

**Catamount Core Curriculum Committee
Annual Report to the Faculty Senate (July 2025–April 2026)**

This report covers the work of the Catamount Core Curriculum Committee (CCCC) from July 2025 through April 2026. This academic year marked the committee’s first full year operating as a Standing Committee of the Faculty Senate. In this capacity, the CCCC welcomed several new members, including colleagues from the Larner College of Medicine (LCOM), and formally approved its operating procedures, establishing a stable governance structure to support its work.

During this period, the full CCCC met 8 times and took action on issues including: review of courses for Catamount Core (CCC) approval; implementation of a pilot renewal process for previously approved courses; collaboration with UVM’s Assessment Coordinator; continued work on communication and outreach; and ongoing refinement of committee procedures and materials. As the Catamount Core completes its third year of full implementation, the committee’s work has increasingly focused on sustainability, transparency, and long-term curricular alignment.

Review Activity: The CCCC continued to process a high volume of course and transfer requests through its established subcommittee review structure. The following chart presents a summary of review activity for July 2025–April 2026 (with the previous two years’ totals for comparison):

Course Actions Processed	2023-24	2024-25	2025-26
Total Number of Requests Received	706	~500 (through 3/31)	419
Total Number of Approvals	583	479	388
Requests for Provisional Approval	—	39	22
Total Rolled Back for Revision	43	20	8
Closed/Other	35	0	0
Transfer Requests Processed			
Received	61	64 (through 3/31)	59
Approved	34	28	33
Denied	21	30	24
Closed/Other	3	3	2
Still Open/Pending	3	3	0

As in previous years, all course proposals were reviewed by 3-person subcommittees and then discussed at monthly full committee meetings.

Subcommittees and Review Processes: In addition to regular review activity, the following subcommittees continued to support key aspects of the committee’s work:

- **Transfer Review Team** (4 members): This standing subcommittee met regularly throughout the year to review transfer requests following initial evaluation by Transfer Affairs. Thanks to Joan (“Rosi”) Rosebush, Susanmarie Harrington, and J Dickinson for their year-round participation on this important subcommittee. In addition to the Transfer

Requests that were reviewed by the subcommittee, the Office of Transfer Affairs also processed 39 requests, 26 of which were approved.

- **Provisional Review Team** (3 members): early each semester, this subcommittee reviews sections of variable-content courses seeking “provisional,” or 1-semester approval. Thanks to Ian Grimmer and Susanmarie Harrington for their help with these ad hoc reviews.

The committee continues to rely on the expertise and sustained contributions of these subcommittees to ensure timely and consistent review processes.

Pilot of the Course Renewal Process: A central focus of the committee’s work this year involved the development and successful pilot of a course renewal process for Catamount Core designations. This process is designed to apply, in time, to all courses as their standard five-year CCC approvals come up for renewal. Because the Catamount Core is still in its third year of implementation, relatively few courses have yet reached the end of that cycle. However, the so-called “legacy” designations (D1, D2, and SU), which were last approved in 2020–21 prior to the full rollout of Catamount Core, provided a timely opportunity to pilot the renewal process. This allowed the committee to design, test, and refine a sustainable system in advance of its broader adoption in future years.

The new renewal process was designed by John Sama and implemented in close coordination with College Deans’ Offices, college-level curriculum committees, the Registrar’s Office, and CCCC. Departments and programs with courses up for renewal were notified well in advance by their respective Deans’ Offices, and the CCCC provided regular reminders throughout the academic year. An electronic tracking system, developed and maintained by John Sama, allowed the committee to monitor submissions and ensure that reviews were completed in a timely and organized manner. The pilot proceeded smoothly, reflecting careful planning and strong coordination across units, and establishes a scalable model for the regular five-year renewal cycle as Catamount Core approvals begin to expire.

To support the long-term implementation of the renewal cycle, the committee has also begun planning for the distribution of renewal workload over the next five years. Approximately 1,400 Catamount Core courses will require renewal during this period; however, current timelines are highly uneven, with nearly 700 renewals clustered within a two-year span, and more than 500 of those originating in the College of Arts & Sciences.

To mitigate the risk of an unmanageable review burden, John Sama has devised a redistribution plan that would allow certain courses to undergo renewal one or two years earlier than required, thereby smoothing the schedule to an average of approximately 288 renewals per year. While this represents an increase over the roughly 150 renewals processed during this year’s pilot, it establishes a more sustainable long-term model for the committee’s work. Successful implementation of this plan will depend on cooperation from departments and faculty, particularly within CAS. Participation in early renewal will be voluntary; courses whose instructors or departments decline will remain on their original schedule. As part of this effort, the committee also hopes to encourage departments to align multiple CCC designations for a single course within the same renewal cycle. Synchronizing designations in this way would allow courses to undergo a single comprehensive review every five years, rather than multiple staggered renewals, thereby reducing administrative complexity for both faculty and the committee.

Communications and Outreach: Building on improvements made in the previous academic year, the CCCC continued to refine its communication strategies in response to faculty feedback, particularly feedback received during its Fall 2025 presentation to the Faculty Senate. Key updates included revisions to the “General Education at UVM” website and the [Catamount Core Curriculum Courses SharePoint page](#), designed to provide clearer guidance on submission deadlines, application instructions, and required forms, and to help faculty better align course development

with CCC review cycles and approval criteria. In addition, we launched a new Courtesy Notification procedure to let Deans' Offices (and faculty) know about upcoming submission deadlines.

Student Requests, Transparency, and Curricular Alignment: As the Catamount Core approaches the graduation of its first full cohort of students, the committee has observed a notable increase in individual student inquiries and requests related to CCC designations. These include requests for CCC credit for courses not currently approved for designations; advance confirmation of study abroad equivalencies; requests for internships or other individualized experiences to fulfill CCC requirements; and other ad hoc requests related to degree progress and CCC requirements.

These recurring inquiries have highlighted the need for greater clarity regarding CCC processes -- as well as the committee's role in approving courses in response to faculty submission -- not only for faculty, but also for students. In response, the committee plans to expand its website to include more student-facing guidance and FAQs addressing common questions, as well as clearer explanations of CCC policies and processes.

Related discussions were informed by contributions from the committee's Student Government Association representative, Floyd Campbell, who described a developing initiative to establish a student working group focused on improving holistic, student-centered practices in large 1000- and 2000-level courses. These conversations highlighted differences in how students across disciplines experience Catamount Core requirements, as well as student interest in more life-skills-oriented course offerings and greater visibility into how CCC decisions are made.

In addition, the committee hopes to undertake a curricular audit to better understand how and when students across the University are completing CCC requirements. This project will likely involve analysis of DegreeWorks data and will aim to identify patterns in completion by year and by major, as well as any potential gaps or bottlenecks in the curriculum. Insights from this analysis will support improvements in advising, course planning, and designation requests, with the broader goal of ensuring that the Catamount Core remains navigable and supports student progress toward degree completion without unnecessary stress or additional expense.

Assessment: The CCCC continued its collaboration with UVM's Assessment Coordinator, Rich Cohen, to implement the Catamount Core's five-year assessment cycle. In academic year 2024–25, AH1, AH2, and AH3 were assessed; in 2025–26, assessment of OC, N1, and N2 is currently underway. Findings from the 2024–25 cycle, presented to the Faculty Senate, highlight the effectiveness of the current model -- particularly the use of embedded assessment and cross-departmental "rating day" practices -- while also identifying areas for growth, including increasing faculty participation, refining methodologies and timing, expanding the collection of indirect student data, and continuing development of shared CCC rubrics.

Across the Arts and Humanities designations, results indicate that students are generally developing strong skills in critical analysis, particularly in connecting texts and artistic works to broader historical, cultural, and social contexts. In literature courses (AH2), students demonstrated strength in interpretive thinking and disciplinary vocabulary, while areas for improvement included integrating evidence, organizing arguments, and developing confidence in independent analysis. The assessment of the Humanities (AH3) outcomes, including results from a History rating-day and Religion faculty discussions, similarly showed strong engagement with primary sources and contextual analysis, alongside the need for further development in higher-order skills such as engagement with secondary sources.

Across categories, faculty identified structural challenges -- especially large class sizes and limited time for providing students with meaningful feedback -- alongside emerging concerns about the impact of AI on student writing. Departments also articulated strategies for continuous

improvement, including scaffolded assignments, increased emphasis on writing and argumentation, and expanded opportunities for deeper engagement with course materials.

Additional Discussions: CCCC continues to engage in discussions related to the ongoing implementation and evolution of the Catamount Core, including the emerging issue of AI in the (Gen Ed) Curriculum. In collaboration with the Faculty Senate, the committee has established a new subcommittee to explore the potential relationship between AI and the Catamount Core, with particular attention to existing designations (including WIL1). This group will begin by surveying current practices and identifying key questions and opportunities for integrating AI-related competencies into the Catamount Core framework. Work will begin over the summer and continue into the coming academic year.

Committee Membership and Operations: As a newly established Standing Committee of the Faculty Senate, CCCC formally adopted the charge, membership structure, and operating procedures that will provide a stable foundation for its work going forward. We welcomed new members from CALS, CESS, GSB, LCOM, and LIB, in addition to our new representatives from SGA and the Faculty Senate.

Elected members:

Unit	Name	Term
CALS	Felipe Machado De Santanna (AY25-26 delegate for Benjamin Dangl)	2025-2028
CAS	Kat Scollins	2025-2028
CAS	Keith Burt	2025-2026
CEMS	Joan Rosebush	2025-2026
CESS	Melissa Rocco	2025-2028
CNHS	Jeremy Sibold	2025-2028
GSB	Carolyn Bonifield	2025-2028
LCOM	Christopher Attaway	2025-2027
LCOM	Hannah Loving	2025-2028
LIB	Eileen Gatti	2025-2027
PLHC	Ian Grimmer	2025-2028
RSENR	Cecilia Danks	2025-2027
SGA	Floyd Campbell	2025-2026
Faculty Senate President (Ex-officio Voting Member)	Abigail McGowan	
Faculty Senate Vice President (Ex-officio non-voting member)	Amy Trubeck	

Appointed members:

Name

Appointed to Represent

Susanmarie Harrington

Core Skills: Writing & Information Literacy

Rich Cohen

Assessment

The committee extends its sincere thanks to all members for their continued dedication, as well as to its campus partners in the Registrar's Office, Dean's Offices, and Faculty Senate for their collaboration and support. We are grateful to Laurie Eddy for her invaluable support during our transition to the Faculty Senate and to Tiera Porter for her continued administrative assistance. Once again, special recognition is due to John Sama for his indispensable administrative and technical contributions, particularly in the development and implementation of the course renewal process.

Respectfully submitted,
Kathleen Scollins, Associate Professor of Russian
Chair, Catamount Core Curriculum Committee