



Curricular Affairs Committee of the Faculty Senate Minutes

Thursday, April 6, 2017, 4:15 – 6:15 pm

Present: Professors Almstead, Cichoskikelly, Dickinson, Everse, Garrison, Hazelrigg, Kasser, Marshall, Monsen, Nichols, Phelps, Rowe, Sisk, Strickler, Tomas, Weinstock, Wojewoda. GSS representative Nguyen.

Absent: Professors Dale, Franklin, Kervick, Paradis, Sisock

Guests: Cathy Paris, Cindy Forehand, Lise Larose, Brian Reed, Beth Taylor-Nolan

The meeting was called to order at 4:20 pm in Waterman 427A

- I. **Approval of the Minutes.** Sue Kasser moved to accept the minutes of the March 2, 2017 meeting with one revision. The APR review of Music and Dance recommended approval of the “process” not the “program” as noted in the draft minutes. The motion was seconded and carried, with 3 abstaining.

II. Chairperson’s Remarks

Laura Almstead reported that the Faculty Senate approved the Certificate of Graduate Study of Agroecology, the Minor in Education for Cultural and Linguistic Diversity, and the new General Education requirement in Quantitative Reasoning. Laura will bring the three proposals to the Board of Trustees in May.

Laura stated that it is election time for Senate committees, and hoped that those members of the CAC whose terms are ending will consider running for another term. Questions about CAC membership can be emailed to Laura or the Faculty Senate office. May is also the month for committee Chair elections. Any member interested in running for Chair of the CAC should send a self-nomination email to the Faculty Senate office. Laura Almstead is willing to continue as chair, and her name will be on the ballot, which will be distributed to all CAC members electronically. She encouraged anyone interested in running for the position to speak to her or Cathy Paris about the responsibilities.

III. Reports

- A. **Proposal for revisions to the Chemistry BA and BS Degrees.** Ellen Rowe and Christina Wojewoda reported that they have reviewed the proposal for significant revisions to the Bachelor of Arts (BA) and Bachelor of Science (BS) degrees in Chemistry submitted by the Department of Chemistry, in the College of Arts and

Sciences and recommend approval. The primary objectives of the proposed changes are to provide degree options that better support students' needs, provide coursework consistent with students' interests, and promote retention in the degrees. Overall, changes to the BA and BS in Chemistry are meant to improve student engagement early in the program and deploy more high impact practices. Both are demonstrated means to promote retention within STEM majors. The Department also believes that the revised degrees will better serve students interested in chemical science, and provide choices in curriculum that allow them to explore a range of related interests due to a reduction in the number of mandatory chemistry courses, and increased number of 200-level elective options. Chemistry courses that serve as foundations in other majors have not been changed, and the revisions do not alter distribution requirements.

Motion: Laura Almstead called a vote to approve the proposed revisions to the Chemistry BA and BS Degrees submitted by the Department of Chemistry in the College of Arts and Sciences.

Vote: 17 approve, 0 oppose, 0 abstain

- B. Proposal for a new undergraduate Certificate in CAET, CEMS.** Ellen Rowe and Jennifer Strickler reported that they have reviewed the proposal submitted by the College of Engineering and Mathematical Sciences for a new Computer-Aided Engineering Technology (CAET) undergraduate certificate program, and recommend approval. If approved by the Faculty Senate and Board of Trustees, the intended start date is fall of 2017. The proposed certificate program offers a coherent set of courses that meet an expressed need from employers for professional technical training. Courses in the curriculum all have capacity for more students and the proposal has support of participating units. *Discussion:* The proposal included non-traditional, non-matriculated students as potential audience for the certificate. However, this population is not able to participate in an undergraduate certificate program; undergraduate certificates are for matriculated undergraduates only. The reviewers will communicate this to the proposers, and recommend that they work with Continuing and Distance Education to establish a CDE certificate. Beth Taylor-Nolan, Dean of CDE, offered to provide assistance to the proposers if they would like. The proposal presented to the Faculty Senate will only include matriculated students as the audience for this undergraduate certificate program. Laura will communicate this to the proposers, and suggest that they work with CDE to develop a parallel Continuing Education certificate if they are interested in serving students beyond UVM.

Motion: Laura Almstead called a vote to approve the proposed undergraduate Certificate in Computer Aided Engineering Technology, in College of Engineering and Mathematical Science,

Vote: 17 approve, 0 oppose, 0 abstain

- C. Proposal for a new Minor in Law and Society, CAS.** Jeffrey Marshall reported that he and Rosemary Dale have reviewed the proposal submitted by the College of Arts and Sciences, Department of Sociology for a new interdisciplinary minor

in Law and Society, and recommend approval. The minor, administered through the department of Sociology, would involve faculty in seven CAS departments and programs as well as faculty in CALS and the Grossman School of Business. The objectives include expanding the understanding of law and legal institutions among undergraduates, and providing a curricular focus that may prove useful to those pursuing careers in legal, public service, and other professions.

Discussion followed. Comments and concerns included the following:

- It would seem more appropriate that the two courses indicated as likely prerequisites should be listed as prerequisites or as required courses for the minor.
- Some of the courses are restricted to certain majors/minors, which will present a challenge for advising and students trying to navigate the minor.
- A more structured pathway to guide students through the minor is important, with information about the embedded prerequisites, and ensuring that the objectives are still met.
- There should be a more specific plan for evaluating the minor (e.g. metrics by which it will be assessed).

Laura Almstead will contact the proposers to let them know that the review subcommittee will be in touch to request a revised proposal that addresses the comments and concerns. The proposers will be informed that the CAC did not vote on the current proposal, and it will not be forwarded to the Faculty Senate or the Board of Trustees. The proposed minor will not be able to start in the Fall 2017, and the program may not be advertised. If the revised proposal is submitted to the reviewers in time for consideration at the May or September CAC meeting, it could go before the Board of Trustees in October.

No vote was held by the CAC on the current proposal.

- D. Proposal for a new Minor in Integrative Health Care, CNHS.** Stephen Everse and Jackie Weinstock reported that they have reviewed the proposal submitted by the College of Nursing and Health Sciences for a new Minor in Integrative Health Care, and recommend approval. The original name of the program, Minor in Integrative Health, was changed based on comments and concerns raised during the review process. The Department of Rehabilitation and Movement Science is spearheading the creation of the Minor and hope to be able to start fall 2017. The introduction of Integrative Health Care at the undergraduate level gives students across the University with an interest in the behavioral and physical health professions an opportunity to develop a deep understanding and respect for the broad range of beneficial health care modalities, and for the importance of patient preferences. The program fills a niche not currently being filled by any other program.

Discussion followed. Comments and Concerns included the following:

- Although there are 9 credits of specific required courses with content and rigor, it would be possible for students to complete this minor by only taking yoga and energy therapy courses for electives. A suggestion was made that there should be a limit courses within these two areas.

- Yoga courses are physical education classes that are not reviewed by a curriculum committee in any unit.
- The title “integrative” suggests that these alternative therapies are integrated into traditional medicine. To be considered for a Minor, this proposal would need to demonstrate how traditional medicine is integrated into the curriculum. A capstone course or seminar is suggested to tie together the complementary/alternative and traditional medicine. A committee member commented that “integrative” is the term now used in this field for what used to be described as “alternative health care.”
- The proposers might consider making this an undergraduate certificate rather than a minor, and to propose a parallel CDE certificate. This change could be done with the three required courses, an elective course, and an applied course (Healing Touch or Yoga Therapies) for the experiential requirement. Developing a CDE certificate would also increase enrollment by allowing for non-degree students.

Laura Almstead will contact the proposers to let them know that the review subcommittee will be in touch to request a revised proposal that addresses the comments and concerns. The proposers will be informed that the CAC did not vote on the current proposal, and it will not be forwarded to the Faculty Senate or the Board of Trustees. The proposed minor will not be able to start in the Fall 2017, and the program may not be advertised. If the revised proposal is submitted to the reviewers in time for consideration at the May or September CAC meeting, it could go before the Board of Trustees in October.

No vote was held by the CAC on the current proposal

II. Other Business

A. Name change request – Certificate of Graduate Study in Environmental Health.

The Graduate College, in conjunction with the Department of Medicine in the Larner College of Medicine and with Continuing and Distance Education, is requesting to change the name of the Certificate of Graduate Study in Environmental Public Health to the Certificate of Graduate Study in Global and Environmental Health. The name change reflects changing descriptive language with the field of public health itself and the increasing emphasis and awareness of the global nature of public health issues.

Motion: Stephen Everse moved to approve the name change request to change the Certificate of Graduate Study in Environmental Public Health to the **Certificate of Graduate Study in Global and Environmental Health.**

Vote: 18 approve, 0 oppose, 0 abstain

B. Name change request – Sustainable Entrepreneurship MBA.

The Graduate College, in conjunction with the Grossman School of Business is requesting to change the name of the Sustainable Entrepreneurship MBA (SEMBA) to The Sustainable Innovation MBA (The SIMBA). The name change request is a result of the experience the faculty in the program have had with student recruitment, the program’s board of advisors and companies. The word entrepreneurship carries with it the connotation of “start-ups,” which is not the focus of the program. Innovation

better describes the focus of the program and, indeed, its place in the field of MBA education.

Motion: Jennifer Strickler moved to approve the name change request to change the Sustainable Entrepreneurship MBA (SEMBA) to **The Sustainable Innovation MBA (The SIMBA)**.

Vote: 17 approve, 0 oppose, 1 abstain

III. APR Reports: (none at this time)

IV. New Business

A. APR internal review subcommittees needed for the following:

- Geology (CAS), Sept 27 & 28. A Graduate College faculty member is needed for this subcommittee.
- Asian Languages & Literature (CAS), Oct 26 & 27 - Colby Kervick will serve as second on this subcommittee.

Laura Almstead will follow-up with an email to CAC members to request volunteers to chair and/or second these APR subcommittees. Laura will include the dates for these reviews as well as an updated spreadsheet of the APR subcommittees in progress.

B. The following Review Subcommittees were formed:

- 1) CNHS proposal for a new Minor in Emergency Medical Services. Ann Hazelrigg will chair, J. Dickinson will second.
- 2) CEMS Substantial revision to the BS in Engineering Management degree. Sue Kassir will chair and, Jennifer Strickler will second
- 3) CNHS new Master of Science degree in Physical Activity and Wellness Science. Erik Monsen will chair and, Garth Garrison will second

Ellen Rowe moved to adjourn at 6:03 p.m. The motion was seconded and carried.

Curricular Affairs Committee of the Faculty Senate

MEMO

To: Curricular Affairs Committee of the Faculty Senate
From: Ellen Rowe and Christina Wojewoda, review subcommittee
Date: March 23, 2017
Re: Approval of a proposal for revisions to the Bachelor's Degrees in Chemistry submitted by the Department of Chemistry

We have reviewed a proposal for revisions to the degrees of Bachelor of Arts and Bachelor of Science in Chemistry submitted by the Department of Chemistry Chair, Prof. Christopher Landry and recommend approval. Intended start date is Academic year 2017-2018.

Program Description and Rationale

The Department of Chemistry seeks to provide a modern, flexible education in chemistry as part of a liberal arts degree in the College of Arts and Sciences. They seek to give students a greater opportunity for elective study at the upper level, to foster interests that may lead to graduate study, attending professional schools, and meet other specific career objectives. Additionally they recognize that more entering Chemistry and Biochemistry majors at UVM have taken one or two years of high school chemistry and that general chemistry courses in their typical forms discourage students from science, technology, engineering, and mathematics (STEM) majors. Therefore, the revision for B.A. and B.S. curriculum moved forward with the following goals:

1. Decrease the total number of mandatory courses for Chemistry degrees, and increase the number and diversity of elective 200-level courses.
2. Create options for B.A. degree to be earned with or without American Chemical Society certification.
3. Re-orient the focus of first-year coursework to the practice of Chemistry by adopting an "Organic First" approach.
4. Increase the Chemistry content density in the first year, with an increased focus on subdiscipline-relevant content.
5. Create better alignment of laboratory offerings with course curricula by redistributing the Advanced Laboratory (CHEM 201 & 202) credits to advance synthetic, instrumental analysis, and physical chemistry laboratories.
6. Promote a greater culture of safety, environmental stewardship, and chemical intuition through discipline-specific laboratory experiences.
7. Provide earlier discipline-specific instruction on writing, information literacy, and presentation skills.

Justification and Evidence for Demand

Changes to the program are meant to improve student engagement early in the program and deploy more high impact practices. Both are demonstrated weaknesses in classical science degrees with respect to student retention, especially among underrepresented groups. UVM has experienced an increase in STEM majors in recent years. The revised degree helps to serve students interested in chemical science and provide choices in curriculum that allow them to explore a range of related interests in environmental science, biomedicine, and materials science, for example. Additionally,

there have been calls in Vermont for more STEM-trained students, consistent with national needs. By providing a retention-oriented degree, the Department of Chemistry is better poised to help meet those demands.

Relationship to Existing Programs

The Chemistry Department collaborates with the Department of Microbiology & Molecular Genetics (CALS/COM) and the Department of Biochemistry (COM) in the Undergraduate Biochemistry Program, which sponsors the undergraduate B.S. degree in Biochemistry that is offered through CAS and CALS. Biochemistry majors will be affected by the deletion of CHEM 35/36 and 143/144, the first and second-year courses currently offered for Chemistry and Biochemistry majors. A letter of support from the Co-Directors of the Undergraduate Biochemistry Program in CAS and CALS is attached to the proposal.

CHEM 31, 32, 141, and 142, which are vital for a range of majors and requisite courses for several postgraduate courses of study, will be unaffected by this proposal. Therefore, none of the other majors across campus that rely on Chemistry courses will be impacted.

Curriculum

Specifically, all existing Chemistry courses as listed in the UVM Catalogue that are available to undergraduate students will be part of the revised program except CHEM 35, CHEM 36, CHEM 143, and CHEM 144, which will be deactivated under the revised sequence. The B.S. degree requires MATH 21 and 22 and PHYS 51 and 152. As part of the revised sequence, the B.A. degree will also allow for MATH 19 and 20 as well as PHYS 11/21 and 12/22.

Required Courses

Number	Name	Submitted with Proposal
CHEM 47	Organic Chemistry for Majors 1	X
CHEM 48	Organic Chemistry for Majors 2	X
CHEM 51	Exploring Chemistry 1	X
CHEM 52	Exploring Chemistry 2	X
CHEM 114	Advanced Synthesis Techniques	X
CHEM 165	Introductory Physical Chemistry	Approved
CHEM 166	Physical Chemistry Lab	X
CHEM 181	2 nd Year Seminar: Writing	X
CHEM 182	2 nd Year Seminar: Presentation	X
CHEM 199	Professional Development	X
CHEM 219	Instrumental Analysis Lab	X
CHEM 260	Advanced Physical Chemistry	Approved

Admission Requirements and Process

The changes do not impact requirements for admission, though they may make the Chemistry degrees more appealing, particularly given the high degree of specialization possible within the B.A. degree. This programmatic change does not affect their selection process. It will ideally challenge the increasingly academically prepared students admitted to UVM, and it will provide pathways for students who arrive with less preparation as well.

Anticipated Enrollment and Impact on Current Programs

This change comes at no monetary cost to other units. Increased numbers of students majoring in Chemistry, and improved retention within the major, could result in slightly increased enrollments for required courses outside the department, for example, mathematics, physics, and related science courses at the upper level. However, with the current number of graduating Chemistry majors of five to ten, even doubling the number of graduating Chemistry majors would not change enrollments in these courses more than the normal fluctuations in enrollment over the last five years.

Advising

This proposal does not represent a change in advising.

Assessment Plan

1. *Student performance through vetted assessments.* The department collected validated assessment data on topical areas at the end of key foundational courses. They will continue this practice and compare data for students engaged in the new curriculum with those in the current to ask whether students are learning as well or better under the new curriculum.
2. *Enrollment in the degree programs.* They will track the number of majors by degree type, the pathways toward degrees, and enrollment in the courses. These data will address the question of whether more students are taking and completing Chemistry degrees, and whether the revised sequence is contributing to retention.
3. *Student experience.* The capstone course allows us to collect student experience data. They will continue to ask students what aspects of their degrees helped them to prepare for their current roles.

The Department will undertake this evaluation as part of its annual assessment practices. Most of the data can be collected from faculty or the chairs access to Banner records or a request to the Office of Institutional Research for retention data.

Staffing Plan, Resource Requirements, and Budget

There are no changes to the staff assignments with this revision. No new positions are added with this change. No additional library resources will be required to serve chemistry majors in these redesigned degrees. No new equipment needs are anticipated based on these curricular changes. No change in physical space needs are anticipated with this curricular change. No change in administrative needs for the chemistry degrees are anticipated with this change.

No new costs are anticipated over first five years.

No support has been requested as no new costs are anticipated

Because all participating faculty are in chemistry, the proportion of salary toward this program is high, but that is unchanged from the current degree plans.

Evidence of Support

Communication of support provided by Dr. Sara Cahan, Chair of Department of Biology; Faith Rushford, Pre Health Program Director; Dr. Margaret Eppstein, Chair of Computer Science; Dr. Charlotte Mehrtens, Director of Geology Department; Dr. Jeff Buzas, Chair of Department of Mathematics & Statistics; Dr. David Barrington, Acting Chair of Department of Plant Biology; and Dr. George Wellman, Department of Pharmacology.

Summary

The proposal was extremely well written and complete providing compelling reasoning into the intended revisions. We recommend approval of this proposal.

Curricular Affairs Committee of the Faculty Senate

MEMO

To: Curricular Affairs Committee of the Faculty Senate
From: Ellen Rowe and Jennifer Strickler, review subcommittee
Date: March 31, 2017
Re: Approval of a proposal for a new undergraduate Certificate of Computer Aided Engineering Technology (CAET) submitted by College of Engineering and Mathematical Sciences

We have reviewed a proposal for a new Computer Aided Engineering Technology (CAET) undergraduate certificate program submitted by the College of Engineering and Mathematical Sciences and recommend approval. Intended start date is fall of 2017.

Program Description and Rationale

Computer-Aided Engineering Technology (CAET) is the broad usage of computer software to aid in engineering analysis, design and marketing. The term encompasses design, validation, simulation and optimization of products and manufacturing tools. CAET systems are playing an increasing role with regard to information to help support design teams in decision-making. CAET is used in many fields such as automotive, aviation, space, and shipbuilding industries. One of the components of CAET is Drafting and Design (CADD or CAD) which is the term for an evolving set of computer based tools used for the development, communication and evaluation of product designs.

The proposed UVM CAET certificate will provide students and transitioning professionals with a critical skill set identified by business and governmental groups at both the state and national levels. The Vermont Department of Labor and the Vermont Technology Council identified STEM related skills as a statewide workforce challenge.

Justification and Evidence for Demand

The Certificate in Computer-Aided Engineering Technology is a program designed to give qualified students and transitioning professionals a set of skills needed to enter the workplace with core competencies that foster an immediate positive impact to an employer.

Certificate candidates would potentially come from UVM students, professionals in the area who are looking to change or advance their careers, veterans, displaced workers, unemployed or underemployed populations through referrals from Vermont Department of Labor, Community College of Vermont, the Vermont Army and Air National Guard, transitioning professionals looking to switch careers or modernize skill sets; dual enrollment for secondary STEM Career and Technical Education students; and students out of the area interested in the online component of the program.

Successful completion of the CAET certificate enables employers to evaluate applicants by reviewing the class curriculum and portfolios. Certificate recipients will be prepared for evolving technologies due to a sound basis in computerized design software combined with a mastery of three dimensional form and location geometry.

Certificate holders will be qualified for careers in fields such as mechanical, land development or structural design.

Relationship to Existing Programs

There are no other certificate programs at the University with a primary focus on CAET.

There is one computer-aided design (CAD) course required for a minor in Green Building and Community Design (GBCD) offered by the Department of Community Development and Applied Economics. The course is CDAE 101 Computer-Aided Drafting and Design and comprises 3 of 15 credit hours required for the GB CD minor. CDAE 101 is an elective for the CAET certificate.

There is a UVM minor in Geospatial Technologies/Geographic Information Systems. One of the required course options is either GEOG 081 or CE10, both of which are optional courses in this proposed certificate.

Curriculum

The certificate structure requires a minimum of fifteen credits.

Required Courses

Number	Name	Credits
ENGR 002	Graphical Communications	2
ENGR 112	Building Information Modeling	3
ENGR 114	Advanced 3D Drafting	3

As part of the course descriptions, both ENGR 112 and ENGR 114 require design projects. The project requirements integrated into these courses provides a capstone design experience for students.

Three of the courses, ENGR 112/114/116, have been offered as ENGR 195's and are in the queue for being issued regular course numbers in Courseleaf.

CAET is evolving into multiple sub-disciplines:

- Building Information Modeling (BIM)
- Computer-Aided Design (3D CAD), Product Development & Rapid Prototyping
- Geomatics and Topographic Surveying
- Computer-Aided Manufacturing (CAM)

Two core foundation classes establish a sound basis in computerized automation techniques combined with the mastery of three dimensional form and location geometry. Elective courses facilitate a focus into specific sub-disciplines. Some of these elective courses are from other academic units. Those units are aware and have agreed to a few additional students.

Admission Requirements and Process

Existing students will have no additional admission requirements for the sequence. They will be required to declare their intent to earn a certificate for the sequence. Students who are not currently full-time students will need to complete prerequisite course for core courses and chosen electives.

Anticipated Enrollment and Impact on Current Programs

They anticipate as few as five students in the first year with growth of up to twenty over five years. These students will enroll in existing courses that are offered for degree students, and certificate students will fill excess capacity and not require stand-alone course sections.

The only minor in the engineering departments is in Electrical Engineering and this certificate is not expected to have an impact on that minor given that there are not course overlaps.

Advising

CDE advises all non-degree seeking students, CEMS has academic advisors for all degree seeking students.

Staffing Plan, Resource Requirements, and Budget

No additional funding is required.

The CAET uses existing instructors. Existing CEMS labs have capacity for on-site courses. Online course needs will be met with the existing Virtual Computer system. All other non-CEMS courses have capacity for current on-site courses.

All courses that are part of the certificate are already being offered. The ENGR prefix courses (002/112/114/116) have been configured as hybrid courses as part of the normal pedagogical development. Both ENGR 002 and ENGR 116 have been further developed as fully online courses using funding from an existing UVM CEMS Department of Labor grant (TAACCCT). This grant under the direction of Dean Luis Garcia will help support the program, including national marketing and recruitment of non-traditional student populations for the duration of the grant.

Evidence of Support

Support letters from Colleges/Deans are attached to the proposal as well as documentation of approval from the CEMS curriculum committee. There are four colleges supporting the CAET Certificate. Letters of support are included from Luis Garcia, Dean of the College of Engineering and Mathematical Sciences; Thomas C. Vogelmann, Dean of the College of Agricultural and Life Sciences; Jane Kolodinsky, Department Chair for Community Development and Applied Economics; and Nancy Mathews, Dean of the Rubenstein School of Environment and Natural Resources; Cynthia Belliveau, Dean of Continuing and Distance Education; and William A. Falls, Dean of the College of Arts and Sciences.

Summary

The proposed certificate program offers a coherent set of courses that meet an expressed need from employers for professional technical training. Courses in the curriculum all have capacity for more students, and the proposal has support of participating units. The subcommittee recommends approval.

MEMO

To: Curricular Affairs Committee of the Faculty Senate

From: Rosemary Dale and Jeffrey D. Marshall

Date: April 6, 2017

Program Description and Rationale

The Department of Sociology proposes a new interdisciplinary minor in Law and Society, involving faculty in seven CAS departments and programs as well as faculty in CALS and the Grossman School of Business. The minor will be directed by two faculty members in Sociology and one in Political Science, and will be administered through Sociology. No new courses are planned at the outset; the minor will draw upon existing courses in Business Administration, Community Development and Applied Economics, Economics, History, Philosophy, Political Science, Sociology, and Gender Studies, Sexuality, and Women's Studies.

As outlined by the proposers, the minor has three primary objectives:

1. to promote student understanding of the contemporary and historical relationship between American society's social norms and values and its efforts to: a) define and ensure the rights and responsibilities of its members, and b) control its members informally and especially formally through legal institutions including all aspects of the criminal justice system;
2. to grasp the role of the American legal institutions both in shaping these norms and values and reflecting them as well as in legitimating and constraining the use of coercion and force in maintaining and creating social order;
3. to begin to understand the complex social, political, economic, and historical contexts within which the life chances of diverse groups within American society are enhanced or diminished as a result of their interactions with legal institutions including various institutions of informal and formal social control.

It is explicitly not designed as a program to prepare students for careers in law, public service, criminal justice, or law enforcement—though it may be useful to those pursuing careers in these areas—but rather to prepare a broader spectrum of students for a better understanding of “the operation of law as a social institution.”

Justification and Evidence for Demand

Because the minor is not intended as pre-professional preparation, the proposal does not include an estimate of the employment demand for those who choose the minor, except to note that the

occupational outlook for “legal occupations” is expected to increase by 5% between 2014 and 2024, according to the U.S. Bureau of Labor Statistics. Nevertheless, the proposers make the case that a host of current issues justify the effort to provide students with a deeper understanding of the law and legal institutions so that they will be better informed citizens and leaders in whatever paths they choose. Evidence of interest among students in CAS is limited to the observation that all of the courses proposed for the minor are routinely filled to capacity, and that many UVM graduates go on to pursue advanced degrees and careers in legal professions. The appeal of the minor to students outside of CAS is unknown.

Relationship to Existing Programs

No UVM programs have been identified that have similar goals or curricular content, although the Sociology Department itself is now offering a concentration in Crime and Criminal Justice. In comparing the proposed minor to programs regionally and nationally, the proposers distinguish it from both those that focus on criminal justice as an applied specialty as well as those (typically at larger institutions) that “draw more broadly in generalist courses in behavioral sciences.” The program at UVM would more closely resemble those offered by liberal arts colleges nationally, which are typically centered in political science or sociology departments and focus on legal institutions rather than law enforcement or behavioral science. Examples of similar programs cited in the proposal are the College of Charleston, the universities of Oregon and Delaware, American University, and George Mason University.

None of the criminal justice programs at a number of Vermont colleges would overlap with the minor’s proposed content, and credits from these programs would not count toward the minor. The proposers believe that the minor might boost enrollment in the 2+3 program offered by UVM and Vermont Law School.

Curriculum

The Law and Society minor draws predominantly from curriculum and faculty expertise in the departments of Sociology and Political Science, but is enhanced by offerings from other departments and colleges. The host department, Sociology, recently made an effort to increase undergraduate opportunities for internships, research, and service learning, and launched a Vermont Prison Education program that gives undergraduates the opportunity to learn alongside inmates in South Burlington’s women’s prison. Students enrolled in the minor would be eligible to take existing internship courses (though these are not listed among the courses they may choose from) under the usual requirements that appropriate placement and supervision can be found. Although no new opportunities for doing faculty-supervised research are being offered, it is expected that program faculty will be willing to supervise independent study projects or honors theses for credit.

The proposed Law and Society minor requires 18 credit hours from among the courses listed below, including at least one seminar at the 200-level. Students may not take more than nine hours in any one department to meet the requirement, and only six hours in the student’s major

field may count toward the minor. The minor is not open to Political Science majors. Some courses may have their own prerequisites, but otherwise there are no prerequisites for the minor.

In addition to the courses below, a number of special topics courses (x95, x96) may be counted toward the minor.

Required Courses

18 hours from among the following:

BSAD 117-Business Law I	POLS 138-Constitutional Law: Government Powers
BSAD 118-Business Law II	POLS 220-Topics in Law
CDAE129 Communication Law (added by request after the proposal was submitted)	POLS 222-Constitutional Law II
CDAE 157-Consumer Law and Policy	POLS 235-Gender and Law
EC 135-Law and Economics	POLS 238-Law and Public Policy
HIST 147-Ancient Law	SOC 014-Deviance and Social Control
HIST 153-Topics in Diplomatic History: Treaties and International Law	SOC 114-Sociology of Punishment
PHIL 142-Philosophy and Law	SOC 115-Crime
POLS 121-Law and Politics	SOC 118-Race, Crime, and Criminal Justice
POLS 122-Constitutional Law: Civil Liberties	SOC 214-Delinquency
POLS 129 (D1)-Constitutional Law: Civil Rights in the U.S.	SOC 216-Criminal Justice
	SOC 217-Corrections
	SOC 258-Sociology of Law
	GSWS 258-Gender and Law (POLS 235)

Anticipated Enrollment and Impact on Current Programs

The fact that the courses included in the minor are “routinely filled to capacity” is given as evidence that the minor will be in demand. While the courses are routinely filled according to Dr. Miller, these courses will be offered more frequently. For example Dr. Miller is teaching one course this summer as a first-time summer offering. Additionally the proposers believe that enrollment for the proposed courses for the minor will be widely distributed avoiding over enrollment problems. As a final note, Dr. Miller reported that sociology has been given permission to recruit a tenure year faculty in this area. That recruitment will not be immediate. The new minor is expected to draw students primarily from within the College of Arts & Sciences, though it may have some appeal to students in CALS and the Rubenstein School. The impact on enrollment and revenue in these schools is expected to be small.

Advising

Sociology professor Eleanor Miller will be the student advisor for the first year. Thereafter, additional advising may be provided by Professors Fox and Ewald, program co-directors, if enrollment warrants it.

Assessment Plan

The program directors plan to assess curriculum and enrollment after three years to identify weaknesses and opportunities. The expectation is that the program will also be reviewed as part of the ongoing process “under the auspices of the Office of the Provost with all this entails by way of analysis of metrics and on-site evaluations by experts from established programs around the country.”

Staffing Plan, Resource Requirements, and Budget

All of the courses included in the minor are already being taught and no new faculty, or faculty reassignments, are anticipated. Therefore, the proposers see no need for additional resources to support the minor.

Evidence of Support

The proposal was approved by the College of Arts and Sciences Curriculum Committee and the CAS faculty on February 14, 2017. It has been endorsed by Dean Falls of the College of Arts & Sciences and Dale Jaffe, chair of the Sociology Department. Letters of support were submitted by the Dean of the College of Agriculture and Life Sciences and the Dean of the Grossman School of Business. Conversation with Dr. Eleanor Miller one of the principle proposers of the minor indicates that the proposal indicates that the Dean of the Arts and Sciences are overwhelmingly supportive of this proposal. Governance within the Arts and Sciences would not allow a proposal for a minor to proceed without their full support.

Summary

The subcommittee found no substantive issues with the proposal. We commend its objectives of expanding the understanding of law and legal institutions among undergraduates, and providing a curricular focus that may prove useful to those pursuing careers in legal, public service, and other professions. We recommend approval of the Law and Society minor.



February 28, 2017

David Rosowsky, Ph.D., P.E., F.ASCE
Provost and Senior Vice President
University of Vermont
348 Waterman Building
Burlington, VT 05405-0160

Re: Name Change for Certificate of Graduate Study in Environmental Public Health to Certificate of Graduate Study in Global and Environmental Health.

Dear Provost Rosowsky,

The Graduate College, in conjunction with the Department of Medicine in the Larner College of Medicine (COM) and with Continuing and Distance Education (CDE), is requesting to change the name of the Certificate of Graduate Study in Environmental Public Health to the Certificate of Graduate Study in Global and Environmental Health. This certificate is one of a suite of certificates that offer a stand-alone graduate level Public Health credential – and also feed into the Master's in Public Health (MPH) for students wishing to go further. Each of the certificates in the suite represents a concentration available to students in the MPH.

This request for a name change has no implication on curriculum. The focus of the CEPH is not changing and there will be no changes to requirements for the certificate with the name change. Rather, the name change reflects changing descriptive language within the field of public health itself and the increasing emphasis and awareness of the global nature of public health issues. As the field has differentiated, environmental public health has sorted into two domains – one related to toxicology and occupational health and one related to the intersection of environment (natural and built) with animal/human health, and infectious disease. The UVM CEPH is focused on the latter domain. The requested name change better reflects that focus.

The Chair of the Department of Medicine, Dr. Polly Parsons, and the Dean of the COM, Dr. Rick Morin, strongly support the name change. I concur with their assessment and believe this name change is well-justified. I ask that you please forward this proposal on to the Faculty Senate for review.

Sincerely,

Cynthia J. Forehand, PhD
Dean of the Graduate College



The University of Vermont

Date: January 2, 2017

To: Cynthia Forehand, Dean, UVM Graduate College

From: Jan K. Carney, Director, Graduate Public Health Programs

Re: Proposed Name Change for Certificate of Graduate Study in Environmental Public Health

We are requesting a name modification for this graduate certificate, from the current Certificate of Graduate Study in Environmental Public Health to: **Certificate of Graduate Study in Global and Environmental Health**. This is the only proposed change to this program.

The rationale is threefold: that the proposed modified name more accurately reflects the certificate curricular content and goals; our perception that students do not (prior to taking some of the required environmental health courses) understand the breadth and global impact of environmental health topics and the current name is not clear to students' understanding of the curriculum; based on the evolution of environmental health sciences (see below), we believe that we simply "missed the mark" on our original name and would like to update it. Our goal for this proposed name modification is to ensure the name of the certificate more accurately reflects the curricular content, changes in this field, and is more understandable to students and faculty.

Definitions, global impact, and changes in environmental health sciences: In 2007, the Institute of Medicine had a [roundtable](#) on global aspects of environmental health in the 21st century that emphasized the international scope of this field and its impact on public health. They note that "The definition of environmental health continues to change. In recent years, the field has evolved toward a more holistic view of the effect of environment on health and has recognized the challenges and the opportunities inherent in this broader view in advancing the field."

[Healthy People 2020](#) says that Environmental health consists of preventing or controlling disease, injury, and disability related to the interactions between people and their environment. Further, they note that "Humans interact with the environment constantly. These interactions affect quality of life, years of healthy life lived, and health disparities." The [WHO](#) notes that about 12.6 million people died in 2012 related to living or working in unhealthy environments, a number representing almost 25% of global deaths. The [Global Health Council](#), a membership and advocacy organization since 1972 for global health priorities, highlights the connections between global health issues and environmental health, relating these to health equity.

The field of environmental public health continues to become more global, in response to changes in public health issues. Climate change is probably the best example, is global in scope, with weather, disease, food, water, vectors, and many other changes in our environment relating directly to health and healthcare. Infectious diseases are other examples related to environmental changes; these are sometimes vector borne, with examples such as Zika emphasizing the local and global nature of disease and the environment, and its consequences for both public health and healthcare delivery.

Environmental health sciences are a key area of competency in public health, and one of our areas of excellence in the Master of Public Health program. Courses reflect the global nature of diseases and environmental conditions, which mirrors the changing nature of public health today, and the myriad of health issues included in the study of environmental health.

Relationship of proposed name modification to our current curriculum: We would like the name of the graduate certificate to better reflect the content and direction of change in this field of public health. For example, the [World Health Organization](#) discusses a list of environmental public health issues, all of which are global in scope. These topics are included in our current course offerings.

The textbook used for Environmental Public Health 1 and 2 is the third edition of: [Environmental Health: From Global to Local](#) by Howard Frumkin. This global perspective is integral to the field.

When looking again at courses and programs in other locations, we notice that environmental health certificates or concentrations in MPH programs reflect the part of environmental health that focus more on toxicology and occupational health. Our program, instead, has focused on the global nature of these issues, and included the built environment, infectious diseases, climate changes, and animal/human health (zoonoses and one health). As such, the proposed name modification more accurately reflects our course content and distinguishes it more clearly from other programs with similar names. The course content of our graduate certificate integrates this global perspective throughout and we would like the name to better reflect this.

Perceptions of Clarity: One of the things we have noticed anecdotally from students and faculty is that until students actually take the courses, they may not recognize (and have likely not had previous experience with) the global nature and scope of environmental health in public health. We think that this name modification will make it easier for students, and prospective students, to make the connections between these public health disciplines. We frankly think that we originally named the program in error when we first developed it, and this has become increasingly apparent with continuing changes in the field.

Current course requirements and list of current and currently developing courses are below (unchanged): Four required courses (12 credits), as well as two elective courses (6 credits): The required content areas cover: Environmental Public Health (6 credits) (Environmental Public Health 1 and 2); Public Health and Health Policy (3 credits); Epidemiology (3 credits). Students choose two courses from topical electives, including: Food Systems and Public Health (3 credits); Environmental Health Law and Policy (3 credits); Environmental Risk and Communication (3 credits); Investigating Disease Outbreaks (3 credits); Public Health Informatics (3 credits); One Health: Zoonoses (3 credits); Public Health Surveillance (3 credits); Climate Change and Public Health (3 credits; offered spring 2017 as PH396; Global Public Health (3 credits); Global Public Health Law (3 credits). This is a new elective summer 2017 offered as PH395.

Thank you for considering this request.



The Robert Larner, M.D.
College of Medicine

THE UNIVERSITY OF VERMONT

Date: January 24, 2017

To: Cynthia Forehand, Dean, UVM Graduate College

From: Polly E. Parsons MD, E. L. Amidon Professor of Medicine; Chair, Department of Medicine,
Robert M. Larner MD College of Medicine at the University of Vermont

Re: Proposed Name Change for Certificate of Graduate Study in Environmental Public Health

I am writing in support of the name modification for this graduate certificate, from the current Certificate of Graduate Study in Environmental Public Health to: Certificate of Graduate Study in Global and Environmental Health. The proposed name better represents the state of this academic field, the program's curricular content, and represents a clearer program name for students and faculty. In addition, it will better distinguish the University of Vermont's graduate offerings in these areas from those at other institutions.

This graduate certificate is an important component of our graduate public health programs and I strongly support this change. Please contact me if you have additional questions.

Polly E. Parsons, MD
E. L. Amidon Professor and Chair
Department of Medicine
Robert Larner, MD College of Medicine
At The University of Vermont
Medicine Health Care Service Leader
The University of Vermont Medical Center



Frederick C. Morin, III, M.D.
Dean

Date: January 24, 2017

To: Cynthia Forehand, Dean, UVM Graduate College

From: Frederick C. Morin, III, M.D.

Re: Proposed Name Change for Certificate of Graduate Study in Environmental Public Health

I strongly support the proposed name change from the current Certificate of Graduate Study in Environmental Public Health to: Certificate of Graduate Study in Global and Environmental Health. This is the only proposed change to this graduate public health certificate.

I concur with the detailed rationale articulated in Dr. Carney's January 2017 memo, and specifically think the proposed change will be a better fit with the certificate's courses and overall curriculum. The proposed name better reflects changes in this discipline, and makes our program title more current. In addition to the clarity added by this change, it will also more clearly connect this graduate public health program to the College of Medicine's focus in these areas.

I strongly support this change. Please contact me if I can provide additional information.

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Curricular Affairs Committee of the Faculty Senate

MEMO

To: Curricular Affairs Committee of the Faculty Senate
From: Stephen Everse (Chair) and Jackie Weinstock
Date: April 4, 2017
Re: Approval of a proposal for a new Minor in Integrative Health Care submitted by CNHS

We have reviewed the revised proposal for a new Minor in what is now named Integrative Health Care submitted by the College of Nursing and Health Sciences (CNHS) and recommend approval. The Department of Rehabilitation and Movement Science is spearheading the creation of the Minor with an anticipated start date of Fall 2017 with Ge Wu as the Program Director and Cara Feldman-Hunt as the Program Manager.

In the report that follows, italicized text represents text directly taken from the proposal or accompanying materials.

Program Description and Rationale

The purpose of the Minor is to prepare and inform undergraduate students about the methods, evidence base, and philosophical underpinnings of integrative health and medicine. Students will learn about the use of integrative health and medicine in health promotion and prevention and how it can address the important aims of enhancing the patient experience, improving population health, reducing costs, and improving health care workforce burnout and dissatisfaction. The primary goal of the Minor is to educate students about this model of health care, help them become better health care professionals, and enable them to identify what further training they may need to become health care providers who can be responsive to patient choices and needs, balancing traditional methods of care and those that are considered complementary approaches.

A consumer-led movement for greater access to natural medicine and complementary and alternative health care approaches (e.g., acupuncture and oriental medicine, therapeutic massage, etc.) gained significant attention from mainstream medicine following the publication of David Eisenberg's research on "Unconventional medicine in the United States. Prevalence, costs, and patterns of use" in The New England Journal of Medicine" ([Eisenberg et al., 1993](#)). The NIH National Center for Complementary and Integrative Health (NCCIH) was formed in 1998 to serve as the federal government's lead agency for scientific research on complementary and integrative health approaches recognizing the importance of understanding and investigating integrative health. The content of the proposed Minor is responsive to the call for increased knowledge to advance our understanding of integrative health care as described in the NCCIH 2016 strategic plan (<https://nccih.nih.gov/about/strategic-plans/2016>). These objectives focus on advancing science, improving care for disease conditions with challenging symptoms, fostering health promotion and disease prevention, enhancing the complementary and integrative health research workforce, and disseminating objective evidence based information on complementary and integrative health interventions. Ultimately, we want students in this Minor to understand the importance of advancing fundamental science in integrative health, improving care for conditions with difficult to manage symptoms, promoting health and preventing disease.

The revised proposal is also responsive to the central issues and feedback provided to the developers in response to the initial proposal submitted.

Justification and Evidence for Demand

An undergraduate Minor in Integrative Health Care fits with the vision of the University of Vermont, the proposers believe, *by preparing our students to understand and function well in the interconnected multicultural world in which they live, and to adopt a healthy lifestyle that will sustain them in their work and lives going forward. For those drawn to the helping professions, whether in nursing, medicine, behavioral or spiritual wellbeing, they will be exposed to the range of helping disciplines that are open to them for future graduate study and meaningful employment. Introduction to the teamwork inherent in integrative health and to the complexity of what determines one's health and wellbeing will engage exactly the "effective problem-solving and communication skills" as referenced in the University's mission statement.*

Integrative medicine and health is a vital and growing field and through the inter-professional collaboration of the University of Vermont Medical Center, the Larner College of Medicine, and the College of Nursing and Health Sciences, the proposers intend for UVM to be a leader in this arena. UVM faculty are conducting research in the field of integrative health and have been supported by the NIH National Center for Complementary and Integrative Health (NCCIH), National Cancer Institute (NCI), and National Institute of Mental Health (NIMH). Additionally, several of the program faculty server on national committees regarding integrative health care.

Relationship to Existing Programs

The proposers note that there are no other Minors offered at UVM that are too similar in content or have too overlap in focus and courses. *Diet, exercise, and access to a healthy environment, including but not limited to healthy food, air and water, are essential to human health and well-being. This means that a number of departments offer courses that will be appropriate electives for students in the Integrative Health Care Minor.*

The Behavioral Change Health Studies Minor in the Larner College of Medicine is most similar minor. *While the courses in the Behavioral Change Health Studies Minor are complementary to the proposed Minor in Integrative Health Care they are not redundant. The focus in the Integrative Health Care minor is to prepare future health care professionals for an understanding of complementary practices in health care while the focus of the Behavior Change Health Studies Minor is the neuroscience of behavior change. The minor in Integrative Health Care includes concepts related to behavior change, but does not focus on them and instead emphasizes the value of key integrative health modalities from personal, clinical, and population health perspectives. Both minors accept courses that include instruction in meditation, mindfulness, gratitude and other mind-body related behaviors and attitudes. Jim Hudziak, Director of the Behavior Change Minor, writes in support of the Integrative Health Care Minor and indicates negligible overlap.*

Curriculum

A total of 18 credits is required for this Minor. Nine credit hours are required and 9 credit hours in electives from at least 2 areas (shown in bold below).

Required Courses

Number	Name	Credits
HLTH 101	NEW: Introduction to Integrative Health	3
HLTH 102	NEW: Science & Evidence in Complementary and Alternative Therapies	3

ENVS 107 (crosslisted as HLTH 107)	Human Health & the Environment	3
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Electives (9 credits from at least 2 areas)

Number	Name	Credits
MINDFULNESS		
CSD 287	Mindfulness & Helping Skills	3
HLTH 137	Mindful Eating	3
BEHAVIOR CHANGE		
COMU 001	Healthy Brains, Healthy Bodies	
COMU 022	The Science of Happiness	
IHC TRAVEL COURSES		
HLTH 106	Bali: Consciousness, Culture, and Communication	3
HLTH 145	Women's Health & Spirituality	3
HLTH 195	Mongolia: Traditional Mongolian Medicine and Cultural Immersion	2
HLTH 295	Cuba: CAM Therapies in Cuban Health Care	3
PT 296	Exploring Therapeutic Effects of Icelandic Thermal Springs	3
YOGA		
PEAC 052	Yoga and Mindfulness	1
PEAC 103	Yoga and Ayurveda	1
PEAC 109	Yoga Asana & Philosophy	1
PEAC 115	Yoga and the Chakras	1
ENERGY THERAPIES		
HLTH 109	Energy Medicine	3
HLTH 141	Healing Touch Level I	1
HLTH 142	Healing Touch Level II	1
HLTH 143	Healing Touch Level III	1
HLTH 144	Healing Touch Level IV	3
HLTH 146	Healing Touch Level V ₁	3
HLTH 160	Meridians, Systems & Organs	3
INTEGRATIVE NUTRITION & HERBALISM		
ENVS 195	Plant Based Healing Medicine	3
ENVS 195	Therapeutic Herbalism	3
HLTH 195	Integrative Nutrition	3

We note that HLTH 101 was initially submitted prior to the first version of this proposal where the minor was named Integrative Health. We have been told that they are submitting paperwork to change the name to Introduction to Integrative Health Care to bring it alignment with the new name of the minor.

We also note that the 100 level HLTH courses required for this minor DO NOT themselves list any pre-requisite courses and only note Sophomore Level as a level requirement. Thus, this minor does not need to include pre-requisite courses for these 100 level courses.

¹ Lower level named Healing Touch courses serve as pre-requisites for higher courses.

Finally, we note that students may complete the minor with 9 credits across the two areas of Yoga and Energy Therapies. This was one of the concerns raised in response to the earlier proposal that has not been addressed here.

Admission Requirements and Process

The degree will be open to all students whose academic units approve this minor. It consists of 18 credits, and requires sophomore standing. The sophomore standing requirement means that students will meet the level requirements for the pre-requisite courses, which is all that is specifically indicated as required for entry into these 100 level courses.

Anticipated Enrollment and Impact on Current Programs

The proposers anticipate a cohort of 20 – 25 students annually (60 – 75 total in the Minor).

Advising

Students who are not in CNHS should check with their Dean's office to determine if the Minor in Integrative Health Care is accepted by their School or College and will be feasible within their remaining degree requirements. CNHS students will meet with the CNHS Office of Student Services (OSS) to determine if is feasible within their remaining requirements.

All students will be required to complete an application and meet with either the Integrative Health Care Program Director (Dr. Ge Wu) or a CNHS advisor from OSS. Students will then receive notification of admissibility to the minor. The UVM Integrative Health Care Program Manager (Cara Feldman-Hunt) will keep OSS apprised of any curricular changes.

Assessment Plan

A. What criteria for evaluation will be applied?

The normal academic program review process under the UVM Faculty Senate Committee on Curricular Affairs would apply. In addition, all current CNHS program evaluation tools (see below) would be implemented. The Integrative Healthcare minor will be evaluated using evidence of enrollment, retention and minor completion. Individual courses will be additionally evaluated through student evaluations, peer evaluations and Integrative Health Education Committee discussion. The minor will allow students to have the knowledge of UVM Medical Center standards for Integrative Healthcare clinical practices.

Department and CNHS evaluation tools include:

- *Course and instructor evaluations*
- *Advising surveys*
- *Student exit surveys*
- *Survey of graduates*
- *Survey of community service-learning partners*
- *Survey of employers*
- *Research papers, publications*

B. How and by whom will the program be evaluated?

Course offerings that may relate to content in the Integrative Healthcare Minor will be examined by the Integrative Health Education committee to ensure that the courses developed have sufficient substance and cover relevant and best practice.

The Integrative Healthcare Education Committee will ensure course content is in accordance with the Academic Consortium for Integrative Medicine & Health (<http://www.imconsortium.org/>).

A process for routing and approval of such courses has been agreed upon and already has begun. Program evaluations will be the responsibility of the Minor Program Director, College Curriculum Planning, and will use existing UVM processes and the outcome criteria listed above.

Staffing Plan, Resource Requirements, and Budget

No new faculty appointments are necessary to support this program, although as the program grows, there may be an opportunity to hire additional faculty. The Libraries have already purchased supporting materials necessary for the two new required courses (HLTH 101 and 102).

Evidence of Support

Positive letters of support were provided from:

- Rosemary Dale, Chair Department of Nursing
- James Hudziak, Professor, Departments of Psychiatry, Medicine & Pediatrics and Communication Sciences (Director of the Behavior Change Minor)
- Nancy Matthews, Dean, Rubenstein School
- Patricia Prelock, Dean College of Nursing and Health Sciences
- Jeremy Sibold, Chair Department of Rehabilitation & Movement Science
- Shelly Velleman, Chair Department of Communication Sciences and Disorders

Summary

We reviewed an earlier version of this proposal and several concerns raised by the faculty community, as well as our own concerns, were articulated in our initial feedback to the proposals. In response, the proposers made major revisions and a name change, that have largely addressed these concerns. Therefore, we present for your approval a new Minor in Integrative Health Care. As the proposers noted, *“the introduction of Integrative Health Care at the undergraduate level gives students across the University, who are drawn to the behavioral and physical health professions, an opportunity to develop a deep understanding and respect for the broad range of beneficial health care modalities, and for the importance of patient preferences.* This program fills a niche not currently being filled by any other program.



March 20, 2017

David Rosowsky, Ph.D., P.E., F.ASCE
Provost and Senior Vice President
University of Vermont
348 Waterman Building
Burlington, VT 05405-0160

Re: Name Change for the Sustainable Entrepreneurship MBA to The Sustainable Innovation MBA

Dear Provost Rosowsky,

The Graduate College, in conjunction with the Grossman School of Business (GSB) is requesting to change the name of the Sustainable Entrepreneurship MBA (SEMBA) to The Sustainable Innovation MBA (The SIMBA).

This request for a name change has no implication on the program's curriculum. The focus of the MBA is not changing and there will be no changes to requirements of the program. As The SIMBA, the program will maintain its unique approach to the MBA, an approach that has garnered considerable recognition for the program since its launch in 2014.

The name change request is a result of the experience the faculty in the program have had with student recruitment, the program's board of advisors and companies. The word entrepreneurship carries with it the connotation of "start-ups", which is not the focus of the program. Innovation better describes the focus of the program and, indeed, its place in the field of MBA education.

The requested name change has the strong support of the GSB Curriculum Committee, the GSB Dean, Dr. Sanjay Sharma, and the Chair of the SEMBA Advisory Board, Mr. Joseph Fusco, Vice President for Casella Waste Systems, Inc. I concur with their assessment and believe this name change is well-justified. I ask that you please forward this proposal on to the Faculty Senate for review.

Sincerely,

A handwritten signature in black ink, appearing to read "C. Forehand".

Cynthia J. Forehand, PhD
Dean of the Graduate College



The University of Vermont

Date: March 15, 2017

To: Cynthia Forehand, Dean, UVM Graduate College

From: David A. Jones & Stuart Hart, Co-Directors of the Sustainable Entrepreneurship MBA (SEMBA)

Re: Proposal to Change the Program Name to *The Sustainable Innovation MBA*

We are requesting a name modification for this graduate program, from the current *Sustainable Entrepreneurship MBA* to: ***The Sustainable Innovation MBA***. This request comes with the full support of Dean Sanjay Sharma (see enclosed), the Graduate Studies Committee of the Grossman School of Business (see enclosed), and the Chair of SEMBA's Advisory Board (see enclosed). The requested name change is the only proposed change to the program.

Rationale: The word “Entrepreneurship” in the current program title was intended to capture our program’s current and continued focus: using entrepreneurial thinking and sustainable innovation to create new entrepreneurial business ventures and intrapreneurial initiatives within established companies to achieve sustainable solutions to social and environmental challenges. SEMBA was launched in the 2014-15 academic year, and through our student recruitment experiences we have concluded that the word “Entrepreneurship” in the program title unfortunately and inaccurately suggests to some of our prospective students—and to some of their prospective employers—that the program focuses only on entrepreneurial “start-ups.” We seek approval to change the program’s name to better communicate the actual focus of the program, which is reflected in the following tagline that we use in some of our communications: “Transforming Today’s Business – Creating Tomorrow’s Ventures.” We have evidenced-based reasons to believe that the current name is an impediment to growing our enrollments and increasing the quality of our applicant pool.

Relationship of proposed name to our current curriculum: SEMBA’s mission is to “prepare individuals to create profitable and sustainable business opportunities in a world undergoing transformational change. SEMBA aims to develop the next generation of leaders who will transform, disrupt, innovate, and build sustainable business and enterprises in a world that demands it.”

A key differentiator that sets SEMBA apart from all known competitors is that every course focuses on integrating sustainability and/or innovation throughout all functional areas and business disciplines covered in traditional MBA programs (e.g., marketing, strategy, finance, accounting, operations, and leadership). The SEMBA curriculum also includes a focus on providing frameworks and tools to achieve sustainable innovation that are not covered in traditional MBA programs (e.g., systems tools for sustainability, strategic corporate social responsibility, and business strategies to profitably serve unmet needs at the base of the economic pyramid). As such, the proposed name closely aligns with the program’s focus. Moreover, the proposed name aligns with what makes the program unique and distinctive from both traditional MBA programs and competitor programs that either focus on or include a concentration in sustainable business. Reflecting this uniqueness, based on its first two years of existence, SEMBA has received external recognition for its efforts to reinvent MBA education through

its focus on sustainable innovation. Some the of the program's recent honors include being selected as the winner of the *2015 Page Prize for Sustainability Issues in Business Curricula* (June, 2016), being ranked #2 on Princeton Review's 2016 list of Best Green MBAs (October, 2016), and being selected as a *Top 10 Better World MBA Program* by Corporate Knights (October, 2016).

Stakeholder reactions and differentiation from competitors: We collected data to assess reactions to the current name and a few alternatives from our current students, alumni, prospective students, SEMBA faculty, members of the SEMBA Advisory Board, and members of the SEMBA Council of Mentors. The feedback they provided pointed to the need to change SEMBA's name for the reasons described in the rationale provided above, and highlighted that a new name should:

- i. Better represent the program's focus on sustainable innovation;
- ii. Be attractive to prospective students and prospective employers;
- iii. Differentiate the program from its most immediate competitors;
- iv. Still reflect the program's focus on entrepreneurial thinking as per the points raised in the first sentence of the rationale presented above; and
- v. Avoid undermining the brand capital and name recognition that has been developed to date, to the extent possible.

We believe changing the name to *The Sustainable Innovation MBA* addresses all of the above considerations. The proposed name also maintains our distinctiveness from the most immediate competitor MBA programs. All known programs that use the word "sustainable" or "sustainability" in their titles use a format that places "MBA" first and "sustainability" second (e.g., Duquesne's "MBA in Sustainable Business Practices," Presidio Graduate School's "MBA in Sustainable Management," and Bard's "MBA in Sustainability"). These competitor programs are effectively traditional MBA programs, with sustainability added through course electives or a required course sequence—just like the order of the words in their program titles suggest. In contrast, we built SEMBA (or as proposed, "The SIMBA") from scratch, placing sustainability and/or innovation at the core of everything we do—just like the order of words in our proposed program title suggests.

Assessment of programmatic- and name-overlap with other UVM programs: No substantive changes have been made to the curriculum, and the proposed name change does not have any implications for potential programmatic overlap. CDAE offers an undergraduate major and minor in "Community Entrepreneurship," so removing the word "Entrepreneurship" from the MBA program's current title reduces overlap in the titles of UVM's programmatic offerings. We did not identify any majors, minors, or degree programs with the word "Innovation" in their titles.

Current course requirements: Please see the Appendix for the curriculum structure.

Thank you for considering this request.

Appendix: Curriculum Structure of Sustainable Entrepreneurship MBA

<u>MBA 300</u>	Business Fundamentals	1 Credit Hour
Module 1		
<u>MBA 301</u>	Foundations of Management	10 Credit Hours
World Challenges: Physical and Social Realities		
Business Strategy for a Sustainable World		
Finance for Innovators		
Sustainable Brand Marketing		
Teamwork and Collaboration for Sustained Innovation		
Business Economics		
Sustainability Toolkit I		
Module 2		
<u>MBA 302</u>	Building A Sustainable Enterprise	9 Credit Hours
Entrepreneurial Leadership and Mindset		
Crafting the Entrepreneurial Business Model		
Marketing Decision Making Under Uncertainty		
Leading for Sustainable Innovation		
Finance for Innovators		
Cost Models for the Transformational Enterprise		
Initial Framing of the Practicum Project		
Module 3		
<u>MBA 303</u>	Growth of Sustainable Enterprise	9 Credit Hours
Strategic CSR for Transformational Sustainability		
Sustainable Operations and Green Supply Chains I		
Business, Communities, and Sustainability		
Law as a Framework for Entrepreneurial Business		
Business Sustainability and Public Policy		
Financing Sustainable Venture		

Module 4

<u>MBA 304</u>	Focusing on Sustainability	9 Credit Hours
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Technology Commercialization and Entrepreneurship

Driving Innovation from the Base of the Pyramid

Entrepreneurial Family Business

Regulatory Issues for the Entrepreneur

Sustainable Energy Technology and Policy

Systems Tools for Sustainability

Sustainability Toolkit II

Sustainable Operations and Green Supply Chains II

Module 5

<u>MBA 305</u>	Sustainable Entrepreneurship in Action	7 Credit Hours
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Practicum Pitch, Summer Project & Debriefing



The University of Vermont
GROSSMAN SCHOOL OF BUSINESS

March 13, 2017

Cindy Forehand
Dean of the Graduate College
The University of Vermont
330 Waterman Building
Burlington, VT 05405-0160

Dear Dean Forehand,

As the Dean of the Grossman School of Business, I approve and fully support the proposal to change the program name of the Sustainable Entrepreneurship MBA to The Sustainable Innovation MBA. This name change will more accurately describe the program to prospective students and employers, which will in turn, lead to more applicants and a higher job placement rate for our alumni.

Sincerely,

Sanjay Sharma, Ph.D
Dean and Professor of Management
Grossman School of Business
University of Vermont
55 Colchester Ave
Burlington, VT 05405 USA
Phone: 802-656-3177

GROSSMAN SCHOOL OF BUSINESS
55 Colchester Avenue, Burlington, VT 05405-0157
(802) 656-3177
www.uvm.edu/business

Joseph Fusco

*179 Holden Road
Chittenden, Vermont 05737*

joe@joefusco.com

March 8, 2017

To Whom It May Concern:

I currently serve as chair of the Advisory Board for UVM's Sustainable Entrepreneurship MBA, a program I am immensely proud to be a part of, and one filled with wonderful, committed people I am grateful to partner with.

I am writing in my capacity as chair to lend my strong and unequivocal support for the proposed change in name for the MBA program to "The Sustainable Innovation MBA."

Professors Stu Hart and David Jones, co-directors of the program, have made a strong case elsewhere in this application for this change. I won't restate it here, other than to endorse its reasoning.

I would like to stress, however, that the program not only needs a name that clearly states its mission and its promise, but one that also lets the world (and prospective students) know that it is unique, particularly when the program is as transformational and disruptive as ours.

The proposed name clearly accomplishes this. I urge its approval.

Sincerely,



Joseph Fusco
Chair
Sustainable Entrepreneurship MBA Advisory Board

Vice President
Casella Waste Systems, Inc.



The University of Vermont
GROSSMAN SCHOOL OF BUSINESS

March 10, 2017

Cynthia Forehand
Dean of the Graduate College
The University of Vermont
330 Waterman Building
Burlington, VT 05405-0160

Dear Dean Forehand:

The Graduate Studies Committee of the Grossman School of Business voted unanimously to approve the proposal to change the program name from Sustainable Entrepreneurship MBA to The Sustainable Innovation MBA. We agree the name change will benefit students and the program. We also do not see any negative consequences of the name change on curriculum. The Graduate Studies Committee fully supports the name change request.

Sincerely,

Barbara Arel
Associate Professor
Chair, Graduate Studies Committee



The University of Vermont

March 20, 2017

Dear Dean Forehand;

CDAE does not oppose the name change of the Grossman School's MBA program to The Sustainable Innovation MBA.

Sincerely,

Jane Kolodinsky, Ph.D.
CDAE Chair