



## Curricular Affairs Committee of the Faculty Senate Draft Minutes

Thursday, January 5, 2017, 4:15 – 6:15 pm

- Present: Professors Almstead, Cichoskikelly, Dale, Dickinson, Everse, Garrison, Hazelrigg, Kasser, Kervick, Marshall, Nichols, Phelps, Rowe, Sisk, Snapp, Strickler, Wojewoda
- Absent: Professors Franklin, Monsen, Paradis, Sisock, Tomas, Weinstock\*, GSS Representative Nguyen
- Guests: Cathy Paris, Cindy Forehand, Matt Sayre

\*votes submitted via e-mail

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The meeting was called to order at 4:15 pm in Waterman 427A

- I. **Approval of the Minutes.** The minutes of the December 1, 2016 meeting were approved as written.
- II. **Chairperson's Remarks** – Laura Almstead reported that she shared the new Global Health Concentration in the Anthropology Major with the Faculty Senate at their December meeting. Laura will share the updated Substantial Revisions Definitions & Approval Process document to the Faculty Senate at their January meeting. Following the Senate meeting, Laura will meet with the chairs of the unit curriculum committees. The new PhD in Human Functioning and Rehabilitation Sciences will be presented to the Board of Trustees at their meeting in February.
- III. **Reports**
  - A. Proposal for a new Minor in Public Policy Analysis (vote) – Stephanie Phelps presented a proposal submitted by the College of Arts and Sciences for a new minor in Public Policy Analysis. The new minor is a collaboration between faculty in the departments of Political Science and Economics. The minor was approved by the curriculum committees of both the Economics and Political Science departments, and the CAS Curriculum Committee. Concerns raised during the public comment period, such as the name of the program, the unique contribution of the program as an integration of the Economics and Public Policy Disciplines, and the relationship of the program to other policy related programs on campus, have been addressed to the

satisfaction of the subcommittee. The newly proposed minor in Public Policy Analysis provides students with the curricular guidance needed to gain specific background in public policy analysis. Although the course of study that students in the new minor will pursue exists within the structure of the current Political Science and Economics minors, these minors do not give the students the necessary and desired credentials provided by a Public Policy Analysis minor. Currently, students need to complete minors in both Economics and Political Science or specific coursework in addition to one of the minors to gain the appropriate knowledge. Furthermore, the availability of a course of study that provides a foundation in public policy analysis is not readily apparent to faculty outside the Departments of Economics and Political Science. Laura Almstead called a vote to approve the proposed new minor in Public Policy Analysis.

**Vote:** 18 approve, 0 oppose, 0 abstain

#### **IV. Other Business**

**A. Addendum to the minutes of the November CAC meeting (vote)** – Laura Almstead reported that a discussion of the BS in Computer Sciences was inadvertently omitted from the minutes of the November 3, 2016 CAC meeting. Laura Almstead called a vote to approve the addendum to the November 2016 minutes.

**Vote:** 17 approve, 0 oppose, 1 abstain

**B. Proposal for revisions to the on-line Health Sciences Major (vote)** – The Department of Medical Laboratory and Radiation Sciences, College of Nursing and Health Sciences requests to extend the major in Health Sciences (HSCI) to include a residential option in addition to the current online program. Discussion: Although this is an approved undergraduate program, and the proposal only addresses a change in the delivery method, there was a desire for clarification around the fact that the program was originally approved as a degree completion program, and this is how it is currently described in the University catalog. Several concerns were expressed, although some related to things that were not part of the current change request. The committee decided that two concerns were important to address before making a final decision: 1) the availability of an advising mechanism for on-campus students, and 2) the fact that the support letters provided were those from the original proposal and written several years ago, prior to IBB. Cathy Paris moved to postpone action on this issue until the next meeting and asked the CAC Chair to contact the proposers to request clarification on an advising mechanism for on-campus students and request new letters of support from the Deans prior to the CAC voting on the issue.

**Vote to Postpone a Decision:** 16 approve, 2 oppose, 0 abstain

**C. Proposal to Terminate an Academic, Scholarly, or Service Endeavor guidelines revision (vote)** – Laura Almstead presented a minor change to clarify the approval process for uncontested terminations. The one sentence change is: “The approval process for uncontested terminations follows the same approval process as creation of a new program of the same category (major, minor, certificate, concentration, or

graduate program).” Cathy Paris requested that the words “no-contest” be replaced with “uncontested” throughout the document. Stephen Everse moved to approve the proposed changes to the guidelines.

**Vote:** 18 approve, 0 oppose, 0 abstain

**V. APR Reports: (none at this time)**

**VI. New Business**

A. Subcommittee for new Certificate in Computer-Aided Engineering Technology (CEMS) – Ellen Rowe will chair, and Jennifer Strickler will second.

B. The CAC members thanked Robert Snapp for his service and wished him well on his new position at Google.

Motion to adjourn at 5:16 p.m.

**MEMO**

**To:** Curricular Affairs Committee of the Faculty Senate

**From:** Minor in *Public Policy Analysis* Review Subcommittee: Erik Monsen, Stephanie Phelps & Susan Kasser

**Date:** December 22, 2016

**Re:** Approval of a proposal for a new Minor in Public Policy Analysis submitted by Political Science & Economics

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We have reviewed a proposal for a new Minor in *Public Policy Analysis* submitted by the College of Arts and Sciences (CAS) and recommend approval. The minor is a collaboration between faculty in the Departments of Political Science and Economics. The anticipated start date for the minor is Fall 2017, which is still theoretically possible if the CAC approves the minor at the January 5<sup>th</sup> meeting.

***Program Description and Rationale***

In response to the questions raised about the proposal, the proposers have changed the original name of the new minor to from *Public Policy* to *Public Policy Analysis*. This new title reflects the focus on understanding the basics of the functions and operations of government with an emphasis on evaluating the effects (intended and unintended), costs, feasibility and acceptability of a proposed or existing policy. As such, it is the opinion of the subcommittee that the title of the program better reflects both the proposed content of the program as well as the unique integration of economics and public policy.

This new minor will be attractive to new students and to students from other colleges, especially the College of Agriculture and Life Sciences, the College of Education and Social Services, the College of Engineering and Mathematical Sciences, the College of Nursing and Health Services, the Grossman School of Business, and the Rubenstein School. In the eyes of the committee, this minor could provide the students with analytical tools to better understand the public policy content they are learning in their major area of study.

***Justification and Evidence for Demand***

This minor specifically addresses a popular student interest, provides students with the curricular guidance needed, and offers them a minor credential that specifically describes the course of study. The current Political Science and Economics minors do not give the students the credential they need and want, which is something that on their transcript that reads "Public Policy Analysis." Although this Public Policy Analysis course of study is already available to students within the structure of the existing Political Science and Economics minors, students would have to complete both minors, or specific coursework in addition to one of the minors. Furthermore, this availability is not readily apparent beyond faculty in both departments.

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

The proposers acknowledge that the field of public policy is very broad, and they welcome other minors from around the university that offer students a different emphasis. Whereas other minors may be interested in specific content or topical areas of policy (health, community resiliency, education, etc.), the proposers approach is to focus on the analysis of policies across fields.

For example, CALS offers a minor in Community and International Development in its Community Development and Applied Economics Department. That minor includes courses covering policy topics, but the focus of the minor is on sustainable community development. The proposed Public Policy Analysis minor is more general. In addition, although not a minor and quite different we also note that the College of Education and Social Services has a doctoral program, Educational and Leadership Policies.

## ***Curriculum***

The proposed curriculum will require the students to take a balance of economics and political science which focus primarily on the context and tools of public policy analysis. A substantial amount of flexibility in the choice of “elective” courses in the minor is provided, which should enable students to tune the minor to better resonate with their major, as well as provide the departments flexibility in managing student demand for seats in courses.

## **Required Courses**

Fifteen credits, as follows:

EC 012	Principles of Microeconomics	3
EC 130	Public Policy	3
Three credits from:		
POLS 127	The Congressional Process	3
POLS 139	Public Policy Tools & Processes	3
Three additional credits from:		
POLS 121	Law & Politics	3
POLS 122	Constitutional Law: Government Powers	3
POLS 124	The Presidency	3
POLS 127	The Congressional Process	3
POLS 129	Constitutional Law: Civil Rights America	3
POLS 130	U.S. Environmental Politics	3
POLS 132	U.S. Supreme Court: Process and Policy	3
POLS 133	Public Opinion/Political Participation	3
POLS 137	Politics and the Media	3
POLS 138	Constitutional Law: Civil Liberties	3
POLS 139	Public Policy Tools & Processes	3
POLS 151	American Foreign Policy	3
POLS 154	International Political Economy	3
POLS 159	International Environmental Governance	3
POLS 180	Comparative Environmental Policy	3
POLS 228	Congress and Foreign Policy	3
POLS 230	Vermont Legislative Research Shop	3

POLS 238	Law and Public Policy	3
Special topics courses as approved by the POLS Undergraduate Director		
Three additional credits from:		
POLs courses listed above or		
EC 120	Money and Banking	3
EC 133	Economics of Environmental Policy	3
EC 135	Law and Economics	3
EC 137	Using Data for Economic Policy	3
EC 143	International Econ I: Trade	3
EC 150	Labor Economics	3
Special topics courses as approved by the EC Department Chair		

### Prerequisites

EC 011	Principles of Macroeconomics	3
POLS 021	American Political System	3

### Other Information

*NOTE: If majoring in Political Science, POLS courses that are used for the minor are included in the 45 credit major rule. If majoring in Economics, EC courses that are used for the minor are included in the 45 credit major rule. Reminder: no more than one course can count towards both the Political Science major and the Public Policy Analysis minor. EC 012 is required for both the Economics major and the Public Policy Analysis minor, and this is the only course that can count towards both programs.*

### **Admission Requirements and Process**

The minor is open to all majors, including economics and political science.

As stated above, the prerequisites for the minor are ECO11 *Principles of Macroeconomics* and POLS 021 *American Political System*.

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

The minor will involve only the Economics and Political Science departments. Some students may opt for the Public Policy Analysis minor instead of an Economics minor or a Political Science minor. We do not expect the minor to have an effect on any other academic units except in providing an excellent minor option for their students.

### **Advising**

As the responsible academic unit, the Political Science department will be responsible for advising for the minor. In fact, one of the central purposes of the class is to provide students and faculty – in particular those outside of the economics and political science departments, with a roadmap of courses for those students interested in public policy analysis.

### **Assessment Plan**

No explicit assessment plan was presented. It is assumed that the minor will be assessed in parallel with the regular assessments of both the Economics and Political Science Departments.

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

Given that the minor draws on existing courses, no additional staff, resources or budget are required.

The introductory level courses required for the minor (EC 011, EC 012 and POLS 021) are offered every semester and in the summer and have ample capacity. The intermediate courses required for the minor (EC 130 and POLS 127 or POLS 139) have in the past been offered once a year or every other year.

If interest in the minor is high, then these courses will be offered more frequently, which will obviously require more resources.

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

The minor has been approved by the curriculum committees of both the Economics and Political Science departments. In addition, the proposal has been approved by the College of Arts and Sciences Curriculum Committee (September 13, 2016) and by the College of Arts and Sciences faculty on October 11, 2016.

### ***Summary***

It is the opinion of the subcommittee that the CAC should vote to support the Public Policy Analysis minor. Concerns raised during the public comment period, such as the name of the program, the unique contribution of the program as an integration of the Economics and Public Policy Disciplines, and the relationship of the program to other policy related programs on campus, have been addressed to the satisfaction of the subcommittee..



The University of Vermont  
FACULTY SENATE

**Curricular Affairs Committee of the Faculty Senate  
Addendum to the Minutes of the November 3, 2016 Meeting**

Submitted December 14, 2016

The following item was inadvertently omitted from the minutes of the November 3, 2016 Curricular Affairs Committee meeting. This item was not on the agenda, but was presented under VI. New Business. The CAC Chair, Laura Almstead has requested that the following item be added to the official minutes of the November 3, 2016 CAC meeting.

VI. New Business

**C. Changes made to the BS in Computer Science and BS in Computer Information Systems majors.** Laura Almstead reported that the CAC was notified by the Educational Stewardship Committee that changes were made to the BS in Computer Science and BS in Computer Information Systems majors. The changes, which were initiated this Fall, were brought to the attention of the Educational Stewardship Committee (ESC) because they involved removal of 18 credits of Humanities and Social Science distribution requirements. Upon review by the ESC, the changes appeared substantial enough to warrant review by the CAC under the normal procedure for substantial changes to existing programs. The Chair of the Computer Science Department, Maggie Eppstein, provided a memo to the CAC describing the changes and rationale as well as a document that has the past and current requirements for the BS in CS and BS in CIS. The changes were published in the 2016-2017 Catalog, and thus binding for students entering UVM this year. Since the changes are already in the catalog, it was determined that the best course of action at this point would be to share the changes with the CAC, and report them out at a Faculty Senate meeting. It appeared that fact that they were not put to the CAC for review last year was a matter of simply not understanding that the change would be considered a “significant change” that required a review process. The CAC agreed to waive a full review and allow the changes to be shared with the Faculty Senate according to the normal procedure for substantial changes to existing programs.

Rosemary Dale reminded the CAC members that the Educational Stewardship Committee exists, and CAC members should encourage the university community to reach out to the ESC if they feel that there has been undue influence on the curriculum as a result of IBB. The ESC will review, provide an opinion and take action if needed. Brian Reed stated that awareness of the ESC needs to be raised, and they will be presenting about the ESC at the November Faculty Senate meeting. Laura Almstead will be drafting a document to clarify the definition of a substantial change, which she will bring to the CAC for their review and comments.



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# Proposal to Terminate an Academic, Scholarly, or Service Endeavor

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A proposal to terminate an academic, scholarly, or service endeavor (hereafter referred to as a *program*) may be initiated by a faculty committee, a department, a school, a college, or the Provost.

**No-Contest Termination Requests:** In the case where the request to terminate comes from the program itself (a “no-contest” termination) and where there are no implications for loss of faculty and/or staff, a request for termination can be made by the chair/program director in the form of a memo, accompanied by a support letter from the unit Dean. The request for termination memo should present the rationale for the request, a brief history of the program, the number of students currently enrolled in the program and a plan to facilitate their completion, and a record of the faculty vote on the termination proposal. **The approval process for uncontested terminations follows the same approval process as creation of a new program of the same category (major, minor, certificate, concentration, or graduate program).**

**Contested Terminations:** All proposals for a contested program termination will be prepared using the format given below, explaining the reasons, and providing supporting evidence and rationale for the proposed termination. A program termination review will be conducted using this format as a guideline and adhering to the timeline presented below.

This format does not address the employment situation of the faculty involved in the program should it be terminated. That issue is addressed elsewhere in the contractual agreement covering the bargaining unit faculty.

## **The Operation of the Program During the Termination Review**

In many cases, suspending operation of the program or calling for a hiatus in admission to the program could be sufficiently damaging to the program that it would constitute a de facto termination, making the anticipated review by the Curricular Affairs Committee irrelevant. Consequently, *unless a hiatus in operation is explicitly acceptable to the program and the Provost*, the University will operate the program on a “business as usual” basis. Students in the program will be given the opportunity to complete the program in a reasonable time, regardless of the decision on termination.

## **Guidelines for Proposals to Terminate a Program**

The proposal must include:

- I. An executive summary of the program’s position, problems, performance and prospects based on criteria adapted from the established process for academic program reviews:**
  - A. Contribution to mission and objectives

- B. External demand and societal need
- C. Internal demand
- D. Quality
- E. Effectiveness
- F. Efficiency

The proposal to terminate must present an adequate argument that the program is deficient with respect to some of these criteria in order for a Review for Termination to be authorized. The proposal must specifically identify which criteria are deemed deficient.

## **II. Criteria**

Whenever appropriate, the initiator must present supporting evidence in the form of data provided by the University's Office of Institutional Research and any relevant ratings, rankings, accreditation reviews or "best practices" benchmark information from external sources. Citations of sources of all external evaluative data should be identified.

**For each category deemed to be problematic, the initiator must substantiate the problems and indicate why the problems cited are cause for termination.**

### **A. Contribution to Mission and Plans**

Is the program misaligned with or not expected to make sufficient contributions to Department, School or College, and University level missions, strategic priorities, and academic plans? Would another alignment be appropriate?

### **B. External Demand/Societal Needs**

Is the program deficient with respect to indicators of external demand for:

1. graduates with particular types of knowledge or skills required to make social institutions work?
2. persons who are informed and responsible citizens?

### **C. Internal Demand**

Is the program deficient with respect to trends in enrollments of students whose primary area of study is:

1. in the program?
2. elsewhere in the University?

### **D. Quality**

Does the program show weaknesses or downward trends with respect to:

1. recruitment or retention of qualified and productive faculty?
2. recruitment, retention or performance of good students?
3. external reputation as judged by external scholarly and professional groups?

### **E. Effectiveness**

What are the barriers and problems with respect to accomplishing the educational, research, and service purposes of the program, including where relevant:

1. collaboration with other programs within the University?
2. connections with institutions outside the University?
3. capacities to assess and use student outcomes for making improvements in curriculum design and delivery?

#### **F. Efficiency**

Is the program inefficient in deploying resources to accomplish its purposes and sustain viable operations based on trend analyses provided by the Office of Institutional Studies of data such as:

1. FTE students taught per FTE faculty;
2. headcount majors per FTE faculty;
3. student credit hours taught by full time versus part time faculty;
4. instructional costs per student credit hour;
5. sponsored research dollars per FTE faculty.

What are the opportunity costs and tradeoffs of continuing versus terminating the program?

1. Impact on enrolled students?
2. Impact on faculty, staff and administrative personnel?

### **III. Information gathering and deliberative steps**

Indicate specifications of the major information gathering and deliberative steps concerning the program's status that preceded the initiator's report proposing program termination. These specifications should identify the data analyzed, faculty committee analysis, feedback from advisory groups, discussions and votes taken in faculty meetings, and other evaluative process steps.

Explain communications and other actions that will be carried out to address concerns of affected student, faculty, staff and alumni constituencies if, based on the initiator's report, a formal program termination review subsequently is undertaken.

Describe major features of an orderly program phase-out plan based on the assumption that a termination review is conducted and that program termination subsequently is approved.

#### **I. Dissemination of the Proposal**

If the Provost determines that a prima facie case has been made that warrants a termination review by the Curricular Affairs Committee, the Provost is responsible for forwarding the proposal to the Faculty Senate within 14 days of receipt.

The initiator(s) will include a one-page abstract with the proposal. The Faculty Senate Office will distribute the abstract to the following:

The Chair of the Curricular Affairs Committee  
 The Senate Executive Council  
 All Department Heads/Chairpersons  
 All Academic Deans  
 All Chairpersons of College/School Curriculum Committees  
 Representatives of Appropriate Student Groups and other interested parties. Copies of the proposal may be studied online, at the Senate Office, and Bailey/Howe Library.

The Curricular Affairs Committee will review the proposal according to the guidelines presented above for proposal preparation guided by the following timetable.

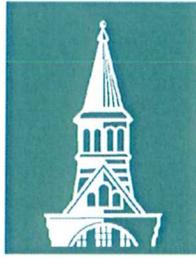
## Timetable for Contested Termination Review

Days are counted from receipt of the proposal in the Provost's Office.

(Weekend days count, but holidays, summer and days in the December – January break do not count.)

1.	The Provost will evaluate the proposal. If the Provost determines that a <i>prima facie</i> case has been made for termination, the proposal will be forwarded to the Faculty Senate; if not, the Provost will advise the author(s) of the proposal of its rejection, with explanation, and copy the chair of the Curricular Affairs Committee.	Day 14
2.	The Senate office will immediately forward the proposal to the chair of the Curricular Affairs Committee (CAC).	Day 16
3.	The chair of CAC will appoint a subcommittee to conduct the review and will forward the full proposal to the program faculty and invite comments.	Week 3
4.	The subcommittee will undertake the following activities: (a) Set up on request a public forum to collect input from the University and public about the proposed termination. The forum will be announced by ..... and held by .....(The forum will be announced to the University by email, and, if appropriate, to the public by newspaper and other media. The proposal will be made available on a Senate web page, at the Senate office and in the Bailey/Howe library.) (b) Meet with the faculty of the program suggested for termination. (c) Meet with the dean(s) of the program suggested for termination.	Week 4 Week 7 Week 6 Week 6
5.	The subcommittee will make a recommendation to CAC to approve or reject the proposal. CAC will discuss the recommendation and vote to support or reject the proposal to terminate.	Week 9*
6.	CAC immediately reports its action to the Senate Executive Council, to the Provost (for information only), and to the director of the program under consideration.	3 days after #5
7.	The program may prepare a rebuttal to the CAC position, and submit it to the Executive Council.	2 weeks after #5
8.	The Executive Council may accept the CAC position or send the matter back to CAC for further discussion, with specific instructions about what aspects of the report require additional consideration and a deadline for the CAC response.	No later than next meeting of EC after receipt of #6 and #7.
9.	With Executive Council approval, the CAC report and program rebuttal (if available) are reported to the Faculty Senate.	At next meeting of the Senate.
10.	Unless the Senate overturns the decisions of CAC and Executive Council, the recommendation is officially forwarded to the President and Provost.	3 days later

\* Reported at the regularly scheduled CAC meeting after the 9-week mark.



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

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

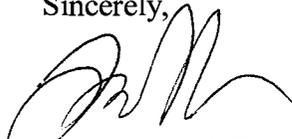
Dear Dr. Wilcke:

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  
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*Agency of Human Services*

February 13, 2012

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Associate Professor and Chair  
Department of Medical Laboratory and Radiation Sciences  
302 Rowell Building  
University of Vermont  
Burlington, VT 05405-0068

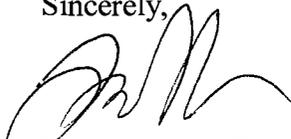
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Sincerely,



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



UHC Campus - Arnold 5  
One South Prospect Street, Burlington, Vermont 05401  
Tel: 802 656-2179  
Fax: 802 656-3016  
Web: [uvm.edu/opc](http://uvm.edu/opc)  
**Area Health Education Center Program Office (AHEC)**

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:

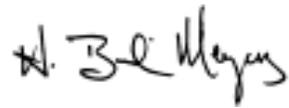
I am pleased to endorse the application of the Department of Medical Laboratory and Radiation Sciences for the new major in Health Sciences. The proposed program of study has many advantages for undergraduate students at UVM. From the perspective of the Jeffords Center the preparation of undergraduate 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 small star-like mark at the beginning.

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

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The  
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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/>

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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