



The
UNIVERSITY
of VERMONT

FACULTY SENATE

Curricular Affairs Committee of the Faculty Senate

Agenda

Thursday, October 6, 2016, 4:15 – 6:15 pm
Room 427A Waterman

- I. **Approval of the Minutes** of the meeting on 09/01/16 (VOTE)* (5 minutes)
- II. **Chair's Remarks** (15 minutes)
- III. **Reports** (20 minutes)
 - A. New PhD in Human Functioning & Rehabilitation Science (VOTE)* [^Everse, Garrison]
- IV. **Other Business** (*none at this time*)
- V. **APR Reports** (20 minutes)
 - A. Counseling, CESS (VOTE)* [^Dale, Strickler]
- VI. **New/Other Business** (40 minutes)
 - A. Ongoing projects
 - B. Teaching quality discussion [Almstead, Dickinson, Reed]
- VII. **Adjournment**

^ denotes subcommittee chair

* indicates documentation sent electronically, perhaps separately

2016-2017 CAC Meeting Schedule:

All meetings will be held in Waterman 427A.

Meetings will begin at 4:15 and end no later than 6:15, unless otherwise noted.

Thursday, September 1, 2016	Thursday, January 5, 2017
Thursday, October 6, 2016	Thursday, February 2, 2017
Thursday, November 3, 2016	Thursday, March 2, 2017
Thursday, December 1, 2016	Thursday, April 6, 2017
	Thursday, May 4, 2017, 4:00-7:00 p.m.



FACULTY SENATE

Curricular Affairs Committee

Draft Minutes

September 1, 2016

Present: Professors Almstead, Franklin, Sisk, Strickler, Phelps, Monsen, Tomas, Weinstock, Snapp, Hazelrigg, Rowe, Marshall, Nichols, Everse, Garrison, Cichoskikelly, Dale, Kasser, Wojewoda, and Duy Nguyen.

Absent: Professors Budington, Paradis, Garrison, Sisock

Guests: Cathy Paris, Beth Taylor-Nolan, Brian Reed, J. Dickinson, Cindy Forehand

The meeting was called to order at 4:18 pm in Waterman 427A.

I. Approval of the Minutes of the meeting of May 5, 2016

The minutes of May 5, 2016 were approved as written with one clarification to note that Dean Prelock is the Chair of the Council of Deans.

II. Chairperson's Remarks

Laura Almstead provided an overview of the work of the Curricular Affairs Committee, including the charge as outlined in the Faculty Senate Constitution & Bylaws, the process for program proposals, and academic program reviews. Slides from her "CAC 101" presentation are attached to these minutes.

III. Reports (30 minutes)

- A. Proposal for a new Institute for the Environment.** Cathy Paris reported that an ad hoc committee was formed to review the proposal for a new Institute for the Environment. The members of the ad hoc committee are Cathy Paris, President of the Faculty Senate, Christina Wojewoda, of the Curricular Affairs Committee, and Chris Burns, Chair of the Research, Scholarship and the Creative Arts Committee. The Environmental Institute at the University of Vermont has been planned over a period of four years through discussions involving faculty across all of our schools and colleges. A major gift opportunity appears to make it possible to launch the Institute now. The ad hoc committee charged with reviewing the proposal recommends it without reservation. The proposal will go to the Faculty Senate Executive Committee to be placed on the agenda for the September meeting of the Faculty Senate.
- B. Proposal for a new Early Childhood Content Concentration, Early Childhood PreK-3 Major.** Laura Almstead presented a proposal from the College of Education and Social Services for a new Early Childhood Content Concentration, in the Early Childhood Education Program. The new concentration uses existing courses to provide students content knowledge in the areas taught in PreK-3 classrooms – Language Arts, Math, Science, and Social Studies. All students in the major are required to choose a concentration. The new concentration will be one of the possible options. Laura Almstead called a vote to approve the proposed new Early Childhood Content Concentration. **Vote: 22 approved, 1 opposed, 2 abstained.**

IV. Other Business (30 minutes)

- A. Dean's acknowledgement of new proposals process update.** Cindy Forehand reported that she presented the proposed review process that was drafted by the CAC to the Council of Deans. The proposed process included a memo signed by each of the Deans to ensure that each unit was aware of the proposal and had an opportunity to voice concerns. The Deans appreciated the CAC effort to get input from the Deans. They suggested a process that did not add additional steps, such as sending the existing email announcing the proposal to the Deans and their staff. The email would request a response if the Dean would like to provide input on how the proposal would affect their unit. An email list will need to be developed for the appropriate Deans and staff.
- B. Quantitative Reasoning General Education Requirement Concept.** Cathy Paris, J. Dickinson, Brian Reed, and Stephanie Phelps presented progress towards development of a quantitative reasoning general education requirement. Quantitative reasoning was one of the original general education concepts that was proposed. Joan (Rosie) Rosebush, a faculty member in mathematics, has taken the lead on furthering the quantitative reasoning concept. The framework is not built around courses, but on assessment of skills and knowledge acquired.

The Quantitative Reasoning General Education Requirement is intended to assure that each graduate of the University of Vermont possesses the ability to think critically, evaluate information, and reason quantitatively in order to excel in her/his chosen field and to perform as a successful citizen in the world.

Each student will be a productively numerate citizen who will be proficient in:

Interpreting data represented in a variety of ways, such as graphs, tables, and charts;

Solving problems, through the use of patterns, numbers, and symbols;

Evaluating the value and validity of provided information;

Determining if the solution to a problem makes logical sense in the real world;

Formulating alternative solutions; and

Communicating effectively the thought process used to interpret and solve the problem.

The courses in which these outcomes are evaluated include, but are not limited to:

MATH numbered 009 or higher,

STAT numbered 051 or higher,

CS numbered 008 or higher, or

PHIL 013.

Note that each student's college/school and major requirements may supersede this requirement.

There is no formal process in place for the development and approval of general education requirements. Each current requirement used a different path. The discussion regarding quantitative reasoning will continue.

V. APR Reports (none at this time)

VI. New Business (15 minutes)

Laura Almstead provided an updated list of APR subcommittee assignments. The list is attached to these minutes.

VII. Adjournment - Ellen Rowe moved that the meeting adjourn at 6:17 p.m. The motion carried.

Memo

To: Curricular Affairs Committee of the Faculty Senate
From: Stephen Everse & Garth Garrison, Subcommittee for the PhD program in Human Functioning & Rehabilitation Science
Date: September 29, 2016
Re: Recommendation: Approve

We have reviewed a proposal for a PhD program in Human Functioning & Rehabilitation Science submitted by the College of Nursing and Health Sciences (CNHS) and recommend approval. The program is a inter-professional program between all Departments in CNHS that will facilitate the generation of new knowledge by providing an academic training platform for research collaboration. It would begin in the Fall of 2017.

Program Description and Rationale

The proposed program is an academic, research-oriented PhD program that emphasizes inter-professional education in human functioning and rehabilitation related to posture, balance, mobility, hearing, speech, language, physical activity and exercise. This program is translational in nature as it focuses on understanding the spectrum of human function from the basic physiological function of cells and body systems to overall physical capability. These complex human functions and behaviors are unified by the common theme of human motor performance. The founding principles of the program in Human Functioning & Rehabilitation are based on the movement in health care toward the dynamic systems approach of the World Health Organization's International Classification of Functioning, Disability and Health (the ICF model). Specifically, this model considers health at three levels: 1) status of body structures and functions (molecular, cellular, and organ systems levels); 2) ability of the individual to participate in human activities and assume societal roles; and, 3) physical and social aspects of the environment that support the health of individuals and populations.

Justification and Evidence for Demand

The proposers note that a market analysis was not completed given the unique and novel nature of the proposal. For justification, the proposers reference current trends in the study of human functioning. The societal impact of impairments in human functioning is significant and therefore research and education in this area is considered a priority. At present, there is a lack of PhD trained scientists and academic faculty in core fields including kinesiology, exercise science, and communication. As such, there is increased demand for these individuals. Additionally, funding agencies including the NIH are increasingly encouraging interprofessional approaches to the research in this area. Many of the researchers currently in the field work in isolated sub-disciplines and not in an interprofessional manner. There is then demand not only for PhD scientists but PhD scientists with experience in interprofessional research. There are several programs in the Northeast and Canada that focus on interprofessional health sciences but none that truly engage researchers across different human functioning disciplines. This unique

program would position the University of Vermont well to address research needs in an area with significant societal impact and to be competitive for project awards, training program grants, and collaborative or center grants.

Relationship to Existing Programs

There are no similar programs at UVM although there would be curricular sharing with the Graduate Program in Clinical and Translational Science. Some coursework and existing graduate courses in CNHS would be made available to CTS as well. This will help support the program without a significant increase in curricular or faculty resources. Additionally, five of the core CNHS faculty involved in the proposed program participate in the Neuroscience Graduate Program which may lead to cross program opportunities for NGP students to study concepts of human motor control and behavior. The program has developed memoranda with CTS, Neurological Sciences, Psychological Sciences, and Nutrition and Food Sciences.

Curriculum

The program will consist of a two-year pre-candidacy stage, during which students will complete core coursework, identify research mentors, and gain broad experience in both curricular and research endeavors. Each aspect of this pre-candidacy education will facilitate inter-professional education; students will (a) engage in core courses that expose them to methods that span, impairment, activity, and participation based research across foci of cellular & molecular physiology of body systems, movement science, communication sciences, and physical activity and exercise behavior; (b) select courses of interest that span at least two of the foci; (c) participate in research rotations (either with a specific professional focus or an inter-professional focus) that span at least two of the foci; and (d) select two research co-mentors for their dissertation work that span at least two of these foci. Following qualifying examinations (a research proposal written in the form of a grant proposal and an oral defense of this proposal) to advance to candidacy, students will complete 20 credits of original dissertation research.

Required Courses

Number	Name	Credits
HFRS 401	Topics & Measurement of Human Functioning and Rehabilitation Science	3
HFRS 402	Applying the ICF Model to Human Functioning & Rehabilitation Science	3
HFRS 430	Seminar and Practicum in Health Professions Teaching	3
HFRS 450	Professional Writing and Grantsmanship	2
HFRS 491	PhD Dissertation Research	20
CTS 301	Designing Clinical & Translational Research (on-line)	3
CTS 310	Conducting Clinical & Translational Research	3
CTS 315	Reporting Clinical & Translational Research	3
CTS 320	Analyzing Clinical & Translational Research	3
CTS 325	Multivariate Analysis of Clinical & Translational Research	3
PH 301	Health Policy	3

Students will also take 12 credits of electives and may transfer in up to 12 credits from previous graduate work.

Additionally, students are expected to achieve competencies in:

- Research
- Interprofessional Content
- Teaching
- Policy

And will demonstrate their achievement by:

- Developing and submitting a research proposal for an internal or external grant competition
- Dissemination results from scholarly work in which the candidate has played a significant role through oral presentation at one or more professional meetings
- At least one peer reviewed publication on which they are first author
- Teach at least one course under the mentorship of a faculty member, or serve as a teaching assistant for at least one course and mentor or co-mentor an undergraduate or master's degree research project
- Analyze a delivery system or policy process affecting health and human performance of individuals with a selected health condition

Admission Requirements and Process

Applicants are expected to have a post-baccalaureate degree (e.g., MS, MA, DPT, DNP) with educational background in kinesiology, movement science, exercise science, exercise physiology, communication sciences and disorders, nursing, physical therapy, occupational therapy or related area (options are available for the exceptional undergraduate student to enter the program and make up the deficiencies). For those students who have already completed a graduate degree, the primary factors considered will be previous research experience, statement of purpose, and letters of reference. Transcripts will be used to verify previous degrees. GPAs and GREs will be used only to differentiate between otherwise equally qualified students. For students entering the program with only a BS, evaluations will be based upon the applicant's grade point average, scores on the Graduate Record Exam, previous research experience, a statement of purpose for graduate study, and letters of reference. Final decisions to offer a position will be based upon the personal interview.

Anticipated Enrollment and Impact on Current Programs

With the exceptionally large list of courses available as electives it is expected that no more than 1 or 2 students will be in any single course in any year. With only 5 students entering each year the impact on the elective courses is expected to be minimal.

Advising

Initially all students will be assigned a Doctoral Program Committee (3 program faculty) which will advise students in the development of their program of study and to track their progress throughout their graduate career. The Doctoral Program Committee will report on the progress of students to the Program Director. Once students have identified a dissertation topic, they will form a Dissertation Committee (at least 4 members of the graduate faculty), which must be approved

by the Doctoral Program Committee. The Dissertation Committee will advise the student on the dissertation research and monitor progress toward the completion of the research project. Accordingly, the Dissertation Committee will meet with the student at least once a year.

Staffing Plan, Budget, and Resource Requirements

A 0.25 FTE administrative assistant will be required in the first year of admitting students and will increase to a 0.50 FTE in the third year as the program grows to provide support for administering and coordinating program events, recruiting, and general information. An HFRS Doctoral Program Director will be appointed by the CNHS Dean on 5 year renewable terms through nomination (by faculty or self) with input from program faculty and agreement from the nominee as well as the Chairs of CNHS. The Doctoral Program Director will require a 20% (2 course) workload adjustment.

Assessment Plan

The PhD program will be reviewed according to the Faculty Senate's Academic Program Review process using standard program metrics.

Evidence of Support

Letters of support have been obtained from the Deans of the College of Agriculture and Life Sciences (Thomas Vogelmann), the College of Arts and Sciences (William Falls), the College of Education and Social Services (Cindy Gerstl-Pepin), and the College of Medicine (Frederick Morin), as well as chairs representing Medical Laboratory & Radiation Science (Paula Deming), Nursing (Rosemary Dale), and Rehabilitation & Movement Science (Jeremy Sibold). MOUs have been obtained allowing these students into courses offered outside of CNHS (CLBI, CSD, CTS, EDLP, NFS, NSCI, and PSYS).

Recommendation

The proposed PhD program in Human Functioning & Rehabilitation Science emphasizes interprofessional education in human functioning and rehabilitation which has been identified as a strategic priority for CHNS. It supports the strategic goal of both the University and CHNS to enhance our research infrastructure while requiring a minimum of resources. Thus, we recommend to the CAC approval of this PhD program.

**Faculty Senate Curricular Affairs Committee
Academic Program Review Subcommittee Report
Graduate Counseling Program**

Academic Program Review Subcommittee: Rosemary Dale, Chair (CNHS), Jennifer Strickler (CAS)

External Reviewers for Counseling: The external review was done by the National Council for the Accreditation of Teacher Education (NCATE) in the Spring 2014

The materials for this review were drawn from the self-study prepared by the Department of Counseling for NCATE, from the Counseling documents submitted for this APR, and from an interview with Jane Okech, PhD, who served as the Chair of Graduate Counseling Program during the NCATE accreditation visit.

Overview of Counseling

The University of Vermont Graduate Counseling Program prepares students to act as facilitators of change and growth for individuals, groups, and organizations. Counseling Program graduates receive a Master of Science degree and are prepared to work as professional counselors in a wide variety of settings. The Graduate Counseling Program resides in what is now the Department of Leadership and Developmental Sciences in the College of Education and Social Services.

There are two tracks within the Graduate Counseling Program: School Counseling and Clinical Mental Health Counseling. Both tracks are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the national accrediting body for counselor education programs. Subsequent to the recent review, the CACREP accreditation status of the two programs has been extended to October 31, 2020. The College of Education and Social Services is also accredited by the National Council for Accreditation of Teacher Education (NCATE).

Students complete the school counseling curriculum in a 48 credit-hour program. Graduates are eligible to be licensed to practice as school counselors in the State of Vermont. Students in the School Counseling program have the option of taking the national certification examination, but it is not required.

Students complete the Clinical Mental Health Counseling curriculum in a 60 credit-hour program. Graduates are eligible to be licensed to practice as mental health counselors in the State of Vermont, and they are required to complete the national certification exam given by the National Board for Certified Counselors. The pass rate on the certification examination for all UVM takers for the past 13 years is 100%.

Students also have an option to enroll in the Dual Option (68 credit-hours), completing educational requirements in the state of Vermont to be eligible for licensure in both school counseling and mental health counseling.

Enrollment

The course of study ranges from 2 years (School Counseling) to 2.5 years (Mental Health Counseling) and part-time enrollment is an option. The mean number of enrollees per year over the past decade is 20. For purposes of information and current interest, 28 students enrolled in the program in Fall 2016. The Counseling Program has implemented a variable tuition structure as of Fall 2016 and per Dr. Okech, the out-of-state cost was reduced to slightly over \$100/credit hour greater than the in-state rate, which is a significant reduction. This allows the program to draw increased numbers of diverse out-of-state applicants and enrollees and the increase in students balances the revenue lost by the tuition reduction. The department and faculty are monitoring the impact of this initiative.

Faculty/Facilities/ Finances

There are 4 full time tenured faculty. Adjuncts are used to fill the gaps and to assure broad representation of currently practicing clinicians. Each semester approximately five to six adjuncts are involved in teaching. The full time faculty members each teach five courses, except that the Chair gets one course release. Facilities were upgraded subsequent to the visit of the CACREP reviewers and are defined as adequate at this time. The program would benefit from student stipends to increase the diversity of the student body, which would enrich the experience of all students.

It would be desirable to have discretionary funds to support the use of non-faculty experts who are active in practice to support the classroom didactics. These guest lecturers are central to the teaching mission as they are active practitioners in the profession. At this time, these guest educators are offering their services pro bono.

Field experience is a key part of the curriculum. Field supervisors are not paid but receive a \$250 honorarium for supervising a student, which is a time-consuming commitment. Fortunately for the program, 60% of the counselors in Vermont are UVM graduates and the professional culture and relationships with the university have facilitated identifying and maintaining the field faculty. As the number of students increases, program faculty are concerned about the availability of field faculty and are working on this issue.

Outside Reviewers

Issues raised by the outside reviewers included:

1. The extent to which exit interviews inform the curriculum. Dr. Okech replied that the program has moved to an anonymous response system that allows students to be more candid. Faculty regularly review this input. This feedback system is working well to improve the curriculum, and faculty have been responsive to issues and problems raised by students, such as balancing the emphasis on school versus mental health counseling in courses taken in both tracks. Appropriate and responsible solutions are being discussed.

2. Field supervision and feedback to field faculty. Dr. Okech and the faculty use student response, formal and informal, and the anonymous feedback of exit interviews to stay abreast of the field faculty. Additionally, students interface with clients is taped and reviewed by full time faculty, allowing them insight into the interactions among the students, the field faculty, and the clients. This multipronged approach to evaluating field faculty is working well, and some locations have been dropped as practicum sites due to concerns about the quality of the field supervision.
3. Lab facilities were deemed inadequate by the review committee. Since the site visit, the College has invested \$60,000 into the program's lab, bringing it up to professional standards.
4. Several professional standards were not adequately covered in courses, or were not sufficiently measured in the program's learning outcomes. In response, the faculty developed a detailed Student Learning Outcomes Plan which maps each professional standard to a key assessment in a particular course in the program, thus assuring that each student masters each standard. Furthermore, a few course syllabi were revised to give more attention to standards that were lacking attention.

Conclusion

Having reviewed the reports submitted by the Counseling program, the external reviewers' report, and Dr. Okech's input, the subcommittee strongly recommends approval of the Graduate Program in Counseling. The APR notes that the external review process, coupled with the internal process has extended over two years. This report has taken some liberty in bridging those two years with the inclusion of events that seem relevant to the current state of the department such as the implementation of variable tuition, the increased use of the exit interview to inform practice and curriculum, and the increase in enrollment.

The subcommittee would like to echo the sentiments of the external reviewers that the Counseling program offers a curriculum of the highest quality. Overall, the subcommittee was highly impressed by the dedication, enthusiasm and talent in this department, and their ability to maintain a high quality program in spite of limited resources.