diversity. As well, the reviewers noted the faculty are deeply committed to incorporating diverse voices and viewpoints and illustrate this commitment from the first course students take (EDFS 455: Social Processes and Institutional Change) throughout their programs. Faculty further expressed this commitment in discussing their goal of recruiting a diverse student body.

Reviewers spoke with recent graduates who reported a satisfaction with the quality of their program and with their professional outcomes post graduation. Reviewers were impressed with the rigorous admissions process, multi-method assessments and student outcomes including GPAs and pass rates on comprehensive exams.

A key strength of the programs highlighted is the breadth of leaders the program trains, supporting leaders across a wide range of sectors offering unique learning experiences in the classroom bringing together leaders from across many social institutions. Reviewers found this quite impressive where more siloed doctoral programs might be expected. They noted as well the critical service role these programs play in the state of Vermont.

Reviewers noted some tensions in balancing commitments to the two doctoral programs with the university's goal of reaching R1 status, alongside commitments to undergraduate education. Currently 10 Ph.D. students are funded, enabling them to train as research assistants during their program. Ed.D. students do not directly support faculty research. The College has placed a growing emphasis on large-scale research grant projects that provide funding for doctoral research assistants. Yet, the faculty felt formal support by the College is lacking in terms of grant identification, grant writing and grant management. Some faculty suggested this might be a good time to "take stock" of the programs given a few years of turnover impacting the programs' core faculty and program director roles.

Several other areas for further development were noted by the reviewers. Support for the doctoral programs across service, teaching and advising responsibilities is one of these areas. With a small number of core faculty, the programs typically rely on faculty from other areas to serve in the admissions process, instruction of elective courses, and student advising. A further concern voiced by students was the challenge encountered in identifying a dissertation advisor. This was particularly noted by students in the Ed.D. program.

Students and faculty shared perspectives on trade-offs in offering a customized program vs a dedicated sequence of courses to explore policy and/or leadership concepts in greater depth. Students also shared the sense of disconnect between consuming research through structured coursework and producing research in the dissertation phase. Reviewers noted this seemed to stem from the fact that not all students are able to work with faculty on research prior to beginning their dissertations. Students also expressed frustrations that the process for identifying a dissertation advisor was not clear nor was it clear how to seek guidance to learn more about the process.

Although not mentioned extensively in their conversations with program members, the reviewers found noteworthy the differentiation between the two programs. While Ph.D. program students indicated shared classes with Ed.D. students added value to their experience, the Ed.D. students shared concern that the coursework portion of the program may not adequately prepare them for independent research. Program completion is also somewhat complex as the larger pool of Ed.D. students are for the most part (80%) full-time UVM employees working through the program at a slower pace, particularly through the dissertation phase and needed somewhat different support than the Ph.D. students. The reviewers noted at the time of their visit, the program faculty were actively engaged in ongoing discussions regarding the differences between the two programs and considering new and innovative ways to deliver content, and perhaps to extend the reach of the Ed.D. program. Conversations recognized the opportunities to innovate would also impact the existing synergy between programs.

External Reviewers' Recommendations

Program Ownership

The reviewers noted a variety of answers to the central question of who is ultimately empowered to make decision regarding the EDLP doctoral programs. They recommend further development of the DSC as a key place where ownership of the programs by a set of core faculty can be developed. They note the need for broader faculty buy-in, ownership and involvement in order to move the programs forward. Working in concert with the Program Coordinator, this committee can oversee curriculum, plan and implement program revisions and monitor student progress.

Interdisciplinary Strength

Capitalizing on the way CESS has integrated education and social services presents a compelling opportunity for further creating competitive and distinct doctoral programs. The reviewers suggest developing a unique positioning for the EDLP programs building on this broader perspective to distinguish itself from national competitors.

Ed.D./Ph.D. Distinction

Further consideration of this distinction is a key point of emphasis from the reviewers. They note that while augmenting the Ph.D. program will align well with the university's goal to achieve R1 status, a new vision of the Ed.D. program might broaden its market appeal beyond the university. The reviewers provide a detailed context on developments over the last fifteen years that have led to a national movement to distinguish between the two degrees (see the Carnegie Project on the Education Doctorate <https://www.cpedinitiative.org>). The goal has been to transform the Ed.D. into a degree for education practitioners built around problems of practice and the research skills to address these problems while the Ph.D. is a research-focused degree for those students pursuing roles as research

faculty members or in research organizations. The reviewers recommend the program and the College work together to create two distinct programs. They suggest several important outcomes of creating this distinction including more applied opportunities for Ed.D. students, more focus on advanced methods for Ph.D. students. Further, this distinction would also align well with the goal of moving toward R1 status for the institution through grant funding and support for Ph.D. students.

Summary and Conclusions

The reviewers found the EDLP doctoral programs to prepare high quality leaders that engage across a wide range of sectors. Faculty commitment is high and ongoing conversations about future directions reflect broad commitment to ensuring doctoral offerings reflect the needs of the state and beyond. The reviewers strongly recommend these conversations continue to identify the best structure and relationship between the Ed.D. and Ph.D. programs. We recommend the CAC accept this report as documentation that the APR process was followed appropriately.

Curricular Affairs Committee of the Faculty Senate

MEMO

To: Curricular Affairs Committee of the Faculty Senate
From: Stephen Everse, Ph.D. & Deborah Blom, Ph.D.
Date: November 1, 2021
Re: Approval of a proposal for a new Neuroscience Bachelor of Arts Major submitted by CAS

We have reviewed a proposal for a new Neuroscience Bachelor of Arts (B.A.) Major submitted by CAS and recommend approval. The proposal was brought forth by Drs. Alicia Ebert (Biology), Sayamwong Hammack (Psychological Sciences), Bryan Ballif (Biology), and John Green (Psychological Sciences). The major would begin in the Fall Semester, AY 2022-2023.

Program Description and Rationale

Neuroscience is the study of the nervous system and how it functions and regulates behavior. Often described as one of the “last frontiers”, neuroscience is an exciting and challenging interdisciplinary field in which scientists share a common interest in studying the anatomy, physiology, and function of the nervous system. Psychology and Biology have been the traditional disciplines that share this interest, but the interdisciplinary nature of neuroscience also requires understanding of a broad range of methods of inquiry from fields such as Communication Sciences, Physics, Computer Science and others. In 2010 a Bachelor of Science (B.S.) in Neuroscience was created that includes five departments (Biology and Psychological Sciences (Primary), Communication Sciences and Disorders, Neurological Sciences, and Pharmacology) in three academic units (CAS, COM, and CNHS). This program has grown to be one of the largest majors in CAS. In 2016 they began offering a minor in Neuroscience and now propose to offer a B.A. degree to meet the needs of students wanting a well-rounded liberal arts experience.

Justification and Evidence for Demand

Currently, a large portion of the students earning a B.S. in Neuroscience from UVM go on to jobs outside of academia or the medical field. As such, they do not require the immersion in Neuroscience that a B.S. degree entails. Students pursuing a Neuroscience degree for one of many alternate career paths would be better suited to have a more well-rounded curriculum in the humanities and social sciences as would be offered by the B.A. curriculum. We feel there will be a draw of students into the B.A. as they pursue alternative careers utilizing their neuroscience foundation.

Relationship to Existing Programs

The curriculum emphasizes the study of a broad base of neuroscience knowledge and an appreciation of the interconnectedness of related disciplinary fields. The B.A. will complement the current B.S. but will require fewer upper-level electives to allow/encourage students to explore the liberal arts with a minor or double major. It will not impact the on-going Ph.D. or Accelerated Master’s programs in Neuroscience.

Curriculum

The proposed B.A. curriculum encompasses the same fundamental and foundational courses as the B.S. so decision between the B.S. and the B.A. does not need to happen within the first 3-4 semesters. The B.A. curriculum utilizes the same upper-level electives as the B.S. but requires that only three instead of six electives be taken. The B.A. also differs from the B.S. in requiring one instead of two semesters of calculus and not requiring the one-credit lab for Exploring Neuroscience (NSCI 112); independent research electives allowed in the B.S. (NSCI 198/298 and HON 281/282) are not included as electives for the B.A.

Fundamental Courses

Number	Name	Credits
PSYS 001	Introduction to Psychological Science	3
CHEM 031 & 032	General Chemistry I & II	8
CHEM 042	Introduction to Organic Chemistry	4
MATH 019 or 021	Fundamentals of Calculus I or Calculus I	
Select one of the following Biology Options:		4 – 8
<i>Option A (recommended)</i>		
BCOR 011	Exploring Biology	
BCOR 012	Exploring Biology	
<i>Option B</i>		
BCOR 021	Accelerated Biology	
<i>Option C</i>		
BIOL 001	Principles of Biology	
BIOL 002	Principles of Biology	

Foundations Courses

Number	Name	Credits
NSCI 111	Exploring Neuroscience	3
BCOR 101	Genetics	3
PSYS 053	Psychological Research Methods I	3
PSYS 054 or STAT 141	Psychological Research Methods II or Basic Statistical Methods	3 – 4
<i>Select one of the following:</i>		3
PSYS 111	Learning, Cognition & Behavior	
PSYS 115	Biopsychology	
CSD 281	Introduction to Cognitive Neuroscience	

Advanced Core Neuroscience Courses

Number	Name	Credits
NSCI 270	Diseases of the Nervous System	3

<i>Three courses of Neuroscience electives, with at least one from each of the following categories:</i>		
Category A		3 – 8
CSD 101	Speech and Hearing Science	
CSD 208	Cognition and Language	
PSYS 211	Learning	
PSYS 212	Cognition	
PSYS 213	Motivation	
PSYS 214	Advanced Cognitive Neuroscience	
PSYS 215	Physiological Psychology	
PSYS 218	Hormones and Behavior	
PSYS 220	Behavioral Genetics	
PSYS 252	Emotional Development & Temperament	
Category B		3 – 7
BIOL 108 or BCOR 103	Molecular and Cellular Biology	
BIOL 261	Neurobiology	
BIOL 266	Neurodevelopment	
NSCI 222	Cellular Neurophysiology	
NSCI 225	Human Neuroanatomy	
NSCI 255	Neuroregeneration	
NSCI 280	Glia: Not Just Neuron Glue!	
PHRM 201	Introduction to Pharmacology	
PHRM 290	Topics in Molecular and Cellular Pharmacology	
PSYS 216	Psychopharmacology	

- Additional courses may be accepted as Advanced Course Options with prior approval from the Neuroscience Director.
- NSCI 3XX courses may be accepted as Advance Course Options with prior approval from the Neuroscience Directors. These courses are often open to upper-level undergraduate students with instructor permission.

The major requires approximately 49 credits (depending on the options taken this would be as low as 46 or as high as 58), which leaves ample room for core liberal arts studies, dual degrees, and minors. The only restriction on students in this program is that they may not double major with a Psychological Sciences B.S. degree.

Admission Requirements and Process

There is no supplemental application process for the Neuroscience program (either the B.A. or B.S.) other than application to CAS. All CAS students must maintain a 2.0 GPA to graduate.

Anticipated Enrollment and Impact on Current Programs

The hope is that a B.A. degree in Neuroscience will bring new students into UVM; however, it is more likely that a proportion of the current B.S. majors will switch to the B.A. once offered since it may better align with their future directions. There are >60 declared majors in the B.S. program each year, and it is thought that half

and up to two-thirds may elect the B.A. over the B.S. There could potentially be a draw of students from the Biology and Psychology B.A. programs as well. As these are large programs it is unlikely to be detrimental to their programs as this also happened when the B.S. was originally created.

Advising

Advising of Neuroscience B.S. majors is currently performed by a first-year advisor and seven faculty from Biology and Psychological Sciences. Since it is imagined that there will mostly be a redistribution of the same students the same advising structure will work. If the majors continue to grow, Dean Falls has agreed to work with the program to provide additional advising.

Assessment Plan

Program Outcomes:

Upon completion of the BS degree, students will be able to:

- Outcome 1: Understand core concepts, methodologies, empirical findings and their interpretations in neuroscience.
- Outcome 2: Neuroscience is an interdisciplinary field. Students should understand core concepts from related fields and their relevance to neuroscience and synthesize information and knowledge across disciplines.
- Outcome 3: Demonstrate an understanding of the scientific process in neuroscience, including methodologies, data analysis and interpretation and science communication, based on direct experience.

The B.A. will be incorporated into the Neuroscience Program's assessment plan which runs on a three-year cycle and includes both direct and indirect assessment components of the three outcomes above.

Direct:

- Evaluation of 5 – 10 papers from the capstone NSCI 270 course;
- Short quizzes designed to assess the accuracy and depth of understanding of the core concepts, methodologies, empirical findings and their interpretations, as well as the broader implications of these findings **or** designed to assess the accuracy and depth of understanding of the core concepts, methodologies, empirical findings and their interpretations, as well as the broader implications of these findings in the capstone NSCI 270 course;
- Evaluate 5 – 10 research project proposals and the associated completed papers from students enrolled in NSCI 198, Independent Research;
- Review a sample of the presentations given in the capstone NSCI 270 course;

Indirect:

- Survey graduating majors
- Survey alumni every 3 years
- Survey faculty in the program

Results will be shared with the Steering Committee as well as Chairs and Faculty in the associated Departments.

Staffing Plan, Resource Requirements, and Budget

The Program Director, Associate Director, the steering committee, and the Chairs of Biology, Communication Sciences, and Psychology will review the program yearly to determine if the program needs are being met and if the program is negatively impacting the resources of the supporting departments and to make adjustments as appropriate. Currently, secretarial support is provided by the department of Biology for 15% of one staff member. As the university shifts to a shared services plan, we anticipate additional assistance would be

provided. This would be welcomed given the size of the program. The College of Arts and Sciences has provided the Neuroscience program with a first-year advisor. This support is anticipated to continue and will include the B.A. students.

New space will not be required above what is already being utilized for the Neuroscience B.S.

As nothing new is being proposed, it is anticipated that the current budget for the program is sufficient to support both the B.S. and the B.A.

Evidence of Support

Letters were received from:

- Jom Hammack (Assoc Director of the Neuroscience Program)
- Tony Morielli (Director of the Neuroscience Graduate Program)
- Alison Brody (BCOR Director)
- Don Stratton (BCOR Director)
- Matthias Brewer (Chemistry Chair)
- Jianke Yang (Mathematics Chair)
- Jeffrey Buzas (Statistics Program Director)
- Bryan Ballif (Biology Chair)
- John Green (Psychological Sciences Chair)
- Micahel Cannizzaro (Communication Sciences and Disorders Chair)
- Greg Holmes (Neurological Sciences Chair)
- Margaret Vizzard (Vice Chair for Education, Neurological Sciences)
- Mark Nelson (Pharmacology Chair)
- Bill Falls (CAS Dean)

Summary

The Bachelor of Arts in Neuroscience is proposed to complement the currently existing and popular Bachelor of Science degree. The specific goal is to provide a comprehensive introduction to neuroscience content and the skills needed for post-graduation career options including graduate study, health professions, laboratory technician positions, and science writing. Course requirements are divided into three major groups of courses: Fundamental Ancillary courses during the first year are similar to those typical of a life science major and include Biology, Chemistry, Calculus and Psychology. The Foundational Group of courses, including Exploring Neuroscience, Genetics, Research Methods and statistics, and a core course in Cognition introduce the field of neuroscience and important background knowledge that are prerequisites for more advanced courses. These courses are intended to facilitate the development of critical thinking, problem-solving and data analysis skills and to introduce the student to methods of inquiry that are key to basic and applied areas of neuroscience (e.g., experimental design and statistics). The student takes three courses of from the Advanced Core of the Neuroscience major with courses required in each of the cellular/molecular and behavioral/cognitive disciplines and the senior capstone course Diseases of the Nervous system. The major requires 49 credits, which leaves ample room for core liberal arts studies, minoring or even double majoring. We wholeheartedly endorse this proposal.

Curricular Affairs Committee of the Faculty Senate

MEMO

To: Curricular Affairs Committee of the Faculty Senate

From: Ann Hazelrigg and Amy Seidl

Date: October 29, 2021

Re: Approval of a proposal to revise the existing major and minor in Classical Civilization submitted by Classics Department Dean, Classics Department faculty and CAS faculty

We have reviewed a proposal to revise the Classical Civilization minor and major submitted by the College of Arts and Science (CAS) Dean, Chair of the Classics Department and the faculty of the Classics Department and CAS and recommend approval. If approved, the changes will be implemented in effect for the 2022-23 catalog, hence starting in fall 2022.

Revisions Overview and Rationale:

The revisions of the Classical Civilization major and minor are offered in response to the proposed termination of the Greek and Latin majors and minors, which were approved at the CAS faculty meeting on September 14, 2021. By revising the Classical Civilization major and minor, the faculty hope to preserve the opportunity for students to continue to pursue advanced study in Greek and Latin, while also making clearer distinctions between those students who want to concentrate in language study and the study of classical history and culture.

In preparing the new outline of the major, the faculty modeled the degree and concentrations on majors well-established at other universities. These changes were first discussed in spring 2021 and were passed unanimously in a department faculty meeting September 3, 2021.

Proposed changes include 5 key elements:

1. **Revising the name of the major and minor** from Classical Civilization to Classics major and minor to accommodate the introduction of separate concentrations for classical studies and classical language.
2. **Introducing two tracks within the major and minor:** a Classical Studies concentration (based mainly on history/culture/literature courses taught in English) and a Classical Language concentration focused on intensive language study.
3. **Introduction of common core to the major and minor**, requiring all students in both tracks to take coursework in both classical studies and languages.
4. **Reduction of the number of credits in the major from 36 to 33** accomplished by eliminating ancillary course requirement of 6 credits taken outside the department and moving related courses into core requirements.
5. **Modification of the current requirements for the study of Classical Civilization**, reducing the current number of possible Greek or Latin credits possible in the studies track (currently 21 credits) to 12.

Changes in Relationships and Effects on Other Programs:

There is no expected impact on other programs, as a result of these changes. The revised Classics major and minor will continue to rely on courses from other departments and programs, whose courses are regularly cross listed under the CLAS prefix. The only courses required outside the

department, ARTH 146 and ARTH 148 will continue to be included as core offerings in the major and minor.

Changes to the Curriculum:

Changes to the new major and minor include reducing the number of credits in the major from 36 to 33 by eliminating ancillary course requirements of 6 credits taken outside the department and moving related courses into core requirements. Modifying requirements for the study of Classical Civilization, reducing the current number of possible Greek or Latin credits possible in the studies track (currently 21 credits) to 12.

Current catalog:

The **major** in Classical Civilization requires 36 credits, including:

- 21 credits in Classics, Greek, Latin, ancient art, and/or ancient history
- 1 course in ancient art from the following:
 - o ARTH 146 Egypt and the Ancient Near East
 - o ARTH 148 Greek Art
- 2 courses in ancient history, in 2 different cultural areas, from among the following:
 - o Greece:
 - CLAS 021 Greek History and Civilization
 - CLAS 121 Greek History and Civilization
 - o Rome:
 - CLAS 023 Classical Roman Civilization
 - CLAS 122 Roman History and Civilization
- At least 12 credits in the major discipline must be at the 100-level or higher.
- 6 credits in approved related courses in fine arts, humanities, social sciences and the natural sciences. See Chair of Classics for a list of approve courses.
- Fulfillment of the language Distribution Requirements of the College of Arts and Sciences is required, preferably in Latin or Greek.

The **minor** in Classical Civilization requires 18 credits (at least 9 of which have to be at the 100-level or above), drawn from the following list:

- All courses in Greek and Latin above the 050 level
- All courses in Classics
- ARTH 146 Egypt and the Ancient Near East
- ARTH 148 Greek Art
- All Special Topics courses (095, 096, 195, 295, 296) in Classics, Latin or Greek
- All Classical Civilization minors must fulfill the college foreign language requirement, preferably in Greek or Latin.

Proposed catalog:

CLASSICS MAJOR

33 credits, including:

Foundational Courses	
6 credits in a classical language chosen from the following: GRK or LAT	6
6 credits in CLAS at any level or ARTH 146 or ARTH 148	6
SELECT A CONCENTRATION	

Classical Studies concentration		
	3 credits in Greek History (CLAS 021 or CLAS 121)	3
	3 credits in Roman History (CLAS 023 or CLAS 122)	3
	3 credits from ARTH 148 or ARTH 149	3
	6 additional credits in CLAS, GRK, or LAT	6
	6 additional credits in CLAS	6
Classical Language concentration		
	9 credits in GRK	9
	9 credits in LAT	9
	3 credits at the 200 level in GRK or LAT	3
NOTES		
At least 12 credits must be at the 100-level or above		
HON 214 and HON 215 may be counted as CLAS courses; HON 230 and HON 231 may be counted as GRK courses, and HON 236 and HON 237 may be counted as LAT courses.		
Ineligible minors: A Classics major with a Classical Studies concentration may not take a Classics minor with a Classical Studies track A Classics major with a Classical Languages concentration may not take a Classics minor with a		

CLASSICS MINOR

18 credits, including:

Foundational Courses		
	3 credits in a classical language chosen from the following: GRK or LAT	3
	3 credits in CLAS at any level or ARTH 146 or ARTH 148	3
SELECT A TRACK		
Classical Studies		
	12 additional credits in CLAS or ARTH 146 or ARTH 148	12
Classical Language concentration		
	12 credits in GRK or LAT	12
NOTES		
At least 9 credits must be at the 100-level or above		
Ineligible majors: A Classics minor with a Classical Studies track may not take a Classics major with a Classical Studies concentration. A Classics minor with a Classical Languages track may not take a Classics minor with a Classical		

Effects on Students and Faculty/Staff

- a. Students: Classics faculty anticipate there will be more students choosing the Classics major as a result of these revisions, both as students who might otherwise have chosen Greek and Latin now major in Classics, and as the degree becomes more clearly defined.
- b. Faculty: No changes in staffing levels or faculty lines will result from these changes.

Costs of Revisions: None anticipated.

Assessment:

The Department plans to continue with their existing assessment plans and will evaluate the success of these changes on an ongoing basis. The department has committed to a thorough review of the viability of the major after five years. The learning goals for the revised major and minor remain unchanged.

Evidence of Support:

This proposed revision is in response to and intended to support the termination of the Greek and Latin majors and minors, all of which have very low enrollments over the last several years. By revising the Classical Civilization major and minor the faculty are able to support and accommodate students who might otherwise have wanted to pursue the Greek and Latin majors and minors. The changes proposed will bring Classical offerings at UVM more into line with how they are commonly delivered at other schools in the region.

Summary:

There is strong support and demonstrated need for revision of newly named Classics major and minor in response to the proposed termination of the Greek and Latin majors and minors. The revision will preserve the opportunity for students to continue to pursue advanced study of the Greek and Latin, while making clearer distinctions by offering two tracks: language study and study of classical history and culture. This revision brings the major in line with those offered at other universities.