



Curricular Affairs Committee of the Faculty Senate Minutes

Thursday, September 5, 2019, 4:15 – 6:15 pm

Present: Professors Almstead, Dale, Chittenden, Emery, Everse, Garrison, Gewissler, Hibbeler, Ivakhiv, Kervick, Monsen, Nichols, Rosebush, Seidl, Sisk, Strickler, Teneback, Tomas, Ultsch, and Graduate Student Senate Representative Worley

Absent: Professor Hazelrigg, Goodwin

Guests: J. Dickinson, Cindy Forehand, Beth Taylor-Nolan

Chair Almstead called the meeting to order at 4:16 pm in 427A Waterman.

I. Approval of the Minutes. The May 2, 2019 minutes were approved as written.

II. Chair's Remarks

- Chair Laura Almstead welcomed and introduced new members.
- Laura Almstead provided an overview of the work of the CAC, including the charge, the process for program proposal review, and academic program review. Laura distributed handouts that visually outlined the curricular review process, and indicated where to find curricular resources on the Faculty Senate webpage. Resources available include guideline for reviewing proposals, and the timeline for review.
- The CAC operating procedures state that “Operating procedures will be reviewed each year at the May meeting.” Laura suggested that an annual review at the beginning of each year would be more timely and beneficial for new members. Laura will revise the operating procedures to reflect a review each year at the September CAC meeting. She also told the committee members that suggestions for revisions were welcomed at any time.
- Goals for the CAC this year: 1) begin discussion around the need for guidelines for reactivating/deactivating dormant programs; 2) better understand the CAC role in the General Education landscape; 3) continue communication with unit level curriculum chairs; 4) promote collaboration between units.
- Laura provided the following updates and preview of things coming up:
 - In May, the Board of Trustees approved the new Minor in Computer Science Education and the new Bachelor of Social Work degree.
 - The Behavioral Change Health Studies Minor update is expected to be received by September 15th and will be distributed to CAC members for review before the October meeting.

- The Diversity Curriculum Review Committee is a sub-committee of the CAC, and has presented a proposal to simplify the General Education Diversity Competencies by reducing the competencies from 14 to 4. The proposal is attached to these minutes and will be presented to the Faculty Senate at the September meeting.

III. **Reports** – none at this time

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

V. **Other Business:**

- A. **Revisions – New Program Proposal Coversheet (vote).** Laura Almstead presented changes to the New Program Proposal Coversheet that were suggested by the Registrar's office. After discussion there was a motion to continue to revise the coversheet and bring this item back at the October meeting due to questions raised about the nature of research endeavors/entities.

Motion: Stephen Everse moved to postpone the revisions to the New Program Proposal Coversheet for review at the October CAC meeting.

Vote: 20 Approve, 0 Oppose, 0 Abstain

- B. **Revisions – Name Change Guidelines (vote)** The guidelines for academic department and program name changes were revised to clarify the requirements for proposals, and to provide dates and deadlines for changes to be included in the course catalogue.

Motion: Colby Kervick moved to approve the revisions to the Guidelines for Academic Department and Program Name Changes as presented.

Vote: 21 Approve, 0 Oppose, 0 Abstain

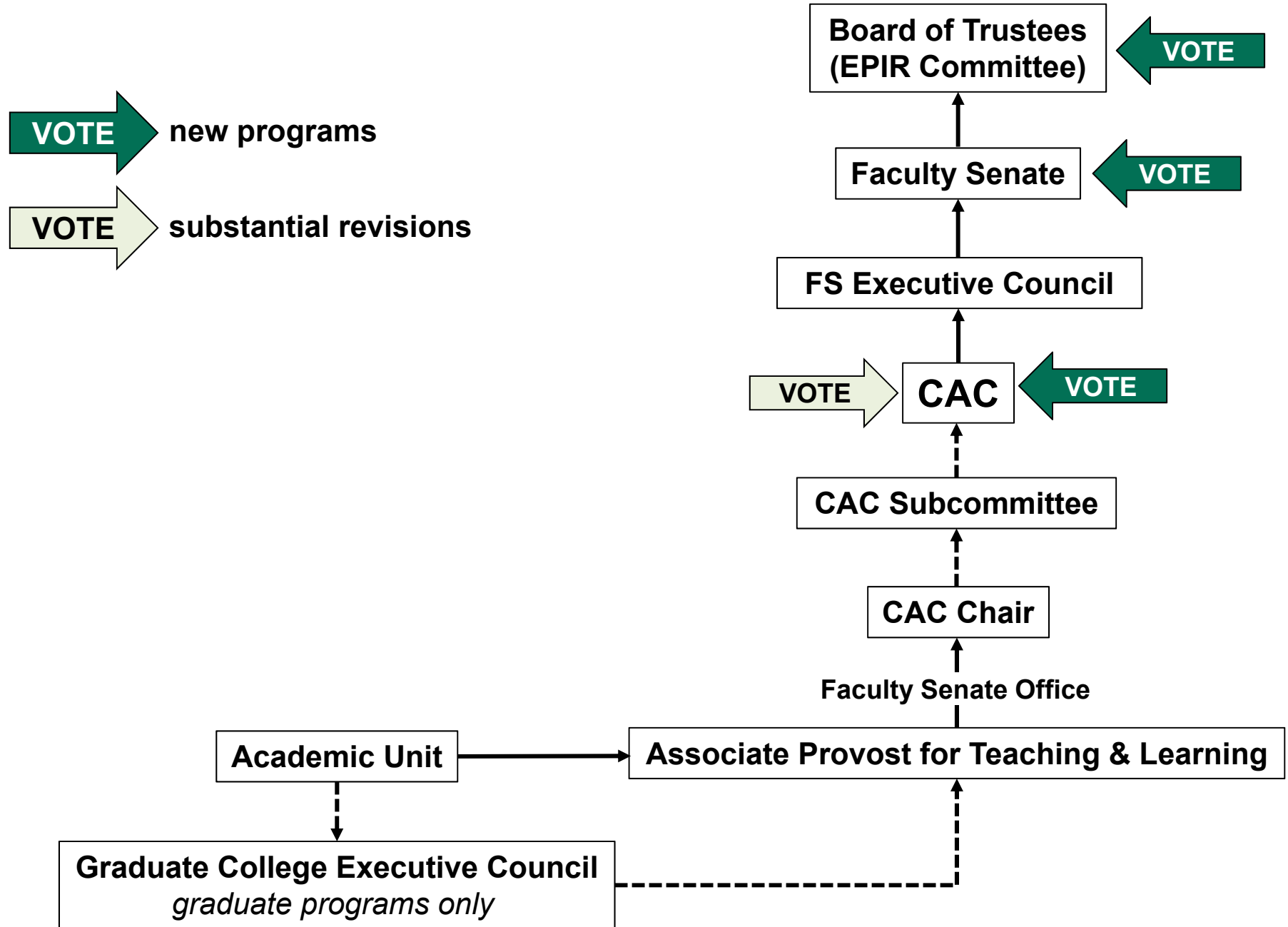
- C. **Discussion** – Multi-Unit Programs Definitions & Review Process Draft. This document is not meant to create a new policy, but only to outline what is expected as best practices, and promote communication. Laura Almstead will make revisions to the draft based on the suggestions and discussion and bring it back to the October meeting

- D. **Discussion** – Development of guidelines for reactivating dormant programs. After discussion on this topic, Laura stated that she will send an e-mail to Veronika Carter and Kerry Castano to discuss how to move forward. Laura will bring more information to the October meeting.

VI. **New Business:**

- J. Dickinson asked for volunteers interested in working on revisions to the syllabus template. Amy Tomas and Jason Hibbeler volunteered, and a meeting will be scheduled for early to mid-October.

VII. **Adjournment at 6:12 p.m.**



Curricular Resources



Curricular Resources

The Faculty Senate provides curricular resources to assist faculty seeking guidelines, timelines, and process for curricular proposals, General Education course approval, or Academic Program Review.

Curriculum Resources



- [Cover Sheet for Proposals for New Academic Program or Research Endeavor \(PDF\)](#)
- [Guidelines for Proposals for New Academic Program or Research Endeavor \(PDF\)](#)
- [Substantial Revisions to Existing Academic and Research Endeavors: Approval Process and Definition \(PDF\)](#)
- [Guidelines for Proposals to Substantially Revise an Existing Academic Program or Research Endeavor \(PDF\)](#)
- [Guidelines for Proposals to Terminate an Academic Program or Research Endeavor \(PDF\)](#)
- [Guidelines for Proposals for Academic Minors \(PDF\)](#)
- [Guidelines for Proposals for Undergraduate Certificate Programs \(PDF\)](#)
- [Standards for Certificates of Graduate Study \(PDF\)](#)
- [Process for Academic Department & Program Name Change \(PDF\)](#)
- [Procedure for Course Mediation Process \(PDF\)](#)
- [Unit Curriculum Committee Tips \(PDF\)](#)

http://www.uvm.edu/faculty_senate/curricular_resources

Curricular Affairs Subcommittee Assignment	Curricular Affairs Committee Meeting	Senate Executive Council Meeting	Faculty Senate Meeting	Board of Trustees Meeting
April 4, 2019	May 2, 2019	May 6, 2019	May 16, 2019	Oct 25, 2019
May 2	September 5	September 9	September 23	October 25
September 5	October 3	October 14	October 28	January 31, 2020
October 3	November 7	November 11	November 18	January 31
November 7	December 5	December 9	December 16	January 31
December 5, 2019	January 9, 2020	January 13, 2020	January 27, 2020	May 15, 2020
January 9, 2020	February 6	February 10	February 24	May 15
February 6	March 5	March 16	March 23	May 15
March 5	April 2	April 13	April 20	May 15
April 2	April 30	May 4	May 14	October 23, 2020

http://www.uvm.edu/faculty_senate/curricular_resources

Curricular Affairs Committee of the Faculty Senate

Faculty Senate Curricular Affairs Committee Operating Procedures

RESPONSIBILITIES & MEMBERSHIP

The membership and responsibilities of the Curricular Affairs Committee are described in the following sections of the Faculty Senate Constitution and Bylaws. General information about Faculty Senate Standing Committees, their purpose, and their responsibilities can be found in Section 7 of the Senate Constitution and Bylaws (https://www.uvm.edu/faculty_senate/faculty_senate_constitution_and_bylaws).

7.1.5.1 Curricular Affairs Committee. This committee shall have responsibility for matters related to undergraduate and graduate educational policy and long-range academic planning, including items referred to in Sections 1.1b, 1.1e, 1.1f, 1.1g, 1.2a, and 1.2k. It shall review proposals to initiate, alter, or terminate programs from the Schools and Colleges. Actions taken by this committee and approved by the Faculty Senate will be sent to the Provost for action. The Curricular Affairs Committee shall have double the numbers of members stipulated in 7.1.2.1a.

7.1.2 Composition.

7.1.2.1 Elected Members.

- a. Number. Except as described below, standing committees and standing subcommittees shall be composed of at least one member from each of the major academic units (the Colleges of Arts and Sciences, Agriculture and Life Sciences, Education and Social Services, Engineering and Mathematics, and Medicine; the College of Nursing and Health Sciences, Business Administration, and Natural Resources; and the Officers of Extension, and of the Libraries. A unit with more than 200 full-time eligible faculty members may elect one additional member to each standing committee and standing subcommittee.
- b. Eligibility. Any eligible faculty member may stand for election by his/her college or school to serve on a standing committee except as otherwise stated in these Bylaws.
- c. Term. Members of the standing committees shall be elected for three years or as otherwise stated in these Bylaws, starting on July 1. Terms shall be staggered so that approximately one-third of the standing committee members shall be elected each year.
- d. Election. The election of standing committee members shall be the responsibility of the individual college and school faculties. Elections shall be held no later than April of each year and shall be conducted by secret ballot distributed to all eligible faculty members of the college/school. An opportunity must be provided for all eligible faculty members to volunteer to run for election to Senate standing committees. The Faculty Senate shall supervise the elections of Senate Standing Committees; concerns regarding election irregularities must be communicated to the Senate President by May 1.
- e. Vacancies. If a standing committee member vacates his/her seat the vacancy shall be filled by a special election within the unit from which s/he was elected. The term of a member under these circumstances shall commence immediately and shall normally be for the unexpired term of the regularly elected member. If a standing committee member is granted leave for one year or less a replacement shall be elected by a special election within the unit from which s/he was elected to take the absent standing committee member's seat for the period of the leave.
- f. Attendance. A standing committee member absent from three committee meetings in a calendar year in the absence of mitigating circumstances will be considered to have vacated his/her seat.

g. Members of the Senate. A standing committee member may also serve as an Elected Senator. Standing committee members are members of the Senate without vote if not also an Elected Senator.

7.1.2.2 Ex Officio Members. The Senate President is a voting ex officio member of every Faculty Senate committee and subcommittee, with the exception of the Nominating Committee in 3.5, and may designate a member of the Executive Council to act on his/her behalf. The Faculty Senate Vice-President is a nonvoting ex officio member of every Faculty Senate committee and subcommittee except when serving as the Senate President's designee.

7.1.2.3 Student Members.

- a. Standing committees may invite graduate and/or undergraduate students designated by student governing bodies on a one-year renewable basis to serve on the committee.
- b. In addition to the faculty members elected as described above, the Student Affairs Committee and the Educational and Research Technologies Committee shall also include a graduate and undergraduate student member designated by student governing bodies, renewable yearly.

7.1.2.4. Resource Personnel. Standing committees may add nonvoting resource personnel on the basis of their position, interest, or expertise.

7.1.4 Committee Officers. The chair of each standing committee shall be elected by each committee from its elected membership for a one-year term. The chair of each committee shall appoint a secretary to keep minutes. Standing committee chairs or their designees shall serve as faculty representatives to the appropriate Board of Trustees committees (9.1). The duties of the chair shall be to report to the Senate at least once a year, schedule and conduct meetings, follow up on actions of the committee, serve as committee spokesperson with respect to the duties in 7.13(e), serve as voting members of the Faculty Senate, and serve on the Executive Council.

COMMITTEE PROCEDURES – General

Meetings: The CAC meets on the first Thursday of each month from 4:15pm to 6:15pm. Any deviations to this pattern are indicated in the meeting schedule posted on the Faculty Senate website (https://www.uvm.edu/faculty_senate/senate_calendar); a list of all meetings for that academic year is also included on each agenda. If there are no items requiring discussion, cancellation of a meeting is at the discretion of the CAC Chair. As indicated in the Faculty Senate Bylaws, members that miss three or more meetings in a year may be asked to leave the committee. If a member is out of town, arrangements may be made for that person to participate by calling in.

Materials: An agenda and documents related to all items to be discussed are distributed at least three days prior to a meeting. Members are expected to read all documents carefully and be prepared for discussion.

Chair Elections: Chairs are elected for one-year terms. A call for nominations (self or from another committee member) will be made at the April meeting, and voting will occur prior to the May meeting, ideally by April 15. Ballots will be distributed electronically by the Faculty Senate support staff and votes collected anonymously. Voting may occur by show of hands if there is unanimous consent from the committee to do so.

End of Year Report: At the end of each academic year, the CAC Chair writes a report summarizing the work of the committee for that year. Reports are submitted to the Faculty Senate Office and posted on the Faculty Senate website (https://www.uvm.edu/faculty_senate/curricular_affairs_committee).

Operating Procedures: Operating procedures will be reviewed each year at the September meeting. Modifications/revisions will be submitted to the Senate Executive Council for review and approval.

COMMITTEE PROCEDURES – Academic Matters

Academic matters include new programs, significant revision of existing programs, program terminations, name changes, and course mediation. Guidelines for proposals are posted on the Faculty Senate website (https://www.uvm.edu/faculty_senate/curricular_affairs_committee). All proposals are circulated (abstract or complete document) to the faculty and deans for comment at least 30 days prior to CAC discussion and voting. The CAC Chair is responsible for transmitting comments anonymously to the CAC Review Subcommittee (described below).

Review Subcommittee Membership: All new program proposals are carefully reviewed by a subcommittee comprised of two CAC members. Proposals for significant revision of existing programs, program terminations, name changes, and course mediation are reviewed by a subcommittee or the committee as a whole depending on the extent of the proposal; more extensive proposals are assigned to a subcommittee. CAC members from the proposing unit cannot serve on the review subcommittee. Members with direct conflicts of interest are also ineligible.

Review Subcommittee Responsibilities: Subcommittees are charged with reviewing proposals based on University policies, the published guidelines relevant to the proposal, and comments submitted during the 30-day comment period. Reviews often involve discussion with the proposers and/or other relevant parties. If the proposal is revised during the review process, the subcommittee or proposer is responsible for sending the revised document to the CAC Chair who transmits it to the Faculty Senate and Provost's offices. At the end of their review, the subcommittee writes a report that summarizes the proposal and any additional information gathered during the review process, and indicates their recommendation to the committee. See Appendix A for an outline of a CAC Review Subcommittee report.

Voting: The Review Subcommittee is responsible for presenting a proposal to the full committee. For proposals not assigned to a subcommittee, the CAC Chair is responsible for presenting. The committee discusses the proposal until members are ready to vote. Proposals reviewed by a subcommittee come to the floor as a seconded motion; proposals reviewed by the committee as a whole require a motion and a second prior to voting. All members may vote on a proposal unless there is a direct conflict of interest, in which case a committee member abstains from voting. Records of votes are recorded in the meeting minutes.

COMMITTEE PROCEDURES – Academic Program Review

The CAC works in conjunction with the Provost's Office to carry out the Academic Program Review Process. Specific responsibilities of the CAC are indicated below.

External Reviewer Selection: The CAC Chair participates in selection of external reviewers for each program.

Internal Review Subcommittee (IRS): A subcommittee comprised of two CAC members is charged with internal oversight of each APR. A CAC member cannot serve on a subcommittee for programs in which they have appointments. For programs that include graduate-level degrees, at least one of the subcommittee members must be a faculty member in the Graduate College. Specific responsibilities are described in Appendix B.

Voting: All members of the CAC are eligible to vote; members who are part of the program under review may choose to abstain. The CAC does not vote to approve a program, but rather votes to approve the IRS's report summarizing the review process. Guidelines for the content of an IRS report can be found in Appendix C. Once approved, reports are transmitted to the Provost's Office.

Summary and Two-Year Follow Up Meetings: The Chair of the CAC chairs both the summary and two-year follow up meetings for all APRs.

Academic Program Review Internal Review Subcommittee Roles & Responsibilities

Programs that are NOT Externally Accredited

Responsibilities	Chair	Member	Third Member ¹
Review the Program's Self-Study	Yes	Yes	Yes
Attend second-day working breakfast	Yes	if Chair is unable to attend	No
Attend the exit interview at the end of the site visit	Yes	Yes	invited
Receive the reports of the external reviewers	Yes	Yes	Yes
Receive the formal response of the chair/program director and dean	Yes	Yes	
Meet with the chair and the program faculty after their receipt of the external reviewers' report if the program desires it	Yes	Yes	Yes
Based on participation in the exit interview, reading of the self-study and external reviewers' reports, responses of the dean and chair/program director, and meeting with the program faculty, write a subcommittee report summarizing and offering perspective on the program and the process	Yes	collaborates on writing report	collaborates on writing report
Offer the program the opportunity to respond to the draft subcommittee report	Yes	Yes	
Present the subcommittee report and recommendation to the full CAC for discussion and formal action	Yes	Yes	Yes
Participate in APR Summary meeting (within ~6 months from exit interview)	Yes	No	No

¹Third member appointed from outside the CAC only when a graduate program is being reviewed and the internal review subcommittee lacks a Graduate College member or for APRs that involve a large number of different programs.

Programs that ARE Externally Accredited

Responsibilities	Chair	Member	Third Member ¹
Review the program's reaccreditation report and related materials	Yes	Yes	Yes
Meet with the authors of the reaccreditation report in order to gain additional perspective on the program	Yes	Yes	Yes
Based on the review of reaccreditation materials and meeting with the authors, write a subcommittee report presenting their perspective on the program and the external reaccreditation materials	Yes	collaborates on writing report	collaborates on writing report
Offer the program the opportunity to respond to the draft subcommittee report	Yes	Yes	
Present the subcommittee report to the full CAC for discussion and formal action [an author of the reaccreditation report may be invited to be on hand for the presentation, in order to answer questions]	Yes	Yes	Yes
Participate in APR Summary meeting (within ~6 months from exit interview)	Yes	No	No

¹Third member appointed from outside the CAC only when a graduate program is being reviewed and the internal review subcommittee lacks a Graduate College member.

Faculty Senate Curricular Affairs Committee
Academic Program Review Subcommittee Report
[Name of Program]
[Date]

Academic Program Review Subcommittee:
External Reviewers:

The external review team visited the University of Vermont's [name of program] for a/an XXX-day review on [dates of external review team's visit] as part of the [department's/program's/unit's] Academic Program Review (APR). This report summarizes the strengths and weakness of the program identified through the review process, provides a synopsis of the external reviewers' recommendations [and responses from the program], and offers the APR internal review subcommittee's conclusions.

Overview of [Name of Program]

- Degrees offered
- Number of faculty and ranks
- Number of majors/minors as appropriate and how numbers have trended over time
- Compare enrollments to similar programs at comparable institutions and/or national trends
- Other services or notable features of the program (e.g. service teaching; outreach)

Strengths and Weaknesses

Summarize the main strengths and areas identified in need of improvement noted in the external reviewers' report. Include any responses from the program and/or information from the self-study as appropriate. Short overview paragraphs with bullet points are fine.

External Reviewers' Recommendations

Summarize the recommendations documented by the review team and include any responses from the program. Organize by section as appropriate (e.g. by individual program/degree if the review assessed multiple programs/degrees and the recommendations are unique for each one; by category – faculty; curriculum, etc.). Short overview paragraphs with bullet points are fine.

Summary and Conclusions

- Hit the highlights of the program's strengths and reiterate the most substantial/relevant recommendations
- Describe the interactions that occurred between the internal review subcommittee and the department/program following the external reviewers' visit (e.g. met with the Department Chair; met with the faculty; exchanged e-mails)
- Note any recommendations made by the external reviewers that the subcommittee feels are not appropriate with an explanation for the internal subcommittee's conclusion if necessary
- Indicate any steps the program has taken since the external reviewers' visit to address weaknesses and/or recommendations if appropriate
- Provide the internal subcommittee's final assessment of the APR process for the program

CAC New Program Proposal Review Subcommittee Report Outline

NOTES:

- There are different guidelines for different types of programs (see list below). All guidelines are posted on the Faculty Senate website (https://www.uvm.edu/faculty_senate/curricular_resources). Read the guidelines specific for the type of new program you're reviewing before reading the proposal.
 - *Guidelines for Proposals for New Academic Program or Research Endeavor* (e.g. BA, BS, MA, MS, PhD)
 - *Guidelines for Proposals for Academic Minors*
 - *Guidelines for Proposals for Undergraduate Certificate Programs* [These guidelines can also be used for Continuing Education Academic Certificates. However, note that CE certificates require a minimum of 15 credits and are limited to non-matriculated students.]
 - *Standards for Certificates of Graduate Study*
- This outline is based on the *Guidelines for Proposals for New Academic Program or Research Endeavor*. Some sections do not apply to other types of programs, and the exact requirements for each section vary between program types. Use the outline as a general guide and be sure to refer to the guidelines for the appropriate program type for specific details.
- Copying/pasting directly from the proposal and/or paraphrasing language in the proposal is fine and encouraged.
- You should not need to come up with any of this information yourself, all of it should be in the proposal. If you feel that you are missing information, contact the proposer(s). A majority of review processes involve some back and forth between the review subcommittee and proposer(s).
- Include (where relevant) any important information you obtained in communications with the proposers. Ask the proposers to revise their proposal if there are any substantive changes and have them send a final version to you and copy the CAC Chair who will pass it on to the Faculty Senate office.
- Proposals are all unique; reorganize the sections/information below in whatever way best suits the proposal you're reviewing. The justification, evidence for demand, and relationship to other programs often make sense to group differently. The bullet points within each section are not meant to indicate a particular order. Just be sure the relevant information is included somewhere.
- There's a blank Word document version of this outline that you can use as a template for your report if you find it helpful.

Curricular Affairs Committee of the Faculty Senate

MEMO

To: Curricular Affairs Committee of the Faculty Senate

From:

Date:

Re: [Approval/Disapproval] of a proposal for a new [program title] submitted by [responsible Unit(s)]

We have reviewed a proposal for a new [program title] submitted by [responsible Unit(s)] and recommend [approval/disapproval]. [Indicate Departments and/or Faculty involved in the new program as relevant. Specify an intended start date.]

Program Description and Rationale

- Describe the main elements of the program, including (as appropriate):
 - › overview of primary purpose (e.g. this new BA will provide students the skills necessary to...)
 - › short synopsis of the curriculum
 - › intended audience (this is particularly important for certificate programs)
 - › list or summarize the learning objectives/outcomes
- Describe the rationale for inaugurating the new program, including (as appropriate):
 - › philosophic goals of the program
 - › relationship to missions of University and unit(s)
 - › general need (elaborate below or include justification in this section instead; whatever works best)

Justification and Evidence for Demand

- Summarize the justification for inaugurating the new program including:
 - › education, social, and/or job market needs
 - › specific local and/or regional needs
- Provide evidence that there's a demand for the program (i.e. demonstrate that there's a source of students that will enroll in the program)

Relationship to Existing Programs

- Summarize the unique features in comparison to similar UVM programs if any exist
- Compare features/components to those at other institutions if relevant
- Describe any connections to existing UVM programs if relevant (e.g. the proposed BS program could provide potential candidates for an existing graduate program)
- Indicate any potential effects on other academic units/departments; reference letters of support from affected units/departments as appropriate
- Comment on any substantial concerns raised during the comment period and the proposers' response

Curriculum

- Provide an overview/summary of the requirements for completion
- Include a list/table of required courses (example table below)
- Include elective options in the table of courses if there are a small number of courses; describe the options if there's extensive list
- Clearly indicate new courses; include where they stand in the review process in CourseLeaf
 - › Check new courses by clicking on the *Course Action Form* link here <https://www.uvm.edu/provost/course-action-forms> and searching by the course number to see the workflow. New courses MUST be submitted in parallel with the proposal.
 - › Note that special topics courses CANNOT be required course; students must be able to complete the program without taking a special topics course.
- Indicate any effects on existing courses (e.g. is there capacity in existing required course)
- Indicate any limitations/restrictions on courses (e.g. students in X major will not be able to count Y course towards completion of the program)

Required Courses

Number	Name	Credits

Admission Requirements and Process

- Describe how candidates will apply to the program and criteria for admission
- Note any requirements for staying in the program (e.g. minimum GPA) as appropriate
- Indicate any majors/minors, etc. that will NOT be eligible for the program

Anticipated Enrollment and Impact on Current Programs

- Indicate number of students anticipated in the first year and in following years
- Note any impact on current programs not included in previous sections
- Comment on any substantial concerns raised during the comment period and the proposers' response

Advising

- Describe the mechanism by which students will be advised
- Indicate Unit(s) responsible for managing the advising process

NOTE – It is not sufficient to simply state that the program will oversee advising. Specific processes and parties involved must be described.

Assessment Plan

- New bachelors (majors), masters, and PhD program proposals MUST include a completed Assessment Plan Form
- Proposals for other types of programs should indicate how the program will be assessed, including specific metrics for evaluation, and a plan for obtaining and evaluating the necessary information
- Indicate the unit under which the program will undergo Academic Program Review (APR)

Staffing Plan, Resource Requirements, and Budget

- Indicate any resources necessary for the new program, including (as appropriate):
 - › staff positions
 - › faculty positions
 - › administrative positions (including administrative duties that would become part of an existing faculty member's workload)
 - › classroom space and/or equipment
 - › library resources
- Provide a summary of how the funds will be obtained for the required resources. The proposal should include cost estimates for the first year and total for first five years. Go into details wherever seems necessary/appropriate.

NOTE – If the program relies exclusively on existing resources this section can be brief, but should still be included.

Evidence of Support

- List all parties that have provided letters of support for the new program

Summary

- Summarize the main components/features of the new program
- Highlight the main strengths if you recommend approval or indicate what the program lacks if you recommend disapproval
- Provide your recommendation to approve or disapprove the proposed new program

CAC Significant Revision to Existing Program Review Subcommittee Report Outline

NOTES:

- Read the *Substantial Revisions to Existing Academic and Research Endeavors: Approval Process and Definition* and the *Guidelines for Proposals to Substantially Revise an Existing Academic Program or Research Endeavor* documents before starting your review (see here https://www.uvm.edu/faculty_senate/curricular_resources).
- Copying/pasting directly from the proposal and/or paraphrasing language in the proposal is fine and encouraged.
- You should not need to come up with any of this information yourself, all of it should be in the proposal. If you feel that you are missing information, contact the proposer(s). A majority of review processes involve some back and forth between the review subcommittee and proposer(s).
- Include (where relevant) any important information you obtained in communications with the proposers. Ask the proposers to revise their proposal if there are any substantive changes and have them send a final version to you and copy the CAC Chair who will pass it on to the Faculty Senate office.
- Proposals are all unique; reorganize the sections/information below in whatever way best suits the proposal you're reviewing. The bullet points within each section are not meant to indicate a particular order. Just be sure the relevant information is included somewhere.
- There's a blank Word document version of this outline that you can use as a template for your report if you find it helpful.

Curricular Affairs Committee of the Faculty Senate

MEMO

To: Curricular Affairs Committee of the Faculty Senate

From:

Date:

Re: [Approval/Disapproval] of a proposal to revise the existing [program title] submitted by [responsible Unit(s)]

We have reviewed a proposal to revise the existing [program title] submitted by [responsible Unit(s)] and recommend [approval/disapproval]. If approved, the changes will be implemented starting [date].

Revisions Overview and Rationale

- Provide a short description of the existing program, including current learning outcomes
- Briefly summarize the proposed changes, including changes to the current assessment plan form
- Describe the proposers' rationale for implementing the changes at this time
- Indicate the evidence provided of a demand/need for the proposed changes

Changes in Relationships and Effects on Other Programs

- Describe any effects of the proposed changes on the relationship of the program to the mission of the University, Unit, and/or Department
- Describe any effects of the proposed changes on the relationship of the program to other existing programs
- Indicate any anticipated effects on other existing programs; reference letters of support from affected units/departments as appropriate
- Comment on any substantial concerns raised during the comment period and the proposers' response

Changes to the Curriculum

- Summarize changes to the requirements for the program
- Summarize changes to the specific courses included in the program (use a table if it is helpful):
 - › list all courses in the program; indicate which courses are new or substantially changed; include where they stand in the review process in CourseLeaf
 - Check new courses by clicking on the *Course Action Form* link here <https://www.uvm.edu/provost/course-action-forms> and searching by the course number to see the workflow. New courses and course changes MUST be submitted in parallel with the proposal.
 - › indicate any courses that are no longer included in the program

Effects on Students and Faculty/Staff

- Indicate any effects on students, including (as appropriate):

- › source of students who will enroll in the program
- › admission requirements/process
- › advising
- › financial aid
- › employment opportunities
- Indicate any effects on faculty/staff involved in the program, including (as appropriate):
 - › new positions
 - › changes in existing positions

Costs of Revisions

- Indicate any changes in resource requirements, including new resources needed and resources no longer necessary
- Indicate any costs associated with the revisions and sources of support

Assessment

- For degree programs (e.g. major, MA, PhD), verify that an updated assessment plan form was submitted if necessary
- Indicate the unit under which the program will undergo Academic Program Review (APR) if the revisions necessitate a change

Evidence of Support

- List all parties that have provided letters of support for the revisions

Summary

- Summarize the changes and primary goals of the changes
- Highlight the benefits of the proposed changes to students and the University/unit/department
- Provide your recommendation to approve or disapprove the proposed revisions

Guidelines for Academic Department and Program Name Changes

Name changes for departments and programs must undergo the appropriate unit-level review and approval steps; graduate program name changes must also be approved by the Graduate College Dean. Following unit-level approval, the Dean's office should send the proposal to the Associate Provost for Academic Affairs who will review and forward it to the Faculty Senate Office. Name changes are then reviewed and voted on by the Senate Curricular Affairs Committee (CAC), and must subsequently be approved by the Faculty Senate and President's Office. Details related to proposal requirements, specific steps of the approval process, and subsequent steps to be taken by the initiating department/program are described below. **Important dates are highlighted in red.**

Proposal Requirements

All proposals must include 1) a clear description of all requested change(s), and 2) justification/rationale for the proposed change(s). Before preparing a proposal, consult with the Registrar's Office to ensure that the proposed name/prefix has not been used in the past. Changes could include:

- Name of Department or Program
- Name of Major/Minor/Graduate Program
- Name of Tagged Undergraduate/Graduate Degree
- Name of Certificate (Post-Baccalaureate, CE Academic, Undergraduate)
- Subject Prefix

All changes must be specifically requested; for example, changing a departmental name does not automatically change the subject prefix, major, or graduate degree name. If the requested name is similar to an existing department/program, memos/emails of support should be obtained from the department/program. In addition, proposals for department name changes that will result in multiple departments and subject prefix changes should include the information indicated below.

Department Name Changes (if the change involves two or more departments):

- a list of faculty who should be assigned to each department
- a list of courses that should be assigned to each department

Subject Prefix Changes:

A spreadsheet must be created to map each course under the old prefix to the new prefix. Courses can retain their number under the new prefix, receive a new number in addition to the new prefix, or be deleted. (See sample spreadsheet below.) Once the change(s) is/are approved, Course Action Forms (CAFs) must be submitted via CourseLeaf to delete all courses with the previous prefix; separate CAFs must be submitted to establish courses with the new prefix (see Subsequent Steps section below).

Course Title	Existing Prefix and Number	New Prefix and Number	Delete (no part in new curriculum)
History of the Babylonian Empire	AAA 001	BBB 001	
History of the Roman Empire	AAA 002	BBB 002	
History of the Byzantine Empire	AAA 003		X
History of the Ottoman Empire	AAA 004	BBB 050	
History of the British Empire (new course)		BBB 123	

Approval Process

- 1) Obtain departmental- and college-level approval of the proposed name change(s), including the Graduate College for graduate programs.
- 2) Submit to the Associate Provost for Academic Affairs who will review and transmit it to the Faculty Senate office.
- 3) Proposals will be circulated for public comment a minimum of 30 days prior to being discussed and voted on by the CAC. Following CAC approval, the proposed name changes(s) will be voted on by the Faculty Senate. **Name changes**

must be approved by the Faculty Senate by its last meeting of the fall semester (usually early December) to be effective the next academic year.

- 4) The Faculty Senate Office will send a transmittal form to the President's Office. Once the President and Provost have signed the transmittal, the President's Office will notify the Registrar. Per the appropriate timeline, the Registrar will enter the new name in Banner and, as appropriate, the new subject prefix in CourseLeaf. Name changes go into effect based on when they are approved. If approved by the last Faculty Senate meeting of the fall semester (typically in December), the change will appear in the Catalogue for the next academic year. Changes approved after December will appear in the Catalogue following the next academic year.

Subsequent Steps to Be Taken by the Initiating Department/Program

For subject prefix changes, the department/program must **submit all necessary Course Action Forms (CAFs) to the Provost's Office before February 15**. For department/program name changes, **name(s) should be updated in the Catalogue following approval by March 30**. When change(s) is/are effective, the department/program should also update the name(s) on their website.

Course Action Forms *(must be submitted to the Provost's Office before February 15)*

- CAFs to delete and create a course with the new prefix must be submitted in pairs; a new prefix cannot be assigned until the old course entry is removed.
- The CAFs should be submitted in the same time frame (i.e. not spread out over many weeks).
- The spreadsheet submitted with the proposal (see Proposal Requirements section above) should be attached to at least one of the CAFs.
- Courses in other departments that include courses with the old prefix in their pre- or co-requisites or cross-listings must be updated via CAFs in CourseLeaf. The department initiating the prefix change should initiate these CAFs.
- Course changes that are limited to re-numbering or prefix changes will not be submitted for the public review period of the Course Action Process.
- Confirm that the correct course list (driven by subject prefix) will display in the next version of the Catalogue.

Catalogue Name Updates *(must be completed by March 30)*

Catalogue editors must ensure that the names are updated in multiple locations within the Catalogue, including:

- Department/Program Name Changes:
 - on left-hand navigation bar for the college/school
 - on the department/program page itself
- Major, Minor, and/or Certificate Name Changes:
 - on the University list of majors/minors/certificates
 - on the college list of majors/minors/certificates
 - on the department list of majors/minors/certificates (major and minor tab)
 - on the major/minor/certificates page itself
- Tagged Degree Name Changes:
 - on the department/program page (major tab)

Student Notifications

For degree, major, program, minor, certificate, and concentration name changes, students enrolled at the time of the change are permitted to graduate under the old or new name. The department/program may choose to contact students currently enrolled in the program, making them aware of the new name and inviting them to ask to be changed to the new name if the student wishes. The previous name will not be available for students entering the program once the name change is effective.

PeopleSoft Changes *(must be completed by March 30)*

Faculty home departments need to be changed following the appropriate PeopleSoft process.

Coversheet for Proposal for a New Academic Program or Research Entity

Guidelines for new program proposals are posted on the Faculty Senate website ([Curricular Resources](#)). NOTE: New *concentrations* are considered substantial changes, but proposers should fill out this coversheet.

Granting College/School: _____

Sponsoring department or program: _____

Contact Person: _____ Email address: _____

Please check all that apply regarding the following aspects of the program that may impact students' financial aid and/or institutional compliance with federal regulations. Elaborate as appropriate in the body of the proposal.

Location/Travel

- ☐ ≥50% of credits earned at off-site location
- ☐ Substantial clinical/practicum travel
- ☐ Required travel component

External Collaborations

- ☐ Degree offered jointly with another institution

Delivery Method (select one)

- ☐ On Campus – all or some courses offered face-to-face
- ☐ Online – ALL courses offered online

Calendar (select one)

- ☐ Main campus calendar
- ☐ College of Medicine calendar

Academic Credit

- ☐ All courses comply with credit hour definition

Variable Tuition¹

- ☐ Graduate program with differential tuition rate

Complete this section if proposing a new Research Endeavor

Exact name of Research Entity: _____

Complete this section if proposing a new Degree, Undergraduate (UG) Major, or Graduate (GR) Program or Certificate

Check appropriate box: ☐ New degree ☐ New Certificate of Graduate Study ☐ New UG Major ☐ New GR Program

Exact name of degree (e.g. Bachelor of Arts, PhD): _____

☐ Untagged ☐ Tagged (e.g. Bachelor of Science in Electrical Engineering)

Exact name of UG major/GR Program: _____

Minimum GPA required for graduation: _____

Complete this section if requesting a new Certificate, Minor, or Concentration

Check appropriate box: ☐ UG Certificate ☐ UG Minor ☐ Concentration

☐ Post-Baccalaureate Certificate ☐ Continuing Education (CE) Academic Certificate

Exact name of Certificate/Minor/Concentration: _____

¹A request for differential tuition may be submitted when the program has been approved by the Curricular Affairs Committee. This will allow approval of the differential tuition concurrent with the Board of Trustees approval (if approved). The process and guidelines for requesting differential tuition can be found [here](#).

Definitions and Proposal Review Process for New Programs Involving Multiple Units

This document defines specific categories of programs that involve multiple units and the review process that should be followed for new programs under each category prior to submission to the Associate Provost for Academic Affairs for initiating the Faculty Senate review. New programs include majors (e.g. BA, BS), minors, Undergraduate Certificates, Certificates of Graduate Study, and graduate degrees (masters and doctoral).

Interdisciplinary Program

Definition: An academic program that is administratively housed in two or more sponsoring units. Students can enroll in the program through any of the sponsoring units (graduate students enroll through the Graduate College).

Review Process: The following parties must review the proposal and provide a letter of support (or approval, in the case of curriculum committees) before submission to the Provost's office.

- all departments with courses in the program*
- curriculum committees of all units that will serve as administrative homes
- faculty in all units that will serve as administrative homes**
- deans of all units that will serve as administrative homes
- Graduate Executive Committee and Dean of the Graduate College for graduate programs

Cross College Undergraduate Program

Definition: An academic program that is sponsored by two or more academic units, but administratively housed in only one of them. Students enroll in the program only through the administrative unit. Curricular oversight of the program is shared among the sponsoring units.

Review Process: The following parties must review the proposal and provide a letter of support (or approval, in the case of curriculum committees) before submission to the Provost's office.

- all departments with courses in the program*
- curriculum committee of the administrative unit
- faculty of the administrative unit**
- deans of all units involved (administrative home and curricular oversight)

It is common for administrative and curricular responsibility for a new program to reside with one academic unit although the curriculum includes courses from departments in other units. For these situations, letters of support should be included from:

- all departments with courses in the curriculum*
- curriculum committee of the administrative unit
- Dean of the administrative unit

Cross College Graduate Program

Definition: An academic program that includes faculty and curriculum from two or more academic units, but administratively housed in the Graduate College. Students enroll in the program only through the Graduate College. Degree programs are governed by a Faculty Director who reports to the Dean of the Graduate College and is appointed by the Dean of the Graduate College in consultation with academic deans providing core curriculum and/or resources and with input of the Steering Committee and program faculty, students and staff. The program must have by-laws specifying a Steering Committee and operational committees that minimally address admission of faculty to the program, recruitment and admission of students to the program,

curriculum, and tracking and advising of students in the program. The Program Director and Steering Committee are responsible for assessment of the program in compliance with UVM standards for program assessment.

Resources for the program are defined by a Memorandum of Understanding between the Dean of the Graduate College and one or more deans of participating academic units. Faculty appointments and jurisdiction thereof remain in their home college/school and department/program.

Review Process: The following parties must review the proposal and provide a letter of support (or approval, in the case of curriculum committees) before submission to the Provost's office.

- all departments with core required courses in the program*
- curriculum committee of the administrative unit(s) providing core curriculum
- faculty of the administrative unit**
- deans of all units providing core curriculum and/or resources involved (administrative home and curricular oversight)
- Graduate Executive Committee and Dean of the Graduate College

Resolution Process for Disputes: Should disputes arise between units/departments involved in developing a new program prior to or during review by the Faculty Senate Curricular Affairs Committee, faculty involved should meet to try to resolve the issues. These discussions should be mediated by the deans or associate deans of the units involved if necessary. If mutual agreement cannot be reached within a period of 30 days, the case should be referred to the Educational Stewardship Committee (ESC). The ESC will evaluate the case at their next meeting and recommend a resolution.

**A letter from the chair of a department will signify approval by the department.*

***Faculty approval is required for all units in which it is standard practice for curriculum items to be voted on by the faculty. The Dean's or Unit Curriculum Committee Chair's letter should indicate the date of the faculty vote and the outcome.*

Proposal to simplify the Diversity Competencies

Action:

The Diversity Curriculum Review Committee seeks through this action to revise, simplify and strengthen the competencies achieved through the completion of the six-credit diversity requirement at UVM. Currently courses with the D1 (Race and Racism in the US) and D2 (Diversity of Human Experience) designations must meet a selection from among 14 competencies in 4 broad categories. We seek to reduce these 14 competencies to 4 more clearly articulated and simplified ones, in order to make the expected outcomes of diversity courses clearer to students and faculty, and to make assessing these outcomes more straightforward.

Context:

UVM's diversity requirement is intended to provide undergraduate students with the awareness, knowledge, and skills necessary to function productively in a complex global society, by fostering an understanding of and respect for differences among individuals and groups of people.

All UVM undergraduate students must successfully complete the following two requirements prior to graduation:

- One 3-credit course from Diversity Category One (D1) (Race and Racism in the U.S.), to be taken as early as possible after matriculation to UVM - preferably no later than the sophomore year); and
- A second 3-credit course from either Diversity Category One (D1) or Diversity Category Two (D2)(the Diversity of Human Experience).

As of Fall 2019, UVM currently has 66 x D1 and 192 x D2 courses on its permanent roster. These courses will begin the process of a 5-year regular review during 2019-2020. All other general education requirements at UVM have four competencies that help to shape curricula and assessment of outcomes. Only the diversity requirement has as many as 14.

Rationale and Justification for Action:

UVM's diversity requirement is the oldest of its general education requirements, initially approved in 2006. The roster of courses that fulfill this requirement is significant and distributed across almost all colleges, departments and programs. The DCRC has spent much of the past three years reviewing and revising the active courses within this roster from 541 courses in 2017-2018 to 285 in 2019-2020 and putting together a review schedule for all current and proposed courses.

The DCRC also recognizes that having so many competencies and apparent outcomes for the diversity courses has led to considerable confusion and misunderstanding regarding what is intended by having students take the D1 and D2 courses. This confusion is present not only for students but for faculty and staff as well. Central to undertaking our review of existing courses and to making the objectives of the diversity requirement clearer to all stakeholders therefore was to clarify the required competencies. Accordingly, an important task undertaken during 2018-2019 by the DCRC as well as by the inaugural cohort of the University Diversity Fellows Program was a revision of the competencies, from 14 down to 4 to remove repetition and confusion and to make them work better with our broader general education requirements.

These revisions were done in tandem and through an iterative process between these two bodies and with input from other relevant groups on campus and are thus submitted for approval by Senate. Below please see the existing and proposed new competencies for the D1 and D2 courses.

Existing Diversity Requirement at UVM

CATEGORY 1 (D1) RACE AND RACISM IN THE UNITED STATES

Courses in this category have as a primary focus race and racism in the United States as it pertains to ALANA populations. A D1 course must promote an understanding of:

- Race and racism in the U.S.;
- The meaning of power and privilege;
- The importance and impact of diversity and multiculturalism in U.S. society

CATEGORY 2 (D2) THE DIVERSITY OF HUMAN EXPERIENCE

Courses in this category focus on expanding students' cultural awareness. A D2 course is intended to:

- Promote an awareness of and appreciation for the diversity of human experience in all its forms including, but not limited to race, ethnicity, religion, socio-economic status, language, sex, gender identity, sexual orientation, age, and disability; and/or
- Foster an understanding of global and international issues including the flow of people, cultures, diseases, and capital or other resources within or across political and geographical boundaries.

Diversity Requirement Competencies and Intended Outcomes

	Competencies	Intended Outcome
At least one competency from the first two categories (Awareness and Knowledge) must be addressed by the course. Indicate which competencies are being met, and how.		
Awareness	Develop an awareness of the diversity of individuals, cultures, and communities within the U.S and globally.	Develop an awareness of diversity
	Develop an awareness of one's identities, attitudes, beliefs, values, and assumptions.	Develop an awareness of identity and be able to engage with people of different and similar identities
	Develop an awareness of how one's identities, attitudes, beliefs, values, and assumptions influence how one interacts with or views those who are similar to or different from oneself.	
	Develop an awareness of the influence and impact of diversity-related concepts such as intersectionality (i.e., the intersection of multiple dimensions on diverse cultural identities), power and privilege, and so forth at the individual, group, and systems levels.	Develop an awareness of diversity-related concepts
Knowledge	Cultivate knowledge and an understanding of the histories, traditions, values, contemporary issues, experiences, demographics, and practices linked to diverse identities and groups within the U.S. and globally.	Understand history, traditions, and values of diverse groups
	Cultivate an understanding of foundational concepts such as diversity, culture, equity, equality, social justice, power/privilege, etc.	Understand core diversity concepts
	Cultivate an understanding of the origins and systemic nature of prejudice, injustice, discrimination, and oppression directed toward people of diverse backgrounds	Understand systemic nature of injustice
At least one competency from the last two categories (Skills and Integration and Application) must be addressed by the course. Indicate which competencies are being met, and how.		

Skills	Develop critical thinking skills to enable one to analyze information and evaluate arguments from diverse viewpoints and multiple perspectives.	Analyze information and evaluate arguments from diverse viewpoints
	Develop the written and oral communication skills necessary to engage in intellectual discourse about diversity-related topics.	Be able to talk about diversity
	Develop interpersonal skills that support respectful, meaningful, and effective interactions with those from diverse backgrounds, including understanding the intent and impact of one's actions.	Be able to effectively engage with those from diverse backgrounds
Integration and Application	Develop the ability to recognize and name dynamics (e.g., identity-related, cultural, power) at the individual, group, and systems levels that are present when exploring issues related to diversity.	Be able to recognize dynamics at the individual, group, and systems levels
	Engage skills to problem-solve and to develop action plans that address diversity-related issues and situations.	Be able to problem-solve and develop action plans
	Develop the ability to effectively intervene and respond to acts of bias or intolerance, as well as to resolve conflicts that occur across differences.	Be able to intervene and respond to bias incidents
	Develop the ability to effectively facilitate the learning and development of others around diversity.	Be able to teach others about diversity

Proposed Diversity Requirement at UVM

CATEGORY 1 (D1) RACE AND RACISM IN THE UNITED STATES

Courses in this category have as a primary focus race and racism in the United States as it pertains to ALANA populations. A D1 course must promote an understanding of:

- Race and racism in the U.S.;
- The meaning of power and privilege;
- The importance and impact of diversity and multiculturalism in U.S. society

CATEGORY 2 (D2) THE DIVERSITY OF HUMAN EXPERIENCE

Courses in this category focus on expanding students' cultural awareness. A D2 course is intended to:

- Promote an awareness of and appreciation for the diversity of human experience in all its forms including, but not limited to race, ethnicity, religion, socio-economic status, language, sex, gender identity, sexual orientation, age, and disability; and/or
- Foster an understanding of global and international issues including the flow of people, cultures, diseases, and capital or other resources within or across political and geographical boundaries

Diversity Requirement Competencies

D1 courses must focus on race and racism in the US in more than 50% of the course content	
D2 courses must focus on diversity of human experience in more than 50% of the course content	
Courses fulfilling the diversity requirement must address at least 3 of the following 4 competencies	
Category	Competency
Awareness	Develop an awareness of the diversity of individuals, cultures, communities within the U.S and globally, one's own identities, attitudes, beliefs, values, and assumptions including intersectionality across difference.
Knowledge	Cultivate knowledge and an understanding of the histories, traditions, values, contemporary issues, experiences, demographics, and practices linked to diverse identities and groups including an understanding of foundational concepts such as diversity, culture, equity, equality, social justice, power/privilege, especially as they develop an understanding of the origins and systemic nature of prejudice, injustice, discrimination, and oppression directed toward people of diverse backgrounds.
Skills	Develop critical thinking skills to enable one to analyze information and evaluate arguments from diverse viewpoints and multiple perspectives including the written and oral communication skills necessary to engage in respectful, intellectual discourse about diversity and inclusion.

Integration and Application	Develop the ability to recognize and name dynamics (e.g., identity-related, cultural, power) at the individual, group, and systems levels that are present and develop skills to problem-solve and to develop action plans that address diversity-related issues and situations
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