UNIVERSITY OF VERMONT AND STATE AGRICULTURAL COLLEGE
BOARD OF TRUSTEES

EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE

Members: Chair Stephanie Jerome, Vice Chair Tristan Toleno, John Bartholomew, Matt Devost, Jodi Goldstein, Jennifer Ha, McKenzie Hart, Jason Maulucci, Monique Priestley, Lucy Rogers, and President Marlene Tromp

Representatives: Faculty Representatives Amy Trubek, Colby Kervick, and Bikki Smith, Staff Representatives Sarah Heath and Jay LaShombe, Alumni Representative Susan Wertheimer, Foundation Representative Skip Beitzel, Student Representatives Joseph Rob and Catherine Jones, and Graduate Student Representatives Ritwik Bandyopadhyay and Kat Gainer

Friday, February 6, 2025
1:45 p.m. -2:45 p.m.
Silver Maple Ballroom, (401) Dudley H. Davis Center

AGENDA

	Item	Enclosure	Discussion Leaders	Time
	Call to order			***1:45 p.m.**
1.	Approval of October 17, 2025 meeting minutes	Attachment 1	Stephanie Jerome	1:45-1:47
2.	Interim Provost's report	Attachment 2	Linda Schadler	1:47-1:57
3.	Credit for Prior Learning		Bettyjo Bouchey	1:57-2:12
4.	Faculty Senate Curricular Affairs Committee chair's report	Attachment 3	Colby Kervick	2:12-2:17
5.	Curricular action items: • Resolution approving Credit for Prior Learning Frameworks for Graduate Courses • Resolution approving the creation of a minor in Urban, Rural and Community Planning in the College of Arts & Sciences • Resolution approving the creation of a minor in Biodiversity and Global Change in the College of Agriculture & Life Sciences • Resolution approving the creation of a B.S. in Animal Studies in the College of Agriculture & Life Sciences	Attachment 4	Stephanie Jerome	2:17-2:20

	• Resolution approving a Certificate of Graduate Study in Autonomy and Robotics in the Graduate College • Resolution approving the creation of a M.S. in Agroecology in the Graduate College • Resolution approving the creation of a M.S. in Exercise Science in the Graduate College • Resolution approving a Doctorate in Public Health in the Graduate College			
6.	Annual review and reaffirmation of Equal Opportunity Policy Statements	Attachment 4; Appendices A&B	Sharon Reich Paulsen	2:20-2:23
7.	UVM Cancer Center		Randall Holcombe	2:23-2:43
8.	Other business		Stephanie Jerome	2:43-2:45
	Motion to adjourn			**2:45 p.m.**

*Times are approximate.

EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE
BOARD OF TRUSTEES
UNIVERSITY OF VERMONT AND STATE AGRICULTURAL COLLEGE

A meeting of the Educational Policy and Institutional Resources (EPIR) Committee of the Board of Trustees of the University of Vermont and State Agricultural College was held on Friday, October 17, 2025, at 1:45 p.m. in the Silver Maple Ballroom, (401) Dudley H. Davis Center.

MEMBERS PRESENT: Chair Stephanie Jerome, Vice Chair Tristan Toleno[1], Cynthia Barnhart, John Bartholomew, Matt Devost, Jodi Goldstein, Jennifer Ha, McKenzie Hart, and Lucy Rogers

TRUSTEES ABSENT: Jason Maulucci, Monique Priestley, and President Marlene Tromp.

REPRESENTATIVES PRESENT: Faculty Representatives Amy Trubek and Colby Kervick, Staff Representatives Sarah Heath and Jay LaShombe, and Foundation Representative Skip Beitzel[1]

REPRESENTATIVES ABSENT: Faculty Representative Bikki Smith, Graduate Student Representatives Kat Gainer and Ritwik Bandyopadhyay, Alumni Representative Susan Wertheimer and Student Representatives (vacant)

[1] Joined the meeting via remote conferencing.

PERSONS ALSO PARTICIPATING: Interim Provost & Senior Vice President, Linda Schadler, Associate Dean for Faculty Rebecca Wilcox, Larner College of Medicine (LCOM); Director of Writing in the Disciplines Susanmarie Harrington, Professor of English, Center for Teaching & Learning, College of Arts and Sciences (CAS), and Vice President for Research & Economic Development Kirk Dombrowski

Chair Stephanie Jerome called the meeting to order at 1:47 p.m. and welcomed new faculty representative Amy Trubek.

Approval of minutes

The minutes from the May 16, 2025, meeting were presented for approval. A motion was made, seconded and voted to approve the minutes as presented.

Interim Provost's report

Interim Provost Linda Schadler began by welcoming Dr. Marlene Tromp to UVM's presidency and Dr. Linda Prokopy, as Dean of the College of Agriculture and Life Sciences. She then shared a few highlights from her written report:

- From August 20–24, UVM proudly welcomed 3,164 new Catamounts (first-time first-year and transfer students) to campus.
- UVM's six-year graduation rate for undergraduate students has reached a record high. The rate for the 2019 entering cohort is 80.9%.
- The 2025 Campus Climate Survey results yielded overall positive results concerning both student and faculty/staff campus perceptions and experiences.
- UVM hosted a new faculty orientation for 60 faculty and launched leadership training for aspiring department chairs, while expanding staff access to leadership and change management programs to strengthen the university's leadership capacity.
- The Federal Actions Operations teams continue to help inform and guide the university's decision-making and operational changes necessary as a result of federal actions.
- UVM has seven AI working groups, two of which focus on teaching and learning. One group is developing a required AI curriculum for Fall 2026, including an introductory course on ethics, prompts, hallucinations, and bias, and a capstone "AI in the Discipline" course teaching field-specific applications.
- The second AI working group, launched last spring, is tasked with updating the academic integrity and student conduct policies, developing ethics modules for students and faculty, creating AI usage guidelines, and building an open-source Brightspace course for faculty to share AI applications and evolving case studies.

Faculty Senate Curricular Affairs Committee chair's report

Chair Jerome reminded the committee that they are asked to review and approve the creation, elimination, or substantial revision of an academic unit, curriculum, research, or service endeavor. This is consistent with the committee's responsibility and authority as a board and reflects the careful stewardship of the university's educational resources to ensure that students are provided with a comprehensive, vital, and transformative educational experience. Faculty members and academic leaders across the institution contribute to this extensive stewardship process, which culminates in the report the committee receives from the Chair of the Curricular Affairs Committee of the Faculty Senate.

Faculty Senate Curricular Affairs Committee (CAC) Co-Chair Colby Kervick offered highlights from her written report included as attachment 3 in the meeting materials including a brief overview of the proposal to create a PhD in Computational Studies of

Culture and Society in the Graduate College. She also provided a summary of academic programs initiated, terminated, or revised in academic year 2024-2025.

Curricular action items

Chair Jerome presented the following resolution:

> **Resolution approving the creation of a PhD in Computational Studies of Culture and Society in the Graduate College**
>
> BE IT RESOLVED, that the Board of Trustees approves the creation of a PhD in Computational Studies of Culture and Society in the Graduate College, as approved and advanced by the Provost on September 30, 2025 and President on October 1, 2025.

An opportunity for discussion was offered. There being none, a motion was made, seconded, and it was unanimously voted to refer the resolution to the Board for approval.

Resolution adopting amendments to the Larner College of Medicine Faculty Handbook

Associate Dean for Faculty, Rebecca Wilcox introduced proposed revisions to the Larner College of Medicine Faculty Handbook and provided a summary of material changes to benefit sections 4.4 and 4.5

Chair Jerome presented the following resolution:

> **Resolution adopting amendments to the Larner College of Medicine Faculty Handbook**
>
> BE IT RESOLVED, that the Board of Trustees hereby adopts the proposed amendments by the University, through its Larner College of Medicine, to the Larner College of Medicine Faculty Handbook as set forth in Appendix A to this document.

An opportunity for discussion was offered. There being none, a motion was made, seconded, and it was unanimously voted to refer the resolution to the Board for approval.

Artificial Intelligence and Teaching and Learning

Interim Provost Linda Schadler and Director of Writing in the Disciplines Susanmarie Harrington (CAS) presented their work on developing our academic AI infrastructure. To date, working groups have revised the Code of Academic Integrity to address AI, held a faculty seminar on AI and pedagogy, and developed guiding principles on AI and

pedagogy. Work this year will include developing AI ethics and literacy modules for students, an AI ethics course for faculty, and developing a crowd-sourced pedagogical case-study-based course for faculty in Brightspace, our learning management system.

Annual Vice President for Research Report

Vice President for Research & Economic Development Kirk Dombrowski provided an update on research at UVM. In FY 2025, the Office of the Vice President for Research managed $208.4 million in sponsored project activity — an 8% increase and the highest annual total in UVM's history for the fifth consecutive year. Although new awards declined due to shifts in federal funding and delayed renewals, he reported that over $25 million in backdated awards reduced the FY 2025 year-on-year decline to about 7.5%, with minimal cancellations totaling $1.7 million, primarily in vaccine hesitancy and DEI research. Sponsored project applications for FY 2026 remain on par with FY 2025.

Multiple proposed changes to federal indirect (F&A) rates created uncertainty across higher education in FY 2025, prompting UVM — through the Association of Public and Land Grant Universities and other associations — to work on preserving F&S resources. While the federal indirect rate remains at 53% for research, ongoing legal and policy developments will continue to be closely monitored into FY 2026. While the outlook for FY 2026 remains stable, with strong research activity and funding pipelines, the overall campus mood is cautiously optimistic.

A major FY 2025 milestone was UVM's achievement of R1 status from the Carnegie Foundation, reflecting years of campus-wide effort and enhancing the university's ability to attract top faculty and graduate students, strengthen its academic reputation, and support undergraduate recruitment. Dr. Dombrowski concluded his report with key infrastructure milestones and research highlights from across the campus.

Other business

There being no further business, the meeting adjourned at 2:31 p.m.

Respectfully submitted,

Stephanie Jerome, Chair

Appendix A

Larner College of Medicine
Summary of Changes to the Faculty Handbook

Revisions to Benefits Sections 4.4 and 4.5

The benefits section of the LCOM Faculty Handbook contained outdated language and required updating to align with changes in university wide benefits. Below is a summary of the notable changes to the benefits content. Not all the changes are listed below. Minor changes were made to simplify the content for ease of reading. Reference links were added for direct access to comprehensive, current benefits and guidelines.

Summary of Changes: Leaves (Section 4.4)

The following benefits are specifically related to LCOM faculty members' UVM appointments.

- Holiday, Administrative Closure, and PTO language updated
- Accrued Time (PTO) Payout Upon Termination now codified in the LCOM Faculty Handbook
    - NOTE: Faculty are responsible for accurately documenting their PTO time in the University official timekeeping system. Failure to properly document PTO time may result in forfeiture of leave benefits, or loss of eligibility for payout upon separation or retirement.
- Parental Leave: Added content regarding 8 weeks of paid parental leave
- Bereavement Leave: Added the loss of pregnancy as a reason for taking bereavement leave.

Summary of Changes: Benefits (Section 4.5)

The following benefits are specifically related to LCOM faculty members' UVM appointments.

- Domestic Partners: Added language that Domestic Partners are eligible for health insurance as dependents; his is the current practice but was not reflected in the prior version of the Faculty Handbook
- Enrolling in Benefits: Updated the timeframe for newly eligible employees to enroll in benefits from 20 days to 30 days.
- Tuition Remission:
    - Adjusted age children become ineligible to 26

    - Added language stating a spouse or civil union partner of an employee may audit courses without tuition charge on the same basis that the employee may take courses for credit
- Dental coverage: Revised eligibility language to indicate eligibility upon hire

Attachment 2

Provost's Report
February 6, 2026

Board of Trustees
Educational Policy and Institutional Resources Committee

Prepared by
Interim Provost and Senior Vice President Linda S. Schadler

After a restorative winter recess, our students, staff, and faculty returned to campus recharged and the Spring semester is in full swing! I knew UVM was a special place before I accepted the position of Interim Provost, but after more than a year in the role I am overwhelmed by the commitment and quality of our faculty and staff, their ability to innovate, and their enthusiasm for continuous improvement.

CAMPUS COMMUNITY

Go Cats!

Our athletic program gave us so many reasons to cheer this fall. For the first time in America East history, after the conclusion of the fall season, UVM led all league schools in the Commissioner's Cup standings—an annual recognition of the strongest athletic program in America East. For the first time in school history, UVM hosted the men's soccer, women's soccer, and field hockey championship games! UVM men's soccer repeated as regular season and tournament champions while field hockey earned their first-ever regular season title. In addition, the women's cross-country team placed fourth at the 2025 America East Championship. The fall highlight was men's soccer finishing the regular season undefeated and becoming the first America East school to receive the number one overall seed in an NCAA tournament as they made their fifth-straight appearance. Go Cats!

Historic $16M Estate Gift for Nursing Scholarships

In a testament to the excellence and impact of our College of Nursing and Health Sciences (CNHS) and our Department of Nursing, this fall CNHS received a $16M estate gift from George Bemis '60, MD, in honor of his late wife, Nancy Wicks Bemis, RN, to expand nursing scholarships at UVM. Supporting the health professions in Vermont is an important component of our land grant mission and this gift will provide opportunities for more students to study nursing at a time when there is an urgent need for nurses in our communities and nationwide. We are delighted to welcome Dr. Bemis into the pantheon

of UVM's most generous and impactful donors, and equally delighted that Nancy's name will live on through the many students who will benefit from this remarkable gift.

Catamount LEAP

Last fall, Catamount LEAP (CL) was launched under the leadership of Chief Information Officer Kellie Campell. As noted on the initiative website, Catamount LEAP is about aligning our people, processes, and technology to create a more connected and agile UVM. This initiative empowers our community to rethink how we work—removing barriers, embracing digital tools, and building systems that support excellence across every unit. The work of the initiative falls into two broad categories: modernizing our ERP system (which will take several years) and operational excellence proposals submitted by campus academic and administrative units (shorter-term projects, ideally including some 'quick wins'). Over 100 operational excellence proposals were submitted by colleagues across campus. The proposals were reviewed in December by a broad and representative committee, with final prioritization and the selection of projects for implementation in early 2026. The projects range from training so that we use the tools we have more effectively, to enabling digital signatures broadly across campus, to more complex changes to HR and business functions.

Research Funding Update and Highlights

Despite the uncertainty in the federal funding landscape, the research enterprise at UVM has thus far proven resilient and shows no sign that researchers are slowing in their efforts to conduct innovative and impactful research. In the first six months of FY26, grant proposal submissions *were significantly higher* than for the same period in both of the last two years (FY24 = 481 submissions; FY25 = 525 submissions; FY26 = 588 submissions), despite a marked decrease in federal funding solicitations released at the end of FY25. New awards declined by 13% during this period, reflecting the 35-day cessation of award activity during the government shutdown in October, yet total awarded dollars increased from $94,530,034 in FY25 to $99,642,189 in FY26. And total research expenditures, which reflect a broader window of research activity, show an almost identical increase from $95,857,565 in FY25 to $99,119,035 in FY26. It is of course difficult to predict how events unfolding in Congress and the federal agencies will affect the health of UVM research over the course of this year and beyond, but the data we have to date are encouraging, and we will continue to monitor the situation and provide support and resources to researchers to help them diversify their funding portfolios beyond the usual federal funding agencies.

In line with our new R1 designation, UVM's researchers have been highly productive and have already achieved some notable successes this year. Our reputation as an environmental research powerhouse has been bolstered by new research from an interdisciplinary team, revealing that exposure to smoke from Canadian wildfires

occurring hundreds of miles away in the summer of 2023 could be directly tied to worsening asthma symptoms in children in Vermont and upstate New York. And two new studies from researchers at UVM revealed a growing public interest in natural solutions, from wetlands for flooding prevention to holistic health care approaches. Thus far in FY26, there are 21 active sponsored awards — across seven colleges, schools, and offices — worth $1 million or more, including: Polly Ericksen's project — "Improving the Performance of Food Systems in the Northeastern United States" — in the Food Systems Research Institute; Stacy Sigmon's "Rural Communities Opioid Response Program – Rural Centers of Excellence on Substance Use Disorder" project in the Larner College of Medicine; and Jason Stockwell's "Lake Champlain Fish and Community Ecology: A Multi-Basin Mesocosm for the Great Lakes" in the Rubenstein School of Environment and Natural Resources. The Office of the Vice President for Research is also about to multiply the research enterprise's computing capabilities by more than 25 times with the Vermont Advanced Computing Center's newest supercomputer — IceCore. Funded through a $2.1 million National Science Foundation (NSF) grant, IceCore will replace UVM's six-year-old DeepGreen GPU cluster with one of the fastest academic supercomputers in the region, delivering more than 100 petaflops of computing power.

Academic Leadership Transitions

At your meeting, I will share with you the outcome of the searches for the Dean of the College of Nursing and Health Sciences (CNHS), and the Dean of the Grossman School of Business (GSB). The positions attracted many very strong applicants, and we're delighted with the remarkable scholars who emerged as the final candidates in each of these searches. Later this spring, we will recognize Dean Anderson (CNHS) and Dean Sharma (GSB) and thank them for their outstanding service and contributions to UVM. The search for the Dean of the College of Engineering and Mathematical Sciences is on a slightly different timeline; interviews for this position will conclude in early February.

Academic Leadership Development

Our efforts to develop academic leaders on our campus continue. Two recent efforts include the Research Leadership Program led by Sara Cahan, Associate Vice President for Research, and the Emerging Academic Leadership Program led by Vice Provost for Faculty Affairs Jane Okech. The goal of these small cohort-based programs is to fill gaps in our leadership pipeline and to develop faculty members for roles including department chair, program director, associate dean, and center/institute director. The year-long Research Leadership Program provides eight weeks of leadership coaching with an external coach and monthly UVM-focused sessions. The one-semester Emerging Academic Leadership Program focuses on a variety of leadership themes generally, and specific to UVM. We've found that there is great demand for these programs, and that the small-cohort approach has worked particularly well. We're excited to add these programs to our portfolio of

faculty professional development opportunities and look forward to learning how we can make them even stronger over time.

TEACHING, LEARNING, AND STUDENT SUCCESS

"Ask UVM"

In my last report, I noted that we were in the early stages of developing a centrally located, integrated model for student services and supports – a "one-stop shop" where students can easily find the academic success, involvement, health, and career readiness information and support they need. As I wrote in my last report, "Think Apple Store combined with tailored digital support and our excellent student service providers." For several months now, we have been referring to this as the "one-stop shop," but we've now landed on "Ask UVM" as the name for the hub.

In October, after an extensive listening tour, I charged a Phase I working group with developing recommendations on an operational model, hours and delivery modes, staffing and leadership, a training approach, technology needs, and feedback and assessment. The group worked diligently and efficiently and developed thoughtful recommendations in each of these areas. The proposal summarizing their recommendations is being circulated for feedback from the appropriate partner offices and the colleges and schools. Once we have this feedback, we'll fine tune our approach and proceed with hiring staff, purchasing the necessary tech equipment, and upfitting the identified space.

We will implement a small Phase II pilot in March of 2026 and will go-live in Fall 2026. At our May meeting, I'll share a more detailed update on Ask UVM.

AI in Teaching and Learning

Also noted in my prior report, and bearing a continual update, among the university's broad AI efforts are two working groups that are focused on teaching and learning: (1) faculty development and support, and (2) AI in the curriculum.

The faculty development working group has developed AI-specific language for UVM's academic integrity policy, has developed draft guiding principles around AI for faculty, and is developing AI ethics and literacy modules for students and faculty, and creating a Brightspace course where faculty can learn from each other on how (and how not) to use AI in teaching.

To jumpstart our efforts to embed AI in our curriculum, in December we announced, "AI in the curriculum fellows" an opportunity for faculty members to participate in the development of dynamic and innovative courses that integrate AI concepts, principles, and practices into the curriculum. Each dean will choose a faculty member from each of

their academic departments to participate in the effort, and these faculty members will be responsible for developing or updating a significant component of an existing undergraduate upper-level course – or modules that can be used in multiple courses – to ensure that their students have experience with AI applications within their field of study. The group is also considering opportunities for a first-year introductory AI module for all entering students, and if/how that can complement the ethics and literacy modules being developed by the faculty development group. Each Fellow will receive a summer stipend and a course release during the semester that they implement the module/course. I am excited to see what emerges, and as in several of our new projects, a continuous improvement mindset is important!

UVM Career Center Wins Handshake Career Spark Award

This fall, our Career center was named a winner of the 2025 Handshake Career Spark Award, recognizing the top 2% of career centers that utilize Handshake. Handshake is the largest early talent career platform in the U.S., connecting 75% of all U.S. colleges students with over one million employers. The winners were evaluated along three categories: student engagement, employer engagement, and reporting and analytics. As a result of the Career Center's creative efforts (like the Orientation Mingler) and its monthly learn-to-network events throughout the academic year, UVM students are utilizing their Handshake accounts more effectively than ever, with an activation rate eight points higher than national average (which is 54%). We take seriously our responsibility to support students' efforts to find meaningful employment opportunities, and we're delighted that the outstanding work of our Career Center was recognized.

Credit for Prior Learning

At your meeting, you will be asked to approve two sets of guidelines related to awarding Credit for Prior Learning (CPL) at the graduate level for (1) credit awarded by credential, and (2) credit awarded by portfolio. In its simplest terms, CPL is the awarding of college credit for skills and knowledge that students have acquired outside of a formal academic setting. The benefits of CPL include decreased cost of attendance, reduced time to graduation, and increased completion rates. It can also support increases in the diversity of perspectives, experiences, and thought in our student body, and this is an increasingly common practice among our competitor institutions. Key to the success of CPL is that it is governed by faculty and administered by staff, in close collaboration; and that an established set of policies and documented processes are essential to the integrity of awarding credit, and also for equity and accreditation purposes. Chief Professional and Continuing Education Officer Bettyjo Bouchey will share more CPL information with you when we meet.

-//-

To help our faculty and staff start the year on a positive note, our Employee Wellness office offered employees two months of personalized, complimentary, and confidential coaching in December and January, designed to help them identify priorities, set goals, navigate transitions, and build habits that support well-being and success. We are working to create the foundation and conditions that will encourage and support all of our employees on their personal wellness journeys.

As all this good work has been happening, academic units have also been contributing deeply to the Strategic Planning process and I look forward to seeing what comes forward from the units as they develop their own Strategic Alignment plans. Thank you for your commitment and your time. I look forward to working with you in this new year.

Curricular Affairs Committee of the Faculty Senate

Report of the Curricular Affairs Committee of the Faculty Senate
February 6, 2026

Board of Trustees
Educational Policy and Institutional Resources

Prepared By
Stephen Everse and Colby Kervick, Co-Chairs of the Curricular Affairs Committee

Reviews of Proposals to Initiate, Alter or Terminate an Academic Program

Completed Reviews (Seven):

> **Approval of a Proposal from the College of Arts and Sciences for a New Minor in Urban, Rural and Community Planning**

Program Description and Rationale

Urban, Rural, and Community Planning is an interdisciplinary minor concerned with issues of land use, transportation systems, housing, public spaces, community wellbeing, and environmental quality. The curriculum of URCP is robust, designed to prepare students for careers or further study in urban and rural development, municipal and regional planning, public policy, community outreach, research, and relevant technical skills. Graduates who enter the Planning field work at various levels of government, as well as the private sector.

The field of Planning is growing due to expanding complexities of climate change, resilience, adaptation and disaster recovery, just transitions, sustainability, conservation, transportation, the need for affordable housing and related infrastructure, and increased regulation around Planning offices' obligations to transparency, outreach, and community participation. Additionally, there are extensive non-profit and private sector opportunities for graduates as the role of consulting firms and public-private partnerships has expanded. In both public and private sectors, the technical and research skills expected of planners have grown to include digital approaches such as geographic information systems (GIS) mapping, quantitative data analysis,

community-based research and engagement practices, and qualitative analysis of public feedback.

Justification and Evidence for Demand

1. There is significant demand for this instruction. A survey of 100 undergraduate students in 2024 showed that 85 were interested in this area of study.
2. When asked how likely they would be to declare a URCP minor, 45 said they were "very likely" and another 23 said "maybe".
3. Inquiries from prospective students about Planning have been received by the department.
4. There are no opportunities in Vermont in higher education for students interested in Planning.

Relationship to Existing Programs

Students in any major should be able to customize the minor to accommodate the one-course limit/overlap with their major.

The closest overlap between URCP is with *Environmental Policy, Planning and Law* concentration in Sustainability, Ecology, and Planning (SEP)/RSENR but differs in the URCP emphasis on methods and experiential requirements

Curriculum

Minor is based on a 18-20 cr curriculum. Requirements are comprised of a Core Class, GEOG 1790 Introduction to Urban, Rural, and Community Planning (3 cr) (aims to be regularized in AY2026-27); Methods Courses (see below) Experiential Courses (see below), and Advanced Content and Context (see below).

Methods – 6-8 cr	**Experiential – 3 cr**	**Advanced Content & Context – 6 cr**
at least two of the following (more encouraged), at least one must be at 2000-level or above (3-4 credits each): Geographic Information Systems - GIS (ANTH2825, GEOG2510, or NR2430)	at least one of the following (more encouraged, but only 3 credits can count for minor): • COP course (usually CAS2920 – COP: Sustainable Urban Planning) • Internship: Planning-related (3 credits,	at least 2 courses, from at least 2 prefixes at or above 2000-level (6 credits; students should note course pre-reqs in advance). Preliminary list courses includes: <u>CAS</u>: • GEOG 2760/ENVS 2433 Rural Geography • GEOG 2790 Urban Geography

• Qualitative Research Methods / Ethnography (ANTH3115 or GEOG2550) • Social Research Methods (SOC2500/POLS2800) • Remote Sensing (GEOG2520 or NR2460) • Statistics or Geomatics (various departments) • CDAE 3500 (Applied Research Methods)* • CDAE 3760 (SL-Community Design Studio) • Advanced level GIS, Statistics, Remote Sensing (NR, GEOG, Data Science)	supervised by UVM faculty, e.g. GEOG3991) • ALE2371(SL-Landscape Design Studio) or ALE3450(SL-Urban Landscape Design Studio)* • Semester in the City (with planning-related assignment) • Study Abroad with planning-related experience/assignment (documentation required) • Travel course, such as NR 2740 CR: Sustainability Theory & Practice or CDAE 2870 SL:Comm Develpmt: St Lucia* • Independent study, undergraduate research, honors thesis (documentation required)	• ENVS 2070 Human Health and the Environment • ENVS 2810 Environmental Justice • GEOG3760 (Adv. Seminar) Rural/Nature • GEOG3790 (Adv. Seminar) Critical Urban & Social Geography • ENVS 2420/ECON 2800 Economics of Environmental Policy • HP 2100 Intro to Historic Preservation • HP 5XXX Advanced courses in Historic Preservation • POLS 2240 Economic Justice • POLS 3230 Ethics and Public Policy • SOC 2370/CRES 2881 Racial Inequality in the US • SOC 2450 Population, Environment, & Society 4URCP Minor Proposal – Sept. 2025 <u>CALS</u>: Community Development & Applied Economics (CDAE); Agriculture, Landscape, & Environment (ALE): • ALE 2370/ENVS 2650 Landscape Design Fundamentals • ALE 2371 Landscape Design Studio • ALE 3500 Landscape Planning Global* • ALE 3380 Ecological Landscape Design • CDAE 2020 Sustainable Community Development • CDAE 3180: Community Org & Development* • CDAE 3510: Contemporary Policy Issues in Community Development* • CDAE 3600 Smart Resilient Communities

		• CDAE 3710 Local Community Initiatives • CDAE 3730: Project Development and Planning* • CDAE 3780 Applied Community Planning CEMS: Civil & Environmental Engineering: • CEE 3400/CEE3415 Transportation Systems* • CEE 4440 Transportation Demand Models • CEE 4450 GIS for Sustainable Transportation Planning <u>RSENR</u>: Natural Resources (NR); Sustainability, Ecology & Policy (SEP); Parks, Recreation & Tourism (PRT) • NR 2030 Ecology, Ecosystems & Environment • SEP/NR 2040 Social Processes & the Environment • SEP2370/CDAE2370 Landscape Design Fundamentals • SEP2530 Intro. Environmental Policy • SEP2810 Environmental Justice • SEP2880 Sustainability Science • SEP3904 Energy and Climate Law • SEP3930 Environmental Law • SEP4200 Landscape Ecology • SEP4350 Legal Aspects of Environmental Planning • PRT 4350 Outdoor Recreation Planning

Prerequisites: **No courses fall in this category** due to multiple pathways to complete the minor, and only one common *required* course (GEOG 1790– *Intro*

to Urban, Rural, and Community Planning). However, possible pre-reqs, depending on a student's path taken in the larger curriculum map, may include:

- ANTH1100 Cultural Anthropology
- ALE 1210 Intro to Agroecology
- ALE 1370 Intro to Ecological Planning
- CDAE1010 Drafting Design*
- CDAE 1020 World Food, Pop & Develop
- CDAE 1610 Principles of Comm Dev Econ
- ECON 1400 Macro-Economics
- ENVS 1500 Intro to Environmental Studies
- HSCI 1100 Introduction to Public Health
- GEOG 1760 Global Environment and Cultures
- GEOG 1780 Society, Place, and Power
- NR 1020 Natural Hist & Human Ecology
- POLS 1300 US Political System
- SOC 1500 Intro to Sociology
- Note: Co-Req for CEE3400 Transportation Systems is CEE2000 Geomatics

Admission Requirements and Process

There are no admissions requirements for students in good standing. Students will add the minor on
MyUVM.

Anticipated Enrollment and Impact on Current Programs

No additional demands/requests for this new program; therefore, there is no anticipated expense.

Advising

The URCP faculty advisor will meet at least once per semester with the student to review their plan for satisfying all minor requirements in a timely manner toward graduation.

When/if number of minors reaches a threshold agreed upon with CAS , one course release in AY2026-27 for CAS faculty URCP minor coordinator will result.

Assessment Plan

The minor will be assessed with Geography & Geosciences' APR by default because that's where it will be 'housed.'

Staffing Plan, Resource Requirements, and Budget

No new full-time faculty appointments anticipated. *Intro to URCP* will be taught by a part time faculty member in CAS. Future costs of this course will be incurred by CDAE and CAS. Once the minor hits 50 or more students and graduates at least 15 annually, CAS will consider granting a course equivalent release to the faculty advisor. Existing library resources are adequate.

Evidence of Support

A. Program/Department(s) of minor(s); Prof. Shelly Rayback, Chair of Geography & Geosciences
B. School or college curriculum committee(s); Alicia Ebert, Coordinator, CAS Curriculum Committee
C. College/School Dean: Bill Falls, Dean CAS (support of minor and separate letter detailing financial support)
D. Additional letters of support:
    - Jason Konefal, Chair, Community Development & Applied Economics (CALS)
    - Donna Rizzo, Chair, Civil and Environmental Engineering (CEMS)
    - Harlan Morehouse & Vic Izzo, co-Directors, Environmental Studies (CAS)
    - Peter Brewitt, Director, Sustainability, Ecology, and Policy Program (RSENR)
    - Northern New England Chapter of the American Planning Association (NNECAPA)
    - Chittenden County Regional Planning Commission (CCRPC) – ED Charlie Baker
    - AZ Larsen, UVM '23; Planning & Zoning Administrator, Bristol, VT
    - Ravi Venkataraman, Lecturer, CAS-COP and Planning, Winooski, VT - pending

Summary

Urban, Rural, and Community Planning is an interdisciplinary minor concerned with issues of land use, transportation systems, housing, public spaces, community wellbeing, and environmental quality. The curriculum of URCP is robust, designed to prepare students for careers or further study in urban and rural development, public policy, community outreach, research methods, and relevant technical skills. Graduates who enter the Planning field work at various levels of government, as well as the private sector. The proposed minor builds on existing coursework by designating core courses, methods instruction, experiential requirements, and additional content areas. The proposed

curriculum is flexible, interdisciplinary, and draws from the expertise and strengths of departments in CALS, CEMS, RSENR, and CAS.

On December 15th the Faculty Senate approved this proposal for a new minor in Urban, Rural, and Community Planning submitted by the Geography and Geoscience Department. The following approvals have been obtained:

- CAS Curriculum Committee on September 26,2025
- CAS Faculty on October 7, 2025
- CAC on December 4, 2025

There were no public comments received during the circulation period. If approved by the Board of Trustees, this new minor will become available in Fall 2026.

> **Approval of a Proposal from the College of Agriculture and Life Sciences for a New Minor in Biodiversity and Global Change**

Program Description and Rationale

The Biodiversity and Global Change Minor within the Department of Plant Biology offers an interdisciplinary approach to understanding the complexities of biodiversity, including a wide range of organisms—plants, animals, and fungi — and their relationships with global change. This program draws on expertise from the College of Agriculture and Life Sciences, the College of Arts and Sciences, and the Rubenstein School for the Environment and Natural Resources.

This minor aligns with UVM's Planetary Health Initiative, emphasizing our commitment to environmental education and equipping students with essential skills to address pressing global environmental issues. By providing a broad exploration of plant and fungal diversity alongside ecological principles, this program empowers students from various majors, including Plant Biology, Microbiology, Environmental Science, Biology, Agriculture, and Landscape and Environment, to enrich their studies. Students may apply only two courses towards both their major and this minor, ensuring minimal overlap.

Justification and Evidence for Demand

1. Fulfills a broader interdisciplinary role that extends beyond individual departments.
2. The minor is closely aligned with UVM's Planetary Health Initiative, showcasing its commitment to the global community and comprehensive environmental education.
3. Addresses complex environmental challenges on a global scale.
4. Designed to complement existing majors instead of duplicating them.

Relationship to Existing Programs

Several minors share partially overlapping themes with the proposed Biodiversity and Global Change minor:

- *Agroecology* – This minor focuses on ecological principles and environmental sustainability in agricultural ecosystems, but not on Biodiversity, which is the focus of the proposed Biodiversity minor.
- *Biology* – This is a broad minor with many possible paths, not specific to biodiversity or global change, although students may include these topics in electives. It is possible to complete this minor by taking no Biodiversity courses.
- *Environmental Studies* – emphasizes the study of humans and the environment with significant emphasis on the humanities (i.e., cultural, historical, and political influences). Although some elective courses may address Biodiversity, this is not a focus of the minor, and given the range of electives, most students may complete the minor without any biodiversity courses.
- *Wildlife Biology* – This minor is conservation and management-focused and specific to wildlife. Plant and microbial diversity are not a part of this minor.
- *Zoology* – This minor focuses broadly on the organismal biology of animals. Plant and microbial diversity are not a part of this minor.

Curriculum

Requirements: At least 15 credits of coursework work including three organismal diversity courses (one each in plants, animals, and fungi/microbes), one ecology course at the 2000-level or higher, and one global change course at the 2000-level or higher. It cannot double-count more than two courses between a major and the Biodiversity and Global Change minor. One of the public comments included a question about whether the program would consider a one course overlap, but the proposers confirmed that they would allow a two-course overlap which is consistent with other programs in CALS.

Three organismal diversity courses. One must be in plants, one in animals, and one in fungi/microbes. At least two must be lab or field-based courses. Courses must be taken at the 2000-, 3000-, or 4000-level (3-4 credits each, equal to **9-12 credits total**), including the following[1]:

Plants:	Animals (mammals, birds, insects, fish)	Fungi/Microbes:
PBIO 2090 Plant Systematics* PBIO 2084 Introduction to Ethnobotany (*course submitted for catalog*) PBIO 3320 Plant Systematics in Costa Rica* PBIO 3990 Alpine Plant Ecology[2] PBIO 3991 Internship*[3]	BIOL 4240 Field Zoology of Arthropods* BIOL 4245 Mammalogy* ALE 2060 Entomology* WFB 2300 Ornithology* WFB 2410 Herpetology* WFB 4320 Ichthyology	MMG 2010 Microbiology* PBIO 2170 Plant Pathology* PBIO 2770 Biology of Fungi* MMG 3200 Env. Micro PBIO 3990 Adv. Mycology

*Denotes courses with a lab or field component

[1]Other relevant courses by approval by the minor advisors.

[2]Offered for first time in Spring 2026 and then every other year thereafter

[3]Relevant internships would count as a lab or field-based course.

One ecology class (3-4 credits)

- BCOR 2100 Ecology & Evolution
- BIOL 2105 Intro to Marine Science
- BIOL 3105 Community Ecology
- BIOL 3130 Behavioral Ecology
- NR 2030 Ecology, Ecosystems and Environment
- NR 3200 Landscape Ecology
- NR 4500 Limnology
- NR 4800 Stream Ecology
- PBIO 2890 Ecuador: Natural History
- PBIO 3940 Ecological Modeling
- PBIO 3990 Introduction to Ecological Genomics
- PBIO 3990 Evolutionary Ecology
- ALE 2120 Weed Ecology & Management
- ALE 3680 Soil Ecology
- WFB 3240 Conservation Biology
- WFB 4830 Terrestrial Wildlife Ecology
- ALE 2560. Permaculture*
- ALE 3320. Biological Control *

One global change class (3-4 credits)

- ENSC 2480 Global Environmental Change
- ENSC 2300 Global Environmental Assessment
- ENSC 4010 Recovery and Restoration of Altered Ecosystems
- PBIO 2330 How Plants Can Save World
- PBIO 2440 Nature-Based Climate Solutions

- PBIO 3220 Ecological Invasions
- PBIO 3440 Community Climate Solutions
- PBIO 3750 Global Change Ecology
- BIOL 4410 Physiology of Global Change
- ENSC 2490 Climate Change II*

* Solicited to be included by Program Directors and Chairs in other departments.

As part of the public comments received, the proposers agreed to add the following courses as options in the minor, ENSC 2490 Climate Change II, ENSC 2300 Global Environmental Assessment and NR 2030 Ecology, Ecosystems and Environment. In addition, there was another public comment that advised the proposer's to specifically list pre-requisites which is outlined below.

Prerequisites: This is the complete list of courses required to complete the minor but not counted as part of the minor: BCOR 1450, or BCOR 1425, or AP Biology with a score of 5 (counted as BIOL 1000 and BIOL 1005), or BIOL 1450, or PBIO 1040 Intro to Botany, or ENSC 1010 Intro to Environmental Science (3-4 credits).

Admission Requirements and Process

The current courses needed for the minor are already offered, and no new courses are required before the minor begins. Process will continue as usual.

Anticipated Enrollment and Impact on Current Programs

No additional demands/requests for this new program; therefore, there is no anticipated expense.

Advising

A current faculty member will be given 5-10% of their workload effort (depending on enrollment) to administer the program, including academic advising for the minor.

Assessment Plan

The minor will be assessed as part of the Plant Biology program's APR and assessment plan.

Staffing Plan, Resource Requirements, and Budget

All courses for the minor are currently taught using available resources. There is no budget request.

Evidence of Support

Support letters or emails from the CALS Curriculum Committee, Linda Prokopy, CALS Dean, Jen Pontius, Director of the Environmental Science Program in Rubenstein, Terry Bradshaw, Chair of the Agriculture, Landscape, and the Environment Department, Janet Murray, Vice Chair for MMG Undergraduate Education, and Christie Silkotch, Science and Data Librarian.

Summary

The Plant Biology Department Chair proposes a new Biodiversity and Global Change minor, housed in the department and approved by the College of Agriculture and Life Sciences Curriculum Committee and the Plant Biology faculty. Drawing faculty from five departments, it broadens existing coursework to cover biodiversity across all life domains and its relationship to global change, while strongly supporting UVM's Planetary Health Initiative. With minimal overlap and a two-course double-counting limit, it offers students from majors such as Biology, Environmental Science, Agroecology, Zoology, and Microbiology a complementary qualification in a high-demand field.

On December 15th the Faculty Senate approved this proposal for a new minor in Biodiversity and Global Change submitted by the Plant Biology Department. The following approvals have been obtained:

- CALS Curriculum Committee on October 7 & 14
- CALS Faculty on in October 21, 2025
- CAC on 12/4/25

There were no public comments received during the circulation period. If approved by the Board of Trustees this new program will begin in Fall 2026.

> **Approval of a Proposal from the College of Agriculture and Life Sciences for a New BS in Animal Studies**

Program Description and Rationale

The proposed Bachelor of Science degree in Animal Studies will reside in the Department of Animal and Veterinary Sciences, ASCI, in the College of Agriculture and Life Sciences. The degree offers a science-based curriculum with a strong focus on animal behavior, human-animal interactions, animal welfare, and experiential learning.

Students will be able to learn about animal care, handling, animal health, as well as the complex sociocultural roles that animals present within society. The program will offer retention advantages due to the predominant interest among the current students majoring in Animal Science, alongside interest in an

alternative program due to a potential career option that does not require the extensive pre-veterinary life science curriculum that they are undertaking.

Justification and Evidence for Demand

- **High interest among current students**: Animal Science is one of the most well-liked majors in CALS, with 39% of first-year CALS students entering as Animal Science majors in Fall 2024.
- **Career pathway mismatch**: Considerable students enter with the intention of pursuing veterinary medicine, but struggle with chemistry and biology sequences. Animal Studies provides an alternative academic path that still aligns with their interests.
- **Student survey**: 85% of Animal Science students expressed support for the new Animal Studies major.
- **Regional workforce need**: Vermont shows shortages in animal-related industries, including dairy, equine, veterinary support, animal policy, regulation, and animal-assisted therapy positions.
- **Expected enrollment**: The program anticipates starting with approximately 100 students, with the number expected to increase over subsequent years.
- **Signature offering regionally:** There are no regional programs with majors in Animal Studies. As a consequence, the proposed major would allow students from the New England region to attend UVM under tuition waiver agreements for a major not offered by other public universities in the region.

Relationship with Existing Programs

The new Animal Studies major is **different** from:

- **Animal Science (ASCI)**: That focuses on biological sciences, veterinary pathways, physiology, nutrition.
- **Zoology**: Is focused on diversity, evolution, and ecology.
- **Wildlife and Conservation Biology**: Is focused on wild species conservation and management.

Unlike these programs, **Animal Studies provides a concentrated focus on the human–animal relationship and social applications**, filling a curricular gap at UVM.

Curriculum

<u>Required Courses</u>

Number	Name	Credits
BIOL 1400	Biology 1	4
BIOL 1450	Biology 2	4
STAT 1110	Elements of Statistics	3

Animal Studies Core Requirements – 31 Credits

Number	Name	Credits
ASCI 1000	Intro to Animal Science	3
ASCI 1009	Human–Animal Relationships	3
ASCI 1040	Intro to Animal Nutrition	3
ASCI 1100	World of Working Animals	3
PSYS 1400	Intro to Psychological Science	3
ASCI 2000	Career Seminar	1
ASCI 2130	Animal Welfare/Animals in Society	3
ASCI 2020	Informal Science Education	3
ASCI 3079	Animals, Disability, and Law	3
ASCI 3030	Applied Animal Behavior	3
Capstone	Internship/Research/Experiential	3

Electives – 12 credits
At least 3 credits at 3000-level. Options include ASCI, Psychology, Anthropology, Social Work, Fisheries & Wildlife Biology, Education, CDAE, Biology, Philosophy, Film & Television Studies and more. (Full list in original document.)

Total credits for the major: **54**
Total degree credits: **120**

Note: During public circulation of the proposal additional feedback was received and the CAC subcommittee review team received an update from the proposer's re: an additional letter for support from the Chair of the Biology department.

This followed a discussion between the Chair of the Department of Animal and Veterinary Sciences, Eric von Wettberg and Chair of the Biology Department Brent Lockwood. Brent offered the following additional comments: "I support the new major, as it is designed to serve a distinct population of students and will not adversely impact the programs in Biology. We especially appreciated the discussion surrounding how best to support our students, and we look forward to future opportunities to deepen this discussion, particularly in the context of developing new programs and enhancing existing ones. In addition, we all agreed that creating a standardized pre-vet advising solution is an important gap that needs to be addressed."

In addition, Chair von Wettberg mentioned that he also engaged in conversation with Abby McGowan about other CAS courses that the program are now exploring to add to the electives list. He has been in communication with Mark Usher about listing an HCOL course on Animals in Antiquity and Tyler Doggett about a Food ethics course. They are also initiating conversations about the possibility of an animal ethics course that could be developed in time through Philosophy. In addition, he has spoken with Sarah Nilsen in Film and television studies about including two courses focused on nature documentaries and film and animals. Lastly, they felt that the suggestion of BIOL 299, Internship: Nat Hst Collection as it involves a human-animal relationship dimension would be a good fit for electives.

Admission Requirements and Process

- Admissions follow standard procedures for CALS majors.
- Students must meet UVM academic eligibility requirements.
- Designed to improve retention by allowing current Animal Science students to transfer into the major if they struggle with heavy life-science coursework.
- Minimum graduation GPA: **2.0**.

Anticipated Enrollment and Impact on Current Programs

- Initial enrollment is projected at 100 students, with potential for growth.
- Enrollment in existing ASCI courses may increase modestly; however, capacity is sufficient because most courses are already run annually.
- Only one new course requires staffing: ASCI 3079 (Animals, Disability, and Law).
- No significant negative impacts expected on other departments.

Advising

- Academic advising will be managed by the **Department of Animal and Veterinary Sciences**.
- Expected long-term goal is to hire **1–2 lecturers** to support advising load associated with increased student numbers.
- In the interim, professional advisors in the department will pick up the load in the first year. While they anticipate some advising workload consequences, they see them as a price to pay for department improvement, yet likely a small issue.

Assessment Plan

- The overall assessment plan is attached to the original proposal. Key elements include capstone evaluation, senior records check, course learning assessments of learning outcomes, and OIRA assessment in years 2 and 5.

***Key learning outcomes include*:**

1. Understanding animal health, behavior, and caretaking.
2. Recognizing human–animal–environmental interactions.
3. Understanding animals' roles in society.
4. Understanding companion animals' psychological/social impact.
5. Applying human–animal bond principles across diverse settings.

Staffing Plan, Resource Requirements, and Budget

- **Staffing:**
  - Existing faculty can teach most courses.
  - One adjunct instructor will be required for ASCI 3079.
- **Library:**
  - Library consultations were completed, and the current resources are adequate.
- **Physical space:**
  - No additional space is required; classrooms, labs, and advising spaces are already available.
- **Budget:**
  - First five years anticipated cost: $0 additional funding Needed.
  - The Program will be sustained by tuition revenue from increased enrollment.

Evidence of Support

The proposal includes letters of support from:

- CALS Dean's Office
- CALS Curriculum Committee
- College of Arts & Sciences (Psychological Science)
- College of Arts & Sciences (Biology)
- College of Education and Social Services (Special Education)
- University Libraries
- Department of Animal and Veterinary Sciences (unanimous approval at May 2025 retreat)

Summary

The B.S. degree in Animal Studies is an emerging academic diversification that addresses both market demands and retention, as well as filling a broader need that meets reginal workforce need and employment demands. The proposed degree program is an efficient investment that utilizes resources, space, and an existing faculty, providing a new academic trajectory that is incorporated into the broader mission at UVM.

On December 15th the Faculty Senate approved this proposal for a new Bachelor of Science in Animal Studies submitted by Eric von Wettberg, Chair of the Department of Veterinary and Animal Sciences, and Linda Prokopy, Dean, College of Agriculture and Life Sciences (CALS). The following approvals have been obtained:

- CALS Curriculum Committee
- CALS Faculty on in October 2025
- CAC on 12/4/25

Several public comments were received related to exploring opportunities for collaboration with other departments. These comments were followed up on by the proposer's and information related to the response to public comment is included in this report. If approved by the Board of Trustees, this new program will begin in Fall 2026.

> **Approval of a Proposal from the Graduate College and the College of Agriculture and Life Sciences for a New CGS in Autonomy and Robotics from Graduate College and CEMS**

Program Description and Rationale:

Autonomy and robotics are transformative technologies driving innovation across many industries,
fostering economic growth and enhancing quality of life. Key sectors include manufacturing (e.g., enhanced production processes and improved precision), transportation (e.g., autonomous vehicles and enhanced traffic control), healthcare (e.g., robotic surgeries and patient care), agriculture (e.g., precision farming and agricultural robotics), defense (e.g., swarms and guidance systems), and energy (e.g., autonomous power systems). In this context, "autonomy" refers to the capability of an engineered system to operate autonomously, which involves tools and concepts from control, signal processing, computer programming, and artificial intelligence. "Robotics" in this context refers to the design, construction, and operation of robots and machinery to perform tasks, and involves mechanical design, actuator/sensor design, mathematical modeling, and embedded programming.

This 12-credit Certificate of Graduate Study in Autonomy and Robotics (CGS-AR) will provide students with a strong foundation in autonomous systems, robotics, and artificial intelligence, formally certifying their training in these areas. It is expected to be of particular interest (but not limited) to graduate students in Electrical Engineering, Mechanical Engineering, and Computer Science at UVM.

Through the CGS-AR, the proposers aim to provide unique and relevant education that will better prepare graduates to work in the autonomy and robotics industry and/or pursue doctoral studies in this field. This proposal is the result of a growing collaboration between faculty in Electrical and Biomedical Engineering, Mechanical Engineering, and Computer Science to bolster autonomy and robotics education and research at UVM, outlined on the new UVM Autonomy and Robotics program website (https://www.uvm.edu/cems/autonomy-and-robotics-program). This collaboration began with the proposed Undergraduate Certificate in Autonomy and Robotics (UCAR) in fall 2024, which was later approved and now has eight (8) CEMS undergraduates enrolled in the program in less than one year. Second, UVM CREATE (Center for Resilient Energy and Autonomous Technologies in Engineering) is a new center to which several of the faculty involved in this proposal are members. Since its recent founding, CREATE has devoted resources (for example, working collaborative lunches among faculty) and helped promote local partnerships in autonomy and robotics. Third, the Fundamentals of Robotics, as well as Autonomy II courses outlined in this proposal, rely on robotic arm hardware for laboratory components of the courses. In the spring of 2025, the CEMS Deans Office, Mechanical Engineering,

and EBE Departments each equally contributed to a $13,000 purchase of six Wlkata Robotic Arms, which are 6DOF miniature robotic arm platforms specifically designed for robotics education. The proposers plan to continue to utilize this hardware for the courses outlined in the CGS proposal. This certificate program will likely improve enrollment in graduate courses across CEMS. They expect the certificate will attract self-funded Master's students to UVM, as well as professionals through PACE. They also expect more interdisciplinary collaboration across EE, ME, and CS, and expect course enrollments to increase.

Justification and Evidence for Demand

In a modern world growing increasingly reliant on automation and artificial intelligence, robotics and autonomy education will need to expand to keep up with increasing workforce demand. For example, the Bureau of Labor Statistics reported an expected 9% growth in robotics engineering jobs from 2020 to 2030, which was above the average for all occupations. The autonomy and robotics are also projected to be 10 trillion dollar economy by 2030. Here in Vermont, more undergraduate and graduate students ready to take on these jobs will help strengthen the local economy: northern Vermont companies with needs in autonomy and robotics include Beta Technologies, Global Foundries, Greensea IQ, Green Mountain Power, Dynapower, Hazelett, Husky, and Rigorous. The proposed graduate certificate will help address growing need for skilled robotics engineers. As outlined above there is already a cohort of UVM graduate students pursuing research related to autonomy and robotics. This certificate likely contains some coursework already in their study plan for their degrees. In addition, there is significant evidence that UVM undergraduates are interested in robotics. Professor Treers' Mechatronics class, taught for the first time in Spring 2025, had an enrollment of 37 students and had over 60 people in attendance (including students, friends, and faculty) at the final robotics competition. Autonomy I currently has 12 students enrolled for Fall 2025, including both senior undergraduates and graduate students. Last year, it had an enrollment of 22 students. Lastly, Prof. Treers and Prof. Duffaut have started a Robotics Club at UVM, which has 45 interested undergraduates representing over 3 majors in CEMS. Many of these students, should they pursue graduate study at UVM, would potentially pursue this new graduate certificate.

Furthermore, Vermont has seen significant recent investment in K-12 robotics education, particularly through the expansion of FIRST Robotics programs across the state. These initiatives have cultivated strong interest and foundational skills in autonomy, control, and robotics among high school students. The CGS-AR, together with UVM's existing Undergraduate Certificate

in Autonomy and Robotics (UCAR), positions the university as a natural next step for these students to continue their education and research in this field. By offering a clear and attractive academic pathway from high school robotics participation to advanced study, the CGS-AR supports UVM's broader goal of retaining talented Vermont students and strengthening the state's growing robotics and technology ecosystem.

Relationship to Existing Programs

A. Participating departments, programs, schools, and colleges;

The Graduate Certificate in Robotics and Autonomy (CGS-AR) aligns closely with the missions of the College of Engineering and Mathematical Sciences (CEMS) and its participating departments. CEMS emphasizes interdisciplinary education, research excellence, and impact on Vermont and beyond. Robotics and autonomy are recognized as transformative technologies within CEMS's strategic priorities. The participating departments are Electrical and Biomedical Engineering or EBE (specifically, the EE program within EBE), Mechanical Engineering or ME, and Computer Science or CS. The certificate advances the mission of these departments:

EBE's mission emphasizes world-class education. Graduate courses such as *EE 5540 Real- Time Control Systems*, *EE 5550 Autonomy I*, *EE 5560 Autonomy II*, and *EE 5503 Modern Signal Processing* already deliver rigorous training in control, autonomy algorithms, perception, embedded implementation, and signal processing. They offer additional, theoretical courses in system theory and convex optimization, relevant to this certificate. The certificate will unify these offerings into a coherent credential that highlights EBE's leadership in control, autonomy, and robotics. ME's mission emphasizes solving pressing technological challenges. Robotics hardware and dynamics are central to this vision. Courses such as *ME 6120 Advanced Dynamics* and 5XXX

Fundamentals of Robotics provide modeling and design foundations for robotics and will be part of the proposed certificate. CS's mission emphasizes advancing knowledge in computing and preparing effective problem solvers. Robotics and autonomy rely heavily on perception, planning, and machine learning. Courses such as *CS 5540 Advanced Machine Learning* and *CS 5060 Advanced Evolutionary Robotics* provide depth in AI/ML and robotics algorithms. The proposed certificate highlights these offerings, allowing students to build robotics-oriented computational expertise that complements EBE and ME coursework.

The proposed certificate complements the recently established Undergraduate Certificate in Autonomy and Robotics (UCAR), which in its first year has 8

students enrolled. The undergraduate certificate embodies the CEMS mission by creating an interdisciplinary credential across EE, ME, and CS, integrating experiential lab components, and supporting Vermont's workforce needs in aerospace, advanced manufacturing, energy, and healthcare. Whereas the undergraduate certificate equips students with fundamental design and programming skills for autonomous systems, the proposed graduate certificate emphasizes rigorous control theory, perception and localization methods, machine learning for robotics, and safety-aware autonomy. It thus extends the experiential, interdisciplinary framework of the undergraduate certificate into a credential that prepares graduate students and professionals for leadership roles in research, development, and deployment of robotic and autonomous systems.

B. The University.

UVM's mission emphasizes preparing graduates to contribute knowledge and innovation to society while addressing pressing global challenges. Robotics and autonomy directly contribute to sustainability, transportation, energy, agriculture, and healthcare (see description on the first page). The CGS-AR will establish UVM as a regional hub for graduate training in robotics and autonomy, consistent with its land-grant responsibilities and long-range plans to strengthen interdisciplinary and industry-engaged graduate programs.

Relationship to programs offered currently.

The CGS-RA builds on and complements several UVM programs:

- **Undergraduate Certificate in Autonomy and Robotics (UCAR):** The UCAR provides undergraduate students with foundational coursework in control, embedded systems, robotics, and autonomy algorithms. The CGS-AR serves as a graduate-level counterpart, emphasizing advanced theory, rigorous mathematical foundations, and integration with research. *Note:* some courses appear as core/electives in both certificates; however, students may not double count a course toward both. The requirements are designed so that a student completing both an undergraduate and a graduate degree at UVM can earn both certificates, if they wish.
- **MS and PhD programs in EE, ME, and CS:** Many relevant courses (e.g., *EE 5540*, *EE 5550*, *EE 5560*, *ME6120*, *ME5XXX Fundamentals of Robotics*, *CS 5540*, *CS 5060*) already exist or are being proposed independently of the proposed certificate. Students can double-count these courses towards both the proposed certificate and their degree. The CGS-AR allows graduate students to cluster electives across several programs into a formal, recognized credential. Note: students in the EE and ME graduate programs (MS or PhD) should be able to double count the12 credits

required for the certificate toward both their degree and the certificate program, without taking additional courses. Students in the CS graduate program can also double-count the 12 credits. However, if a CS student has not completed an undergraduate course in Control Systems, they must complete this prerequisite before enrolling in the certificate program.

- **Accelerated Master's Programs (AMP):** The CGS-AR will be attractive for AMP students in EE, ME, and CS, who can complete this certificate alongside their BS/MS pathway.
- **Professional and Continuing Education (PACE):** The CGS-AR will be attractive for professionals in industry seeking to strengthen their foundation in robotics and autonomy.

Currently, no other UVM graduate certificate covers robotics and autonomy. The closest program is the CGS in Complex Systems & Data Science, which is more geared towards machine learning and data science with social science applications, rather than automation and robotics. The CGS-AR fills a unique and timely gap.

The proposed certificate program is also open to students not in EE, ME, or CS, as long as they have taken a course in control systems and a course in computer programming. A course in linear algebra and one in microcontrollers are recommended but not required.

Within UVM, no existing graduate certificate overlaps significantly with robotics and autonomy. The closest programs are:

- *UCAR (Undergraduate Certificate in Autonomy and Robotics)*: The GC-RA differs in its advanced rigor and graduate coursework.
- *CGS in Complex Systems & Data Science*: overlaps with machine learning but lacks integration with robotics hardware, control, and autonomy.

There are several programs nationally, both certificate programs and Master's programs, in this area. Regionally, WPI's is the closest certificate to UVM's. The similarities and differences are outlined below.

Regional (New England):

- Worcester Polytechnic Institute (WPI): WPI offers a Graduate Certificate in Robotics Engineering (12-15 credits), available in person and online. The program is stackable toward an MS degree and emphasizes applied robotics. Compared to UVM, it is less interdisciplinary, as UVM's certificate integrates EE, ME, and CS faculty and coursework.
- Northeastern University: Northeastern offers a Master of Science in Robotics with concentrations in AI, perception, and mechatronics. While

not a certificate, this program illustrates strong regional demand for modular robotics education.
- Boston University: BU offers a Master of Science in Robotics & Autonomous Systems that integrates controls, machine learning, and dynamics. Like Northeastern, it is a full MS program without a certificate option. UVM's certificate distinguishes itself by offering a compact graduate credential.
- MIT Professional Education/xPRO: MIT offers online certificates, such as Robotics Essentials, that serve workforce development needs. These are non-credit professional certificates, largely online, with limited faculty engagement.

National:

- Stanford University: offers the "Robotics and Autonomous Systems Graduate Certificate". It's an online certificate with minimal faculty interaction. Otherwise, it is structured similarly to this proposed certificate.
- University of Maryland: offers a "Graduate Certificate in Robotics". It focuses more on robotics rather than a balanced treatment of Robotics and Autonomy. It also lacks flexibility (four core courses and no electives).
- Duke: offers the "Robotics & Autonomy Graduate Certificate". It is structured similarly to this certificate but is more focused on Robotics rather than Autonomy.
- Clemson: offers the "Autonomous and Robotic Systems Certificate". Their focus is more on mechatronics and robotics rather than autonomy.
- Carnegie Mellon University (CMU): CMU's Robotics Institute offers the MS in Robotics (MSR) and the MS in Robotic Systems Development (MRSD). These are intensive, globally recognized degree programs that provide comprehensive training across perception, planning, and control. UVM's CGS-AR does not match the scope of CMU's offerings, but it does provide a compact option that is regionally unique.
- University of Michigan (UM): The Robotics Institute at UM offers MS and PhD programs with comprehensive training in perception, planning, and control, housed in the purpose-built Ford Robotics Building. UVM's CGS AR follows a similar interdisciplinary model but is scaled to a smaller certificate suited for a smaller research university.
- Georgia Institute of Technology: A Master of Science in Robotics is a 36-credit program involving multiple schools and a strong industry orientation. UVM's program is shorter, designed to serve both graduate students and working professionals while retaining a rigorous interdisciplinary curriculum.

In proximity to UVM are numerous companies requiring robotics and autonomy expertise, including Beta Technologies, GlobalFoundries, Husky, Dynapower, Rigurous, Greensea IQ, and Green Mountain Power. These employers provide both direct workforce demand and opportunities for professional students seeking flexible graduate credentials. Given the absence of a regional certificate program and the strong alignment of UVM's existing course infrastructure and faculty expertise, UVM is ideally positioned to offer this program. The CGS-RA will uniquely serve Vermont and the broader northern New England region by providing a graduate-level credential that provides advanced education in the area of autonomy and robotics.

Curriculum

The proposed 12-credit graduate certificate will foster knowledge and skills in the areas of automation, control, robotics, and machine learning. The learning objectives are:

1. Demonstrate advanced knowledge of robotics and autonomy, including kinematics, dynamics, real-time control, planning, and decision-making.
2. Mathematically model engineered dynamical systems, e.g., DC motors, smart grids, ground and aerial vehicles, and/or robot manipulators.
3. Use computer programming and simulation tools to model, design, and simulate the behavior of robots and autonomous systems.
4. Design and analyze algorithms for robotics and autonomous systems, such as optimization, path and motion planning, and machine learning.

The CGS-AR consists of a required core course, followed by a sequence of three electives chosen from a list of preapproved courses. The required core (Autonomy I) covers all of the learning objectives, as such provides breadth. Other courses that cover all the learning objectives include Introduction to Robotics and Autonomy II, though these courses include less breadth and more depth in estimation and localization (Autonomy II) and robot modeling and design (Intro to Robotics).

Students can take electives to further their knowledge in their area of interest (i.e. depth). All of the elective courses provide an experiential component either through lab work or using advanced software. Students who have already taken Autonomy I and have applied it towards their Undergraduate Certificate in Autonomy and Robotics can take either Autonomy II or Introduction to Robotics to meet the core requirement. These courses cover topics including mathematical modeling, fundamentals of robotics, microcontroller implementation, sensors, real-time control, and path and motion planning. The elective courses provide depth for students seeking to specialize further in a

certain area of interest within autonomy/robotics. The experience gained by completing this certificate aligns with the outcomes noted in the previous section, specifically that these students have demonstrated expertise to effectively contribute to the autonomy and robotics field, be it by entering industry and/or pursuing doctoral programs in this field.

All students entering the certificate program are expected to have prior knowledge of control systems, linear algebra, differential equations, and computer programming. Students with Bachelor's degrees in Electrical or Mechanical Engineering from most national or international universities (including UVM) will generally have this background. Students from other fields, such as Computer Science or Civil Engineering, may or may not. If they do not, they must complete the prerequisite courses before enrolling in the certificate program.

To successfully complete the CGS-AR certificate, students must receive a B or better in all applied
coursework.

Required Core (3 credits): EE 5550 (Autonomy I)
Note: students who have taken Autonomy I and have counted it towards another certificate can
substitute it with either Autonomy II (EE 5560) or Introduction to Robotics (ME 5XXX). In this
case, the substituted course cannot also be counted as an elective toward this certificate.

Electives (9 credits):
The following is a list of pre-approved electives. All courses are 3 credit hours. The specific
learning outcome met (from the bulleted list in the previous section) are listed in the last column
for each course.

Preapproved electives (9 credits minimum)		
Course Number	Title	Learning outcomes met
EE 5540	Real-time control	1, 3
EE 5560	Autonomy II	1, 2, 3, 4
EE 5503	Modern Signal Processing	1, 3

EE 6130	Convex Optimization	4
EE 6110	System Theory	1, 4
EE 6520	Nonlinear System Theory	1, 4
ME 6120	Advanced Dynamics	1, 2
ME 5320*	Fundamentals of Robotics	1, 2, 3, 4
One of CS 5540 or CMPE/CS 5611*	CS 5540 (Advanced Machine Learning),CMPE/CS 5611 (Machine Learning for engineers)	1, 4
CS 5060	Advanced Evolutionary Robotics	1, 4
CS 6020	Modeling Complex Systems I	1, 2
CS 6540	Deep Learning	1, 4
CS 5909*	Natural Language Processing	1, 4
**EE/ME/CS 6391, 6392, 6991, 6993, 6995, 7491, 7991, 7995	Research credits, internship credits, independent study	Will depend on the subject

** These courses are planned for addition to the catalog. CAFs have been submitted.*

*** Students can count a maximum of three credits of research credits, internship credits, or independent study towards the certificate. For these credits to count towards the degree, the topic must be directly aligned with autonomy and robotics. Student must present scope of work and/or a syllabus and receive approval from one of the faculty participating in this certificate prior to registering for these credits should they wish to count these credits towards the certificate requirements.*

Notes:

- Students in the EE and ME graduate programs (MS or PhD) should be able to double count the 12 credits required for the certificate toward both their degree and the certificate program, without taking additional courses. Students in the CS graduate program can also double count the 12 credits. However, if they have not completed an undergraduate course in Control Systems and/or a course in Differential Equations, they must complete these prerequisites before enrolling in the certificate program.
- In addition, all students are recommended (but not required) to have prior coursework in microcontrollers, computer programming, and linear algebra.

The core course (Autonomy 1) is offered every Fall. The electives are offered in both Fall and Spring. Some electives are offered every year, some are less frequent. However, the proposers expect there will be enough electives for the certificate to be completed within two semesters in any given year.

Admission Requirements and Process:

Students may take CGS-AR courses as non-degree students but must apply and be accepted for graduate admissions once completing six (6) credits of coursework. The certificate requires only four courses to complete. The proposers expect full-time students to complete the certificate coursework as part of, not in addition to, their MS or PhD coursework. Part-time students may pursue this certificate without pursuing an additional degree. They do not expect significant loss in enrollment during the program and have a plan for faculty advising to help ameliorate potential retention issues. Students will self-select for the certificate. However, students will need to meet the prerequisites, or receive instructor permission awarded based on, e.g., related work experience, for any of the coursework taken for the certificate. Full-time students pursuing research towards a MS or PhD degree, in addition to this certificate, will be eligible for graduate teaching (GTA) or graduate research (GRA) funding, though funding is not guaranteed. Part-time students are expected to be self- or company funded.

Anticipated Enrollment and Impact on Current Programs:

Combined, the EE, ME, and CS graduate programs currently have more than 20 graduate students (mostly PhD students) working in the area of autonomy and robotics. This certificate program will likely improve enrollment in graduate courses across CEMS. They expect the certificate will attract self-funded Master's students to UVM, as well as professionals through PACE. They also expect more interdisciplinary collaboration across EE, ME, and CS and thus expect course enrollments to increase. Finally, they expect a new graduate certificate program will attract current undergraduate students, such as UVM students pursuing an accelerated MS. As the proposed courses are relatively new to UVM, they also expect that this program will attract new PhD student talent to Vermont. If approved, the CGS-AR program would begin in Fall 2026. They would expect the first certificate to be awarded no later than Spring 2028, assuming some current graduate students will be completing the associated coursework during the 26-27 academic year. By Fall 2027, they expect to have 4-6 new students planning to complete the certificate during the 27-28 academic year, with growing ongoing enrollment in the following years. Their aim is to

have, after five years, about 20 students enrolled in this certificate program at any given time.

This certificate program will likely improve enrollment in graduate courses across CEMS. The expectation is that the CGS-AR program will draw additional student interest to these courses. Typically, the maximum enrollment is around twenty students, but they are not presently at limit. They have room for 5-10 more students in these courses without the need to add additional sections or hire additional faculty.

The proposers expect the certificate will attract self-funded Master's students to UVM, as well as professionals through PACE. They also expect more interdisciplinary collaboration across EE, ME, and CS, and thus expect our course enrollments to increase. While they anticipate enrollment growth in our current courses, it is expected to remain within their capacity limits.

Advising:

Students declaring the intent to pursue this certificate will be assigned an advisor/co-advisor from
the Electrical Engineering, Mechanical Engineering, or Computer Science faculty proposing this
certificate and who align with the student's particular interests.

Assessment Plan:

The certificate will be included as part of the APR for the Department of Electrical and Biomedical Engineering. The CGS-AR program will leverage their experience in assessing their undergraduate programs for ABET accreditation. Instructors will assess whether students meet course outcomes through direct assessment from exams, projects, etc. This assessment will be completed each semester for the courses that apply to the certificate. A key measure of impact for the certificate is its completion rate and job placement rate. These data will be collected annually. Certificate GPA along with employer survey feedback will be used to assess how well the recipients are prepared. Biannually, the participating faculty involved in this effort will meet to discuss the above data and discuss changes needed. Program updates will be developed and implemented no later than for next available catalog. Interim reports will be written in the third year to comprehensively document program changes.

Staffing Plan, Resource Requirements, and Budget:

The program is viable as they currently robustly offer the courses mentioned previously. Autonomy 1 is the only core and is currently offered every year. Two faculty (Dr. Ossareh and Duffaut Espinosa) are able to teach it; thus, there is redundancy. Dr. Hamid Ossareh will be the initial program coordinator. No additional budgetary implications were anticipated.

Proposers attested that they consulted with Library and no additional resources are needed. No additional equipment needs, classroom spaces or laboratory needs were identified.

Evidence of Support:

Leads of all involved units are co-signers to this proposal. Reviewed by Graduate Executive Committee and supported by Dean of Graduate College and Interim Dean of CEMS. Support was noted by the chairs of Mechanical Engineering, Computer Science, and Electrical and Biomedical Engineering, and CEMS Curriculum committee.

Summary:

There will be increasing demand in the coming years for engineers with training in autonomy and robotics. As noted, there are several local industries with needs in robotics and autonomy that would be served by UVM graduating students with related training. Receiving this certificate will indicate to employers that a student has been specifically prepared and has demonstrated interest in this field of work. The proposers described in detail how the certificate will be attractive to students in a range of graduate programs, professionals in industry, as well as undergraduates who may wish to continue their studies at UVM through AMP and other graduate programming.

The CGS will be offered by the Electrical Engineering graduate program within the Department of Electrical and Biomedical Engineering, and the primary contact is Dr. Hamid Ossareh. The following approvals have been obtained:

- Graduate Executive Committee on 11/20/25
- CEMS Faculty on 10/14/25
- CEMS Curricular Committee on 10/3/25
- CAC on 1/8/26

There were no public comments received during the circulation period. If approved by the Board of Trustees this new program will begin in Fall 2026.

> **Approval of a Proposal from the Graduate College and the College of Agriculture and Life Sciences for a New MS in Agroecology**

Program Description and Rationale

The proposed MS in Agroecology is a fully online, synchronous, 30-credit graduate degree designed to prepare students to advance equitable, resilient, and ecologically grounded food systems. The program integrates ecological science, participatory action research (PAR), and critical social theory, emphasizing agroecology as both a scientific discipline and a transformative discipline.

Its rationale reflects urgent global needs: climate disruption, biodiversity loss, entrenched inequities, and food insecurity. Agroecology offers an alternative rooted in ecology, justice, and co-creation of knowledge. The degree aims to prepare students as "agents of change," able to work across research, policy, education, and community-based practice. Graduates will acquire the skills needed to support land-based communities and contribute to food sovereignty movements.

Justification and Evidence for Demand

The proposal provides substantial evidence that demand for graduate education in agroecology is growing rapidly. National completions in agroecology-related master's degrees increased 106% between 2019 and 2023; from 2012–2023, completions grew 425%.

Globally, the FAO, IPCC, HLPE, and major philanthropies identify agroecology as a critical pathway for sustainable and just food systems. MS in Agroecology graduates will be prepared to enter the agricultural sector in either a supportive or direct production role. Public agencies (USDA, NRCS), NGOs, and philanthropic foundations increasingly seek employees trained in systems thinking, ecological processes, and participatory research. Projected labor-market demand shows >20% job growth in relevant fields.

UVM's own Certificate of Graduate Study in Agroecology (CGSA) demonstrates consistent and rising enrollment, serving as a clear pipeline to the MS. Since 2022, average new-student numbers rose from 4 per year to 7, with course enrollments rising to 23 in Fall 2025.

The timing is also strategic: UVM possesses a rare concentration of agroecology faculty with long-standing global leadership, positioning the institution to offer one of the only fully online MS degrees in the field in the United States. This degree would be directly connected to UVM's IFA, positioning the program

within the first land-grant university to establish an institute dedicated specifically to agroecology.

Relationship to Existing Programs

The MS in Agroecology is intentionally complementary to existing UVM programs:

- Food Systems (MS and PhD): shares systems frameworks but differs in modality (in-person vs. online), focus (broader food systems vs. deep agroecology), and methodology (PAR, Indigenous knowledge systems, social movements).
- ALE Undergraduate Degrees & CGSA: builds directly on undergraduate agroecology and the CGSA, offering advanced, transdisciplinary training without duplication.
- CDAE's SDPEG Program: overlaps in systems thinking and policy; differs in ecological depth and agroecology-specific praxis.
- RSENR's Leadership for Sustainability (MS/PhD): aligned in commitments to equity and transformation but distinct in thematic focus and methodological orientation (ecological processes, PAR, territorial learning).

No participating departments anticipate negative impacts on enrollment or resources; all letters of support emphasize complementarity.

Curriculum

The curriculum totals 30 credits, including 15 credits of required coursework, 9 credits of electives, and a 6-credit master's project. The curriculum guides students from foundational principles to advanced participatory research and praxis, culminating in the final project. In selecting electives, students can concentrate on areas such as ecological applications, policy and governance, research, or education. There are options for full-time and part-time pathways.

The program's 7 learning objectives collectively emphasize systems-based agroecological analysis across scales, ecological processes in food systems, critical examination of power and positionality, participatory and transdisciplinary research, knowledge translation for impact, community-based learning, and sustained reflective practice.

Courses

Required	**Total**	**15**	
Number	Name	Credits	Modality
ALE 6110	Transformative Agroecology	3	online
ALE 6120	Ecological Foundations of Agroecology	3	online
ALE 6130	Participatory Action Research & Transdisciplinary Agroecology	3	online
ALE 6140	Agroecology, Food Sovereignty, & Social Movements	3	online
ALE 6041	*Transdisciplinary Mixed Methods for Agroecology**	3	online
Total		15	
Selected Electives	**Total**	**9**	
Number	Name		
ALE 6042	*Climate Change and Just Transitions**	3	online
NR 6410	Ecological Economic Theory	3	online
NR 6720	Transdisciplinary Leadership and Creativity	6	online
NR 6730	Transdisciplinary Methods and Modes of Inquiry	3	online
NR 6120	Being and Building Beloved Community Learning Intensive	3	online
EDFS 6010	Intro to Interdisciplinary	3	online
EDRM 6110	Quantitative Research I	3	online
EDCI 6009	Critical Pedagogies	3	online
EDFS 6140	Modes of Inquiry: Critical, Decolonizing and Arts-Engaged Approaches to Research	3	online
Total		9	

** New course created for this program.*

The program exhibits:

- Strong curricular coherence across ecological, socio-political, and methodological dimensions.
- Intentional scaffolding, beginning with foundational agroecological principles and culminating in advanced research design and a final project.

- High-impact pedagogical practices, including horizontal learning, participatory methods, peer facilitation, and contextual/territorial inquiry.

Admission Requirements and Process

Admission requires:

- Bachelor's degree from an accredited institution
- Meeting Graduate College standards
- TOEFL for international applicants
- Application materials: GPA, letters, personal statement

Selection is conducted by an admissions committee of affiliated faculty, with the Program Director making final decisions.

Retention will be supported through faculty advising, high-impact teaching practices, and coordinated support from the program director and coordinator.

Anticipated Enrollment and Impact on Current Programs

Enrollment projections rely on the CGSA pipeline, national trends, and interest from professionals seeking online graduate education. The proposal anticipates sustainable enrollment growth, with early cohorts expected to draw from:

- CGSA alumni
- UVM undergraduates in agroecology, food systems, environmental studies, education, and CDAE fields
- National and international applicants from agroecology, sustainable agriculture, and food systems programs
- Working professionals in agriculture, nonprofits, and community organizations

No negative impact on other graduate programs is expected; instead, elective sharing and cross-unit collaboration may strengthen multiple online graduate offerings.

Advising

Students will be assigned a primary faculty advisor (Graduate College member), selected according to research interests. Faculty teaching in the program will advise final projects, receiving 0.01 FTE per advisee, per CALS workload policy.

Additional committee members may come from across UVM or practitioner communities.

Program coordination and advising support will be provided by the Program Director and a staff coordinator.

Assessment Plan

The proposal outlines multiple mechanisms for assessment:

- Course-level assessments using written work, research design exercises, collaborative learning, and reflective practice
- Program-level assessment via the culminating master's project
- Continuous formative assessment embedded in participatory and horizontal pedagogies
- Alignment with clearly articulated learning outcomes, including systems thinking, ecological literacy, PAR competencies, communication skills, and reflective practice (see Section III.B).

This structure is consistent with Graduate College expectations for assessment of learning and program effectiveness.

Staffing Plan, Resource Requirements, and Budget

Staffing relies on:

- Existing ALE and IFA faculty, who already teach CGSA courses
- One new course (ALE 6041) developed and taught within ALE
- Advising load supported by CALS workload policy

Resource considerations:

- PACE has committed $150,000 from its Incubator Fund for the first two years of administration. Thereafter, it is anticipated that program will generate sufficient revenue to sustain itself. (See Table 5 p. 42)
- The Institute for Agroecology has established a gift account to support scholarships.
- Additional scholarships will be sought from philanthropic foundations and donors.
- Staff needed to support student facing activities (e.g., coordination & recruitment) and program administration activities (e.g., managing program finances, scheduling, etc.)

- The library subscribes to many of the top peer reviewed journals available for students studying Agroecology

No additional faculty lines are required for launch.

Evidence of Support

Letters and communications included in the proposal indicate support from:

- CALS Dean's Office
- CALS Curriculum Committee (unanimous faculty vote on Oct. 21, 2025)
- Department of Agriculture, Landscape and Environment
- Collaborating departments offering electives (RSENR, CESS, CDAE)

No unit reported concerns about costs, enrollment impacts, or overlap.

Summary

The proposed Master of Science in Agroecology is a rigorous, coherent, and well-justified program that leverages UVM's unique strengths in agroecology scholarship and online graduate education. Demand is robust and growing, both within UVM and nationally. The curriculum is thoughtfully structured, assessment plans are sound, the resource needs are modest and already supported, and the program aligns strongly with UVM's land-grant mission and strategic priorities.

The following approvals have been obtained:

- Graduate Executive Committee on 11/20/25
- CALS Faculty on 10/21/25
- CALS Curricular Committee between 10/7/25 and 10/21/25
- CAC on 1/8/26

There were no public comments received during the circulation period. If approved by the Board of Trustees, this new program will begin in Fall 2026.

> **Approval of a Proposal from the Graduate College and the College of Nursing and Health Sciences for a New MS in Exercise Science**

Program Description and Rationale

The Master of Exercise Science is for future exercise professionals to acquire knowledge, skills, and abilities related to the science of exercise, health, and physical performance. The proposed program includes a 30 credit, non-thesis and a 36-credit thesis track option. The program is designed to be a flexible, yet rigorous, 1.5-2-year MS degree that allows students with foundational exercise science education to pursue specialized expertise in exercise science with applications for healthy and clinical populations. After completion of the program, individuals will be well prepared to pursue professional or research focused doctoral degrees or may pursue related national certifications and employment in a wide variety of healthcare and community settings. We anticipate the nature of the program to serve as a primary endpoint for individuals interested in employment solely as exercise professionals with circumscribed expertise, and a secondary endpoint for individuals who are interested in further education or other employment pursuits (future or current) but feel the specialized expertise will be complementary in nature.

Exercise and physical activity, applied and tailored by exercise professionals, has been resoundingly and empirically supported to improve human health in healthy and clinical populations. Exercise is an effective strategy against chronic conditions. The proposed degree will address the need for qualified professionals and address the growing need for evidence-based exercise applications in healthy aging, injury prevention and recovery, prevention and management of chronic disease, and optimizing human performance. The program will build on EXSC faculty strengths in scholarship in exercise physiology, biomechanics, motor control, sports medicine, weight management and energy balance, and physical activity and health, with support from faculty currently associated with the CNHS Interprofessional Ph.D., elevate teaching resources in the department by including existing classes in Physical Therapy, Occupational Therapy, and Integrative Health as elective classes in the curriculum, and broaden and diversify UVM's graduate degree offerings.

Justification and Evidence for Demand

The M.S. in Exercise Science will serve as the only program in Vermont that addresses an emerging and pressing need locally, regionally, and nationally for graduate-trained exercise science professionals. The program is commensurate with the UVM mission to "improve the health of our environment and our society, and make life better for Vermont, the nation, and the wider world." Moreover, according to the U.S. Bureau of Labor Statistics, demand for exercise science professionals is growing with sustained growth predicted over the next ten years.

The program is tailored to be completed in three semesters or to complete it as part of an Accelerated Masters Pathway. The program is also attractive to graduates of non-Exercise Science degrees.

Relationship to Existing Programs

The M.S. in Exercise Science is not similar in title or content to any graduate-level offering at UVM, especially as a previous Master of Science in Physical Activity and Wellness Science (PAWS), is not currently accepting applications. In comparison to our aspirant institutions, this is a major gap in our graduate offerings at UVM.

The Exercise Science program currently offers a B.S. in Exercise Science and undergraduates pursue graduate work in exercise science, rehabilitation, clinical degrees (e.g. nursing, medicine), and public health. The cohort sizes are increasing to 70 students and receives over 500 applications each year requesting admission into our highly competitive program. We anticipate a cadre of UVM undergraduate students will pursue this M.S. degree through the Accelerated Master's Program (AMP) opportunity. During a focused discussion, Exercise Science undergraduate students said they would have chosen this option if it had been made available to them. The program expects applicants from other undergraduate-prepared students (i.e., Nutrition, Psychology, Public Health, Physical Education).

Graduates of the program will be eligible to sit for national certifications including, Exercise Physiologist Certification, Integrative Health and Wellness Coaching Certification, Group Exercise Instructor Certification, Personal Trainer Certification, Inclusive Fitness Trainer Certification,
Cancer Exercise Specialist Certification, and Physical Activity in Public Health Specialist Certification.

Curriculum

Overview of Non-thesis and Thesis Plans of Study

Non-thesis Option Credits			Thesis Option Credits		
Core	Statistics	3	Core	Statistics	3
Core	NH6899	3	Core	NH6899	3
Core	EXSC Core 1	3	Core	EXSC Core 1	3

Core	EXSC Core 2	3	Core	EXSC Core 2	3
Core	EXSC Core 3	3	Core	EXSC Core 3	3
Core	EXSC Core 4	3	Core	EXSC Core 4	3
Elective		3	Elective		3
Elective		3	Elective		3
Elective		3	EXSC 6995		6
REQ'D Capstone EXSC 6090		3	REQ'D Thesis EXSC 6391		6
TOTAL		**30**	**TOTAL**		**36**

NH6899, Fundamentals of Critical Inquiry is required of all students, as is a Statistics course (e.g., STAT5020, PH6030, or CTS6200).

Core EXSC course options (students choose 4):

- EXSC 6045 : Advanced Exercise Physiology
- EXSC 6010 : Physical Activity and Health
- EXSC 6018: Advance Biomechanics
- EXSC 6024: Sports Medicine and Performance
- EXSC 6032: Motor Learning and Performance
- EXSC 6012: Metabolism, Chronic Conditions, and Exercise Prescription
- EXSC 6035: Lived Experience and Technology in Neurorehabilitation
- EXSC 6058: Research Methods in Exercise Science

Existing Electives Offered by RMS faculty and faculty outside RMS (students choose 2-3):

- HLTH 5850 Gr Health & Wellness Coaching
- HLTH 5860 Health & Well Coaching Advance
- HLTH 5870 Health & Well Coach Practicum
- HLTH 5880 Gr Professional Prep HWC
- DPT 7060 Exercise Science
- OT 7110 Functional Anatomy
- EXSC 6995 Graduate Independent Research
- EXSC 6993 Graduate Independent study
- GRNS 6304. Planetary Health for HCP
- GRNS 6303. Mindfulness & Compassion

- PH 6102. Design Clin & Translational Res
- PH 6060. Social & Behavioral Public Health
- PH 5001. Epidemiology for Practice
- PH 6000. Health Equity
- PH 6160. Social Determinants of Health

Admission Requirements and Process

Admission requirements include: Undergraduate degree from an accredited college or university; Overall cumulative undergraduate GPA of 3.00; Completed coursework in the following areas: 1. Human Anatomy (1 semester) and 2. Exercise Physiology; TOEFL scores (international students; minimum of 90). Candidates will be ranked using quantitative and qualitative metrics using admission materials. The applications will be reviewed by a formal admissions committee, which will be comprised of the program director and program faculty. The committee will then make recommendations to the Graduate College for admission.

Anticipated Enrollment and Impact on Current Programs

The anticipated enrollment is 6-8 students per year, with a cap at 10 due to faculty workloads. Effect on enrollment is minimal given the initial expected size of the program. NH6899 is designed to be inclusive of all graduate students in CNHS. With the option to take one of multiple statistics courses this will likely minimize the burden for any single statistics course. EXSC 6993, 6995 has sufficient space for the M.S. students.

Advising

The program director will advise all matriculated students in the program. The program director will help each student identify a mentor for their capstone or thesis project. Students are encouraged to identify a mentor before they apply to the program. Exercise Science faculty and other faculty in RMS, such as the Doctor of Physical Therapy and the Doctor of Occupational Therapy programs, may serve as mentors.

Assessment Plan

An assessment plan was included with the full proposal.

Staffing Plan, Resource Requirements, and Budget

Nancy Gell will serve as program director. No new positions are needed. Current faculty in Exercise Science have the qualifications for the proposed curriculum. No new library resources, classroom spaces, or laboratory spaces are needed.

Evidence of Support

Market pulse-checks for Master of Science in Exercise Science resulted in some market need, especially at the regional level. Letters from Kathryn Vreeland, Chair, CNHS Curriculum Planning Committee; Noma Anderson, Dean, CNHS and Holger Hoock, Dean, Graduate College were attached.

Summary

This in-person, graduate degree-granting program allows individuals with a bachelor's degree, including appropriate prerequisites, to become highly trained exercise professionals with expertise in designing exercise applications to improve human health and quality of life. There is demand for the program at UVM, adequate resources to offer the program, and support from relevant parties.

The following approvals have been obtained:

- Graduate Executive Committee on 11/20/25
- CNHS Curriculum Planning Committee between 10/9/25
- CAC on 1/8/26

There were no public comments received during the circulation period. If approved by the Board of Trustees, the new program will become available during the 26-27 academic year.

> **Approval of a Proposal from the Graduate College and the Larner College of Medicine for a New Doctorate in Public Health**

Program Description and Rationale

The Doctor of Public Health (DrPH) program leads to a professional doctoral degree in public health. The 100% asynchronous online DrPH is designed to produce transformative leaders with expertise in evidence-based public health practice and research. The curriculum, comprising 36 course credits plus a 9-credit leadership & practice dissertation, has a focus on data analysis, leadership and management, policy, education, and workforce development. Students will

develop career-ready skills in leadership, strategic thinking, advocacy, and communication with a strong foundation in quantitative sciences and health equity.

The proposed DrPH degree program supports the UVM Graduate Public Health vision: A *future where society places trust in public health, is confident in science, and works in partnership to create the changes needed for people to live longer, healthier lives.* The DrPH will develop career-ready skills in leadership, strategic thinking, advocacy, and communication with a strong foundation in quantitative sciences and health equity.

The program will integrate five areas of focused excellence, training public health practitioners in areas of doctoral studies that align with faculty expertise and opportunities for research and mentorship:

- Quantitative Sciences and Research
- Global and Environment Health
- Health Policy, Leadership, & Advocacy
- Mental Health and Addiction
- Health for Patients and Populations

Online instruction will leverage the outstanding UVM distance education platform and meet all Council on Education for Public Health (CEPH) requirements for national accreditation, which currently is in place for the MPH Program.

Justification and Evidence for Demand

The DrPH program was created to support the mission of the Graduate Public Health Program to prepare skilled and versatile graduates dedicated to improving public health through practice, research and scholarship, education, and leadership, and is in alignment with the mission of the Department of Medicine: Act with courage to promote equitable health and the dignity of every patient by providing the highest quality care, educating the next generation, and advancing the science of medicine. The DrPH builds from the foundation of the UVM Master of Public Health Program, nationally accredited by the Council on Education for Public Health (CEPH), and uses extensive research by the Program, with assistance from UVM Professional and Continuing Education (PACE), on the external environment, workforce information from Education Advisory Board (EAB) reports, and 2024 trend data in doctoral education from the Association of Schools and Programs in Public Health (ASPPH) and CEPH.

There is growth in the market for public health doctoral programs, as reported by the EAB 2021 Feasibility of Doctoral-Level Public Health Program, 2024 PACE Market Scan, CEPH, ASPPH, and others (Summaries of these reports were included as part of the full proposal). Employer demand trends and occupational outlook indicate a high need for program graduates, including a national demand for graduates of DrPH programs.

There is a gap in online doctoral public health programs nationally. A study published in 2021 in BMC Public Health (Future directions of Doctor of Public Health education in the United States: a qualitative study), concluded that "the future of DrPH programs in the twenty-first century should aim at effective interdisciplinary public health approaches that draw from the best of both academic and applied sectors. A DrPH program is expected to provide academic, applied public health, and leadership training for students to pursue careers in either academia or the public/private sector, because public health is an applied social science that bridges the gap between research and practice." (Park et al. BMC Public Health (2021) 21:1057 https://doi.org/10.1186/s12889-021-11086-z)

A growing number of students in Masters and Undergraduate Public Health programs will provide candidates for the Doctor of Public Health program. National ASPPH recommendations suggesting the expanded direction of graduate public health education, a lack of online DrPH availability in the Northeast, 2021 and 2024 market data, and the program's own April 2025 alumni and current student survey demonstrates national, regional, and local sources for candidates. A substantial number of UVM MPH students and alumni have expressed interest in entering a doctoral level program.

Relationship to Existing Programs

The UVM Graduate Public Health Program currently offers Master of Public Health and Master of Public Health in Global Health Leadership degrees, nationally accredited by the Council on Education for Public Health (CEPH); four Graduate Certificate programs, and eight Micro-Certificates of Graduate Study. The DrPH program builds on the foundation of the MPH program and further strengthens public health education to meet the national 2030 goals. This program also represents an opportunity to maximize connections with the clinical, research, education, and university communities to expand the teaching and research opportunities for faculty and contribute to the growing health workforce demands.

A. Participating departments, programs, schools, and colleges
The DrPH program is a growth opportunity in alignment with the Graduate Public Health Program, the Department of Medicine, the Larner College of

Medicine, and the Graduate College. Plans align with the goals of expanding graduate education at UVM and the College of Medicine to meet the needs of a changing public health workforce, serve the renewed focus on public health as a critical national issue, and support the increased demand for leadership in both practice and academia.

The DrPH program was created to support the mission of the Graduate Public Health and will also reinforce the Larner College of Medicine mission to educate a diverse group of dedicated physicians and biomedical scientists to serve across all the disciplines of medicine; to bring hope to patients by advancing medical knowledge through research; to integrate education and research to advance the quality and accessibility of patient care; and to engage with our communities to benefit Vermont and the world.

B. The University

For people and planet is a core positioning for UVM, and both health and public service are specifically mentioned in the UVM Vision to be among the nation's premier research universities with a comprehensive commitment to a liberal arts education, environment, health, and public service. The proposed Doctor of Public Health program is in clear alignment with that vision.

Through doctoral-level public health education, the UVM Graduate Public Health Program can contribute significantly to this vision, building on the established and nationally accredited graduate program and leveraging strategic academic partnerships. The proposed DrPH Program directly aligns with UVM's strategic vision, Amplifying our Impact, building on distinctive education, research, and service in public health that will promote healthy societies, both locally and globally. Additionally, the DrPH program supports and contributes to the UVM Academic Success Goals developed around Teaching & Learning, Knowledge Creation, and Engagement.

In alignment with UVM Our Common Ground, the proposed doctoral program is built on a dedicated belief in the transforming power of education in improving the health of our society. The DrPH and the Graduate Public Health Program are committed to supporting the innovation in education, research, and practice needed to create an environment in which every individual has the opportunity for health.

Relationship to programs offered currently

The UVM Graduate Public Health Program currently offers Master of Public Health and Master of Public Health in Global Health Leadership degrees, nationally accredited by the Council on Education for Public Health (CEPH); four Graduate Certificate programs, and eight Micro-Certificates of Graduate Study.

The DrPH program builds on the foundation of the MPH program and further strengthens public health education to meet the national 2030 goals. This program also represents an opportunity to maximize connections with the clinical, research, education, and university communities to expand the teaching and research opportunities for faculty and contribute to the growing health workforce demands.

Indicate any other programs at the University which are similar in title or content and illustrate how they may overlap or differ.
No UVM programs are similar or overlap with the proposed DrPH program.

What comparable programs, if any, are in existence today in reputable colleges and universities
With a strong generalist program and broad approach, the UVM DrPH degree is a leadership program designed to prepare students for success in the field of public health practice. Developed in alignment with the Council on Education for Public Health (CEPH) national accreditation 2024 Standards, and the national education goals outlined in the Association of Schools and Programs in Public Health (ASPPH) Framing the Future 2030, the DrPH degree competencies are clearly defined, measured and reinforced with a bold innovative capstone experience, The Landscape Project, that identifies a Graduate Public Health Proposal for public health challenges, defines the landscape and path forward, and is captured in a professional portfolio.

The UVM DrPH Program will offer students the uniquely personal experience that is a hallmark of a UVM education, in close affiliation with a top-ranked medical school and access to faculty who are leaders in their field, with a fully online asynchronous curriculum that allows maximum flexibility. No programs are in existence offering this distinctive set of advantages. Data from the Council on Education for Public Health (CEPH) website reports there are 42 online DrPH programs offered at 23 institutions in the US; none are in the Northeast. There are none in medical schools. Note: the proposers included a comprehensive list of the names of the institutions noted in the data from the CEPH.

Curriculum

The DrPH is the professional doctoral degree in public health, designed to produce transformative leaders with expertise in evidence-based public health practice and research. The graduates will be able to convene diverse partners; communicate to effect change across a range of sectors and settings; synthesize and translate findings; and generate practice-based evidence that advances programs, policies, services, and/or systems addressing population health. DrPH

program competencies are defined by CEPH, the national accrediting body for public health programs in higher education.

DrPH students demonstrate competencies by completing a curriculum that is based on defined foundational knowledge and competencies; engaging in research appropriate to the degree program; and producing an advanced leadership & practice dissertation project at or near the end of the program of study. Students also complete coursework and other experiences that substantively address scientific and analytic approaches to discovery and translation of public health knowledge in the context of a population health framework.

Doctoral students must demonstrate 20 foundational competencies defined by CEPH that span the areas of Data & Analysis, Leadership Management & Governance, Policy & Programs, Education & Workforce Development, plus 5 or more competencies defined by the doctoral Program. The academic curriculum was further guided by the UVM Professional and Continuing Education (PACE) expertise in national online curriculum innovation, to ensure that teaching, learning, and assessment activities are clearly defined for each learning objective, and that each competency is assessed within the core required curriculum.

Data & Analysis (3)

1. Explain qualitative, quantitative, mixed methods, and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community, and population) levels
2. Design a qualitative, quantitative, mixed methods, policy analysis, or evaluation project to address a public health issue
3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring, and evaluating policies and programs and to address a population's health

Leadership, Management & Governance (10)

1. Propose strategies for health improvement and elimination of health inequities by organizing partners, including researchers, practitioners, community leaders, and others
2. Communicate public health science to diverse audiences, including individuals at all levels of health literacy, for purposes of influencing behavior and policies

3. Integrate knowledge, approaches, methods, values, and potential contributions from multiple professions, sectors, and systems in addressing public health problems
4. Create a strategic plan
5. Facilitate shared decision making through negotiation and consensus-building methods
6. Create organizational change strategies
7. Propose strategies to promote inclusion within public health programs, policies, and systems
8. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency
9. Propose human, fiscal, and other resources to achieve a strategic goal
10. Cultivate new resources and revenue streams to achieve a strategic goal

Policy & Programs (4)

1. Design a system-level intervention to address a public health issue
2. Integrate community-informed knowledge such as cultural values and practices in the design of public health policies and programs
3. Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied parties' interests in policy development and analysis
4. Propose interprofessional and/or intersectoral team approaches to improving public health

Education & Workforce Development (3)

1. Assess an audience's knowledge and learning needs
2. Deliver training or educational experiences that promote learning in academic, organizational, or community settings
3. Use best practice modalities in pedagogical practices

DrPH Advanced Competencies (5)

1. Communicate research summaries, using data, to professional and lay audiences
2. Conduct a media interview in response to public health misinformation
3. Demonstrate policy navigation in a political environment based on an actual example

4. Develop a teaching module utilizing innovative and inclusive pedagogy to enhance online student engagement
5. Demonstrate strategic management and finance in an organization with declining revenue

Students entering the DrPH program are required to hold a Master of Public Health degree from a CEPH-accredited program. The DrPH curriculum is a 45-credit program, including 30 required core course credits (10 courses), 6 elective credits (2 courses) and completion of a 9-credit leadership & practice dissertation, The Landscape Project. Each of the 25 learning outcomes are mapped to a specific required course and assessment, to ensure student success in moving through the curriculum.

DrPH Curriculum:

- PH6501 Introduction to Doctoral Training in Public Health (3 credits)
- PH6513 Doctoral Research Methods in Public Health 1 (3 credits)
- PH6514 Doctoral Research Methods in Public Health 2 (3 credits)
- PH6506 Policy, Politics, and Critical Thinking in Public Health (3 credits)
- PH6000 Health Equity or PH6160 Social Determinants of Health (3 credits)
- PH6150 Public Health Surveillance (3 credits)
- PH6510 Strategic Management in Public Health (3 credits)
- PH6512 Pedagogy, Innovation, and Public Health Education (3 credits)
- PH6511 Finance and Management in Public Health (3 credits)
- PH6505 Communication Leadership in Public Health (3 credits)
- PH7490 Leadership & Practice Dissertation (9 credits)

Electives (6 credits)

- PH5000 Controversies in Public Health
- PH5001 Epidemiology for Practice
- PH5002 Public Health Advocacy
- PH5003 Planetary Health
- PH5990 Cell to Society
- PH6000 Health Equity
- PH6011 Cancer Epidemiology
- PH6102 Designing Clinical and Translational Research
- PH6103 Conducting Clinical and Translational Research
- PH6110 Global Public Health
- PH6120 Food Systems & Public Health
- PH6150 Public Health Surveillance

- PH6160 Social Determinants of Health
- PH6170 Management in Health Services & Medical Care
- PH6180 Improving Health in Populations
- PH6200 Public Health Communications
- PH6201 One Health: Theory to Practice
- PH6211 Global Health Leadership
- PH6220 One Health: Zoonoses
- PH6240 Public Health Informatics
- PH6250 Investigating Disease Outbreaks
- PH6270 Climate Change & Human Health
- PH6270 Legal Issues in Health Care
- PH6280 Health in Humanitarian Crises
- PH6320 Maternal and Child Health
- PH6330 Global Mental Health

The DrPH capstone experience is a leadership and practice dissertation, called The Landscape Project, to refine and assess skills as each student intentionally researches the landscape and identifies needs to improve public health in specific areas, captured in a professional portfolio. The Landscape Project is designed to promote forward-thinking research and advanced skills, creativity, and career readiness in a complex and changing environment. The dissertation builds on and reinforces the five advanced competencies and connects to one of the five program areas of excellence (AOE). Students will choose one program Area of Excellence and two Advanced Competencies to focus their Landscape Project and paper.

Program Areas of Excellence

- Quantitative Science and Research
- Health Policy, Leadership & Advocacy
- Global and Environmental Health
- Mental Health & Addiction
- Health for Patients & Populations

DrPH Advanced Competencies

- Communicate research summaries, using data, to professional and lay audiences.
- Conduct a media interview in response to public health misinformation
- Demonstrate policy navigation in a political environment based on an actual example.

- Develop a teaching module utilizing innovative and inclusive pedagogy to enhance online student engagement.
- Demonstrate strategic management and finance in an organization with declining revenue.

With support from the Course Director, DrPH students will choose a UVM faculty project mentor from within or outside of the Larner College of Medicine and select one Area of Excellence from the five in the Graduate Public Health Program. They will then work with an external organization to research and assess the landscape of a specific issue affecting the organization, identify unique public health challenges, and propose bold, creative, and innovative paths forward. Students will write a 20-30 page Leadership and Practice Dissertation and present their work to their cohort and faculty mentor group for feedback. Each student will then do a public presentation in a TED-talk pitch followed by a discussion of the specific strategies proposed to improve public health in the chosen area.

The Course Director will support the UVM faculty mentors with faculty development and mentor training, and cohort meetings to review progress. Under the guidance of their faculty mentor, and support from the Course Director, DrPH students will develop a series of professional portfolio products that reinforce the program's advanced competencies, building on the work done in the required courses to demonstrate their competence in these advanced skills.

Based on national accreditation requirements from CEPH and a review of other programs, the proposed program is rigorous. With 45 DrPH credits and 42 credits from an accredited MPH program, UVM students will have earned 87 graduate public health credits to receive the DrPH degree.

Admission Requirements and Process

To enter the DrPH Program, students must hold a Master of Public Health degree from a CEPH-accredited institution, or equivalent CEPH-accredited public health master's degree.

Some other programs (e.g., Tulane, not in our region) allow other public health master's students, who must take 5 additional MPH courses. Although the MPH is the most common graduate public health degree, allowing CEPH-accredited MPH (or equivalent CEPH-accredited public health masters) will preserve the need to have an accredited public health degree at the master's level and afford applicants some flexibility.

Students must then complete a curriculum that is based on defined foundational knowledge and competencies, including 36 course credits and a 9-credit capstone leadership & practice dissertation.

Applications for the DrPH program will be submitted through SOPHAS, the centralized national application service for public health programs, that currently processes applications for the Master of Public Health Program. The SOPHAS process requires applicants to submit an extensive list of materials, including biographical and background information, a resume or CV, official transcripts from each post-secondary institution attended, at least two letters of recommendation, and a statement of purpose, among other elements. Individual schools and programs are also allowed additional questions or requirements.

Completed applications receive a holistic review by the Graduate Public Health Program, with metrics applied in five areas:

- Academic Preparation (GPA, grades, types of courses, major/minor)
- Personal Statement (Communication skills, depth; articulates interest in program and UVM)
- Resume (Research or filed experience that fits within program)
- Letters of recommendation (who: faculty, professional, other; speaks of academic/research potential, leadership potential)
- Leadership/Outreach Activities (Demonstrates involvement and leadership ability in either academics, family, or community)

Admissions decisions are based on an overall assessment of the ability of applicants to successfully complete the degree program. Admission is offered through the Graduate College to all qualified applicants, with the expectation of some attrition. The online format of the program allows flexibility in class size, and a fall/spring/summer admissions cycle offers options for incoming students.

Anticipated Enrollment and Impact on Current Programs

As a new doctoral program at the Larner College of Medicine, there would be no impact on other academic units, other than providing new opportunities for UVM students seeking careers in public health. Faculty engaged from other academic units to serve as faculty mentors in the 9-credit PH 7490 Leadership and Practice Dissertation (Landscape Project) will receive compensation for their service from the Graduate Public Health Program following UVM's IBB formula for graduate courses and faculty.

With the increased need for doctoral-level graduates in both practice and academia, and the growing number of graduates in Master's Degree programs, the program anticipates that six students will enroll in the UVM DrPH Program in year one, and that enrollments will increase by five students per year for the subsequent four years. This assumes an average of 50% in state and 50% out of state students. The program proposal included detailed charts of anticipated enrollment targets and budget projections. These are conservative estimates. Given current interest from UVM MPH alumni and current students, an annual growth rate of five students per year is reasonable. In addition, the Graduate Public Health Program can accommodate at least twice these numbers of students with current faculty.

Advising

Similar to the MPH system of advising, upon acceptance DrPH students will be introduced to the staff Program Advisor, who serves as the first point of contact and provides personalized advising across the program. Prospective and current students can make advising appointments via phone, Zoom, Microsoft Teams, or in person. At enrollment, each student will be assigned a faculty Academic Advisor, who provides focused academic advising specific to public health. Academic Advisors are full-time faculty knowledgeable about the field of public health and the DrPH program, and can provide advice related to elective course choices, the capstone leadership & practice dissertation, and public health careers. All full-time faculty in the Graduate Public Health Program share this responsibility. DrPH students will also connect with the Public Health Career Advisor, who provides support and guidance in resume writing, networking, interviewing and career planning.

Assessment Plan

The UVM MPH Program is nationally accredited by CEPH, and plans are in place to seek accreditation for the doctoral programs and utilize the assessment plan in place for the MPH.

Staffing Plan, Resource Requirements, and Budget

The program will be supported by existing faculty and resources in the Division of Public Health in the Department of Medicine. It is expected that tuition income will fund any additional costs for faculty mentors from other academic units in the 9- credit Landscape Project (PH7490 Leadership and Practice Dissertation); no additional financial support is necessary. The current staffing of the Graduate Public Health Program will be sufficient to accommodate additional DrPH students. No new positions are needed to accommodate the

addition of DrPH students. Current support from the Larner College of Medicine, the Department of Medicine, the Graduate College, and Professional and Continuing Education will be sufficient to accommodate the needs of the DrPH Program.

Library support

A representative from the proposing unit has consulted with the Libraries to determine what resources are available and what may be needed to support the new program.

Other Supports

No additional equipment, laboratory, office or classroom space will be needed.

Budget

The new DrPH program will be supported by existing faculty and resources in the Department. It is anticipated that tuition income will fund costs for faculty mentors, following UVM's IBB formula for graduate courses and faculty; no additional first- year financial support is necessary. The new DrPH program will be supported by existing faculty and resources in the Department and Division of Public Health. It is anticipated that tuition income will fund any costs for faculty mentors, following UVM's IBB formula for graduate courses and faculty; no additional long-term financial support is expected to be needed.

Evidence of Support

The DrPH program was designed to meet national accreditation requirements, with guidance from and consultation with CEPH as the curriculum was developed. The proposers received very positive feedback in November 2024 from the CEPH Accreditation Specialist with regards to the proposal. In addition, the proposed DrPH program has been approved at the Program, Division, Department, and College level, and appropriate letters of support are included.

Included with the proposal were letters of support from UVM Deans interested in serving as collaborators: Rubenstein, CAS, CNHS, and CALS. This level of engagement at the doctoral student level will further strengthen current collaborations and facilitate new ones.

In addition support letters were included from the Dean of the Graduate College, Dean of Larner College of Medicine, Chairs of the Department of

Medicine and Biochemistry, Dr. Betty Jo Bouchey from PACE, the Graduate Public Health Curriculum Committee, Director and Associate Dean of Office of Inclusive Excellence, Director of Health and Society Program, VT Commissioner of Health, VT State Epidemiologist for Infectious Disease. Executive Director VTPHA, Government Relations Director from American Heart Association, Director of Partner and Volunteer Engagement for United Way Northwest VT, and several UVM MPH Alumni.

Summary

The Doctor of Public Health (DrPH) program is proposed in the Department of Medicine, Division of Public Health at the Larner College of Medicine, as the professional doctoral degree in public health designed to produce transformative leaders with expertise in evidence-based public health practice and research. The 100% online curriculum comprises 36 course credits plus a 9-credit leadership and practice dissertation, with a focus on data analysis, leadership and management, policy, education, and workforce development.

The employment market for public health doctoral graduates is strong. Employer demand trends and occupational outlook indicate a high need for doctoral-level public health professionals. UVM has demonstrated success in building public health education, including the bachelor's degree, the Accelerated Master of Public Health (AMPH) and Master of Public Health (MPH) programs, and Graduate Certificate programming for public audiences. Building upon successful UVM graduate programs in public health affords program efficiency and effectiveness in meeting national accreditation standards. The addition of a Doctor of Public Health program will create a robust spectrum of connected public health education and degree programs to serve in Vermont and beyond. We recommend approval of this proposal.

The DrPH program is being offered by the Department of Medicine and specifically the Graduate Public Health Program. The following approvals have been obtained:

- Graduate Executive Committee on 11/20/25
- LCOM Graduate Education Committee 12/18/24
- CAC on 1/8/26

There were no public comments received during the circulation period. If approved by the Board of Trustees, the new program will begin in Fall 2026.

Academic Program Reviews

Reviews in Progress (2):

- Animal Sciences
- Communication Sciences

Completed Reviews (2):

- Economics
- Religion

Other Academic Actions

> Completed Actions – the CAC recently:

- Approved a Name Change for MA in English from CAS
- Approved Substantial Revisions to Japanese BA and Japanese Co-Major from CAS
- Approved Substantial Revisions to the Special Education MED from CESS
- Approved a Subject Code (EDES) Request from Graduate College and CESS
- Approved a New Co-Major in Statistics from CEMS
- Approved a New Co-Major in Economics from CAS
- Approved a New Co-Major in Environmental Studies from CAS
- Approved Substantial Revisions to the Nutrition and Food Science BS from CALS
- Approved Substantial Revisions to the Food Systems BS from CALS
- Approved Substantial Revisions to the Nutrition and Food Science MS from CALS

> **Ongoing work – the CAC is actively:**

- Reviewing guidelines for program Termination & Deactivation
- Providing feedback on the APR process

EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE

February 6, 2026

1. **Resolution approving Credit for Prior Learning Frameworks for Graduate Courses**

WHEREAS, Credit for Prior Learning is a method of awarding academic credit approved by the University of Vermont's accrediting body (New England Commission of Higher Education); and

WHEREAS, Credit for Prior Learning can result in a number of positive outcomes including decreased cost of attendance, reduced time to graduation, increased completion rates, and attracting and retaining a broader range of students; and

WHEREAS, a taskforce including UVM faculty and staff designed a framework to award Credit for Prior Learning at the University of Vermont; and

WHEREAS, the Curricular Affairs Committee of the Faculty Senate has approved the framework and guidelines for awarding Credit for Prior Learning; and

WHEREAS, the Faculty Senate of the University of Vermont agrees with the recommendation of the Curricular Affairs Committee and the Graduate College and recommends approval of the proposal to award Credit for Prior Learning at the graduate level;

BE IT RESOLVED, that the Board of Trustees approves the Credit for Prior Learning Frameworks for Graduate Courses, as approved and advanced by the Interim Provost on November 18, 2025 and President on November 20, 2025.

2. **Resolution approving the creation of a minor in Urban, Rural and Community Planning in the College of Arts & Sciences**

BE IT RESOLVED, that the Board of Trustees approves the creation of a minor in Urban, Rural and Community Planning in the College of Arts & Sciences, as approved and advanced by the Interim Provost and President on December 17, 2025.

3. **Resolution approving the creation of a minor in Biodiversity and Global Change in the College of Agriculture & Life Sciences**

BE IT RESOLVED, that the Board of Trustees approves the creation of a minor in Biodiversity and Global Change in the College of Agriculture & Life Sciences, as approved and advanced by the Interim Provost and President on December 17, 2025.

4. **Resolution approving the creation of a Bachelor of Science in Animal Studies in the College of Agriculture & Life Sciences**

BE IT RESOLVED, that the Board of Trustees approves the creation of a Bachelor of Science in Animal Studies in the College of Agriculture & Life Sciences, as approved and advanced by the Interim Provost and President on December 17, 2025.

5. **Resolution approving a Certificate of Graduate Study in Autonomy and Robotics in the Graduate College**

BE IT RESOLVED, that the Board of Trustees approves the creation of a Certificate of Graduate Study in Autonomy and Robotics in the Graduate College in conjunction with the College of Engineering & Mathematical Sciences, as approved and advanced by the Interim Provost on January 27, 2026 and President on January 28, 2026.

6. **Resolution approving the creation of a Master of Science in Agroecology in the Graduate College**

BE IT RESOLVED, that the Board of Trustees approves the creation of a Master of Science in Agroecology in the Graduate College in conjunction with the College of Agriculture & Life Sciences, as approved and advanced by the Interim Provost on January 27, 2026 and President on January 28, 2026.

7. **Resolution approving the creation of a Master of Science in Exercise Science in the Graduate College**

BE IT RESOLVED, that the Board of Trustees approves the creation of a Master of Science in Exercise Science in the Graduate College in conjunction with the College of Nursing & Health Sciences, as approved and advanced by the Interim Provost on January 27, 2026 and President on January 28, 2026.

8. **Resolution approving a Doctorate in Public Health in the Graduate College**

BE IT RESOLVED, that the Board of Trustees approves the creation of a Doctorate in Public Health in the Graduate College in conjunction with the Larner College of Medicine, as approved and advanced by the Interim Provost on January 27, 2026 and President on January 28, 2026.

9. **Resolution reaffirming Equal Opportunity Policy Statements**

BE IT RESOLVED, that the Board of Trustees reaffirms the Equal Employment Opportunity Policy Statement with no changes, attached here as Appendix A; and

BE IT FURTHER RESOLVED, that the Board of Trustees reaffirms the Equal Opportunity in Educational Programs and Activities and Non-Harassment Policy Statement with no changes, attached here as Appendix B, both effective as of February 4, 2017.

University of Vermont

OFFICE OF COMPLIANCE SERVICES
UVM.EDU/POLICIES

POLICY

Title: Equal Employment Opportunity Policy Statement

Policy Statement

The University of Vermont and State Agricultural College is committed to a policy of equal employment opportunity.

The University will recruit, hire, train, and promote persons in all positions and ensure that all other personnel actions are administered without regard to unlawful criteria including race, color, religion, national origin, including shared ancestry or ethnic characteristics,[1] place of birth, sex, sexual orientation, disability, age, positive HIV-related blood test results, genetic information, gender identity or expression, or status as a disabled veteran, recently separated veteran, active duty wartime or campaign badge veteran, or Armed Forces service medal veteran (collectively "protected veterans"), or crime victim status, as these terms are defined under applicable law, or any other factor or characteristic protected by law, and ensure that all employment decisions are based only on valid job requirements.

In addition, the University of Vermont recognizes that discriminatory harassment, including sexual harassment, is a form of unlawful discrimination, and it is, therefore, the policy of the University that discriminatory harassment will not be tolerated. The University will reasonably, timely, and effectively respond to all reports of discrimination and discriminatory harassment of which the University has notice, based on the protected categories referenced herein.

Further, employees and applicants will not be subjected to harassment, intimidation, threats, coercion, or retaliation because they have engaged in or may engage in the following: filing a complaint or assisting or participating in an investigation regarding alleged discrimination or discriminatory harassment as prohibited in the policy statement above; filing a complaint or assisting or participating in an investigation, compliance evaluation, hearing, or any other activity related to the administration of the Vietnam Era Veterans' Readjustment Assistance Act of 1974 ("VEVRAA"), Section 503 of the Rehabilitation Act of 1973 ("Rehabilitation Act"); opposing any act or practice made unlawful by VEVRAA or any other federal, state, or local law requiring equal employment opportunities for individuals with disabilities or protected veterans; or exercising any other rights protected by VEVRAA or the Rehabilitation Act. Additionally, the University will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant.

The University of Vermont maintains an audit and reporting system that measures the effectiveness of the University's compliance with federal regulatory requirements related to equal employment opportunity.

Sources: Titles VI and VII of the Civil Rights Act of 1964; the Immigration Reform and Control Act of 1986; Title IX of the Education Amendments of 1972; the Equal Pay Act of 1963; the Age Discrimination in Employment Act of 1967; the Age Discrimination Act of 1975; Sections 503 and 504 of the Rehabilitation Act

[1] The University recognizes that discrimination based on shared ancestry or ethnic characteristics can include antisemitic discrimination, anti-Arab discrimination, anti-Asian discrimination, or similar forms of discriminatory conduct.

of 1973; the Americans with Disabilities Act of 1990; Section 402 of the Vietnam-Era Veterans Readjustment Assistance Act of 1974; the Genetic Information Nondiscrimination Act of 2008; U.S. Department of Homeland Security regulation 6 C.F.R Part 19; and the Vermont Fair Employment Practices Act, all as amended; and such other federal, state and local non-discrimination laws as may apply.

Note: This Statement of Policy is the official University of Vermont Equal Educational Opportunity Policy Statement and supersedes all prior policy statements regarding its subject matter. It may be modified only by written statement issued by the President as Chief Executive Officer of the University or by formal action by the University of Vermont and State Agricultural College Board of Trustees. This Policy Statement is designed to express the University's intent and commitment to comply with the requirements of federal, state, and local non-discrimination laws. It shall be applied co extensively with those non-discrimination laws and shall not be interpreted as creating any rights, contractual or otherwise, that are greater than exist under those laws.

Contacts

Questions concerning the daily operational interpretation of this policy should be directed to the following (in accordance with the policy elaboration and procedures):	
Title(s)/Department(s):	**Contact Information:**
Director, Office of Equal Opportunity	Nick Stanton 428 Waterman Building (802) 656-3368
Questions about policies related to Title IX, including sex discrimination, sexual harassment, and all forms of sexual violence	
Title IX Coordinator Office of Equal Opportunity	Emily McCarthy 428 Waterman Building (802) 656-3368
Questions about disability related issues	
ADA/Section 504 Coordinator Office of Accessibility Services	A170 Living Learning Building (802) 656-7753
Questions may also be directed to government agencies having oversight and enforcement authority with respect to the referenced laws. A complete listing of such agencies may be obtained from the Office of Equal Opportunity.	
The University has developed an Affirmative Action Plan specific to the Vietnam Era Veterans' Readjustment Assistance Act of 1974 ("VEVRAA") and Section 503 of the Rehabilitation Act of 1973 ("Rehabilitation Act"). The portions of the plan required for disclosure are available for inspection during normal business hours; contact the University's Public Records Officer at (802) 656-8937.	

Forms/Flowcharts/Diagrams

- Online Bias, Discrimination, & Harassment Incident Reporting Form

Related Documents/Policies

- Accessibility Policy
- Discrimination, Harassment, and Sexual Misconduct Policy
- Equal Opportunity in Educational Programs and Activities and Non-Harassment
- Handling and Resolving Discrimination, Harassment, and Sexual Misconduct Complaints Involving Student Respondents – Interim
- Resolution Procedures for Title IX Offenses involving Student Respondents under 2020 Final Rule
- Handling and Resolving Discrimination, Harassment, and Sexual Misconduct Complaints involving Employee Respondents – Interim

Regulatory References/Citations

- Titles VI and VII of the Civil Rights Act of 1964
- Immigration Reform and Control Act of 1986
- Title IX of the Education Amendments of 1972
- Equal Pay Act of 1963
- Age Discrimination in Employment Act of 1967
- Age Discrimination Act of 1975
- Sections 503 and 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act of 1990
- Section 402 of the Vietnam-Era Veterans Readjustment Assistance Act of 1974
- Genetic Information Nondiscrimination Act of 2008
- Vermont Fair Employment Practices Act

About This Policy

Responsible Official:	Chief Human Resource Officer	**Approval Authority:**	President and the Chair of the Board of Trustees
Policy Number:	V. 7.3.12	**Effective Date:**	February 4, 2017
Revision History:	• V. 7.0.1.1 effective April 7, 2006 • V. 7.0.1.2 effective September 5, 2008 • V. 7.0.1.3 effective April 13, 2009 • V. 7.0.1.4 effective March 8, 2010 • V. 7.0.1.5 effective May 22, 2011 • V. 7.0.1.6 effective May 19, 2012 • V. 7.3.7/V. 7.0.1.7 effective February 9, 2013 • V. 7.3.8 effective February 8, 2014 • V. 7.3.9 effective February 7, 2015 • V. 7.3.10 effective February 6, 2016 • V. 7.3.11/V. 4.23.11 Reaffirmed as revised by the President and the Chair of the Board of Trustees: February 3, 2018, March 6, 2019, February 27, 2023 • Reaffirmed by the President February 3, 2020, February 9, 2021, March 7, 2022 and the Chair of the Board of Trustees January 30, 2020, February 8, 2021, March 10, 2022, May 17th, 2024		

	• Responsible official officially changed from the Vice President for Human Resources, Diversity and Multicultural Affairs and Vice President for Finance and Administration on May 1, 2020 • Responsible official officially changed from the Vice President for Finance and Administration to the Chief Human Resource Officer October 3, 2022 • V. 7.3.12 approved as interim August 25, 2023 • V.7.3.12 Interim Status removed June 24, 2025

University of Vermont

OFFICE OF COMPLIANCE SERVICES
UVM.EDU/POLICIES

POLICY

Title: Equal Opportunity in Educational Programs and Activities and Non-Harassment

Policy Statement

The University of Vermont and State Agricultural College is committed to a policy of equal educational opportunity. The University therefore prohibits discrimination on the basis of unlawful criteria such as race, color, religion, national origin, including shared ancestry or ethnic characteristics[1], age, sex, sexual orientation, marital status, disability, or gender identity or expression, as those terms are defined under applicable law, in admitting students to its programs and facilities and in administering its admissions policies, educational policies, scholarship and loan programs, athletic programs, and other institutionally administered programs or activities made available to students at the University. The University also prohibits harassment, as defined in the Vermont Statutes at Title 16, section 11(a)(26). Unlawful harassment is a form of discrimination and is therefore prohibited. Sources: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; the Vermont Public Accommodations Act; and such other federal, state, and local non-discrimination laws as may apply. The University will reasonably, timely, and effectively respond to all reports of discrimination and discriminatory harassment of which the University has notice, based on the protected categories referenced herein.

Note: This Statement of Policy is the official University of Vermont Equal Educational Opportunity Policy Statement and supersedes all prior statements regarding its subject matter. It may be modified only by written statement issued by the President as Chief Executive Officer of the University or by formal action by the University of Vermont and State Agricultural College Board of Trustees. This Policy Statement is designed to express the University's intent and commitment to comply with the requirements of federal, state, and local non-discrimination laws. It shall be applied co-extensively with those non-discrimination laws and shall not be interpreted as creating any rights, contractual or otherwise, that are greater than exist under those laws.

Contacts

Questions concerning the daily operational interpretation of this policy should be directed to the following (in accordance with the policy elaboration and procedures):	
Title(s)/Department(s):	**Contact Information:**
Questions regarding this policy statement or compliance with its provisions may be directed to:	
Director, Office of Equal Opportunity	Nick Stanton 428 Waterman Building Burlington VT, 05405 (802) 656-3368

[1] The University recognizes that discrimination based on shared ancestry or ethnic characteristics can include antisemitic discrimination, anti-Arab discrimination, anti-Asian discrimination, or similar forms of discriminatory conduct.

Questions may also be directed to government agencies having oversight and enforcement authority with respect to the referenced laws. A complete listing of those agencies may be obtained from the Office of Equal Opportunity.	
Questions about policies related to Title IX, including sex discrimination, sexual harassment, and all forms of sexual violence	
Title IX Coordinator Office of Equal Opportunity	Emily McCarthy 428 Waterman Building Burlington VT, 05405 (802) 656-3368
Questions about disability related issues	
Office of Accessibility Services / Student Accessibility Services	Sharon Mone – ADA/504 Coordinator A-170, Living/Learning Center 633 Main Street Burlington VT, 05405 (802) 656-4075

Forms/Flowcharts/Diagrams

- Bias, Discrimination, and Harassment Reporting Form

Related Documents/Policies

- Discrimination, Harassment, and Sexual Misconduct Policy
- Equal Employment Opportunity Policy Statement
- Handling and Resolving Discrimination, Harassment, and Sexual Misconduct Complaints Involving Student Respondents – Interim
- Resolution Procedures for Title IX Offenses involving Student Respondents under 2020 Final Rule
- Handling and Resolving Discrimination, Harassment, and Sexual Misconduct Complaints involving Employee Respondents – Interim

Regulatory References/Citations

- Age Discrimination Act of 1975
- Americans with Disabilities Act of 1990
- Section 504 of the Rehabilitation Act of 1973
- Title VI of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Vermont Public Accommodations Act
- Vermont Statutes at Title 16, section 11(a)(26)

About This Policy

Responsible Official:	Chief Human Resource Officer	**Approval Authority:**	President and the Chair of the Board of Trustees
Policy Number:	V. 7.4.12	**Effective Date:**	February 4, 2017

Revision History:	• V. 7.0.5.1 effective April 7, 2006 • V. 7.0.5.2 effective September 5, 2008 • V. 7.0.5.3 effective April 13, 2009 • V. 7.0.5.4 effective March 8, 2010 • V. 7.0.5.5 effective May 22, 2011 • V. 7.0.5.6 effective May 19, 2012 • V. 7.4.7/V. 7.0.5.7 effective February 9, 2013 • V. 7.4.8 effective February 8, 2014 • V. 7.4.9 effective February 7, 2015 • V. 7.4.10 effective February 6, 2016 • V. 7.4.11 Reaffirmed as revised by the President and the Chair of the Board of Trustees: February 3, 2018 and March 6, 2019, February 27, 2023 • V. 7.4.11/V. 4.24.11 Reaffirmed by the President February 3, 2020, February 9, 2021, April 4, 2022 and the Chair of the Board of Trustees January 30, 202, February 8, 2021, April 5, 2022, May 17th, 2024 • Responsible official officially changed from the Vice President for Human Resources, Diversity and Multicultural Affairs to the Vice President for Finance and Administration on May 1, 2020 • Responsible official officially changed from the Vice President for Finance and Administration to the Chief Human Resource Officer October 3, 2022 • V. 7.4.12 approved as interim August 25, 2023 • Interim Status removed June 24th, 2024