



FACULTY SENATE

Minutes
December 10, 2012

Senators in Attendance: 55

Absent: Anesthesiology (Schapiro), Anthropology (Van Keuren), CDAE (Eastman), Chemistry (Liptek), Education (Walls), Family Medicine (Nicholas), Music & Dance (Neiweem), Neuroscience (Hehir), Nutrition & Food Science (Pritchard), Orthopaedic Rehabilitation (Zweber), Pediatrics (D'Amico), PSC (Rodgers), Psychiatry (Naylor), Radiology (Green), SAC (Prue), Surgery (Adams), Surgery (Trotter)

1. **Approval of the Minutes.** The minutes of November 12, 2012 were approved as written.
2. **Senate President's Remarks.** President Roberts began her remarks by informing The Senate that there will be a webinar broadcasted on Institutional Review Boards Wednesday, December 12th in the Chittenden Bank Room of the Davis Center from 2-3pm. The webinar is open to all faculty, staff, and students who would like to attend. She also informed Senators that they will be getting information via email about the new Graduate College "Reach Grant" program. President Roberts concluded her remarks by thanking the Senators for their hard work and wishing everyone a happy holiday break.
3. **UVM President's Remarks.** President Tom Sullivan wished everyone a happy holiday break. He also spoke about the next steps in the budget self-study process. After the break, the document will go out to the UVM community for comment, after which the administration will work with the Faculty Senate to find ways to improve the budget model. Another update President Sullivan gave the Senate was that the final document for the updated travel policy will be available this week. Some highlights include the timeframe for submitting receipts has been extended from 20 to 60 days for domestic travel, and from 60 to 90 days for international travel, as well as the utilization of the Administrative Business Service Center for a more streamlined process.

Sullivan also announced that he is looking at doing a self-study and report on how to enhance Career Services next semester. President Sullivan closed his remarks by congratulating those who published a book this year and will be celebrating at the Faculty Book Banquet.
4. **UVM Provost's Remarks.** Provost Knodell took the time to thank the Faculty Senate for being a strong partner in shared governance. She appreciated the flexible and innovative

nature of the relationship between the Faculty Senate and the Administration, and many of the successes over the past few years would not have been possible without this partnership. Projects that have been accomplished include the Transdisciplinary Research Initiative, and General Education. Knodell encouraged the Senate to continue its work with both projects to further build on their achievements. Provost Knodell closed her remarks by sharing her excitement about returning to the classroom and finishing her book. Faculty Senate President Julie Roberts presented Provost Knodell with a gift of appreciation for her service.

5. Curricular Affairs. Chair of the Curricular Affairs Committee, Cathy Paris, presented five items of business to the Faculty Senate.

The first was an announcement about the new coversheet for the Appendix A application for new programs. There have been no changes to the requirements of the application. The coversheet simply helps to streamline the process, and to make necessary data easier to collect for entities such as the Registrar's office or Student Financial Services.

The second announcement noted that there has been a change in the transfer credit policy. The document with tracked changes was circulated prior to the meeting for review. The changes include: the grade of C- will not be accepted for transfer credit, the national and international credit by exam list has been updated and a stipulation added that the registrar in conjunction with the Curricular Affairs Committee may make changes to this list, and transfer credits of physical education credits has been removed as there is no longer a requirement for PE at UVM.

The third item of business was to vote on a proposal to change the name of the Certificate of Graduate Education in Sustainable Transportation and Mobility, to the Certificate of Graduate Education in Sustainable Transportation and Planning. The name change is appropriate because it better describes the certificate and the focus on transportation planning. There were no questions and when put to a vote, passed.

The fourth item of business was to establish a Doctorate of Nursing Practice. The field of nursing is changing in that by 2015, the DNP will be the terminal degree. The creation of this program will allow UVM to keep up to date and within national standards. Currently, there are no DNP programs in New England. This program would not require previous work within the nursing field. Without previous education in nursing supplemental courses would be required. The DNP would be made up of 36 credit hours focused in one of three tracks (family, psychological, or gerontological medicine). In addition students will complete 76-81 hours of clinical practice. There were no questions and the proposal was approved unanimously by the Faculty Senate.

The fifth proposal was to revise the current Master of Nursing, to become the Master of Clinical Nurse Leadership. This program will fulfill the need for clinical nurse leaders nation-wide. Clinical Nurse Leaders have a distinct niche within the nursing world and this degree will provide graduates with attractive employment opportunities. CNLs can work with distinct groups of patients, supervise hospital employees (of a certain level), change care plans for patients, and teach at the community college level. This program will take 4 semesters (including summer sessions) to complete assuming full time

enrollment. The MSCNL would also contribute to the DNP degree if a student wished to continue with their education. When put to a vote, the proposal was approved.

- 6. General Education.** Co-chairs Char Mehrstens and Susanmarie Harrington presented their proposal to continue work on writing in years 2-4 into the spring 2013 semester, which would include a pilot program. There were some questions about the difference between the pilot program in first year writing and writing in years 2-4. It was answered that the first year writing pilot is addressing foundational writing, and that the proposed writing in years 2-4 pilot will address incorporating writing into the disciplines. The proposed pilot will require funding, however, the request for funding will be sent to the Provost once the continued work is approved by the Faculty Senate. There was a request to outline what the pilot and process would look like, however, designing the pilot will be part of the continued work of the committee next semester. There were concerns over the fact that the Faculty Senate has not yet approved the implementation of General Education on a University scale, as well as the pace of the overall project. Char and Susanmarie answered that they are following a deliberate process in an effort to create a methodology that can be used for other General Education requirements in the future. When put to a vote, the Senate approved the continued work of the General Education Committee.
- 7. Faculty Senate & Institutional Review Board.** Chair of the Research, Scholarship, and Graduate Education Committee, Richard Galbraith, presented the committee's work regarding recent concerns about the Institutional Review Board. The committee recommended that the Faculty Senate include a report from the IRB at the end of each year (when Senate committee reports are given). This report should include how many proposals were seen by, approved, and denied by the IRB that academic year. RSGE also advised that the Faculty Senate not appoint members of the IRB as it is difficult to get people to serve on this board due to the large time commitment. The committee also noted that there is not ability to appeal IRB decisions (they are federally mandated), thus making Faculty Senate involvement unnecessary and ineffective. In their research, RSGE did find that the most useful suggestions they could have regarding the relationship between the Senate and the IRB would be to have a Faculty Senate Liaison on the IRB, as well as a full time staff member to teach and/or assist applicants on the process and how to write a successful proposal. These recommendations could be suggested during the upcoming IRB review. For the time being, RSGE would like to see the IRB report become a part of the annual Faculty Senate reports issued in May.
- 8. New Business.** There was no new business at this time.

The meeting was adjourned at 5:24 pm.

Approaching Writing and Information Literacy Outcomes in Years 2-4 of an undergraduate education

Interim Report of the General Education Steering Committee to the Faculty Senate

Susanmarie Harrington (CAS) and Charlotte Mehrstens (CAS), co-chairs
Jane Petrillo (CALS); Binta Colley (CESS); Judy Cohen (CNHS); Amy Seidl (Rubenstein); Lauck Parke (BSAD);
Dan DeSanto (Libraries) (Note: CEMS seat is currently vacant; we are open to volunteers!)
ex officio members: Brian Reed (Provost's Office); Kelsey Wooley (SGA);

History and Context

In 2008, Provost Knodell established a General Education Work Group (comprised of five deans, seven faculty members, the President of the Student Government Association and the Associate Provost for Curricular Affairs) and charged this group to identify the desired attributes that should stem from a UVM undergraduate education and determine how to ensure they are achieved. Since that time, the General Education Steering Committee has evolved as an *ad hoc* committee of the Faculty Senate. Six broad outcomes were approved in principle by the Senate in May 2010. The General Education Steering Committee, in consultation with Senate leadership, chose to focus its 2010-11 work on written communication and information literacy, believing that a narrow focus on an outcome area that already has broad general support is the best way to identify processes that will enable the Senate to address the other aspects of general education that have been explored in the past years. In 2011-12, the committee focused its attention on foundational writing and information literacy, resulting in pilot program currently under way (led by Professor Nancy Welch and carried out by a working group involving faculty from across campus. Professor Welch will report on the pilot separately in the spring). In 2012-13, the larger committee has turned its attention to writing and information literacy in the disciplines, years 2-4 of the undergraduate experience.

This report summarizes our work in Fall 2012. As a result of this work, we urge the Senate to approve a pilot project to investigate a department-based approach to supporting writing and information literacy in the disciplines.

Fall 2012 Overview

We all recognize that becoming proficient communicators takes years. As students move from foundational courses into the majors, they will be required to perform increasingly complex tasks that make greater demands in terms of writing and information literacy. One of our prime tasks this year has been to evaluate how the faculty and the curriculum can support students as they learn to become more proficient writers who can explore topics and find, evaluate, and make use of information drawn from different types of sources.

After looking at how other universities approach this task, we have been drawn to models that support writing and information literacy by focusing on work in the majors. It is widely acknowledged that writing is an important way for students to display what they know. Writing can also play an important role in helping students to learn ways of knowing and doing in their disciplines. In every field, students must learn how to manage their information needs. Our curriculum is organized by major and our faculty work is organized by department. In this area of general education, it makes sense to consider how students' experiences in their major help them achieve our stated outcomes in writing and information literacy.

Inspired by programs such as the University of Minnesota's Writing Enriched Curriculum and North Carolina State University's Speaking and Writing Across the Curriculum Program, information literacy programs created by the Institute of Museum and Library Services, and Eastern Washington University, as well as local work by colleagues at Bailey/Howe Library and the department of English, we have explored the ways that writing, information literacy, assessment, and departmental outcomes for the major can be mutually supportive. Simply put, departmental-based models ask *departments* to:

- Identify student learning outcomes *in their discipline* connected to writing and information literacy
- Map where those outcomes are taught across the major
- Identify resources needed to teach the outcomes
- Create a plan to assess the extent to which students achieve the discipline-based outcomes, drawing on work produced in courses (outcomes might be assessed in smaller components over time, rather than all at once)
- Make decisions for future action based on the assessment data, identifying additional resources required for any proposed changes

Department-based models offer a number of advantages. First, they support what we assume is a basic goal for any faculty member or department: elevating student learning in the discipline. In terms of implementation and assessment, we note that such approaches

- Emphasize attention to something faculty are already doing and already value as a key component of our workload: supporting undergraduate majors
- Direct resources to departments or programs, so that faculty are directly supported as they work with students
- Focus on course experiences, which are already in place. Faculty are already working on writing—with various degrees of satisfaction—in courses.
- Prize assessment processes that draw on student work produced in courses. While additional assessment processes could and should be developed, they can draw on naturally-occurring student documents.
- Prize assessment within departments, which keeps assessment focused on questions faculty care about
- Mesh well with accreditation demands, which place a similar emphasis on department-based work

Challenges we face:

- It is difficult to forecast a budget; different departments might have different needs, especially given the variation in class sizes across some majors.
- Many faculty in the disciplines feel unsure about teaching writing and information literacy. Appropriate support for faculty will need to be provided.

Next steps:

- Inventory current writing and information literacy goals as presented in existing department learning outcome statements

- Recruit participating departments (involving at least one professional school department and involving departments from multiple schools/colleges). We aim for 3-4 departments for the pilot.
- Work with the Provost's office to secure funding for the pilot (as without funding, the pilot cannot proceed)

The committee's next task will be to work out more precise details of the pilot process (most importantly, defining the role of, and resources required for, departmental liaisons who can provide internal leadership for this process). Some general statements can be made about resource requirements. The Writing in the Disciplines Program and the Bailey/Howe Library will provide primary support for departments participating in the pilot, such as:

- Facilitation provided for discussions
- Cookies and coffee
- Support for implementation and assessment
- Creation of a assessment program that would involve some faculty from participating departments and perhaps other faculty who are interested

Motion Regarding General Education Continued Work

In light of the work we have completed to date, we offer the following motion to the Senate:

Be it resolved that the General Education Committee will continue its work in 2013 by addressing the following projects:

- Examining how writing and information literacy outcomes in the disciplines might be refined and supported;
- Crafting a pilot project that will involve several departments, from multiple colleges or schools, to test ways to identify, implement and assess writing and information literacy in the disciplines
- Carrying out a preliminary assessment of department activities. This assessment will be faculty-led and supported by campus resources. It will address student writing and information literacy performance in the disciplines and will include a component identifying resources required for further department action
- Reporting to the Senate about the results from the pilot

APPENDIX A

Format for Proposals for a New Curriculum, Academic Program, Research or Service Endeavor

COVER SHEET

Entity

- ☐ New Curriculum
- ☐ New Academic Program
- ☐ New Research Endeavor
- ☐ New Academic Service Endeavor
- ☐ New Academic Center or Institute

Academic degree to be awarded (if any)

- ☐ Bachelor of Arts
- ☐ Bachelor of Science
- ☐ Master of Arts
- ☐ Master of Science
- ☐ Doctor of Philosophy (Ph.D.)
- ☐ Post-Baccalaureate Certificate
- ☐ Post-Master's Certificate
- ☐ Certificate of Graduate Study
- ☐ CE Academic Certificate
- ☐ Other: _____
- ☐ N/A

Exact name of degree: _____

- ☐ untagged degree (e.g. Bachelor of Science)
- ☐ tagged degree (e.g. Bachelor of Science in Electrical Engineering)

If new Undergraduate degree, granting College/School: _____

Sponsoring department or academic unit: _____

For degree programs please indicate the minimum GPA required for graduation: _____

Please check all that apply regarding the following aspects of the program that may impact students' financial aid and/or institutional compliance with federal regulations. Elaborate as appropriate in the body of the proposal.

Location/Travel

- ___ 50% off site
- ___ substantial clinical/practicum travel
- ___ required travel component
- ___ required study abroad semester

Delivery Method

- ___ standard delivery only
- ___ online delivery only
- ___ hybrid delivery

Calendar (choose no more than one)

- ___ main campus calendar
- ___ College of Medicine calendar
- ___ Distance Education calendar

Financial Aid

- ___ online program with differential tuition rate

External Collaborations

- ___ degree offered jointly with another institution

Curricular Affairs Committee of
the Faculty Senate

Memo To: The Faculty Senate
From: The Curricular Affairs Committee of the Faculty Senate, Cathy Paris, Chair
Date: October 19, 2012
Subject: Approval of Proposed Policy Revisions Concerning the Acceptance of Transfer Credit and Credit by Examination at UVM

The Curricular Affairs Committee at its meeting of October 11, 2012 approved the policy revisions presented in the following memo.

The Senate Curricular Affairs Committee, working in conjunction with the Associate Provost Brian Reed, recently approved a set of revisions to UVM policy on transfer credit and credit by examination. The revised policy document is attached to this memo. The Track Changes tool has been used to make the changes readily apparent.

Curricular Affairs Committee of
the Faculty Senate

Memo To: The Faculty Senate
From: The Curricular Affairs Committee of the Faculty Senate, Cathy Paris, Chair
Date: October 19, 2012
Subject: Approval of a proposal to change the name of the Certificate of Graduate Study in Transportation and Mobility

The Curricular Affairs Committee at its meeting of October 11, 2012 unanimously approved the action recommended in the following memo.

The Certificate of Graduate Study in Transportation and Mobility, approved by the Senate at its December 13, 2010 meeting, has proved to be an excellent mechanism for engaging interdisciplinary students from within UVM. What's more, it has shown itself to be an important tool for attracting additional students to the University. These additional students are particularly interested in transportation planning. The certificate curriculum is strong in planning; the name change would make this quality more apparent.

Agreeing that the proposed new name is both more reflective of the Certificate curriculum than the current name and more attractive to prospective students, the Curricular Affairs Committee of the Faculty Senate unanimously approved the name change request at its meeting of October 11, 2012.

Proposed Revisions – 10/03/12



The
UNIVERSITY
of **VERMONT**

Policy V. 3.3.2.1

Responsible Official: Provost

Effective Date: August 21, 2006

Transfer Credit – Undergraduate Students

Policy Statement

The University of Vermont will consider credits in transfer from all courses taken through an accredited College or University when it can be shown that each course considered has been satisfactorily completed with a grade of C or better, and that the course was comparable in content, nature, and intensity to course(s) offered at the University of Vermont. Grades attained at another institution are not transferable and are not used in computation of the Grade Point Average (GPA) at the University of Vermont.

Reason for the Policy

To set forth the criteria the University uses in determining acceptability of credits taken at other colleges and universities.

Strategic Direction

This policy supports the following goal in the University's Strategic Plan:

- Recruit and retain excellent students, faculty and staff

Applicability of the Policy

This policy applies to any student who has taken credits at another college or university.

Policy Elaboration

I. Factors which determine the acceptability of transfer credit:

- I.A. The educational institution from which course work is being considered for transfer credit must be accredited by a regional, professional or national institutional accrediting body.

1. United States:

- a. Accrediting bodies must be recognized by the American Council on Education in consultation with the Council for Higher Education Accreditation.
- b. Course work from institutions which have only candidacy status with a Regional Accreditation Body and carry no other acceptable form of accreditation, will not be ~~generally~~ acceptable for transfer.
- c. The review by Professional Accreditation Bodies extends to courses taught in the discipline of the professional accreditation.
- d. The following are National Institutional Accrediting Bodies recognized by the University of Vermont:
 - Accrediting Commission for Career Schools and Colleges of Technology
 - Accrediting Council for Independent Colleges and Schools
 - Commission on Accreditation for Dietetics Education
 - American Chemical Society
 - American Speech-Language-Hearing Association
 - American Psychological Association
 - AACSB International — The Association to Advance Collegiate Schools of Business
 - Commission on Accreditation of Allied Health Programs
 - Council on Social Work Education
 - Vermont Department of Education
 - Commission on Accreditation of Allied Health Education Programs
 - Council for Accreditation of Counseling and Related Educational Programs
 - National Council for Accreditation of Teacher Education
 - ABET - Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc.
 - National Accrediting Agency for Clinical Laboratory Science
 - Joint Review Committee on Education Programs in Nuclear Medicine Technology
 - American Dental Association
 - National League for Nursing Accrediting Commission, Inc.
 - American Physical Therapy Association
 - Commission on Accreditation in Physical Therapy Education
- e. Education in a foreign country provided by an accredited American college or university is governed by the American school's accreditation.

2. International:

The Foreign government or state governmental agency of a foreign country must formally recognize an educational institution as offering post-secondary school instruction leading toward a degree or diploma comparable to that offered at the University of Vermont.

- a. Education in a foreign country sponsored by an accredited American college or university is governed by the American school's accreditation.
- b. Credit will also be considered for transfer when the University of Vermont has been affiliated with an independent academic program through a formal inter-institutional agreement.

I.B The determination of the comparability of course work in content, nature, and intensity to courses offered at the University of Vermont.

1. Equity will be maintained between transfer credit and resident credit.
2. When reviewing a course for content, a 2/3 yardstick is used. Therefore, in most cases, if a course contains 2/3 of the material of a similar course at the University of Vermont, the courses will be judged to be comparable. Courses which must contain very specific topics to prepare students for a particular function or for further study may be reviewed by the faculty of their discipline for comparability determination outside of the 2/3 guideline.
3. Credit is transferred on a course by course basis. Courses which are less rigorous than the minimum offering in the corresponding discipline at the University of Vermont will not be eligible to transfer.

It is possible for a combination of courses from another single institution to present the same material as in a single course at the University of Vermont. Upon appeal of an original course by course denial of credit, a review of the presenting institution's course syllabi and sequencing will be made by the Chairperson of the appropriate discipline in conjunction with Transfer Affairs. Credit may be transferred in an amount equal to the corresponding University of Vermont course(s) when the review yields a sufficient degree of comparability in content, nature, and intensity between the combination of the presenting institution's courses and the corresponding courses at the University of Vermont.

A formal appeal of a credit transfer decision should be brought to the Office of Transfer Affairs. The Director of Transfer Affairs in consultation with the faculty of the appropriate discipline will judge the comparability of the courses for transfer credit in all appeal reviews. A written response will be delivered to the student in a timely manner once the Director of Transfer Affairs and the appropriate faculty have reviewed the course materials, past practices, and the student's specific circumstances.

A student may ask for further consideration of a denied appeal by presenting all pertinent information, in writing, to the Registrar who will determine acceptability of course work for transfer. This written appeal should contain a complete accounting of all reviews and decisions up to this point. An appeal of the Registrar's decision is to the Provost who should be provided with written documentation of the process thus

far. The Provost will review the materials and render the final decision.

I.C The determination of the level of accomplishment attained in each course.

1. The level of achievement for any course must be equal to or above a grade of C on an 'A' to 'F' scale, 2.0 or better on a 1 to 4 scale or 75 or better on a 1 to 100 scale for the course to be eligible to transfer. [Grades of C- or lower are not accepted for transfer credit.](#)
2. Courses from institutions which do not utilize one of these grading scales are reviewed individually relying on subjective evaluations of the instructing faculty member. Whenever possible, the institution is asked to state that the quality of the course work completed was at least equal to a C or better.
3. Grades of 'P' (Pass) or 'S' (Satisfactory) will be accepted only with official documentation verifying that they represent successful completion of a specific course at or above C or better.
4. It is the responsibility of the Office of Transfer Affairs to determine that the level of achievement of all course work presented for transfer consideration is equal to or above a grade of C or better.

II. CREDIT CONVERSION

- II.A The University of Vermont is on the early Autumn semester system. All academic course work accepted for transfer will be converted into semester hours of credit by the Office of Transfer Affairs.
- II.B Quarter hours will be converted to semester hours using a 2/3 (.67) conversion factor unless otherwise prescribed by the presenting institution.
- II.C In all cases, the transcribing institution's recommendation for semester credit conversion will be given serious consideration.

III. EXAMINATION CREDIT

- III.A The following American and foreign standardized examinations which test postsecondary school knowledge are recognized for transfer credit consideration by the University of Vermont. [The current list of recognized sources can be found online at http://www.uvm.edu/registrar/?Page=transferringcredit/t_creditbyexam.html&SM=t_menu.html](http://www.uvm.edu/registrar/?Page=transferringcredit/t_creditbyexam.html&SM=t_menu.html)

- Advanced Level General Certificate of Education
- Examinations of the British Examination Councils
- The Advanced Placement Examination of the College Board (AP)
- The College Level Examination Program of the College Board (CLEP)
- The Defense Activity for Non-Traditional Education Support (DANTES)

- The German Abitur
- The International Baccalaureate higher level examinations (IB)
- The Scottish Certificate of Sixth Year Studies

Additions to this list shall be made by the Registrar in consultation with the Curricular Affairs Committee of the Faculty Senate.

III.B The standards of performance required for transfer credit consideration are as follows:

1. General Certificate of Education Examinations of the British Examination Councils:
A Levels Passes of A through E will be considered for up to one year of course credit in a corresponding discipline.
2. Advanced Placement Examinations of the College Board (AP)
 - a. Credit is considered for all exams administered. Scores of 5 earn credit in all areas. Scores of 3 and 4 earn credit as [determined by annual faculty review](#).
 - b. Credit is granted for specific University of Vermont courses as determined by the faculty of the discipline governing the subject content of the Advanced Placement Examination.
3. College Level Examination Program of the College Board (CLEP)
 - a. Only CLEP scores comparable to a B or higher in the national norm sample will be accepted for credit.
 - b. Students may not have been exposed in a previous college level course to more than 10% of the material covered by a particular CLEP exam. More than 10% duplication renders the student ineligible.
 - c. CLEP examinations are comparable to freshman/sophomore level credits numbered 1 to 99 at the University of Vermont. Juniors and Seniors who are eligible to take courses at the lower level may utilize the CLEP option.
4. The Defense Activity for Non-Traditional Educational Support (DANTES)
 - a. A specific DANTES exam must carry a standard code equal to or above the 70th percentile.
 - b. DANTES Subject Standardized Tests which are comparable in the nature and scope of material examined to courses offered at the University of Vermont will be considered for transfer credit.
5. The German Abitur
Credit will be considered for the 4 subjects of the Abiturprüfungen (final examination) portion of the Abitur. Each exam presented for credit consideration must carry a grade between 1 and 3-, or their equivalent.
6. The International Baccalaureate (IB)
Credit will be considered for the individual exams in the Higher Level subjects only

for grades of 5, 6 or 7, with a maximum of 30 credits.

7. Scottish Certificate of Sixth Year

Students earning passes of A, B or C on the Scottish Certificate of Sixth Year Studies will be considered for one year introductory credit in the appropriate discipline.

III.C A re-evaluation of the standards of performance considered for credit from the preceding examinations will be performed periodically by the Office of Transfer Affairs in conjunction with the faculty of appropriate disciplines.

III.D Internal College or University challenge examinations
Credits earned through the internal credit-by-examination program of an accredited College or University are eligible to transfer providing:

1. The course which was challenged would be eligible to transfer under normal classroom circumstances.
2. Evidence that the exam was passed at a level of competence equal to or greater than that of students who achieve a grade of C in the course being challenged.

III.E Obtaining an adequate grade on a UVM institutional Credit by Examination test
If you are a degree student at UVM, you may attempt, for a fee and with the approval of your advisor and college, to receive credit for specific courses by taking a special examination. To read more about the specific conditions under which you may request credit by examination, visit the [Online Catalog](#) or download the [Credit by Examination form](#).

Comment [BR1]: This item was moved up from IV.B.3 below. It is more appropriate here.

IV. COLLEGE COURSE WORK DURING HIGH SCHOOL

IV.A The University of Vermont will accept courses taken prior to high school graduation for transfer credit when all of the following stipulations are satisfied.

1. The course(s) must be approved and monitored by an accredited college or university and be eligible for credit towards a degree program at that sponsoring college or university.
2. The course must carry a grade of C or better and be similar in content, nature and intensity to courses offered at the University of Vermont.
3. The course must be presented on an official transcript issued by the sponsoring college or university.

IV.B Credit may also be obtained by:

1. Passing a CLEP (College Level Examination Program) exam;
2. Obtaining a sufficiently high grade on an AP (Advanced Placement) [exam](#);
3. ~~Obtaining an adequate grade on a UVM institutional Credit by Examination.~~

For requirements of these and other international examinations leading to transfer credit, see section "Examination Credit" above.

Comment [BR2]: This item does not seem appropriate under the "College Course Work During High School" heading. It has been moved to section III.E above. Do you agree?

~~V. PHYSICAL EDUCATION / ATHLETICS~~

~~V.A Physical Education activities must be pursued through an accredited college or university to be eligible to fulfill the 2 credit hour Physical Education requirement at the University of Vermont.~~

- ~~1. Credits on an official transcript of an accredited college or university will be considered for transfer as noted under "Factors which Determine the Acceptability of Transfer Credit" and "Required Documentation for Transfer Credit Consideration".~~
- ~~2. Physical Education activity credit is transferable when it carries a pass grade and credit at the host institution.~~
- ~~3. Activities pursued at a recognized college or university, which were non credit at the former institution, may be considered toward satisfaction of the University of Vermont's two semester credit requirement in physical education. A waiver with a maximum of two semester hours of credit toward the University Physical Education requirement will be considered upon presentation of official documentation from the former college or university detailing the activities pursued, the length of instruction received and the students' participation and competence in the respective activities.~~
- ~~4. The amount of credit waived will be determined by comparison of the presenting activity with a comparable activity at the University of Vermont.~~

~~V.B UVM student-athletes will receive credit (Physical Education) for participation in varsity or club sports when the activity is transcribed with credit. The University of Vermont will recognize past varsity or junior varsity intercollegiate athletics participation toward completion of the 2 credit, Physical Education requirement.~~

- ~~1. Interecollegiate athletic credit has not been granted for intercollegiate sports, students may receive a waiver of 1 semester credit per sport per year up to a maximum of 2 credits.~~
- ~~2. Where academic credit has not been granted for intercollegiate sports, students may receive a waiver of 1 semester credit per sport per year up to a maximum of 2 credits.~~

~~Waivers will be considered upon presentation of the following:-~~

- ~~a. Active intercollegiate sports participation noted on the official transcript of the former school.~~
- ~~b. A letter from the student's former Director of Athletics, or coach, with the school seal affixed over that individuals signature, detailing the sport, the length of the season and the degree of the students' involvement as a team member.~~

~~V.C Students may pursue a UVM Credit by Examination for Physical Education credit. Examinations must be paid for prior to administration and the Credit by Examination form signed by the appropriate faculty and then submitted to Transfer Affairs for transfer credit.~~

VI. NON-STANDARD POST SECONDARY SCHOOL EDUCATION

VI.A U.S. Armed Service Instruction

Instruction received through the Armed Services is considered for credit in transfer based on the course descriptions provided by the various branches of the Service and the American Council on Education.

1. Instruction which is comparable in content, nature and intensity to undergraduate courses at the University of Vermont may be granted credit if it carries the American Council on Education's credit recommendation. Credit award for any single course will not exceed the credit value of the comparable course at the University of Vermont.
2. Credit transfer requires presentation of form DD Form 295 (Application for the Evaluation of Learning Experiences During Military Service) or DD Form 214 (Certificate of Release or Discharge From Active Duty), the AARTS (Army/ACE Registry Transcript System) transcripts, or SMART (Sailor/Marine American Council on Education Registry Transcript) transcripts. Military course numbers must appear on the service record.
3. Course work taken at an accredited college or university, while in any of the branches of the Armed Services, will be considered under the accreditation of the college or university.

VI.B Online courses offered by colleges and universities which are accredited by the appropriate regional institutional accrediting body will be considered for transfer providing they carry a letter grade of C or better and are comparable in the nature and scope of material examined to course offerings at the University of Vermont.

VI.C Employer-Sponsored Instruction

Various companies, corporations and organizations which offer internal courses for their employees have had their curriculum reviewed by the American Council on Education for the purpose of recommending credits to degree granting colleges and universities. The University of Vermont will consider this type of course for credit under the following conditions:

1. The course must be similar in content, nature and intensity to courses offered by the discipline at the University of Vermont.
2. The course must carry a grade comparable to at least a C or better.
3. The course must carry a credit recommendation from the American Council on Education.
4. The amount of transfer credit will not exceed the credit value for a comparable University of Vermont course offering.

VI.D Learning experiences occurring outside the purview of an accredited academic institution and outside the evaluation scope of the American Council on Education are not eligible for credit consideration.

VI.E Work experience, sponsored under a cooperative education program, is not eligible for transfer credit.

VI.F Continuing Education Units (CEU's) are not accepted in transfer for credit.

Definitions

Accreditation: a system for recognizing educational institutions for a level of performance, integrity and quality that entitles them to the confidence of the educational community and the public they serve. Recognition is extended either by a system of nongovernmental voluntary institutional or professional association or by a governmental board or agency.

College: degree granting post-secondary school offering formal educational instruction.

Content: information contained or covered within a specific course, period of instruction or period of directed self-study.

Course: a structured supervised learning situation under the sponsorship of a recognized educational institution. Examples of supervised learning situations that are considered to be courses are lectures, laboratories, studio studies, performance studies, independent studies, guided readings and research and internships.

Credit: official recording of the work of a student in a particular course of study, used herein to indicate only post-secondary school learning.

Credit-by-Examination: earning degree credit for a body of knowledge in an existing college course by taking a comprehensive examination without experiencing the classroom instruction.

Early Autumn Semester: slightly shorter than the standard 15 week semester. Still utilizes the semester credit hour system.

Education: learning produced by instruction or guided study entailing, in part, theory and history of the subject being taught.

Equity: the type and nature of course presented for transfer must be comparable to the type and nature of courses offered for credit at the University of Vermont. Intensity of instruction must be comparable for credits to transfer at par.

Formal recognition: acknowledgement by public voluntary educational standards boards or governmental agencies of a level of educational performance, quality and integrity which entitles the institution in question to a confidence expressed by the educational community accreditation.

Institution: educational organization sponsoring post-secondary education.

Intensity: depth and breadth of the subject covered within a given time period.

Nature: type, kind, or unique direction or purpose of particular education for instruction.

Physical Education Activities: physical endeavors under the guidance of one trained in a particular physical skill or sport aimed at improving physical health and performance in the particular skill area. The instructor must be on the faculty of an accredited college or university.

Resident credit: credits earned through study at the home college or university, herein, the University of Vermont.

Transcript: formal printed record of a student's learning issued by the teaching or sponsoring institution including subjects studies, level of achievement reached, time and duration of learning.

University: a post-secondary educational institution of the highest level, comprised of more than one college and authorized to grant both undergraduate and graduate degrees.

University of Vermont: the divisions and colleges comprising the undergraduate degree environment of the total institution. (Does not include any courses or programs ineligible for degree credit.)

Procedures

TRANSFER PROCESS

- A. The Office of Transfer Affairs, a division of the Registrar, evaluates all undergraduate, post-secondary school education presented from outside the University of Vermont for acceptance to the University.
- B. The Academic Advisor for a student determines the appropriateness and applicability of accepted courses to a specific degree program. The Dean of the College or School has the ultimate approval of applicability toward the degree requirements

REQUIRED DOCUMENTATION FOR TRANSFER CREDIT CONVERSION

- A. All course work presented for transfer must appear on an official transcript sent directly from the original teaching institution to the office of the Registrar at the University of Vermont.
- B. Copies, facsimiles or student carried transcripts will not be accepted.
- C. All foreign transcripts, not issued in English, must have an accompanying translation certified by the original transcribing institution, the governmental education agency of the host country, the American Embassy of the host country or a professional translation service approved by the University of Vermont.
- D. Foreign institutions that provide only one original document certifying attendance, course

of instruction, and achievement should be asked to mail the certifying documents directly to the University of Vermont. The originals will be retained until credit transfer has been completed. Certified copies will be retained for the student's record, and the originals will be returned to the student.

Forms

None

Contacts

Questions related to the daily operational interpretation of this policy should be directed to:

Office of Transfer Affairs
360 Waterman Bldg.
85 S. Prospect St.
Burlington, VT 05405
(802) 656-0867
Fax: (802) 656-8230

The Senior Vice President and Provost is the official responsible for the interpretation and administration of this policy.

Related Documents / Policies

None

Effective Date

Approved by the President on August 21, 2006

Comment [DA3]: New date to be inserted

Curricular Affairs Committee of the Faculty Senate

Memo To: The Faculty Senate

From: The Curricular Affairs Committee of the Faculty Senate, Cathy Paris, Chair

Date: November 15, 2012

Subject: Approval of a proposal for a Master of Science degree in Clinical Nurse Leadership in the Department of Nursing, College of Nursing and Health Sciences

The Curricular Affairs Committee at its meeting of November 15, 2012 unanimously approved the action recommended in the following memo.

We have reviewed a proposal for a revised Master's program in Nursing, Master of Science degree in Clinical Nurse Leadership (MS-CNL) degree, submitted by the Department of Nursing, College of Nursing and Health Sciences, and enthusiastically recommend it for your approval. This proposal substantially changes an existing Nursing master's program to a master's program for the Clinical Nurse Leader.

Rationale for the Program: The rationale for substantial change to the existing Nursing master's program is persuasive: with the mandated transition of the current master's-level practice degree to a doctoral-level practice degree (see accompanying DNP report), there is a need for another program to train nurses who wish to pursue a master's degree. The Clinical Nurse Leader (CNL) is a new nursing role developed by the American Association of Colleges of Nursing (AACN) in collaboration with leaders from the education and practice arenas. This advanced generalist role for nurses was designed to improve the quality of patient care and to better prepare nurses to thrive in the health care system. The CNL role emerged following research and discussion with stakeholder groups as a way to engage highly skilled clinicians in outcomes-based practice and quality improvement.

In practice, the CNL oversees the care coordination of a distinct group of patients and actively provides direct patient care in complex situations. This master's degree-prepared clinician puts evidence-based practice into action to ensure that patients benefit from the latest innovations in care delivery. The CNL evaluates patient outcomes, assesses cohort risk, and has the decision-making authority to change care plans when necessary. The CNL is a leader in the health care delivery system, and the implementation of this role will vary across settings. The CNL collects and evaluates patient outcomes, assesses cohort risk, and has the decision-making authority to change care plans when necessary. This clinician functions as part of an interdisciplinary team by communicating, planning, and implementing care directly with other health care professionals, including physicians, pharmacists, social workers, clinical nurse specialists and nurse practitioners. In addition to direct patient care, CNLs may also serve as clinical instructors and faculty in community colleges. The CNL would make an important contribution given the nationwide shortage of nursing faculty at all levels of higher education.

The MS-CNL program also provides the foundation for doctoral study and continued professional development. Nurses who complete this course of study will be eligible for national certification as a Clinical Nurse Leader.

Evidence of need for the program: Though the role is new in the nursing profession, demand already exists for professionals trained as CNL. For example, the Veterans Administration has recognized the value of the CNL role and has as its goal a CNL in every unit by 2016. This mandate was discussed with Laura Miraldi, the Chief Nursing Officer of the Veterans Hospital in White River Junction, Vermont. She stated that the federal government asked her for a plan to implement the CNL role. She was uncertain where she would be able to recruit such nurses given that so far no training programs exist in the area and was pleased to learn that UVM's Department of Nursing is proposing to establish such a program.

The Department of Nursing anticipates that the MS-CNL program will enroll six to eight highly qualified students each year.

Mission and vision fit: the mission of the University of Vermont is to "prepare students to be accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and enduring commitment to learning and ethical conduct as well as to create, evaluate, share and apply knowledge." The Department of Nursing, committed to developing leaders who are accountable and dedicated to providing and improving health care through ethical conduct, will advance the University's mission through its training of Clinical Nurse Leaders. Establishment of the MS-CNL program will also advance the University's vision "to be among the nation's premier small research universities, preeminent in our comprehensive commitment to liberal education, environment, health, and public service."

Description of the curriculum: The MS-CNL curriculum includes a set of 16 courses (41 credits), twelve of which are also taken by students in the Doctor of Nursing Practice program. In addition, MS-CNL students engage in 480 hours of clinical practice, supervised by community clinicians, adjunct faculty, as well as full- and part-time faculty in the Department of Nursing. The curriculum can be completed in four academic semesters and the intervening summer.

The Nursing faculty intends to use a heavy on-line component in presenting and delivering the MS-CNL program. Discussion has begun with Continuing Education to identify courses and individuals who could be considered to supplement the current faculty in areas of distinct specialty.

The MS-CNL program will replace the current MS in Nursing curriculum and will not impact on other academic units, curricula, research, or service endeavors currently being offered.

Resources to support students: Currently the Department of Nursing has one Graduate Teaching/Research Assistantship. Federal Traineeships have been secured for full-time graduate students; these will be used to provide partial support for some students. Although the federal government has offered nurse traineeships at variable levels throughout the history of UVM's graduate program, the long-term prospects for federal funding are uncertain. The Veterans Administration may support MS-CNL students because it has need of a cadre of nurses with this preparation.

Resources required or requested to launch the program: The request will be made in FY '13 to recruit a tenure-track faculty member to replace a position that was temporarily surrendered as the Department of Nursing restructured its curricula and faculty. No additional resources are requested.

Program assessment: The MS-CNL program will be reviewed and approved by the Vermont State Board of Nursing and accredited by the Commission on Collegiate Nursing Programs. It will also be reviewed internally through the University's academic program review process and the Department of Nursing Graduate Education Committee on a semester-by-semester basis.

Program efficiencies: The review subcommittee was impressed by the coordinated nature of the MS-CNL program and the proposed new Doctor of Nursing Practice program. Both programs draw upon a common core of courses, which promotes efficient use of faculty time and other resources.

Proposal Review Process: A subcommittee of the Faculty Senate Curricular Affairs Committee was, on October 27, 2012, charged with the review of the Master of Science – Clinical Nurse Leader proposal. The review subcommittee met on November 12, 2012 to discuss the proposal, and recommended its approval to the full CAC at its meeting of November 15, 2012; the CAC voted unanimously to approve the proposal.

Curricular Affairs Committee of the Faculty Senate

Memo To: The Faculty Senate

From: The Curricular Affairs Committee of the Faculty Senate, Cathy Paris, Chair

Date: November 15, 2012

Subject: Approval of a proposal for a new Doctor of Nursing Practice degree in the Department of Nursing, College of Nursing and Health Sciences

The Curricular Affairs Committee at its meeting of November 15, 2012 unanimously approved the action recommended in the following memo.

We have reviewed a proposal for a new Doctor of Nursing Practice (DNP) degree submitted by the Department of Nursing, College of Nursing and Health Sciences, and enthusiastically recommend it for approval. The proposal has been developed over a period of two years by the Nursing faculty in consultation with the Graduate College and has the unanimous support of the Graduate College Executive Committee.

Argument for approval of the DNP proposal is compelling: the accrediting body for nursing, the Commission on Collegiate Nursing Education, has mandated that existing Master's of Nursing Practice (MNP) programs be transitioned to doctoral programs (DNP) by 2015. It is critical that UVM's graduate nursing programs be prepared in a timely matter to meet the new professional standard.

Rationale for the Program: There is a national need for highly trained advanced-practice nurses prepared to provide leadership in health care. The DNP, a practice doctorate (as opposed to a research doctorate, which has different objectives), will prepare nurses for advanced nursing practice as either primary care providers or executive nurse leaders trained to provide administrative leadership in complex organizational structures. DNP programs incorporate the advanced practice registered nurse (APRN) content currently included in master's programs. The DNP provides leadership for evidence-based practice. This requires competence in translating research into practice, evaluating evidence, applying research in decision-making, and implementing viable clinical innovations to change practice. Considerable emphasis is placed on a population perspective, how to obtain assessment data on populations or cohorts, how to use data to make programmatic decisions, and program evaluation. DNP graduates seek practice leadership roles in a variety of settings—management of quality initiatives, executives in healthcare organizations, directors of clinical programs, and faculty positions responsible for clinical program delivery and clinical teaching would be appropriate.

Nationally, enrollments in doctoral nursing programs have increased significantly, yet there are many more qualified applicants to such programs than there is capacity to accommodate them. Currently there are no DNP programs in any of the northern New England states. According to Dr. Valerie McCarthy, Director of Nursing at Norwich University, UVM's plan to develop a Doctor of Nursing Practice "will contribute substantially to alleviate the current vacuum of such advanced educational opportunities in Vermont."

Demand for UVM's graduate nursing program is great. The Department of Nursing anticipates that the new DNP program will enroll 18 highly qualified students each year, drawing applicants from several sources including registered nurses and non-nurses.

Mission and vision fit: the mission of the University of Vermont is to "prepare students to be accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and enduring commitment to learning and ethical conduct as well as to create, evaluate, share and apply knowledge." The Department of Nursing, committed to developing leaders who are accountable and dedicated to providing and improving health care through ethical conduct, will advance the University's mission by establishing the DNP as the terminal degree for advanced nursing practice. Establishment of the DNP program will also advance the University's vision "to be among the nation's premier small research universities, preeminent in our comprehensive commitment to liberal education, environment, health, and public service."

Description of the curriculum: The graduate curriculum for all DNP students includes a core of 15 courses (46 credits) that addresses the theoretical basis for advanced nursing practice, e.g., Health Care Policy and Politics and Organizational and Clinical Ethics. Subsequently, students select one of three specialty areas: Adult/Gerontology Nurse Practitioner, Family Nurse Practitioner, or Advanced Practice Psychiatric-Mental Health Nurse. Additional courses in the specialty area (30-35 credits) include both didactic and practicum credits. DNP students will also engage in 1,000 hours of clinical practice, supervised by community clinicians, adjunct faculty, as well as full- and part-time faculty in the Department of Nursing. After successful completion of the program of study, nurse practitioner graduates take an exam for advanced practice certification. A student entering the DNP program with a bachelor's degree could complete the program in six academic semesters and the two intervening summers.

The Nursing faculty intends to use a heavy on-line component in presenting and delivering the MS-CNL program. Discussion has begun with Continuing Education to identify courses and individuals who could be considered to supplement the current faculty in areas of distinct specialty.

Resources to support students: currently the Department of Nursing has one Graduate Teaching/Research Assistantship. Additional financial support is available through Graduate Tuition Scholarships (\$5,000) to support out-of-state students and up to \$10,000 for out-of-state DEPN students who have more degree requirements. The Department will request 20 such scholarships. Federal Traineeships have been secured for full-time graduate students; these will be used to provide partial support for some students. Although the federal government has offered nurse traineeships at variable levels throughout the history of UVM's graduate program, the long-term prospects for federal funding are uncertain.

Resources required or requested to launch the program: The request will be made in FY '13 to recruit a tenure-track faculty member to replace a position that was temporarily surrendered as the Department of Nursing restructured its curricula and faculty. This is a replacement cost and is estimated at \$78,000 plus fringe.

Program assessment: The DNP program will be reviewed and approved by the Vermont State Board of Nursing as well as accredited by the Commission on Collegiate Nursing Programs. It will also be

reviewed internally through the University's academic program review process and the Department of Nursing Graduate Education Committee on a semester-by-semester basis.

Program efficiencies: The review subcommittee was impressed by the coordinated nature of the proposed DNP program and the newly revised M.S. – Clinical Nurse Leadership program. Both programs draw upon a common core of courses, which promotes efficient use of faculty time and other resources.

Proposal Review Process: A subcommittee of the Faculty Senate Curricular Affairs Committee was, on October 27, 2012, charged with the review of the Doctor of Nursing Practice proposal. The review subcommittee met on November 12, 2012 to discuss the proposal, and recommended its approval to the full CAC at its meeting of November 15, 2012; the CAC voted unanimously to approve the proposal.