



Curricular Affairs Committee of the Faculty Senate Minutes

Thursday, April 4, 2019, 4:15 – 6:15 pm

Present: Professors Almstead, Emery, Erickson, Everse, Garrison, Goodwin, Hazelrigg, Ivakhiv, Kasser, Kervick, Marshall, Nichols, Paris, Rosebush, Rowe, Seidl, Strickler, Tomas, Ultsch, Wojewoda, GSS Representative Camille Marcotte

Absent: Professor Dale, Dickinson, Sisk, Monsen, SGA Representative Abigail Robbins

Guests: Veronika Carter, Cindy Forehand, Brian Reed, Beth Taylor-Nolan

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

I. Approval of the Minutes. The March 7, 2019 minutes were approved as written.

II. Chair's Remarks

- Laura Almstead thanked everyone who was able to attend the NECHE site visit meeting.
- The minor in Computer Science Education approved at the last CAC meeting was approved by the Faculty Senate and will go forward to the Board of Trustees.
- Laurie Eddy stated that all Senate Committee Chair nominations and elections are being conducted electronically. CAC members will receive an email with a call for nominations for the 2019-2020 CAC Chair, followed by an electronic ballot for the election.

III. Reports – New Programs & Revisions

- A. Significant revisions to the Individually Designed Major in CESS.** J. Dickinson and Meghan Emery acted as the review subcommittee and their report is attached to these minutes. The proposed revisions are based on the need to provide additional structure to the existing program and to enhance overall program quality and rigor. They are intended to provide more direction to students and faculty regarding course selection, ensure that students will take a sampling of introductory courses from across the three departments in CESS, and create a capstone experience for participating students. The proposal has been approved by the CESS Curricular Affairs Committee and the CESS Dean. The subcommittee recommended approval of these changes.

Motion: Laura Almstead called a vote to approve the revisions to the Individually Designed Major in the College of Education and Social Services.

Vote: 19 Approve, 0 Oppose, 1 Abstain

- B. **Conversion of the MS in Dietetics to Online Format (CALS).** Ellen Rowe and Colby Kervick acted as the review subcommittee and their report is attached to these minutes. The proposal from the Department of Nutrition and Food Science in the College of Agriculture and Life Sciences was submitted in conjunction with the Graduate College to transition the existing Master of Science in Dietetics to an online program. There are no curricular changes associated with the transition; it is only the mechanism of delivery that is changing. The subcommittee recommended approval.
- Motion:** Laura Almstead called a vote to approve the conversion of the Master of Science in Dietetics to Online Format in the College of Agriculture and Life Sciences.
- Vote:** 21 Approve, 0 Oppose, 0 Abstain

IV. **APR Reports** – none at this time

V. **Other Business:**

- A. **Degree creation request – Bachelor of Social Work, CESS.** Laura Almstead reported that the Department of Social Work in the College of Education and Social Services submitted a proposal to establish a Bachelor of Social Work (BSW) degree at UVM, and to transition the existing Bachelor of Science with a major in Social Work to a BSW degree. The new degree will bring the degree name in line with the majority of the accredited social work programs in the United States. There are no curricular changes; the current curriculum is appropriate for a BSW degree. The request is attached to these minutes.
- Motion:** Stephen Everse moved to approve the request for a new Bachelor of Social Work degree in the College of Education and Social Services.
- Vote:** 21 Approve, 0 Oppose, 0 Abstain

VI. **New Business:**

- A. **APR Internal Review Subcommittee needed for Human Development & Family Studies and Interdisciplinary Studies, CESS**
- One member must be a graduate faculty
 - The external reviewers will be here April 29 and April 30
- Stephen Everse and Sue Kasser volunteered to serve as the subcommittee members.

VII. **Adjournment.** Ellen Rowe moved to adjourn at 4:48 p.m. The motion was seconded and carried.

MEMO

To: Curricular Affairs Committee of the Faculty Senate
From: J. Dickinson, CAS, and Meaghan Emery, CAS
Date: 03/27/2019
Re: Approval of a proposal for substantial revisions to the Individually Designed Major, B.S.Ed. submitted by CESS

We have reviewed a proposal for substantial revisions to the Individually Designed Major submitted by CESS and recommend approval. The intended start date for this revised program is Fall 2019.

Program Description and Rationale for Revision

The revisions to the Individually Designed Major (IDM), B.S. Ed. are based on the identified need to provide more direction to students and faculty regarding course selection, ensure that students will take a sampling of courses from across the three departments in CESS (Education, Leadership and Developmental Sciences, and Social Work), and create a capstone experience for participating students. The addition of the capstone and applied experiences brings the program into alignment with the assessment planning practices and processes that were recently established at UVM. They will specifically ensure that the program aligns with the High Impact Educational Practices identified by the American Association of Universities and Colleges which have been demonstrated to enhance engagement and retention rates among undergraduate students. The proposed revisions include:

- 1) reduce the overall number of credits required to graduate from 128 to 120, bringing it into line with other CESS majors
- 2) clarify the CESS general education requirements, increasing the number of required general education requirements from 15 to 21
- 3) add a new requirement for a set of IDM core courses to be taken within CESS (15 - 18 credits)
- 4) require that within the self-selected individually Designed Major courses (30 credits) students take at least 3 credits of an applied experience (e.g., travel course, service learning or practicum experience)
- 5) require that of the 30 credits of self-selected courses, 12 must be taken at the 100 level or above
- 6) require students to take an approved Minor or Undergraduate Certificate from any college within the university, and
- 7) require that students complete and present a capstone project (e.g., research, practicum experience with research component) that promotes systematic inquiry into a problem of interest to them.

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Students will connect their CESS courses to university-wide courses to create a major unique to their needs and interests that are not met through CESS's existing programs.

Justification and Evidence for Demand

The proposal emphasizes that the outlined changes stem from regular processes of curricular review within CESS, rather than external changes in demand. The college does expect the changes to make the IDM B.S. Ed more appealing to students, resulting in a modest increase in enrollments, primarily from students within the Department of Education. As noted in the Students section of the proposal, this major will allow students with an interest in Education, but no desire to pursue a teaching license, to gain a broad background in education theory and policy.

Effects of Revision on:

Students

Students will have greater clarity on expectations and requirements for proposing, structuring, and completing the major. A new position of IDM coordinator will ensure that students receive advising in the major from the start of their program. If approved, the revised catalogue language and requirements will be in effect for students declaring the major as of Fall 2019. The revised curriculum will be significantly more structured; however, the proposers indicate that current students within the major are supportive of the addition of a set of core courses from across three fields of education.

Program of Study

New Program Outcomes:

Students completing the Individually Designed Major will:

- Demonstrate basic skills in research in the behavioral/social sciences;
- Demonstrate ability to think critically and synthesize key concepts within a self-selected area of study;
- Demonstrate ability to ask, seek out, and articulate answers to complex questions about own culture and other cultures;
- Demonstrate ability to undertake a systematic inquiry (e.g., research or other capstone experience) within self-selected area of study;
- Apply a basic understanding derived through an introduction to education, social work, and human development and family studies in a final capstone project involving systematic inquiry into a problem of interest; and
- Clearly communicate results of the systematic inquiry orally and in writing

While the overall number of credits for this degree has been reduced from 128 to 120, bringing it into line with other CESS majors, a more structured core curriculum has been created for the IDM, and a required major or undergraduate certificate has been added. In the past IDM students completed 30 credits of University and College requirements, 48 credits in the individually

designed major, and then the remaining credits as electives. The proposed version of the IDM updates the college-level requirements and increases the specific course requirements for the major, as noted above, resulting in fewer credits (9 – 24) available as electives outside of the major and minor/undergraduate certificate.

OLD CURRICULUM (drawn from UVM Undergraduate Catalogue)

Required Courses

University General Education Requirements	
Diversity	6
D1 - Race and Racism in the U.S.	
D2 - Diversity of Human Experience	
Writing and Information Literacy	3
<u>ENGS 001</u> , <u>HCOL 085</u> or TAP course	
Sustainability	3
Any course with an "SU" designation	
Quantitative Reasoning	3
Any course with a "QR" designation	
CESS General Education Requirements	
Arts and Letters	3
Any course beginning with the subject prefix: ARTH, ARTS, CLAS, ENGS, MU, SPCH, THE	
Humanities	3
Foreign Language, PHIL, REL	
Math	3
MATH or STAT	
Science	3
Any course beginning with the subject prefix: BIOL, CHEM, ENSC, ENVS, GEOL, <u>NFS 043</u> , PBIO, PHYS	
Social Studies	3
Any course beginning with the subject prefix: ANTH, EC, GEOG, HST, POLS, PSYS, SOC	
Individually Designed Major	48

Students and their advisor work together to select 48 credits to reflect the core focus of the individually designed major.	
Total Credits ¹	128

¹ Of the 128 total credits, 60 must be taken outside of CESS and a minimum of 30 credits must be taken within CESS.

REVISED CURRICULUM

The revised curriculum includes one new course, EDSS 201: Individually Designed Capstone (project or thesis with IDM advisor). This course has been approved and entered into Courseleaf.

Required Courses

University General Education Requirements	
Diversity	6
D1 – Race Relations in the U.S.	
D2 – Diversity of Human Experience	
Writing and Information Literacy	3
ENGS 001, HCOL 085 or TAP course	
Sustainability	3
Any course with an “SU” designation	
Quantitative Reasoning	3
Any course with a “QR” designation	
Total University General Education Credits	15

CESS General Education Requirements	
Fine Arts	3
ARTH, ARTS, DNCE, FTS, MU, SPCH, THE	
Literature	3
CLAS, ENGS, WLIT	
Foreign Language	3
ASL, Any Foreign Language	
Humanities	3
ARTH, CLAS, PHIL, REL	

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Mathematical Sciences	3
CS, MATH, PHIL (013), or STAT	
Natural or Environmental Science	3
ASTR, BCOR, BIOL, CHEM, ENSC, ENVS, GEOL, PBIO, PHYS	
Social Studies	3
ANTH, CRES, EC, GEOG, HST, LING, POLS, PSYS, SOC, VS	
Total CESS General Education Requirements	21

Individually Designed Major	
<i>Individually Designed Core Courses (18 - 24 credits)</i>	
SWSS 002: Foundations of Social Work	3
HDFS 005: Human Development and/or HDFS 060: Family Context of Development	3 - 6
ECLD 056: D1 Language Policy Issues, Race and Racism	3
EDFS 002: School and Society	3
EDFS 197: Undergraduate Research or approved research course	3
EDSS 201: Individually Designed Capstone (project or thesis with IDM advisor)	3 – 6
<i>Self-Selected Individually Designed Major courses (30 credits)</i>	
Students and their advisor work together to select a minimum of 30 credits to reflect the core focus of the individually designed major. At least 12 credits must be at the 100 level or above. At least 3 credits must come from an applied experience: such as, travel courses, service learning or a practicum.	30
Total Major Credits	48 - 54
Minor Credits or approved undergraduate certificate; exception through appeal may include substitution of a group of thematically-arranged courses	12-21
Additional Minimum of Electives to Complete Minimum of 120 Credits	9-24
Total Credits required to graduate Students must complete a minimum of 36 credits within the College of Education and Social Services	120

Admission Requirements and Process

Previously, students filled out a form to declare the IDM at CESS student services. Under the revised process, students will fill out the form and be referred to the faculty IDM coordinator, who will assist them in developing a proposed course of study. The list of courses will include EDSS 201, the capstone project, although the specific capstone project will be developed with the capstone advisor in the junior year. This proposed course of study will require review and approval from the faculty advisor, the Office of Student Services, and the coordinator of the IDM. The faculty advisor and coordinator will take responsibility for ensuring that the proposal meets the intended content focus of the IDM, while the review by the Office of Student Services and coordinator will ensure that students are on track to fulfill all major requirements. Changes made to the course of study will be approved by the faculty advisor, coordinator, and representative of the Office of Student Services.

A separate proposal will be generated in the Junior year for the capstone project. The capstone proposal will require approval by the faculty advisor and IDM coordinator. CESS is developing a Student and

Faculty Handbook that will include forms for the course of study and capstone proposals, as well as information on associated procedures.

Anticipated Enrollment and Impact on Current Programs

These changes are expected to result in a small increase in IDMs. Supporting letters from the affected programs, all in CESS, indicate that this small increase will not exceed existing capacity in the newly required core courses in the major.

Advising

The Chair of the Department of Education, College of Education and Social Services (CESS) will serve as the de facto director of the program. A Faculty Coordinator will be appointed to oversee the majority of program functions, including collaborating with the CESS Office of Student Services in the initial application phase of the program, advising students in the initial stages of the development of their program of studies and in the identification of a faculty advisor, serving as primary advisor for some students, and overseeing program assessment. Because the program is individually designed by students and an advisor, participating instructional faculty will vary by student.

Students' proposed courses of study will require review and approval from the faculty advisor, the Office of Student Services, and the coordinator of the IDM. The faculty advisor and coordinator will take responsibility for ensuring that the proposal meets the intended content focus of the IDM, while the review by the Office of Student Services and coordinator will ensure that students are on track to fulfill all major requirements. This level of oversight is needed because of the complex nature of the IDM and the fact that multiple faculty advisors will be involved from a variety of programs. Changes made to the course of study will be approved by the faculty advisor, coordinator, and representative of the Office of Student Services.

A separate proposal will be generated in the Junior year for the capstone project. Approval of the capstone proposal will require approval by the faculty advisor and IDM coordinator. A Student and Faculty Handbook that will include forms for the course of study and capstone proposals, as well as information on all associated procedures, is currently being developed.

Assessment Plan

CESS has submitted a completed assessment plan form with their proposal, which names the IDM Faculty Coordinator as the party responsible for program assessment. The assessment plan includes direct assessment of student outcomes based on application of selected elements from AACU rubrics to presentations of capstone projects. Rubric scores will be incorporated into an annual report to be presented to an assessment committee along with indirect assessment data tracking enrollments and analyzing individual curricula and capstone project topics. The proposers have received positive feedback from the Provost's Faculty Fellow for Assessment and accepted the suggestion of incorporating exit interviews with graduating seniors as an additional indirect measure. The assessment committee will review gathered data on a regular basis and propose curricular, advising, or other changes to improve student achievement of learning outcomes where necessary.

Staffing Plan, Resource Requirements, and Budget

In the past, the majority of the coordination of the IDM has occurred through the CESS Office of Student Services. The proposed revision will have only one significant change in staffing; namely, a workload adjustment for the one faculty member assigned to coordinate the program (e.g., assistance with advising, identification of additional faculty advisors, oversight of the capstone projects,

communication with faculty associated with undergraduate minors and certificates that students select, and oversight of assessment). It is anticipated that a .5 to 1.0 course release will be needed to support the faculty member serving in the role of coordinator. Any advising done outside of the coordinator's role will be minimal and will be subsumed under the faculty member's current advising load. Identification of this faculty member will be made in accordance with other workload decisions with the Department of Education, with the percentage of effort directed towards this responsibility adjusted based on the number of students in the program. Workload adjustments will be phased in over time for instructor time devoted to the capstone course.

No new library resources will be needed. The proposed changes do not necessitate any changes in/additions to physical space, and they will not result in any changes to administrative needs.

First-year costs will be calculated based upon the percentage of effort required for program coordination and instruction of the capstone course. The letter of support from Interim Chair of Education Michael Giangreco indicate that Department of Education funds, with additional support from the CESS Dean's office, will be used to support the establishment of the new coordinator position (Year 1) and costs associated with instruction of the capstone course.

Evidence of Support

Letters of support for the revisions to the major were submitted from the following:

Scott Thomas, Dean of CESS

Jan Fook, Chair, Department of Social Work

Jane Okech, Chair Department of Leadership and Developmental Studies

Michael Giangreco, Interim Chair, Department of Education

Summary

The proposed revisions are based on the need to provide additional structure to the existing program and to enhance overall program quality and rigor. They are intended to provide more direction to students and faculty regarding course selection, ensure that students will take a sampling of introductory courses from across the three departments in CESS, and create a capstone experience for participating students. The proposal has been approved by the CESS Curricular Affairs Committee and the CESS Dean. The subcommittee recommends approval of these changes.

Curricular Affairs Committee of the Faculty Senate

MEMO

To: Curricular Affairs Committee of the Faculty Senate
From: Ellen Rowe and Colby Kervick
Date: March 21, 2019
Re: Approval of revision of the current Masters of Science in Dietetics (MSD) from residential program to an online program submitted by the Department of Nutrition and Food Sciences in the College of Agriculture and Life Sciences (CALS), and the Graduate College.

We have reviewed a proposal for a revision of the current Masters of Science in Dietetics (MSD) from residential program to an online program submitted by the Department of Nutrition and Food Sciences in the College of Agriculture and Life Sciences and the Graduate College and recommend approval. Intended start date is August 31, 2020.

Program Description and Rationale

The proposal seeks to revise the current Masters of Science in Dietetics (MSD) degree. Currently the MSD is a residential program that includes 30 credits of course work and evidence-based research credits as well as 1200 of supervised professional practice. The revision is to offer this same program online with students completing their supervised practice hours outside of Vermont. As an on-campus program offered in a relatively expensive area of the U.S. at an institution with relatively high tuition rates for out-of-state students, the accessibility of the program is quite limited. Converting the program to be online will enable UVM to increase the overall number of students in the program as well as expand diversity within the program by making the program more accessible and affordable, which is an important objective to address a clear lack of diversity in healthcare.

Justification and Evidence for Demand

Under the current economic climate, student recruitment and retention is a growing challenge for higher-education. Aspiring students and professionals are continually searching for cost-effective ways to build knowledge and gain practical experience to advance their careers. Low-residency programs allow students to achieve their academic goals in an affordable way by reducing the costs associated with traditional residential programs while maintaining the academic rigor of strictly residential programs. It is a good time to make this change from residential to online program as new professional regulations taking effect in 2024 will require that students have both a master's and a clinical practicum (internship) to practice as a dietitian. Currently, students with a bachelor's degree and an internship can be practicing dietitians. The new rule and a more accessible master's curriculum will position UVM well to attract students. Revising the program to offer an online format will allow them to expand the enrollment and address the professional need for new dietitians to have an MS without having to relocate to Burlington.

Relationship to Existing Programs

The existing MSD program involves some students completing course offerings that are part of the MPH program which is online, so creating an online version of the MSD will be consistent with the utilization of online courses that is already happening. Conversion of other existing course outside of MSD to an online

format will be limited and any course that is converted may increase the access of the course content to a broader audience, so this may be beneficial change overall.

Curriculum

Because the MSD is an externally accredited degree, the proposal is not seeking to, nor could they substantially change the learning outcomes and professional practice focus they have already had approved. The content of the curriculum will not change significantly as it is driven by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) 2017 Accreditation Standards for Coordinated Program and the Community Health and Nutrition concentration that focuses on sustainable food systems. The change will be the transition of the 30 course and evidence-based research credits of the curriculum from residential to online.

Students are immersed in more than 1200 hours of supervised practice over 39 weeks which is integrated with the graduate course work, providing a platform for students to relate their field experience to the academic underpinning of the profession. In the online MSD Program model, rather than the Program Director recruiting and selecting sites for completion of the supervised practice experience (SPE), students will assume that responsibility. The proposal outlines a process for identifying local preceptors and will be working with other distance dietetic internship programs to ascertain best practices for supervision from a distance.

Admission Requirements and Process

The admissions requirements will be the same, but the online format enables use of different tools and analysis to promote retention such as degree planning, early alert, and predictive analytics technologies. The proposal clearly outlines the requirements and process they have used and indicates that the process has been effective in identifying and selecting qualified candidates for the program.

Anticipated Enrollment and Impact on Current Programs

There is a growing number of institutions offering MS in Dietetics Programs with Internships. The proposal provides a list of ten such institutions with an average enrollment of 30 students. This is an indicator of interest in online MSD programs. The maximum enrollment for UVM's campus-based MSD program is six students per cohort accepted each year, although the annual cohort size has shifted slightly from year-to-year. The number of applicants each year has averaged around 30. When unqualified candidates are weaned out, the number of applicants historically has dropped to about 12. The program hopes to grow the enrollment from 12 to about 20 students.

Advising

Advising will occur as it has in the past for the program but will rely on using online tools such as Zoom, FaceTime, and Skype. In addition, the Program Director will rely on a combination of synchronous and asynchronous class time and will offer optional pre-scheduled synchronous online group check-ins for each cohort. During the two semesters of supervised practical experience (SPE), the students will receive ongoing feedback from preceptors; those written evaluations are reviewed by the Program Director and discussed with the students during their individual advising meetings. If a preceptor reports a problem with a particular student, the Program Director immediately has a conversation with the preceptor, followed by a conversation via phone or Zoom with the student.

Assessment Plan

The evaluation plan is clear with several criteria identified for each of the two program goals to assess success in the program. For each of the two program goals they have identified several measurable objectives that serve as progress indicators.

Staffing Plan, Resource Requirements, and Budget

The only definite participating faculty member, the director, is identified in the proposal as well as a listing of seven additional faculty members who may be involved depending on courses chosen by the students. Participating faculty are required to complete the Teaching Effectively Online (TEO) training offered by the Center for Teaching and Learning prior to teaching any of their courses. Preceptors are selected by the Program Director based on their qualifications and credentials. Every preceptor is required to submit their resume/C.V. before assuming their role with students.

To maintain the program with the current cohort size of 12 they would not anticipate any additional needs because this is a conversion of an existing program. However, they expect to grow enrollment to 20 students which would call for additional support which may be accommodated through the employment of a program coordinator. Administrative and budget affairs support are provided through the Department of Nutrition and Food Sciences.

No additional material or physical resources are needed beyond what would be available to matriculated students at the University of Vermont regardless of residential or online status (e.g. library, online access to graduate student writing center).

Proposal provides budget for FY 21 through FY 23 projecting positive net revenue figures each year with cohort of 20 students.

Evidence of Support

In addition to program and department approval, this proposal is supported by CALS Dean Vogelmann, Continuing and Distance Education Dean Belliveau, Associate Dean for Public Health in the Larner College of Medicine, Dr. Jan Carney, Graduate College Dean Cynthia Forehand and the Graduate College Executive Committee.

Summary

The proposal provides a clear and detailed analysis of the current situation for the Master of Science in Dietetics as well as the upcoming regulations change that entry level dietitians will need a master's degree to be eligible to practice. The MSD program has struggled to recruit students because of the high cost of tuition and the nature of a residential program. We recommend approval of the proposed transition of the MSD degree from a residential to online program.

Making Difference

The University of Vermont College of Education and Social Services (CESS)

TO: Brenda Solomon and the CESS Curricular Affairs Committee

FR: JB Barna, Sr. Lecturer 
Undergraduate Social Work Program Coordinator
jbarna@uvm.edu

DATE: December 3, 2018

RE: Tagged Degree Name Change

Change Being Requested

I am writing as the coordinator of the undergraduate social work program to request a tagged name change to the degree that undergraduate social work majors earn upon completion of their undergraduate studies. I am requesting a change from the current *Bachelor of Science* degree to a *Bachelor of Social Work* Degree.

Rationale

Social Work is a profession of its own merit and distinction. At the graduate level, a Master in Social Work (MSW) is a recognized professional degree and a commonly preferred degree for many human service jobs. The undergraduate degree operates in relation to the MSW degree. The undergrad degree holder is eligible for limited yet substantive professional social work positions. Especially because the degree notes eligibility for professional work, reference to social work in the degree title makes good sense and in fact is common, if not expected. Our national accrediting body (Council on Social Work Education) refers to the undergraduate degree solely in terms of a BSW degree. We are in the minority to award a BS degree for an undergrad major in social work. For instance, among the schools we typically compete with in surrounding states, Univ. of Maine, Univ. of New England, Simmons College, all the CUNY schools, University of Connecticut all award BSW degrees to their undergraduates majoring in social work.

If anything, because the degree we offer is BS and not BSW we have to defend our program, especially with potential students, and explain that indeed our program is a bonified social work program in every way despite the fact that the degree is not a BSW.

The students in other professional programs in our college include the name of their department or profession in their degree title (ie. Bachelor of Science in Education). We are asking for a similar kind of recognition, using the standard degree title of our profession, Bachelors of Social Work

Approval Notes

The faculty in the Department of Social Work have approved and support this request.

I have inquired with Gail Starks in the Registrar's Office about the availability of the degree for use by our program. She informed me that the degree is not in use and is available so that we can go forward with this proposal to your committee.

Date to Begin the Change

We would like the change to begin as soon as possible and that the diplomas for social work graduates reflect this change.

Thank you for your consideration.



The University of Vermont

Memo to:

Dr Brenda Solomon and Members of Curricular Affairs Committee, College of Education and Social Services

From: Dr Jan Fook,
Chair, Department of Social Work
College of Education and Social Services

Re: Request to change the name of our undergraduate program from Bachelor of Science to Bachelor of Social Work

Date: 31 January, 2019

I write in full support for the above request made by our undergraduate coordinator, JB Barna, on behalf of the Department of Social Work Faculty on December, 3, 2018. I believe this change would benefit our students both upon graduation and as they apply for employment and graduate school as it is a more specific and therefore more accurate representation of the program purpose and content. It therefore highlights the professional nature of the program, and supports graduates' professional identity. The requested name change is also: 1) on par with the undergraduate degree most common in our profession (nationally and internationally;) and 2) the undergraduate equivalent of the graduate degree currently awarded in our department, the Masters in Social Work (MSW) degree. Additionally naming the BSW degree as such is in keeping with degrees in place across campus that signify the affiliating degree of the profession, such as the one education graduates earn (a Bachelor of Science in Education), and provides consistency across programs in our department.

Professional degrees awarded at the university are unique and important to those who earn them. These degrees should fit each profession and reflect the profession's proper distinction. We simply ask that the undergraduate degree awarded to social work students reflect, in the best possible way, its affiliation and distinction as a social work degree.

Please accept this letter as my complete support for the request to change the degree name in social work from a Bachelor of Science degree to a Bachelor of Social Work degree. Thank you.

Sincerely,

Jan Fook, PhD FAcSS
Chair
Department of Social Work
College of Education and Social Services

COLLEGE OF EDUCATION AND SOCIAL SERVICES
DEPARTMENT OF SOCIAL WORK

443 Waterman Building, 85 South Prospect Street, Burlington, VT 05405-0160
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The University of Vermont

Date: February 7, 2019

To: CESS Dean Scott Thomas

From: Brenda Solomon, CESS Curricular Affairs Committee Chair *BS*

RE: Support for proposed change to undergrad degree in social work

I am writing in support of a proposal (dated December 3, 2018) from the Department of Social Work, by Undergraduate Coordinator, JB Barna, and endorsed by Social Work Chair, Jan Fook, that was reviewed in CESS Curricular Affairs Committee January and February 2019. The proposal offers a strong rationale for a change to the undergraduate social work degree from Bachelor of Science (BS) to Bachelor of Social Work (BSW).

The BSW is the standard undergraduate degree for the social work profession. It is the undergraduate version of the expected master's degree in the profession, a Master in Social Work (MSW). The graduate of a bachelor level academic program is eligible for limited professional employment. Having social work in the degree name validates the professional capacity of the degree holder. This is important for employment and to assure clients who may be receipts of degree holder's services.

The social work undergraduate program followed university guidelines for requesting a degree change. They inquired with the registrar's office to assure the BSW was available for use, they made the request for the change to the CESS CAC, and provided evidence of Chair Fook's support for the proposal.

Our committee fully supports the proposal. We agree that the degree change makes good sense. We found no reason to question the good faith effort to provide the best possible degree to match our undergraduates' accomplishments and shore up their future work prospects.

Along with this memo of support is 1) the proposal by Social Work Bachelor's Program Coordinator, JB Barna and 2) a letter of support from Social Work Chair, Jan Fook.

Please let me know if you would like more information or clarification about our committee's review.

Best wishes with your decision.


COLLEGE OF EDUCATION AND SOCIAL SERVICES
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The University of Vermont

TO: Faculty Senate Curricular Affairs Committee

FROM: Scott L. Thomas, Professor and Dean,
College of Education and Social Services 

DATE: February 12, 2019

RE: Request for proposed Name Change for the Undergraduate Degree in
Social Work

I am writing in support of the proposal submitted by JB Barna, Undergraduate Coordinator in the Department of Social Work, to change the name of the undergraduate social work degree from Bachelor of Science (BS) to Bachelor of Social Work (BSW). The letters accompanying this proposal indicate strong endorsement from the Social Work program faculty, the Chair of the Department of Social Work, and the CESS Curricular Affairs Committee.

As described in the proposal and each of the letters of support, the request to change the name of the undergraduate social work degree reflects the language used by the department's accrediting body, the Council on Social Work Education, and is consistent with the degree name used in the majority of social work programs, nationally and internationally. Graduates of our undergraduate program will benefit from holding a degree with a name that better reflects their course of study and professional qualifications and is more recognizable to graduate programs offering the Master's in Social Work (MSW) degree.

As stated in the letter from Brenda Solomon, Chair of the CESS Curricular Affairs Committee, the Social Work program faculty followed standard procedures for requesting a name change. The Registrar's Office has confirmed that the name is available for use, and the Chair and social work faculty fully support the proposed change.

For each of these reasons, I highly recommend that you accept the proposed name change. Please do not hesitate to contact me if you have any questions.

COLLEGE OF EDUCATION AND SOCIAL SERVICES

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Making Difference

The University of Vermont College of Education and Social Services (CESS)

Wednesday, April 3, 2019

Dear Laura and Curricular Affairs Committee,

Thank you for reviewing the request from the Department of Social Work regarding the degree name earned by our undergraduate students. We are appreciative of your response and guidance to this request. We initially asked for a “name change” of the degree and now know that what we should have been asking for is a “creation of a new degree.” Please accept this letter as a formal revision and request to create a new degree, named Bachelor of Social Work. As you know from our previous request, there are no curricular changes occurring. We are simply bringing the UVM degree name in line with the majority of the accredited social work programs in the United State.

This request includes the following timeline:

1. The Bachelor of Social Work degree to be effective beginning Fall of 2019
2. The Bachelor of Science with a major in Social Work degree be terminated in Spring of 2022
3. Students graduating between the Spring of 2020 and Spring of 2022 would have a choice between these two degrees.

Thank you very much,

JB Barna

Undergraduate Program Coordinator

Department of Social Work