



Curricular Affairs Committee of the Faculty Senate Minutes

Thursday, April 5, 2018, 4:15 – 6:15 pm

Present: Professors Almstead, Dale, Dickinson, Everse, Garrison, Goodwin, Hazelrigg, Hughes, Kasser, Kervick, Marshall, Monsen, Nichols, Rosebush, Rowe*, Sisk, Strickler, Tomas, Ultsch, SGA Representative McHugh

Absent: Professor Cepeda-Benito, Ivakhiv, Wojewoda

Guests: Cathy Paris, Brian Reed, Cindy Forehand, Veronika Carter, Alison Maynard, Jacob Lowy

Chair Almstead called the meeting to order at 4:18 pm in 427A Waterman.

- I. **Approval of the Minutes.** The March 1, 2018 meeting was cancelled, and an electronic ballot was distributed for approval of the meeting minutes of the February 1, 2018 meeting, and for the Proposal to change the BA in Plant Biology offered by CAS to a BS degree. Both items were unanimously approved by electronic ballot.

II. Chairperson's Remarks

- Laura Almstead announced that is election time for the position of CAC Chair for the 2018-2019 academic year. Sue Kasser nominated Laura Almstead, the nomination was seconded, and Laura Almstead accepted the nomination. A hand-vote was held, and Laura was elected unanimously.
- Laura Almstead noted that the proposal for a Minor in Leadership for Change was pulled from this agenda to allow the proposers to address identified concerns, including courses that are missing from Courseleaf.

III. Reports:

- A. **New Certificate of Graduate Studies in Sustainable Enterprise, GSB.** Jeff Marshall and Aaron Nichols have reviewed and recommend approval of the proposal for a new Certificate of Graduate Studies in Sustainable Enterprise submitted by the Graduate College in conjunction with the Grossman School of Business. This certificate of graduate study is entirely administered by the GSB and Barbara Arel, Associate Dean of the Grossman School of Business, will oversee program development until a director is appointed from faculty involved in the program. Anticipated start date for the program is January 2019. A committee noted anecdotally that they had mentioned the program to their spouse

who works at VT EIC, and their spouse was interested in the program. The full subcommittee report is attached to these minutes.

Motion: Laura Almstead called a vote to approve the proposed new Certificate of Graduate Studies in Sustainable Enterprise submitted by the Graduate College in conjunction with the Grossman School of Business

Vote: 20 Approve, 0 Oppose, 0 Abstain

- B. **New Minor in American Sign Language (ASL), CESS.** Rosemary Dale and Rosi Rosebush reviewed and recommend approval of a proposal for a new Minor in American Sign Language (ASL) submitted by the College of Education and Social Services. The full subcommittee report is attached to these minutes.

Motion: Laura Almstead called a vote to approve the proposed new Minor in American Sign Language (ASL)

Vote: 20 Approve, 0 Oppose, 0 Abstain

- C. **New Master of Science in Athletic Training, CNHS.** Amy Tomas reviewed and recommends approval of a proposed Master of Science in Athletic Training submitted by the College of Nursing and Health Sciences, Department of Rehabilitation and Movement Science. Kathryn Vreeland, EdD, MBA, ATC; Clinical Associate Professor, RMS will serve as Program Director. The program will replace the current undergraduate Athletic Training (AT) program. The MSAT would begin in the summer of 2019. This change is based on the Accreditation of Athletic Training Education (CAATE) new requirement that all accredited professional AT programs be at the master's level not later than 2022. The proposed program will capitalize on and further UVM's excellent reputation in an evolving and rapidly growing field. The program's transition to a master's degree will provide important strategic advantages in recruiting and enrolling high quality students.

Motion: Laura Almstead called a vote to approve the proposed Master of Science in Athletic Training submitted by the College of Nursing and Health Sciences, Department of Rehabilitation and Movement Science

Vote: 18 Approve, 0 Oppose, 1 Abstain

- D. **New Certificate of Graduate Studies in Community Resilience & Planning, CALS.** Jennifer Strickler and Jennifer Sisk reviewed and recommend approval of the proposed new CGS in Community Resilience and Planning submitted by the Department of Community Development and Applied Economics in the College of Agriculture and Life Sciences. The Certificate co-directors will be Christopher Koliba and Asim Zia. The proposed start date is Fall 2018. The certificate is expected to have a small enrollment, has little impact on other departments, and has no significant costs. Planning competencies are embedded throughout the curriculum and policy and governance as described in the proposed certificate are within the domain of the CDAE faculty and curriculum. The full subcommittee report is attached to these minutes.

Motion: Laura Almstead called a vote to approve the proposed CGS in Community Resilience and Planning submitted by the Department of Community

Development and Applied Economics in the College of Agriculture and Life Sciences

Vote: 19 Approve, 0 Oppose, 0 Abstain

IV. Other Business

- A. **Proposal to establish a General Education Coordinating Committee.** Cathy Paris provided background and rationale for the establishment of a General Education Coordinating Committee (GECC). The proposal (attached to these minutes), submitted by the Chairs of the General Education Curriculum Review Committees, would establish the GECC as a standing subcommittee of the Curricular Affairs Committee. The CAC would provide an academic and administrative home for the GECC. The structure and function of the GECC are explained in the attached document. Discussion included the benefits of having student representation on the GECC.

Motion: Laura Almstead moved to approve the concept and the adoption of the GECC as a standing subcommittee of the CAC.

Vote: 17 Approve, 0 Oppose, 0 Abstain

V. APR Reports: (none at this time)

VI. New Business (none at this time)

- VII. Adjournment.** Ellen Rowe moved to adjourn at 5:33 p.m. The motion was seconded and carried.

QUESTIONS **RESPONSES** 17

17 responses

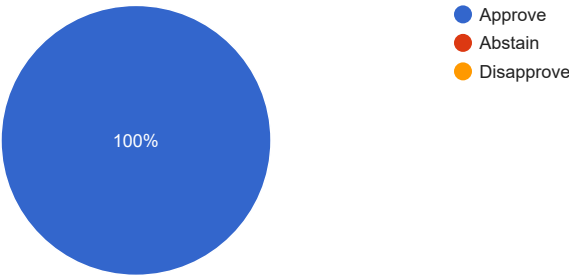


SUMMARY **INDIVIDUAL**

Accepting responses ☒

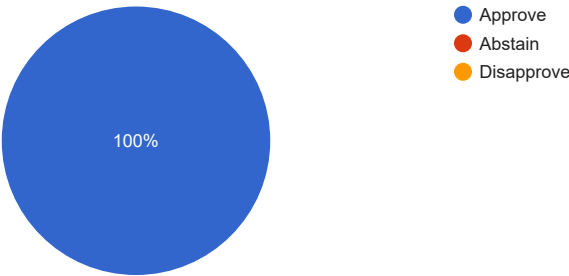
Approval of the minutes from the February 1, 2018 meeting

17 responses



Approval of the proposal to change the BA in Plant Biology offered by CAS to a BS degree

17 responses



Curricular Affairs Committee of the Faculty Senate

MEMO

To: Curricular Affairs Committee of the Faculty Senate
From: Aaron Nichols and Jeff Marshall
Date: March 21, 2018
Re: Approval of a proposal for a new Certificate of Graduate Study in Sustainable Enterprise (CGS-SE) submitted by the Graduate College in conjunction with the Grossman School of Business.

We have reviewed a proposal for a graduate certificate program, Certificate of Graduate Study in Sustainable Enterprise, submitted by the Graduate College in conjunction with the Grossman School of Business, and recommend approval. This certificate of graduate study is entirely administered by the GSB and Barbara Arel, Associate Dean of the Grossman School of Business, will oversee program development until a director is appointed from faculty involved in the program. The anticipated start date for the program is January, 2019.

Program Description and Rationale

Sustainable enterprises are enterprises that earn profits and have minimal negative impact on the environment and/or society. The Certificate of Graduate Study in Sustainable Enterprise (CGS-SE) is designed to prepare students to develop business knowledge and understand how enterprises stay competitive by incorporating social, environmental, and economic concerns into their strategy. The proposed certificate offers a means of educating graduate students from diverse backgrounds on how enterprises can be both profitable and responsible.

The proposers anticipate that the focus on 'sustainable enterprise' will draw students from a wide variety of organizations including small and large businesses, non-governmental organizations, governmental organizations, multinational corporations and start-ups. This contrasts sharply with programs that limit their focus on sustainability to a specific type of organization. While the proposed certificate is aimed at helping students develop business acumen and a strong understanding of how enterprises operate it also integrates sustainable enterprise issues into each course in the curriculum. This integrated approach will match the curriculum model used in the Sustainable Innovation MBA (SI-MBA), which has received positive national recognition.

The certificate is offered entirely online and will require 15 credits in the field of sustainable enterprise. There are four required courses (12 credits) from three core enterprise content areas including accounting, marketing, operations and supply chains, and one required Capstone course (3 credits) designed around leading sustainable innovation. Students can choose one elective course (3 credits) from a variety of topical electives including finance, new business models and entrepreneurial family business. Students can start the program in the fall, spring or summer; making it possible to complete the program in one year.

Justification and Evidence for Demand

The proposers expect to draw students who are seasoned working professionals from small and large businesses, government organizations, and start-ups. They also anticipate strong interest from recent graduates with little to no work experience. According to a 2015 survey conducted by the OVPR, roughly 4,000 UVM students expressed interest in entrepreneurial activity. This certificate offers these prospective students an opportunity to gain the business knowledge after graduation. This certificate will also help UVM in its efforts to create an Entrepreneurial Ecosystem hub that can improve innovation in Vermont.

The source of candidates is the large number of recent BS and BA degree holders who lack degrees or minor coursework in business. As recent graduates who lack work experience, this pool of candidates is typically not qualified for admittance to a Masters of Business Administration program. Another source of candidates is BS and BA degree holders in business who are interested in learning more about sustainable enterprise activities. This pool of candidates may include prospects who have substantial work experience but are interested in a career transition into the sustainable enterprise field.

The proposers cite an article from the Chronicle of Higher Education which demonstrates an increasing demand for online professional graduate programs, which will appeal to working adults who are interested in upgrading their skillsets, and explains how these programs will play an important role in the future of higher education. This program will complement the highly ranked GSB's SI-MBA program and will make high-impact professional development available to a much wider audience than a traditional on-site program. The CGS-SE will also leverage UVM's national reputation as a leader in sustainability.

The proposal cites a new survey from McKinsay & Company which found that 43% of executives would like their companies to align sustainability with their overall business goals, mission, or values compared to 30% in 2012. The proposers also reference a projected increase of 100,000 jobs for sustainability specialists between 2016 and 2026. The certificate will additionally prepare graduates for admission into graduate degree programs in business such as an MBA.

Relationship to Existing Programs

Grossman School of Business:

The proposed program complements the on-site Sustainable Innovation MBA (SI-MBA). The SI-MBA is intensive, on-site, and focused on specifically preparing individuals to institute sustainable innovation technologies and practices within existing and new ventures. Some students are interested in the integrated focus on sustainable enterprise concepts offered by the SI-MBA but may not want to earn a graduate degree or cannot afford to spend a year on campus in Vermont.

Sufficient overlap exists between current GSB programs and the CGS-SE to yield synergies, particularly in faculty expertise and brand recognition. Both the SI-MBA and the proposed online certificate program will utilize GSB faculty with expertise on sustainability across a wide range of organizational functions. The proposed program allows this expertise to be leveraged to a broader audience, one which, for a variety of reasons, would be unlikely to complete the one-year, full-time onsite program. The program also builds on the GSB's reputation in sustainability, but leverages this with a new, broader audience.

The CGS-SE will benefit the Master of Accountancy program by offering graduate-level courses that can be used as electives in the MAcc program. Students in the MS in Engineering Management and MS in Public Administration programs also will benefit from required and elective certificates courses that may be used towards their degree.

The University:

As a fully online and tuition-bearing certificate of graduate study program, the CGS-SE addresses two of the Academic Excellence Goals outlined under the UVM Strategic Action Plan:

- Goal #5 Expand programmatic offerings to include distance and hybrid modes of instructional delivery.
- Goal #8 Increase enrollments in graduate and professional offerings.

The proposed certificate is similar to a graduate certificate in Ecological Economics offered by the Gund Institute for Environment that is an on-campus problem-based certificate focused on the relationship between ecological and economic systems. The specific applied focus of the Ecological Economics certificate differentiates it from the proposed CGS-SE, which will examine the impact of enterprises on not only environmental but also social challenges facing the world.

The Rubenstein School offers a Leadership for Sustainability Masters of Science degree concentration. This two-year program does not intersect enterprise with sustainability, therefore there little to no overlap between this program and the proposed CGS-SE.

Outside UVM:

There are a significant number of graduate certificate courses that touch on the broad topic of sustainability, but there are few online certificate programs offered by reputable universities on the topic of sustainable enterprise. For example, the University of Wisconsin – Madison offers a similar online certificate program on sustainable enterprise, however the UW program is composed of undergraduate level courses sourced from their Bachelor of Science program. While other universities do offer programs in sustainable enterprise, they are either exclusively on-site programs and/or require the pursuit of a degree rather than a certificate.

Communication with Other Academic Units and Evidence of Support

The proposal was discussed with the Deans of College of Engineering and Mathematical Sciences, College of Nursing and Health Sciences, Rubenstein School of Environment and Natural Resource, College of Agriculture and Life Sciences, College of Education and Social Services and Continuing Education. Strong letters of support came from Nancy Matthews (Dean, Rubenstein School), Scott Thomas (Dean, CESS), Patty Prelock (Dean, CNHS), and Luis Garcia (Dean, CEMS). The proposers also had productive and positive correspondence with to Jane Kolodinsky of CDAE.

Response to additional question:

We saw strong letters of support from several colleges, but nothing from the Dean of the CAS. A large college such as CAS might view CGS-SE program as advantageous as it offers another professional training opportunity to their graduates without extensive prerequisite coursework or a change in major. Can you tell us why support was not requested from CAS? This question will most certainly be asked when we present the proposal to the CAC.

“Second, we do see CAS graduates who may be interested in a postbac as a potential market of students for our program. However, we were not sure that CAS graduate students would have interest or room in their graduate programs to fit in the certificate so we did not see them as potential students. We thought students in graduate programs in CEMS, CNHS, CESS, RSENR and CALS would be more likely to enroll in the certificate so we sought letters of support from those colleges. Let me know if you need any additional information.”

Curriculum

Required courses: 12 credits total

Number	Name	Credits
BSAD 363	<i>Accounting and Reporting for Sustainable Enterprise Activities</i> (new)	3
BSAD 305	<i>Sustainable Marketing</i>	3
BSAD 340	<i>Green Operations and Supply Chains</i>	3
BSAD 396	<i>Leading Sustainable Enterprise (Capstone)</i>	3

Select one elective: 3 credits total

Number	Name	Credits
BSAD 308	<i>Finance for Sustainable Enterprise</i>	3
BSAD 338	<i>Integrating Sustainability in New Business Models</i> (new)	3
BSAD 335	<i>Entrepreneurial Family Businesses</i> (new)	3

All courses will be new courses or renamed existing 3-credit offerings at the 300-level. The program will offer three courses each semester with the Capstone offered every semester to allow students to complete the certificate in a timely fashion. Students can enroll in any course, except the Capstone, at any time during the program. The proposal states that enrollment in the Capstone will require the completion of the other three required courses as prerequisite.

Fall	Spring	Summer
BSAD 363 (required)	BSAD 305 (required)	BSAD 340 (required)
BSAD 338 (elective)	BSAD 308 (elective)	BSAD 335 (elective)
BSAD 396 (Capstone)	BSAD 396 (Capstone)	BSAD 396 (Capstone)

Response to additional question:

We wrote to Dr. Arel to inquire about whether the program can be completed within one year given the three required courses as prerequisite to the required Capstone.

Can the Capstone course (BSAD396) be taken simultaneously with the last required course? The proposal states that all required courses need to be completed before students can enroll in the Capstone (p.13). However, the proposal also states that the program can be finished within one year (p.8), which looks only to be possible if the Capstone can be taken simultaneously with at least one required course.

“First, our desired program structure is included in Appendix C of the proposal but we encountered the part of term registration problem that will not allow us to start with this structure of courses. As you can see in Appendix C, the students would have completed all required courses before enrolling in the capstone course. Given our change in course structure to full-semester courses, we will allow students to complete the capstone

course simultaneously with their final required course. We think it's important for students to be able to complete the certificate in one year so we would like to allow them to enroll in the capstone as long as they are also enrolled in their last required course. The proposal should have been updated to note this change, sorry."

Admission Requirements and Process

The CGS-SE can be earned as a stand-alone certificate for students already holding a Bachelor degree from an accredited college or university but not matriculated in any other UVM graduate program. Students must apply to the CGS-SE before any courses are taken as they will need 15 graded credits as a graduate student in the program to obtain the CGS. The CGS-SE can also be earned in conjunction with existing graduate degrees and the courses applied to the certificate can be applied to the student's primary degree. Students already enrolled in a masters or doctoral program at UVM will need to apply no later than prior to completion of the final 6 credits in the certificate program. All credits must be completed at UVM within a five-year period. A minimum GPA of 3.00 must be achieved in the certificate program.

All students wishing to enroll in the certificate program must apply through the Graduate College with subsequent applicant review by the GSB Graduate Studies Committee. The program will be selective in admissions to ensure that students will thrive in graduate business courses.

Anticipated Enrollment and Impact on Current Programs

The proposers anticipate the CGS-SE enrollments will start in the range of 15 to 20 students, increasing incrementally with higher enrollments in the September start and stabilizing to about 90 enrollments by Year 4/5. Students will be recruited through a national marketing effort as well as through digital marketing efforts supported by Continuing and Distance Education.

Advising

Advising will be performed by faculty members affiliated with the program and led by a Graduate Certificate program coordinator in the Grossman School of Business. Faculty will advise students based on their interests, needs, and academic backgrounds. For matriculated graduate students, the student's primary advisor will also be consulted regarding the most appropriate

Assessment Plan

The CGS-SE will be included in the Association of Advance Collegiate Schools of Business accreditation comprehensive assessment plan for GSB programs along with the SI-MBA, BSBA, and MAcc programs. This is a continuous improvement process driven by the faculty. Each year the GSB Assurance of Learning committee will select direct and indirect measures of learning objectives for the program which will be evaluated and analyzed for feedback into curriculum reform.

Staffing Plan, Resource Requirements, and Budget

The addition of 1 FTE to support the program administration is required. This addition may come from restructuring of present staff assignments or the addition of a new staff position. The Associate Dean of GSB

will oversee program development, but a program director will be appointed from faculty involved in the program soon after implementation.

No additional library resources are required as current resources and research databases are sufficient to meet program demands. No additional computers or software licenses are required. Course development is needed to create online content and these start-up costs are included in the proposed budget. No physical classroom or lab space is required as the program is entirely online.

The proposal includes a chart of expected revenue and expenses for the first five years of the program. The program is expected to be self-sustaining by the end of Year 2 if enrollment projections hold true. If by Year 3 enrollment projections are not met, the GSB dean will determine whether to continue the program.

Summary

The subcommittee believes the proposal should be approved by the CAC.

Subcommittee Report
Proposed Minor: American Sign Language (ASL)
College of Arts & Sciences

Program Description and Rationale

Program Description:

The aim of this minor is to help students increase ASL language and cultural competencies, and to develop a deeper understanding of Deaf experiences through historical, social, and cultural lenses. The curriculum employs an interdisciplinary approach that offers opportunities for students to apply their theoretical knowledge to create an understanding that inspires innovative solutions for problems that perpetuate the marginalization of Deaf people.

Rationale:

The ASL minor will serve as a valuable complement to any declared major in the sciences, social sciences, education, communication sciences, humanities, business, and/or the arts. A combination of ASL competency and cultural knowledge makes students strong candidates for graduate studies or employment in education, communication sciences and deaf-related fields, as well as more general fields where individuals who are Deaf and hard of hearing are employed.

American Sign Language has been offered at UVM for over twenty years and is the sole language that is offered at an advanced level, yet has not been offered as an academic minor. The Modern Language Association reports that American Sign Language (ASL) is the third most studied language in the United States. The demand for elementary and intermediate ASL courses has remained consistently strong for some time and often necessitates a waitlist of students interested in enrolling.

Justification and Evidence for Demand

There was a waitlist for the fall 2017 semester ASL courses. In addition, fifteen students requested overrides for enrollment in introductory-level and intermediate-level ASL courses. On top of that, hundreds of students were unsuccessful in enrolling in ASL classes because the classes were already at capacity.

The university has received numerous e-mails from students inquiring about an ASL minor for personal and professional reasons. Some students have a classmate, friend, neighbor, co-worker, or a family member who is Deaf. These students have been inspired to learn ASL and Deaf culture. Some students study a different discipline that targets a disability population, such as Special Education and Communication Sciences and Disorders, and have a strong interest in adding ASL and cultural competencies to their knowledge base. Since we do not offer such a program, some students have applied for an Individually Designed Minor (IDM) in ASL through the College of Arts and

Science (CAS). Currently, CAS has nine self-designed minors in ASL. In addition, ASL is the most commonly requested topic/subject for IDMs. This is a significant indicator that, given that we do not offer a minor in ASL, students still want to continue their study of ASL through other avenues such as CAS's IDM.

In addition, outside of UVM, there is a strong need for professionals with ASL and intercultural competences in various fields, including education, human services, and ASL interpreting. Several letters of support for this new minor have been received from non-profit organizations in Vermont. According to the Bureau of Labor Statistics, it is predicted that the demand will rise twenty-nine percent from 2014 to 2024 for "interpreters/translators."

Relationship to Existing Programs

The College of Education and Social Services (CESS) prepares students to make a difference through innovative professional practice and scholarship in a changing world. The mission of CESS is to educate and prepare outstanding professionals in education, social work, and human services; engage in scholarship of high quality; provide exemplary professional service to Vermont, nationally, and globally. CESS aims to create a more humane and just society, free from oppression, that maximizes human potential and the quality of life for all individuals, families, and communities.

The Department of Leadership and Development Sciences (DLDS) offers programs at both the undergraduate and graduate level, which span the entire life span in breadth and depth. Faculty in DLDS explore patterns of human development, education of young children, provision of services to young children with special needs, and providing counseling services to children, families, and adults.

The proposed minor in ASL supports the mission for both CESS and DLDS. In social, medical, educational, and economic domains, Deaf children and adults constantly experience oppression and marginalization because non-deaf professionals lack the knowledge, empathic understanding, and communication skills necessary to serve them effectively. The proposed minor may help minimize these problems by providing students with the necessary ASL language skills, intercultural competences, and interdisciplinary tools. With these intellectual and practical assets, students will be able to proactively explore and create innovative solutions to increase inclusion of Deaf children and adults in their service domains.

The mission of the University of Vermont is to create, evaluate, share, and apply knowledge and to prepare students to be accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and an enduring commitment to learning and ethical conduct. The ASL minor shares the mission of UVM in that it prepares students to be

accountable and ethical leaders who will apply their skills, knowledge, and tools to tackle complex problems and create solutions that enhance Deaf people's independence and equitable access to resources.

There is no relationship to minors offered currently. There are no other minors at the University of Vermont that are similar in title or content.

The College of Arts and Sciences (CAS) and the Department of Communication Sciences and Disorders (CSD) are involved in, but not affected by the minor. Both Abigail McGowan, Associate Dean of the CAS, and Michael Cannizzaro, Department Chair of the CSD, wrote letters to support the minor.

Curriculum

Coursework will provide students with the ability to:

1. Develop advanced proficiency in ASL, including all linguistic aspects of ASL (vocabulary, grammar, and semantics) as well as exposure to language registers, linguistic and cultural norms and intuitions, and visual/gestural communication techniques;
2. Develop understanding of key concepts/theories in Deaf Studies such as Deaf Gain (Deaf individuals have extrinsic and intrinsic values rather than deficits), Deafhood (The essence of being Deaf), Audism/Ableism (systemic oppression on the basis of ability), and Dysconscious Audism (internal oppression); and
3. Gain multidisciplinary and interdisciplinary perspectives on ASL and Deaf Culture.

The ASL minor is comprised of four language courses (ASL 051, 052, 101, and 102) and two courses to choose – ASL 120 (Understanding Deaf Culture), ASL 220 (ASL Literature), or ASL 280 (Advanced Seminar). All courses, except ASL 120, are conducted in ASL.

Prefix	Title	Credits	Instructor
ASL 051	<i>Intermediate ASL I</i>	3 credits (change to 4 credits once approved through Course Leaf)	Staff
ASL 052	<i>Intermediate ASL II</i>	3 credits (change to 4 credits once approved through Course Leaf)	Staff
ASL 101	<i>Advanced ASL I</i>	3 credits	Staff
ASL 102	<i>Advanced ASL 2</i>	3 credits	Staff

Prefix	Title	Credits	Instructor
ASL 120	<i>Understanding Deaf Culture</i>	3 credits	Staff
ASL 220	<i>ASL Literature</i>	3 credits	Dr. John Pirone
ASL 280	<i>Advanced Seminar</i>	3 credits	Dr. John Pirone

Four language courses, (ASL 51 through ASL 102), are designed to increase students' ASL proficiency level. Upon completion of such language courses, students with ASL competency are able to participate, (through speaking and listening), in informal and formal conversations on a wide range of topics from abstract and concrete perspectives. Students can comfortably tell stories, explain complex matters, express opinions on various topics, and articulate arguments.

Moreover, students can demonstrate accuracy, complexity, flexibility, and intuition in their language use.

In addition, four language courses and ASL 120 or ASL 220 introduce and engage students in ASL acquisition, as well as critical exploration and understanding of Deaf communities in social, linguistic, cultural, and historical contexts through lectures, discussion, readings/viewings, and research. These courses provide students with valuable access to counter-narratives of Deaf individuals coming from an underrepresented, marginalized group, leading students to recognize social justice issues and gain empathy.

A seminar course, (ASL 280 - Advanced Seminar), is designed to help students make connections between ideas and concepts across two disciplines, (ASL and their major). It is an opportunity for students to apply their knowledge of ASL and Deaf culture to another discipline, (their major), and vice-versa in order to create new and meaningful knowledge that could make a significant contribution to both disciplines. One example is language deprivation. Students majoring in psychology learn that many deaf children are deprived of access to language. Such students may be able to apply their disciplinary knowledge to examine the psychological impact of language deprivation on Deaf children and, as a result, may produce a new understanding of the phenomenon.

Note: ASL 101, 102, 220, and 280 are being submitted as new course proposals for approval in the Course Inventory Management system, in conjunction with the ASL minor proposal submission.

It is also important to note that a request has been submitted to change the number of credit hours from three to four for both ASL 051 and ASL 052. Once this change takes effect, it will bring the total number of credits to twenty.

ASL 001 and ASL 002 are a part of the language sequence from ASL 001 to ASL 102. However, these two courses are not counted as part of the minor. In order to enroll in

ASL 51, students must first take ASL 001 and 002. In addition, ASL 001 and 002 are counted towards UVM's foreign language requirements.

The proposed ASL minor requires twenty credits of coursework, including *Intermediate ASL I and II*, *Advanced I and II*, and two of the three courses: *Understanding Deaf Culture*, *American Sign Language Literature*, and *Advanced Seminar*.

Admission Requirements and Process

The minor is open to all undergraduate degree students who have successfully completed ASL 001 and ASL 002.

Students will be invited to apply for the ASL minor by completing a short application available on the CESS website. The minor coordinator, Dr. Pirone, will also be responsible for distributing the application forms through contacts within the Division of Student Affairs and coordinators in other academic programs.

There are numerous avenues through which to recruit prospective students. First, there is an American Sign Language Club that meets weekly and hosts one to three club events per month. These events are open to anyone from UVM or the greater community who wants to participate. Second, UVM's Medical Center has an annual event, Communication Expo, at which the ASL program historically has a booth. Between two hundred and three hundred people attend the event annually and many of them make inquiries about ASL offerings at UVM. Third, there is a floor in Living/Learning where a group of students who study ASL live together and that increases visibility to other students and may potentially elicit their interest in learning ASL. There is also a plan to actively advertise through the program webpage and through the active CESS social media avenues.

Selection Process:

Applications will be due November 1 and March 15 of each academic year. A selection committee comprised of at least two faculty members will screen applications and will notify students via e-mail within one week of their acceptance.

Anticipated Enrollment and Impact on Current Programs

The expectation is a significant increase in the number of students who wish to enroll in ASL courses if the minor is officially approved.

It is important to address the previous low enrollments in ASL 101 and ASL 102. The major reason for low enrollment in the two courses has been the lack of an ASL minor and the fact that both ASL 101 and 102 do not count towards any general education or other academic degree requirements. An increase in

enrollments for both of these courses should occur with the minor, since those courses are required.

Selection criteria may eventually be required if demand exceeds capacity. Those would be that students must have received a B or better in ASL 002, must have a 3.0 GPA, and must be able to clearly articulate their goals with the ASL minor.

Advising

After students are notified of their acceptance, the ASL program coordinator will meet with newly accepted minors immediately prior to registration periods and discuss/develop a program of study plan. The coordinator will meet with students each semester to review course requirements and enrollment for the ASL minor, and will also be available to meet periodically when academic concerns arise.

Program Evaluation

The ASL minor will conduct an annual survey of student outcomes. Direct assessment will be done of student participants in the ASL minor to monitor retention, ASL and cultural competency development, and other relevant outcomes. Students in the ASL minor will be required to complete an annual survey of student outcomes to share narrative insights regarding their experiences in their coursework. The purpose of the survey is to assist in determining what areas need improvement in order to maximize students' learning outcomes. In addition, ASL faculty will meet twice a year to discuss student progress in the current curriculum and make any necessary changes to improve student learning in key areas.

Staffing Plans, Resource Requirement and Budget

In Fall 2017, UVM added two, new full-time faculty members: Dr. John Pirone and Jillian Donnelly. The ASL program now has three full-time faculty members whose faculty teaching assignments allow them to teach the courses required for the minor. No additional faculty are needed at this point.

Daniel DeSanto, Reference and Instruction Librarian, is available to support our program.

It is anticipated that there will be no additional costs in addition to the current budget for the first year. The program budget will be used for materials such as brochures for advertising.

No additional costs in addition to the current budget are anticipated for the first five years.

Evidence of Support

Letters of support were received from Jane Okech, Chair of the Department of Leadership and Developmental Sciences; Jennifer Dickinson, Anthropology Department and Sign Language Researcher; Abigail McGowan, Associate Dean of the College of Arts and Science; Michael Cannizzaro, Chair of the Department of Communication Sciences; The UVM ASL Club; Jaimilee Dresser, a UVM student; Vermont Registry of Interpreters for the Deaf; Cory Brunner, an ASL interpreter; Bridget McBride, Program Coordinator of the Vermont Interpreter Referral Service; Emma Nelson, Vermont Sensory Access Project under the Center on Disability and Community Inclusion; and Anne Vernon, Senior Manager, Howard Center.

Summary

This appears to be a program that is well-defined and has a well-documented need on our campus and in our Burlington community. Evidence of support both on-campus and off-campus is provided.

The requirements of this minor are clear. The current faculty members teaching ASL will be able to handle the current expected enrollments.

The aim of this minor is to help students increase ASL language and cultural competencies, and to develop a deeper understanding of Deaf experiences through historical, social, and cultural lenses. The curriculum employs an interdisciplinary approach that offers opportunities for students to apply their linguistic skills and theoretical knowledge to create an understanding that inspires innovative solutions for problems that perpetuate the marginalization of Deaf people.

The ASL minor will serve as a valuable complement to any declared major in the sciences, social sciences, education, humanities, and/or the arts. A combination of ASL competency and cultural knowledge makes students strong candidates for graduate studies or employment in deaf-related fields

Upon completion of this minor, students may decide between two paths. The first path is to advance their studies by continuing on to a graduate school. There are numerous graduate programs offered in various fields ranging from Deaf Education (Boston University) to interpreting (Gallaudet University). The second path is employment in the fields of health, human services and education.

Submitted 2.24.18
Rosemary Dale
Joan Rosebush
CAS Review Committee

Curricular Affairs Committee of the Faculty Senate

MEMO

To: Curricular Affairs Committee of the Faculty Senate
From: Amy Tomas, Subcommittee
Date: April 5, 2018
Re: Approval of a proposal for a new Master of Science in Athletic Training submitted by the College of Nursing and Health Sciences, Department of Rehabilitation and Movement Science

I have reviewed a proposal for a new Master of Science in Athletic Training (MSAT) submitted by the College of Nursing and Health Sciences (CNHS), Department of Rehabilitation and Movement Science (RMS) and recommend approval. Kathryn Vreeland, EdD, MBA, ATC; Clinical Associate Professor, RMS will serve as Program Director. The program will replace the current undergraduate Athletic Training (AT) program. The MSAT would begin in the summer of 2019.

Program Description and Rationale

Athletic trainers are health care professionals who collaborate with physicians and other health care providers across a wide range of settings including schools, clinics, professional sports and health care administration. Professional programs in AT lead to eligibility to sit for the Board of Certification (BOC) examination and to enter the profession through rigorous curricula and clinical experiences. The proposed program is a 49 credit entry-level master's program completed over two full calendar years.

The program has been proposed in response to a change in licensing standards for Athletic Trainers. The Commission on Accreditation of Athletic Training Education (CAATE) now requires that all accredited professional AT programs be at the master's level not later than 2022. The proposers note the discipline is changing more rapidly than the standard requires. The number of professional entry-level AT programs at the master's level has grown from just 18 in 2014 to 70 according to the CAATE database of accredited AT programs. To hold its place in a competitive field, UVM will need to move forward quickly. RMS is very well positioned to capitalize on the many strengths of its current bachelor's program in AT by transitioning to the MSAT. Changes to the current AT curriculum as part of the transition will ensure graduate level of rigor.

Justification and Evidence for Demand

The proposers notes in the last decade the AT program at UVM has grown to capacity and continues to be one of the most competitive majors at UVM with 245 applicants for 20 spots in the 2017 FTFY cohort. Student success indicators of the program are excellent including a 100% pass rate (first attempt) on the national certification board exam for the last five years. Graduates of the program have a 100% placement rate for employment or graduate school enrollment. The AT program at UVM is currently in its self-study for the CAATE Comprehensive Review and re-accreditation. As part of this process, the CAATE will allow a transition from the current bachelor's program to the MSAT via a Substantive Change Application mechanism done as part of the re-accreditation review. The provides an easier and more cost-effective transition to meet the new standard for professional certification in the field.

This change is timely beyond the educational needs of the program. Along with the projected growth in jobs in the healthcare sector, the AT field specifically is predicted to grow at a significant rate. The Bureau of Labor Statistics predicts that the period from 2014 to 2024 will see demand for athletic trainers grow by 21%. With a steady increase in salaries and demand for athletic trainers, demand for the programs such as the MSAT is predicted to remain strong. With its current presence in the field, UVM is well positioned to capitalize on the transition in accreditation standards.

Relationship to Existing Programs

The MSAT will replace the current AT program. The current health collaborations across RMS enjoyed by the AT program will continue with the MSAT. Multiple faculty teach within RMS across the AT, PT and EXMS programs. Research opportunities for students across RMS disciplines would also continue.

Curriculum

Summer 1:

AT 355: Emergency Medicine in AT (3) (Transitioning course)

AT 356: Clinically Oriented Anatomy (3) (New course)

AT 358: Fundamentals of AT (2) (Transitioning course)

Fall 1:

AT 359: Clinical Skills in AT I (1) (Transitioning course)

AT 369: Clinical Experience in AT I (2) (Transitioning course)

AT 384: Injury Evaluation and Recognition I (4) (Transitioning course)

RMS 213: Biomechanics of Human Movement (3) (Existing course)

Spring 1:

AT 360: Clinical Skills in AT II (1) (Transitioning course)

AT 370: Clinical Experience in AT II (2) (Transitioning course)

AT 385: Injury Evaluation and Recognition II (4) (Transitioning course)

AT 386: Rehabilitation Techniques (3) (Transitioning course)

Summer 2:

RMS 244: Therapeutic Modalities (3)(Existing course)

AT 387: Recognition and Treatment of Med. Cond. in AT (3) (Transitioning course)

AT 371: Clinical Experience in AT III (1) (Transitioning course)

Fall 2

AT 361: Clinical Skills in AT III (1) (Transitioning course)

AT 372: Clinical Experience in AT IV (2) (Transitioning course)

AT 388: Evidence-based Practice in AT (3) (Transitioning course)

AT 390: Seminar in AT (1) (Transitioning course)

Spring 2:

AT 362: Clinical Skills in AT IV (1) (Transitioning course)

AT 373: Clinical Experience in AT V (2) (Transitioning course)

AT 389: Leadership in AT (3) (Transitioning course)

AT 391: Advanced Seminar in AT (1) (Transitioning course)

49 Total Credits

It is understood that all MSAT students will require a graduate level of rigor in coursework and

current courses will be altered to reflect this. The changes to the curriculum as part of the transition are meant to ensure graduate level education as well as highlight areas of distinction that the UVM MSAT has to offer. These include a curriculum wide approach to evidence-based practice, clinical simulation, and the addition of advanced clinical skills.

Admission Requirements and Process

The program is selective and space is limited due to clinical capacity. There is no guaranteed admission for undergraduates wishing to enter the MSAT. Applicants are expected to have a baccalaureate degree from an accredited college or university with pre-requisite coursework in General Biology, Anatomy and Physiology (with lab), Kinesiology or Biomechanics, Exercise Physiology (with lab) and Statistics. Coursework in Chemistry, General Physics, Medical Terminology and Sport Psychology is also recommended. Candidates will be ranked using a combination of undergraduate GPA, GRE and TOEFL scores (if required), students' statements on the Graduate College application and letters of recommendation.

Anticipated Enrollment and Impact on Current Programs

In the current AT model, capacity of 20 is based on 60 clinical placements spread over the 3-year clinical portion of the undergraduate program. With the transition to the MSAT, the clinical portion of the program will go from 3 to 2 years. Thus, MSAT capacity per cohort will be 30. The proposers anticipate a conservative enrollment of 20 in the program's first year, increasing to 25 in the second year, reaching full capacity of 30 in the third year.

There will be no effect on other colleges. The MSAT curriculum will be offered entirely within CNHS. All but one of the courses in the proposed curriculum are currently offered with the AT curriculum. As a function of the transition, the courses have been proposed and revised to ensure students will experience graduate level rigor and expectations for learning.

Advising

AT program faculty will advise the students.

Assessment Plan

The AT program currently has a very well defined, comprehensive assessment plan. The program holds national accreditation through the CAATE. Maintaining this accreditation involves extensive reporting of outcomes data as well as creation of a Comprehensive Assessment Plan. In addition, the program engages in specific assessment practices at department, college and university levels.

Staffing Plan, Resource Requirements, and Budget

Although there will be an addition of some summer teaching, there is no anticipated need for additional faculty positions. The Program Director's position will be expanded from 9 to 10 months to allow for teaching and administrative oversight of the MSAT curriculum. No new staff needs are anticipated.

All AT full-time faculty (4) will be assigned 100% of their workload to the program, including the AT program director and clinical education coordinator each of whom have a workload allocation of 20-25% administrative effort. The proposers expect no first-year costs in addition to the current budget. Net revenue for the first five years is projected as \$852,242 on \$4,457,799 in direct and cost pool expenses.

Evidence of Support

Letters of support have been obtained from S. Elizabeth Ames, MD, Department of Orthopaedics and Rehabilitation, Larner College of Medicine, Gary M. Mawe, PhD, Department of Neurological Sciences, Larner College of Medicine, Patricia A. Prelock, PhD, Dean, CNHS, and Jeremy Sibold, EdD, ATC, Chair, Department of Rehabilitation and Movement Science.

Summary

The proposed program will capitalize on and further UVM's excellent reputation in an evolving and rapidly growing field. The program's transition to a master's degree will provide important strategic advantages in recruiting and enrolling high quality students. The program is well aligned with the goals of UVM and CNHS. I recommend approval of the program.

Curricular Affairs Committee of the Faculty Senate

To: The UVM Faculty Senate

From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair

Date: April 5, 2018

Re: Approval of a proposal for a new Certificate of Graduate Study in Community Resilience and Planning submitted by the College of Agriculture and Life Sciences in conjunction with the Graduate College

At its meeting on April 5, 2018, the Curricular Affairs Committee approved the actions recommended in the following memo.

The Curricular Affairs Committee approved a proposal for a new Certificate of Graduate Study in Community Resilience and Planning from the College of Agriculture and Life Sciences, Department of Community Development and Applied Economics, in conjunction with the Graduate College. Christopher Koliba and Asim Zia will co-direct the proposed program. If approved by the Faculty Senate and Board of Trustees, the program will be offered beginning January 2019.

Program Description and Rationale

Future generations of community development experts, planners, civil and government leaders, and community entrepreneurs need to be prepared to anticipate and respond to threats from natural disasters, climate change, economic collapses, and other threats to critical infrastructures. The proposed Certificate of Graduate Studies in Community Resilience and Planning (GCS-CRP) is designed to help masters, doctoral, and certificate-only students develop the skills and knowledge needed to lead and guide communities through periods of change brought on by natural, economic, social and political shocks and disruptions. Students completing this certificate will have a deep understanding of the current threats and opportunities facing communities within Vermont, the United States, and across the globe. With a core set of courses that survey the community resilience and sustainability field, a foundation in community economic development and research methods, and a capstone experience focusing on system dynamics and strategic management and planning, the CGS-CRP will prepare students to lead and assist communities through times of crisis and transition. The central learning objective for students enrolled in the proposed certificate is to develop the knowledge, skills and tools to design and implement public policies and plans at all scales of the governance (international, national, state to regional and local levels) that promote community resilience.

Justification and Evidence for Demand

Across the fields of hazard mitigation, community economic development, and public health, a strong emphasis is now being placed on the development of workforce for community resilience. For example, the National Association of County and City Health Officials, the Vermont-based Institute for Sustainable Communities, international consulting firm Tetra Tech, and the RAND Corporation have all invested resources in building community resilience in recent years. The Department of Community Development and Applied

Economics (CDAE) has positioned itself as the location on the UVM campus where the complex dynamics facing local communities are studied, and where resilient communities are the focus.

Certificate organizers have had several inquiries from current students matriculated in CDAE graduate programs (six so far) about the certificate. They plan to market the certificate to regional planning commissions and through the Academic Resilience Collaborative, led by Norwich University.

Curriculum

Completion of the newly proposed CGS-CRP will require 18 credits comprised of four required core courses and two electives (see table below; all required courses are 3 credits). The curriculum is designed to include research and fieldwork, in addition to classroom study. Electives can be drawn from select courses in “Domains of Application” or “Methods.” The list of elective options provided in the proposal includes courses from Natural Resources, Geography, Civil Engineering, Public Health, Food Systems, Education, and Transportation, as well as CDAE and Public Administration. Students will conduct original or support existing research on community resilience in several courses, including the capstone course (PA 317) and the research methods course. In at least two of the core courses, students will be required to conduct field work in the form of applied projects undertaken for specific community clients (PA 303/CDAE 351 and PA 317).

Required Courses	
CDAE 260/PA 260	Smart Resilient Communities
CDAE 326/PA 326	Community Economic Development
CDAE 351/PA 303	Research and Evaluation Methods
PA 317	System Dynamics and Strategic Management for Community Resilience (capstone)

Relationship to Existing Programs

CDAE currently offers two masters degrees: the Master of Science and the Master of Public Administration. The proposed CGS-CRP will be available as an additional credential to students in these graduate programs, as well as other masters and doctoral programs in complementary fields. Two required courses in the proposed certificate (CDAE 351/PA 303 and PA 326/CDAE 326) also count as core courses for the masters degrees. Students in these programs will be required to take a second research methods course and three, instead of two, courses from the program elective list in order to ensure that there is value added to their degree with the completion of the CRP certificate.

UVM offers several other Certificates of Graduate Study in related areas: Ecological Economics (Gund Institute), Complex Systems (CEMS), and Public Health (LCOM). The newly proposed CGS-CRP’s theoretical perspective, while built on social ecological systems theory, is broader and inclusive of rapidly advancing socio-technological systems and cyberinfrastructure, which are not covered by the Ecological Economics certificate. The Certificate in Complex Systems provides students with skills and knowledge in modeling of complex systems, with a focus exclusively on quantitative methods of analysis. Thus, this certificate appeals to a different audience than the proposed certificate. Although public health concerns are often of interest in resilient communities, the epidemiological dimensions of the public health field focus on disease threats and health hazards, and ways of mitigating them, and thus the Certificate in Public Health has a much narrower focus than the proposed CGS-CRP.

Admission Requirements and Process

Requirements for admission will follow Graduate College policies. Potential students will be required to submit transcripts as evidence of completion of a Bachelor's degree, and to provide evidence that they have taken at least one college-level course in statistics and economics. International students must meet UVM's minimum English proficiency requirements. Matriculated students in existing UVM graduate programs will be required to have their program advisor approve of their enrollment in the proposed CGS-CRP. Admission will happen on a rolling basis. Decisions will be made by a committee comprised of core faculty affiliates.

Advising and Assessment Plan

Advising of CRP certificate students will be handled by the core faculty and support staff (Julia Starr, CDAE Graduate Student Program Coordinator).

Assessment will be annual. Every year at the conclusion of the spring semester, faculty will meet to review program details, to process student feedback, and to adjust program activities as needed. Additionally, the certificate will be evaluated as part of the CDAE internal review cycle. As part of the review, students will be surveyed, and the curriculum comprehensively reviewed.

Anticipated Enrollment and Impact on Current Programs

The prospectors conservatively anticipate that the certificate program will have at least six students enrolled per semester, taking one or two courses each semester in pursuit of the certificate. Of these six, it is anticipated that two will be CDAE MS or MPA students, two will be drawn from non-CDAE graduate programs, and two will be certificate-only students.

The certificate program will impact CDAE's MS and MPA programs to the extent that new certificate-only students and non-CDAE graduate students pursuing the certificate will enroll in the certificate's core courses, which are CDAE/PA courses. The CGS-CRP certificate will also have a smaller impact on enrollments in the elective courses offered by departments/programs beyond CDAE and Public Administration (PA), which include Civil and Environmental Engineering (CEMS), Food Systems (CALS), Natural Resources (RSEN), Public Health (LCOM), Transportation Research Center (CEMS), Geography (CAS), and EDFs (CESS).

Staffing Plan, Resource Requirements, and Budget

A detailed budget with a five-year projection was submitted with the proposal. The only anticipated costs for the program indicated are funds for the teaching of one additional elective course and marketing materials. Funds will be set aside for teaching that course and an estimated \$1000 per year will be earmarked from the CDAE operating budget for publicity materials.

Evidence of Support

The proposed CRP certificate program has received unanimous votes of support from members of the CALS Curriculum Committee and CALS faculty, and it has the formal support of the CALS Dean, Thomas Vogelmann. The proposal has also been approved by the Graduate College Executive Committee and endorsed by the Dean of the Graduate College. Additionally, the proposal included emails of support or neutrality from the following administrators and faculty from other units on campus:

- Kimberly F. Wallin, Rubenstein School Associate Dean for Research and Graduate Programs

- Taylor Ricketts, Gund Institute Director
- Jan K. Carney, LCOM Associate Dean for Public Health
- Susan Roche, CESS Director of MSW Program
- Lisa Aultman-Hall, CEMS Professor, Civil and Environmental Engineering
- Lesley-Ann Dupigny-Giroux, CAS Chair of Geography
- Mandar Dewoolkar, CEMS Chair of the Civil and Environmental Engineering Department

Summary

The proposed Certificate of Graduate Study in Community Resilience and Planning takes advantage of UVM's strength in this area to provide a unique graduate curriculum for current students and an incentive for new students to initiate graduate study. The program will be of interest to a variety of professionals who want to understand the threats, risks and opportunities that face communities and develop the knowledge and skills to guide community response. With a well-developed curriculum that incorporates research and fieldwork in addition to classroom study, it will be a valuable addition to the Certificates of Graduate Studies offered by UVM.



Memo

To: Faculty Senate Curricular Affairs Committee
From: Catherine Paris, President, UVM Faculty Senate
Re.: Proposal to form the General Education Coordination Committee
Date: April 1, 2018

General Education Coordinating Committee, Background and Rationale

UVM's General Education program - currently comprising Diversity, Foundational Writing and Information Literacy, Quantitative Reasoning, and Sustainability - came into being in response to a directive from NEASC, our regional accrediting body, following UVM's 2009 reaccreditation review. In the course of that review, NEASC instructed UVM to develop a "coherent and substantive" general education requirement that "embodies the institution's definition of an educated person and prepares students for the world in which they will live." Accordingly, then-Provost Jane Knodell charged a task force to design a system of general education and to present it to the Curricular Affairs Committee and the Faculty Senate. Since the 2012 implementation of the first general education requirement, Foundational Writing and Information Literacy, three other general education requirements have been approved and put in place at UVM, each through the efforts of a dedicated group of faculty committed to that topic. However, the activities of the Gen. Ed. groups were not coordinated, thus each requirement and the policies and processes governing it were developed independently, resulting in systemic inefficiency and confusion on the parts of students, faculty, and staff alike.

In 2016, Faculty Senate President Cathy Paris and Associate Provost for Teaching and Learning Brian Reed called an informal meeting of the four General Education committee chairs, along with others who support Gen. Ed. at UVM (e.g., the chair of the Senate Curricular Affairs Committee, the University Registrar, and the Provost's Faculty Fellow for Assessment), in order to discuss policy and process questions of common concern. Later that year, the co-chairs of the Sustainability Curriculum Review Committee recommended that the Faculty Senate form a General Education Committee to address these matters. Several models for such a committee were considered; eventually, the model proposed here, a **General Education Coordinating Committee** (GECC), to be established as a standing subcommittee of the Senate Curricular Affairs Committee, was agreed upon. The structure and function of the GECC are explained in the attached document.

With this document, we request CAC review and approval of the concept and the adoption of the GECC as a standing subcommittee of the Curricular Affairs Committee.



UVM General Education Coordinating Committee

The Mission and Purpose of UVM's General Education Program

The General Education Program reflects the faculty's aspirations for all UVM undergraduates. General Education is the foundation of a transformative educational experience that prepares students to become accountable leaders who bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and an enduring commitment to learning and ethical conduct. General Education courses transcend disciplinary boundaries; they help students develop integrated competencies that are essential to lifelong learning and responsible citizenship.

Committee Description

The UVM General Education Coordinating Committee (GECC) is a standing subcommittee of the Faculty Senate Curricular Affairs Committee (CAC). Its purpose is to coordinate the activities, policies, and processes of the individual General Education Committees - currently Diversity, Foundational Writing and Information Literacy, Quantitative Reasoning, and Sustainability - bringing to the delivery of the General Education curriculum increased clarity, consistency, and efficiency. Following the formal establishment of the GECC, the individual General Education Committees will report directly to the GECC (Fig. 1).

Structure

GECC membership includes the chair/co-chairs of each individual General Education Committee or their designate¹, the Chair of the Curricular Affairs Committee, the Associate Provost for Teaching and Learning (ex officio, non-voting), and the Faculty Senate President. The committee chair will be appointed by the President of the Faculty Senate.

Various other faculty members and University officers with specific expertise will from time to time be asked to meet with the GECC. Examples include the Registrar, the Director of the Center for Teaching and Learning, the Provost's Faculty Fellow for Assessment, and the Assistant Provost.

¹If it is impossible for the chair of an individual Gen. Ed. committee to represent that committee on the GECC, then a designate may be appointed. It is important, however, that the designate be appointed for the course of the academic year in order to promote GECC consistency and cohesiveness.

Functions

The first priority of the GECC is to work out the individual General Education Curriculum Committees' policies and processes and bring them into alignment with one another. Other functions include:

- establishing and maintaining a visible, informative, and compelling web presence for the General Education curriculum
- developing operating procedures for new General Education requirements
- participating in the development of a plan for regular, ongoing assessment of the General Education Program and its identified student learning outcomes
- developing a plan for insuring portability of General Education courses among academic units
- advocating for the role of General Education in the academic life of the University
- determining the resources necessary for the oversight and coordination of, and communication about the UVM General Education Program and making recommendations to ensure adequate funding.

Meeting Schedule

The committee will typically meet on a monthly basis during the academic year, but the meetings may be more or less frequent as deemed necessary for the business at hand.

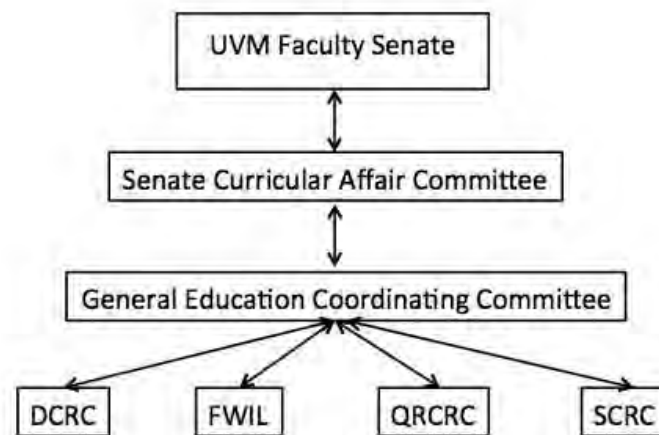


Fig. 1: Oversight of the General Education Curriculum, University of Vermont