

**UNIVERSITY OF VERMONT AND STATE AGRICULTURAL COLLEGE  
BOARD OF TRUSTEES**

**EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE**

**Members:** Chair Stephanie Jerome, Vice Chair Tristan Toleno, Theresa Alberghini DiPalma, John Bartholomew, Matt Devost, Jodi Goldstein, McKenzie Hart, Jason Maulucci, Monique Priestley, Lucy Rogers, Shahriar Tafti, 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 Frances Starn and Kush Sharma

**Friday, May 15, 2025**

1:00 p.m. – 2:00 p.m.

Silver Maple Ballroom, (401) Dudley H. Davis Center

**AGENDA**

<b>Item</b>	<b>Enclosure</b>	<b>Discussion Leaders</b>	<b>Time</b>
<b>Call to order</b>			<b>*1:00 p.m.</b>
1. Approval of February 6, 2026 meeting minutes	Attachment 1	Stephanie Jerome	1:00-1:02
2. Interim Provost's report	Attachment 2	Linda Schadler	1:02-1:12
3. Faculty Senate Curricular Affairs Committee chair's report	Attachment 3	Colby Kervick	1:12-1:17
4. Curricular action items: <ul style="list-style-type: none"><li>• Resolution approving the creation of a minor in Exercise Science in the College of Nursing &amp; Health Sciences</li><li>• Resolution approving the creation of a minor in Emergency Management in the College of Agriculture &amp; Life Sciences</li><li>• Resolution approving the creation of a minor in One Health in the College of Agriculture and Life Sciences</li><li>• Resolution approving a Certificate of Graduate Study in Specialized</li></ul>	Attachment 4	Stephanie Jerome	1:17-1:20

	<p>Literary Studies in the Graduate College</p> <ul style="list-style-type: none"> <li>• Resolution approving a Micro-Certificate of Graduate Study in Biomedical Innovation in the Graduate College</li> <li>• Resolution approving a Micro-Certificate of Graduate Study in Sustainability Reporting in the Graduate College</li> <li>• Resolution approving new Micro-Certificate of Graduate Study in Biomedical Entrepreneurship in the Graduate College</li> <li>• Resolution approving the termination of the Physical Education B.S. Ed. Program in the College of Education &amp; Social Services</li> </ul> <p><b>Pending Faculty Senate approval 5/14:</b></p> <ul style="list-style-type: none"> <li>• Resolution approving a new Micro-Certificate of Graduate Study in Whole- Person Health for Healthcare Practitioners in the Graduate College</li> </ul>			
5.	Division of Academic Affairs and Student Success: Foundations and Innovations		J. Dickinson	1:20-1:55
6.	Other business		Stephanie Jerome	1:55-2:00
	<b>Motion to adjourn</b>			<b>2:00 p.m.</b>

\*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, February 6, 2026, at 1:45 p.m. in the Silver Maple Ballroom, (401) Dudley H. Davis Center.

MEMBERS PRESENT: Chair Stephanie Jerome, Vice Chair Tristan Toleno, Cynthia Barnhart<sup>1</sup>, John Bartholomew, Matt Devost<sup>2</sup>, Jodi Goldstein, Jennifer Ha, McKenzie Hart, Jason Maulucci, and Lucy Rogers

TRUSTEES ABSENT: Monique Priestley

REPRESENTATIVES PRESENT: Faculty Representatives Colby Kervick and Bikki Smith, Staff Representative Jay LaShombe, Alumni Representative Susan Wertheimer, and Foundation Representative Skip Beitzel<sup>2</sup>

REPRESENTATIVES ABSENT: Faculty Representative Amy Trubek, Staff Representative Sarah Heath, Student Representatives Joseph Rob and Catherine Jones, and Graduate Student Representatives Ritwik Bandyopadhyay and Kat Gainer

PERSONS ALSO PARTICIPATING: Interim Provost and Senior Vice President Linda Schadler, Chief Professional and Continuing Education (PACE) Officer Bettyjo Bouchey, Director of the UVM Cancer Center and Associate Dean of Cancer Programs, Randall Holcombe, and Vice President for Legal Affairs and General Counsel Sharon Reich Paulsen

<sup>1</sup> Joined the meeting at 2:25 p.m.

<sup>2</sup> Joined the meeting via remote conferencing.

Chair Stephanie Jerome called the meeting to order at 1:46 p.m. She welcomed new undergraduate student representatives Joe Rob and Catherine Jones to the committee and acknowledged remote attendees.

**Approval of minutes**

The minutes from the October 17, 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 Schadler began her report by acknowledging the commitment and quality of UVM's faculty and staff, their ability to innovate, and their enthusiasm for continuous improvement. She then offered the following highlights from her written report, included as attachment 2 in the meeting materials:

- Catamount LEAP reviewed over 100 proposals from across campus in December, with priority projects selected for implementation in early 2026, ranging from improved training and digital signatures to more complex human resources and business process improvements.
- UVM's researchers have achieved notable successes this year. New research from an interdisciplinary team revealed 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 have revealed a growing public interest in natural solutions, from wetlands for flooding prevention to holistic health care approaches. In FY26, there are 21 active sponsored awards – across seven colleges, schools, and offices – worth \$1M or more.
- The Office of the Vice President for Research is about to multiply the research enterprise's computing capabilities by more than 25 times with the Vermont Advanced Computing Center's newest supercomputer – IceCore.
- Updates were provided on leadership searches for the Deans of the College of Nursing and Health Sciences (CNHS) and the Grossman School of Business (GSB), both of which attracted strong applicant pools and resulted in the appointment of Dain LaRoche who will succeed CNHS Dean Noma Anderson and Vikas Anand who will succeed GSB Dean Sanjay Sharma. The university will recognize and thank Deans Anderson and Sharma later this spring for their service and incoming deans will join UVM on July 1, 2026. The search for the Dean of the College of Engineering and Mathematical Sciences remains underway, with interviews concluding in early February.
- UVM continues to expand faculty leadership development through cohort-based Research and Emerging Academic Leadership Programs, which have seen strong demand and support preparation for future academic leadership roles.
- Planning continues for a centralized student services hub, now named "Ask UVM," designed to provide integrated academic, health, involvement, and career support. A Phase I working group has developed operational recommendations now under review, with a pilot planned for March 2026, and full launch in Fall 2026.
- UVM continues its AI initiatives in teaching and learning through two working groups focused on faculty development and AI in the curriculum. Efforts include updates to academic integrity policy language, development of AI ethics and literacy resources, and the launch of an AI in the Curriculum Fellows program to

integrate AI concepts into undergraduate courses, with additional exploration of a first-year AI module.

### **Credit for Prior Learning**

Chief Professional and Continuing Education Officer Bettyjo Bouchey presented guidelines related to awarding Credit for Prior Learning (CPL) at the graduate level for credit awarded by credential, and credit awarded by portfolio. CPL awards college credit for skills and knowledge acquired outside a formal academic setting. The benefits of CPL include decreased cost of attendance, reduced time to graduation, and increased completion rates. The central tenets of CPL at UVM are: academic integrity and quality assurance, faculty governance, student eligibility and equity, financial controls and policy alignment, program participation and flexibility.

Chair Jerome presented the following resolution:

#### **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.

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.

### **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 and emphasized the strong momentum in curricular innovation at both the graduate and undergraduate levels, with a shared focus on preparing students for the workforce. She noted that graduate certificates and undergraduate minors are being developed to provide cross-disciplinary, marketable skills, often through collaborative use of existing courses rather than new resources. The proposed minor in Urban and Rural Community Planning was highlighted as an example of this collaborative, skill-focused approach.

### **Curricular action items**

Chair Jerome presented the following resolutions:

#### **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.

#### **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.

**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.

**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 and President on January 27, 2025.

**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 and President on January 27, 2025.

**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 and President on January 27, 2025.

**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 and President on January 27, 2025.

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

### **Annual review and reaffirmation of Equal Opportunity Policy Statements**

Vice President for Legal Affairs and General Counsel Sharon Reich Paulsen presented her annual review of UVM's Equal Employment Opportunity Policy Statement and Equal Opportunity in Educational Programs and Activities and Non-Harassment Policy Statements.

Chair Jerome presented the following resolution:

#### **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.

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.

### **UVM Cancer Center Presentation**

Director of the UVM Cancer Center (UVMCC) and Associate Dean of Cancer Programs, Randall Holcombe, presented on the Center's work to reduce the burden of rural cancer in Vermont, northeastern New York and across northern New England. The pillars of the work of the UVMCC include research, education, clinical care, and community outreach. The UVMCC is highly active in its catchment area which includes Vermont and northern New York. The UVMCC is seeking National Cancer Center Institute designation, which will provide access to additional research funding, facilitate recruitment of the best researchers and clinicians, and assure cancer patients that they are receiving nationally certified care here in Vermont.

### **Other business**

There being no further business, the meeting adjourned at 2:42 p.m.

Respectfully submitted,

Stephanie Jerome, Chair

OFFICE OF COMPLIANCE SERVICES  
UVM.EDU/POLICIES

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## 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,<sup>1</sup> 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

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<sup>1</sup> 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

<b>Questions concerning the daily operational interpretation of this policy should be directed to the following (in accordance with the policy elaboration and procedures):</b>	
<b>Title(s)/Department(s):</b>	<b>Contact Information:</b>
Director, Office of Equal Opportunity	Nick Stanton 428 Waterman Building (802) 656-3368
<b>Questions about policies related to Title IX, including sex discrimination, sexual harassment, and all forms of sexual violence</b>	
Title IX Coordinator Office of Equal Opportunity	Emily McCarthy 428 Waterman Building (802) 656-3368
<b>Questions about disability related issues</b>	
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

<b>Responsible Official:</b>	Chief Human Resource Officer	<b>Approval Authority:</b>	President and the Chair of the Board of Trustees
<b>Policy Number:</b>	V. 7.3.12	<b>Effective Date:</b>	February 4, 2017
<b>Revision History:</b>	<ul style="list-style-type: none"> <li>• V. 7.0.1.1 effective April 7, 2006</li> <li>• V. 7.0.1.2 effective September 5, 2008</li> <li>• V. 7.0.1.3 effective April 13, 2009</li> <li>• V. 7.0.1.4 effective March 8, 2010</li> <li>• V. 7.0.1.5 effective May 22, 2011</li> <li>• V. 7.0.1.6 effective May 19, 2012</li> <li>• V. 7.3.7/V. 7.0.1.7 effective February 9, 2013</li> <li>• V. 7.3.8 effective February 8, 2014</li> <li>• V. 7.3.9 effective February 7, 2015</li> <li>• V. 7.3.10 effective February 6, 2016</li> <li>• 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</li> <li>• 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 17<sup>th</sup>, 2024</li> </ul>		

	<ul style="list-style-type: none"><li>• 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</li><li>• Responsible official officially changed from the Vice President for Finance and Administration to the Chief Human Resource Officer October 3, 2022</li><li>• V. 7.3.12 approved as interim August 25, 2023</li><li>• V.7.3.12 Interim Status removed June 24, 2025</li></ul>
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*University of Vermont Policies and Operating Procedures are subject to amendment. For the official, approved, and most recent version, please visit UVM's [Institutional Policies Website](#).*

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**OFFICE OF COMPLIANCE SERVICES  
UVM.EDU/POLICIES**

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## 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<sup>1</sup>, 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

<b>Questions concerning the daily operational interpretation of this policy should be directed to the following (in accordance with the policy elaboration and procedures):</b>	
<b>Title(s)/Department(s):</b>	<b>Contact Information:</b>
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

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<sup>1</sup> 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.	
<b>Questions about policies related to Title IX, including sex discrimination, sexual harassment, and all forms of sexual violence</b>	
Title IX Coordinator Office of Equal Opportunity	Emily McCarthy 428 Waterman Building Burlington VT, 05405 (802) 656-3368
<b>Questions about disability related issues</b>	
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

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

<b>Revision History:</b>	<ul style="list-style-type: none"> <li>• V. 7.0.5.1 effective April 7, 2006</li> <li>• V. 7.0.5.2 effective September 5, 2008</li> <li>• V. 7.0.5.3 effective April 13, 2009</li> <li>• V. 7.0.5.4 effective March 8, 2010</li> <li>• V. 7.0.5.5 effective May 22, 2011</li> <li>• V. 7.0.5.6 effective May 19, 2012</li> <li>• V. 7.4.7/V. 7.0.5.7 effective February 9, 2013</li> <li>• V. 7.4.8 effective February 8, 2014</li> <li>• V. 7.4.9 effective February 7, 2015</li> <li>• V. 7.4.10 effective February 6, 2016</li> <li>• 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</li> <li>• 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 17<sup>th</sup>, 2024</li> <li>• 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</li> <li>• Responsible official officially changed from the Vice President for Finance and Administration to the Chief Human Resource Officer October 3, 2022</li> <li>• V. 7.4.12 approved as interim August 25, 2023</li> <li>• Interim Status removed June 24<sup>th</sup>, 2024</li> </ul>
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**Provost's Report**  
**May 15, 2026**

**Board of Trustees**  
**Educational Policy and Institutional Resources Committee**

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

As I watched the daffodils poke their heads above ground (finally!), I realized that this spring would bring with it my last Commencement as a university leader. I remember fondly the day my mother gave me a beautiful set of academic regalia – a cap and gown with velvet trimmings – because she was convinced I would get tenure, assuring me that I would need them for a long time. She was right, I have worn my regalia to at least 30 commencements, and each time has been special.

My Dean's Commencement speech in the UVM College of Engineering and Mathematical Sciences always started the same way. I would say, "I LOVE commencement. I love the pomp. I love the circumstance, the costumes, the celebratory mood, and the tradition. But most of all, I embrace what it means. It is a stake in the ground – a time to stop and say – I have accomplished something important. I have focused, worked, and learned, and I am walking away with a set of life skills that will enable me to succeed – as a professional, a community member, and more." I feel incredibly blessed to have been part of so many students' journeys to Commencement, and I am also looking forward to passing the baton.

In addition to the annual tradition of celebrating our students, we outline below some of the most notable activities of the last few months. Enjoy reading about them!

## **CAMPUS COMMUNITY**

### **Kudos for the Master of Accountancy Program**

UVM's Master of Accountancy Program ranked in the TOP 2% of all institutions (17 of 721) in the 2024 testing (there is a one-year lag in reporting). It has also ranked in the top 10% of all U.S. institutions with 10 or more candidates in 12 of 13 years (10 consecutive years 2011-2021, 2023, 2024), landing in the top 3% five times, and #3 of 721 programs in 2020. Kudos to our outstanding Accountancy faculty for preparing our students so well for the licensing exam. (GGB 1.1<sup>1</sup>)

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<sup>1</sup> GGB refers to our new strategic plan, [Green, Gold, and Bold](#). Where possible, I have connected the updates in my report to the plan to illustrate the alignment of our ongoing work with our larger objectives as an institution.

## **Rise Summit**

The Leahy Institute for Rural Partnerships' 4<sup>th</sup> Annual [RISE Summit](#) will take place on June 16. The theme of this year's summit is Partnerships for Rural Prosperity: Building Community-University Collaboration. The goal is to mobilize the research and innovation of UVM to address the unique challenges facing rural Vermonters, and to craft real-world solutions that support sustainability, prosperity, and efficiency. You can attend in-person or virtually; if you're available on June 16, I hope you'll join us for this impactful day. (GGB 3.2)

## **Academic Leadership Transitions**

Welcoming new academic leaders is exciting, but also bittersweet, as we wish our dear colleagues well in their next endeavors.

On June 30, we'll say goodbye to Dean Noma Anderson, College of Nursing and Health Sciences; Dean Bryn Geffert, Libraries; Dean Holger Hooch, Graduate College; and Dean Sanjay Sharma, Grossman School of Business.

Noma established strong and productive relationships with the University of Vermont Medical Center and Health Network and the Larner College of Medicine, she created important professional development opportunities for faculty and was a champion of interprofessional and intercollege collaboration. Bryn made significant contributions to the library including establishing the diamond-open-access University of Vermont Press (the first such press in the nation), and investing in initiatives to support data visualization, GIS, scholarly communications consulting, and digitization. Holger's accomplishments included developing the first Graduate College Strategic Plan, establishing a Graduate Professional and Career Development unit and the Office of Postdoctoral Affairs, and modernizing Graduate College processes and practices. Sanjay was a prolific fundraiser, introduced important high-impact practices into the curriculum, and led the establishment of the highly successful SI-MBA Program. We are grateful for the lasting contributions of these talented leaders, and we will miss working so closely with these wonderful friends.

On July 1, we're delighted to be welcoming the following new members of our academic leadership team:

Dr. Vikas Anand has been appointed Dean of the Grossman School of Business. A highly accomplished academic leader and scholar with extensive experience in business school administration, strategic program development, accreditation, and global engagement, Dr. Anand currently serves as Associate Dean for Academic Programs at the Poole College of Management at North Carolina State University, where he oversees a broad portfolio

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including undergraduate and graduate programs, executive education, global initiatives, career services, and marketing. Previously, Dr. Anand held key leadership roles at the University of Arkansas, including Executive Director of MBA Programs and Graduate Innovation, Chair of the Department of Management, and Executive Director of the George W. Edwards III Career Center. With a background in international business and a deep understanding of institutional advancement, he brings a visionary and global approach to aligning business education with societal impact, industry relevance, and student success.

Dr. Dain LaRoche, has been appointed Dean of the College of Nursing and Health Sciences. He is currently the Associate Dean for Research in the College of Health and Human Services and Professor of Exercise Science at the University of New Hampshire, Durham, Dr. LaRoche oversees the college's \$30 million annual research portfolio from sponsors such as NIH, NSF, CDC, HRSA, USDA, and PCORI and has co-developed the college's first interdisciplinary PhD program. Dr. LaRoche earned his PhD in Exercise and Sport Science at the University of Utah. The focus of his research is the interplay of neuromuscular, metabolic, and biomechanical function in the limitation of mobility of older adults. Over the last five years, he has worked with an interdisciplinary team to develop assistive robotics, smart-home and wearable technologies for dementia care, exercise program delivery, assistance for independent living, and rural health. Prior to his role as Associate Dean for Research, Dr. LaRoche has held various leadership roles at UNH, including Chair of Kinesiology, Faculty Fellow for Academic Affairs, Chair of the CHHS Academic Affairs Committee, and Program Director for M.S. and B.S. in Exercise Science.

We are in the midst of internal searches for the Graduate College Dean and the Interim Dean of Libraries, both of whom will begin July 1, 2026.

Joining us already, is UVM's own Dr. Mandar Dewoolkar, who was appointed Dean of the College of Engineering and Mathematical Sciences on April 1, 2026. Dr. Dewoolkar is a professor of Civil and Environmental Engineering and a faculty fellow of the Gund Institute for Environment. He has also served as UVM's Sustainability Fellow and Service-Learning Fellow. He has received many awards, including the Kroepsch-Maurice Excellence in Teaching Award and Vermont Campus Compact's Engaged Scholar Award, and he is a Fellow of the American Society of Civil Engineers. Prior to transitioning into the role of interim dean, Dr. Dewoolkar led the Department of Civil and Environmental Engineering in various capacities, including as its chairperson, for twelve years. Dr. Dewoolkar's research involves applying physical and numerical modeling and field and laboratory testing techniques to study the effects of environmental loadings, hazards, and extreme events on natural and human-made materials and structures. A dedicated educator and mentor, Dr. Dewoolkar has supervised more than 100 student researchers from undergraduates to post docs, and has mentored more than 80 semester-long service-learning projects with over 30 different Vermont community partners.

## **Go Cats!**

Our athletes continue to give us all something to cheer for. I know we're well into spring, but it bears repeating: UVM sent nine current and former students to the 2026 Winter Olympics. With four medals, these athletes earned as many medals (or even more) than some countries including Poland, Denmark, and Spain. Go Cats, indeed! Our men's basketball team advanced to the America East Championship, and the women's basketball team won their second straight America East Championship – what a thrill it was to send them to the NCAA tournament.

## **Federal Actions Operations Teams on Hiatus**

As you know, in the spring of 2025 we established [Operations Teams](#) including more than 60 staff and faculty to help inform and guide the university's decision-making and any operational changes necessary as a result of federal actions. The teams have met regularly since then and have been an invaluable source of guidance and feedback. They have hosted campus-wide informational events; developed new, and revised existing, policies, procedures, and informational resources; and they have been important communications conduits. While still significant and concerning, the pace of federal change has become more manageable, and thanks to the operations teams we have in infrastructure in place to help us respond. For these reasons, we have put the teams on hiatus; we'll reactivate them if necessary. I wanted to take this opportunity to express my deep thanks to the teams for all their hard work, good thinking, and for stepping up when we needed them.

## **TEACHING, LEARNING, AND STUDENT SUCCESS**

### **Ask UVM**

In my reports this year, I have briefed you on our effort to establish a centrally located, integrated model for student services and support – a “one-stop shop” where students can easily find the academic success, involvement, health, and career readiness information and support they need. I'm so pleased to announce that “Ask UVM” is ready to launch in Fall 2026. This swift and collaborative effort reflects the talent, skill, and can-do attitude of our dedicated staff. Developments this spring included appointing a leader for the hub, Jennifer Fath, Associate Registrar for Student Success and Retention; identifying space on the 3<sup>rd</sup> floor of the Davis Center; and mapping out agreements with partner units to clarify roles and responsibilities. We piloted Ask UVM via several “pop-ups” this spring, all of which were successful. At your meeting, Vice Provost for Academic Affairs and Student Success J. Dickinson will provide you with a presentation on this and several other important retention activities. (GGB 1.6)

## **AI in Teaching and Learning**

We have also made great strides in our AI efforts this year. In March, our faculty tested a module the UVM AI Task Force developed to provide a basic introduction for incoming students to AI literacy and ethics. This stand-alone Brightspace course will be ready for Fall 2026 and will be revised and adjusted as AI offerings and trainings evolve. Our “AI in the Curriculum Fellows” effort is also making good progress. Each dean has identified a faculty member from each of their academic departments who 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) that will be available to students in AY 2025-26 and will ensure that their students have experience with AI applications within their field of study. On Friday May 22, we will host a half-day event to bring together the AI Faculty Fellows. The event will introduce them to campus resources and provide time for faculty to share ideas across disciplines about critical AI literacy for new curricula. Participants will gain a stronger grounding about the nature of AI, reflect on the ways the new student module on AI literacy and ethics is a starting point for deeper engagement and critical analysis, and build a foundation for the pedagogical work they envision as Fellows. Additionally, the Writing in the Disciplines Program is hosting an academic-year-long program, “AI in the Disciplines,” supporting teams of faculty and their departments in designing/revising broad pedagogical approaches and resources grounded in disciplinary needs, in the age of AI. The AI in the Curriculum Fellows program is a “sprint” to get us started, and the AI in the Disciplines program is aimed at revising pedagogy more broadly. (GGB 1.1, 1.2)

## **Vermont Pitch Challenge**

This spring we held the third annual [Vermont Pitch Challenge](#), an entrepreneurial-focused competition that provides high school students worldwide with an opportunity to win cash prizes and a full tuition scholarship to UVM by pitching innovative business plans designed to create a positive impact. Competing against more than 100 teams, this year’s winners, Aarav Upadhyay and Ayden Pinto from Asbury Park and Englishtown, New Jersey developed Yevla - an affordable, modular search and rescue drone kit equipped with thermal and low light cameras, long range GPS and radio connectivity, powerful motors, and an Nvidia Jetson Nano for onboard processing. Yevla includes two-way audio so victims can communicate in real time. The kit-based design allows for lower production costs, reduced waste, customization options and lower purchase prices compared to professional drone systems. (GGB 1.1, 3.4)

## **Online Instruction**

Our capacity to offer online education on a grander scale continues to increase. Our Chief Professional and Continuing Education (PACE) Officer, Bettyjo Bouchey, has spent the year ensuring that we have the academic infrastructure in place that will support faculty

in the development and delivery of outstanding online courses, and that we can provide online students with a full complement of support and engagement services and experiences. The overarching project plan has activities spanning through late 2027 and encompasses approximately 45 workstreams organized into three main categories: (1) Strategic Development: items such as the Online Course Quality Framework Selection, UG Online Model Development, OLC Scorecard Evaluation, and student/faculty orientation programs; (2) Operational Infrastructure: including enhancements to the Brightspace platform and data work, online tuition and fee modeling, revenue projections, and faculty development; and (3) Regulatory Compliance: covering 18 federal compliance areas including Regular & Substantive Interaction (RSI), identity verification, and Title IV financial aid regulations. Key executive leaders driving this work include Bettyjo Bouchey, Vice Provost for Faculty Affairs Jane Okech, Chief Information Officer Kellie Campbell, Vice Provost for Academic Affairs and Student Success J. Dickinson, Vice President for Enrollment Management Jay Jacobs, and a host of others, with functional leadership distributed across academic units, PACE, Student Financial Services, Center for Teaching and Learning, and various administrative offices.

We have recently developed several new online graduate programs and certificates, including the Doctor of Public Health that you approved at your last meeting, and more to follow that are differentiated in the market, aligned with our brand and reputation, and have broad appeal to attract new types of learners to the institution. All of this will support our new Strategic Plan goal of broadening access and building pathways for new learners. (GGB 3.1)

## **RESEARCH AND SCHOLARSHIP**

Research Week 2026 brought the University of Vermont community together for a weeklong celebration of research, scholarship, and creative work across campus. Held April 13–17 and hosted by the Office of the Vice President for Research, the week featured 15 events including the Student Research Conference with over 300 participants, research showcases from the Humanities Center, symposia from the School of the Arts, and open houses at Howe Library and the Vermont Advanced Computing Center. These events highlighted the breadth and impact of research and discoveries taking place at UVM. Building on the university's R1 designation, Research Week underscored how students, faculty, and postdoctoral scholars are advancing knowledge and addressing real world challenges through research that matters. This [short video](#) courtesy of Josh Defibaugh captures the spirit of the week. (GGB 2.1, 4.1)

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I look forward to our meeting, and to celebrating Commencement with you.

**Curricular Affairs Committee  
of the Faculty Senate**

**Report of the Curricular Affairs Committee of the Faculty Senate**  
May 15, 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 (8 [1 pending]):*

- > **Approval of a Proposal from the College of Nursing and Health Sciences and Graduate College for a new mCGS in Whole-Person Health for Healthcare Practitioners (pending Faculty Senate vote 5/14/26)**

The following approvals were obtained for a new minor in Exercise Science:

- The proposal was approved by the CNHS Curriculum Committee on 2/6/26
- The proposal was approved by the Graduate College Executive Committee on 3/19/26

If approved by the CAC, Faculty Senate and Board of Trustees, the certificate will become available beginning Fall 2026. A public comment was received from a faculty member in another Department with concerns about the title of the mCGS and the use of the term servant leadership. Additional concerns regarding the length of the title were raised by the Registrar's office. The program has revised the title and has taken under consideration the use of the term servant leadership. This subcommittee report reflects the shift away from that terminology and utilizes the new title of the mCGS.

## ***Program Description and Rationale***

This interprofessional, three-course (8-credit) micro-certificate prepares nurses and other healthcare professionals to cultivate resilience, lead with humanity, and translate evidence-based lifestyle and culinary medicine into personal and professional practice. The program prepares healthcare professionals to build resilience, lead with compassion, and apply whole-person health principles across practice settings, integrating Servant Leadership, lifestyle and culinary medicine, and equity-centered approaches to well-being

## ***Justification and Evidence for Demand***

The mCGS is intentionally designed to meet local and regional workforce needs within Vermont and the surrounding region. Vermont faces persistent challenges related to rural access to care, clinician shortages, faculty shortages, and retention of early and mid-career professionals. As the state's primary academic health center, the University of Vermont and the UVM Health Network play a central role in sustaining both the healthcare workforce and the educational pipeline. This program directly supports UVM Health Network workforce development priorities by offering an accessible, scalable pathway to strengthen clinician and faculty wellbeing, leadership capacity, and retention. The dual credit and noncredit structure allow working practitioners and educators to participate regardless of geographic location, workload, or career stage. The program's focus on leadership and whole person health is particularly relevant in rural settings, where clinicians and faculty often assume multiple roles and must address complex health and social needs with limited resources. Burnout among clinicians and health professions faculty has reached crisis levels and is associated with significant negative personal consequences, compromised patient outcomes, workforce attrition, faculty shortages, and reduced access to care, particularly in rural regions (National Academies of Sciences, Engineering, and Medicine [NASEM], 2019; Agency for Healthcare Research and Quality [AHRQ], 2023). Burnout has profound effects on clinicians and faculty, including increased rates of depression, anxiety, sleep disturbance, substance use, and suicidal ideation, as well as emotional exhaustion, diminished empathy, moral distress, and erosion of professional identity (NASEM, 2019; World Health Organization [WHO], 2022). These effects frequently extend beyond the workplace and are associated with poorer physical health, strained personal relationships, and reduced engagement in health promoting behaviors. Over time, burnout contributes to decreased career longevity and early departure from both clinical and academic roles, worsening clinician shortages and faculty capacity constraints. Burnout also has clear implications for patients, learners, and healthcare systems. Clinician burnout is linked to higher rates of medical errors, poorer safety culture, lower patient satisfaction, and reduced quality of care

(NASEM, 2019). Turnover and staffing instability disrupt continuity of care, lengthen wait times, and disproportionately affect rural and underserved communities. Faculty burnout further limits teaching effectiveness, mentorship capacity, and program enrollment, directly constraining the educational pipeline needed to address healthcare workforce shortages.

Despite the magnitude of these consequences, preparation in clinician and faculty well-being, sustainable practice, and resilience centered leadership remains inconsistently integrated into graduate education and faculty development. The 2021 AACN Essentials emphasize competencies related to personal and professional development, systems leadership, and population health (American Association of Colleges of Nursing [AACN], 2021), yet many clinicians and educators lack structured preparation in sustaining themselves and leading effectively within high demand healthcare and academic environments. The mCGS directly addresses these gaps through an interdisciplinary, evidence-based curriculum that integrates leadership development, mindfulness and compassion practices, culinary medicine, and lifestyle medicine. The program prepares participants to apply whole person health principles within clinical practice, teaching, leadership, and organizational contexts, supporting both individual well-being and systems level change.

Comparable programs related to burnout prevention currently exist primarily as continuing education and professional development offerings rather than as credit-bearing academic credentials. While these programs offer valuable support for working clinicians and emphasize accessibility and professional upskilling, they are non-credit, unstructured options rather than sequenced academic curricula. In contrast, the proposed University of Vermont *Whole-Person Health for Healthcare Practitioners* micro-certificate is distinguished by its graduate-level, credit-bearing structure; intentionally scaffolded multi-course sequence; integration of Servant Leadership, culinary and lifestyle medicine, equity-centered practice, and planetary health; and a culminating project that requires evidence translation, sustainability planning, and measurable outcomes, positioning it as a rigorous academic credential rather than a standalone professional development course.

### **Relationship to Existing Programs**

This proposal aligns with UVM's College of Nursing and Health Sciences mission to: *"To create, share and apply health-related knowledge and prepare students to be global citizens who lead and collaborate across disciplines with an interprofessional commitment to advancing equity in support of the health of individuals, communities, and societies"* along with the Department of Nursing's mission: *"To transform and lead in healthcare by fostering an innovative and inclusive learning environment that*

*prepares nurses to address dynamic and diverse healthcare needs of individuals, families, communities, and our planet.”* This proposal directly supports these mission by providing nurses and other professionals with the skills to handle diverse and complex health challenges while utilizing collaborative perspectives and practices.

The proposed Whole-Person Health for Healthcare Practitioners micro- certificate will serve multiple existing student populations at the University of Vermont and is intentionally designed to complement, rather than duplicate, current degree programs. The mCGS will provide a required elective micro-certificate option for students enrolled in the Direct Entry Master of Science in Nursing (MEPN) program, offering an additional pathway for specialization that aligns with their graduate education requirements. The program will also serve current Doctor of Nursing Practice (DNP) students, non-degree health professionals, and other graduate-level learners seeking focused preparation in resilience, leadership, and whole-person health.

The University of Vermont College of Nursing and Health Sciences (CNHS) offers an undergraduate and graduate micro-certificate in Integrative Health and Wellness Coaching focused on preparing students for careers in health and wellness coaching. The curriculum emphasizes strategies to support client health behavior change and effective coaching to promote overall health and well-being. While this certificate aligns with our program in its emphasis on health promotion, it differs substantially in scope and outcomes, as our proposed certificate focuses on the clinical application of lifestyle medicine and culinary medicine within healthcare practice.

In 2023, the University of Vermont’s Larner College of Medicine introduced an extracurricular course in Culinary Medicine that integrated nutritional science with preventive healthcare. Due to strong interest from medical students, the course was supported as a Frymoyer Funded Scholarship project in 2024. Although funding for the course has since concluded, the grant team, including current UVM medical students, continues to advocate for the importance of culinary medicine education for healthcare providers. The proposed Culinary Medicine course included in this mCGS proposal will help address health provider need and interest in this content.

### **Curriculum**

The Whole-Person Health for Healthcare Practitioners program is grounded in a coherent, interdisciplinary body of knowledge that integrates leadership theory, clinician and faculty well-being science, mindfulness and compassion-based

practices, culinary medicine, lifestyle medicine, and systems level approaches to healthcare sustainability. The program moves beyond individual stress management to prepare participants to lead and implement evidence-based strategies that support well-being at individual, team, and organizational levels. The program seeks to foster learning outcomes that include the ability to apply evidence based strategies to support clinician and faculty well-being and prevent burnout, demonstrate resilience centered and leadership skills within healthcare and academic settings, integrate principles of lifestyle medicine and culinary medicine into professional practice and education, analyze healthcare systems and organizational cultures that contribute to burnout, and reflect critically on professional identity and leadership practice in support of sustainable careers. Together, these outcomes reflect an intentional integration of knowledge acquisition, applied skill development, reflective practice, and leadership competence.

The 8-credit program integrates leadership, clinician well-being, and lifestyle and culinary medicine across three fully online required courses: *HLTH 5001 Resilient Leader* (2 credits), *HLTH 5002 Culinary Medicine* (3 credits), and *HLTH 5003 Lifestyle Medicine* (3 credits).

The program will launch in Fall 2026 and run across the academic year, with courses sequenced for part-time enrollment: *Resilient Leader* (summer), *Culinary Medicine* (fall), and *Lifestyle Medicine* (spring).

**Program Learning Outcomes:**

1. Demonstrate resilience and professional sustainability by applying evidence-based integrative health strategies for stress management and self-care, and by engaging in reflective practice to prevent burnout and support long-term well-being.
2. Apply leadership principles to lead with compassion, inclusivity, and integrity in academic, clinical, organizational, and community settings.
3. Integrate evidence-based lifestyle and culinary medicine principles into patient-centered care to promote whole-person health and improve patient outcomes.
4. Employ compassionate communication and relational skills to foster healing relationships with patients, families, interprofessional teams, and communities.
5. Lead or contribute to well-being-focused initiatives that strengthen healthcare team culture, provider wellness, and organizational effectiveness.

6. Incorporate equity-centered, whole-person, and planetary health perspectives into clinical practice and leadership to advance sustainable and just healthcare.

### ***Admission Requirements and Process***

Admission requirements for the micro-certificate apply to applicants pursuing the credential as a standalone program. Applicants seeking admission to the micro-certificate in conjunction with the MEPN or DNP programs must meet all admission and progression requirements of those degree programs.

Applicants must hold a bachelor's degree (BA, BS, or equivalent) from an accredited institution. A minimum undergraduate GPA of 3.0 is preferred; applicants with a GPA below 3.0 may be considered based on relevant professional experience or other evidence of academic readiness. Selection will be based on a combination of academic performance and professional expression of interest. Applications will be reviewed by the admissions committee comprised of program faculty members. The admissions committee will make recommendations to the Graduate College for admission into the program.

### ***Anticipated Enrollment and Impact on Current Programs***

Initial enrollment is projected at approximately 10 students per year, including six in-state and four out-of-state learners. Enrollment is expected to grow over time as awareness of the micro-certificate increases among UVM graduate students and clinical practice partners, including participants from the UVM Health Network.

The proposed Whole-Person Health for Healthcare Practitioners mCGS is not anticipated to have any adverse effects on other departments or academic units at the University. Rather, it builds on and complements existing programs across campus by offering an interdisciplinary, evidence-based focus on resilience, leadership, and whole-person health. There has been broad interest across the campus community in content related to clinician well-being, lifestyle medicine, and integrative health, and this mCGS provides a clearly defined and recognized credential that can enhance the academic preparation and professional pathways of students from a wide range of graduate programs as they enter their respective careers.

For students enrolled in the MEPN or DNP programs, completion of the Whole-Person Health for Healthcare Practitioners micro-certificate occurs alongside degree preparation. Given ongoing local, regional, and national nursing workforce shortages, these students can reasonably expect strong employment opportunities

upon completion of their degree requirements and, where applicable, attainment of licensure. Employment settings include the UVM Health Network, Community Health Centers of Burlington, federally qualified health centers, and other clinical, community, and educational environments. Completion of the micro-certificate alone is not intended to confer eligibility for new clinical roles or positions. Rather, for students who complete the mCGS independent of a degree program, the credential functions as a professional enhancement that strengthens resilience, leadership capacity, and whole-person health competencies. These skills support effectiveness, retention, and career sustainability in demanding healthcare and academic environments and may position professionals for expanded responsibilities, leadership roles, or program development within their existing scope of practice. The micro-certificate may also support further education by complementing graduate degree pathways at UVM. As appropriate, coursework completed through the mCGS may be applied toward advanced graduate nursing programs, providing an accessible pathway for continued academic progression.

This proposal has been reviewed with leaders across the Department of Nursing, the Osher Center for Integrative Health, clinical practice partners, Library Services, and the College of Medicine.

### ***Advising***

Students will receive academic advising support as is standard in CNHS. CNHS students are centrally advised during the admission process by CNHS Office of Student Services professional advising team. Students are assigned to program specific faculty advisors at the point of entry/matriculation who are Graduate College Faculty.

### ***Assessment Plan***

The mCGS will be reviewed as part of the Department of Nursing's APR. The proposers also plan to utilize metrics already collected and monitored by the Department of Nursing, including enrollment, retention, and completion rates, as well as student feedback and course evaluation data. Data will be analyzed within the department's existing assessment framework and used to inform curricular refinement, instructional delivery, and program sustainability. By embedding assessment of the micro-certificate within the department's established evaluation plan, the program will benefit from a mature, evidence-based approach to quality assurance. This approach ensures systematic monitoring over time, alignment with accrediting body standards, and meaningful use of data to support continuous improvement without creating duplicative assessment processes.

## ***Staffing Plan, Resource Requirements, and Budget***

Existing department of nursing course faculty will be teaching the proposed courses. Faculty are already teaching one of the relevant courses HLTH 5001 (formerly GRNS 6303) as part of their regular workload. The two additional courses, HLTH 5002 and HLTH 5003 will be taught as part of their workload as determined by their department leadership.

No new money is required. This proposal could result in larger class sizes which will not require additional expense given the courses are delivered online with existing faculty.

A thorough evaluation of the library's resources available to support the new mCGS was included with the full proposal including an extensive description of peer-reviewed research that is available to students enrolling in the certificate through the Dana Health Sciences Library. In addition, it was noted that Library Has the program's required textbooks on course reserve in both physical and multiple user electronic formats. Over 1500 E-books on lifestyle medicine, culinary medicine, and health care services management and administration topics are available to support asynchronous research, teaching, and learning related to programmatic requirements.

## ***Evidence of Support***

The proposal was supported by the CNHS Curriculum Committee and UVM Graduate College Executive Committee, Department Chair of Nursing, the Director of Nursing Education and Professional Development at UVM Medical Center, the Senior Associate Dean for Medical Education in Larner College of Medicine and the Director of the Osher Center for Integrative Health.

## ***Summary***

Given the convergence of clinician and faculty burnout, negative patient and learner outcomes, workforce shortages, rural access challenges, and accreditation expectations, the inauguration of this program at this time is both timely and necessary. While burnout and resilience programs are beginning to emerge at peer institutions, they remain largely fragmented and peripheral rather than embedded within graduate education and workforce development. Clinical partners are also eager for a program they can offer their employees. This proposed mCGS increases accessibility for working professionals without compromising academic depth and supports long-term sustainability of the regional healthcare workforce. The proposed mCGS for MEPN and DEPN students and other healthcare professionals

will cultivate resilience, and prepare candidates to lead with humanity, and apply evidence-based lifestyle and culinary medicine. The program will support sustainable well-being, improved patient outcomes, and equity-centered care. With broad support from relevant parties across campus, we recommend approval.

> **Approval of a Proposal from the Grossman School of Business and Graduate College for a new mCGS in Sustainability Reporting**

The following approvals were obtained for a new mCGS in Sustainability Reporting

- Graduate College Executive Committee on 12/11/25
- GSB Graduate Studies Committee 10/31/25
- Curricular Affairs Committee of the Faculty Senate 2/5/26
- Faculty Senate 2/23/26

No public comments were received during the circulation period. If approved by the Board of Trustees, this new mCGS will begin enrolling students in Fall 2026.

***Program Description and Rationale***

The Micro-Certificate of Graduate Study in Sustainability Reporting (mCGS-SR) is a 6-credit online, asynchronous designed for graduate students and working professionals to provide foundational knowledge and practical skills necessary to meet the growing demand for sustainability-focused financial and non-financial reporting. Global businesses are undergoing a significant transformation as stakeholders increasingly demand transparency around environmental, social, and governance (ESG) practices. Regulatory bodies such as the SEC, the European Union, and the International Sustainability Standards Board (ISSB) are advancing mandatory sustainability disclosures. As a result, there is a critical need for professionals who can navigate and implement sustainable reporting frameworks.

***Justification and Evidence for Demand***

This program is well-positioned to meet the needs of several key audiences:

- Graduate Students in Business, Accounting, Public Administration, and Environmental Studies  
ESG competencies are increasingly integrated into graduate curricula, but many programs lack specialized training in ESG reporting. This program fills that gap, offering a valuable credential that complements existing degrees and enhances employability in sectors prioritizing sustainability and transparency.

Graduate students in the MAcc program have shown significant interest in learning more about ESG reporting. On average, 72% of our MAcc graduate

students completed BUS 6670 - Accounting and Reporting for ESG as part of their MAcc program of study. This micro-credential will allow them to earn a credential that will help accelerate their career in accounting.

- **Working Professionals Seeking Upskilling**  
Professionals in finance, compliance, sustainability, and corporate reporting are under pressure to understand and implement ESG frameworks such as GRI, SASB, and TCFD. Demand for upskilling in ESG reporting is high, especially among mid-career professionals aiming to stay competitive or transition into ESG-related roles.
- **Alumni Interested in Continuing Education**  
Alumni often seek short, targeted programs to stay current with industry trends. ESG reporting is a rapidly evolving field, and alumni from related disciplines are likely to view this program as a timely and relevant opportunity for professional development.

### **Curriculum**

The mCGS requires 6 credits:

Core Course

<b>Number</b>	<b>Name</b>	<b>Credits</b>
BUS 6670	Accounting and Reporting for ESG	3

Select 1 course from the following electives

<b>Number</b>	<b>Name</b>	<b>Credits</b>
BUS 6550	Sustainable Marketing	3
BUS 6700	Green Operations and Supply Chains	3
BUS 6420	Integrating Sustainability in New Business Models	3
BUS 6450	Sustainable Family Enterprise I	3
BUS 6451	Sustainable Family Enterprise II	3

### **Admission Requirements and Process**

There are no special admissions requirements.

### **Anticipated Enrollment and Impact on Current Programs**

The mCGS-SR can be completed in one to two semesters. It is designed to be stackable with existing graduate programs (MAcc) and accessible to non-degree-

seeking professionals. The courses are already offered as part of the CGS in Sustainable Enterprise.

### ***Evidence of Support***

The proposal has extensive written support from:

- Dean Sanjay Sharma, Grossman School of Business

### ***Summary***

The proposed Micro-Certificate of Graduate Study in Sustainability Reporting (mCGS-SR) has a well-targeted audience that will help address a growing requirement of businesses—thus it provides a credential needed by our students, professionals in and around the state, as well as our alumni. Being online and asynchronous allows it to be available to all these groups. The CAC and Faculty Senate recommend approval.

### **> Approval of a Proposal from the College of Education and Social Services and the Graduate College for a new CGS in Specialized Literacy Studies**

The following approvals were obtained for a new CGS in Specialized Literacy Studies:

- Graduate Executive Committee on 12/11/25
- CESS Curricular Affairs Committee on 11/20/25
- Curricular Affairs Committee of the Faculty Senate 2/5/26
- Faculty Senate 2/23/26

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

### ***Program Description and Rationale***

The Certificate of Graduate Study for the Specialized Literacy Studies is a stand-alone certificate and Vermont state endorsement program consisting of six existing courses which total 21 credits. This certificate will certify that the student has received the theoretical and practical, real-world knowledge to become a school literacy educator and a leader in educational communities across Vermont and beyond. This CGS will be awarded and appear on a candidate's transcript.

This is Vermont's highest-enrolled Specialized Literacy preparation program. Adding a certificate will help attract even more students. The College of Education and Social Services has a long history of supporting graduate coursework for PK-12

educators who seek training and professional endorsements to become school librarians. The Specialized Literacy Studies Sequence courses were recently approved (2025) by the Vermont Agency of Education Licensing Office (ROPA) to meet the requirements of the Specialized Literacy Professional endorsement. Coursework in Specialized Literacy Studies prepares educational professionals to become district and school literacy leaders who make a difference in the lives of children, youth, families, and communities in an ever-changing, increasingly global and technological society. The six current courses are required to earn an educator license endorsement for Specialized Literacy Professional and will constitute the Certificate of Graduate Study.

Learning outcomes for the six courses are aligned with Vermont's educator licensure requirements to become a Specialized Literacy Profession and hold a graduate certificate representing the expertise acquired through the program. This sequence of courses has long been a part of UVM's Department of Education and Master's in Advanced Specialties in Education programming. Previously, the Specialized Literacy Studies was a coursework designation only, and the sequence of courses was never constituted into a standalone program of study.

### ***Justification and Evidence for Demand***

The demand for this program is clear in the national, state, and local data. National data underscore an urgent literacy crisis: only about one-third of U.S. fourth graders perform at or above the proficient level in reading, leaving two-thirds below grade-level expectations. Low literacy rates correlate strongly with later academic struggle, reduced graduation rates, and limited economic opportunity. In response, states across the country have enacted legislation focused on early literacy screening, evidence-based instruction, and targeted intervention.

UVM's Specialized Literacy Studies Program plays a vital role in realizing the intent of this legislation. By aligning with the 2019 Vermont Specialized Literacy Professional Endorsement Standards, the program prepares educators to implement evidence-based reading and writing instruction, use data to guide decisions, and deliver equitable literacy supports across PreK-12 classrooms. Through partnerships such as the UVM Literacy Hub, candidates engage in research-to-practice collaboration that directly strengthens Vermont's capacity to meet state and national literacy goals. As the state seeks to improve literacy outcomes for all students, the UVM program provides the essential human infrastructure—well-prepared specialists, coaches, and leaders—who can bridge policy and practice. Its focus on inclusive, data-informed, and scientifically grounded instruction which ensures that every learner has access to effective literacy education. Institutionally, the UVM Literacy Hub is in the process of analyzing data for two distinct local/regional literacy research projects that are clearly revealing a need for the expertise fostered in this program. The Literacy Hub

research reveals a desire from administrators to be able to hire from a larger pool of educators holding the specialized literacy endorsement. In addition, classroom educators and literacy leaders also shared the desire to strengthen their literacy instruction, assessment and curriculum implementation knowledge. The program affirms literacy as a civil right, equipping educators to advocate for equitable access to reading and writing as foundational to democratic participation, lifelong learning, and social justice. The UVM M.Ed. in Specialized Literacy Studies is currently seeing increased enrollment. The courses continue to attract in-state candidates who take advantage of reduced tuition. The number of candidates in these courses has recently doubled. In 2019, there were fewer than 5 students enrolled, and coursework had fallen out of alignment with the Vermont Specialized Literacy Professional Endorsement. After significant and intentional revision beginning in 2024, the program is growing rapidly. There are currently 12- 20 graduate candidates taking courses each semester (only one course is offered per semester). There are over 30 candidates enrolled in 2025-26, and 10 who are on track to complete the requirements of the literacy sequence in 2026.

### ***Relationship to Existing Programs***

Specialized Literacy program courses are currently a strand of emphasis/area of study that can be either taken independently or within the existing Master of Education in Advanced Studies in Professional Education. The degree has several focus strands that support advanced learning for graduate students, including Resiliency-Based Approaches, Education for Sustainability, Specialized Literacy Studies, School Library Media Science, and individually designed study.

This proposed certificate will provide more options to students, potentially attracting certificate students to the M.Ed. Program or enabling those currently holding an education-related master's to pursue only the certificate. This program also provides opportunities to those in our Special Education Master's, secondary MAT, and Educational Leadership and Policy Med, EdD and PhD programs. There are no other programs at UVM that may be similar in title or content overlap. While the Specialized Literacy Studies Program is compatible with many other programs and their content, including topics such as curriculum, instruction, assessment, equity, leadership and education systems, this program and its coursework is focused on the expert training of literacy professionals, which is unlike any other program at UVM.

## Curriculum

### Required Courses

Number	Name	Credits
EDLT 5220	Cultivating Children's Literacy in the Elementary and Middle School	3
EDLT 5360	Culturally Responsive Approaches to Literacy and Literature	3
EDLT 6750	Literacy Assessment: Understanding Individual Differences	3
EDLT 6760	Literacy Instruction and Intervention Practicum	3-6 (6 for students seeking licensure)
EDLT 6770	Literacy Leadership for Equity and Efficacy	3
EDLT 6850	Critical Issues in Language and Literacy	3

This program will be offered as an online/mixed-delivery program, with some courses asynchronous online and others synchronous online. This program does include a 3-6 credit practicum.

#### **Admission Requirements and Process**

Admission is rolling. Some initially join for just one class, most end up taking the entire sequence of classes. Candidates are selected by an informal interview process, which is necessary to be certain that the candidate meets the requirements and that the program is right for the candidate's goals. The director of the program will give this virtual interview. (Note: Each candidate must either be enrolled in the UVM Advanced Specialties in Education Practice Master's, another education-related master's, or currently hold a master's as well as an initial literacy-related base level endorsement to be able to officially achieve the Specialized Literacy Profession Endorsement.)

#### **Anticipated Enrollment and Impact on Current Programs**

The analysis assumes a degree start of fall 2026 with 8 matriculated students. These students are assumed to be 100% in state. It is assumed by year two that an additional cohort of 8 students will join the CGS for a total of 16 students in the years 2027-2030.

## ***Advising***

Candidates in this program will be advised by the program director. There is group advising time built into the program courses, and external individualized advising scheduled outside of regularly scheduled course time. Information on each student is contained on an Excel spreadsheet and individualized files in Teams. However, this program is in the process of transitioning all student information into EXXAT.

## ***Assessment Plan***

This program has recently undergone approval through the state of Vermont and has achieved accreditation in 2025. This assessment process was rigorous and required detailed information to prove that it was a program worthy of accreditation. Assessments will be undertaken yearly with a subgroup of faculty teaching in the certificate. The certificate is also evaluated as part of the Department of Education assessment process, following the regular cycle of department assessment.

## ***Staffing Plan, Resource Requirements, and Budget***

### **A. Faculty**

Highly qualified and expert literacy educators are enlisted as instructors. The Specialized Literacy Studies courses are taught by full and part-time instructors from the literacy specialist field with support from full-time UVM faculty and program coordinators. Instructors are selected for their educational background, knowledge and expertise in the field, flexibility and interest in teaching in a hybrid format, and evidence of professional leadership.

### **Current faculty**

Audrey Flynn Richardson, PhD. Senior Lecturer/Full-time UVM Faculty Teaches: EDLT 5360, 6770, 6750, 6850

Emily Meloan MEd. (Current PhD candidate at Saint John's University) Adjunct Faculty Teaches: EDLT 5220, 6760 (6 credits w/ practicum)

### **New positions**

Greater allocated time for program coordination is planned for AY25-26

### **B. Library Support**

Currently, the courses depend on the online databases for research available from the Howe Library website, that can be accessed through Brightspace or through the MyUVM.

### C. Cost Estimate

#### Summary Net Revenue Analysis (FY2027-FY2031)

	Model 1
<b>IBB Net Cost and Revenue Model</b>	
<b>Grad Tuition Revenue</b>	
Grad Student Tuition Revenue	\$478,510
Grad Student Scholarship/GTA Tuition Benefit	\$0
<b>Others (Stipend for students)</b>	\$0
<b>Total Revenue</b>	\$478,510
<b>Expenses</b>	
GTA Stipend (including benefit rate)	0
Base Direct Operational Cost (Instructors salary/benefit)	\$249,279
Additional Direct Operational Cost	\$10,000
Total Indirect Cost (Alg.7 and others)	\$179,344
<b>Total Expenses</b>	<b>\$438,623</b>
<b>Total Net Revenue for 4 Years</b>	<b>\$39,886</b>
<i>Per Year</i>	\$7,977

This CGS is being developed in absence and anticipation of any non-University financial support. This program is base funded and self-sustaining.

#### **Evidence of Support**

Letters were obtained from:

- Katharine Shepherd, Dean and Green & Gold Professor, College of Education and Social Services
- Kimberly J. Vannest, PhD., Chair, Professor, University Scholar, Department of Education and Social Services, Department of Education
- Lori Erbrederis Meyer, Associate Professor, Special Education Chair, College of Education and Social Services Curricular Affairs Committee

#### **Summary**

The Certificate of Graduate Study in Literacy Studies prepares candidates to become PK-12 literacy educators and leaders who understand evidence-based literacy instruction and learning as a civil and human right for all learners. Specialized literacy professionals are making a difference through advocacy and leadership at all levels of education, including the classroom, school, and district environments. Specialized Literacy professionals make a positive impact on the lives of students and families through expert approaches to literacy instruction and

coordination, supporting learners to read not only words but also, the world (Freire, 1987). The program guidelines are based on common beliefs about current learning environments and best practices for effective approaches to cultivating literacy learning as outlined by the International Literacy Association. These core beliefs include:

- Literacy as a Fundamental Human Right;
- Importance of Excellent Instruction;
- Equity, Diversity, Inclusion, and Belonging (DEIB);
- Research-Based Practice;
- Student-Centered Approach;
- Integrated Support Systems;
- Empowerment through Literacy; and
- Advocacy for Libraries and Access.

The CAC and Faculty Senate recommend approval.

> **Approval of a Proposal from the College of Nursing and Health Science for a new minor in Exercise Science**

The following approvals were obtained for a new minor in Exercise Science:

- CNHS Curriculum Committee on 11/24/25
- Curricular Affairs Committee of the Faculty Senate 2/5/27
- Faculty Senate 2/23/26

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

***Program Description and Rationale***

Exercise Science (EXSC) is a growing interdisciplinary field that studies physical activities, exercise, sports, and their impact on human functions, fitness, performance, and health. The practical application of EXSC ranges from active lifestyle promotion in the general population to evidence-based rehabilitation in patients to performance enhancement in athletes. The 17-credit Minor in EXSC will provide students with an opportunity to evaluate how exercise and the body interact from multiple perspectives, including anatomical structure, physiological responses, biomechanical principles, motor control theories, and adapted physical

activity prescription. This minor provides foundational knowledge to prepare for careers in Exercise Science and includes fundamental knowledge needed for pursuing advanced degrees in Exercise Science and other clinical programs such as Physical Therapy, Occupational Therapy, and Athletic Training.

This minor would increase student credit hours taught by the department and the college as non-EXSC students pursuing this minor would be required to take at least 9 credit hours of EXSC coursework. Although most of the students interested in pursuing the minor in EXSC would likely come from varying science majors, the minor would be open to all undergraduate students from any major. Further, by completing a minor in EXSC, additional students (outside of the EXSC major) will have completed the prerequisite courses necessary for the newly proposed M.S. in EXSC. This would increase the pool of qualified, potential applicants to the M.S. in EXSC program.

### ***Justification and Evidence for Demand***

Since the inception of the EXSC major, students have expressed significant interest in the possibility of minoring in EXSC to expand their understanding of the role of exercise and health. Most of the inquiries from students have come from students majoring in nutrition and food sciences, psychological sciences, biological science, and other programs in the College of Nursing and Health Sciences. Students from these majors have expressed that earning a minor in EXSC would complement their current coursework and strengthen their resume when applying to graduate programs and/or professional positions. A minor in EXSC provides fundamental knowledge needed for pursuing advanced degrees in EXSC, physical therapy, occupational therapy, and athletic training.

A minor in EXSC may offer several career advantages by strengthening a student's primary degree and increasing their competitiveness in the job market. For example, a business major with an EXSC minor could pursue management roles within the fitness industry. Students completing a minor would be well-positioned to earn a personal training certification while completing their coursework. Students would also be competitive for positions such as healthcare consultants and corporate wellness managers.

### ***Relationship to Existing Programs***

The Exercise Science program currently offers a B.S. in Exercise Science, and students in this program are educated in the theory of human movement and performance throughout the human continuum and across populations. Many of the undergraduates in this program pursue careers in Exercise Science (e.g., strength and conditioning coaches, exercise physiologists, coaches, and personal trainers), graduate work in exercise science, clinical degrees in rehabilitation (e.g.,

PT and OT), and other health fields (e.g., PA, nursing, and medicine). The first-year cohort size has been increased to 70 students, and over 500 applications are received each year requesting admission into our highly competitive program. Due to space limitations of certain laboratory-based classes, there are challenges to increase the cohort size of the major to more than 70 students. However, there is room for lecture-based classes, so a Minor in Exercise Science will fill this strong interest in Exercise Science. The required and elective Exercise Science classes for the minor are currently taught in classrooms with a capacity of 80 students or more, leaving available seats for about 10 students in the minor to take the class.

The Exercise Science program is proposing a master's degree in Exercise Science. Students who have completed the Minor in Exercise Science will complete the prerequisites to apply for the master's program. We also expect students from other undergraduate programs to utilize this minor opportunity to gain additional knowledge and skills in Exercise Science, with some completing the master's program to focus their career on Exercise Science.

The Department of Rehabilitation and Movement Science is also the home of the Doctor of Physical Therapy and the Doctor of Occupational Therapy programs. The classes offered in the Minor, such as biomechanics, motor control and learning, and adaptive physical activity, have strong connections with the content knowledge required by PT and OT programs. It's expected that some students may take this minor as an opportunity to strengthen their applications for PT and OT programs.

### **Curriculum**

The minor includes 14 required credits and 3 elective credits, for a total of 17 credits. The curriculum meets the standard requirements for 15-20 credit hours and at least 9 credits at the 2000-level or above. There are no prerequisites required for completion of the minor.

Required courses (14 credits):

- ANPS 1190. Ugr Hum Anatomy & Physiology 1. 4 Credits.
- ANPS 1200. Ugr Hum Anatomy & Physiology 2. 4 Credits.
- EXSC 2750. Applied Kinesiology. 3 Credits.
- EXSC 3500. Exercise Physiology. 3 Credits.

One more course from the following courses (3 credits):

- EXSC 3130. Biomechanics of Human Movement. 3 Credits.
- EXSC 3400. Motor Skill Learning & Control. 3 Credits.
- EXSC 3600. Adapted Physical Activity. 3 Credits.

### ***Admission Requirements and Process***

Admission will be limited to 10 students per year to ensure enrollment capacity in existing courses. Advising faculty are responsible for enrollment caps and students will not be able to automatically enroll in the minor without meeting with faculty. The reviewers asked for details about how the ten-student cap will be administered, and we received the following response: “Our Office of Student Services informed us that it is possible to set up the EXSC minor in MyUVM with a capacity of 10 students per year. When it reaches capacity, we will move to a waitlist or close until the following year. It will be set up with a request form rather than allowing students to automatically add the minor. There is another program in our College that also has a minor with a capacity limit so there is a process in place already for how to handle this.” In addition, the minor in EXSC will not be available to students majoring in Exercise Science.

### ***Anticipated Enrollment and Impact on Current Programs***

A maximum enrollment of 10 students per year is proposed to ensure capacity in required courses which overlap with the exercise science major. Additionally, only lecture-based courses are included in the minor to address this issue. Correspondence with Department of Neurological Science indicates capacity in required ANPS courses. There is no anticipated impact on current programs.

### ***Advising***

One faculty member in the Dept. of Rehabilitation and Movement Science will receive an advising workload to advise all students in the minor. The faculty will admit students into the minor and help students identify the courses that best fit their interests for the minor.

### ***Staffing Plan, Resource Requirements, and Budget***

All courses in the minor are currently taught using available resources. There is no budget request, though there is limited space in these existing course offerings. They plan to cap the minor enrollment at 10 students per year to ensure no additional resources are required.

### ***Assessment Plan***

The minor will be assessed as part of the Department of Rehabilitation and Movement Science APR and assessment plan.

## ***Evidence of Support***

The following support letters were included in the proposal:

- Dean of CNHS, Dr. Noma Anderson
- Chair of CNHS Curriculum Planning Committee, Dr. Kathryn Vreeland

Dr. Patrick Mullen, Department of Neurological Sciences was also consulted to ensure capacity for enrollment in the required ANPS courses for the minor.

## ***Summary***

We feel that the proposal for the new Minor in Exercise Science is thorough and well described. The proposer has provided ample justification and evidence of interest. The CAC and Faculty Senate recommend approval of this new minor in Exercise Science.

### **> Approval of a Proposal from the College of Agriculture and Life Science for a new minor in Emergency Management**

The following approvals were obtained for a new minor in Emergency Management:

- CALS Faculty meeting on 10/21/25
- CALS Curriculum Committee 10/4/25 & 10/14/25
- Curricular Affairs Committee of the Faculty Senate on 2/5/26
- Faculty Senate on 2/23/26

Public comments received during the circulation period included suggestions for additional courses, and included queries regarding the capacity of the internship component, and prerequisite requirements. Concerns were discussed and minor modifications made to the ultimate satisfaction of all. If approved by the Board of Trustees, this new minor will begin in Fall 2026.

## ***Program Description and Rationale***

The Emergency Management Minor will prepare students with the core knowledge of hazards, preparedness, mitigation, response, and recovery, as well as communication, leadership, and applied project management skills.

The rationale emphasizes:

- Vermont's recurring hazards (flooding, severe storms, public health emergencies).

- Nation-wide shortage in the workforces in involved in emergency management ranging between 19% and 38% staffing gaps and BLS growth projections.
- Aligns with UVM's land-grant mission of service, sustainability, and community resilience.
- Excellent interdisciplinary fit with existing UVM majors (CDAE, Public Health, ENVS, POLS, SOC, NR).

### ***Justification and Evidence for Demand***

The following points were made:

- Emergency management is a growing area in the United States.
- Workforce shortages as reported by FEMA from the period of 2019-2022, as well as steady growth.
- There is great interest in disaster-related courses like Sociology of Disaster among UVM students.
- Communities in Vermont need experts in handling frequent hazards.
- Letters of support establish course capacity and the endorsement of the faculty.

### ***Relationship to Existing Programs***

The minor does not replicate any existing UVM academic program:

- EMS Minor deals only with medical emergencies and response.
- Emergency Management Minor addresses all hazards as well as all four phases (preparedness, mitigation, response, recovery).
- Complements majors in:
  - Community Development
  - Public Health
  - Sociology
  - Geography & Geoscience
  - Political Science
  - Natural Resources
  - Environmental Studies

### ***Curriculum***

The minor requires 18 credits distributed between the following topics:

Core Courses (must complete all 6 credits):

Number	Name	Credits
CDAE 1200 <sup>1</sup>	Introduction to Emergency Management	3
CDAE 3991	Internship	3

Community Engagement, Communication and Leadership (must complete 3 credits):

Number	Name	Credits
CDAE 1400	Small Group Communication	3
HSCI 1980	Writing for Health and Equity	3
CDAE 2020	Sustainable Community Development	3
CDAE 2420	Communicating Climate Crises	3
CDAE 2400	Leadership in Practice	3
CDAE 2760	Inclusive Science Communication	3
HLTH 3000	Emergency Service Leadership	3
CDAE 3600	Smart Resilient Communities	3

Planetary Health and Hazards (must complete 6 credits)

Number	Name	Credits
ASCI 1070	ABCs of Biosecurity	3
ENSC 2490	Climate Change II	3
GEOG 1200	Weather, Climate & Landscapes.	3
GEOG 3230	Topics in Climate & B Water	3
GEOL 1400	Environmental Geology	3

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<sup>1</sup> CDAE 1200 can be scaled up to support larger class numbers and is offered with support from the UVM Division of Safety and Compliance. It is planned for both spring and fall to accommodate all interested students.

GEOL 2110	Earth, Fire, Water, Ice	3
HSCI 1300	Epidemics: Dynamics of Inf Disease	3
HSCI 3100	Epi, Pub Hlth & Emerg Disease	3
SOC 2460	Sociology of Disaster	3
GEOG 2760	Rural Geography	3
NR 2040	Social Problems and the Environment	3
SOC 3450	Adv. Environmental Sociology	3
SOC 3300	Health: Race, Class, and Gender	3
POLS: 2460	US Environmental Politics	3
HLTH 2070	Human Health and The Environment	3
ALE 2370	Landscape Design Fundamentals	3
CIS 1010	Cybersecurity Law & Policy	3
POLS 2615	Terrorism & Counterterrorism	3

Methods (must complete 3 credits):

<b>Number</b>	<b>Name</b>	<b>Credits</b>
CDAE 3500	Applied Research Methods.	3
CDAE 3730	Project Development and Planning	3
NR 2430	Intro to Geog Info Systems	3
NR 2460	Remote Sensing.	3
GEOG 2230	Climatology: Concepts & Tools	3
GEOG 2510	Geog Info: Cncpts & Applic	3
GEOL 3515	Field Geology	3
HSCI 2200	Rsrch Methods in Public Health.	3
SWSS 1020	Foundations of Social Work	3
NR 3050	Ecosystem Management: Integrating Science, Social, and Policy	3

Note: Some of the available elective courses have prerequisite requirements, but it is possible to complete the minor without taking any additional courses for this purpose.

### ***Admission Requirements and Process***

There are no special admissions requirements, and the minor is open to all majors.

### ***Anticipated Enrollment and Impact on Current Programs***

- There are no limitations on enrollment
- No effect on existing programs.
- The department has sufficient course capacity, which can accommodate more students. Program planners believe that the minor will draw additional students to several undersubscribed courses in the existing CDAE curriculum that meet the elective requirements.

### ***Advising***

The minor will be supervised by the CDAE Chair, while internship supervision will be provided by the CDAE Internship Director.

The program states that available internship opportunities within the existing internship structure will provide sufficient opportunities to support this program.

### ***Assessment Plan***

Student learning will be assessed through:

- Internship performance
- Disaster research briefs
- Applied practicums
- Course work in CDAE 1200

### ***Staffing Plan, Resource Requirements, and Budget***

#### ***Faculty Resources***

- No additional faculty members are required
- CDAE and UVM Emergency Management will deliver the core course CDAE 1200

#### ***Library Resources***

- Library evaluation was completed: Existing journals, eBooks, and databases are sufficient
- No additional costs anticipated

## Budget Implications

- No additional costs to departments/ CALS
- Course choices are diverse, which eliminates bottlenecks

## **Evidence of Support**

The proposal has extensive written support from:

- CDAE (Chair Konefal)
- CALS Dean
- CALS Curriculum Committee
- Geography & Geosciences
- Biomedical & Health Sciences
- Sociology
- Social Work
- Political Science
- RSEN
- Spatial Analysis Lab (SAL)
- UVM Emergency Management

All departments approve inclusion of their courses and confirm capacity.

## **Summary**

The proposed Emergency Management Minor has a well-developed, interdisciplinary approach that addresses the university's mission as well as the needs of the state of Vermont. The proposed initiative capitalizes on existing faculty, requires no budget, has broad support in terms of the university's academics, as well as administration, and addresses the needs of society in the context of resilience. The CAC and Faculty Senate recommend that this proposed Emergency Management Minor be approved.

## > **Approval of a Proposal from the College of Engineering and Mathematical Sciences and Graduate College for a new mCGS in Biomedical Innovation**

The following approvals have been obtained for a new mCGS in Biomedical Innovation:

- Graduate Executive Committee on 12/11/25
- CEMS Faculty 10/14/25
- CEMS Curriculum Committee on 10/3/25

- Curricular Affairs Committee of the Faculty Senate on 2/5/26
- Faculty Senate on 2/23/26

If approved by the Board of Trustees, the certificate will become available beginning Fall 2027. No public comments were received during the circulation period.

### ***Program Description and Rationale***

The Graduate Micro-Certificate in Biomedical Innovation is a 6-credit program for graduate students in clinical, public health, and other healthcare-related disciplines to partner with engineering students in developing innovative medical technologies through interdisciplinary team-based projects and entrepreneurial training.

Innovation in healthcare technology increasingly requires interdisciplinary collaboration between engineers and clinicians. While many medical device ideas originate from clinical settings, clinicians often lack the incentive and network to advance these concepts. Clinicians and engineers report that barriers such as working culture, communication, and background often hinder successful partnerships between technical and clinical professionals. Furthermore, promising innovations developed in controlled laboratory settings frequently stall during translation into real-world clinical environment. To address these challenges, the Micro-Certificate in Biomedical Innovation (micro-CBI) is designed to (1) train the next generation of leaders in medical innovation and (2) support the development of healthcare solutions with strong potential for clinical impact. The program's long-term goal is to leverage UVM's integrated health sciences campus for MedTech innovation. They aim to bring together clinicians from the Larner College of Medicine and the College of Nursing and Health Sciences with engineering graduate students from the College of Engineering and Mathematical Sciences to promote interdisciplinary collaboration, team-based problem solving, and a strong innovation network.

### ***Justification and Evidence for Demand***

The healthcare technology sector faces a skills gap that divides fundamental and translational laboratory research (bench) and clinical research and patients (bedside). This is commonly known as the "valley of death" in medical translation where promising therapeutics fall, requiring targeted funding, cross-disciplinary expertise, and structured training to move innovations toward patient impact. Addressing these challenges through educational initiatives is essential to maintaining U.S. competitiveness and creating pathways that attract, retain, and prepare a talented and diverse pool of biomedical innovators. No comparable program at UVM bridges clinical and engineering disciplines to focus on biomedical

innovation. The Graduate Micro-Certificate in Biomedical Innovation is distinctive in three ways:

- **Interdisciplinary Structure:** Brings together graduate students from engineering, public health, and clinical programs in cross-functional teams to drive MedTech development.
- **Clinical Translation Focus:** Unlike business-focused innovation courses, this program centers on healthcare technology, guiding teams from concept development in Core Innovation I to tangible outcomes in Core Innovation II, including startups, intellectual property, or industry partnerships.
- **Accessibility to Clinicians:** Emphasizes innovation, project management, and communication rather than technical prerequisites, ensuring participation from clinicians and humanities students.

By leveraging UVM's integrated health sciences campus, the certificate builds a bridge between clinical and engineering education and positions UVM as a leader in interdisciplinary healthcare innovation.

### ***Relationship to Existing Programs***

The micro-CBI courses will be offered by the Biomedical Engineering Program in the Department of Electrical and Biomedical Engineering. The two core courses will include two new courses offered in a Fall-Spring sequence, *Core I: Biomedical Innovation* and *Core II: Biomedical Innovation* (BME 6010

and 6020). These courses have been entered into courseleaf.

The proposers referenced discussions regarding a potential Biomedical Entrepreneurship micro-certificate within the Larner College of Medicine. In coordination between CEMS and LCOM efforts, these two programs are different and complementary in many ways, both in format and in curricular content. The proposers note that future collaboration between these programs has great potential for the formulation of combined "stackable" certificates.

### ***Curriculum***

The Graduate Micro-certificate in Biomedical Innovation consists of two required courses. In the core courses, students will develop skills through objective-driven workshops inspired by the Stanford Biodesign Innovation course and the Duke Engineering Entrepreneurship Program, customized by Program Faculty and the UVM Center for Biomedical Innovation to meet the needs of graduate students at UVM. The core courses are project-based and provide students with rich opportunities to "learn by doing" biomedical design and entrepreneurship.

Curricular breadth is achieved through the program's interdisciplinary design. In BME 6010 (Core Innovation I), students from engineering, clinical, data science, and health science backgrounds form mixed teams to conduct clinical data surveys, stakeholder interviews, and market analyses. These activities build fluency across technical, clinical, and entrepreneurial domains.

Curricular depth will be developed through sustained, project-based work in BME 6020 (Core Innovation II). Teams advance their concepts into fundable company plans by completing SBIR/STTR deliverables, including a Specific Aims page, Research Strategy, and Commercialization Plan, that require technical rigor, regulatory planning, and financial justification.

The Graduate Micro-Certificate in Biomedical Innovation is designed to challenge students with rigorous coursework and high standards of professional performance. Students must maintain a minimum GPA of 3.0 in each of the two required courses, complete graded assessments aligned with program outcomes, and document each stage of their innovation process to demonstrate consistent and effective effort. Each student team will prepare and deliver a professional pitch deck, evaluated by faculty and external stakeholders for clarity, feasibility, and translational potential.

Students will be periodically evaluated in their engagement with external partners, funders, and mentors during BME 6020, when they will recruit Letters of Support. In addition, students will present their work at the Biomedical Engineering symposium, providing experience in formal scientific communication and accountability to a public, interdisciplinary audience.

#### Required Courses

Number	Name	Credits
BME 6010	Core Innovation I	3
BME 6020	Core Innovation II	3

Additional requirements: Participation in interdisciplinary team project; minimum 3.0 GPA in both certificate courses. Courses will each be offered once per year during the academic year.

#### **Admission Requirements and Process**

Graduate students, or admitted graduate students, that are non-degree students may enroll in the *Core Innovation* course sequence. The micro-certificate requires completion of two 3-credit courses, as well as participation in the outlined assessments outside of the required coursework. A required Letter of Intent will serve as a screening process to ensure the commitment of students that begin the

course sequence and increase likelihood of a high retention rate. The proposers expect full-time students to complete the certificate

course work as part of, but not addition to, their M.S. or Ph.D. coursework in Biomedical Engineering.

Per Graduate College policy, non-degree students must officially enroll in the micro-certificate prior to completing the final 3 credits required for the credential.

Admission to the Graduate Micro-Certificate in Biomedical Innovation will be open to non-degree and degree-seeking graduate students across UVM colleges. Students apply by submitting a brief Letter of Intent to the Program Director describing their academic background, motivation for pursuing the certificate, and how training in innovation and entrepreneurship aligns with their career goals. The letter helps identify committed participants and supports the formation of balanced, interdisciplinary project teams. Instructor permission is required for enrollment in the Core Innovation course sequence to ensure appropriate cohort composition across engineering, health, and clinical disciplines. All engineering graduate students are eligible to participate pending review and instructor approval. BME graduate students will be encouraged to enroll in the courses and will be eligible to earn the micro-certificate, as the courses will not be a part of their formal degree requirements, in accordance with Graduate College policy.

### ***Anticipated Enrollment and Impact on Current Programs***

If approved, the Graduate Micro-Certificate in Biomedical Innovation would begin in Fall 2027. The proposers would expect the first micro-certificate to be awarded in Spring 2028. This projection assumes students who begin the program in Fall 2027 would take one course per semester. By Fall 2028, they will recruit no less than five (5) new students a year pursuing this Graduate Micro-Certificate (which excludes BME graduate students).

The proposed Graduate Micro-Certificate in Biomedical Innovation will draw candidates from programs such as Neuroscience (NGP), Cellular & Molecular Biology (CMB), and Integrated Health Sciences (IHS), whose directors have endorsed integration of their students into the course sequence. This cross-college participation will create a consistent and diverse pool of candidates from the life sciences, health sciences, and engineering, fostering collaboration across disciplines and preparing students to address translational challenges in healthcare innovation. At the heart of this curriculum are the two core courses (BME 6010 and 6020) built around a strong culture of BME graduate student participation but not required to earn their degree. BME M.S./Ph.D. students will therefore be eligible to earn the micro-certificate in Biomedical Innovation. Other interested graduate students in the engineering disciplines will also have the encouraged opportunity for full participation in this credential.

## **Advising**

Students pursuing this micro-certificate will be advised by the Program Director, with assistance from other core faculty in the Biomedical Engineering Program.

## **Assessment Plan**

The APR will be with the Biomedical Engineering Program. The program has proposed an assessment plan to measure the following program outcomes:

- **Cross-College Participation** – Enroll graduate students representing at least three UVM colleges (CEMS, CNHS, LCOM, GSB) within two years of launch. *Measured using enrollment records.*
- **Career & Alumni Impact** – Within one year of completion, at least 75% of surveyed alumni will report that the certificate strengthened their interest and/or ability to pursue translational or entrepreneurial work. *Measured via annual alumni survey.*
- **Interdisciplinary Project Output** – Each cohort will complete at least three team-based projects that involve both clinical and engineering students and produce deliverables such as SBIR proposals, prototypes, and pitch decks. *Measured through course deliverables and symposium participation.*
- **External Engagement** – Establish and maintain at least three active partnerships with local or regional organizations (e.g., VCET, Beta Technologies, UVM Health Network) that contribute mentorship, project sponsorship, or hiring opportunities. *Measured through partnership agreements or event participation.*
- **Program Visibility and Growth** – Achieve a sustained annual enrollment of at least 10 certificate participants and ensure representation from at least two academic programs each year. *Measured via enrollment data.* These program outcomes will be evaluated by the Program Director and the Biomedical Engineering Program on a bi-annual basis

## **Staffing Plan, Resource Requirements, and Budget**

The Biomedical Engineering Program will not provide funding to students enrolled in the micro-CBI. Full-time students pursuing research towards a M.S. or Ph.D. degree may be eligible for graduate teaching (GTA) or graduate research (GRA) funding through their home department.

Courses will be delivered within the existing teaching capacity of the Biomedical Engineering Program. The Program Director will teach both core courses as part of their regular load, and additional faculty support will be assigned as needed through standard teaching allocations.

The Graduate Micro-Certificate in Biomedical Innovation will rely on existing UVM resources. Prototyping facilities (3D printing, machining, and device development resources) will be available through the Center for Biomedical Innovation (CBI), as well as partnering with specialized equipment and core facilities supported by the Vermont Biomedical Research Network (VBRN). These shared resources provide students with the tools needed for translational projects and prototyping. As enrollment expands, additional capacity will be sought through external funding, including NIH grant programs designed to strengthen innovation and entrepreneurship infrastructure.

No additional classroom or study space is required; existing facilities in the Center for Biomedical Innovation and the Department of Electrical and Biomedical Engineering are sufficient to host courses, group collaboration, and student projects. No additional resources were indicated as necessary to implement the mCGS including office or laboratory space, and no additional library resources are needed. They are planning to raise funds (\$10,000 annually) to support group projects. The proposers shared that they are able to operate at baseline with departmental support, with a chair's commitment of funds for the initial cohort to fund three team projects. With additional funds that they have identified sources for they will over time be able to expand to five team projects (Center for Biomedical Innovation endowment funds, future industry partners, extramural grants via CBI director Yuri Hudak).

### ***Evidence of Support***

The Micro-Certificate will be housed in the Department of Electrical and Biomedical Engineering (CEMS) and recruit students from the College of Nursing and Health Sciences, Neuroscience, Cellular and Molecular Biology, and the Vermont Complex Systems Institute. Faculty across these units will contribute through guest lectures, mentorship, and student participation. Additionally, letters of support for the new mCGS in Biomedical Innovation were provided by faculty in CEMS, LCOM, GSB, and CNHS.

### ***Summary***

The Graduate Micro-Certificate in Biomedical Innovation fosters interdisciplinary collaboration and translational problem solving. Through project-based coursework, students identify unmet clinical needs, develop and refine solutions, and learn to navigate the path toward clinical implementation using advanced project management tools. This credential signals to employers that graduates possess practical experience in biomedical innovation, entrepreneurship, and cross-disciplinary teamwork—skills valued in biotechnology, MedTech startups, healthcare systems, and research settings. The program also supports Vermont's growing innovation economy by preparing graduate students to launch or join

BioTech and MedTech ventures serving regional and national needs. The UVM Innovations Office has expressed enthusiasm for the program's goals, and additional partnerships with regional organizations such as the Vermont Center for Emerging Technologies (VCET) and Beta Technologies are under active development to provide mentorship, project sponsorship, and workforce engagement opportunities for future cohorts. While several leading institutions offer graduate-level training in biomedical innovation education. However, none combine the specific features in this proposed program. The CAC and Faculty Senate recommend approval of the program.

> **Approval of a Proposal from the Larner College of Medicine and Graduate College for a new mCGS in Biomedical Entrepreneurship**

The following approvals have been obtained for a new mCGS in Biomedical Entrepreneurship:

- Graduate Executive Committee on 2/19/26
- LCOM's Graduate Executive Committee 10/1/25
- Curricular Affairs Committee of the Faculty Senate 4/2/26
- Faculty Senate 4/27/26

If approved by the Board of Trustees, the certificate will become available beginning Fall 2026. No public comments were received during the circulation period.

***Program Description and Rationale***

The proposed Micro-Certificate of Graduate Study (mCGS) in Biomedical Entrepreneurship is a fully online, two-course program designed to provide biomedical researchers, graduate students, and professionals with the fundamental tools and experiential learning needed to translate scientific discoveries into viable commercial ventures. The curriculum builds upon the successful NIH-funded I-Trep program, which since 2017 has trained researchers nationally in identifying unmet clinical needs, due diligence, regulatory strategy, financing, and IP management. The program addresses a gap in traditional biomedical graduate education, providing structured instruction in commercialization pathways that are increasingly recognized as critical for career advancement.

***Justification and Evidence for Demand***

Demand for biomedical entrepreneurship training is driven by national workforce needs, the expansion of biotechnology industries, and documented lack of

commercialization training among biomedical scholars. The I-Trep bootcamp consistently fills its 20-person national cohort, demonstrating demand. Additionally, more than 3,900 biotechnology degrees were awarded in 2023, an 8.3% increase from the prior year, reflecting rapid workforce expansion. Early-career researchers increasingly seek entrepreneurship training to align with evolving promotion and tenure structures that recognize commercialization outputs.

### ***Relationship to Existing Programs***

The program complements, rather than duplicates, the proposed CEMS mCGS in Biomedical Innovation. While CEMS focuses on engineering-driven innovation and is delivered in person, the LCOM proposal centers on biomedical commercialization and is delivered fully online. Both programs collaborated during development, and faculty express confidence that the two micro-certificates will expand UVM's graduate portfolio without generating competition. The program also aligns with UVM's Land Grant mission by supporting Vermont biotechnology growth and integrating with resources such as the newly opened BioLabs incubator.

### ***Curriculum***

The curriculum consists of two 3-credit asynchronous online courses: MED 5010 (Foundations in Biomedical Entrepreneurship: Concept to Venture) and MED 5011 (Biomedical Entrepreneurship: Case Studies). MED 5010 provides experiential training through the TRL framework, Business Model Canvas development, customer discovery interviews, IP considerations, regulatory mapping, and pitch creation. MED 5011 provides deep case-based analysis of successful and failed biomedical ventures, helping students identify factors that influence market success, business model viability, financing, team formation, ethical challenges, and commercialization strategy.

### ***Admission Requirements and Process***

The program is open to graduate students, advanced undergraduates, and non-degree students. There are no prerequisite courses, reflecting the certificate's intention to be broadly accessible. Students will receive advising from faculty participating in the program or those with relevant entrepreneurial experience. Students may enroll as non-degree students, and certificate credits may be applied toward degree programs with departmental approval.

**Anticipated Enrollment and Impact on Current Programs**

Expected enrollment is at least five students per year beginning in Fall 2026. Because both courses are new and self-contained, the program is not expected to burden existing academic units. It may increase overall graduate enrollment by attracting professionals and scientists seeking commercialization skills. The online format expands access for remote learners and supports UVM’s strategic goal of innovative online program delivery.

**Advising**

Students will be assigned a primary advisor from faculty with biomedical entrepreneurship expertise. Advising includes guidance on course progression, capstone projects, and career planning. As part of the I-Trep model, students may also interact with external mentors, industry partners, innovation specialists, and regulatory experts.

**Assessment Plan**

Assessment aligns with program learning outcomes and includes: rubrics for evaluating customer engagements, business model canvases, regulatory/IP strategy assignments, and final venture pitches/business plans. Program evaluation will be overseen annually by the Graduate Education Committee, and APR jointly with the CMB program.

**Required Courses**

Number	Name	Credits
MED 5010	Foundations in Biomedical Entrepreneurship: Concept to Venture	3
MED 5011	Biomedical Entrepreneurship: Case Studies	3

**Staffing Plan, Resource Requirements, and Budget**

The program requires no new faculty lines. Instruction/curriculum development will be delivered by Drs. Thornton and Irvin and UVM Innovations staff, supported through I-Trep grants and PACE funds. No new space, equipment, or personnel are required. Library consultation confirms adequate resources to support the program.

## **Evidence of Support**

Strong letters of endorsement accompany the proposal. Multiple units describe the program as timely, complementary, and aligned with UVM's strategic research and innovation goals. The proposal has been approved by the Graduate College Executive Committee and reviewed by departments contributing faculty.

### **Summary**

The CAC and Faculty Senate found the proposed micro-certificate to be academically rigorous, strategically aligned with institutional and workforce needs, and supported by robust faculty expertise and external funding.

### **> Approval of a Proposal from the College of Education and Social Services for a termination of the BS Ed in Physical Education**

The following approvals have been obtained for a no-contest termination of the Physical Education (Grades PreK-12) B.S.Ed. submitted by the College of Education and Social Services:

- CESS Faculty on 10/18/25
- CESS CAC 10/18/26
- Curricular Affairs Committee of the Faculty Senate 4/2/26
- Faculty Senate 4/27/26

If approved by the Board of Trustees, the termination would be effective with the 26-27 catalog (Note: Student enrollment in the program will be zero after the Spring 2026 semester). No public comments were received during the circulation period.

On February 23, 2026, the College of Education & Social Services Curricular Affairs Committee (CAC) began reviewing a memo from Chair Vannest requesting termination of the Physical Education (PE) Program. An electronic vote was opened, and the CAC voted 5-0 in approval of the proposal.

On October 18, 2025 at a Department of Education faculty meeting where a termination vote was taken. This vote was advertised in advance, appeared on the faculty meeting agenda, and time was provided for discussion. The response rate was 74% across all FT faculty (excluding leadership).

- 32 responses indicate "yes, continue with program termination"
- 3 responses were an abstention
- 2 responses indicate "no – do not continue with program termination"

Brett Holt, Associate Professor in PE, indicated that he would not contest the termination request, but requested that his “objection to the action” be recorded in subsequent steps of the process.

Subsequently, Dean Katharine Shepherd provided her full support of the termination on March 9, 2026 when she submitted the termination for Senate approval.

### **History**

The Physical Education (Grades PreK-12) B.S.Ed. was identified for deactivation in February of 2021 by Dean Scott Thomas after a review of low-enrollment, low-completion degree programs. At that time, the program was awarded an average of less than 5 degrees per year. The program was deactivated by the Faculty Senate through a contested deactivation in May of 2022.

Student enrollment in the program will be zero after the Spring 2026 semester.

### **Efforts for Revision**

Meetings and initial efforts to revise curriculum or engage a broader faculty collaborative effort began in the fall 2023 semester with individual and small group meetings with faculty in allied fields in CNHS. A review of SCH, enrollment and staffing resulted in no workable plan forward. An additional meeting in fall 2023 occurred with CESS Dean Shepherd to offer time to create a revision plan led by faculty. This was considered and declined by Brett Holt. Chair Vannest organized another meeting with the Vermont Educator of the Year, who is a respected PE Teacher in Vermont to look for practical synergies in the field. The discussion of possible changes and collaborations did not gain momentum. Subsequently Chair Vannest engaged with the athletics director and with the director of education licensure independently to assess an interest among our athletes. This did not gain traction. Vannest organized another two meetings with faculty Garnett, Holt, and Director of Teacher Licensure Halladay to discuss potential requests for hire and curriculum changes or other options. A proposal was drafted and forwarded, but the review of program enrollment history and a market analysis in Vermont resulted in the proposal not receiving support. Overall, meetings and support offers were initiated largely out of the Dean and Chairs office. These meetings were unsuccessful in generating momentum in a faculty-driven curriculum process.

## **Summary**

Dean Shepherd, Chair Vannest, Director Halladay, and others invested time and effort to collaborate with colleagues in CHNS, Athletics, the Department of Education, and supportive community members. This included outreach to other colleges on campus and efforts to involve community members from the discipline, meetings with deans and associate deans, reductions in course teaching to facilitate time for curricular revisions, and administrative support to establish meetings with other faculty. However, they were not able to reach resolution or agreement on curricular revisions. Hence, the CAC and Faculty Senate support the no-contest termination of the Physical Education (Grades PreK-12) B.S.Ed. proposed by the College of Education and Social Services.

### **> Approval of a Proposal from the College of Agriculture and Life Science for a new minor in ONE Health**

The following approvals have been obtained for a new minor in ONE Health from the Microbiology and Molecular Genetics Department in the College of Agriculture and Life Science:

- CALS Curriculum Committee 10/21/25
- Curricular Affairs Committee of the Faculty Senate 4/2/26
- Faculty Senate 4/27/26

The minor will be coordinated by co-leads Janet Murray and Bruno Martorelli Di Genova (MMG) and includes engagement from the following programs:

- CALS Sciences – Animal & Veterinary Sciences (ASCI), Plant Biology (P BIO), Community Development & Applied Economics (CDAE), Department of Microbiology & Molecular Genetics (MMG).
- CNHS – Department of Biomedical Health Sciences (BHSC), Health Sciences (HSCI).
- RSENr – Wildlife Fisheries and Biology (WFB)

If approved by the Board of Trustees, the minor will become available beginning in the 2026-27 catalog year.

### **Program Description and Rationale**

The One Health minor prepares students to evaluate and address complex health challenges that arise at the intersection of human, animal, plant, and environmental systems. Required courses represent foci across five required modules: Foundations & Public Health; Infectious Disease & Epidemiology; Animal & Wildlife Health;

Environment & Planetary Health; and Policy, Communication & Ethics. The main learning goal is for students to gain systems thinking, through the application of epidemiologic reasoning, ecological and microbiologic literacy, and policy/communication skills. The 18-credit curriculum draws on courses across MMG and partner units and aligns with recognized One Health competency domains.

According to the international One Health High-Level Expert Panel (OHHLEP) "One Health is an integrated, unifying approach that aims to sustainably balance and optimize the health of people, animals, and ecosystems. It recognizes the health of humans, domestic and wild animals, plants, and the wider environment (including ecosystems) are closely linked and interdependent." Complex health problems cross species and sectoral boundaries. One Health education emphasizes systems thinking, teamwork, communication and informatics, values and ethics, leadership, roles and responsibilities, and management as core competencies that complement institutional general education goals. Housed in MMG, the minor leverages permanent-numbered courses across multiple departments and colleges for breadth without new course creation.

### ***Justification and Evidence for Demand***

The minor advances MMG's leadership in microbiology and infectious disease through internationally recognized biomedical research and education focused on improving human health. It partners with ASCI, which provides a comprehensive understanding of the biology, behavior, and management of animals, emphasizing the interconnections between animals, the environment, and human health. PBIO contributes expertise in plant biology from molecular to ecosystem levels, addressing global challenges such as climate change, sustainability, and food security. HSCI prepares students to improve individual and community health through population-level approaches, emphasizing health equity, global health, and epidemiology. CDAE engages students in socially transformative research and applied learning to build resilient, inclusive, and just communities, integrating public communication, policy, economics, and community development. Together, these departments support the interdisciplinary goals of the One Health Minor and provide students with diverse perspectives and tools to address complex health challenges. The minor aligns with the University's emphasis on interdisciplinary problem-solving, high-impact practices, and general education goals in critical thinking, communication, and applied knowledge. It also supports the vision of the UVM Planetary Health Initiative, which recognizes that human health and well-being are deeply interconnected with the health of natural systems. By integrating perspectives from microbiology, veterinary science, plant biology, public health, and community development, the One Health Minor prepares students to address global challenges such as climate change, biodiversity loss, and emerging diseases.

The curriculum fosters whole health thinking, ecological literacy, and community engagement, core principles of planetary health, while equipping students with the tools to lead in transdisciplinary, sustainability-focused careers.

### ***Relationship to Existing Programs***

The proposed One Health minor complements existing programs by emphasizing breadth across five interconnected domains rather than depth in a single discipline. Its modular structure requires students to engage with diverse perspectives, including epidemiology, infectious disease, animal and wildlife health, environmental and planetary health, and policy and ethics. This design formalizes cross-college pathways by integrating courses from multiple academic units into a coherent curriculum, ensuring that students develop the interdisciplinary skills necessary to address complex health challenges.

Several existing minors, such as Public Health, Microbiology, Environmental Studies, Wildlife and Fisheries Biology, Plant Biology, and Community Development, share overlapping content areas within the One Health minor. However, these programs focus on depth within a single domain. The One Health minor is distinctive because it requires students to complete coursework in five different domains and explicitly maps learning outcomes to recognized One Health competencies, including systems thinking, communication and informatics, values and ethics, leadership, roles and responsibilities, teamwork, and management. This approach prepares graduates for transdisciplinary collaboration and leadership in addressing global health issues.

### ***Curriculum***

The minor requires 18 credits, with at least 9 credits at the 2000-level or above, including a minimum of 3 credits at the 3000-level. The modular structure of the One Health Minor is designed to reflect the inherently interdisciplinary nature of One Health. This structure allows students to explore complex health issues from multiple perspectives, fostering systems thinking, ethical reasoning, and collaborative problem-solving. By organizing the curriculum into modules, the minor supports coherent academic planning while offering flexibility and relevance to students from diverse majors. All courses have permanent numbers; pass/fail is not permitted; at least half of the credits must be taken in residence. For successful completion of the minor, the students are required to take one course in at least 4 of the 5 modules. Allowing students to complete four out of five modules provides essential flexibility while maintaining the interdisciplinary integrity of the One Health framework.

One foundational course required is either ASCI 1090 – One Health: an Exploration or MMG 1020 – Unseen Worlds: Microbes and You. These courses can also be utilized to satisfy requirements of Modules 1 and 2 respectively. This approach

acknowledges the diverse academic backgrounds and scheduling constraints of students across majors, enabling broader participation without compromising core learning outcomes. By offering choice, the minor supports deeper engagement and ownership of learning, while still ensuring exposure to multiple domains central to One Health: Human, Animal, Environmental, and Societal Health.

**One required foundational introductory course from the following (choose 1, 3 cr):**

- ASCI 1090 – One Health: an Exploration
- MMG 1020 - Unseen Worlds: Microbes and You

**Module 1 – Foundations & Public Health (choose 1, 3 cr)**

- ASCI 1090: One Health: an Exploration (*if not already taken for required foundation course*)
- HLTH 2070 Human Health and the Environment
- HSCI 2100 - Fndns of Global Health
- HSCI 3100 – Epidemiology, Public Health & Emerging Disease
- HLTH 3070: Health: Pathways to Planetary Health

Justification: This module establishes a shared One Health framework and introduces core public health understanding to frame problems spanning human, animal, and environmental systems. ASCI 1090 and HSCI 2070 provide the integrative foundation, HSCI explores global health challenges, while HSCI 3100 builds population level tools (measures, study design, outbreak investigation) and HLTH 3070 explores human health in relation to the management of natural systems.

**Module 2 – Infectious Disease & Epidemiology (choose 1, 3 cr)**

- ASCI 3080 – Molecular Epidemiology of Infectious Diseases
- HSCI 1300. Epidemics: Dynam of Inf Disease
- MMG 1020 Unseen Worlds: Microbes and You (*if not already taken for required foundation*)
- MMG 3300 – Emerging Infectious Diseases

Justification: Students deepen analysis of disease emergence, transmission, and control by linking molecular methods with ecological and social drivers. MMG 1020 introduces microbial literacy, HSCI 1300 introduces how disease is transmitted in populations, ASCI 3080 develops bench to field molecular epidemiology skills, and MMG 3300 situates emerging threats in global contexts to strengthen readiness for transdisciplinary response.

### **Module 3 – Animal & Wildlife Health (choose 1, 3 cr)**

- ANTH 2440. Primates and Anthropology.
- ASCI 2130. Animals in Soc/Animal Welfare
- ASCI 2180 – Applied Animal Health
- ASCI 2700 – Wildlife Health & Conservation
- WFB 3100-Wildlife Disease Ecology

Justification: This module targets the human animal interface where many health risks originate, emphasizing surveillance, ethics, and management. ASCI 2130 explores social and ethical dimensions of animal welfare, ASCI 2180 addresses diagnosis and control in domestic species, and ASCI 2700 as well as WFB 3100 develops population level wildlife health approaches and conservation ethics. ANTH 2440 focuses on primates which can more easily spread disease to humans.

### **Module 4 – Environment & Planetary Health (choose 1, 3-4 cr)**

- PBIO 2330 How Plants Can Save the World
- PBIO 2440 – Nature-Based Climate Solutions
- PBIO 3750. Global Change Ecology
- PBIO 3940 Modeling of Ecological Systems
- MMG 3200 – Environmental Microbiology
- WFB 3240 - Conservation Biology (4 cr)

Justification: Students examine upstream environmental determinants such as climate, biodiversity, and microbial processes that shape risk and resilience across species. PBIO 2330 & PBIO 2440 provides community engaged climate solutions, and solutions to other contemporary issues. MMG 3200 grounds students in environmental microbiology across air, soil, and water, PBIO 3750 as well as WFB 3240 explore ecological responses to global change and PBIO 3940 provides modeling skills.

### **Module 5 – Policy, Communication & Ethics (choose 1, 3 cr)**

- CDAE 2020. Sustainable Community Dev
- CDAE 2420 – Communicating Climate Crises
- CDAE 2760: Inclusive Science Communication
- MMG 2114 – Vaccines: Science & Ethics

Justification: This module translates science into action through policy analysis, risk and climate communication, and ethical decision making. CDAE 2020 introduces sustainable development frameworks, CDAE 2420 builds practical communication repertoires, CDAE 2760 explores different types of science communication and MMG 2114 centers the scientific and ethical dimensions of immunization for evidence based public engagement.

### ***Majors with which this minor is not acceptable due to overlap***

None proposed at this time; the curriculum requires breadth across five domains and is designed to complement existing single-discipline minors.

### ***Eligibility restrictions***

Open to all majors with a minimum 2.0 GPA; advising required.

### ***Response to Public Comment***

There were multiple public comments received during the circulation period. The proposers responded to those comments to the satisfaction of the CAC.

### ***Anticipated Enrollment and Impact on Current Programs***

Projected enrollment is 15–25 students in the first two years, growing to 30–40 as awareness builds. Because the minor distributes demand across five departments and allows lower-prerequisite pathways, seat impacts are expected to be manageable; enrollments will be monitored with advising caps adjusted as needed.

### ***Admissions and Advising***

Students will declare the minor through the standard declaration process. Once declared they will be assigned an advisor from the MMG faculty. Advising is required to manage prerequisites and plan a coherent pathway.

### ***Assessment Plan***

The learning outcomes below frame the minor and will be assessed through a variety of metrics including annual review of student enrollment, student performance, course performance by module, student feedback, and graduation surveys.

1. Apply systems thinking to human–animal–environment problems and articulate cross-sector roles and responsibilities.
2. Analyze infectious disease emergence and control with population-level and molecular epidemiologic tools.
3. Evaluate environmental and climate drivers of health and propose feasible, community-engaged solutions.
4. Communicate across sectors and reason ethically about vaccines, risk, and policy.
5. Collaborate effectively in transdisciplinary approaches to problem solving.

## **Staffing Plan, Resource Requirements, and Budget**

Total costs for first five years in addition to current budget: Stable; no new courses planned; periodic assessment and minor website maintenance absorbed by the unit.

## **Evidence of Support**

Letters of support were received by the Chairs of the Department of Animal Science, Biomedical and Health Science, Community Development and Applied Economics, Plant Biology, and Wildlife Fisheries Biology. Additional conversations and collaboration occurred with faculty in Health and Society Program.

## **Summary**

In summary, by integrating perspectives from microbiology, veterinary science, plant biology, public health, and community development, the One Health Minor prepares students to address global challenges such as climate change, biodiversity loss, and emerging diseases. The minor relies on several different courses from a variety of disciplines enabling students' choice as to how they want to engage in the study of One Health. The proposers were responsive to public comments and the resulting edits to the original proposal has strengthened the minor and therefore the CAC and Faculty Senate recommend Board of Trustees approval.

## **Academic Program Reviews**

*Reviews in Progress (3):*

- Neuroscience Graduate Program
- Community Development and Applied Economics
- Rubenstein School for the Environment and Natural Resources

*Completed Reviews (3):*

- Animal and Veterinary Science
- Communication Sciences
- Radiation Therapy

## **Other Academic Actions**

### **Completed Actions – the CAC recently:**

- > Approved a Substantial Revision to the Cellular, Molecular, and Biomedical Sciences PhD Program
- > Approved a Substantial Revision to the Bachelor of Science in Exercise Science
- > Approved a Substantial Revision to the Doctor of Nursing Practice Program
- > Approved a framework for Principles for addressing AI in the curriculum and supported the advancement of plans to implement a new module for first year undergraduate students in AI literacy and ethics

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

- Reviewing guidelines for program Termination & Deactivation and plan to revise the curricular guidance for increased clarity in the processes based on feedback we collected this spring.
- Providing feedback to the Office of the Vice Provost for Academic Affairs and Student Success on the APR process to support revisions to guidance for academic units engaging in APR including adjustments to how accredited programs report their program reviews.

## EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE

May 15, 2026

1. **Resolution approving the creation of a minor in Exercise Science in the College of Nursing & Health Sciences**

BE IT RESOLVED, that the Board of Trustees approves the creation of a minor in Exercise Science in the College of Nursing & Health Sciences, as approved and advanced by the Interim Provost on March 2, 2026 and President on March 3, 2026.

2. **Resolution approving the creation of a minor in Emergency Management in the College of Agriculture & Life Sciences**

BE IT RESOLVED, that the Board of Trustees approves the creation of a minor in Emergency Management in the College of Agriculture & Life Sciences, as approved and advanced by the Interim Provost on March 2, 2026 and President on March 3, 2026.

3. **Resolution approving the creation of a minor in One Health in the College of Agriculture & Life Sciences**

BE IT RESOLVED, that the Board of Trustees approves the creation of a minor in One Health in the College of Agriculture & Life Sciences, as approved and advanced by the Interim Provost on March 24, 2026 and President on March 26, 2026.

4. **Resolution approving a Certificate of Graduate Study in Specialized Literacy Studies in the Graduate College**

BE IT RESOLVED, that the Board of Trustees approves the creation of a Certificate of Graduate Study in Specialized Literacy Studies in the Graduate College in conjunction with the College of Education & Social Services, as approved and advanced by the Interim Provost March 2, 2026 and President on March 3, 2026.

5. **Resolution approving a Micro-Certificate of Graduate Study in Biomedical Innovation in the Graduate College**

BE IT RESOLVED, that the Board of Trustees approves the creation of a Micro-Certificate of Graduate Study in Biomedical Innovation in the Graduate College in conjunction with the College of Engineering & Mathematical Sciences, as approved and advanced by the Interim Provost March 2, 2026 and President on March 3, 2026.

6. **Resolution approving a Micro-Certificate of Graduate Study in Sustainability Reporting in the Graduate College**

BE IT RESOLVED, that the Board of Trustees approves the creation of a Micro-Certificate of Graduate Study in Sustainability Reporting in the Graduate College in conjunction with the Grossman School of Business, as approved and advanced by the Interim Provost March 2, 2026 and President on March 3, 2026.

7. **Resolution approving a Micro-Certificate of Graduate Study in Biomedical Entrepreneurship in the Graduate College**

BE IT RESOLVED, that the Board of Trustees approves the creation of a Micro-Certificate of Graduate Study in Biomedical Entrepreneurship in the Graduate College in conjunction with the Larner College of Medicine, as approved and advanced by the Interim Provost April 28, 2026 and President on April 29, 2026.

8. **Resolution approving the termination of the Physical Education B.S. Ed. Program in the College of Education & Social Services**

BE IT RESOLVED, that the Board of Trustees approves the termination of the Physical Education B.S. Ed. Program in the College of Education & Social Services as approved and advanced by the Interim Provost April 28, 2026 and President on April 29, 2026.

*Pending Faculty Senate approval on 5/14:*

9. **Resolution approving a Micro-Certificate of Graduate Study in Whole-Person Health for Healthcare Practitioners in the Graduate College**

BE IT RESOLVED, that the Board of Trustees approves the creation of a Micro-Certificate of Graduate Study in Whole-Person Health for Healthcare Practitioners in the Graduate College in conjunction with the College of Nursing and Health Sciences, as approved and advanced by the Interim Provost and President on May 14, 2026.