People:

• **Students:** 2,496 full-time undergraduates, 8:1 student:faculty ratio
  • Class of 2020: 9% International students, 24% U.S. Students of Color, 4% Vermonters, 65% Non-New England Residents, 14% First Generation to Attend College.
• **Faculty:** 283 full-time + 64 part-time; 18.9% Faculty of Color; 92.5% have a terminal degree.
  • Visit [Faculty Stories](#)!  
  • Peruse the [Recent Faculty Accomplishments](#) list!
CURRICULUM:
Origins

COURSE OF INSTRUCTION AND STUDY.

FOR THE FRESHMEN.
First Term.—Sallust, Cicero de Officiis, Murray’s English Gram-
mar, Arithmetick reviewed; and a portion of Graeca Majora.
Second Term.—Graeca Majora concluded, and Prentice’s Euclid.
Third Term.—Graeca Majora. Algebra reviewed.
Through the Year.—A portion of Euclid in the day morning; written translations in English, or from English into
Greek and Latin, declamations once in two weeks.

SOPHOMORES.
First Term.—Horace, Playfair’s Euclid, and Morse’s Geography.
Second Term.—Horace continued, Graeca Majora continued, and
Day’s Trigonometry, and Measurement of Superficies and Solids.
Third Term.—Graeca Majora concluded, and Enfield’s Natural Philosophy.
Through the Year.—A portion of Euclid in the day morning; written translations in English, or from English into
Greek and Latin, declamations once in two weeks.

JUNIORS.
First Term.—Tacitus continued; Graeca Majora, second volume;
Dutton’s Spherical Trigonometry and Conick Sections, and
Enfield’s Natural Philosophy.
Second Term.—Cicero de Oratore, Graeca Majora continued, En-
field’s Natural Philosophy.
Third Term.—De Oratore, Graeca Majora concluded.
Through the Year.—Greek exercises in composition.

SENIORS.
First Term.—Blair’s Lectures, Paley’s Moral Philosophy, Vattel’s
Law of Nations, and the first volume of Locke on the Human
Understanding.
Second Term.—Locke on the Human Understanding continued,
Stewart’s Elements of the Philosophy of the Human Mind,
Brown’s Lectures, and Butler’s Analogy.
Curriculum: College-Wide Learning Goals

1. **Think** critically, creatively, and independently.
2. **Read, listen, and observe** discerningly.
3. Demonstrate skill and sophistication in **oral and written expression**.
4. Demonstrate skill and sophistication in **quantitative reasoning**.
5. **Collaborate** effectively.
6. Understand and appreciate **difference, commonality, and connectedness** across and within cultures and societies around the world.
7. Explore a field of study in **depth**.
8. Explore a **range** of disciplines and make **connections** among them.
9. Apply acquired knowledge to **solve new problems**.
10. Engage in **independent** research, inquiry, and/or creative expression.
11. Cultivate **intellectual integrity** and the capacity for **ethical citizenship**.
Majors & Areas of Study

- **40+ majors** in the Arts (4), Humanities (9), Interdisciplinary Programs (6), Languages (8), Sciences (7), Social Sciences (5).
- **12 additional minors or areas of study** that are not majors
- Coming soon... **clusters**?

Foundational courses: Develop essential capacities

Advanced courses: Depth of knowledge in a discipline

Capstone experience: Independent work, synthesis.
Curriculum: What students study

Total enrollments, 2005-06 through 2014-15

Academic Year

05-06 06-07 07-08 08-09 09-10 10-11 11-12 12-13 13-14 14-15

ARTS DIV
HUM DIV
LANG DIV
NS DIV
SS DIV
INTERDISCIPLINARY
NONDEPARTMENTAL
## Curricular Evolution: Interdisciplinary Programs

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</table>
Curricular Evolution: Experiential learning

Experiential learning: Opportunity for hands-on application of knowledge

Foundational courses: Develop essential capacities

Advanced courses: Depth of knowledge in a discipline

Capstone experience: Independent work, synthesis.