# The University of Vermont
## FACULTY SENATE

# Curricular Affairs Committee of the Faculty Senate
# Draft Minutes
### Thursday, November 03, 2016, 4:15 – 6:15 pm

Present:    Professors Almstead, Cichoskikelly, Dale, Dickinson, Everse, Kervick, Monsen, Phelps, Sisk, Tomas, Weinstock

Absent:    Professors Franklin, Garrison, Hazelrigg, Kasser, Marshall, Nichols, Paradis, Rowe, Snapp, Sisock, Strickler, Wojewoda

Guests:    Cathy Paris, Maggie Lambert (CDE), Brian Reed, Jennifer Prue, Abby McGowen

The meeting was called to order at 4:09 pm in Waterman 427A

I.   **Approval of the Minutes**.  The minutes of the October 6, 2016 meeting were approved as written.

II.  **Chairperson's Remarks** –  Laura reported that approved the new certificate in graduate study in Health Care Management Policy was approved at the October Board of Trustees meeting. The Board also enthusiastically approved the Institute on the Environment. A Board member suggested the idea of mandatory internships, or at least getting faculty to strongly encourage students to take advantage of such an opportunity.  The CAC may be asked to consider the idea in the future, but it was not a point of discussion at the Board meeting, nor was there an indication whether other Board members held the same opinion.

     Subcommittee report outline and template documents for proposal reviews and APR's were distributed prior to the meeting.  Laura encouraged members that choose to use to provide feedback/suggestions.

III. **Reports** – There were no reports at this time.

IV.  **Other Business**
     A. **First Year Experience Courses – discussion and request for course prefix.**
        Jennifer Prue and Abby McGowan from the first experience (FYE) committee, which was formed in 2014-2015 as a way to improve the first year experience at UVM, presented an overview of the committee's progress towards developing a FYE course and a request for a new course prefix. The FYE committee is asking the CAC for help in developing a required course that would focus on the first year experience. There is no precedent on how to prefix this course. Before making a decision regarding the course prefix, CAC committee members had multiple questions regarding the course. Jennifer and Abby indicated that there's still a significant amount that remains to be

decided regarding the logistics, specific goals, and content of the course. It was a productive discussion, and the FYE committee members are planning to come back to the CAC to continue the conversation. It was decided that CAC would not vote on the issue of a course prefix at this meeting.

B. **Request to Revise / Clarify Late Withdraw Policy**
Brian Reed presented a request from the council of Associate Deans to revise and clarify the process by which students can withdraw from a course after the 60% point in the semester. Changes included incorporating a clarified procedure for withdrawal request made after the last day of the semester into the "Course Withdrawal" policy, and deleting the "Retroactive Academic Adjustment" policy (which referred to withdrawal requests made after the last day of classes). The committee requested clarification regarding whether the final decision rests with the unit of the student or the unit of the class. It was stated that the decision rests with the student's home unit. Laura Almstead called a vote to approve the proposed revisions with the addition of the word "student's" to clarify the unit responsible for the final decision.

**Vote: 12 approved, 0 opposed, 0 abstained**

C. **Request to add Crime & Criminal Justice Concentration to Sociology Major Policy**
Laura Almstead presented a request from the College of Arts & Sciences for a new concentration in Crime and Criminal Justice in the Sociology major. The new concentration was designed in response to increased interest in interest in crime, justice, and criminology courses offered by department. The admissions office has also noted that a number of perspective students express interest in criminal justice. The new concentration will require four approved courses (12 credits); at least two at 100-level or above. All courses are currently taught by the department; no new courses are anticipated. One of the professors that teaches courses for the concentration, Eleanor Miller, will act as advisor. The proposal has been approved by the Sociology Department, the CAS curriculum committee, and the CAS faculty. Laura Almstead called a vote to approve the new Crime and Criminal Justice concentration.

**Vote: 12 approved, 0 opposed, 0 abstained**

D. **Request to add Cybersecurity Track to the Certificate in Computer Software**
Laura Almstead presented a request from the College of Engineering and Mathematical Sciences for a new Cybersecurity Track in the Certificate in Computer Software. The certificate is an academic certificate offered by the Department of Computer Science (CS) in conjunction with Continuing and Distance Education. Currently, there are three tracks – web development, software development, and CS Master's preparation. The request for a new Cybersecurity Track is a re-submission of a proposal discussed and disapproved last year. The proposers have addressed the concerns raised by the CAC last year, which included the inability to complete the track with permanent courses, and the number of courses taught by part-time lecturers. The new track will include two required zero-level courses, one of two 100-level courses, and two additional courses selected from a list of zero-level, 100-level, 200-level courses (15 credits total). The proposal has been approved by the CS curriculum committee, the CEMS curriculum committee, and the CEMS faculty. Laura Almstead called a vote to approve the new Cybersecurity Track.

**Vote: 12 approved, 0 opposed, 0 abstained**

V.  **APR Reports**
A.  **Social Work, CESS**
Cathy Paris and Amy Tomas presented the APR subcommittee report on the Social Work programs, and reported that the subcommittee strongly recommends approval. The external review was carried out as part of the Council on Social Work Education's (CSWE) Accreditation Site Visit. The report presented by the CAC APR subcommittee is based on the CSWE Site Visit Report and the Department's Self-Study. The subcommittee noted that the external review process, coupled with the internal process has been extended over several years.  Overall, subcommittee found the Social Work programs to be of high quality, providing well trained, compassionate, helping professionals to the State of Vermont and the nation. The subcommittee was impressed with the Department's commitment to human rights and social justice, and with the close alignment between its philosophy and its practice. Students and graduates of the program are engaged in work with disadvantaged populations around the state: the program's mission is clearly aligned with the mission of the University of Vermont. The subcommittee noted that it is a program in which the University can take justifiable pride.  Laura Almstead called a vote to approve the subcommittee's report.

**Vote:  12 approved, 0 opposed, 0 abstained**


VI.  **New Business**
A.  **Subcommittee needed for new Public Policy Minor (CAS)**
Erick Monsen and Stephanie Phelps will serve on this subcommittee.

B.  **Communicating with Unit-Level Curriculum Committees**
Laura asked for committee feedback on working with the chairs of individual unit's curriculum committees. This connection would be valuable for both the CAC and the individual units.  Laura will share the a "tips" document with all the chairs of the curriculum unit level committees. The committee suggested some clarifications to the document; Laura will work on these clarifications. Once finalized, Laura will work with Kerry Castano to see if this document could be attached to Courseleaf.

VII.  **Adjournment** – A motion to adjourn was made at 6:17pm.

TO:   Faculty Senate Curricular Affairs Committee
FROM:  Abby McGowan (Associate Dean, CAS) and Jennifer Prue (Faculty Fellow, Advising
     & First Year Experience), representing the UVM First Year Experience Committee
DATE:   October 25, 2016
RE:    Request for new course prefix (UNIV) and course number (UNIV 95)

As members of the university-wide First Year Experience (FYE) committee, we are writing to request that the CAC create a new course prefix (UNIV) along with one course number under that prefix (UNIV 95). The intent of the prefix and course numbers will be to facilitate the introduction of a new, university-wide, one-credit FYE course on a trial basis in the fall of 2017.

Starting in fall 2015, UVM began working on two new initiatives targeting incoming first time, first-year (FTFY) students: namely, that, by 2018 all FTFY students will live in themed residential communities (RC), and all will take a one-credit common FYE course. These two initiatives (RCs and the FYE course) will operate in association with existing FY academic programming, including existing FY-specific courses (TAP in CAS, HCOL 85 and 86, etc.) or broader (and often larger) classes in other units. The goal of the university-wide FYE project is to introduce improved programming for first year students and to build stronger and firmer bonds among the three sets of offerings: housing, the FYE course, and academic courses.

Our committee is currently in the process of trying to envision the structure and content of the university-wide FYE course. The proposal is still very much in its early stages; we are just now putting together a faculty group that will be charged with hammering out the details of topics, thematics, delivery methods, and more. We do have a broad sense of what we are working towards, however. The goal is a one-credit course that would be taught within the different RCs on a truly university-wide basis, with commonalities across all the RCs along with some areas of differentiation to tie the course into different RC themes. Since we are still so much in the planning process, we do not envision being able to introduce this across the entire incoming FY class in fall 2017. The goal instead is to pilot the course within one portion of the incoming class in fall 2017, revise the curriculum based on that experience, and then expand the course to include 100% of incoming FY students in fall 2018.

The reason why we are coming to the CAC so early in this process is to provide faculty oversight for a truly university-wide course. Unlike most courses, what we are proposing cannot come through an individual unit's curriculum committee, since no one unit is sponsoring it. That is not to say that we intend to bypass curriculum committees in different units; we intend to engage those committees in discussions about the FYE course and will work with them along the way. The CAC, though, remains the obvious body to initiate and oversee a university-wide curricular offering like the proposed FYE course.

Specifically, we are coming to the CAC with three requests:

1. Creation of a new course prefix, UNIV: This prefix would be used ONLY to offer university-wide courses that are not tied or particular to individual units. We only envision it being used for this FYE course.
2. Creation of a special topics number within the new prefix: In order to offer a trial run in fall 2017, we want to create UNIV 95 as a special topics course. Based on the trial, the plan would be to regularize the course as UNIV 1 in readiness for fall 2018.
3. Ongoing oversight of UNIV courses: Since UNIV courses would not move through the normal curricular system based in individual schools and colleges, we would ask that the CAC depart from its normal operating procedures and offer ongoing oversight of these offerings as a way of ensuring faculty leadership on curricular matters across the university.

# Course Withdrawal

From the eleventh day of instruction until the second business day after the 60% point in the semester, students may withdraw from courses. To do so, students must use the registration system to withdraw from the course. The student's advisor(s) and dean(s) will be notified. The instructor(s) will be aware of the withdrawal by the Withdraw status on the class roster and the presence of a grade of W on the grade roster.

Between the second business day after the 60% point in the semester and the last day of classes, students may withdraw from one or more courses only by demonstrating to their college/school Studies committee, through a written petition, that they are unable to continue in the courses(s) due to circumstances beyond their control. Such petition must contain conclusive evidence, properly documented, of the illness or other situation preventing completion of the course(s). Acceptable reasons do not include dissatisfaction with performance or expected grade, dissatisfaction with the course or instructor, or desire to change major or program. If the petition is approved, a grade of W will be assigned and recorded on the student's permanent record. If the petition is denied, the instructor(s) will assign a final grade (A–F) in accordance with the same criteria applied to all other students in the course(s). Final decisions rest with the home college/school.

~~Withdrawn courses are included in the number of credits used for billing purposes.~~ ~~No W~~withdrawals will be permitted after the last day of classes only when the student was incapacitated before the end of the term and unable to process a late withdrawal request. To be considered, the request must be made within 60 days of the end of the term in which the course was taken, or before the add/drop period of the subsequent term attended, whichever is sooner. Final decisions rest with the home college/school.

In all instances, withdrawal grades remain on the permanent academic record, but will not affect the grade-point average. Withdrawn courses are included in the number of credits used for billing purposes.

# Definition of a Credit Hour

The Faculty Senate has defined a University of Vermont credit hour as follows:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

3. "Direct faculty instruction" must include regular and substantive faculty/student contact regardless of delivery mode (for example, face-to-face, hybrid, distance/online).

All courses should span the full term (15 weeks in fall and spring) of the semester in which they are offered.

## ~~Retroactive Academic Adjustment~~

~~The university will consider requests for late withdrawal and retroactive academic adjustments when those requests are accompanied by appropriate information. To receive consideration, a student or his/her authorized representative must submit to his/her dean's office a completed Consultation Form for Late Withdrawal and Incompletes. Forms are available in deans' offices.~~

~~Students may appeal the academic adjustment decision of their school or college to the provost's office. If the appeal is based upon a certified disability and recommended as an appropriate accommodation, students may appeal the academic adjustment decision of their school or college as outlined in Policies and Procedures for Students with Disabilities under the section entitled "Protocol for Dispute Resolution". All appeals must be submitted in writing.~~

~~Decisions regarding adjustments to academic records are distinct and separate from refunds. Any refund, including tuition, financial aid awards, fees, room and board, will follow federal and institutional guidelines. The effective date for any refund will be the date that the completed form was received by the academic dean's office.~~

~~Questions regarding refunds should be directed to Student Financial Services.~~

**Unit Curriculum Committee Tips**

• Cover Sheet for Proposals for New Academic, Research or Service Endeavors – must accompany proposals for new programs

• Guidelines for Proposals for New Academic, Research, or Service Endeavors – required format for new program proposals

• Guidelines for Proposals to Substantially Revise an Academic, Scholarly, or Service Endeavor – required format for significant changes to existing programs

• Policy Clarification: Process for substantial change to curriculum, named track or concentration, and degree-delivery format – describes what counts as a "substantial change" and the approval process

• Guidelines for Proposals to Terminate an Academic, Scholarly, or Service Endeavor – required format for termination requests

• Guidelines for Proposals for Academic Minors – required format for new minor proposals; describes the standards for minors (e.g. number of credit hours)

• Guidelines for Proposals for Undergraduate Certificate Programs – required format for new undergraduate certificate proposals; describes the standards for undergraduate certificates (e.g. requirement for integrative learning component, number of credit hours)

• Standards for Certificates of Graduate Study – standards and application process for Certificates of Graduate Study; proposals should follow the format for New Academic, Research, or Service Endeavors

• Process for Academic Department & Program Name Change – approval process for name changes

• Procedure for Course Mediation Process – arbitration process for course action disputes

• 2016-2017 Timeline for Policy & Proposal Review Process – an important document for faculty planning to submit new program proposals

• Transmittal Routing Process – a "map" of the approval path for new programs (and other Faculty Senate items)
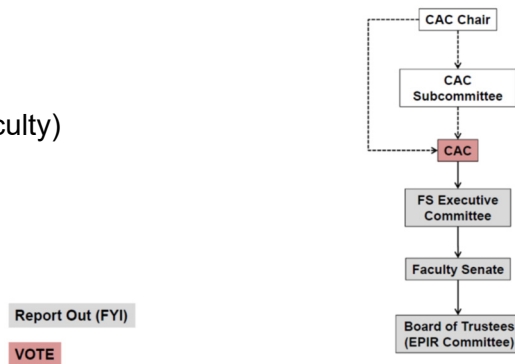
New Program Proposals
- All sections in the proposal guidelines must be addressed
- An abstract that will be circulated to the faculty is required (see proposal guidelines)
- New courses that will be part of the proposed program should be submitted in Course Leaf; contact the CAC Chair if a new course prefix is required
- Letters of support from any potentially affected Units/Departments/Programs must accompany the proposal
- Proposals must be sent from the Dean's office to the Provost's office for submission
- Approval process:
    - Department
    - Unit Curriculum Committee
    - Dean's office (following vote by Unit faculty)
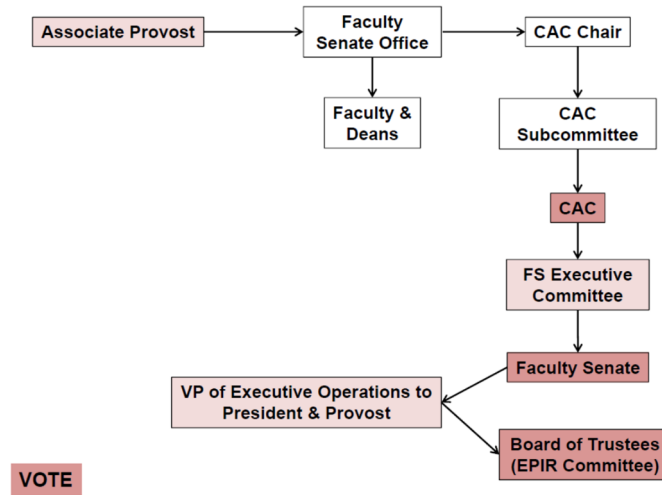


- Timing notes:
    - the timeline outlined in the Timeline for Policy & Proposal Review Process is a "best-case scenario;" be aware that delays can occur for various reasons
    - abstracts must be circulated to the faculty and Deans for comment a minimum of two weeks prior to discussion by the CAC
    - it takes time for the proposal to be cataloged and given a tracking number by the Provost's office before it reaches the Faculty Senate office
    - once assigned to a CAC subcommittee for review, proposals are usually discussed at the next CAC meeting or the month following
    - CAC review subcommittees often have questions for proposers; quick responses by proposers can help prevent delays in the approval process
    - to be included in the next year's Catalog, programs must be approved by the Board of Trustees at the February meeting (sometimes there's a March meeting, but don't count on it)
    - proposals that are approved by the Board of Trustees at the May meeting may be included in the Catalog addendum; it's up to the Unit's Dean's office to communicate with the Registrar's office to make sure it happens
- Other logistical stuff
    - proposers do not attend the CAC meetings where their proposals are discussed
    - the proposers (or an appropriate representative) SHOULD attend the Faculty Senate meeting where their proposal is brought to the floor for a vote
    - if changes are made to a proposal in discussions with the CAC review subcommittee, the proposal should be revised and an updated version sent to the chair of the CAC subcommittee

Proposals to Substantially Change an Existing Program
• Things that count as "substantial changes"
  - more than 40% change to the course work for a curriculum
  - adding or removing a named concentration within an existing program
  - adding or removing a significant curricular component (e.g. requirement for a minor)
  - changes that have the potential to significantly impact other Units
• Address all sections in the proposal format guidelines; if a section does not apply, just put "Not Applicable"
• New concentration proposals may be in the form of a memo that addresses all relevant components of the Guidelines for Proposals to Substantially Revise an Academic, Scholarly, or Service Endeavor
• Proposals should be sent from the Dean's office to the CAC Chair
• Approval process:
  - Department
  - Unit Curriculum Committee
  - Dean's office (following vote by Unit faculty)

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    Report Out (FYI)                    ▼
                                  Board of Trustees
    VOTE                          (EPIR Committee)
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• Depending on the nature of the changes, proposals may or may not require review by a CAC subcommittee
• Changes may be publicized AFTER they are approved by the CAC


Miscellaneous Things
• Pre-requisites
  - zero-level courses should NOT have pre-requisites (they can have degree restrictions on enrollment0
  - 100-level courses require at least one pre-requisite course at the zero-level or above; 200-level courses require at least one pre-requisite course at the 100-level or above
• Special Topics courses
  - must be submitted for a permanent number after three offerings
  - CANNOT be a required course for any program
  *Note – If there are fewer permanent numbered elective courses than elective requirements, this makes any Special Topics courses included in the electives count as required courses (i.e. it's not possible to complete the program requirements without taking a Special Topics course).*
• Common issues with new program proposals
  - minors and undergraduate certificates must meet the credit hour requirements (see standards documents)
    - minors = 15 to 20 credit hours of coursework, at least nine at the 100-level or above; no more than three prerequisites (9 to 12 credits) that are not part of the minor
    - undergraduate certificates = 12 credit hours, at least six at the 100-level or higher, plus a significant credit-bearing integrative learning component
  - signed letters of support from all necessary parties must be submitted with the proposal
• Don't hesitate to contact the CAC Chair if you or faculty in your Unit have questions!
      http://www.uvm.edu/faculty_senate/curricular_affairs_committee

**The University of Vermont**
COLLEGE OF ENGINEERING AND MATHEMATICAL SCIENCES
DEPARTMENT OF COMPUTER SCIENCE
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BURLINGTON, VERMONT 05405-0156
TEL: (802) 656 –3330

October 3, 2016

Dear Senate CAC;

As you may recall, last spring you returned our proposal to add a named track in Cybersecurity to our existing Certificate in Computer Software, with several specific concerns. We have now addressed those concerns in our revised version of the proposal, and these revisions have passed both the Computer Science curriculum committee, the CEMS curriculum committee, and the CEMS faculty; I believe Marnie Owen has now forwarded this revised proposal to you.

Although I was on sabbatical in S'16, Chris Skalka relayed to me that the CAC had the following concerns, each of which has now been addressed as described below:

Concern #1: As originally proposed, the cybersecurity track required some special topics courses, which is in violation of existing policy.

Response #1: This is no longer the case in the revised proposal. We have now created permanent course number for the following three courses in courseleaf, and all three of these have passed the Computer Science curriculum committee, the CEMS curriculum committee, and the CEMS faculty, and been forwarded to the Provost's office for inclusion in the upcoming catalogue.

CS 006 Cybersecurity: Introduction and Exploration
CS 166 Cybersecurity Principles
CS 167 Cybersecurity Defense

There are now several ways that a student could complete the cybersecurity track with the following courses, such as: CS 8, 21, 166, 266, 265. (Other combinations of existing courses are also possible)

The following course is still a special topics course and is an option for the certificate:

CIS 096 Cybersecurity Law and Policy

However, this is only an option and we will consider giving this a permanent course number should it attract sufficient student interest (it is being taught for the first time in S'17).

Concern #2: There was also concern about sustainability of these special topics courses given that they're currently taught by part-time lecturers.

Response #2: Currently, CIS 096, CS 006, CS 166, and CS 167 are taught by part-time lecturers. However, none of these are actually required by the cybersecurity track. E.g., a student could complete the track with: CS 8, 21, 225, 265, 266, which are all taught by full-time faculty. In addition, we are currently doing a TT faculty search in cybersecurity, we are considering hiring another lecturer with

expertise in cybersecurity, and full-time faculty Ling and/or Skalka also have the expertise to teach some of these cybersecurity courses.

Please do not hesitate to contact me if you have additional concerns.

Sincerely,

Margaret J. Eppstein
Professor and Chair of Computer Science
University of Vermont

**Proposal to Add a Cybersecurity Track to the Computer Software Certificate**

As noted by the Education Advisory Board (eab.com), the more we continue to integrate technology into daily life and companies become reliant on the cloud, growth in demand for IT professionals is expected. Information Technology roles are growing at a very aggressive pace and the associated growth of cybersecurity positions is staggering. Cybersecurity positions grew by 73% between 2007 and 2012, compared to 20% in IT, and 6% across all sectors.[1]

In addition to higher demand for cybersecurity skills, professionals in cybersecurity positions earn more than most IT employees. Even a short certificate increases salary potential by $6,000.[2]

The demand for cybersecurity skills is growing in government, private companies and other organizations such as universities and non-profits. Cybercrime is no longer only the result of lone hackers, and the costs of global cybercrime are incredible[3] which is fulling the demand for cybersecurity professionals. Cybersecurity concerns extend beyond the public sector. [4] The general public's awareness of security breaches in the commercial sector increased after the incident at Target in Fall 2013 and the Heartbleed Bug in Spring 2014. But companies had started building defense teams and developing strategies for their networks years before these events. Between 2010 and 2013, the demand for cybersecurity professionals among non-government employers rose 30%, and researchers anticipate continued growth in the next several years.[5]

It is critical for organizational leaders and managers, as well as IT professionals, to be prepared to anticipate the wide-ranging impacts of a cybersecurity breach, understand how to mitigate them, and learn to prevent them in the future. A certificate program in Cybersecurity can help to address the workforce shortage in this area by providing the training required for entry-level workers or career changers who do not have a technical background. The Cybersecurity track supports the needs of the growing job market in this area and complements the existing tracks in the Computer Software certificate.

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[1] "Initial findings on Cyber security Jobs," Burning Glass technologies, February 2013.
[2] Burning Glass Labor/Insight.
[3] Frank Umbach, "Cyber Threats Are Growing in Size, Volume, and Sophistication," *World Review*, May 2003.
[4] Andrea Shalal-Esa, "Scores of US Firms Keep Quiet About Cyber Attacks," Reuters, June 2012.
[5] Rashid, Fahmida Y., "Cybersecurity Market to Reach $120B by 2017," *SC Magazine*, July 2012.

The proposed Cybersecurity Track would become a new named track in the existing 5-course Computer Software Certificate. Specifically, we propose a new track as follows:

A Certificate with the following wording:

- Certificate in Computer Software: Cybersecurity

To include 5 courses, as follows:

The following required courses:

- CS 008 Introduction: WWW Design (no prereq)
- CS 021 Computer Programming I (no prereq)

One of the following courses:

- CS 166 Cybersecurity Principles (prereq of CS 8 and 21)
- CS 266 Network security and cryptography (prereq of CS 124)

Plus two additional approved cybersecurity courses. Existing approved cybersecurity electives are listed below (this list may change as offerings are updated):

- CIS 096[1]: Cybersecurity Law and Policy (no prereqs)
- CS 006[2]: Cybersecurity: Introduction and Exploration (no prereqs)
- CS 166[3]: Cybersecurity Principles (prereq of CS 8 and 21)
- CS 167: Cybersecurity Defense (prereq of CS 166 or CS 266)
- CS 266: Network security and cryptography (prereq of CS 124)
- CS 225: Programming Languages (CS 124, CS 125)
- CS 265: Computer Networks (CS 110, CS 121, Stat 143)

[1]Initially CIS 096 will be offered as a special topics course, but we will give it a permanent course number should this course attract sufficient student interest.

[2]CS 006 will not count towards the certificate if taken after CS 166 or CS 266.

[3]CS 166 will not count towards the certificate if taken after CS 266.

Note: Courseleaf forms for CS 006, 166, and 167 are currently in the approval process.

**MEMORANDUM**

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| **TO:** | LAURA ALMSTEAD, FACULTY SENATE CHAIR |
| **FROM:** | KATHY FLOYD, DEAN'S OFFICE, COLLEGE OF ARTS AND SCIENCES, ACADEMIC AND STUDENT SERVICES ADVISOR (for CAS Curriculum Committee) |
| **SUBJECT:** | NEW CONCENTRATION FOR THE SOCIOLOGY MAJOR IN CRIME AND CRIMINAL JUSTICE OCTOBER 12, 2016 |

Attached please find a request for a new concentration in Crime and Criminal Justice for the Sociology major.

This proposal has been approved by the College of Arts and Sciences Curriculum Committee (October 4, 2016) and by the College of Arts and Sciences faculty on October 11, 2016. 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.

September 26, 2016

TO:   Laura Almstead, Chair, UVM Faculty Senate Curricular Affairs Committee
       William Falls, Dean, College of Arts and Sciences
       Abby McGowan, Associate Dean, College of Arts and Sciences
       Nicole Phelps, Chair, CAS Curriculum Committee

FROM:  Dale J Jaffe, Chair, Department of Sociology

IN RE:  Sociology Concentration in Crime and Criminal Justice

        The Sociology Department has long offered an array of courses at all levels in deviance, crime, and criminal justice as part of the major and minor in sociology and had students pursue careers in this area.  In fact, just this fall HCOL graduate and sociology major, Nic Hutt, begins his fully-funded doctoral studies in criminal justice at Temple University, one of the most prestigious programs in the country.  We also have noted and responded to the interest of students in this area.  Professor Miller has now offered Urban Inequality and Crime: The Wire (SOC 095) twice to classes of 160.  Moreover, Professor Fox's service learning courses that engage in research for the VT Department of Corrections are extremely popular with students and have received much favorable attention from UVM media sources.  This past summer Professor Fox attended a program run by Temple University to prepare herself to pilot a course conducted in a local prison with a class comprised of UVM students and prisoners.  If that goes as planned, the hope is to expand that program and engage more faculty in it.  Finally, Admissions has on several occasions made clear that criminal justice is an area prospective students routinely inquire about.

        What we seek, after departmental discussion and unanimous approval and with the approval of Dean of CAS, William Falls, then, is to begin to offer a concentration to current and future sociology majors in Spring, 2017 that would be duly noted on student transcripts and called Crime and Criminal Justice.  The courses in the concentration would be taught primarily by four current faculty members who are already teaching these courses and doing work in this area:  Professor Kathy Fox, Professor Lutz Kaelber, Professor Dan Krymkowski and Professor Eleanor Miller.   No new courses are anticipated at this time and university resources are obviously already in place to support these offerings.  The courses students would draw from are the following:

        SOC 014-Deviance and Social Control

        SOC 114-Sociology of Punishment

        SOC 115-Crime

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SOC 118-Race, Crime and Criminal Justice

SOC 214-Delinquency

SOC 216-Criminal Justice

SOC 217-Corrections

SOC 258-Sociology of Law

SOC 285 or 286 (with relevant placement)

For the Concentration in Crime and Criminal Justice within the Major in Sociology the Department would require that of the courses taken for the major 12 credits/four courses be chosen from the list above (at least two of which would be at the 100 level or above and at least one of which would be at the 200 level.) The courses that would count toward the concentration (and thus also toward the major) could also include a relevant internship (Sociology 285 or 286), relevant variable contents courses (e.g., SOC 096 – Urban Inequality and Crime, "The Wire") relevant HCOL courses (e.g., HCOL 186 – Gender, Race and Crime), or relevant courses from other departments that would be approved on a case-by-case basis.

Professor Eleanor Miller is willing to act as the adviser to students in the concentration.

Thank you for your consideration, and please don't hesitate to call if you have questions or require more information.


c: Prof. Eleanor Miller
   Prof. Nikki Khanna, Chair, Sociology Curriculum Committee

**Faculty Senate Curricular Affairs Committee**
**Academic Program Review**
**Subcommittee Report: Social Work**

Internal Review Subcommittee: Catherine Paris and Amy Tomas


The degree programs in Social Work at the University of Vermont were reviewed by Dr. Carolyn Jacobs (Smith College) and Dr. Anna McPhatter (Morgan State University), who visited in February 2011 as part of the Council on Social Work Education's (CSWE) Accreditation Site Visit. This report, based on the CSWE Site Visit Report and the Department's Self-Study, outlines the principal findings of the external review, summarizes the programs' strengths and weaknesses, and provides a synopsis of the reviewers' recommendations.

The Department of Social Work, in the College of Education and Social Services, offers two degree programs, the Bachelor of Social Work (BSW), which prepares students for generalist practice, and the Master of Social Work (MSW), which prepares students for practice in Transformative Social Work and provides a focused concentration framed around a specific population (e.g., the elderly, refugees, victims of domestic violence). The MSW program at UVM is the only graduate-level social work program in the State of Vermont, and, indeed, is one of only three such programs in northern New England. The BSW program has been accredited since 1978; the MSW, since 1993. The Council on Social Work Education (CSWE) reviewed both for reaccreditation in 2011. In February 2012, both programs were reaccredited for eight years.

The Social Work Department faculty includes five tenure/tenure-track faculty and two Senior Lecturers. At present 94 undergraduate majors and 79 graduate students are enrolled. The department taught a total of 4,176 student credit hours in Fall 2015.

**Summary of the Department's Strengths and Weaknesses**

**Strengths:**

1. **The degree programs in Social Work contribute to the university's goal of preparing professionals to meet the human services needs of the state**. Social Work annually receives more than three million dollars through the federal Title IV-E program, the largest federal funding stream for child welfare activities, to support qualified students in the MSW program. In exchange for tuition remission and a stipend, the award recipient agrees to focus his or her studies on child welfare practice and commit to employment as a social worker within the Vermont Department for Children and Families (DCF) after graduation. According to Doreen Marquis, DCF Workforce Development Director, nearly 45% of all social workers in the Family Services Division have earned a social work degree through this partnership, which has "contributed significantly to the professionalism of the workforce in Vermont."

Further, partnerships with UVM Extension and other field partners have brought in additional resources totaling more than one million dollars per year.

2. **Students in the field program contribute significantly to the human services needs of the state.** Every BSW student completes at least 450 hours of supervised fieldwork and every MSW student completes a minimum of 900 hours. Fieldwork is a critical component of their professional training, requiring them to function as professionals and challenging them to deepen their knowledge and skills. During the 2012-13 academic year, Social Work students contributed close to 50,000 hours to local agencies and other field sites. Their placements included community family centers, home health work, residential care facilities, and hospices, among others.

3. **The Social Work faculty is of high quality; its members are highly regarded as both teachers and advisors.** They are productive scholars, engaged in collaborative research, teaching, and service with colleagues across the university and the state. Social Work faculty members have won a number of nationally competitive awards including a Fulbright (Witkin, 2013) for their scholarly work. Senior Lecturer Julie Richards won the prestigious Kroepsch-Maurice Award in 2005. In 2016, U.S. News and World Report ranked UVM's MSW program 78th out of 220 in its survey of best graduate schools for Social Work.

4. **The Department has forged linkages with other academic programs across the University and the broader community**. Recent campus partnerships have included the Dewey House of Civic Engagement, the Sustainability Faculty Fellows program, the CUPS office, and the Women's Center. Collaborative efforts are in place with Nursing, Medicine, and Communications Sciences and Disorders. Department faculty counsel students in CCV's Human Services program about opportunities in social work. As part of its emphasis on global social work education, Social Work has sponsored courses in India in collaboration with non-governmental organizations such as the SASAWRATI Trust and the Tata Institute of Social Sciences, as well as with the University of Lapland.

4. **Students in the Social Work program are high performers**: over the years 2008-2012, 91% of students taking the Association of Social Work Board Exams passed the exam on the first attempt. In 2012, undergraduate student Brent Reader was selected as one of only 55 nationally recognized Truman Scholars. Other significant student awards include those from the Women's Center, the ALANA Student Center, the McNair Scholars program, and the Provost's Courage Award.

5. **A robust program of assessment is in place; information is used to guide program improvement**: As noted by the external reviewers, "The program uses multiple measures to assess explicit and implicit curriculum outcomes." In response to information gathered in the assessment process, the number of MSW program tracks was reduced from two to one and the undergraduate curriculum was restructured to improve on-time graduation rates.

6. **Social Work strives to foster diversity within its programs**. Strategies include changes in the process for conducting faculty searches, scholarships for out-of-state MSW students from under-represented populations, field placements that expose students to greater ethnic, racial, and cultural diversity, and increased opportunities for students and faculty to interact with refugee and immigrant populations.

**Weaknesses:**

**The external reviewers expressed concern that the workload of the Field Director might be unmanageable** given that she is also the Director of the Dewey House for Civic Engagement. They write, " … we view the [Field Director] role as very demanding given the complexity of managing both the BSW and the MSW components of the field as well as teaching responsibilities … Consideration for assistance to the Field Director should be given as the program continues to grow."

**Recommendation of the External Reviewers**

As noted in the preceding section, the external reviewers recommended that consideration be given for assistance to the Field Director as the Social Work programs continue to grow. In an update of October 2016, current Department Chair Dr. Susan Roach noted that since the time of the external reviewers' report, the Field Director has stepped down from her role as Director of the Dewey House for Civic Engagement and that her workload plan has been revised to enable her to better manage both the BSW and the MSW field curricula. Thus *the recommendation of the external reviewers has already been implemented.*

**Summary and Conclusions**

The internal review committee charged with reviewing the Social Work programs found them to be of high quality, providing well trained, compassionate, helping professionals to the State of Vermont and the nation. We were uniformly impressed with the Department's commitment to human rights and social justice, and with the close alignment between its philosophy and its practice. Students and graduates of the program are engaged in work with disadvantaged populations around the state: the program's mission is clearly aligned with the mission of the University of Vermont. It is a program in which the University can take justifiable pride. We believe that the Social Work programs have met the the criteria set forth in the Academic Program Review Guidelines and strongly recommend their approval.