

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Approval of a New B.A. Program in Classical Studies
Iowa State University
Date: February 12, 2001

Recommended Action:

Approve Iowa State University's proposal for a new B.A. Program in Classical Studies with the understanding that the new ISU president review any expansion of this area in relation to the overall needs, resources and priorities of Iowa State University, and subsequently report back to the Board.

Executive Summary:

Iowa State University requests approval of a new B.A. program in Classical Studies within the Department of Foreign Languages and Literatures in the College of Liberal Arts and Sciences. The program will also involve the following departments in the College of Liberal Arts and Sciences: English, History, Political Science, and Philosophy and Religious Studies. The proposed new major formalizes the curricula taken by a series of individually approved petitions by students over the last 10 years or so by using the Liberal Arts and Sciences Interdepartmental Studies Major.

The new major, which will accompany an existing minor in Classical Studies, will meet the needs of students who discover their primary interests in the study of Classical Greek and Roman literature, as well as those who see the study of a culture and its language as much more comprehensive. The new major encourages students to study classical culture in its broadest sense, and enables them to explore such areas as classical history, politics, philosophy, religion, and archaeology, as well as Greek and Latin literature.

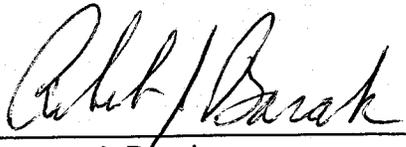
The Board Office and the ICEC have reviewed the Board's duplication questions and have concluded that the program is not unnecessarily duplicative. While SUI and UNI and other institutions in the state offer this general program area, this program has been previously offered at ISU by a series of individually approved petitions by students over the last 10 years by using an "Interdepartmental Studies Major" (also currently offers a minor in Classical Studies). The proposed program would formalize this existing curricula. The program would not involve any new costs than those already incurred in the interdepartmental major. More important is the ability to meet existing student demand for a formal major program in this academic area. The program would provide a distinct benefit to those students seeking a formal degree in this field.

The Board Office is recommending this program for approval, however, it should be noted that had this program not utilized existing faculty and not been previously offered in another form, and if the program had required additional resources, the program might not have been recommended for approval. At the Board's request, all duplicative program proposals need to be reviewed, based on the Board Questions concerning duplication (*Regent Procedural Guide*, §6.09). This policy is contextual, meaning that a program may be duplicative but not be unnecessarily duplicative if it passes some critical aspects of the Board's duplication questions and, in the judgment of the Board, it is determined that the specific circumstances warrant its approval. Such is the case with this program.

The specific Board Office rationale for recommending approval of this program is as follows:

1. The Board's policy on "duplication" has always been interpreted as contextual (i.e., each new proposed program that is possibly duplicative is reviewed, based on the circumstances unique to the program). In this instance, the following factors carried great weight:
 - A. An "informal" program in this academic area already exists at ISU;
 - B. The University states that no new resources will be required to implement the program since the faculty courses and library materials, etc., are already in place;
 - C. Program will remain small;
 - D. It is a benefit to students who will now be able to graduate from a formal program of study in their chosen field;
 - E. The faculty that teach in this area already teach other related subjects such as history, but will contribute to the course offerings in this interdisciplinary program; and
 - F. The Board's approved "Role" and "Scope" statement for ISU states that it will develop "strong undergraduate programs in the arts and humanities" and this proposal is consistent with this statement. (*Procedural Guide* §6.03B)

Responses to the Board of Regents new program questions (Attachment A) and duplication questions (Attachment B) have been prepared by the University and are attached.



Robert J. Barak

Approved: 

Frank J. Stork

Regents Program Review Questions – Majors

Bachelor of Arts Degree, Major in Classical Studies

1. Need

A. How will this program further the educational and curriculum needs of the students in this discipline?

The proposed Classical Studies Major addresses both curricular needs as well as practical concerns, such as staffing and program responsibility. It will eliminate the need for the Interdisciplinary Studies Major in Classical Studies. A minor in Classical Studies already exists in the catalog (first implemented 1981/83).

From a pedagogical and curricular standpoint, the new major will meet the needs of students who discover their primary interests in the study of Classical Greek and Roman literature, as well as those who see the study of a culture and its language as much more comprehensive, including not only literature, but also the social, intellectual, artistic, political, and historical facets of that culture. The major encourages students to study Classical culture in its broadest sense, and enables them to explore such areas as Classical history, politics, philosophy, religion, and archaeology, as well as Greek and Latin literature.

This program is designed to give students a solid foundation in the Classical languages and help them to develop a broad understanding of Classical culture, politics, and history. Students must demonstrate at least intermediate proficiency in one Classical language and competence in the other, by completing six semesters of one language and two of the other, or by completing four semesters of each for the major, or by passing appropriate examinations given in the Department of Foreign Languages and Literatures. This is the only major at Iowa State that requires knowledge of two foreign languages. The minor (which already exists) requires three semesters of one Classical language and additional work in language or non-language courses.

With the help of their academic advisors, students will plan their course of study so as to address their particular interests, while providing them with an understanding of how politics, history, material culture or fine arts are all inextricably interconnected. Student study programs will culminate in a capstone seminar project that explores how the various spheres of human activity intersect or overlap in Classical culture. Many students who major in Classical Studies will also acquire a second major in another field which will be more directly vocational in its goals; others will follow their course of study at Iowa State with attendance at a professional school in Law or Medicine (traditionally the two most commonly chosen professional degrees of Classics majors), or will take additional course work in Latin or Greek as well as in other courses related to the major that will qualify them for graduate work in Classics.

The major, while multi- and inter-disciplinary, is integrated both vertically and horizontally across the curriculum; the capstone seminar project validates the student's process of personal integration of the experience of the major. (The terms "vertical" and "horizontal" integration refer to the coherence of a program in depth and breadth, as well as the appropriateness of lower level courses in preparing students for upper level courses.)

The major fosters students' cultural literacy and provides them with a rigorous, traditional undergraduate humanities major. Students who are interested in graduate work in Classics will have to take a more intense curriculum in the languages: the minimum expected background for graduate work is four years of one Classical language and two of the other.

B. How does it further the educational and curriculum needs of other units in the college or university?

The program supplements and complements the offerings in literature in the department of English, complements the ancient history curriculum in the department of History, provides a full range of language and literature offerings in two languages for the department of Foreign Languages & Literatures, and provides course work that can broaden and deepen the curricula for majors in Political Science, Philosophy, and Religious Studies in Liberal Arts & Sciences, and Art & Design in the Design College. It also contributes a cross-listed course to the Women's Studies Program. Short comments from representatives of these programs at Iowa State are attached as part of Appendix C: all are favorable to this proposal.

2. A. What programs in this field are available in other colleges and universities in Iowa? Identification of other programs available in this field should be made within a broad definitional framework. For example, such identification should not be limited to programs bearing the same title, the same degree designation, having the same curriculum emphasis, or purporting to meet exactly the same needs as the proposing program.

UI offers all levels of study in Greek, Latin, and Classical Studies: B.A., M.A., and Ph.D. The Department of Classics at Iowa is well regarded among the competing programs in the Midwest.

UNI has no instruction in Greek or Latin; it offers a limited number of courses in ancient history.

Coe College, Cornell College, Loras College, and Luther College offer traditional undergraduate majors or programs of study in Classical Studies. All of these programs are smaller (in total FTE) than the current Classical Studies Program at Iowa State.

Grinnell College has a full major program in Classics. Its reputation is very good.

Drake has no formal program in Classical languages or cultures; occasional courses in Latin are offered on an individual basis.

B. With what representatives of these programs have you consulted in developing this proposal? Provide a summary of the reactions of each institution consulted.

We have not contacted non-Regents institutions about this proposal.

The Classics Department at the University of Iowa, whose program is quite strong and is well regarded among competing programs in the midwest, has written a letter strongly supporting the creation of this major. They assess the proposed major as very rigorous, almost

honors quality, and express satisfaction with the credentials of Iowa State graduates who have majored in Classical Studies and applied to their graduate program. Letter is attached as part of Appendix C. They do not regard this proposed major as a duplication of their own undergraduate program.

The Modern Languages Department at UNI offers no Classical Greek or Latin. Maria Basom, Head of Modern Languages at UNI, writes that "we fully support your proposal ... We do not have a similar program." She goes on to say, "Your proposed curriculum is sound, combining a solid linguistic foundation with [other] courses ..., thereby providing both language skills and cultural background." The Head of History at UNI sent our inquiry to Dr. Robert Dise, who teaches Ancient History. Dr. Dise does not like some features of the proposed structure of the program, but concludes that he "wholeheartedly applaud[s] ISU for this initiative, and hope[s] it wins approval." Letters are attached as part of Appendix C.

As to the program's structure, when the program was reviewed in 1993 by three distinguished external reviewers, one of whom was a past President of the American Philological Association (see 5.A, below), the program was praised in much the same terms as those in the attached letter from the University of Iowa. See also Appendix B, "APA Statement on Undergraduate programs in Classics."

C. In what ways is this proposed program similar to those mentioned in A? In what ways is it different or does it have a different emphasis? In describing program similarities and differences, consider such factors as curriculum, prospective students groups to be served, and career or other types of goals to be emphasized.

The proposed program in Classical Studies at ISU will complement, rather than compete with, the above-mentioned programs. Furthermore, this curriculum is fundamental to any broad-based undergraduate curriculum. It should be emphasized that all aspects of the proposed major are already in place, and all courses except the formal recognition of the capstone project are already in the catalog. The formalization of the major in Classical Studies provides a significantly broader option to students at Iowa State whose interests are humanistic, or who wish to supplement scientific or technological interests with rigorous course work in humanities.

D. How does the proposed program supplement the current programs available? In some instances, this question should go beyond how the program will supplement others within the state. If the justification for the program involves special regional or national needs, a description of existing programs within the region or the nation and of how the proposed program will relate to these should be provided.

The undergraduate major at Iowa State should strengthen the pool of available majors for possible graduate study at the University of Iowa. One major (who pursued the Interdisciplinary Studies route) has already been admitted to UI for Fall 2000.

E. Has the possibility of some kind of inter-institutional program or other cooperative effort been explored? What are the results of this study? Consider not only the

possibility of a formally established inter-institutional program, but also how special resources at other institutions might be used on a cooperative basis in implementing the proposed program solely at your institution.

ISU already receives substantial support for the infrastructure of Classical Studies by way of library holdings at the University of Iowa, which are adequate to a Ph.D. program, whereas ISU's collection is modest by comparison. ISU and UI cooperate actively in outreach to high school programs. Courses taken at one institution would in principle be acceptable for requirements at the other; in practice, the two programs are somewhat different in emphasis (UI being more literary, ISU being more "cultural").

3. Please estimate the enrollment in this program (for the next five years) as follows:

	2000-01	2001-02	2002-03	2003-04	2004-05
A. Undergraduate majors	1	2-3	3-4	4-6	6-8
Non-majors (minors)	8	12	20	25	25
B. Graduate majors	n/a				
Non-majors	n/a				

These estimates were made according to the past enrollments and current changes in major numbers. Currently, there are usually 1-3 majors in this area at any given time, students who have declared an Interdisciplinary Studies Major in Classical Studies within the College of Liberal Arts & Sciences. We expect the existence of a formal major, and hence its visibility as a degree option, to increase the number of majors by a factor of about 2, and for that base to begin earlier (in the freshman or sophomore year rather than in the sophomore or junior year, as at present). Some students who now minor, or otherwise do significant work within this discipline, would have begun earlier and would probably have majored or double-majored if the major had existed in the catalog. (Two previous ISU graduates who did not major specifically in Classical Studies subsequently completed or are now completing Ph.D.s in Classics. One student who graduated with a major last year is currently doing graduate work in Classics at UCLA.)

The number of minors is likely to increase in a similar way. There are usually 10-12 students minoring in Classical Studies in any given year at present. Based on the results of a student survey conducted in March, 2000, we anticipate that the number of minors will increase faster than the number of majors.

D. What are anticipated sources of these students?

Current enrollment consists of ISU students.

4. Please provide any available data or information on employment opportunities available to graduates of this program in Iowa and nationally.

The proposed major is not primarily intended as a pre-vocational major. Its primary goal is to serve as a rigorous undergraduate humanities major, an option to other such majors that are not oriented toward a specific vocation, such as English, History, and Philosophy. Hence, data about employment opportunities applies most directly to those who receive Ph.D.s in this field. Such a major provides good undergraduate background and training for students whose goals include Law School, or Medical School; it also offers a strong second major for students with first majors that are vocationally oriented. Opportunities for continued work at the graduate level are abundant, but the job market for Ph.D.s is tight, which is the primary reason for the orientation of the major toward those who do not intend graduate work in Classics. The following comments from the American Philological Association *Statement on Undergraduate Programs in Classics* (see Appendix B) are pertinent:

"Students with a strong Classics background are especially attractive to future employers, to professional schools and to graduate programs in other disciplines. Classics as an undergraduate major or minor (in Greek, Latin, Greek and Latin, or Classical Civilization) provides a solid educational foundation for students aiming at careers in business, law, medicine, and other fields, and Classics can also be important, and sometimes indispensable, for students who are intending further study in literature, philosophy, linguistics, divinity, and the like. Thus, students often combine a Classics major or minor with another academic major, such as political science, biochemistry, or philosophy."

Moreover, nationwide opportunities for secondary school teachers of Latin are very good; in both 1998 and 1999 there were more positions open than qualified candidates to fill them. (Source: The placement office of the American Classical League, and reports to the business meeting of the Classical Association of the Middle West and South.) It would be possible, therefore, to qualify for secondary teaching in Latin through this major by talking a number of Latin courses beyond the minimum requirement and by taking a course in language methods. Other areas of secondary education that are widely supported in Iowa schools (Social Studies, Language Arts) can also be enhanced by taking courses in Greek and Roman history or literature.

5. Are there accreditation standards for this program?

No. Expected outcomes for majors in Classical Studies are: intermediate or advanced skills in Greek or Latin or both, and a broad knowledge of Classical culture and its methods of inquiry. These are minimal requirements.

A. What is the accreditation organization?

The national organization for Classicists is the American Philological Association (APA). The APA does not accredit programs directly. It has, however, published a list of ideal characteristics of Classical Studies programs (appended); the proposed major fulfills all these criteria.

B. What accreditation timetable is acceptable?

There is no accreditation program specifically for Classical curricula.

6. Does the proposed program meet minimal national standards for the program, e.g., Council of Graduate Schools or other such bodies? N/A
7. Please report any reactions of the Iowa Coordinating Council for Post-High School Education. They have not been consulted
8. Please list the Iowa institutions in which articulation agreements are being developed for the proposed program. None. See above, 1.B.2.
9. Please estimate the probable increases in expenditure that may be necessary as a result of the adoption of this program for the next three years.

We anticipate no significant cost increases as a result of formalizing this major. Staffing is adequate to the number of courses to be offered, and slow curricular expansion (one course will be added in Fall 2000) is planned with or without the addition of the new major. This assumes that our current level of staffing is maintained (4.5 FTE faculty in Foreign Languages & Literatures) and that ancillary programs (History, English, Political Science, Art & Design) continue to offer and staff the courses within those departments. There may be (very) small increases in indirect advising costs.

Faculty resources are currently adequate. The 4.5 FTE in Foreign Languages & Literatures now teach all Greek and Latin courses that will be required for this major, and a significant portion of the "CISt" courses. We anticipate that turnover in faculty in Foreign Languages & Literatures or in other contributing disciplines will lead to replacement of those faculty with similar expertise (Philosophy, for example, has consistently been committed to replacing their instructor of ancient philosophy with someone with similar background and teaching interests). In the event of turnover of key personnel in departments other than Foreign Languages & Literatures, the Program will argue for continued staffing commitment to the Classical curriculum; the existence of the formal major may strengthen these arguments, but it entails no new cost.

The Parks Library has a good collection for an undergraduate program, and additions to the Classical holdings have been and continue to be made on a routine basis. The formalization of the major will not affect that process.

Faculty office space in Foreign Languages & Literatures is inadequate, but will remain so whether or not this major is approved, nor will the approval of the major be a significant factor in addressing that issue.

Current faculty have their own computers, which are upgraded as possible within policies of Foreign Languages & Literatures. New faculty hired as a result of turnover will require the same level of start-up computing as any other faculty member in Foreign Languages & Literatures. Instructional software and hardware is already part of the budget of Foreign Languages & Literatures.

One new course number will be added to the 2001-03 catalog as a result of the new major: CISt 480: *Seminar in Classical Studies*. This number will be used for the capstone project of each major; currently, such projects are awarded credit with CISt 490. (i.e., this is not

a de facto new commitment of any resources.) The currently proposed experimental course, CIST 275X *The Ancient City*, will be offered Fall 2000 and proposed for the new catalog with or without the formalized major.

10. Describe the nature and justification for the additional resources needs.

No requests for additional resources are planned for the next five years.

11. How is it anticipated that the additional resource needs will be provided? For programs planning to use external grants, what would be the effect of the grant termination?

Increases in advising costs within Foreign Languages & Literatures can be partially absorbed by Foreign Languages & Literatures and partially covered by existing faculty. No additional resources will be requested solely or primarily because of the addition of this major. It should be noted that there are already advising costs because of the existence of the Interdisciplinary Studies Major in Classical Studies; it is likely that some advising will be streamlined because of the formalization of the major, so that the cost per student may actually decrease slightly. (For example, it will not be necessary to petition for approval of each major, so that the Liberal Arts & Sciences Dean's office will not have to review these proposals.)

Classical Studies Program "core" faculty are housed, and hold permanent (tenure-stream) appointments, within the Department of Foreign Languages & Literatures. The Classical Studies Program functions within the Department of Foreign Languages & Literatures in much the same manner as the various language staffs (French, German, Spanish, etc.) with equivalent autonomies and departmental obligations. The salary budget for Classical Studies faculty belongs to the Department of Foreign Languages & Literatures and is administered by the DEO of that department. Some supplies funds are allocated to Classical Studies by the Dean of the College of Liberal Arts & Sciences for the operation of the Program, and are administered by the Chair of the Classical Studies Program.

Regents Program Review Questions - Duplication

1. Does the institution have personnel, facilities, and equipment adequate to establish and maintain a high quality program or should the program be located in another institution where adequate resources are available?

The program already exists (Classical Studies is a Cross Disciplinary Studies Program), and students may now obtain an Interdisciplinary Studies major in Classical Studies. This proposal represents the formalization of the interdisciplinary studies major in classical studies, and makes it recognizable on students' transcripts, and in keeping with the formal identification of such majors at other colleges and universities across the state and the nation.

We believe that we answer this question at #9 in our proposal. There we say that,

"We anticipate no significant cost increases as a result of formalizing this major. Staffing is adequate to the number of courses to be offered, and slow curricular expansion (one course will be added in Fall 2000) is planned with or without the addition of the new major. CISt 275 (x) (*The Ancient City*) will be added to the catalog; but the addition of this course is part of a longer range plan and is already part of the teaching load of existing faculty. CISt 480 (*Senior Seminar*) replaces work done by previous students as "independent study" (CISt 490), will be staffed on an ad hoc basis just as CISt 490 has been in the past, and gives a more accurate representation on the student's transcript of what work that student has actually done. This assumes that our current level of staffing is maintained (4.5 FTE faculty in Foreign Languages & Literatures) and that ancillary programs (History, English, Political Science, Art & Design) continue to offer and staff the courses within those departments ...

Faculty resources are currently adequate. The 4.5 FTE in Foreign Languages & Literatures now teach all Greek and Latin courses that will be required for this major, and a significant portion of the "CISt" courses. We anticipate that turnover in faculty in Foreign Languages & Literatures or in other contributing disciplines will lead to replacement of those faculty with similar expertise (Philosophy, for example, has consistently been committed to replacing their instructor of ancient philosophy with someone with similar background and teaching interests). In the event of turnover of key personnel in departments other than Foreign Languages & Literatures, the Program will (as it has in the past) argue for continued staffing commitment to the Classical curriculum; the existence of the formal major may strengthen these arguments, but it entails no new cost.

The Parks Library has a good collection for an undergraduate program, and additions to the Classical holdings have been and continue to be made on a routine basis. The formalization of the major will not affect that process.

Faculty office space in Foreign Languages & Literatures is inadequate, but will remain so whether or not this major is approved, nor will the approval of the major be a significant factor in addressing that issue.

Current faculty have their own computers, which are upgraded as possible within policies of Foreign Languages & Literatures. New faculty hired as a result of turnover will require the same level of start-up computing as any other faculty member in Foreign Languages & Literatures. Instructional software and hardware is already part of the budget of Foreign Languages & Literatures."

It might be noted now that Classical Studies has received permission from the LAS administration to fill the vacancy left by Prof. Ruebel's departure and is in the process of hiring a new colleague for the start of the 2000/1 academic year. History is replacing Prof. Avraamides, who retired last spring. In general, we note again (from #11) that "no additional resources will be requested solely or primarily because of the addition of this major."

2. Does student demand for the proposed program justify its development or expansion?

Our proposal (#5) includes a detailed account of a survey that Classical Studies conducted of students that were taking our courses last year. As we noted, "the response of students" to the proposed new major "was overwhelmingly positive." 90 of 130 polled students said that they themselves or close acquaintances would be interested in the major if were offered. This number, as we also noted, "indicates a high degree of interest in Classical Studies as a discipline and as a potential major among Iowa State undergraduates." Complete survey results are incorporated in Appendix A of our proposal. It should be also added that over a half dozen ISU undergraduates are now waiting for the formal approval of the Classical Major to declare a Classical Studies Major.

3. Do adequate employment opportunities for graduates exist, and is it likely that they will continue to exist?

Yes to both. We are attentive to students' concerns that their education will bring them employment opportunities and we specifically address this question at D4 of the Regents Program Review Questions for Majors, which we included with our proposal:

"The proposed major is not primarily intended as a pre-vocational major. Its primary goal is to serve as a rigorous undergraduate humanities major, an option to other such majors that are not oriented toward a specific vocation, such as English, History, and Philosophy. Hence, data about employment opportunities applies most directly to those who receive Ph.D.s in this field. Such a major provides good undergraduate background and training for students whose goals include Law School, or Medical School; it also offers a strong second major for students with first majors that are vocationally oriented. Opportunities for continued work at the graduate level are abundant, but the job market for Ph.D.s is tight, which is the primary reason for the orientation of the major toward those who do not intend graduate work in Classics. The following comments from the American Philological Association *Statement on Undergraduate Programs in Classics* (see Appendix B) are pertinent:

Students with a strong Classics background are especially attractive to future employers, to professional schools and to graduate programs in other disciplines. Classics as an undergraduate major or minor (in Greek, Latin, Greek and Latin, or Classical Civilization) provides a solid educational foundation for students aiming at careers in business, law, medicine, and other fields, and Classics can also be important, and sometimes indispensable, for students who are intending further study in literature, philosophy, linguistics, divinity, and the like. Thus, students often combine a Classics major or minor with another academic major, such as political science, biochemistry, or philosophy

Moreover, nationwide opportunities for secondary school teachers of Latin are very good; in both 1998 and 1999 there were more positions open than qualified candidates to fill them. (Source: The placement office of the American Classical League, and reports to the business meeting of the Classical Association of the Middle West and South.) It would be possible, therefore, to qualify for secondary teaching in Latin through this major by taking a number of Latin courses beyond the minimum requirement and by taking a course in language methods. Other areas of secondary education that are widely supported in Iowa schools (Social Studies, Language Arts) can also be enhanced by taking courses in Greek and Roman history or literature."

4. In fields in which one university already offers a substantial program, but in which another university is proposing a new or expanded program, could the first institution reasonably accommodate the necessary expansion or would its resources and facilities be so taxed that such an expansion would reduce educational quality?

The proposed new major does not create a new program, or require an expansion of the present Classical Studies program. As we explain in our proposal, it offers an important new educational opportunity to Iowa State Students without requiring the substantial expenditure of new resources by Iowa State.

5. Would a comparable program development or expansion at the first university (see Point 4) require new capital construction producing a higher cost alternative to that proposal?

The proposed Classical Studies Major will offer Iowa State students new educational opportunities and more chances to explore the Humanities in greater depth. We believe that it will help the university retain students who arrive at Iowa State with (or discover) serious interests in the Humanities. While the University of Iowa certainly offers a serious Classics major for which the Classical Studies faculty at Iowa State have the highest regard, we do not see ourselves in competition with the University of Iowa. Indeed our relationship is cooperative (undergraduate students from Iowa State have in the past pursued graduate studies in Classics at Iowa); we believe that our major proposal will strengthen these ties. The Classics Department at the University of Iowa clearly feels the same way. Our proposal includes a letter from Prof. Helena Dettmer, Chair of

Classics at the University of Iowa, who voices unequivocal support for a Classical Studies major at Iowa State.

6. Would the proposed development enhance other programs already in place at the university?

We address this question at #8 in our proposal. There we say:

“A formal Classical Studies major and minor strengthens offerings in English, Foreign Languages & Literatures, History, Philosophy, Political Science, and Religious Studies. It is attractive to students from these and related departments, and to some students in other colleges. Previous double degree students have come from Engineering. Students in the College of Education could select Latin as a language of certification for K-12 teaching (one such student has done so) or courses in Classical culture as supporting courses for certification in Language Arts or Social Studies.”

See also #10 (“Relationships to strategic plans of the department (of Foreign Languages & Literatures), college (LAS), and university, which we repeat below.

7. Is the proposed program consistent with the institutional mission statement?

Very much so. As we say at #10 in our proposal:

The Strategic Plan of Foreign Languages & Literatures for 1995-2000 notes that “the Department constitutes a forum for the innovative production and transmission of information concerning all cultures that may be counted as international,” and also that the Classics faculty are one of the strengths of the Department. The Classical Studies’ Program’s 1995-2000 Strategic Plan lists as a specific priority to “examine the advisability of proposing a formal undergraduate major in Classical Studies” (1.c.) We have made excellent progress in some of our other goals, namely to involve our students more in study abroad opportunities and encouraging faculty to do research and to travel more abroad.

The 1995-2000 LAS Strategic Plan notes that this college “is the focal point for liberal education at ISU.” Part of its vision is to provide “the highest quality undergraduate programs for majors within the College.” Goal 1, to enhance liberal education, includes the mandate to foster “knowledge of the intellectual, historical, and artistic foundations of culture.” In addition, LAS “Strategies to enhance University cross-cutting issues” demand that the College work hard on internationalization and interdisciplinary teaching, research, and outreach, specifically by a move to “strengthen the College’s cross-disciplinary studies programs.”

The 2000-2005 University Strategic Plan (recently submitted to the Board of Regents), “Pursuing Excellence as Iowa’s *Engaged* University,” states that a Regents goal for the Iowa public universities is to “become the best public

education enterprise in the U.S.” The overriding goals of ISU's quest to become the best will demand “encouraging and supporting interdisciplinary collaboration,”... “better understanding of the multicultural and international world,” ... as well as “a broad range of intellectually challenging curricula.” “Enhanced liberal education” includes “humane and ethical values; knowledge of the intellectual, historic, and artistic foundations of our culture.”

The *Mission, Role, and Scope of ISU* (approved 1989) specifies that ISU “provides high quality undergraduate programs, ... assure[s] that all students ... acquire ... an understanding of humane and ethical values, an awareness of the intellectual, historical, and artistic foundations of our culture.”

The Provost's Academic Plan 2000-2005 for Iowa State University (currently under review) notes the following “unranked academic goals and strategies ... the Provost will solicit and consider for support”; formalization of a Classical Studies major and minor support the following of those goals:

goal/strategy 1., “continue to develop a diverse faculty and staff of the highest quality committed to the principles of the land-grant university” - “Promote interdisciplinary endeavors among faculty and academic units.”

goal/strategy 2. “Enhance the academic stature of ISU” - “Encourage university-wide initiatives that capitalize upon the traditional and emerging strengths of the academic programs that promote interdisciplinary and collaborative endeavors.”

goal/strategy 3. “Infuse global perspectives into the learning, scholarship and engagement efforts of Iowa State University” - “increase international perspectives as an integral part of the educational experience at ISU, including improved curricula and language study.”)

Lastly, the Provost's Academic Plan states that, “Fundamental to the creation and execution of the Plan is a continuing commitment to...a belief in the value of interdisciplinary scholarship, ... [and] “reliance on a humanistic perspective to guide our emphasis on science and technology.”

8. Has it been determined that independent colleges in Iowa do not offer programs similar to those proposed and at comparable quality and cost?

We answer this question in #10 of our proposal. We note there that there are no independent colleges in Iowa who offer a Classical Studies major at or near the cost of Iowa State. With the approval of a Classical Studies Major, Iowa State will offer its students and the central Iowa community an extraordinary opportunity to study the ancient Mediterranean world at very little cost and certainly without substantial additional expenses for the university itself.