



The University of Vermont
FACULTY SENATE

**Curricular Affairs Committee of the Faculty Senate
Minutes**

Thursday, November 3, 2022, 4:15 – 6:15 pm

Present: Professors Kervick, Everse, Barnaby, Borchert, Brooks, Dale, Doherty, Emery, Hazelrigg, Hibbeler, Hunt, Jones, Mayo, Noordewier, Rosebush, Sargent, Seidl, and SGA Rep Lista
Absent: Professors Lau, Swogger
Guests: Cynthia Forehand, Evan Eyler

Chair Kervick called the meeting to order at 4:17 PM

I. **Approval of the September 1, 2022 Minutes.**

Motion: Ann Hazelrigg moved to accept the minutes as written. The motion was seconded.

Vote: 12 approve, 0 oppose, 0 abstain. **The motion carried.**

II. **Co-Chair's Remarks** – Colby Kervick & Stephen Everse made the following comments:

A. Report on the Board of Trustees meeting (10/27/22) – Colby Kervick reported that the Chair of the Educational Policy and Institutional Resources Committee (EPIR) of the Board of Trustees (BoT) wanted to expressed appreciation on behalf of the BoT for the important work of the CAC. The BoT approved the two proposals forwarded by the CAC.

B. **Launch of Co-Major Subcommittee** – The subcommittee has begun its review of the proposal and will provide a report to the CAC at one of the winter meetings. The subcommittee members include Megan Emery (chair), Chris Mayo, Christopher Brooks and Rosi Rosebush. Anticipated outcomes of the subcommittee review include having a clear working definition of what a co-major is and how to distinguish it from a dual degree; providing feedback on a proposed proposal structure for units wanting to propose a co-major; and gathering additional information from stakeholders around campus.

III. **Reports**

A. **No Contest Deactivation of MA in German, CAS** – Colby Kervick presented a proposal from the Department of German and Russian in the College of Arts and Sciences (CAS) for a no-contest deactivation of the Master's degree in German. The program has not attracted a sufficient number of applicants over the past seven years in order for a strong curriculum at the graduate level to be offered. In addition, a general decline in interest in foreign languages has resulted in the closing of a number of German programs at the high school and the college level impacting the master's program. Currently, there are no students enrolled in the program. If approved,

the Master's program in German would be deactivated beginning with the 23-24 catalog year. The CAS Curriculum Committee, CAS faculty and Dean Falls have approved this proposal.

Motion: Joan Rosebush moved to approve the no-contest deactivation of the MA in German in the College of Arts and Sciences. The motion was seconded. Discussion included a question about potential for online programs for German.

Vote: 14 approve, 1 oppose, 0 abstain. **The motion carried.**

- B. Substantial Revision to Chinese Major, CAS** – Ann Hazelrigg served as the subcommittee and recommended approval. The proposal submitted by the Chinese Language Program in the Department of Asian Languages and Literatures in the College of Arts and Sciences (CAS) is to revise the requirements for the existing Chinese major. The revisions will make the major more accessible to the students in the College of Arts and Sciences (CAS) and to the students of other colleges and schools at UVM by reducing the requirements from 48 credits to 34 and eliminating 16 prerequisite language credits. The Chinese language proficiency target and the learning outcomes expected by the original Chinese major requirements will remain the same by the revised Chinese major requirements. If approved, the revised requirements will go into effect together with the General Education requirements in Fall 2023. The CAS Curriculum Committee, CAS faculty and Dean Falls have approved this proposal. Discussion included the focus on accessibility, especially for students that did not have access to these languages in high school.

Vote: 15 approve, 0 oppose, 0 abstain. **The motion carried.**

- C. Substantial Revision to Japanese Major, CAS** - Ann Hazelrigg served as the subcommittee and recommended approval. The proposal submitted by the Japanese Language Program in the Department of Asian Languages and Literatures in the College of Arts and Sciences (CAS) is to revision the requirements for the existing Japanese major. These revisions will make the major more accessible to the students in the College of Arts and Sciences (CAS) and to the students of other colleges and schools at UVM. The main change in the revision of the major is the elimination of prerequisites and reducing the number of credits for the major from 48 to 34. The Japanese language proficiency target and the learning outcomes expected by the original Japanese major requirements will remain the same by the revised Japanese major requirements. The revised requirements will go into effect together with the General Education requirements in Fall 2023. The CAS Curriculum Committee, CAS faculty and Dean Falls have approved this proposal.

Vote: 16 approve, 0 oppose, 0 abstain. **The motion carried.**

- D. Substantial Revision to Sociology Major, CAS** - Amy Seidl and Prudence Doherty served as the subcommittee and recommend approval of the proposal from the Department of Sociology in the College of Arts and Sciences (CAS) to end the optional concentration in Social Gerontology within the Sociology major. When the concentration was created, three faculty members specialized in this area and taught a variety of courses related to gerontology. With the retirement of Professor Dale Jaffe in fall 2021, the department no longer has the faculty to teach, direct or advise in this concentration. Sociology majors are not required to have a concentration at all, so no changes to the main major are involved. If approved the changes will

be implemented starting AY 23-24. The CAS Curriculum Committee, CAS faculty and Dean Falls have approved this proposal.

Vote: 16 approve, 0 oppose, 0 abstain. The motion carried.

- E. **No-Contest Deactivation of Gerontology Minor** - Amy Seidl and Prudence Doherty served as the subcommittee. The proposal from the Department of Sociology in the College of Arts and Sciences (CAS) is for a no-contest deactivation of the minor in Gerontology due to faculty retirement and low enrollment. When the Gerontology Minor concentration began in Sociology, there were three tenure-track professors and one lecturer who taught courses in this area. Since that time, all four instructors have retired. The College of Education and Social Services (CESS) is exploring the idea of offering a certificate in Gerontology through CESS. If approved, the minor in Gerontology would be deactivated beginning with the 23-24 catalog year. The CAS Curriculum Committee, CAS faculty and Dean Falls have approved this proposal. Discussion included the benefit of deactivation to provide a 5-year window to allow CESS time to propose a certificate.

Vote: 16 approve, 0 oppose, 0 abstain. The motion carried.

- F. **Substantial Revision to Linguistics Major, CAS** - Susan Swogger and David Jones served as the review subcommittee and recommend approval. The proposal to revise the existing Linguistics Major was submitted by the Linguistics Program in the College of Arts and Sciences (CAS). The revision would reduce the number of credits for the major to 30 and to eliminate the Sociolinguistics and Psycholinguistics concentrations. These changes will make progression through the program for students more straightforward, will ensure both breadth and depth of knowledge upon graduation, and will allow more flexibility for students and faculty alike. If approved the changes will be implemented Fall 2023. The CAS Curriculum Committee, CAS faculty and Dean Falls have approved this proposal.

Vote: 16 approve, 0 oppose, 0 abstain. The motion carried.

- G. **Substantial Revision to Biology Major, CAS** - Stephen Everse and Thomas Noordewier served as the review subcommittee and recommend approval. The proposal from the Department of Biology in the College of Arts and Sciences (CAS) is to create three concentrations within the Biology B.A. major: Cell and Developmental Biology; Ecology and Evolution; and General Biology. The General Biology concentration would match the existing B.A. requirements. Concentrations in Cell and Developmental Biology, and Ecology and Evolution provide opportunities for students to pursue more targeted paths. If approved, the changes will be implemented in Fall 2023. The CAS Curriculum Committee, CAS faculty and Dean Falls have approved this proposal.

Vote: 16 approve, 0 oppose, 0 abstain. The motion carried.

IV. **APR Reports**

- A. **Social Work** – Jason Hibbeler and Elizabeth Sargent served as the review subcommittee for the Bachelor's of Social Work (BSW) and Master's of Social Work (MSW) programs in the College of Education and Social Services. In keeping with the APR guidelines, no external review was necessary because the program is evaluated by an external accrediting body, which requires an

extensive self-review. The review subcommittee report is attached to these minutes and states that the APR process was followed with integrity.

Vote: 17 approve, 0 oppose, 0 abstain. The motion carried.

V. **Other Business**

- A. **Updates to Forms (vote)** – The Provost’s Office has been working on a process to update language in curricular forms and cover sheets to bring them into compliance with routing, and how they are referred to in university processes. A summary of the proposed changes is attached to these minutes. The forms are available on the Faculty Senate webpage for curricular resources.

Motion: Thomas Borchert moved to approve the changes proposed on the curricular forms. The motion was seconded.

Vote: 16 approve, 0 oppose, 0 abstain. The motion carried.

VI. **New Business**

- A. Colby Kervick announced that the December CAC meeting will now be on Teams. It is anticipated that two curricular actions will be voted at that meeting. The first is a substantial revision to the Global Studies Major, and separate votes on a couple terminations of majors that are being moved as concentrations into the Global Studies Major. The second is a request from the College of Engineering and Mathematics for a prefix change. Jill Irvine, Director of PACE, has been invited to provide an update on their current initiatives.

Joan Rosebush moved to adjourn the meeting at 5:06 PM.

Faculty Senate Curricular Affairs Committee
Academic Program Review Subcommittee Report
Bachelors of Social Work
Masters of Social Work
Oct. 14th, 2022

Academic Program Review Subcommittee:

Elizabeth Sargent, PT, ScD, Clinical Assistant Professor, Department of Rehabilitation and Movement Science
Jason Hibbeler, PhD, Senior Lecturer, Department of Computer Science

External Reviewers:

The reports of the Academic Program Review (APR) of the University of Vermont's Bachelors of Social Work (BSW) and Masters of Social Work (MSW) programs were submitted during academic year 2021-2022 and were based on the March 2019 APR guidelines for accredited program. The March 2019 guidelines state that "Under the current process, programs that are externally accredited are not evaluated by the Academic Program Review (APR) process. Instead, programs evaluated by an external accreditation body are asked to provide the materials prepared for the accreditation body along with an additional report that addresses any elements of the UVM APR self-study that are not included in the accreditation documents." Pursuant to these guidelines, the APR was performed by an internal team.

The accrediting body for the program is the Council on Social Work Education (CSWE).

This report summarizes the strengths and weakness of the program identified through the review process, provides a synopsis of the reviewers' recommendations and offers the APR internal review subcommittee's conclusions.

CSWE Review Process

The CSWE uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate. The accreditation cycle is effective from February 2020 until February 2027 with the next CSWE site visit scheduled to occur in Fall 2026.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

Overview of the Bachelor's and the Master's of Social Work, in the Department of Social Work, in the UVM College of Education and Social Services

The Bachelor's in Social Work (BSW) is one of two accredited programs within the Department of Social Work, with the Master's in Social Work (MSW) being the second. The programs are taught by 16 faculty: 8 full-time faculty and 8 part-time faculty. Fall BSW enrollment trends have been steady for the last 10 years, ranging from 100-122 students. Fall MSW enrollment has increased from 49 students in 2012 to 74 students in 2021.

Social work education at UVM began with an undergraduate program in 1974. The BSW mission is to prepare undergraduate students for entry-level social work practice. Through coursework and field experiences, students develop social work practice with emphasis on social, economic and environmental justice within working relationships from the individual to the global societal level.

The BSW program is distinguished by its interactive coursework and experiential learning. Didactic content is delivered to actively engage students through a variety of methods, including case study, simulated exercises, role play and presentations. The program offers a variety of service-learning opportunities in community-based social work settings that includes social work with a large and diverse refugee community. As students progress in the program as juniors and seniors, the program uses a “cohort model” of education, where students take courses as a group, encouraging collegial relationships and group problem solving.

The MSW program aims to provide rigorous preparation for professional practice in a variety of settings through a combination of classroom and hands on learning experiences.

The MSW program at the University of Vermont is currently 33 years old. The program prides itself on being “cutting edge” in its substantive and instructional approaches. The diverse faculty are active in pursuing scholarly interests and bringing new ideas to the classroom.

The MSW Program has a clear mission statement that is consistent with the profession’s purpose and values.

The program mission supports the philosophical underpinnings of the program. These include elaborating and linking knowledge, skills, values, and cognitive/affective reactions to promote a critical social constructionist stance toward knowledge, emphasizing the historical, social, and political contexts of social work practice, and utilizing a strengths-based perspective, human rights, and social justice framework to alleviate human suffering.

The goals of the MSW Program elaborate the mission statement of the program and are as follows:

- Learning Context. To create a learning community of students and faculty where ideas and actions can be freely explored, discussed and analyzed.
- Values and Ethics. To enable students to understand the values and ethical commitments of professional social workers and their potential expressions in practice.
- Diversity/Oppression. To prepare students for advanced social work practice with people who are devalued, marginalized, or underserved.
- Diversity/Globality. To foster awareness of social work from a global perspective and its implications for practice with people from diverse backgrounds.
- Social Construction. To help students understand the human experience and social work practice from historical, cultural, and social perspectives.
- Strengths. To help students appreciate and understand people’s capacity for resilience and transformation and to develop and employ practices based on these qualities.
- Human Rights/Social Justice. To familiarize students with theories of human rights and social justice and their expression in social work.
- Leadership. To prepare students for leadership roles in the development, implementation and evaluation of services and the work of social change.
- Professional Development. To inspire students to on-going professional development, critical self-reflection and renewal.

Transformative social work is the main concentration of the MSW Program. It is formed by weaving together three philosophical strands: 1) human rights and social justice, 2) a strengths perspective, and 3) social constructionism. Intertwined, these strands form a commitment to the traditions of our profession and the relational, profound and generative elements of transformative social work.

Strengths and Weaknesses: BSW

Assessment data collected during the 2019-2020 academic year provided evidence of 90% of students meeting the benchmark for competencies defined by the program. The nine competencies are defined as:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

Student course evaluation and advising feedback is largely positive as evidenced by summaries of data from Fall 2020, Spring and Fall 2021.

The BSW program provided substantial evidence for meeting the standards assigned by the University for Academic Program Review, as well as the accreditation standards described by the CSWE. During spring and fall 2021 the faculty in the BSW revisited their current assessment instruments to ensure alignment with CSWE articulated competencies. Rubrics across the program were refined to better reflect the standards that are being implemented in fall 2021 and spring 2022 courses. Additionally, in an effort to centralize data collection and retention the program is moving the collection of assessment data into the colleges assessment system, TK20 allowing the program to more easily collect and analyze data going forward. While completing the self-study, the program identified a need to more systematically collect data related to the implicit curriculum. Starting in fall 2021, the program began development of a new instrument for students to complete, in an effort to more directly measure students experience within the program. Moving into spring 2022 faculty will review the instrument, conduct focus groups with students, and then pilot the tool to ensure the validity of the instrument.

Strengths and Weaknesses: MSW

The self-study report clearly describes how the MSW program aligns with and contributes to UVM's mission for its academic programs and provides ample evidence affirming the quality of the faculty and of the instruction and advising; for the demand and societal need for students trained at the MSW level; for the existence and use of ongoing quality-control mechanisms; and for the overall effectiveness and efficiency of the program.

Course evaluations from Fall 2020 through Fall 2021 from MSW students are overwhelmingly positive. Student placement rates are high, and enrollment numbers, with the exception of 2020, have been increasing every year since 2017.

Reviewers' Recommendations

The CSWE accreditation report highlighted two areas of concern for the BSW program. The first involved needing clarification for the policies and procedures for evaluating applications and notifying applicants of the admissions decisions, including any contingent conditions associated with admissions. The BSW program provided clear explanations for both admissions processes and decisions in two consecutive progress reports to the CSWE. (The Department of Social Work requested that we note that these processes and decisions are handled at university, not department or college level.) The second area of concern involved needing clarification related to accounting for the BSW Field Education Coordinator's time. The program responded with a report of the specific workload allocations for the Field Director, which demonstrated the requisite 25% assigned time to baccalaureate social work programs. The Department of Social Work has been taking steps to increase faculty time allocated towards field education co-ordination. This has been made possible with the approval of more full-time faculty appointments in the social work department.

For the MSW program, the program identified a need to more systematically collect data related to the implicit curriculum. Starting in fall 2021, the program began development of a new instrument for students to complete, in an effort to more directly measure students experience within the program. Moving into spring 2022 faculty will review the instrument, conduct focus groups with students, and then pilot the tool to ensure the validity of the instrument.

The CSWE Commission on Accreditation granted accreditation to the BSW and MSW programs effective February 2020 through February 2027.

Summary and Conclusions

The BSW and MSW programs have provided evidence for meeting the University standards and criteria contributing to the UVM mission and societal need. The future looks strong for the BSW program as enrollment numbers have remained steady and new faculty have been hired to give more attention to course development. While the MSW program has suffered in recent years from faculty departures and retirements, leading to several unfilled positions, the department is now in a position to hire and thereby bring its faculty back to requisite size. We believe the APR process was followed in accordance with the guidelines set forth by the Provost's office and that all parties involved had opportunities for active participation. We recommend that the CAC accept this report as documentation that the APR process was followed with integrity.



TO: Colby Kervick, co-Chair Faculty Senate Curricular Affairs Committee
Stephen Everse, co-Chair Faculty Senate Curricular Affairs Committee

FROM: J. Dickinson, Vice Provost for Academic Affairs and Student Success

DATE: October 26, 2022

RE: Summary of proposed changes to select "Curricular Resources" documents

Below please find a summary of proposed changes to select documents appearing on the Faculty Senate [Curricular Resources](#) site. These changes were made to reflect the full array of information needed by various units when processing a program proposal request, as well as to update the routing process diagram to reflect the actual current routing of FS transmittal documents. We ask that you present these proposed changes to the CAC for confirmation, after which they can be updated on the Curricular Resources website. All links below are to the current versions of these documents. The revised documents have been sent under separate cover.

Changes to: [Faculty Senate Transmittal Routing Process diagram](#)

This flow chart has been updated to reflect reorganization of duties in the Provost's and President's office, as well as to better reflect the role of the Registrar, SFS, and the Assistant Provost in reviewing technical details of program proposals.

Changes to: [Cover Sheet for a New Academic Program](#)

Changes were made to three sections of the cover sheet.

1. In the section entitled "Please provide the following information that may impact students' financial aid and/or institutional compliance with federal regulations. Elaborate as appropriate in the body of the proposal" more options have been added to reflect additional areas where information must be gathered to ensure that SFS, the Registrar, and the Provost's Office can properly present information to students and remain in compliance with relevant financial aid/federal guidelines.
2. In the section entitled "Delivery Method" the descriptions have been extended to provide more information on federal regulations regarding distance education.
3. In the section entitled "Complete this section if requesting a new UG or PACE Certificate, Minor, or UG or GR Concentration" references to CDE or Continuing Education have been updated to read PACE.

Changes to: [CGS](#) and [mCGS](#) guidelines documents for the CAC approval

Though the title of the documents had been Standards for the CGS or mCGS, they were only partially about standards and more about how to prepare the proposal. Both documents were re-organized to separate out the basic requirements of the CGS/mCGS that one would find in the catalog and place them in the context of the purpose these credentials serve and how they integrate with other policies that affect them. For example, the fact that a CGS can be 15-21 credits - but that is not variable within a CGS - only across distinct CGSs - is easier to describe in the resource document than the catalog. Another example is that the content about what credits can be used by multiple credentials is critical - but not related to the Requirements for the Degree page in the catalog. It is related to another section of the catalog (actually 2 other sections). It is hard to link to specific content in the catalog enrollment policies page, but it's easy to describe what's needed in the proposal document. The goal is to make it easy for people to be able create proposals consistent with all policies - not just the requirements for the degree. The documents were also updated to make them more visually similar to other documents in the Curricular Resource pages in terms of their organization and formatting.

Finally, the links to these documents should be changed on the Curricular Resources page to "Guidelines for Proposals for a CGS" and " mCGS Guidelines for Proposals for a CGS ", rather than "Standards for..." to better reflect their purpose.

Changes to: [Substantial Revisions to Existing Academic Programs: Definitions and Approval Process](#)

In accordance with changes to the cover sheet, the highlighted/strikethrough phrase below has been deleted ensure compliance with financial aid guidelines. Students identified as matriculated in a distance education program are not allowed to take in person courses on campus even if they live in Burlington, unless the courses are only open to students in the otherwise online program. This means that low residency programs are permissible only only if the students take courses restricted to their specific low residency program while they are on campus.

❖ Alterations in the delivery mode for a program

Programs can be offered on-campus, via distance learning, or through a blend of on-campus and distance learning coursework. Change from one delivery mode to another and duplication of a program through an alternative delivery mode are not considered substantial curricular changes as long as the curriculum itself does not change and ~~students can take courses in either or both formats.~~

Cc:

Laurie Eddy, Faculty Senate Administrative Coordinator

Cynthia Forehand, Dean, Graduate College

Kerry Castano, Assistant Provost

Veronika Carter, University Registrar