



The University of Vermont  
FACULTY SENATE

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

Thursday, February 2, 2017, 4:15 – 6:15 pm

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

Absent: Professors Paradis, Sisock, Strickler

Guests: Cathy Paris, Cindy Forehand, Lise Larose, Brian Reed, Kerry Castano, Nicole Woodcock (SGA), Caitlin McHugh (SGA), Beth Taylor-Nolan

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The meeting was called to order at 4:18 pm in Waterman 427A

- I. **Approval of the Minutes.** Stephen Everse moved to accept the minutes of the January 5, 2017 meeting as written. The motion was seconded and carried.
- II. **Chairperson's Remarks** – Laura Almstead reported that she attended the January Faculty Senate meeting and presented an overview of the work of the CAC, and the program approval process. On February 23, Laura will meet with the unit curriculum committee chairs. Laura is scheduled to present the new PhD in Human Functioning and Rehabilitation Science to the Board of Trustees on February 3. Laura reminded the CAC members that the April CAC meeting is the last date to vote on proposals targeted for presentation to the Board of Trustees for approval at their May meeting. Programs approved by the BOT at their February meeting will be in the catalog for next year. Programs approved by the BOT at their May meeting will be in the addendum to the catalog.
- III. **Reports**
  - A. **Proposal for new Certificate in Physical Activity Promotion in Children & Youth.** Christina Wojewoda and Aaron Nichols reported that they have reviewed the proposal submitted jointly by CAS, CESS and CNHS and recommend approval. This is an innovative program to educate students on not only how to implement, but also study the effectiveness of physical activity programs for children. Considering the childhood obesity our country faces, this is an important area of study. The certificate program can be initiated with the addition of two new courses that have been approved to the level of the Registrar.

**Motion:** Laura Almstead called a vote to approve the proposed new Certificate in Physical Activity Promotion in Children and Youth in the Psychological Science Department.

**Vote:** 21 approve, 0 oppose, 0 abstain

## II. Other Business

### A. **Uncontested Request to Terminate ENSC: Biology and ENSC: Geology Minors.**

The Program Directors of the Environmental Sciences major, in the College of Arts and Sciences request the elimination of these two ENSC minors on the basis of a lack of student interest, a lack of ENSC courses in the curriculum, and duplication of revised minors in both Biology and Geology. There are no students currently enrolled in either minor. The termination requests were approved by the curriculum committees and faculty of all three colleges (CAS, CALS, RSENR).

**Motion:** Eileen Cichoskikelly moved to approve the uncontested request to terminate ENSC: Biology and ENSC: Geology minors in the Environmental Sciences program in the College of Arts and Sciences.

**Vote:** 21 approve, 0 oppose, 0 abstain

### B. **Proposal for Revisions to the online BS in Health Sciences Major.** The

Department of Medical Laboratory and Radiation Sciences, College of Nursing and Health Sciences requested an extension of the major in Health Sciences (HSCI) to include a residential option in addition to the current online program. This request was discussed at the January CAC meeting and questions raised during discussion regarding an advising plan for residential students and letters of support from the deans of all units have now been addressed by the proposers. Opening the Health Sciences major for residential students will meet the demand for a traditional 4-year health-focused course of study while adding instructional richness for both traditional and degree completion students who often have different life experiences. **Motion:** Ann Hazelrigg moved to approve the revision to the online BS in Health Sciences Major to include a residential option.

**Vote:** 21 approve, 0 oppose, 0 abstain

### C. **Name change requests: Minor in Music Technology and Theory & composition concentration.**

The Department of Music & Dance in the College of Arts and Sciences requests a name change for the minor in Music Technology to Music Technology and Business, and a change in concentration to one of the concentrations in the Music Major from Concentration in Theory and Composition to Concentration in Composition and Theory. This addition of the word “business” in the minor will make its name parallel to its related major: BA in Music – Concentration in Technology and Business. The name was inadvertently truncated when the program was initiated; the name approved by the Board of Trustees included “and business.” A memo of support was provided by the Grossman School of Business. The change of the concentration name aligns with the weight of composition versus theory in the concentration.

**Motion:** Erik Monsen moved to approve the name change requests for Minor in Music Technology and Business, and Concentration in Composition and Theory.

**Vote:** 21 approve, 0 oppose, 0 abstain

**D. Administrative F Policy Proposal.** Brian Reed presented a proposal for an operational policy on administratively assigned failing grades. Under current policy, UVM students are assigned a failing grade in a course if faculty do not submit final grades by the established deadline. The administratively assigned grades have the same computational and curricular consequences as those assigned due to a lack of acceptable performance. This can jeopardize students' financial aid eligibility and/or their ability to continue in certain programs. The proposed policy was developed in order to distinguish administrative Fs from earned Fs. Effective AY 2017-2018, missing grades at the time of the posting deadline will be assigned a grade of 'AF' to represent an Administrative F. The same strategy will be used to designate administratively assigned grades of UP and NP. Therefore, three new grades will be created to indicate administratively assigned failing grades:

AF – Administrative F

AUP – Administrative Unsatisfactory Progress

ANP – Administrative No Pass

Zero quality points will be assigned.

Because this is an operational policy change it does not require a vote of approval by the CAC.

**Motion:** Laura Almstead called for a vote of endorsement for the operational policy on administratively assigned failing grades.

**Vote:** 21 approve, 0 opposed, 0 abstain

**E. Proposal for a New Summer Internship Option.** Kerry Castano and Brian Reed presented a new option for unpaid, elective, summer internships. In order to comply with U.S. Department of Labor regulations, employers offering unpaid internships require the internship to be undertaken for academic credit. It can be difficult for students to meet the financial challenge of both forfeiting summer salary and paying summer tuition. The new undergraduate and graduate internship option allows students to gain valuable experience and build their resumes. It applies only to unpaid, elective, summer internships; all three qualifiers must be met to utilize the new option. Additionally, all expectations set forth in the Policy for Academic Internships apply. Under the new option, students will register for internship credit under a University-wide prefix (tentatively INIT), and charged at a tuition rate of \$100 for one credit, and will not count toward degree requirements. The \$100 rate will apply to both in-state and out-of-state students. Students who participate in the new option will graduate with greater than the 120 credits necessary to graduate, and thus the new option will in no way reduce the rigor of students' overall academic programs or substitute for other degree requirements.

**Motion:** Aaron Nichols moved to approve the new summer internship option. The motion was seconded.

**Vote:** 21 approve, 0 oppose, 0 abstain

### **III. APR Reports:**

A. **Community Development and Applied Economics.** J. Dickinson and Erik Monsen reported that the external evaluator team offered a strongly favorable summary of CDAE's strengths as well as noting particular challenges related to the transdisciplinary nature of the department and its rapid growth over the past ten years. Overall, they found CDAE's performance to be comparable or better than peer departments, and highly recommended approval of the program. The subcommittee concurs with their evaluation and also strongly recommends approval of the program. The external evaluator team took the perspective of "consultants" invited to offer not only a summary of the department's strengths, but also a new perspective on the department and suggest ways for the program to develop its own solutions to the challenges it faces. The external evaluation focused on the department, not the programs.

**Motion:** Laura Almstead moved to accept the APR report for the Community Development and Applied Economics Department.

**Vote:** 21 approve, 0 oppose, 0 abstain

### **IV. New Business**

- A. Subcommittee for new Certificate of Graduate Study in Agroecology (CALs)  
Erik Monsen will chair and John Franklin will second.
- B. Subcommittee for new Minor in Education for Cultural & Linguistic Diversity (CESS) - Sue Kasser will chair and Ann Hazelrigg will second.

Motion to adjourn at 6:03 p.m.

## Curricular Affairs Committee of the Faculty Senate

### MEMO

**To:** Curricular Affairs Committee of the Faculty Senate  
**From:** Christi Wojewoda, MD and Aaron Nichols  
**Date:** 1/25/17  
**Re:** Approval of a proposal for a new Certificate in Physical Activity Promotion in Children and Youth submitted by Psychological Science

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We have reviewed a proposal for a new Certificate in Physical Activity Promotion in Children and Youth submitted by Psychological Science and recommend approval. Core faculty include Betsy Hoza, Erin Shoulberg (College of Arts and Sciences), Lori Meyer (College of Education and Social Services), Connie Tompkins, and Yang Bai (College of Nursing and Health Sciences). The anticipated start date would be Fall 2017.

#### ***Program Description and Rationale***

The Physical Activity Promotion in Children and Youth certificate program will provide undergraduate students with a foundation in the approaches, methods, and techniques for successfully engaging children and youth in physical activity across a range of professional settings. The certificate program will provide students with substantive and integrated learning experiences across disciplines, specifically psychological science, education, and exercise and movement science. Students will also gain hands-on research experience while assisting with the implementation of a physical activity curriculum to children in local educational settings.

The focus is on adding physical activity implementation and evaluation to the skill set of professionals from a wide range of disciplines (e.g., psychology, nursing, pediatrics, education, exercise and movement science) who already work with children (or plan to), to facilitate increased opportunities for physical activity in children's lives across a range of settings. The goal is NOT to train physical education (PE) teachers. Students interested in a career as a PE teacher should pursue that goal through the B.S. in Education (Teaching Endorsement: Physical Education PK – 12). Students will specialize in either implementation (applied track) or evaluation (research track) of physical activity programs as their interests and career objectives dictate.

This certificate program is consistent with the mission statements of both the Dept. of Psychological Science and the College of Arts and Sciences. Specifically, this program engages undergraduate students in ongoing, state-of-the-art research in the context of both laboratory and community-based settings. It exposes students to faculty mentors and research methods across disciplines. In addition, the various Fit Kids courses (PSYS 268, 269, 295 and 296) simultaneously provide service to the community, in the context of real-world experiences for UVM students working with underserved populations. In addition, this certificate program embodies the mission statements of both the Department of Education and the College of Education and Social Services by creating opportunities for undergraduate students to deepen their knowledge of and capability for using evidence-based practices in their future work. Additionally, the skills gained by students in this program will prepare them to critically examine educational research aimed at promoting physical activity among children and youth. Armed with this knowledge and skill set, enrolled students will develop first-hand knowledge of implementing recommended educational practices, informed by the best available research, in everyday educational settings to create healthy environments for children and youth to thrive. Taken together, the coursework and experiential learning afforded to students through this certificate will increase their ability to be outstanding professionals with the skills to not only transform future education and community-based settings, but also to actively contribute to high-quality research and community-based service as undergraduate students. The program also aligns with the mission and long-term plans of the College of

Nursing and Health Sciences and the Department of Rehabilitation and Movement Science: 1) increase and maintain opportunities for student research at the undergraduate & graduate level, 2) increase transdisciplinary research and educational collaborations among faculty and students in CNHS with those in other Colleges, and 3) provide students with opportunities for collaborative research mentorship. Most notably, the proposed certificate would significantly strengthen the undergraduate learning experience and enhance outcomes for students in the Department of Exercise and Movement Science.

### ***Justification and Evidence for Demand***

Childhood/adolescent obesity and sedentary behaviors are currently at epidemic levels in the United States. The various contexts and providers involved in monitoring children's well-being (home, school, child care, pediatric settings, community programs) are all in a position to make an impact. Yet, not enough individuals working in these settings receive training in the appropriate goals, curricula, and evaluation procedures for increasing and evaluating physical activity outcomes in children.

In addition, the Vermont Education Quality Standards were recently revised, making physical activity a priority area for those who work in schools even outside the physical education setting:

"Each school shall offer options for students in grades K-12 to participate in at least 30 minutes of physical activity within or outside of the school day. Physical activity may include recess and movement built into the curriculum, but does not replace physical education classes." (Vermont Education Quality Standards, p. 6)

In light of these changes, schools are seeking strategies that teachers, classroom aides, and other school staff can implement at low-cost. There is also an emphasis on accountability, i.e., showing that a strategy produces an impact. This certificate program provides both the implementation and evaluation skills needed in such contexts.

The proposed certificate also contributes to several initiatives of the University, in particular, the advancement of interdisciplinary research and enriching student development and experiences. Students enrolled in the certificate program will be exposed to and involved with interdisciplinary research, engaged with the community through service learning courses, and collaborating with peers in different disciplines.

In the initial year, we estimate that approximately 10 students will enroll in this certificate program. Hence, we expect it will have little impact on overall enrollments. In subsequent years, as the program grows, additional enrollment may occur, and can be planned for with the involved departments.

A comment received during the review period stated "I have had experience setting up such a program at the Nationwide Children's Hospital and have confidence in the people who would run this program, presumably Connie Tompkins. I suspect more and more Children's Hospitals and large group pediatric practices and schools will be very interested in such expertise, the latter particularly if the candidate also has teaching credentials. Hopefully, the new presidential administration will carry forward with the ideas of Michelle Obama."

### ***Relationship to Existing Programs***

The proposed certificate program is not related to any minors or undergraduate certificates currently being offered as there are no other minors or undergraduate certificate programs at UVM devoted to physical activity promotion in children and youth (early childhood through adolescence) via a combined research/service-learning curriculum in applied settings. This proposed certificate program is the first of its kind at UVM with the explicit goal of training personnel from a variety of professional disciplines to promote and evaluate effectiveness of physical activity programming across the age span of early childhood (i.e., preschool) through adolescence. Thus, it is not expected to impact other academic units. In terms of impact on the academic units involved in the certificate program, only beneficial impact is expected. Specifically, existing courses that will become part of this certificate program currently either have or will increase the available capacity to

accommodate additional students, and hence the beneficial impact of increased enrollments in courses is expected. New courses developed specifically for purposes of meeting the needs of this certificate program can be absorbed within the existing workloads of faculty, with one exception. This exception is "Applied Research in the Field" which will be taught by Research Asst. Professor Erin Shoulberg. The course revenue is expected to cover the cost of Dr. Shoulberg's time.

### **Curriculum**

The specific objectives of the Applied Track are to train professionals who can: 1) incorporate developmentally appropriate physical activity into a variety of applied professional settings involving children and youth, and 2) use data at a basic level to evaluate the effectiveness of these programs. The specific objectives of the Research Track are to train professionals who can: 1) design an evaluation of a developmentally appropriate physical activity program, and 2) utilize appropriate measures of physical activity and health-related outcomes to evaluate program effectiveness.

Undergraduate students will be expected to complete a minimum of 15 credits, 9 of which are at the 100-level or higher. Students will have the option to follow an applied track or research track within the certificate program. To meet the intended interdisciplinary requirement of the certificate program, students may not meet all 15 credits within their major department.

### Required Courses

Students will be required to successfully complete a minimum of **two** of the following **Level I courses**:

RMS 095 3cr Movement Science I  
EDEC 001 3cr Intro to Early Childhood Education  
EDSP 005 3cr Intro to Spec Education  
PSYS 150 3cr Developmental Psych: Childhood  
EDPE 055 3cr Fitness  
EDPE 166 3cr Kinesiology

Students will be required to successfully complete a minimum of **one** of the following **Level II courses (For the research track, two are required)**:

PSYS 168 3cr Applied Research in the Field\* (in process)  
RMS 220 3cr Research I or PSYS 053 Research Methods  
RMS 295 3cr Physical Activity Assessment in Children and Youth\* or 4cr w/lab

Students will be required to successfully complete a minimum of **one** of the following **Level III courses (For the applied track, two are required)**:

PSYS 268 3cr Fit Kids Applied Research  
PSYS 269 3cr Fit Kids Applied Research: Special Populations\* (in process)  
PSYS 295 or 296 3 cr Advanced Fit Kids Applied Research  
\*Indicates new course (submitted to Course Leaf)

A suggestion came during the comment period to allow SOC 101 as a substitute for either of the research method courses. In response, the proposers will review the syllabus to determine if it is an appropriate addition.

### **Anticipated Enrollment and Impact on Current Programs**

This undergraduate certificate is expected to increase enrollment in existing courses that currently have, or are willing to increase capacity. There are no other required changes to existing courses for this undergraduate certificate. Three new courses are needed: PSYS 168 Applied Research in the Field, PSYS 269 Fit Kids Applied Research: Special Populations, and RMS 295 Physical Activity Assessment in Children and Youth. Research Asst. Professor Erin Shoulberg from PSYS will teach Applied Research in the Field on a per course basis, Dr. Hoza will teach Fit Kids Applied Research: Special Populations as part of her regular work load, and

Drs. Tompkins and Bai from RMS will co-teach Physical Activity Assessment in Children and Youth as part of their work load.

### ***Advising***

Academic advising will take place in the home department of each student's major for those students with a major in one of the three sponsoring units. If a student enrolls from outside one of these three units, a secondary advisor will be assigned from within the three sponsoring units on a rotating basis per a Memorandum of Understanding (MOU). Course offerings also will be handled per a MOU established among the three units involved. The core faculty for this certificate program will meet at least biweekly, and will address any remaining issues related to integrative project supervision or course substitutions at this time.

### ***Staffing Plan, Resource Requirements, and Budget***

There is no need for additional faculty at this time. They are open to the inclusion of additional faculty upon request. There is not a need for additional facilities or library support. The only anticipated new cost is the expense of one course to be taught by Dr. Erin Shoulberg, Research Asst. Professor in the Dept. of Psychological Science. She will teach this course at the standard per course rate of 12.5% of her base plus fringes. It is expected that the revenue from this course will serve to cover this added expense to the Dept. of Psychological Science. The added cost of Dr. Shoulberg's new course will be handled in each of the first five years of the certificate in the same manner as in the first year. This is the only anticipated additional cost in the first five years.

### ***Evidence of Support***

Letters of support were submitted by:

- John Green, Chair of Psychological Science
- George Salembier, Chair of Education
- Jeremy Sibold, Chair of Rehabilitation & Movement Science
- Elizabeth Adams, Chair of CNHS Curriculum Planning Committee
- William Falls, Dean of the College of Arts and Sciences
- Patricia Prelock, Dean of the College of Nursing and Health Sciences

### ***Summary***

This is an innovative program to educate students on not only how to implement, but also study the effectiveness of physical activity programs for children. The certificate program can be initiated with the addition of 3 courses to courses already offered. This seems like an important field of study in this time of increasing childhood obesity. We recommend approval of this certificate program.



# The University of Vermont

DEPARTMENT OF GEOLOGY  
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BURLINGTON, VERMONT 05405-1758  
(802) 656-3396  
FAX (802) 656-0045



2/23/16

To: Nicole Phelps, Chair of the College of Arts and Sciences Curriculum Committee

From: Charlotte Mehrtens, CAS Director of the Environmental Sciences Program

Re: Elimination of 2 CAS-housed ENSC Minors

On behalf of the two other Program Directors of the Environmental Sciences major (Don Ross: CALS, Jen Pontius: RSENR), I submit this proposal to terminate two old minors in ENSC housed in CAS. These minors in environmental biology and environmental geology date from before the cross-college interdisciplinary major in ENSC was created. Currently, the ENSC major has no minor save these two historical artifacts and while current and former program directors have discussed the creation of a minor that is in alignment with the major, while this new minor is under development we seek to eliminate the two antiquated minors. Termination is requested on the basis of "Efficiency."

The two current ENSC minor requirements read:

## **BIOLOGY**

BIOL 001 and BIOL 002 (or BCOR 011 and BCOR 012)	Principles of Biology	8 cr
BCOR 102	Ecology and Evolution	4 cr
Two additional upper-division non-biology courses chosen in consultation with co-advisor		
CHEM 031 and CHEM 032	General Chemistry	8 cr

Note: Math 019 and 020 required for BCOR 102

Ineligible majors include: Biology (B.A.), Biological Sciences (B.S.), Plant Biology (B.S.), Zoology (B.A., B.S.)

<http://catalogue.uvm.edu/archives/2014-15/undergraduate/artsandsciences/environmentalsciences/environmentalsciencesbiominor/>

Note that credit hours for pre-requisite math courses put the total for this minor at 24 hours.

## **GEOLOGY**

GEOL 055	Environmental Geology	4 cr
GEOL 101	Field Geology	4 cr
GEOL 110	Earth Materials	4 cr
Two additional upper-division non-geology courses chosen in consultation with an minor advisor (6-8 cr)		

Ineligible major: Environmental Sciences, Geology (B.A. and B.S.)

<http://catalogue.uvm.edu/undergraduate/artsandsciences/environmentalsciences/environmentalsciencesgeominor/>

The Geology Department recently (February, 2016) changed the pre-requisites for GEOL 101 to include GEOL 062 (4cr) so this minor would, as of Fall, 2016, be 22-24 credit hours.

#### **RATIONALE:**

Note that neither of these “ENSC minors” involves any environmental science courses. The Biology Department currently has a minor in Biology that duplicates the requirements listed for the minor in environmental biology that we are seeking to eliminate

(<http://catalogue.uvm.edu/undergraduate/artsandsciences/biology/biologyminor/>).

The Biology Department supports this termination.

The current Geology minor

(<https://www.uvm.edu/geology/?Page=minor.html&SM=ugprogramssubmenu.html>)

also duplicates the minor in environmental geology that we are seeking to eliminate (if the student chooses GEOL 055 as their introductory course option). The Geology Department supports this termination.

#### **ENROLLMENT IMPACT**

Over a five year average, approximately 1 student every two years contacts us with information about the environmental sciences biology minor. Over the same interval of time, no students have been in touch regarding the environmental science geology minor. Based on this data, we do not believe that elimination of the minor will have an adverse effect on students.

#### **EXECUTIVE SUMMARY**

We request that the College of Arts and Sciences, the Senate Curricular Affairs Committee, the Senate Executive Council, Department Chairs and all other involved constituents approve the elimination of these two ENSC minors on the basis of duplication of revised minors in both Biology and Geology. We also believe that the absence of ENSC courses in an “ENSC minor” is “false advertising” as to the actual course content of these minors. While they have intellectual merit in Biology and Geology, respectively, they are not “environmental science” classes per se. We believe that these shortcomings fall under the “Effectiveness” metric for program evaluation. The ENSC Program Directors are aware of the desirability of having a true ENSC minor, and are having conversations towards that end. While these are ongoing, we request the elimination of the two antiquated minors.

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MEMORANDUM

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TO: BRIAN REED, ASSOCIATE PROVOST

FROM: KATHY FLOYD, DEAN'S OFFICE, COLLEGE OF ARTS AND SCIENCES

SUBJECT: PROPOSAL FOR TERMINATION OF TWO MINORS IN ENVIRONMENTAL SCIENCES IN CAS

DATE: NOVEMBER 30, 2016

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Attached please find a request for the termination of two CAS minors in Environmental Science: Biology and Environmental Science: Geology. This proposal has been approved by the College of Arts and Sciences Curriculum Committee (March 15, 2016) and by the College of Arts and Sciences faculty on April 12, 2016. We submit the proposal for your consideration and review by the Curricular Affairs Committee.

Please let me know if you would like any additional information.



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**THE RUBENSTEIN SCHOOL**  
OF ENVIRONMENT AND NATURAL RESOURCES

To: Charlotte Mehrrens, CAS Director, Environmental Sciences Program  
Donald Ross, CALS Director, Environmental Sciences Program  
Jennifer Pontius, RSENR Director, Environmental Sciences Program

Date: January 26, 2017

Dear Directors of the Environmental Sciences Program:

I write to convey that the RSENR faculty voted to terminate the minors in Environmental Sciences: Environmental Biology and Environmental Geology. The RSENR Curriculum Committee voted unanimously to terminate these minors January 16, 2017. The RSENR faculty approved the termination, also unanimously, at the faculty meeting January 26, 2017.

Sincerely,

Clare Ginger, Associate Professor and Chair  
Rubenstein School Curriculum Committee

Cc: Laura Almstead



*The*  
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Department of Plant Biology



**December 14, 2016**

TO: Charlotte Mehrrens, CAS Director of the Environmental Sciences Program  
Donald Ross, CALS Director of the Environmental Sciences Program  
Jennifer Pontius, RSENR Director of the Environmental Sciences Program

Dear Directors of the Environmental Sciences Program,

We are writing to express our full support for termination of the minor in Environmental Sciences: Biology, and the minor in Environmental Sciences: Geology. The CALS Curriculum Committee unanimously voted to approve the terminations at our meeting on December 8, 2016. The terminations were also unanimously approved by the College of Agriculture and Life Sciences faculty on December 14, 2016.

Sincerely,

Laura Almstead, Plant Biology Department

Jenny Wilkinson, Animal and Veterinary Sciences Department

Farryl Bertmann, Nutrition and Food Sciences Department

Jane Petrillo, Community Development and Applied Economics Department

Sarah Heiss, Community Development and Applied Economics Department

Douglas Johnson, Honors College Representative

From: Lori Stevens <lori.stevens@uvm.edu>  
Subject: Re: termination of ENSC minor in biology  
Date: February 24, 2016 6:28:00 PM EST  
To: Charlotte Mehrtens <Charlotte.Mehrtens@uvm.edu>  
Cc: Sara Irene Cahan <scahan@uvm.edu>

Hi,

We are in support of terminating the minor.

Sorry for the delay in getting back to you.

Lori

On Feb 24, 2016, at 6:22 PM, Charlotte Mehrtens <[Charlotte.Mehrtens@uvm.edu](mailto:Charlotte.Mehrtens@uvm.edu)> wrote:

hi Lori-

i wonder if you can tell me when the Bio Dept curriculum committee is going to make a decision? because this is an interdisciplinary minor it has to go through the curriculum committees of 3 colleges, the senate curricular affairs and the board of trustees. i'd like it to get on their agenda for this spring's meeting so we can terminate this before anyone else elects to take it (plus eliminating the duplication with the biology minor)

thanks,  
char

On Feb 19, 2016, at 2:37 PM, Lori Stevens <[lori.stevens@uvm.edu](mailto:lori.stevens@uvm.edu)> wrote:  
I guess my question is:

does requests = students enrolled in the minor?

Thanks,  
Lori

On Feb 19, 2016, at 12:59 PM, Charlotte Mehrtens <[Charlotte.Mehrtens@uvm.edu](mailto:Charlotte.Mehrtens@uvm.edu)> wrote:  
hi-

i have no idea if any students contact BIOLOGY about the ENSC biology minor but they DO contact me (as CAS ENSC program director). i get very few of these requests, as reflected in my statement.

hope that clarifies,  
char

On Feb 19, 2016, at 12:42 PM, Lori Stevens <[lori.stevens@uvm.edu](mailto:lori.stevens@uvm.edu)> wrote:  
Hi Char,

Sara forwarded this to me.

I have questions.

Does this text:

Over a five year average, approximately 1 student every two years contacts us with information about the environmental sciences biology minor. Over the same interval of time, no students have been in touch regarding the environmental science geology minor. Based on this data, we do not believe that elimination of the minor will have an adverse effect on students.

Mean that only 1-2 students are usually enrolled in the minor? Are there ever students enrolled in the minor that do not contact us about the minor?

Best,  
Lori

On Feb 19, 2016, at 12:36 PM, Sara Cahan <[scahan@uvm.edu](mailto:scahan@uvm.edu)> wrote:  
Hi Lori,  
Can the academic affairs committee please take a look at this and see if we approve of terminating the minors in question?

Thanks,  
Sara

-----Original Message-----

From: Charlotte Mehrtens  
Sent: Friday, February 19, 2016 8:29 AM  
To: Sara Cahan  
Subject: termination of ENSC minor in biology

Hi Sara-

Don, Jen and I (the 3 ENSC program Directors for CALS, RSENR and CAS) are proposing that we terminate two very old minors that pre-date the ENSC major. Both ENSC minors duplicate minors in their disciplines (geology and biology) and lack any ENSC courses. Attached is the proposal that we'd like to send to the CAS Curriculum Committee. I have a sentence in there that this termination is supported by your department, so you see, if you approve, how it would appear in the final document. I'd like to move forward on this if you want to make an executive decision but if you want to wait until a Bio faculty meeting to discuss it, that's fine. Attached is the draft proposal. Geology has already approved the termination.

many thanks,

char

<ENSC minor termination memo.docx><ATT00001.c>



From: Charlotte Mehrtens <Charlotte.Mehrtens@uvm.edu>  
Subject: Fw: terminating an old ENSC geology minor  
Date: February 25, 2016 1:56:14 PM EST  
To: Charlotte Mehrtens <Charlotte.Mehrtens@uvm.edu>

**From:** Andrea Lini <alini@uvm.edu>  
**Sent:** Thursday, February 18, 2016 4:26 PM  
**To:** Charlotte Mehrtens  
**Subject:** Re: terminating an old ENSC geology minor

Hi Char,  
You have my green light!  
Cheers,  
Andrea

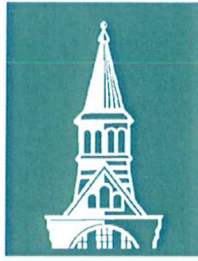
On Feb 18, 2016, at 1:58 PM, Charlotte Mehrtens  
<[Charlotte.Mehrtens@uvm.edu](mailto:Charlotte.Mehrtens@uvm.edu)> wrote:  
Hi Andrea-

Don, Jen and I are proposing that we terminate two very old minors that pre-date the ENSC major. both ENSC minors duplicate existing minors in their disciplines (biology and geology). attached is the proposal that we'd like to send to CAS curriculum committee. I have a sentence in there that this termination is supported by the department. I'd like to move forward on this if you want to make an executive decision but if you want to wait until the meeting on the 29th, that's fine. The enclosed draft has a sentence summarizing the department's support for the termination, should Geology support this.

thanks!  
char

<ENSC minor termination memo.docx>

=====  
Andrea Lini  
Associate Professor and Chair  
Department of Geology  
University of Vermont  
Burlington, VT 05405 U.S.A.  
<http://www.isogeochem.com>  
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Date: November 30, 2016

To: Laura Almstead, Ph.D, Chair, Curricular Affairs Committee, Faculty Senate

From: Patricia Prelock, Ph.D., Dean, College of Nursing and Health Sciences  
Paula Deming, Ph.D, Interim Chair, Department of Medical Laboratory &  
Radiation Sciences

*Patricia Prelock*  
*Paula Deming*

Re: B.S., Health Sciences

The Department of Medical Laboratory and Radiation Sciences, College of Nursing and Health Sciences brings forward a request to extend the major in Health Sciences (HSCI) to include a residential option in addition to the current online program. The HSCI program that was formally approved in March of 2015 was widely supported as evidenced by the numerous letters of support from Chairs, Directors and Deans across campus and at the State Health Department that accompanied the proposal. Although the College of Nursing and Health Sciences advanced the proposal to have both the residential and distance learning programs in 2013, due to federal student aid regulations, a combined program was not considered feasible at that time. There was a presumption that the online program would be discounted as a CDE offering. With a University wide change in budgetary structure and roles, CDE became a cost center and the CNHS now fully manages this program. The program operates with no discount and indeed HSCI students pay full tuition and fees- they are classified as fully matriculated CNHS students. Thus, there is no distinction between students in the online program vs. those classified as residential undergraduates (see letter from Marie Johnson, Director of Student Financial Services) and no justification for prohibiting residential students from matriculating into the HSCI major.

The expansion of the HSCI major will only alter the structure of the program, allowing for residential and distance learning options. The curricular requirements originally proposed and approved in March 2015 (with the online component only) will remain the same (see appended curriculum). The expanded HSCI program will recognize the residential vs. non-residential status of undergraduate students through differential advising, but core components will be merged using online instructional strategy. Required courses for the major have been developed by existing faculty, although they may not have been taught yet as the online program has just started. With the addition of several new electives in CNHS over the last couple of years, there are no additional courses needed.

Since the current HSCI major has been in existence, we have received several inquiries from current UVM undergraduate students interested in pursuing the major. HSCI

classes are currently available to all UVM students and enrollments have been strong. The expansion of this major to include a traditional residential option will be attractive to students desiring to enroll in a major at the University of Vermont that helps them meet future plans for a career in health. We anticipate that in the first year in which the major is offered on campus 20 students will be admitted. Thereafter, approximately 25 traditional students will be admitted to the major each year allowing for a total enrollment of residential and online students of 50. The structure takes advantage of existing courses and curricular plans, and will enable the College to provide Health Sciences programs cost-effectively without requiring significant expansion in the next five years.

The Health Science program, regardless of residential or online status, prepares students to enter into health care jobs that do not require direct patient care; or positions in voluntary aid organizations, foundations, government and private businesses where health is a part of the organizations mission, operations, or products. Residential students will be able to supplement online core courses already approved and scheduled for the non-residential students with on-campus electives, laboratory sciences, and foreign languages. Experiential learning combining internship, domestic or global health development, and service learning will be the same for both residential and online students. The degree, and outcomes measured in program evaluation efforts will be the same regardless of instructional method. Students will apply for and remain in residential or non-residential status once admitted unless a change is approved by the Dean.

In summary, opening up the Health Sciences major for residential students will meet the demand for a traditional 4-year health-focused course of study while adding instructional richness for both traditional and degree completion students who often have different life experiences.

## HEALTH-SCIENCES-CNHS (B.S.)

**120 credits:** 36 credits in core courses in the major, 18 credits in related health courses, 18 credits in the basic sciences, 42 credits in other distribution requirements, 6 credits in free electives.

### CORE COURSES

HSCI 101 (online)	Issues and Controversies in Public Health
HSCI 102 (online)	Epidemics in History and Imagination
NH 120 (online option)	Health Care Ethics
HSCI 130 (online)	Health Promotion and Disease Prevention Strategies
HSCI 140 (online)	U. S. Healthcare Delivery and Financing
*STAT 111 or 141	Elements of Statistics or Basic Statistical Methods
HLTH 103 (online option)	Introduction to Global Health
HSCI 160 (online option)	Health Communications
HSCI 230 (online)	Reading and Evaluating Research for Non-Clinical Health Professionals
HSCI 240 (online)	Project Planning and Evaluation in Health and Human Services
HSCI 250 (online)	Writing for Health Professionals
HSCI 290 or 291	Fieldwork in Public Health or Fieldwork in Interdisciplinary Health (e.g. global, foundations, corporations)

\* online options in summer sessions

### HEALTH ELECTIVES

18 credits in health-related electives

### DISTRIBUTION REQUIREMENTS (60 credits)

Life & Physical Sciences (18 credits)

Social & Behavioral Sciences (12 credits, 2 or more disciplines)

Math/Statistics English (6 credits)

English (6 credits)

Humanities (6 credits)

Diversity D1 and D2 (6 credits, may be combined with other requirements)

Free electives: 6 credits

All students must also meet the UVM Gen Ed Sustainability requirement



# The University of Vermont

*Office of the Director for Student Financial Services*

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November 29, 2016

Dear Dr. Almstead,

I am writing to confirm that students enrolled in the B.S Health Sciences (online degree completion program) pay the same tuition and fees as all other fully matriculated UVM undergraduate students. There is no distinction between the students in this program from those enrolled in other undergraduate programs offered at UVM. At one time there were discussions about other options but those plans were abandoned prior to the start of this program.

Please let me know if you have any additional questions or if I can be of further assistance in this matter.

Sincerely,

Marie D. Johnson  
Director of Student Financial Services

223 Waterman Building, 85 South Prospect Street, Burlington, VT 05405-0160  
Telephone (802)-656-1194, Fax (802)-656-4076

Equal Opportunity / Affirmative Action Employer



February 6, 2012

Dear Dr. Wilcke:

My colleagues at CE and I are in full agreement that a Health Science major at UVM is a very timely idea and one worth pursuing. Here are a few of the ways it would benefit CE and the students we serve:

- Provides a legitimate course of study for CE students who have a general interest in a health-based career.
- Provides a natural ramp for under-grad students into CE's health certificate programs. Ex: Healthcare Management, Gerontology, Med Lab Science and more.
- Expands the roster of HLTH courses that, with few exceptions, are sponsored by CE. In 2011, 28 HLTH courses generated 720 enrollments.
- Expands a growing locus of strength for CE - Public Health.
- Presents a logical academic partner for CE health programs of a general nature - Complementary Health, Biomedical Equipment Technology, and more.
- Strengthens the already strong academic partnership between CE and CNHS.

The Health Science Major Proposal supports the shared vision of CE and CNHS and strengthens the presence of health and health care education on the UVM campus. I have asked Toni Kaeding to serve as liaison on this project and I stand ready to supply any additional support you may require for your proposal.

Thank you for including the Division of Continuing Education in your plans.

Best wishes,  
Cynthia Belliveau

Dean of Continuing Education  
Director of Osher Life Long Learning Institute

State of Vermont  
Department of Health  
108 Cherry Street • PO Box 70  
Burlington, Vermont 05402  
HealthVermont.gov

[phone] 802-863-7281  
[fax] 802-951-1275  
[toll free] 800-464-4343

*Agency of Human Services*

February 13, 2012

Burton W. Wilcke, Jr., Ph.D.  
Associate Professor and Chair  
Department of Medical Laboratory and Radiation Sciences  
302 Rowell Building  
University of Vermont  
Burlington, VT 05405-0068

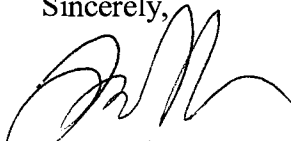
Dear Dr. Wilcke:

I am writing to give my support for the proposal to create a Health Sciences program within the College of Nursing and Health Sciences. . A new undergraduate degree in health sciences at UVM could go a long way toward strengthening the public health workforce in Vermont and create a closer linkage between VDH and UVM.

The demand and need for such a program is evident through state and federal reports on health workforce shortages, as well as recommendations from such prominent organizations as the Institute of Medicine. The Centers for Disease Control and Prevention and the Council of Colleges of Arts and Sciences have also called for an increased emphasis on health education at the undergraduate level. Another indicator of need is the current political debate which is going on at the state and national level around health reform. A major such as Health Sciences could help to further engage UVM in this important societal issue and could help develop a stronger workforce pipeline for public health in Vermont.

We look forward to working with UVM in giving students the opportunity to tailor the Health Sciences program to their individual interests and aspirations and we hope those same students will be encouraged to continue their studies in public health or other health fields.

Sincerely,



Harry Chen, MD  
Commissioner





**State of Vermont**  
**Department of Health**  
108 Cherry Street • PO Box 70  
Burlington, Vermont 05402  
**HealthVermont.gov**

[phone] 802-863-7281  
[fax] 802-951-1275  
[toll free] 800-464-4343

*Agency of Human Services*

February 13, 2012

Burton W. Wilcke, Jr., Ph.D.  
Associate Professor and Chair  
Department of Medical Laboratory and Radiation Sciences  
302 Rowell Building  
University of Vermont  
Burlington, VT 05405-0068

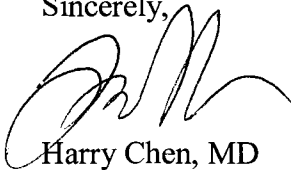
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We look forward to working with UVM in giving students the opportunity to tailor the Health Sciences program to their individual interests and aspirations and we hope those same students will be encouraged to continue their studies in public health or other health fields.

Sincerely,



Harry Chen, MD  
Commissioner



## Office of Health Promotion Research

COLLEGE OF MEDICINE  
ONE SOUTH PROSPECT STREET  
BURLINGTON, VERMONT 05401-3444  
Tel. (802) 656-4187 FAX (802) 656-8826  
Web Site: [www.uvm.edu/~ohpr](http://www.uvm.edu/~ohpr)

February 1, 2012

Burton W. Wilcke, Jr., PhD  
Chair, Department of Medical Laboratory and Radiation Sciences  
College of Nursing and Health Sciences  
University of Vermont

Dear Dr. Wilcke,

Thank you for sharing the Proposal to Create a Health Sciences Major that is now under consideration as a new bachelors degree program at UVM. Although I am not engaged in undergraduate education at UVM, I have a good perspective on the health care needs of our communities and future demands for the health care workforce that this Proposal might serve.

Three trends relevant to the Proposal come to mind. The first is the needs of an aging but relatively active population in Vermont. There will be substantial increases in demand for a wide range of health-related services from this expanding population segment. The second trend relevant to the Proposal is increased multidisciplinary and teaming in health care delivery. Greater use of health care specialists who are not physicians or nurses is part of the Vermont Blueprint for Health plan now being implemented. The third trend, and these are all closely related, is greater emphasis on disease and injury prevention and early intervention.

A health sciences major would serve the needs of undergraduates who are interested in the expanding opportunities in health services but are not ready to choose a defined vocational path as they begin undergraduate education. The new major also would serve the needs of students who want to be well-prepared for graduate studies in a health-related area. I regularly speak with students who are interested in my area of public health, but do not have an academic path to explore this interest at UVM. The Proposal documents the success of similar programs elsewhere. It seems like a promising direction for UVM.

Regards,

Brian S. Flynn, ScD  
Interim Director, Office of Health Promotion Research  
Professor Emeritus of Family Medicine



COLLEGE OF NURSING AND HEALTH SCIENCES  
DEPARTMENT OF REHABILITATION AND MOVEMENT SCIENCE

February 15, 2012

To Whom it May Concern,

I am in full support of the newly proposed Health Sciences Major. The proposal fully and clearly articulates the justification for implementing such a major at UVM. Not only does the new major fit well with the University's mission, clearly the CNHS is the most suitable home for this major. It is also clear to me that this would be a popular major. The proposal articulates the many possible avenues for employment or graduate work and the data support the need for individuals with broad health sciences degrees to fill the myriad professional roles required by the broader society.

I have particular interest in seeing this major implemented because, while not mentioned in the proposal, this major may become an excellent vehicle for some students who wish to apply to a graduate physical therapy program, including the one housed in our department.

While it is premature for me to be able to commit any specific resources from RMS to support the new major, we would be willing to consider enrolling some health sciences students in some of our undergraduate courses as space allows.

The RMS faculty and I will be most willing to work with other faculty in the CNHS to assure the smooth implementation of this major should it be approved.

Sincerely,

Professor and Department Chair

January 12, 2012

Burton W. Wilcke, Jr., Ph.D.  
Associate Professor and Chair  
Department of Medical Laboratory and Radiation Sciences  
302 Rowell Building  
University of Vermont

Dear Burt,

Thank you for the opportunity to review the proposal for a new major in Health Sciences. It is clear that UVM undergraduates are interested in the field of health at many different levels and from many different perspectives. The expanding roles in health beyond medicine and nursing continue to grow. The changes that are coming in healthcare as well as the need to deal with continued public health challenges requires a broad and diverse population of health professionals with varied skills. This has been the experience in the Vermont Blueprint for Health program and will become increasingly important with future health care reform initiatives.

I support the idea of bringing more undergraduates into the broad field of health sciences. This new major will help UVM in the creation of interdisciplinary opportunities and will certainly increase the pool of health professionals who can help us meet the health needs of Vermont going forward.

In the Area Health Educational Center Program we work with many Vermont high school students, directing them toward health care careers. A new educational program at the university level will provide these students with great opportunity to further their education and pursue careers in healthcare.

Sincerely,



Charles MacLean MD,  
Professor of Medicine  
Associate Dean for Primary Care



*The*  
**UNIVERSITY**  
*of* **VERMONT**

COLLEGE OF NURSING AND HEALTH SCIENCES  
DEPARTMENT OF NURSING

Dr Burton Wilcke, Chair, MLRS  
College of Nursing and Health Sciences  
University of Vermont

February 10, 2012

Dear Dr. Wilcke,

I have read with great interest the proposal to create a health sciences major within your department. As you have indicated, students at UVM are designing their own majors in these areas of concentration that are being considered for this major. This major would provide them with a structure and academic requirements of a sound and rigorous program.

The concentration in public health is particularly pertinent in my view, especially as the College of Medicine has put forward their proposal for an on-line certificate in public health at the graduate level. I have had contact with many students requesting public health related courses and this proposal would address that need. This area is also my own academic interest and I can certainly see myself involved in both teaching and scholarship with students in the program.

I believe this proposal is well thought-out and will add greatly to the profile of our College of Nursing and Health Sciences. It has my full and enthusiastic support.

Sincerely,

Hendrika Maltby, PhD, RN  
Professor



*The University of Vermont*

## **James M. Jeffords Center**

Burton W Wilcke, Jr, PhD, Chair  
Department of Medical Laboratory and Radiation Sciences  
College of Medicine  
University of Vermont  
Burlington, VT 05405

Dear Dr. Wilcke:

I am pleased to endorse the application of the Department of Medical Laboratory and Radiation Sciences for the new major in Health Sciences. The proposed program of study has many advantages for undergraduate students at UVM. From the perspective of the Jeffords Center the preparation of undergraduate students to pursue professional careers and graduate study in health science and health policy is value added for UVM, the State of Vermont and the nation. We imagine the contribution that these graduates will make to society over the next fifty years and beyond; and, we can anticipate a new workforce that will support the enhanced quality of life that Senator Jeffords envisioned for all Americans. Some of the strengths of this proposal include:

- A core of study that will enable students to take advantage of the science and mathematics that are foundational to a wide range of skills and knowledge in a large number of health related occupations. These occupations will require incumbents to combine mathematical and statistical reasoning with the knowledge of health policy issues that will enable the design of new delivery and response systems for health care.
- A wide range of choices that will enable students to concentrate their effort in areas that will provide them with sufficient depth of knowledge and skill so as to be effective in occupations that they initially choose for internship and experiential learning. The opportunity for globally based internship is a particular strength.
- Excellent preparation for graduate study in interdisciplinary programs such as law, policy analysis, health administration and health systems design.
- The design of the program that includes its emphasis on Honors College admission. Undergraduate preparation for graduate study will be supported by the virtual certainty that graduates from this program will be admitted to graduate school.
- A highly qualified and experienced faculty with the addition of key positions that will enable the program to be staffed by qualified faculty who are chosen specifically for their interest and ability to articulate an interdisciplinary program in health science of this particular design.

In sum, this program represents the next generation of academic design that will help to carry UVM forward towards the fulfillment of its vision to: *“be among the nation’s premier small research universities, preeminent in our comprehensive commitment to liberal education, environment, health, and public service.”* The Jeffords Center looks forward to supporting this program in any way possible to enable it to grow and develop students who will themselves fulfill this vision.

If Jeffords can be of help in any way in the development of this program, please do not hesitate to let me know.

Yours truly,

A handwritten signature in black ink, appearing to read "H. Bud Meyers". The signature is written in a cursive style with a large initial "H" and "B".

H. Bud Meyers, PhD, Director



The University of Vermont

January 18, 2012

Burton William Wilcke, Jr.  
Chairperson  
Associate Professor  
Department Medical Laboratory & Radiation Sciences  
College of Nursing and Health Sciences  
Rowell Building, Rm 302  
University of Vermont

Dear Dr. Wilcke:

It is a pleasure for me to write a letter of support for the proposed Health Sciences Major. The proposal has many virtues – it is well thought out, rigorous, addresses an important need, and gives UVM an advantage over its competitors – but let me concentrate on how the proposed major would affect students in the Honors College.

Prospective and enrolled students in the Honors College do come to the University of Vermont because of the Honors College but they would hardly do so if they didn't find the compelling major courses of study in which they earn their degrees and in which they take the bulk of their courses. Consequently, it is of great interest for our students to see attractive and thriving majors throughout the University. One program of study that our students have found missing at UVM is something in public health, global health or health sciences, broadly construed. The life sciences and health-related areas are the largest area of interest for our students. While they major in all of the traditional subjects in this area, a significant number of students have created self-designed majors that look very much like what you are proposing. They have repeatedly asked for such a major. There is, then, among our students a real demand for a broadly based health sciences major, attuned to public and global health challenges, addressed to finding solutions to societal health problems, and having populations rather than individuals as a unit of analysis.

While I have focused on the needs of Honors College students, I believe that the Health Sciences major would have very broad appeal at UVM. I applaud your efforts to bring this proposal forward for consideration.

Sincerely yours,

S. Abu Turab Rizvi  
Dean

**THE HONORS COLLEGE**

50 University Heights, Burlington, VT 05405-3470  
(802) 656-9100 • fax: (802) 656-9009

Equal Opportunity/Affirmative Action Employer





The  
UNIVERSITY  
of VERMONT

***Indra Neil Sarkar, PhD, MLIS***  
Director of Informatics & Assistant Professor, Center for Clinical and Translational Science  
Assistant Professor, Department of Microbiology and Molecular Genetics  
Assistant Professor (secondary), Department of Computer Science

University of Vermont  
89 Beaumont Avenue, Given Courtyard N309  
Burlington, VT 05405  
<http://www.uvm.edu/~insarkar>  
+1 802 656 8283  
[neil.sarkar@uvm.edu](mailto:neil.sarkar@uvm.edu)

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January 12, 2012

Burton W. Wilcke, Jr, PhD  
Associate Professor and Chair  
Department of Medical Laboratory and Radiation Sciences  
302 Rowell Building  
University of Vermont  
Burlington, VT 05405-0068

Dear Dr. Wilcke,

It is with great pleasure that I provide you with this letter in enthusiastic support for the proposed Health Science major. The instantiation of a Health Sciences major would be a great complement to existing offerings, and have the potential to provide a more comprehensive, trans-disciplinary framework that would prepare future generations of health care professionals. I also feel that the pragmatic component of the major, which includes exposure to research and real world experience, will position graduates to be better equipped to understand and be prepared as future health science professionals.

As we have discussed, we have capacity within the existing biomedical informatics courses to serve as potential electives for students. I also look forward to working with you in developing additional courses and practical experiences for the majors.

Sincerely Yours,

Indra Neil Sarkar, PhD, MLIS



The University of Vermont

To: Burton W. Wilcke Jr., Associate Professor and Chair Department of Medical Laboratory and Radiation Sciences

From: Sanjay Sharma, Dean, School of Business Administration

Re: Major in Health Sciences

Date: January 10, 2012

I would like to express the support of the School of Business Administration for your proposal to start a major in Health Sciences. I believe that this proposal will be mutually beneficial to the students in our academic units.

CC: Dean Patricia Prelock

SS/JB

**SCHOOL OF BUSINESS ADMINISTRATION**

55 Colchester Avenue, Burlington, VT 05405-0157  
(802) 656-3175 • fax: (802) 656-8279  
studentservices@bsad.uvm.edu • www.uvm.edu/business



*The*  
**UNIVERSITY**  
*of* **VERMONT**

COLLEGE OF NURSING AND HEALTH SCIENCES  
COMMUNICATION SCIENCES AND DISORDERS

February 7, 2012

To Whom It May Concern:

As chair of the Department of Communication Sciences and Disorders, I am well aware of the critical shortage of personnel in many health-related professions. It is not uncommon for undergraduates to begin their college careers with an interest in pursuing a career in health but a lack of focus within that general area. At the same time, education beyond the bachelors is required to actually practice in quite a few health fields, such as my own. Furthermore, technological and global advances as well as policy changes in the field of health frequently result in new opportunities that may not have been anticipated just a few years before. Therefore, a cadre of graduates with a solid understanding of the breadth of health sciences, professions, and policies is likely to find themselves actively sought after by graduate programs, technical health training programs, and employers alike.

I strongly support the establishment of an undergraduate program in Health Sciences within the UVM College of Nursing and Health Sciences.

Sincerely,

Shelley L. Velleman, Ph.D., CCC-SLP  
Chair and Professor



The  
UNIVERSITY  
of VERMONT

COLLEGE OF EDUCATION AND SOCIAL SERVICES  
DEPARTMENT OF SOCIAL WORK

March 20, 2012

Burton Wilcke, Ph.D.  
Chair  
Department of Medical Laboratory and Radiation Science  
302 Rowell Building

Dr. Wilcke:

I asked my undergraduate faculty to review the proposal for a Health Sciences major. I can report that our undergraduate faculty endorses the inception of the proposed major. It is our belief that students in CESS who want more of an emphasis on health rather than enrollment in a professional program would be interested in the program of study. It fits a unique need and would not overlap with any offerings from our Department.


We look forward to learning more about the major after its creation in order to better advise our students who may be interested in the major and/or any courses at the elective level.

Sincerely,

Gary Widrick  
Department Chair and faculty member



The University of Vermont

To: Patricia Prelock, Dean, College of Nursing and Health Sciences  
From: Nancy E. Mathews, Dean, Rubenstein School of Environment and  
Natural Resources   
Date: December 3, 2014  
Subject: New On-line Major in Health Sciences

On behalf of the Rubenstein School of Environment and Natural Resources (RSEN), I would like to express support for the College of Nursing and Health Sciences' proposed on-line undergraduate major in Health Sciences. I have vetted your proposal with allied faculty in RSEN and we feel that this major will not only fill a critical societal need, it will also be mutually beneficial to our existing programs on campus and within RSEN.

The new on-line program will prepare students in both natural and social sciences with a focus on the interactions between the environment, social, and physical health. Students with this broad perspectives on public health, such as those aligned with *One Health* initiative, will be prepared to tackle complex global issues that link the environment, animal health and human health.


Best of luck with this innovative new program.



The University of Vermont

November 13, 2014

To: Patty Prelock, Dean, College of Nursing and Health Sciences

From: Thomas C. Vogelmann, Dean 

Re: Major in Health Sciences

On behalf of the College, I would like to express support for your proposed major in Health Sciences. I have vetted your proposal with allied faculty in CALS, and we all feel that this major will not only fill a critical societal need, it will also be mutually beneficial to our existing programs on campus. I wish you the best success.

**COLLEGE OF AGRICULTURE AND LIFE SCIENCES**

**OFFICE OF THE DEAN**

108 Morrill Hall, 146 University Place, Burlington, VT 05405-0106  
(802) 656-0137 • fax: (802) 656-0290 • <http://www.uvm.edu/cals/>

Equal Opportunity/Affirmative Action Employer



The University of Vermont

December 3, 2014

Patricia Prelock, Dean  
College of Nursing and Health Sciences  
Dean's Office, UVM  
Rowell N/A Health Building  
CAMPUS

Dear Patty:

On behalf of UVM Extension, I support your proposed major in Health Sciences. We have had a good working relationship for several years with nursing student interns and other connections with migrant health issues in northern Vermont. I believe that your proposal will further add to the opportunity to work with the College of Nursing and Health Sciences in meeting some of the community based needs that UVM Extension works with every day.

UVM Extension fully supports this proposal and we wish you the best success in winning approval for its implementation and look forward to future collaborations.

Sincerely,

Douglas O. Lantagne  
Dean  
Director, UVM Food System Initiative



*The*  
**UNIVERSITY**  
*of* **VERMONT**

MEDICAL LABORATORY AND RADIATION SCIENCES  
COLLEGE OF NURSING AND HEALTH SCIENCES  
302 Rowell, 106 Carrigan Drive, Burlington, Vermont 05405  
(802) 656-3811 ~ Fax: (802) 656-2191

*Degree Offerings: Medical Laboratory Science, Nuclear Medicine Technology, Radiation Therapy*

January 23, 2015

Dean Patricia Prelock

College of Nursing and Health Sciences

Rowell 105

Dear Patty,

I want to add my support for the Health Sciences proposal, currently under consideration by the Curricular Affairs Committee and the Faculty Senate. The program will benefit the MLRS department by expanding our scope further into public health, and is consistent with the strategic mission of CNHS because it is interdisciplinary and collaborative, and consistent with the University mission and priorities because it is focused on a new audience of students, transfers, students who did not complete their degrees, and working adults in health related positions. There is potential for development of a degree program under Health Sciences for current non-degree students who enroll in EMT classes.

The program has been vetted by the department, was developed by our former chair, and is likely to provide a new source of revenue while using the skills of existing faculty from our department and others in the College.

Thank you for support in moving this proposal forward.

Sincerely,

Alan Maynard, MEd, ATC

Interim Chair, Department of Medical Laboratory and Radiation Sciences





*The*  
**UNIVERSITY**  
*of* **VERMONT**

DEPARTMENT OF MUSIC & DANCE

January 15, 2017

Re: Minor in Music Technology name change to Minor in Music Technology and Business

Since its inception a little more than a year ago, the Music Technology and Business Concentration has exploded with 25 majors and 37 minors. When the program was initiated the word “business” was omitted from the name of the minor. We wish to correct this omission by adding “...and Business” to the minor thus making its name parallel to its related major: BA in Music – Concentration in Technology and Business. Students declaring this minor are required to take at least one course in each area (Technology and Business) as well as basic courses in music theory and history/literature. We have found since starting this program that the minor is about equally popular with students whose primary interest is on the business side as it is with those on the technology side. This change will recognize that fact, which may be particularly important to those students pursuing an internship, graduate work, or employment in the music industry.

Please find as part of our proposed name change a letter of support from the Grossman School of Business.

Respectfully submitted,

Alexander Stewart, Ph.D.  
Professor of Music

Music and Dance

Proposed Changes to Minor in Music Technology

Approved by department faculty, November 29, 2016

EXISTING MINOR IN MUSIC TECHNOLOGY

<b>Minor in Music Technology (18 credits)</b>
One three-credit course at any level in Music History or Music Literature (3 credits)
MU 001, MU 005, MU 006, MU 007, MU 010, MU 012, MU 014, MU 015, MU 105, MU 106, MU 107, MU 111, MU 112
One three-credit Music Theory course from the following:
MU 009 - Music Theory Fundamentals
MU 103 - Jazz Harmony (3 credits)
MU 109 - Harmony and Form I (3 credits)
MU 159 – Theory and Practice of Jazz Improvisation I (3 credits)
Two required courses in Music Technology and Music Business
MU 060 Intro to Music Technology (3 credits)
MU 185 Music Business and Copyright (3 credits) <b>X</b>
Nine Credits in Music Business and Technology from the following:
MU 161, MU 162, and MU 261 – Studio Production I, II, and III (2 credits each)
MU 172 – Arts Management (3 credits)
MU 185 – Music Business and Copyright (3 credits)
MU 262 – Senior Project in Mus Tech or MU 291 Mus Tech Internship (1 credit)
MU 061 – Creating Music for Video (3 credits)
<i>Nine Credits must be at the 100-level or above</i>

PROPOSED MINOR IN MUSIC TECHNOLOGY **AND BUSINESS**

<b>Minor in Music Technology and Business (18 credits)</b>
One three-credit course at any level in Music History or Music Literature (3 credits)
MU 001, MU 005, MU 006, MU 007, MU 010, MU 012, MU 014, MU 015, MU 105, MU 106, MU 107, MU 111, MU 112
One three-credit Music Theory course from the following:
MU 009 - Music Theory Fundamentals
<b>MU 103 - Jazz Harmony (3 credits)</b>
MU 109 - Harmony and Form I (3 credits)
MU 159 – Theory and Practice of Jazz Improvisation I (3 credits)
One required course in Music Technology
MU 060 Intro to Music Technology (3 credits)
<b>One required course in Music Business</b>
<b>MU 172 – Arts Management (3 credits)</b> <b>or MU 185 – Music Business and Copyright (3 credits)</b>
Six Additional Credits in Music Business and Technology from the following:
MU 161, MU 162, and MU 261 – Studio Production I, II, and III (2 credits each)
MU 172 – Arts Management (3 credits)
MU 185 – Music Business and Copyright (3 credits)
MU 262 – Senior Project in Mus Tech or MU 291 Mus Tech Internship (1 credit)
MU 061 – Creating Music for Video (3 credits)
<b>MU 063 – Live Sound Reinforcement (3 credits)</b>
<i>Nine Credits must be at the 100-level or above</i>

RATIONALE

Our changes are threefold:

1) We wish to change the name of the program by adding “...and Business” to make the minor name parallel with the concentration in our major (BA in Music – Concentration in Technology and Business). We have found since starting this program that the minor is about equally popular with students whose primary interest is on the business side as it is with those on the technology side. This change will recognize that fact, which may be particularly important to those students pursuing an internship, graduate work, or employment in the music industry.

- 2) We need to give students the option of choosing either MU 172 Arts Management or MU 185 Music Business and Copyright since both courses may not be offered every year (each is offered *at least* every other year) in order to give minors some flexibility in order to graduate.
- 3) Once again, as with the major, we want to incorporate the new courses (MU 103 Jazz Harmony and MU 063 Live Sound Reinforcement).

EFFECTS ON OTHER DEPARTMENTS OR PROGRAMS

None



*The*  
**UNIVERSITY**  
*of* **VERMONT**

DEPARTMENT OF MUSIC AND DANCE

January 16, 2017

To: Brian Reed, Associate Provost for Curricular Affairs

Re: "Concentration in Theory and Composition" name change to "Concentration in Composition and Theory"

We are requesting a change in the name of one of the Department of Music and Dance music concentrations from "Theory and Composition" to "Composition and Theory." This is because (a) virtually all of our recent concentrators have chosen to do a final project (MU 260) in composition rather than in theory; (b) demand and staffing have not allowed us to offer theory and analysis courses beyond the required core sequence; and (c) "Theory and Composition" is inevitably abbreviated to "Theory," which is misleading given our situation. We contemplated eliminating the theory option altogether, but decided to keep it for the time being, as we are willing to mentor capstone theory projects (there was one two years ago) and may still offer theory electives as demand merits and course load allows.

Respectfully submitted,

Patricia Julien, Ph.D.  
Professor of Music

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MEMORANDUM

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TO: BRIAN REED, ASSOCIATE PROVOST

FROM: KATHY FLOYD, DEAN'S OFFICE, COLLEGE OF ARTS AND SCIENCES

SUBJECT: NAME CHANGE FOR MINOR IN MUSIC TECHNOLOGY (TO MUSIC TECHNOLOGY AND BUSINESS)  
AND A CHANGE IN CONCENTRATION TO ONE OF THE CONCENTRATIONS IN THE MUSIC MAJOR.

DATE: JANUARY 25, 2017

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ATTACHED PLEASE FIND A REQUEST FOR A NAME CHANGE FOR MINOR IN MUSIC TECHNOLOGY (TO **MUSIC TECHNOLOGY AND BUSINESS**) AND A CHANGE IN CONCENTRATION TO ONE OF THE CONCENTRATIONS IN THE MUSIC MAJOR FROM CONCENTRATION IN THEORY AND COMPOSITION TO CONCENTRATION IN **COMPOSITION AND THEORY**.

This proposal has been approved by the College of Arts and Sciences Curriculum Committee (December 6, 2016) and by the College of Arts and Sciences faculty on January 24, 2017. We now submit the proposal for your consideration and review by the Curricular Affairs Committee.

Please let me know if you would like any additional information.



The University of Vermont  
GROSSMAN SCHOOL OF BUSINESS

To: Dean William Falls, College of Arts and Science

From: Dean Sanjay Sharma, Grossman School of Business

RE: Department of Music Course Name Change Proposal

Date: December 14, 2016

The Grossman School of Business was supportive of the original proposal from the Department of Music and Dance concerning their major and minors in music technology and business back in 2014. The current proposal is simply a name change to bring the minor in line with the major, as such we have no objections and support the Department's proposal.

Sincerely,

Sanjay Sharma, Ph.D.

Dean & Professor of Management

**GROSSMAN SCHOOL OF BUSINESS**

55 Colchester Avenue, Burlington, VT 05405-0157

(802) 656-3177

[www.uvm.edu/business](http://www.uvm.edu/business)

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## Advising Plan: HSCI Residential Major

While students enrolled in the online degree completion are solely advised by their Program Director, Kate Moreau, advising for students in the residential HSCI major will be the same as all other traditional majors within the College of Nursing and Health Sciences. The Office of Student Services professional advising staff will provide advising services (in collaboration with Departmental faculty) for students in the first two years of the HSCI program; similar to as occurs for students majoring in Exercise and Movement Science and Communication Sciences and Disorders (see attached email from Erica Caloiero, Assistant Dean for Student Affairs). In the Spring semester of the second year, residential HSCI students will be formally assigned to an MLRS faculty advisor. Currently all MLRS faculty, regardless of track or rank, advise undergraduate students with the exception of the Chair, who is the sole advisor for the graduate students in MLS Master's program. Percent effort for advising currently ranges from 2%-7.5% with advising loads that range from 7 to 31 advisees. Of the 7-full time faculty (excluding the Chair), only 2 currently have 20 or more undergraduate advisees. There are no plans to increase enrollments in the other departmental majors, thus, there is ample capacity in workloads for faculty to take on more advising.





Fri 1/6/2017 3:03 PM

Caloiero, Erica S <Erica.Caloiero@med.uvm.edu>

HSCI residential major

To Deming, Paula

Paula,

I'm glad to hear that the HSCI major may become an option for residential students. OSS can advise in the first and second year, collaboratively with faculty in your department, as we do currently for other majors in CNHS.

Erica

Erica Caloiero  
Assistant Dean for Student Affairs  
College of Nursing and Health Sciences  
The University of Vermont  
802-656-0968  
[www.uvm.edu/cnhs](http://www.uvm.edu/cnhs)



Wed 1/18/2017 9:37 PM

Prelock, Patricia A <patricia.prelock@med.uvm.edu>

Re: HSCI program

To Scott Thomas

Cc Kelly Circe; Deming, Paula

Thank you Scott!

Sent from my iPhone

On Jan 18, 2017, at 7:16 PM, Scott Thomas <[Scott.Thomas@uvm.edu](mailto:Scott.Thomas@uvm.edu)> wrote:

Hard copy to be delivered separately

I am writing in support of the request to open up the HSCI major for residential students. This program offers students the opportunity to concentrate study within the broad area of health and fills a critical societal need by preparing graduates for entry into healthcare-related jobs that do not require direct patient care. Moreover, the program compliments growing efforts on campus to enhance health-related study amongst the undergraduate population. We hope that this shift in HSCI will compliment cross-college activity in CESS academic programs and research.

Best Regards,  
Scott Thomas



The University of Vermont

January 9, 2017

To: Patty Prelock, Dean

From: Tom Vogelmann, Dean

Re: B.S Health Sciences

I am writing in support of your request to expand the offering of the HSCI major to residential students. I understand that this program provides students the opportunity for concentrated study within the broad area of health. Graduates of this program meet a critical societal need by being prepared for entry into healthcare-related jobs that do not require direct patient care. I appreciate that this program compliments growing initiatives on campus to enhance health-related study among undergraduates which is timely given the aging demographics within the U.S. and the need for more skilled health care professionals. I wish you the best success in this endeavor!

**COLLEGE OF AGRICULTURE AND LIFE SCIENCES  
OFFICE OF THE DEAN**

108 Morrill Hall, 146 University Place, Burlington, VT 05405-0106  
(802) 656-0137 • fax: (802) 656-0290 • <http://www.uvm.edu/cals/>

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The University of Vermont

January 18, 2017

Patricia Prelock, Ph.D., CCC-SLP, BCS-CL  
Dean, College of Nursing and Health Sciences  
University of Vermont  
105 Rowell Building, 106 Carrigan Drive  
Burlington, VT 05405

Dear Patty,

As Dean of the College of Engineering and Mathematical Sciences I am writing in support of the request to open up the HSCI major for residential students. This program offers students the opportunity to concentrate study within the broad area of health and fills a critical societal need by preparing graduates for entry into healthcare-related jobs that do not require direct patient care. Moreover, the program compliments growing efforts on campus to enhance health-related study amongst the undergraduate population.

Sincerely,

Luis A. Garcia, Ph.D.  
Dean



The University of Vermont

January 10, 2017

Patricia A. Prelock, Ph.D., CCC-SLP, BCS-CL  
Dean, College of Nursing and Health Sciences  
University of Vermont

Dear Patty,

I am writing to offer my very strong support for your proposal to open the Health Science major to residential students. The Health Science major is in the forefront of growing efforts on campus to enhance health-related study amongst our undergraduate students. The major offers students the opportunity for rigorous study within the broad area of health and fills a critical societal need by preparing its graduates for entry into healthcare-related jobs that do not require direct patient care.

Sincerely,

William A. Falls  
Dean, College of Arts and Sciences

**COLLEGE OF ARTS AND SCIENCES  
OFFICE OF THE DEAN**

Lattie F. Coor House, 438 College Street, Burlington, VT 05405  
(802) 656-3344 Student Services  
(802) 656-3166 Faculty and Administrative Services


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*The*  
**UNIVERSITY**  
*of*  
**VERMONT**

**RUBENSTEIN SCHOOL**  
**OF ENVIRONMENT AND NATURAL RESOURCES**  
**DEAN'S OFFICE**

TO: Patricia Prelock, Dean, College of Nursing and Health Sciences

FROM: Nancy E. Mathews, Dean and Professor 

DATE: January 19, 2017

SUBJECT: Deans Endorsement of the HSCI Program

I am writing to offer my support for the request to open up the Health Sciences (HSCI) major for residential students. This program offers students the opportunity to concentrate study within the broad area of health and fills a critical societal need by preparing graduates for entry into healthcare-related jobs that do not require direct patient care. Moreover, the program complements growing efforts on campus to enhance health-related study among the undergraduate population.



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

January 23, 2017

Re: Health Sciences (HSCI)

I am writing in strong support of the request to open up the HSCI major for residential students. This program offers students the opportunity to concentrate study within the broad area of health and fills a critical societal need by preparing graduates for entry into healthcare-related jobs that do not require direct patient care. Moreover, the program compliments growing efforts on campus to enhance health-related study amongst the undergraduate population.

Sincerely,

Frederick Morin, MD, III  
Dean

do\u v m\college of nursing & health sciences\morin los hsci 23jan2017.docx



TO: Curricular Affairs Committee of the Faculty Senate; Deans; Associate Deans; Faculty  
FROM: Brian Reed, Associate Provost for Teaching and Learning  
RE: Operational Policy on Administratively Assigned Failing Grades  
CC: David Rosowsky, Provost and Senior Vice President; Kerry Castano, Assistant Provost; Cathy Paris, President, UVM Faculty Senate; Veronika Carter, Interim Registrar; Student Affairs Committee of the Faculty Senate  
DATE: January 18, 2017

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**Background:** Each year, ~700 UVM students<sup>1</sup> are administratively assigned ‘F’ as a consequence of their professor not submitting a course grade for them by the posting deadline. Administratively assigned F’s are indiscernible from traditional F’s, so there is no indication to the student, advisor or others that the grade was assigned as a technical default, not for poor performance. Administrative Fs do not accurately reflect a student’s performance in a course and they can jeopardize students’ financial aid eligibility and/or their ability to continue in certain programs. The students are being unjustly penalized and this, understandably, is a source of great stress to them.

The Student Affairs Committee of the Faculty Senate conducted research on 20 peer and aspirant universities and found that none of them had a policy similar to UVM’s. All of the other institutions used special designations to distinguish administrative Fs from earned F’s. Adopting a policy that identifies administratively assigned grades may help to lessen the impact of the problems noted above.

**Operational Policy effective for AY 2017-2018:** Missing grades at the time of the posting deadline will be assigned a grade of ‘AF’ to represent an Administrative F. The same strategy will be used to designate administratively assigned grades of UP and NP. Therefore, three new grades will be created to indicate administratively assigned failing grades:

- AF – Administrative F
- AUP – Administrative Unsatisfactory Progress
- ANP – Administrative No Pass

As with grades of ‘F’, ‘UP’ and ‘NP’, zero quality points will be assigned to grades of ‘AF’, ‘AUP’ and ‘ANP’. Thus, the grade will have all of the same computational and curricular consequences as an ‘F’, but will be discernable to all parties as an administratively assigned grade.

This mechanism for identifying administratively assigned grades is important, but every effort must be made to minimize the issuance of administratively assigned grades in the first place, and this can be accomplished by timely submission of course grades by faculty.

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This operational policy was developed by the Provost’s Office in collaboration with the Student Affairs Committee of the Faculty Senate, the Faculty Senate leadership, the Curricular Affairs Committee of the Faculty Senate, and the Registrar’s Office.

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<sup>1</sup> Data extrapolated from reports provided by Veronika Carter, Acting Registrar, May 2016





TO: Curricular Affairs Committee of the Faculty Senate  
FROM: Kerry Castano, Assistant Provost  
SUBJECT: Proposed New Summer Internship Option  
DATE: January 25, 2017

### *Background*

Increasingly, and in order to comply with U.S. Department of Labor regulations, employers offering unpaid internships require the internship to be undertaken for academic credit. It can be difficult for students to meet the financial challenge of both forfeiting summer salary *and* paying summer tuition. As a result, summer internships are not possible for some students.

Many faculty are sensitive to this challenge and in the past have attempted to enroll students in “zero-credit” summer courses, award credit in the fall for learning/work occurring in the preceding summer, or craft other creative solutions, all of which raise potentially significant compliance issues.

In order to meet the University’s compliance responsibilities as well as advance our goals related to career preparation and high-impact practices, a new summer internship option is proposed.

### *A New Option for Unpaid, Elective, Summer Internships*

The new undergraduate and graduate internship option applies only to *unpaid, elective, summer*<sup>1</sup> internships; all three qualifiers must be met to utilize the new option.

There are only two differences between the existing and proposed internship options: (1) the new option will be offered at a tuition rate of \$100 per credit, and (2) this credit will *not* count toward degree requirements.

The existing internship option in which students register for internship credit via a department-based prefix at standard tuition rates will remain in place for academic-year internships, all required internships, all paid internships, and for students who wish to receive degree-eligible academic credit for unpaid summer internships (consistent with the requirements of their major and of their college/school).

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<sup>1</sup> During the academic year, the problem is less pronounced since most students enroll in fifteen credits per semester, allowing them to enroll in up to three additional credits, internship or otherwise, at no additional cost.

The new summer internship option will allow students to register for internship credit at \$100/credit under a single university-wide prefix (INTN). The \$100 rate will apply to both in-state and out-of-state students. The use of the single INTN prefix will simplify the tracking/billing associated with this tuition rate, and it will exclude the credits from IBB revenue calculations to prevent “watering down” the summer revenue pool.

The University will award standard academic credit for the internship learning experience, and the INTN credit will appear on students’ transcripts. However, the credit will not count toward degree requirements (similar exclusions currently exist). Students who participate in the new option will graduate with greater than the 120 credits necessary to graduate; this will in no way reduce the rigor of students’ overall academic programs or substitute for other degree requirements. Since the credit will not apply toward degree requirements, there is no need for a student to register for more than a single INTN credit each summer of internship.

Since, on behalf of their students, faculty have in the past advocated for a no-cost summer internship option without any expressed intent to reduce quality along with price, we have every confidence that no relaxation of academic standards will occur under INTN. That said, it is worth reiterating the responsibilities that accrue the awarding of academic credit: all standard learning/academic expectations and outcomes apply to the INTN option. Departments and supervising faculty members remain responsible for maintaining appropriate academic standards consistent with the [Policy on Academic Internships](#), whether their students enroll in a summer internship via INTN or their department’s internship prefix. The INTN option reflects only a discounted tuition, *not* a discounted experience or discounted standards.

This proposal has been discussed among, and has the support of the Office of the General Counsel, the Registrar’s Office, Student Financial Services, Career Services and the Offices of the President and Provost. It is consistent with the provisions of the University of Vermont Policy on Academic Internships. A recent external scan found several other universities moving in similar directions.

**Faculty Senate Curricular Affairs Committee  
Academic Program Review Subcommittee Report  
[Community Development and Applied Economics]**

**Academic Program Review Subcommittee: J. Dickinson (CAS), Erik Monsen (GSB)**

**External Reviewers:** Rhonda Phillips, Ph.D., FAICP, Dean, Honors College and Professor, Department of Agricultural Economics, Purdue University and Randy Stoecker, Ph.D., Professor of Community & Environmental Sociology, Department of Sociology, University of Wisconsin

The external review team visited the University of Vermont's Department of Community Development and Applied Economics (CDAE) for a two-day review on November 2-3, 2016 as part of the CDAE's Academic Program Review (APR). This report summarizes the strengths and weaknesses of the program identified through the review process, provides a synopsis of the external reviewers' recommendations and feedback on the report from program faculty, and offers the APR internal review subcommittee's conclusions.

**Overview of Community Development and Applied Economics (CDAE)**

CDAE is located in CALS and offers three undergraduate majors, seven minors, and two graduate degrees:

Majors: Community Entrepreneurship; Community and International Development; Public Communication

Minors: Community and International Development; Community Entrepreneurship; Public Communication; Public Affairs; Applied Design; Green Building and Community Design; Consumer and Advertising

M.S. in Community Development and Applied Economics (research-based)  
Master of Public Administration (professional Master's)

There are currently approximately 450 students in CDAE's undergraduate programs, with Public Communications alone attracting 250 majors. There are approximately 50 students in the two Master's programs. The department's self-study indicates that there has been 200 percent growth in the department's majors since 2005, with continuing annual growth in numbers of majors of about 10% per year. The FTE ratio in the department at the time of the review was 26:1.

The department has added five tenure track faculty and three full-time instructors since its last review, and currently has 20 faculty members, 12 of whom have research responsibilities. CDAE is a transdisciplinary department, comprised of faculty coming from diverse academic fields and bringing expertise in numerous fields broadly related to the primary areas of departmental focus: public communications; public administration; community development; and applied economics.

**Summary of conclusions and recommendations from the external evaluation team**

The external evaluator team took the perspective of "consultants" invited to offer not only a summary of the department's strengths, but also a new perspective on the department and suggest ways for the program to develop its own solutions to the challenges it faces.

## **Strengths**

### **Growth:**

The program has met and exceeded its mission and goals in many aspects. As noted in the self-assessment document, CDAE has “experienced more than 200 percent growth in undergraduate majors since 2005 and average about 10 percent growth per year.” In addition to the popularity of its programs, the significant interface with local and global communities and organizations are indicators of its success. Furthermore, CDAE sees itself as one of the potential beneficiaries of the IBB policy, as their enrollments and majors grow. However, growth is a double-edged sword, as described below.

### **Faculty:**

The reviewers observed a deep commitment to the department and to excellence in teaching while pursuing impactful, applied scholarship. As noted in the self-study, there were 50 faculty publications in the department last year, including some co-authored with students. Department external funding often exceeds the one million dollar mark.

### **Students:**

Undergraduate students are actively engaged through service learning and community-based nature of the classes offered. In addition, graduate students are attracted to the applied nature of the programs and the opportunities for engaged scholarship. Overall students express a high level of satisfaction with the department and its programs.

### **Curriculum:**

As listed in the overview, CDAE offers three undergraduate majors, seven undergraduate minors, as well as two masters programs, in addition to offering university-wide general education and sustainability courses, many of which offer a service learning designation.

### **Outcomes and Assessment:**

CDAE ranks very highly when compared to peer institutions, above the 50th percentile in all areas where metrics are available. In the self-assessment report, findings from a survey of alumni and current students indicate that students rank the interdisciplinary and applied nature of the curriculum as very important to them.

## **Weaknesses**

### **Identity:**

The external evaluators noted that the unique “transdisciplinary” nature of the department sometimes makes it difficult to communicate the department’s value, in particular within the department. While some faculty within the department agree that the central contextual focus of the department is “community development,” others do not.

### **Work-Life Imbalance:**

While the department has experienced growth in faculty lines since the last APR review, the budget has not kept pace with the growth in students. The self-study linked budget constraints to work-life balance issues such as faculty working long hours and sacrificing family time to meet the demands of the large numbers of students in the program. External evaluators noted

that the areas that appear to place the greatest burden on faculty are advising, teaching, and grant writing. While one could debate what appropriate student-teacher and student-advisor ratios should be, the evaluator team did note that both faculty and students have raised issues about the level and unevenness of advising in particular, and thus this is an area of concern.

#### Growth:

Faculty are hesitant to teach more graduate classes, as they are worried that it will have adverse effects on undergraduate enrollment, as well as compound physical space issues that the department is already facing.

#### Resources:

While CDAE has accomplished much, resources are required to address the abovementioned issues of work-life imbalance and growth, which is currently constrained by faculty numbers and limitations on available physical space.

### **External Reviewers' Recommendations**

The external reviewers proposed specific recommendations as well as asked more open-ended questions for the department to address moving forward. The CDAE department chair notes that many of these questions will be considered in the strategic planning process the department is conducting.

#### Identity:

The evaluators posed the following question for consideration: How can the department better communicate their “transdisciplinary” identity and better leverage their multiple majors and graduate programs, as well as their community-engaged scholarship, over time and maintain their relevance in an ever-evolving world?

#### Work-Life Imbalance / Advising:

The department should explore ways to alleviate time pressures on faculty with heavy advising commitments, and better manage and balance the real and perceived advising loads across faculty in the department. One suggested pathway to achieving this is an open faculty meeting addressing these policies and brainstorming different ways of better distributing responsibilities in the department. Indeed, rebalancing advising loads has been a focus of the department Chair over the past several months, with current advising loads more closely matching proportional representation across different categories of faculty (e.g. lecturer, associate professor, etc.).

#### Growth:

How can the department best manage growth? Does the department want to grow current activities and programs, or add new things (like responsibilities for the new journalism major), and keep exploring future opportunities? Or does the department want to grow some things, scale back other things, and strategically look for new opportunities? And how does the department grow while maintaining its transdisciplinary culture without creating isolated sub-specialties? A planning process built around the Principles of Good Practice of the Community Development Society might help to answer these questions.

#### Resources:

The reviewers encourage even stronger mechanisms for gauging the resource needs around teaching and advising, in order to enhance the long-term sustainability.

#### Outcomes and Assessment:

Going forward, these metrics could be incorporated even more clearly into the department's strategic planning and resource allocation process, in order to better foster longer-term sustainability.

#### Future Plans:

CDAE is well-positioned to help UVM grow its graduate enrollment through its current masters programs. In addition, the development of a corresponding doctoral program would draw in further graduate students. However, this needs to be balanced with the resource and growth issues raised above.

### **Summary and Conclusions**

The external evaluator team offered a strongly favorable summary of CDAE's many strengths as well as noting particular challenges related to the transdisciplinary nature of the department and its rapid growth over the past ten years. Overall, they found CDAE's performance to be comparable or better than peer departments, and highly recommended approval of the program. The subcommittee concurs with their evaluation and also strongly recommends approval of the program.