The University of Vermont
FACULTY SENATE

Curricular Affairs Committee of the Faculty Senate
Minutes

Thursday, January 3, 2019, 4:15 – 6:15 pm

Present: Professors Almstead, Dale, Dickinson, Emery, Erickson, Everse, Garrison, Goodwin, Hazelrigg, Kasser, Kervick, Marshall, Monsen, Nichols, Paris, Rosebush, Rowe, Seidl, Sisk, Strickler, Wojewoda

Absent: Professor Ivakhiv, Tomas, Ultsch, GSS Representative Camille Marcotte

Guests: Veronika Carter, Cindy Forehand, Brian Reed, Lise Larose, Matt Sayre

Chair Almstead called the meeting to order at 4:16 pm in 427A Waterman.

I. **Approval of the Minutes**. Stephen Everse moved to approve the minutes of the December 6, 2018 meeting with one minor correction. The motion was seconded and carried.

II. **Chair's Remarks** - Laura Almstead made the following remarks:
The Faculty Senate approved both the BA in Anthropology and the direct entry option into the existing MA in Psychology. Both are slated to go to the Board of Trustees in February. The name change for the Department of Romance Languages (CAS) and the curriculum document revisions were also approved. One minor change was requested for the APR document revisions, which was returned to the CAC and is on the agenda for this meeting.

III. Reports

A. **New Undergraduate and CE Certificate Integrated Health & Wellness Coaching, (CNHS).** Colby Kervick and Christine Wojewoda acted as the review subcommittee and their report is attached to these minutes. The two proposals, submitted by the Department of Rehabilitation and Movement Science (RMS) in the College of Nursing and Health Sciences (CNHS) are for an Undergraduate Certificate in Integrative Health and Wellness Coaching and a new Continuing Education Academic Certificate in Integrative Health and Wellness Coaching. The two new certificates provide undergraduate and non-matriculated students the knowledge and skills required to successfully complete the ICHWC Certification Exam to become an Integrative Health and Wellness coach. The CAC subcommittee recommends approval of both proposals.
Motion: Laura Almstead called a vote to approve the new Undergraduate Certificate in Integrative Health and Wellness Coaching, and the Continuing Education Academic Certificate in Integrative Health and Wellness Coaching in the College of Nursing and Health Sciences, Department of Rehabilitation and Movement Sciences.

Vote: 20 Approve, 0 Oppose, 1 Abstain

B. **New Undergraduate Certificate in Religious Literacy in Professions (CAS).** Jeff Marshall and Amy Tomas acted as the review subcommittee and their report is attached to these minutes. The proposal, submitted by the College of Arts and Sciences (CAS), Department of Religion, is for a new Undergraduate Certificate in Religious Literacy in Professions. The proposed certificate is a unique and valuable program that will provide students seeking careers in education, journalism, social services, business and health fields a targeted opportunity to learn the fundamentals of diverse religions, religious persons, and religious frameworks. The program is consistent with the goals of UVM's "Our Common Ground" principles and will have little impact on available resources. The review subcommittee strongly recommends approval. After discussion, it was suggested that a letter of support be requested from the Deans of CALS and GSB, but that the letter request would not hold up the approval process. Laura will request that the prospers ask for those letters.
Motion: Laura Almstead called a vote to approve the Undergraduate Certificate in Religious Literacy in Professions in the College of Arts and Sciences.
Vote: 21 Approve, 0 Oppose, 0 Abstain

C. **New Minor in Reporting & Documentary Storytelling (CAS).** Sue Kasser and Aaron Nichols acted as the review subcommittee and their report is attached to these minutes. The proposed new minor in Reporting & Documentary Storytelling (RDS) submitted by the College of Arts and Sciences, Center for Research on Vermont, utilizes existing courses and faculty expertise to offer a unique educational opportunity for UVM undergraduates to study the practice and theory of telling socially and culturally engaged stories in journalism and nonfiction writing, documentary video, and digital media formats. If approved, this interdisciplinary minor will be directed by Greg Bottoms, Professor of English, Deb Ellis, Associate Professor of Film and Television Studies, and Richard Watts, Director of the Center for Research on Vermont. The initial aim was an RDS minor that included both CAS and Community Development and Applied Economics (CDAE) courses in CALS. This goal was not realized, and while there does exist some overlap with Public Communications in CDAE, the proposers of the RDS minor in CAS provide a sound rationale and clearly distinct program of study that can be effectively delivered. After discussion, Laura Almstead will recommend that the proposers put suggested pathways on their website to assist with advising.
Motion: Laura Almstead called a vote to approve the new minor in Reporting & Documentary Storytelling in the College of Arts and Sciences.
Vote: 20 Approve, 0 Oppose, 1 Abstain

D. **New Online Degree Completion Program: Bachelor of Arts major in Anthropology and a minor in English or Writing (CAS).** Ann Hazelrigg and Ellen Rowe acted as the review subcommittee. A report is attached to these minutes. The review subcommittee recommends approval of the proposal submitted by the Department of Anthropology in the College of Arts and Sciences for an Online Degree Completion Program through CAS leading to a B.A. major in Anthropology with a minor in English or Writing. The proposed program is designed for students who have earned at least 60 college-level

credits, but do not yet have a bachelor's and are not currently enrolled at a college or university. It is designed to serve older, non-traditional students who seek career advancement or personal enrichment, through an online delivery mechanism that will better meet the needs of adult students who typically work full time, and help them balance education, work, and family. The new online degree completion program capitalizes on the strengths of the Anthropology BA and utilizes existing courses that have previously been offered online during the summer.
Motion: Laura Almstead called a vote to approve the new Bachelor of Arts major in Anthropology and a minor in English or Writing through an online degree completion program in the College of Arts and Sciences.
Vote: 20 Approve, 0 Oppose, 1 Abstain

IV. APR Reports – none at this time.

V. Other Business:

A. **New Direct Entry Program to the existing MS in Clinical Nurse Leader (CNHS)**
Laura Almstead reported that the Graduate College in conjunction with the College of Nursing and Health Sciences is requesting the addition of a Direct Entry Program (DCNL) to the Master of Science in Clinical Nurse Leader (MS-CNL). This request will add a pre-licensure year entry point to the Master's in Science degree in Clinical Nurse Leader. The direct entry point will provide the curriculum to complete the coursework that prepares them for the RN licensure exam. This format is already in place for the Doctorate in Nursing Practice (DNP) where the direct entry option is called Direct Entry to Professional Nursing (DEPN). The DCNL, like the DEPN, allows students who have a bachelor's degree but don't have a nursing background to complete pre-licensure requirement as a first year in the respective degree program. The curriculum for DCNL is graduate level and is the same as for the existing DEPN, thus, no new resources are required.
Motion: Colby Kervick moved to approve the new direct entry program; the motion was seconded
Vote: **19 Approve**, 0 Oppose, 1 Abstain

B. Name Change request – CGS in Complex Systems, CEMS.
Laura Almstead reported that a request was received from the Graduate College in conjunction with the College of Engineering and Mathematical Sciences (CEMS) to change the name of the Certificate of Graduate Study (CGS) in Complex Systems to the Certificate of Graduate Study in Complex Systems and Data Science. This certificate, initiated in 2008, was the initiating kernel for developing more complex systems curriculum at UVM, leading to the Master of Science in Complex Systems and Data Science in 2015 and the PhD in Complex Systems and Data Science in 2018. The requested name change would allow the CGS in Complex Systems to have the same name as the subsequently added masters and doctoral credentials. The name change has no effect on curriculum or course prefixes.

Motion: Cathy Paris moved to approve the name change from CGS in Complex Systems to the CGS in Complex Systems and Data Science; the motion was seconded
Vote: 20 Approve, 0 Oppose, 0 Abstain

C. **Request for new Banner code for the Special Education Minor, CESS.**
Laura Almstead removed this item from the agenda. A revised proposal will be submitted for CAC review and vote at the February meeting.

D. **APR Guidelines Revisions – minor change.** Laura Almstead presented suggested revisions to the Academic Program Review Guidelines. The proposed revisions are highlighted with track changes and attached to these minutes.
Motion: Sue Kasser moved to approve the revisions to the Academic Program Review Guidelines, which was seconded
Vote: 19 **Approve**, 0 Oppose, 1 Abstain

E. **Substantial Revisions: Definitions & Approval Process – minor revisions.**
Laura Almstead presented suggested revisions to the curriculum resource titled, "Substantial Revisions to Existing Academic and Research Endeavors: Approval Process and Definition." The proposed revisions are highlighted with track changes and attached to these minutes.

F. **Unit Curriculum Committee Tips document – minor revisions**
Laura Almstead presented suggested revisions to the curricular resource titled "Unit Curriculum Committee Tips." The proposed revisions are highlighted with track changes and attached to these minutes.

Motion: Stephen Everse moved to approve the revisions to both documents; the motion was seconded
Vote: 20 Approve, Oppose, Abstain

VI. New Business: none at this time.

VII. Adjournment. Ellen Rowe moved to adjourn at 5:56 p.m. The motion was seconded and carried.

Curricular Affairs Committee of the Faculty Senate

MEMO

To: Curricular Affairs Committee of the Faculty Senate

From: **Colby Kervick (chair) and Christina Wojewoda**

Date: **12/12/18**

Re: Approval of a proposal for two new certificates in Integrative Health and Wellness Coaching submitted by the College of Nursing and Health Sciences

---

We have reviewed a proposal for TWO new certificates in Integrative Health and Wellness Coaching (one is an undergraduate certificate and the other is a CE academic certificate), submitted by the College of Nursing and Health Sciences, Department of Rehabilitation and Movement Science. For the purposes of clarity, the titles of each of these certificates are:

- Undergraduate Certificate in Integrative Health and Wellness Coaching
- CE Academic Certificate in Integrative Health and Wellness Coaching

The main difference between the two certificates is the number of credits required: 12 for the Undergraduate Certificate and 15 for the CE Academic Certificate. The Undergraduate Certificate is 12 credits to make it as accessible as possible for undergraduate students. For example, nursing students have limited electives available, so keeping the Undergraduate Certificate at 12 credits meets the minimum requirements and increases the likelihood that an undergraduate student could complete it. The CE Academic Certificate has 15 credits in order to meet the minimum requirements for a CE certificate. They added a second required elective to meet that 15 credit minimum. However, please note that **both** certificates fulfill the academic requirements for the National Certification Exam offered by the International Consortium for Credentialing Health and Wellness Coaches (ICHWC). Therefore, for the purposes of this review they will be considered jointly with differences between the two noted when applicable.

The contact person for both certificates is: Karen.Westerveld@med.uvm.edu. Additional participating faculty include: David Tomasi, Patricia Prelock, Ellen McGinnis, Allison Hall, Theodore Angelopoulos and Cara Feldman-Hunt.

The intended start date is Fall 2019.

Program Description and Rationale

These interprofessional certificates help prepare Integrative Health and Wellness coaches to work with individuals and groups to achieve self-determined goals related to health and wellness. Students participating in either certificate will complete coursework necessary for International Consortium for Credentialing Health and Wellness Coaches (ICHWC) Certification Exam eligibility. The goal of the certificates is to prepare people to become certified integrative health and wellness coaches to meet an emerging need in health care related to preventative health behaviors across the lifespan.

Justification and Evidence for Demand

The field of Health and Wellness Coaching is emerging as a result of changes in the healthcare system. In 2017 the ICHWC initiated a nationally recognized certification exam for Health and Wellness Coaches. Nationally, 14 academic credit bearing programs exist in the USA that lead to eligibility. (https://ichwc.org/approved-programs/) The proposed certificates will be innovative in that they allow for individualized, focused areas of study (e.g., family wellness coaching; peer mentor coaching for individuals with autism spectrum disorders (ASD)). National employment outlooks are strong (https://www.bls.gov/ooh/community-and-social-service/health-educators.htm), and the proposed certificates are congruent with the University and CNHS Mission as it relates to *health*. The CNHS reports that with the launch of their Certificate in Integrative Health Care, student interest has exceeded expectations with 25 students enrolled after 2

months since inception. These new certificates which lead to a credential in health **coaching** was vetted through a commissioned market analysis by the Education Advisory Board (EAB) which found that there is a 39% increase in regional demand for Integrative Health Coaches. This was also affirmed by multiple community organizations e.g. UVM Medical Center Community Health Improvement Program, Rise Vermont and Vermont Center for Children and Families. The college feels these certificates are a strategic move based on interest and workforce need. There is an extensive market analysis report to support this view included with their proposal. Please note that the courses that would be a part of these two certificates focus on the skills needed to be a health coach. They are different than the courses offered through the previously approved Certificate in Integrative Health Care.

This proposal directly supports the mission of CNHS as it relates to preparing people *"to lead and collaborate with stakeholders across disciplines to foster exemplary inter-professional, compassionate, and family-centered services,* ***to create and use new knowledge, and to contribute to the health and wellness*** *of individuals, communities, and society*"

The proposed certificates align well with the University of Vermont Vision as it relates to "*To be among the nation's premier small research universities, preeminent in our comprehensive commitment to liberal education, environment,* ***health****, and public service."* As such, the University of Vermont is an ideal place for the development of an Integrative Health and Wellness Coaching Certificate Program that meets the national standards for accreditation as established by the International Consortium for Health and Wellness Coaching (ICHWC). Currently, no program exists in the state of Vermont to provide training for Health and Wellness Coaches who could sit for the national exam.

Relationship to Existing Programs

There are no current UVM certificates or minors that lead to eligibility for national certification as a Health and Wellness Coach as defined by the ICHWC (https://ichwc.org/organizations/

While the curricula of the Larner College of Medicine's Behavioral Change Minor, and the CNHS Integrative Healthcare Certificate offer courses that share content *related* to the current proposal, the proposed Certificates in Health and Wellness Coaching differ in that they provide experiential and competency based curricular elements that are defined by the ICHWC, leading to eligibility for national certification as an Integrative Health and Wellness Coach (see: https://ichwc.org/become-an-nbc-hwc/).

Curriculum

Upon completion of the coursework the student will be able to:

1. Explain the fundamental components of the health and wellness coaching process
2. Facilitate the development of client centered goals related to health behavioral change
3. Support clients in the acquisition and understanding of knowledge related to health, health promotion, and disease prevention as defined by the ICHWC
4. Evaluate and give feedback on client progress related to milestones to an individual's health plans
5. Act within the ethical and legal parameters of the Certified Health and Wellness Coach

<u>Required Courses</u>

Required courses include:

1. HLTH 099 Motivational Interviewing for the Integrative Health Coach 3 credits
2. HLTH 199 Integrative Health Coaching Skills Lab 3 credits
3. HLTH 299 Integrative Health Coaching Practicum 2 credits
4. HLTH 098 Restore, Rejuvenate, Energize 1 credit
5. Special Focus ***(Note: The Undergraduate Certificate requires one of these special focus courses whereas the CE Academic Certificate requires both)***
    - CSD 299 Autism Spectrum Disorders: Issues in Assessment & Intervention 3 credits
    - LCOMU Family Wellness Coaching 3 credits

College or School	College of Nursing and Health Sciences (CNHS)
Department	Rehabilitation and Movement Science
Name of Certificate	Undergraduate Certificate in Integrative Health and Wellness Coaching and CE Academic Certificate in Integrative Health and Wellness Coaching
A list of eligibility restrictions.	None Individual course may have pre-requisites
Contact person for this certificate	Educational Program Director: Dr. Karen Westervelt PhD, PT, ATC

Course	**Title**	**Credits**	**Proposed Faculty**
Required courses: 9 Credits			
proposed new course	Motivational Interviewing for the Integrative Health and Wellness Coach	3	David Tomasi
proposed new course	Integrative Health and Wellness Coaching Skills Lab	3	To be hired
proposed new course	Integrative Health and Wellness Coaching practicum	2	Cara Feldman-Hunt
proposed new course	Restore, Rejuvenate, Energize	1	Karen Westervelt
Individualized area of focus: CE students will select two of the following. Undergraduate students will select one.			
CSD 299	Autism Spectrum Disorders: Issues in Assessment and Intervention	3	Patricia Prelock
LCOMU	Family Wellness Coaching	3	Allison Hall and Ellen McGinnis

Admission Requirements and Process

Undergraduate Certificate: There are no prerequisites. Eligibility requires sophomore standing and a GPA of >/= 2.0.

CE Academic Certificate: The program seeks to admit students who can verify they have successfully completed an undergraduate degree with a minimum GPA of 2.5, have a clear background check prior to clinical placement, and demonstrate a commitment to advancement in the field of health and the ability to positively engage in and contribute to the UVM learning community. In order to be considered for acceptance into the CE Academic certificate, prospective students must submit a fully completed online application, as well as a personal statement, two letters of recommendation, and unofficial transcripts so UVM can verify that applicants have successfully completed an undergraduate degree with a minimum GPA of 2.5. Once all application materials have been received by the University of Vermont, the Academic Director for the Certificate Program will review the materials submitted and CDE will notify applicants of the decision of admission. Admitted students are required to agree to and participate in a background check prior clinical placement.

Anticipated Enrollment and Impact on Current Programs

Enrollments are only expected to increase which is an anticipated benefit from the addition of this certificate.

Four new courses are proposed for this certificate:

1. Motivational Interviewing for the Integrative Health Coach (3 credits)
2. Integrative Health Coaching Skills Lab (3 credits)
3. Integrative Health and Wellness Coaching practicum (2 credits)
4. Restore, Rejuvenate, Energize (1 credit)

Advising

Undergraduate Certificate: Students will be advised by their home academic advisors. Curricular questions that cannot be addressed by primary advisor will be directed to Integrative Health Educational Program Director.

CE Academic Certificate: Student curricular questions will be directed to the Integrative Health Educational Program Director. Continuing and Distance Education offers personalized educational and professional support in a variety of ways to students and dedicated advisors are available to help students navigate the university systems and guide students in gaining experiences that best fit their interests.

Assessment Plan

The Integrative Health and Wellness Coach Certificates will be evaluated using evidence of enrollment, retention and certificate completion, as well as externally mandated evaluative data per ICHWC guidelines (see: https://ichwc.org/program-approval-application/). Individual courses will be evaluated through student evaluations, attendance, grades, peer evaluations and Integrative Health Education Committee discussion.

Typically, Department and CNHS evaluation tools include:

- Course and instructor evaluations
- Survey of graduates
- Survey of community service-learning partners
- Research papers, publications

Staffing Plan, Resource Requirements, and Budget

Faculty and Staff:

Existing faculty and new faculty will be involved in delivering instruction for these new certificates. They anticipate needing to hire 1 part time certified Health and Wellness Coach with teaching experience to lead the lab course (3 credits once a year). They also anticipate needing to hire 3 Health and Wellness Coaches part time to be lab assistants in the skills lab course (3 credits). The inclusion of Certified Health and Wellness Coaches in the teaching faculty is critical for the ICHWC Accreditation process. Workloads will have to be increased for part time faculty member David Tomasi with the addition of 1 new 3 credit class 1 time a year. Workload will have to be adjusted for full time faculty Karen Westervelt to cover a new 1 credit course once a year. Workload will also have to be adjusted for Cara Feldman-Hunt to coordinate the 2 credit practicum. Current administrative staff support is adequate to support the proposed Certificate.

Additional Resources:

It is noted that Dean Prelock secured a $125,000 donation to support the development of the program within NHS that is being targeted towards upskilling faculty and program design. Current University library resources, CNHS facilities and technological resources are adequate. There are no anticipated additional needs.

Cost estimates:

1. Based on a first year enrollment of 15 students and a 2nd and 3rd year enrollment of 20 students from a combined enrollment of students in the CNHS Undergraduate Certificate and this CE Academic Certificate in Health and Wellness Coaching
2. 1 cohort accepted per year

Health &Wellness Coaching Cert.		**yr 1**	**yr 2**	**yr3**	**yr4**	**yr5**
Total Revenue		**$61,194**	**$160,099**	**$190,070**	**$194,631**	**$199,303**
Subtotal Direct Expenses		**$18,003**	**$60,210**	**$61,886**	**$63,617**	**$65,405**
Algo 7a-f Expenses		**$19,768**	**$38,536**	**$41,340**	**$42,376**	**$43,441**
Total Expenses		**$37,771**	**$98,745**	**$103,226**	**$105,994**	**$108,846**
Net		**$23,424**	**$61,354**	**$86,844**	**$88,638**	**$90,457**

Evidence of Support

Patricia Prelock, Dean of CNHS; Cynthia Belliveau, Dean of CDE; and, Theodore Angelopoulos, Chair of RMS, fully support the development of the two Certificates in Integrative Health and Wellness Coaching to serve the University of Vermont community. In addition, they have an established partnership with Dr. James Hudziak and The Vermont Center for Children, Youth and Families who fully support and have collaborated on the development of this proposal. (See appendices for letters of endorsement and MOU). Letters from support from all parties noted above were included in the proposal.

Summary

These two new certificates provide undergraduate and continuing education students the opportunity to take coursework that will prepare them to be Integrative Health and Wellness coaches to work with individuals and groups to achieve self-determined goals related to health and wellness. Students participating in either certificate will complete coursework necessary for International Consortium for Credentialing Health and Wellness Coaches (ICHWC) Certification Exam eligibility. The certificates will prepare students to become certified integrative health and wellness coaches to meet an emerging need in health care related to preventative health behaviors across the lifespan. The CAC subcommittee thoroughly reviewed both proposals. In addition, questions related to the proposal review were fully addressed by the proposers. Therefore, we recommend the CAC approve both the Undergraduate Certificate in Integrative Health and Wellness Coaching as well as the CE Academic Certificate in Integrative Health and Wellness Coaching.

Curricular Affairs Committee of the Faculty Senate

MEMO

To: Curricular Affairs Committee of the Faculty Senate
From: Jeff Marshall and Amy Tomas
Date: January 3, 2019
Re: Approval of a proposal for a new undergraduate certificate in Religious Literacy in Professions submitted by the Department of Religion.

We have reviewed a proposal for a new undergraduate certificate in Religious Literacy in Professions submitted by the Department of Religion and recommend approval. The program will be wholly administered by the Department of Religion, which proposes to begin offering it in the 2019-2020 academic year.

Program Description and Rationale

The certificate in Religious Literacy seeks to prepare students for encounters with diverse religions, religious individuals, and religious frameworks. It is aimed primarily at students outside of CAS whose programs preclude the possibility of a minor in Religion, and specifically students seeking careers in education, journalism, social services, business, and health fields who wish to deepen their working knowledge about religions, religious individuals, and religiously defined groups or organizations. The certificate requires 13 credit-hours in Religion, including two new "Religious Literacy" courses (see "Curriculum" below).

The proposers cite the following definition of religious literacy by Diane L. Moore of Harvard's Religious Literacy Project:

Religious literacy entails the ability to discern and analyze the fundamental intersections of religion and social/political/cultural life through multiple lenses. Specifically, a religiously literate person will possess 1) a basic understanding of the history, central texts (where applicable), beliefs, practices and contemporary manifestations of several of the world's religious traditions and expressions as they arose out of and continue to be shaped by particular social, historical and cultural contexts; and 2) the ability to discern and explore the religious dimensions of political, social and cultural expressions across time and place." (Diane L. Moore, "Overcoming Religious Illiteracy: A Cultural Studies Approach," World History Connected, November 2006. http://worldhistoryconnected.press.uiuc.edu/4.1/moore.html)

Students in the certificate program will learn:

1. The difference between devotional expressions of religious worldviews and the study of religion;
2. That religions are internally diverse, evolve and change, and their practice varies in time, place, and custom;
3. Religious influences are embedded in human experience and affect people who self-identify as religious as well as those who do not;
4. Religious knowledge claims, like all other knowledge claims, are situated, contextual, and constructed;
5. Peace, war, violence, and levels of religiosity are not inevitable, fixed, or predicated on the "type" of religion one engages in/is operative in one's community

Justification and Evidence for Demand

Undergraduates may pursue a minor in religion, but for those who cannot meet the requirements of the minor, particularly those who wish to pursue professional or business careers, the certificate offers a pointed program designed to foster, enhance, and apply knowledge about religion. Religious literacy is a fundamental necessity for those in professional and business careers today and, as the rationale outlined above indicates, the certificate meets a real need.

Relationship to Existing Programs

The proposed certificate program bears some resemblance to and overlaps with the Religion minor, but the latter is more specifically organized around academic models for understanding religion in societies. The certificate in Religious Literacy is directed primarily to students whose professional interests bring them in contact with different religions.

The certificate in Religious Literacy contributes to the broader goals of the Religion Department by reaching a wider swath of students for a greater number of courses and adding value to the degrees of those outside the usual enrollment for Religion courses. It also attends to many of the values expressed in the University's "Our Common Ground" statement, specifically respect, openness, justice, and innovation. Religious literacy assumes respect for different religions, religious persons, and non-religious persons, and ethnic and racial groups; an openness to accepting religious and non-religious worldviews that may be entirely different from one's own, even within the same religious or non-religious traditions; an eye toward justice, specifically around race and the racialization of religion, as it focuses on workplace politics, ethics in various fields of employment, and the application of religious literacy to better understand, serve, or accommodate religious persons.

There are no certificate programs in religious literacy at any other universities.

Curriculum

Required Courses

Number	Name	Credits
REL 0XX	Two courses in Religion at the introductory level	6
REL 105	Religious Literacy	3
REL 112	Religious Literacy Practicum	1
REL 1XX	One additional course at the 100-level	3

Thirteen credits are required, including two introductory-level courses to be taken first (the second introductory course may be taken concurrently with REL 105). 100-level courses require at least 3 credits at the introductory level.

REL 105 is a new 3-credit course that sets the groundwork for and addresses the integrative learning requirement for certificate programs. Students will write three reflective essays tailored to the student's particular field, and complete an "applied jigsaw unit" that breaks the class up into parts and, when put back together, helps students teach each other about the whole puzzle.

REL 112 is a new 1-credit course directly fulfilling the integrative learning requirement for certificate programs. Utilizing field-specific case studies, students apply theories and histories of religious literacy to complete a research project tailored to their fields.

Admission Requirements and Process

The program is open to all undergraduates, including those in CAS. Religion majors and minors may also take the certificate, but no more than one course may overlap between the Certificate and the major or minor. Major and minors may take REL 105 as part of their degree requirements.

The program will have a website that meets University requirements. [The reviewers asked the proposer what the process for admission will be, and received this response: *There is no formal admissions process. Students will merely need to take the required courses, and declare the certificate. If the Banner system is unable to handle certificates, then the department Chair will be responsible for certifying that a student has taken the courses necessary to complete it.*]

Anticipated Enrollment and Impact on Current Programs

The proposers anticipate that a small number of students will enroll in the program initially and that it will grow over the next four to five years. REL 105 will be offered once a year and REL 112 as needed. Both of the latter are new courses but it is expected that the program will not have a significant impact on enrollment in existing Religion courses, and no impact outside of the department.

Advising

[The reviewers asked the proposer for specifics on advising and received this response: *Initially, advising will be handled in a similar way to our advising of minors. The chair is responsible for communicating with minors to ensure that they are fulfilling requirements.*]

Assessment Plan

[The reviewers asked the proposer for specifics on assessment and received this response: *The Department will review the enrollment and curriculum periodically to ensure that the goals of the certificate are being met*.]

Staffing Plan, Resource Requirements, and Budget

Current Religion faculty can meet the needs of the program with no budgetary impact. There will be no impact on Library holdings.

Evidence of Support

The Certificate in Religious Literacy has been approved by the CAS Curriculum Committee and the CAS faculty. Letters of support are included from the Associate Dean of The College of Nursing & Health Sciences, the Dean of the College of Education and Social Services, and the Dean of the Rubenstein School of Environment and Natural Resources.

Summary

The proposed certificate in Religious Literacy in Professions would be a unique and valuable program that would expose students, particularly those aspiring to professional careers outside CAS disciplines, to the fundamentals of diverse religions, religious persons, and religious frameworks. The program is consistent with the goals of UVM's "Our Common Ground" principles, and will have little impact on available resources. We strongly recommend approval.

Curricular Affairs Committee of the Faculty Senate

Memo

To:	Curricular Affairs Committee of the Faculty Senate
From:	Reporting & Documentary Storytelling Minor Review Subcommittee: Sue Kasser, Aaron Nichols
Date:	December 18, 2018
Re:	Recommendation: Approval

We have reviewed a proposal for a new minor in Reporting & Documentary Storytelling submitted by the Center for Research on Vermont in the College of Arts and Sciences (CAS) and recommend approval. The interdisciplinary minor will be directed by Greg Bottoms, Professor of English, Deb Ellis, Associate Professor of Film and Television Studies, and Richard Watts, Director of the Center for Research on Vermont.

Program Description and Rationale

Students in the interdisciplinary minor in Reporting and Documentary Storytelling (RDS) will study the practice and theory of communicating stories in journalism and nonfiction writing, documentary video, and digital media formats. They will also develop vital skills in media literacy, critical thinking, ethical awareness, creativity, and problem-solving through embedded high-impact experiential learning environments.

The proposed minor is based on the belief that students wanting to go into journalism should have a well-rounded education that allows for the merging of their specific disciplinary or interdisciplinary knowledge with the study and practice in journalism. As such, the minor complements student majors in the sciences, social sciences, humanities, arts, and others.

The minor is modeled after some of the most successful documentary studies certificates and minors at other universities around the country. It draws upon existing courses and the expertise of CAS faculty and their combined strengths in documentary filmmaking, art, digital-specific composition, and narrative nonfiction writing. The intent of the minor is to organize, promote, and deepen course offerings related to reporting and documentary for the benefit of students, faculty, and the wider community.

Justification and Evidence for Demand

The RDS minor offers an ideal program for students interested in pursuing careers or graduate study in journalism, nonfiction writing, editing and publishing, video, and digital media, but its learning outcomes apply to a broad range of careers and professional efforts. Given that the Center for Research on Vermont has established itself as a source of reporting and documentary

storytelling about Vermont, it offers a firm foundation for both academic and experiential learning associated with the minor. The staff support, affiliated faculty of the Center, and relationships existing between the Center and an array of Vermont institutions also afford a platform by which to connect students to opportunities around the state and in conjunction with Vermont's journalistic needs.

It is anticipated that student interest in the minor will be strong and foster new or increased enrollment in existing writing, film, and other courses. There has been expressed interest from current and prospective students in journalism and nonfiction storytelling, and there are a number of students involved in journalism and reporting related student activities for whom the minor may be of interest. It is expected that the minor will attract somewhere between 25 and 40 students per year, for a total of 100-150 in the minor.

Admission Requirements and Process

Admission to the minor will be open to any student at UVM who self-selects this course of study. Students must achieve a 2.0 average in the minor to have it count towards graduation requirements.

Curriculum

The minor in Reporting and Documentary Storytelling is an 18-credit minor, including three core credits in writing, three core credits in media history and or theory, and nine credits of elected coursework at the advanced practice level in journalism and nonfiction writing, documentary video, or digital composing and multi-media work. A three-credit internship is also required of the minor.

Advising

The three co-directors will serve as academic advisors to students in the minor. The Director of the Center for Research in Vermont will oversee the internship placements.

Impact on Current Programs and Anticipated Enrollment

Proposers of the minor are confident that the minor is rigorous, distinctive, and particular to the strengths of the College of Arts and Sciences with no direct curricular overlap to other programs or minors on campus. Public Communications and a concentration in Media and Journalism within Community Development and Applied Economics (CDAE) offers the closest curricular emphasis with the RDS minor. The RDS minor, though, appears distinct from this concentration in both its form and delivery. Its focus is on long and short-form nonfiction work across media with an emphasis on the creator of the work, interpretative skills development, and artistic craft. As well, it employs a more "studio" or "workshop" model of instruction in the practice of journalism and media works. While the Public Communications minor does include some courses related to journalism, the wider emphasis of this minor is on marketing, advertising, and communication broadly and the minor does not include any of the core writing, film, photography, or critical media courses offered in the new RDS minor.

Staffing Plan, Budget, and Resource Requirements

No additional personnel or resources are needed for the minor. The three co-directors will share responsibility for advising and the Center will provide staff support. A strong group of faculty have been identified to teach the necessary classes.

Assessment Plan

The minor will be included in the regular program review process conducted by the Office of the Provost, following the standard expectations for analysis of metrics and on-site evaluation by experts from established programs around the country. The schedule for that review will be timed to coincide with reviews of Film and Television Studies and/or English, since two of the faculty directors belong to those departments.

While the proposers of the minor indicated that evaluation of the minor will take place within the general assessment processes of the University and College, there was not a clear assessment plan articulated for the RDS minor itself. The review sub-committee suggests that specific outcomes, assessment processes, and timelines be established to assure that implementation and delivery of the minor meets its intended goals.

Evidence of Support

This new minor is being hosted by the Center for Research on Vermont in the College of Arts and Sciences (CAS). It has been reviewed by the Curricular Affairs Committee in CAS and voted upon by the CAS faculty. Letters of support have been provided by Dean Falls in the College of Arts and Sciences, Professor Sanders who directs the Environmental Program, and Professor Shephard, Associate Dean for Academic Affairs in the College of Education and Social Services.

Summary and Recommendations

Since August 2016, CAS has been in discussion with CDAE regarding ways to make journalism and media courses on campus more visible and to coalesce those courses into more coordinated and focused curricular offering. Although the initial aim was a minor that included both CAS and CDAE courses, this particular goal was not able to be realized at this time.

While there does exist some overlap with Public Communications in CDAE, the proposers of the RDS minor provide a sound rationale and clearly distinct program of study that can be effectively delivered by its faculty experts. As such, the CAC review subcommittee approves the Reporting & Documentary Storytelling minor.

It is hoped, however, that future discussions and the possibility of dual curricular innovations between CAS and CDAE be considered, as this could bring even greater visibility to journalism and documentary and better serve students by offering a greater breadth and depth of courses.

Curricular Affairs Committee of the Faculty Senate

MEMO

To: Curricular Affairs Committee of the Faculty Senate
From: Ann Hazelrigg and Ellen Rowe
Date: January 2019
Re: Approval of a proposal for a new Bachelor of Arts (B.A.) major in Anthropology and a minor in English or Writing through an Online Degree Completion Program submitted by College of Arts and Sciences

---

We have reviewed a proposal for a new Bachelor of Arts (B.A.) major in Anthropology with a minor in English or Writing through an Online Degree Completion Program submitted by the Department of Anthropology and College of Arts and Sciences and recommend approval. Intended start date is Fall 2019.

Program Description and Rationale

The online degree completion program allows a student to finish a bachelor's degree outside the traditional four-year undergraduate model. Students will enter the degree completion program with some college credits already earned. The program offers an alternative pathway to a bachelor's degree while providing students from across the region access to high-quality education. The proposal has been approved by the CAS Curriculum Committee and by the CAS faculty.

Justification and Evidence for Demand

The Proposal emerged from the Department as a result of a desire to provide non-traditional students with significant previously-earned college credit to complete a UVM degree in the liberal arts entirely online. The program aligns with the land-grant mission of educational access and challenges students to maintain the same high academic standards as traditional undergraduates. The Bachelor's degree completion Program serves older, non-traditional students (potentially including military veterans) who seek career advancement or personal enrichment. Online delivery allows students an opportunity to balance education, work and family while completing the degree.

Relationship to Existing Programs

This proposal of the online major in Anthropology with a minor in English or Writing will consist of the **same requirements** for the traditional, on campus major and minors. However, this proposal will implement an **online delivery** of curriculum in the College of Arts and Sciences that will provide the final 60 credits of the degree requirements for a Bachelor of Arts major in Anthropology and will include three of the four university requirements: Sustainability; Category One (Race and Racism in the U.S.) and Category Two (Diversity of Human Experience) along with all the established requirements for a minor in English or Writing. Additionally, Quantitative Reasoning Courses are currently available online in the summer session. There were three reasons the Chair of the Department of Anthropology felt the Department was a good fit for the online degree completion program: 1) the Department currently offers a large number of online course from across their curriculum and the faculty are experienced at developing and teaching online coursework; 2) The Department's online offerings include several courses that satisfy university-wide and college-wide degree requirements, including D1, D2, SU and QR. This streamlines the degree completion processes so that students can satisfy these requirements in the course of completing their major; 3) The Anthropology B.A. curriculum is

comparatively flexible, allowing students to pursue a range of pathways through introductory and advanced material. This reduces any bottlenecks that may slow the degree process for a non-resident student.

Curriculum
Students enrolled in the online degree completion program would complete identical requirements as required by the four year residential students majoring in Anthropology.

Admission Requirements and Process
Same as those required by a major in Anthropology with a minor in English or Writing as for the traditional on campus majors and minors.

Advising
The faculty is committed to offering the same type of academic advising as provided to all the residential majors, matching students with a faculty advisor based on their interests and helping them to integrate anthropological knowledge with career goals and live experiences.

Assessment Plan
Assessment is assumed to be the same as those required by a major in Anthropology with a minor in English or Writing as for the traditional on campus majors and minors. No specific assessment plan was noted.

Anticipated Enrollment and Impact on Current Programs/
Staffing Plan, Resource Requirements, and Budget
For the first year of the program, Anthropology should be able to meet additional teaching requirements through overloads for existing faculty. As the program grows, the College will need to hire additional instructors. The Department is looking forward to working with the College to explore strategic ways to do this in order to sustain and grow this program. No anticipated enrollment numbers were supplied.

Evidence of Support
Full support of the program was given by the Anthropology Department and the College.

Summary
This online opportunity will provide a way for non-traditional students to complete a Bachelor of Arts degree with a major in Anthropology and minor in English or Writing without having to be on campus.

The UNIVERSITY of VERMONT
GRADUATE COLLEGE
OFFICE OF THE DEAN

November 15, 2018

David Rosowsky, Ph.D., P.E., F.ASCE
Provost and Senior Vice President
University of Vermont
348 Waterman Building
Burlington, VT 05405-0160

Re: Substantial Change request to add a Direct Entry Program (DCNL) to the Master of Science in Clinical Nurse Leader (MS-CNL). This request will add a pre-licensure year entry point to the Master's in Science degree in Clinical Nurse Leader (MS-CNL).

Dear Provost Rosowsky,

The Graduate College, in conjunction with the College of Nursing and Health Sciences (CNHS), is requesting consideration of addition of a Direct Entry Program (DCNL) to the Master of Science in Clinical Nurse Leader (MS-CNL). The Graduate College Executive Committee (GEC) unanimously approved this proposal at its October 9, 2018 meeting.

This request will add a pre-licensure year entry point to the Master's in Science degree in Clinical Nurse Leader (MS-CNL). The students entering through this mechanism will have a bachelor's degree in a field other than nursing. The direct entry point will provide the curriculum to complete the coursework that prepares them for the RN licensure exam. This format is already in place for the Doctorate in Nursing Practice (DNP) where the direct entry option is called DEPN (direct entry to professional nursing). The DCNL, like the DEPN, allows students who have a bachelor's degree but don't have a nursing background to complete pre-licensure requirement as a first year in the respective degree program. The curriculum for DCNL is graduate level and is the same as for the existing DEPN. Thus no new resources are required.

This is a change proposal, not a proposal for a new curriculum. There will be a new Banner code required for the entry point (DCNL) but the degree remains MS-CNL. I ask that you move the proposal on to the Faculty Senate for review.

Sincerely,

Cynthia J. Forehand, PhD
Dean of the Graduate College

The University of Vermont

Proposal to Substantially Revise an Existing Academic Program

Prologue: This proposal requests to revise the MS-CNL graduate nursing program of study by adding a Direct Entry Program to CNL (DCNL). This request will add a pre-licensure year entry point to the Master's in Science degree in Clinical Nurse Leader (MS-CNL). The students entering through this entry point will complete the coursework and clinical experiences that prepares them for the RN licensure exam in the same format that the direct entry into professional nursing (DEPN) students complete for entry into the DNP program of study. The DCNL, like the DEPN, allows students who have a bachelor's degree but don't have a nursing background to complete pre-RN licensure requirement as a first year in the respective degree program.

The curriculum for DCNL is graduate level and is the same as for the existing DEPN. The curriculum meets pre-RN licensure nursing requirements, but students are not licensed as Registered Nurses until they complete the first year courses and successfully pass their RN licensure examination. They then transition to the MS-CNL and upon completion earn a MS degree and can sit for the CNL national certification.

The DCNL program should have the variable tuition rate (VTR) for out-of-state students like the DEPN and DNP. The Variable Tuition Rate (VTR) has had a significant impact on the acceptance rates of DEPN students; increasing the number of out of state students, diversity of students, and acceptance into the program of students of color since enacted. A separate VTR proposal for the CNL and DCNL will be submitted to the Graduate College. The direct entry point for the CNL track (DCNL) is administratively required to allow for financial aid for the non-degree pre-RN licensure year, which is year one of the program for students without a previous BA/ BS degree.

I Program title: Master of Science in Nursing: Clinical Nurse Leader Program

Program Director: Carol Buck-Rolland, EdD, APRN; Vice Chair and Program Director

Participating Faculty: College of Nursing and Health Sciences (CNHS): Existing faculty from CNHS as well as a few faculty from other departments already teaching courses for the graduate program in nursing (Public Health, Statistics, Clinical & Translational Sciences).

Responsible Academic Unit: CNHS Nursing Department

Description of Program: The Master of Science degree program for the Clinical Nurse Leader (CNL) prepares nurses for horizontal leadership positions through which evidenced-based care for groups of patients will be managed. The CNL Program began in 2013 and graduated a cohort of all three students in the initial cohort. An option for an Accelerated Master's Program (AMP) was approved and began in 2016.

COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF NURSING
216 Rowell Building, 106 Carrigan Drive, Burlington, VT 05405-0068
(802) 656-3830 • fax: (802) 656-8306

The Department of Nursing offers a graduate program of study leading to a Master of Science degree. The CNL program prepares nurses to assume leadership roles within health care systems in a variety of settings, to expand knowledge of the discipline of nursing, and to acquire the foundation for graduate study and continued professional development. The ability to work collaboratively on an interdisciplinary team, provide patient-centered care, employ evidence-based practice, access information technology, and apply quality improvement strategies are competencies expected of graduates of this program.

The MS graduate curriculum (see appendices A & B) includes seven core courses essential for all students that address the theoretical basis of nursing care; professional issues and role development of CNLs, research utilization and evidence-based practice, quality and ethics of health care delivery, health policy and finance, theoretical foundations of nursing, biostatistics and epidemiology. Students apply core content to their Clinical Nurse Leader program. Upon successful completion of program requirements students are eligible to complete a national CNL certification exam.

The American Association of Colleges of Nursing (AACN) confirmed its support for the creation of a new nurse role to enhance care delivery titled the Clinical Nurse Leader (CNL) in 2004. These decisions were made within a comprehensive review of the framing principles that will guide the association's work to assure the highest quality nursing workforce for our nation's health care needs. The board's actions relate to AACN's consensus-building initiative to create a new nursing professional called the Clinical Nurse Leader (CNL). The CNL is a generalist clinician with education at the master's degree level. This nurse leader must be prepared to bring a high level of clinical competence and knowledge to the point of care and to serve as a resource for the clinical nursing team (https://www.aacnnursing.org/CNL).

The CNL oversees the care coordination of a distinct group of patients and actively provides direct patient care in complex situations. This clinician puts evidence-based practice into action to ensure that patients benefit from the latest innovations in care delivery. The CNL collects and evaluates patient outcomes, assesses cohort risk, and has the decision-making authority to change care plans when necessary. This clinician functions as part of an interdisciplinary team by communicating, planning, and implementing care directly with other health care professionals, including physicians, pharmacists, social workers, clinical nurse specialists and nurse practitioners.

The UVM Clinical Nurse Leader (MS-CNL) degree program currently has two entry options:

- *Bachelor's Degree in nursing (BSN); or in another field of study with an Associate's Degree in Nursing (ADN)*
- *The Accelerated Master's Degree Program (AMP)* in Nursing is designed to offer select UVM undergraduate nursing students the opportunity to obtain both their bachelor's degree and master's degree in nursing in a total of six years of study. Students apply to the program in the spring of their junior year, and CNL courses begin during the student's senior year. AMP_CNL

Request to REVISE the existing program by adding a third entry option to the existing program. *In addition to the above two entry options for admission to the MS-CNL we request to add a third option: Direct entry> MS-CNL program (DCNL). The Direct Entry Program in CNL (DCNL) is an alternative-entry program for those who have not graduated from a nursing program, and who hold a baccalaureate or higher degree in another field. The program prepares the student to progress into the MS-CNL track. It is not a stand-alone accelerated RN program, nor is it an alternative route to the DNP program.*

The curriculum for the DCNL year is graduate level and is the same as for the existing DEPN year. The curriculum meets the pre-RN licensure requirements, but students are not licensed until they subsequently complete the pre-RN licensure year. Following successfully passing the national examination for registered nurses (RNs) they transition directly into the CNL track courses.

Aligned with the DEPN> DNP program, the DCNL student in the pre-licensure RN year must be part of the CNL-MS degree program to be eligible to receive financial aid. The DCNL will be linked to the MS-CNL through the university Banner system. Like the DEPN and DNP, the CNL and DCNL should have the variable tuition rate for out-of-state students. DCNL students must adhere to the current admission and progression requirements for graduate studies for the Degree of Master of Science- CNL.

In summary, routes of entry into graduate nursing programs:

Master's in Science- Clinical Nurse Leader

BSN or ADN (with previous BS/ BA) → **MS-CNL**

Accelerated Master's Program → **RN** → **MS-CNL**

Proposed: DCNL (student with non-nursing BS/BA) → **RN** → **MS-CNL**

Doctorate of Nursing Practice

BSN or ADN (with previous BS/ BA) → **DNP AGNP/ FNP**

DEPN (student with non-nursing BS/BA) → **RN** → **DNP AGNP/ FNP**

II. Rationale for the revision of an existing academic program:

The established Direct Entry into Professional Nursing (DEPN) has been a highly successful entry point for prospective graduate students who wish to pursue the Doctor of Nursing Practice (DNP) degree. The largest number of prospective students into UVM's graduate nursing program enter through the DEPN route. The DEPN- DNP is a vibrant and growing program, with the current DEPN cohort reaching 22 students (an increase of five students since the 2017 cohort, and the largest cohort to date). The rate of passing the NCLEX-RN licensure examination for the DEPN cohort has remained near 100% since our initial class. Our pass rate for the Nurse Practitioner national certification has remained at 100% since our first class, and with the addition of the direct entry students continues at a 100% passing rate. The graduates continue to demonstrate a consistent high rate of practicing as nurse practitioners (Family NP, Adult-gerontology NP, Psych-Mental Health NPs). The majority of NP graduates practice in Vermont, with the majority of those practicing in Primary Care.

Offering a parallel pre-licensure academic experience for admission into the MS-CNL program of study is intended to increase the availability of a quality graduate education for nurses prepared to assume leadership roles within health care systems in a variety of settings, to expand knowledge of the discipline of nursing, and to acquire the foundation for graduate study and continued professional development.

In summary, goals for the proposed revision include:

- Offer the pre-licensure year to students in the CNL program in the same format that our DEPN program operates; a direct entry in graduate nursing resulting in attainment of a MS- CNL. (DCNL)
- Like the DEPN to DNP, the DCNL to CNL programs should have the variable tuition rate for out-of-state students (separate proposal will be submitted when this proposal is approved).

III. Changes in the relationship of this proposed revision to current missions and long-range plans of:

A. UVM: N/A

B. Participating colleges, departments, and programs: N/A

IV. Relationship of revisions to other academic programs:

The MS-CNL admissions are fewer that we had hoped for, and it is anticipated that the inclusion of pre-licensure year of the direct-entry students into the MS-CNL (DCNL) will increase the number of students, resulting in more ongoing and solid cohorts of students pursuing this role.

V. Potential effects on other academic units: N/A

VI. Evidence of Demand/need for revision:

Offering a parallel option for the pre-RN licensure year for the MS-CNL program is intended to facilitate marketing and implementation of the MS degree in the graduate nursing program (CNL) by increasing enrollment. There is a need - as evidenced by the increasing DEPN student cohorts - for students with bachelor's degrees in a non-nursing field to have an avenue to enter the MS graduate degree program in nursing. This is especially evident in this time of health care reform with a need for highly qualified nurses.

VII. Effects of change on:

Students: This change will offer an additional entry option for graduate students to pursue an M.S. graduate degree as a CNL.

Faculty: Capacity in all of the pre-licensure courses is such that no additional sections will need to be added at present. In the event that the applications for and admissions to the CNL program of study were to increase to a point of capacity for students/ classrooms, the department would need to re-evaluate the situation and develop strategies to expand

practicum sites as well as classrooms. The DNP and MS cohorts will complete the pre-RN licensure year together in the identical format that is currently being utilized in the DEPN year (three semesters).

VIII. Resources to support revision

A. Library: No additional resources anticipated

B. Equipment needs: No additional resources anticipated

C. Physical Space: No additional resources anticipated; current classrooms have adequate capacity to accommodate additional students; the hybrid model of delivery supports additional students, as the classrooms are shared using an alternating week pattern for campus classes

D. Administrative needs: No additional resources anticipated

E. Faculty to explore and further develop practicum experiences:

Existing Faculty: Jason Garbarino, DNP, CNL has been working with the CNL cohorts, and will continue to oversee and advise the CNL students as well as being actively involved in the course work and oversight of practicum rotations. He currently teaches GRNS 324: Theoretical Foundations of Nursing Science to a cohort of MS-CNL and DNP students, and is well suited to facilitate the collaborative nature of the courses that are required for both CNL and DNP students.

Loretta McManus, RN will work with CNHS Office of Students Services (Sara White) and the Graduate Program Director to market to non-nursing departments at UVM, with the plan to begin marketing prior to the spring 2019 semester to allow students the opportunity to complete any pre-requisite courses not yet taken.

XI. Cost Estimates No additional costs anticipated.

X. Schedule for enactment of revision: Market in early spring 2019 for fall 2019 admission (April 2019 application deadline). Nursing CAS and Graduate College Applications due April 2019.

XI. Evaluation:

A. As with the DEPN students, course and program evaluations as well as exit and employment surveys will be administered and analyzed to allow for ongoing adjustments/ improvements in program.

B. Ongoing annual evaluation of program using current department criteria. Evidence will include; course evaluations, course report review by Graduate Education Committee on an annual basis as well as review by state and national accreditation bodies. As with the DEPN students, course and program evaluations as well as exit and employment surveys will be administered and analyzed to allow for ongoing adjustments/ improvements in program.

XII. Endorsements

Department/Program: Carol Buck Rolland 11/1/2018
Vice-Chair for Nursing; Graduate Program Director

Chair of Nursing: Rosemary Dean 11/6/2018

CNHS Curriculum Committee Chair: Elizabeth Adams

CNHS Dean: Patricia A. Prelock

Executive Committee: C Rolland

Dean of Graduate College: C Rolland

Curricular Affairs Committee: _____

Faculty Senate: _____

Provost: _____

Appendix A

The University of Vermont

Clinical Nurse Leader (CNL) Program of Study

Students entering 2018

Fall 1	**Spring 1**	**Summer 1**
GRNS 327: Advanced Topics in Healthcare Informatics (3) * **GRNS 335:** Advanced Pathophysiology for the CNL ** (3)	**GRNS 323**: Evidence-Based Practice ** (3) **GRNS 396:** Advanced Pharmacology for the CNL **(3)	**GRNS 324:** Theoretical Foundations of Nursing Science *(3)
Fall 2: MS-CNL **GRNS 406:** Advanced Assessment (3) *** **GRNS 321**: Professional Role Development ** (3)	**Spring 2: MS-CNL** **STAT 200:** Biostatistics and Epidemiology (3) **** **GRNS 328**: (*CTS/ NH 302*) Quality in Health care * (3) **GRNS 339:** CNL Project/ Seminar I ** (1)	**Summer 2: MS-CNL** **GRNS 326:** Health Care Ethics, Policy, and Politics (3) * **GRNS 340:** CNL Practicum (1.5 credit/180 hours)
Fall 3: MS-CNL **GRNS 322:** Organization, Delivery, and Financing of Health Care (3) *	**Spring 3: MS-CNL** **GRNS 341:** CNL Project/ Seminar II ** (2) **GRNS 342:** Immersion Practicum (2) /240 hours)	

Total Credits= 39.5 **Total Practicum hours**= 420

* Online course

** Hybrid course (50% online; 50% campus/ Adobe Connect)/ may be online option

*** Campus class

**** Biostats can be taken either spring/ fall- campus based; also summer online option some years through UVM Public Health program

Course sequence subject to change

Appendix B

Pre RN-Licensure Courses
Course Sequencing 2018-2019

Fall Semester:
(*15 credits*)
- GRNS 300– Professional Nursing Issues (2 credits)
- GRNS 301– Drug Therapy: Implications for Clinical Practice (3 credits)
- GRNS 302– The Science of Nursing: Adults and Elders-I (3 credits)
- GRNS 303– Practicum: Adults and Elders (4 credits; 240 clinical hours)
- GRNS 313– Pathophysiology (3 credits)

January Intersession:
(*1.25 credits*)
- GRNS 304- Practicum: Adults and Elders II (1.25 credits; 75 clinical hours)

Spring Semester:
(13.75 credits)
- GRNS 305 – Practicum: Complex Nursing Care of Adults & Elders (2.5 credits; 150 clinical hours)
- GRNS 306 – The Science of Nursing: Mental Health (3 credits)
- GRNS 308– The Science of Nursing: Women and Newborns (2 credits)
- GRNS 309– Practicum: Women and Newborns (1.25 credits; 75 clinical hours)
- GRNS 310– The Science of Nursing: Children (3 credits)
- GRNS 312– The Science of Nursing: Adults and Elders-II (2 credits)

Summer:
(6.5 credits)
- GRNS 307– Practicum: Mental Health (1.25 credits; 75 clinical hours)
- GRNS 311– Practicum: Children (1.25 credits; 75 clinical hours)
- GRNS 314– The Science of Nursing: Community/Public Health (2 credits)
- GRNS 315– Practicum: Community/Public Health (2 credits; 120 clinical hours)

Total Credits: 36.5 credits
Total Clinical Hours: 810

Updated: 1/2018

C. Buck-Rolland DCNL Abstract

Proposal to Substantially Revise an Existing Academic Program

Abstract

The graduate program in the Nursing Department within the College of Nursing and Health Sciences is putting forth a proposal to revise the MS-CNL graduate nursing program of study by adding a Direct Entry Program to CNL (DCNL). This request will add a pre-licensure year entry point to the Master's in Science degree in Clinical Nurse Leader (MS-CNL). The students entering through this entry point will complete the coursework and clinical experiences that prepare them for the RN licensure exam in the same format that the direct entry into professional nursing (DEPN) students complete for entry into the DNP program of study. The DCNL, like the DEPN, allows students who have a bachelor's degree but don't have a nursing background to complete pre-RN licensure requirement as a first year in the respective degree program. The curriculum for DCNL is graduate level and is the same as for the existing DEPN. The curriculum meets pre-RN licensure nursing requirements, but students are not licensed as Registered Nurses until they complete the first year courses and successfully pass their RN licensure examination. The students then transition to the MS-CNL and upon completion earn a MS degree and can sit for the CNL national certification. The direct entry point for the CNL track (DCNL) is administratively required to allow for financial aid for the non-degree pre-RN licensure year, which is year one of the program for students without a previous BA/ BS degree. Offering a parallel pre-licensure academic experience for admission into the MS-CNL program of study is intended to increase the availability of a quality graduate education for nurses prepared to assume leadership roles within health care systems in a variety of settings, to expand knowledge of the discipline of nursing, and to acquire the foundation for graduate study and continued professional development. Additionally, offering a parallel option for the pre-RN licensure year for the MS-CNL program is intended to facilitate marketing and implementation of the MS degree in the graduate nursing program (CNL) by increasing enrollment. Capacity in all of the pre-licensure courses is such that no additional sections will need to be added at present. In the event that the applications for and admissions to the CNL program of study were to increase to a point of capacity for students/ classrooms, the department would need to re-evaluate and develop strategies to expand practicum sites as well as classrooms. The DNP and MS cohorts will complete the pre-RN licensure year together in the identical format that is currently being utilized in the DEPN year (three semesters).

The UNIVERSITY of VERMONT
GRADUATE COLLEGE
OFFICE OF THE DEAN

November 29, 2018

David Rosowsky, Ph.D., P.E., F.ASCE
Provost and Senior Vice President
University of Vermont
348 Waterman Building
Burlington, VT 05405-0160

Re: Name Change for Certificate of Graduate Study in Complex Systems to the Certificate of Graduate Study in Complex Systems and Data Science.

Dear Provost Rosowsky,

The Graduate College, in conjunction with the College of Engineering and Mathematical Sciences (CEMS), requests that the name of the Certificate of Graduate Study (CGS) in Complex Systems be changed to the Certificate of Graduate Study in Complex Systems and Data Science. This certificate was initiated in 2008 and has had annual enrollments of 14-23 students over the past 5 years.

This interdisciplinary certificate was the initiating kernel for developing more complex systems curriculum at UVM, leading to the Master of Science in Complex Systems and Data Science in 2015 and the PhD in Complex Systems and Data Science in 2018. This request for a name change is so the CGS will now have the same name as the subsequently added masters and doctoral credentials. The name change has no effect on curriculum or course prefixes. The Graduate College will update the admissions process with the new name and will work with the provost's office to update the name in the next catalogue following approval

As noted in the attached memo from the former Dean of CEMS, Luis Garcia, the CEMS curriculum committee, CEMS faculty and CEMS Dean all approved this name change. The Graduate Executive Committee and I also approve this name change request and I ask that you please forward this request to the Faculty Senate for review.

Sincerely,

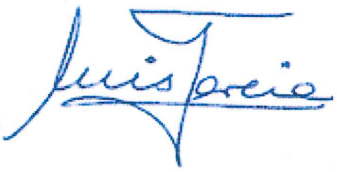
Cynthia J. Forehand, PhD
Dean of the Graduate College

The University of Vermont

MEMO

February 28, 2018

From: Luis Garcia, Dean
College of Engineering and Mathematical Sciences



To: Cynthia Forehand, Dean
Graduate College

Subject: Changes to Certificate of Graduate Study in Complex Systems

The CEMS curriculum committee and CEMS faculty approved the attached changes to the Certificate of Graduate Study in Complex Systems, which includes a change of the certificate to "Certificate of Graduate Study in Complex Systems & Data Science", the new name is consistent with the name of our MS and new PhD degrees in this area. I concur with this changes and they have my approval.

COLLEGE OF ENGINEERING AND MATHEMATICAL SCIENCES
OFFICE OF THE DEAN
109 Votey Hall, 33 Colchester Avenue, Burlington, VT 05405-0156
802-656-8413
www.cems.uvm.edu

Appendix B: Guidelines for Preparation of a Self-Study Report For Academic Program Review

Introduction:

The self-study report of an academic program describes the academic program using a common set of institutionally determined standards and criteria. The self-study report, together with external reviewer's input, identifies the program's strengths, challenges and opportunities, and provides a basis for informed decision making about future directions. The report is structured around the APR standards and criteria and agreed-upon unit-specific indicators, and should be built upon evidence that clearly indicates how the criteria are being met.

Guidelines for Writing the Self-Study Report

The self-study report is prepared by the responsible faculty and department chairperson or director of the program under review. The report should include relevant data supplied by the Office of Institutional Research (enrollments, FTE ratios, performance of graduates, etc.). The report is expected to provide a review of these data, along with other information collected through program-based assessment and other review processes. The program should utilize these data to explain its status with respect to the standards and criteria included in these guidelines. Evaluation data from existing reviews of the program such as accreditation reports, and any program changes made in response to accreditation reviews, should be incorporated into the self-study report wherever appropriate.

The main body of the report is divided into five sections, and should be approximately fifteen pages in total. Appropriate appendices comprise a sixth section and should be attached to the main body of the report:

- Section One: General Information
- Section Two: Introduction/Overview
- Section Three: Standards and Criteria
- Section Four: Analysis
- Section Five: Summary and Prospective
- Section Six: Appendices

The first two sections of the report provide general information and an executive summary. Sections Two and Three review data for each of the APR standards, and are followed by an analysis of the data in Section 4. Finally, Section 5 comprises an integrative Summary and Prospective that specifically identifies program strengths, challenges and opportunities, and poses future plans and directions for improvement. Each of these sections is described more fully below.

Section One: General Information

The General Information section provides factual data about the program, including name of the program, program type, college or school in which the program is located, name of the chairperson/director of the program, name of the dean of the academic unit, names of faculty writing the report, and date of the report. The process used to develop the report and the participation of different constituencies in its formulation should be described.

Section Two: Introduction/Overview

The Introduction/Overview section establishes the background and context for the review. It should include a brief history of the program, a brief description of its present status, the goals and mission of its graduate and undergraduate programs, unique and distinguishing characteristics, and links with other units such as joint faculty appointments, cross-listed courses, shared undergraduate and graduate service courses, and research collaborations.

Section Three: Standards and Criteria

In this section the program provides data for each standard and criterion. The standards are:

I) Contribution to Mission
II) Program Quality
III) Demand
IV) Societal Need
V) Quality Control Mechanisms; and
VI) Efficiency

In addressing Standard I, *Contribution to Mission*, the program should identify courses it offers that contribute to the University's General Education program.

The assessment of student learning outcomes is one of several items under Standard V, Criterion 5c and it requires special attention. To address this part of the standards, the program needs to:

a) state its learning outcomes for students in the program and outline the methods and processes for assessing those outcomes. In addition to listing current learning outcomes and indicating the website where they are posted, all programs must provide an updated version of NECHE form E1A or, in the case of an externally accredited program, form E1B. Both forms are posted on the Assessment Website.
b) describe its long-term, cyclical plan and processes for assessing these learning outcomes.
    i. Non-accredited programs should utilize the assessment plan template posted on the Assessment Website to outline their cyclical assessment plan. If the department has a current assessment plan, this can be attached; if it does not,

training and consultations are available to support the program as it develops the plan.

ii. Externally accredited programs do not need to fill out an assessment plan form. NECHE form E1B should be filled out with clear reference to the indicators of program success and areas of remediation identified by the external accreditors.

The completed forms should be included as an Appendix.

Note that additional consultation contacts, resources, and support services are posted on the Assessment Website. All programs preparing for Academic Program Review are encouraged to consult with their school or college's Assessment Coordinator and the Provost's Office.

Where possible, direct assessment of student work should be included in the evaluation of student achievement of program outcomes along with indirect assessments. Direct assessments are those that evaluate student work as evidence of achievement of learning outcomes. In most cases these evaluations will be conducted by program faculty and/or staff (where appropriate). However, some direct measures may be completed by people outside the program. These include students' performance on the licensure exams for which a program prepares them, or direct evaluation of student/graduate performance by employers or internship supervisors using criteria supplied by the program.

In addition to direct assessment of student work, indirect indicators of program outcomes should also be presented. These indicators may include student self-evaluations; interviews, surveys or focus groups of majors; interview, survey or focus group data on alumni satisfaction with the program; interview, survey or focus group data on employer satisfaction with program graduates' performance; post-doctoral placement of graduate students; academic or professional achievements of program graduates; job placement and career progression; and creative works, publications, and grant awards by program students and graduates. Program faculty can also include other data they deem indicative of student outcomes~~, etc~~.

Section Four: Analysis

This section should present the main findings of the self-study including an analysis of the extent to which the program meets each standard. Data from direct and indirect assessment[1] of student achievement of program learning outcomes must be included in this analysis, as well as any planned or in-process responses to assessment data. Other regular internal review and evaluation processes, such as departmental reports and retreats, can also provide useful data and examples to demonstrate how well the program is meetings the standards. The meaning, implications, and any departmental response to the findings should be explained.

Section Five: Summary and Prospective

[1] See Standard 5c for an explanation of direct and indirect assessment.

The Summary and Prospective should present a vision for the program grounded in the program's strategic goals. It should also present a balanced assessment of the program's strengths, challenges and opportunities as well as directions for the future as informed by the findings. The discussion should include scholarly directions, research plans, curricular or degree program changes, and plans for maintaining and enhancing excellence and diversity of faculty and students over the next eight years. Given the persistence of budgetary constraints, the discussion should include ways in which the unit can be strengthened without receiving additional internal resources.

Section Six: Appendices

Supporting data and materials may be appended to the main body of the report.

Appendix C: Standards and Criteria for Academic Program Review

Approved by the University of Vermont Faculty Senate mm/dd/yyyy

Standard I: The program has a clear and publicly stated purpose that contributes to the mission of the University.

Criterion 1: The program ***contributes to the mission*** of the University, the College/School, and department by:

a) Having an active strategic plan that is aligned with the vision, mission, and strategic plan of the University.

b) Supporting research and creative activities that generate new knowledge and understanding and enrich the intellectual environment for students, staff, and faculty.

c) Engaging in relevant application of new knowledge to contemporary problems through teaching, scholarship, creative activities, and service and outreach.

d) Preparing students for productive, responsible, and creative lives.

e) Encouraging students to use their knowledge and skills for the benefit of society.

f) Promoting global perspective and appreciation of cultural and intellectual diversity.

~~f)~~g) Reflects university priorities for diversity and inclusion in the faculty and student bodies.

~~g)~~h) Fostering an enduring commitment to learning.

~~h)~~i) Fostering the qualities of respect, integrity, innovation, openness, justice, and responsibility ~~accountability, and leadership~~ as expressed in *Our Common Ground*.

~~i)~~j) Additional unit-specific indicators.

Standard II: The program is of high quality

Criterion 2: The ***program quality*** is evidenced by:

a) Faculty - The Program faculty are qualified to teach the curriculum, as indicated by earned academic degrees and professional certifications. The program invests in the professional and scholarly development of its faculty, including the mentoring and guidance of junior faculty members through the RPT process.

b) Resources - The program has adequate faculty, support staff, library resources, equipment, and facilities to accomplish its purpose.

c) Reputation – The program is well regarded, as evidenced by external rankings and

assessments by external reviewers of students, faculty, resources, and productivity. The program attracts and retains excellent students as evidenced by admission qualifications, performance on standardized examinations, etc.

d) Faculty performance – Faculty demonstrate effectiveness in teaching and student advising, scholarship, and service, as evidenced by evaluations, awards, honors, grants, research contributions, publications, citations, and service endeavors.

e) Student performance – The program assess student mastery of learning outcomes ~~Students demonstrate mastery of knowledge~~ by means of direct and indirect ~~formative and summative~~ assessments, performance in the field, professional achievements, and performance on professional licensure exams. Program graduates succeed in finding jobs and progress well in their chosen careers; alumni are satisfied with the program. Undergraduate and graduate students produce creative works, publications, and receive grant awards. Graduate students are awarded post-doctoral fellowships.

f) Benchmarks – The program reflects "best practices" and compares well to relevant performance standards from comparable institutions and/or accrediting agencies and/or other authoritative sources. The program demonstrates leadership in its performances relative to appropriate external benchmarks.

g) Advising – Program faculty provide excellent academic advising, per student evaluations and other appropriate indicators.

h) Extramural Funding (for programs where such funding is critical) – Success in attracting extramural funding that contributes to the Program's long-term stability.

Standard III: There is demand for the program.

Criterion 3. There is ***demand*** for the program as evidenced by:

a) external demand based on local, regional, national, and global trends and forecasts for persons with particular types and level of education.

b) internal demand as reflected by both student enrollment in the program and the scope of service teaching for students from other programs.

Standard IV: The program provides graduates who contribute to social institutions.

Criterion 4: ***Societal need*** for the program is reflected by:

a) evidence for private, public and/or not-for-profit sector needs for persons with particular knowledge, skills, attitudes, and values required to make social institutions work.

b) evidence of the need at national, state, and local levels for persons who can be informed and responsible citizens.

Standard V: The program uses an identified plan for systematic evaluation and assessment of goals and purposes.

Criterion 5: The program has ***quality control processes*** that are used:

a) to evaluate how well the program is achieving its strategic goals.

b) to monitor on an ongoing basis, the design and delivery of the curriculum/curricula as informed by student outcomes.

c) for ongoing evaluation of clearly stated student outcomes. This includes but is not limited to direct and indirect~~formative and summative~~ assessments of student learning at the course level. ~~As appropriate, other outcomes should include academic or professional achievements; job placement and career progression; alumni satisfaction with the program; employer satisfaction with program graduates' performance; graduates' performance on professional licensure exams; post-doctoral placement of graduate students; publications, grant awards, and creative works of undergraduate and graduate students, etc.~~ The program ~~should have~~has a sustainable cyclical~~n~~ assessment plan in place to evaluate ~~on a regular basis~~ students' achievement of each program outcome ~~on a regular basis~~, as well as a process for using assessment data to inform ~~make~~ specific changes that are intended to improve ~~with the goal of improving~~ student outcomes.

d) to monitor the quality of student advising.

e) to utilize data gathered in 5b-d to determine needed changes in tactics, policies, curriculum, and course contents.

f) To plan and implement the self-determined changes in a timely manner.

Standard VI: The program accomplishes effectively its educational and related purposes

Criterion 6: The ***effectiveness*** of the program is reflected by:

a) improvements in the design and delivery of the curriculum based on assessment ~~s of new knowledge in the discipline,~~ of student achievement of program learning outcomes, new knowledge in the discipline, societal need, and demand for the program.

b) measures to maintain or improve high quality student advising, including career preparation advising.~~,~~

c) programmatic features that foster an appreciation of cultural and intellectual diversity.

d) linkages with other programs, including articulation agreements, co-sponsored academic majors, minors, or concentrations, joint appointments of faculty members, cross-listed courses, student internships, practica, or field-based projects with organizations outside the University, resources shared with other academic units, dual degrees, and 3-2, 4-1, or other undergraduate + graduate degree arrangements.

Commented [Office1]: The terms formative and summative have been replaced with *direct* and *indirect* to be consistent with the terminology used by NECHE.

Commented [BR2]: This text has been moved into the Guidelines because it is interpretive in nature. It does not describe a standard or criterion; rather it explains how the criterion can be met.

Commented [LA3]: suggested change = "which can include career preparation advising"

Draft revisions 102218

Substantial Revisions to Existing Academic and Research Endeavors: Approval Process and Definition

The Faculty Senate Curricular Affairs Committee (CAC) is charged with reviewing proposals to substantially revise existing academic and research endeavors. This document defines criteria for "substantial" changes, and describes the approval process for such proposals. Most changes involve academic endeavors, which includes majors, minors, undergraduate degrees, graduate degrees, undergraduate certificates, certificates of graduate study, and academic certificates offered as a collaboration between one or more departments and Continuing and Distance Education. Therefore, the definitions for substantial revisions relate most specifically to academic endeavors. Significant modifications to research endeavors are subject to the same approval process described here.

Purpose and Context

The goals of the review process for substantial revisions to existing programs are to 1) ~~to~~ promote development of high quality programs based on best practices, and 2) ~~to~~ promote awareness of curricular changes. Achieving these goals supports the core mission of the University to provide quality educational experiences, allows faculty to be more effective advisors, and fosters communication across departments and units.

Historically, a substantial revision to an existing program has been defined as a change involving 40% or more of the required content and/or activities. Curricula are, however, more than simply a list of required courses, making it challenging to apply the "40% rule." There can be multiple pathways via which a student can complete a program, courses are frequently grouped to serve a specific curricular purpose, and it is difficult to determine the "weight" of an activity compared to standard coursework. Given these challenges, it seems important to consider curricula as more than the sum of their parts in defining "substantial revisions."

"Substantial Revision" Definitions and Examples

Below are categories of changes that should be considered "substantial revisions" and undergo the approval process described in the section that follows. Examples/explanations are provided for further clarification. Note that all changes must adhere to the standards for the specific type of program (e.g. major, minor) described in the guidelines for new program proposals (~~see Helpful Resources section~~ https://www.uvm.edu/faculty_senate/curricular_resources).

❖ Alteration to ≥40% of the credit hours that count towards completion of a program

Courses that count towards the completion of a program include all required and elective courses students take in order to fulfill a program's requirements. They do not include college/school or University requirements (e.g. distribution requirements; general education requirements). The percentage of credit hour changes should be determined based on the minimum number of credit hours necessary to fulfill the requirements for the program. Alterations include addition and/or removal of courses. Two situations that can lead to an alteration of ≥40% are noted below.

- *Restructuring of a curriculum*: For example, as an outcome of their APR process, a department restructures a major to provide greater coherence, a clear trajectory within the major, and a stronger

foundation for majors in a particular area. Changes might include new requirements for specific course sequences and/or inauguration of a mandatory concentration with a corresponding set of new concentrations.

- *Addition or removal of a substantial curricular component*: Curricular components include activities, specific course sequences, or sets of courses that serve a specific curricular purpose such as distribution requirements or a requirement for a minor.

❖ 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 considered substantial curricular changes because of differences in pedagogical approaches and challenges between delivery methods, and should undergo a full review process.

There are certain situations that do not reach a 40% change in the credit hours required for completion of a program, but are considered "~~s~~substantial changes~~"~~ that require review and approval by the CAC. In these cases, an abbreviated version of a proposal in the form of a memo is sufficient. Note that these changes must still undergo appropriate unit-level approval (see Approval Process section of this document). Examples of such situations and elements that should be included in the memo are provided below.

❖ Addition of a new concentration, ~~or~~ re-naming of a concentration, or elimination of a concentration within an existing program**

The memo should include:

- a description of the program's curriculum including existing concentrations
- justification for inauguration of the new concentration, ~~or~~ name change, or elimination
- requirements for completion of ~~the~~ proposed new concentration(s) including ~~a list of~~ the required and elective courses
- evidence of communication with other units affected by the change (may be included as separate documents in the form of e-mails and/or memos)

❖ Changes that could significantly affect other units

These are likely to be addition or removal of required courses taught by another unit that will significantly alter enrollments. It is important that the affected unit(s) is/are aware of the changes so that they can make appropriate staffing, section number, and enrollment cap decisions. The memo should include:

- a description of the program's current curriculum
- a description of the proposed changes
- justification for the changes
- a description of how the changes will affect other units
- evidence of communication with affected units (may be included as separate documents in the form of e-mails and/or memos)

~~❖ Addition of a new concentration or re-naming of a concentration within an existing program**~~

~~The memo should include:~~

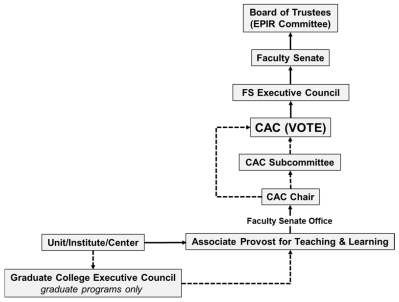
~~- a description of the program's curriculum including existing concentrations~~

- ~~justification for inauguration of the new concentration or name change~~
- ~~requirements for completion of the proposed concentration including a list of the required and elective courses~~
- ~~evidence of communication with other units affected by the change (may be included as separate documents in the form of e-mails and/or memos)~~

***The only recognized curricular entities are academic majors, minors, certificates, and concentrations. ~~d~~Departments may choose to develop informal pathways of study for advising purposes (e.g. foci, tracks, specializations), however these are not formally recognized and do not need to be reviewed under the procedures described here.*

Approval Process

Following unit-level approval (see below), a Proposal to Substantially Revise an Academic~~, Scholarly, or Service~~ or Research Endeavor ~~(formerly called an "Appendix B" proposal)~~ must be submitted by the Dean's office of the program's home unit, or the Director if the program is not housed in a particular unit, to the Associate Provost for Teaching and Learning. Guidelines for substantial revision proposals are posted on the Faculty Senate Curricular Resources webpage (https://www.uvm.edu/faculty_senate/curricular_resources~~see Helpful Resources links at the end of this document~~). Proposals and memos should be submitted to the Associate Provost for Teaching and Learning for initial review. The Associate Provost's office will assign a tracking number and forward the proposal to the Faculty Senate office with a request for review and recommendation. ~~With the exception of memos related to concentration creation/elimination, p~~Proposal abstracts/~~s/~~memos will be circulated for a comment period of 30 days prior to being discussed and voted on by the CAC. Full proposals will undergo review by a subcommittee of the CAC before being brought to the full committee for a vote; memos may undergo subcommittee review or be presented by the CAC Chair. Approved changes are shared with the Faculty Senate Executive Council, the Faculty Senate, and the Board of Trustees, but do not require further approval at these levels. The diagram below illustrates the approval process.



Prior to submitting a proposal or memo, substantial revisions to curricula must be reviewed and approved by all units involved in the program. The CAC recognizes that units differ in their structures, and thus in their internal approval processes. The list below is an example of a typical unit-level review process. It is assumed that a proposal submitted by a dean's or director's office has undergone the appropriate unit-level review and approval. Documentation should be included in the proposal.

1) Department
2) Unit(s) Curriculum Committee(s)
3) Unit Faculty
4) Dean(s)/Director(s)*

**Changes to graduate programs must also be approved by the Graduate College Executive Committee.*

~~Helpful Resources~~

- ~~Policies, Guidelines and Standards, and Timeline for New Program Proposals and Proposals to Substantially Revise Existing Programs: http://www.uvm.edu/faculty_senate/curricular_resources~~
- ~~Chair of the Faculty Senate Curricular Affairs Committee: http://www.uvm.edu/faculty_senate/curricular_affairs_committee~~
- ~~Faculty Senate Office Staff: http://www.uvm.edu/faculty_senate/contact_us~~
- ~~Meeting Dates: http://www.uvm.edu/faculty_senate/senate_calendar~~

This document was approved by the Faculty Senate Curricular Affairs Committee on ~~December 1, 2016~~XXXX and shared with the Faculty Senate on ~~January 23, 2017~~XXXX. ~~It replaces the Appendix B Policy Clarification approved by the Faculty Senate May 17, 2012.~~

Commented [LA1]: need to update

Commented [LA2]: need to update

Unit Curriculum Committee Tips – Program Proposals (New & Substantial Changes)

Faculty Senate Curricular Resources – Documents Posted on Faculty Senate Website:**

- *Cover Sheet for Proposals for New Academic~~,~~ or Research ~~or Service~~ Endeavors* – must accompany proposals for new programs (also appears as first page of guidelines/standards documents below)

- *Guidelines for Proposals for New Academic~~,~~ or Research ~~, or Service~~ Endeavors* – required format for new program proposals

- *Guidelines for Proposals to Substantially Revise an Academic~~, Scholarly, or Service~~ or Research Endeavor* – required format for significant changes to existing programs

- *Substantial Revisions to Existing Academic and Research Endeavors: Approval Process and Definition~~Policy Clarification: Substantial Revisions to Existing Academic, Scholarly, and Service Endeavors: Approval Process and Definition~~*: ~~Process for substantial change to curriculum~~ – ~~describes what counts as a "substantial change" and the approval process~~ includes definitions and examples of substantial changes

- *Guidelines for Proposals to Terminate an Academic or Research ~~, Scholarly, or Service~~ Endeavor* – required format for termination requests (no contest and contested terminations)

- *Guidelines for Proposals for Academic Minors* – required format for new minor proposals; describes the standards for minors (e.g. number of credit hours)

- *Guidelines for Proposals for Undergraduate Certificate Programs* – required format for new undergraduate certificate proposals; describes the standards for undergraduate certificates (e.g. requirement for integrative learning component, number of credit hours)

- *Standards for Certificates of Graduate Study* – standards and application process for Certificates of Graduate Study; proposals should follow the format for New Academic or ~~,~~ Research ~~, or Service~~ Endeavors

- *Process for Academic Department & Program Name Change* – approval process for name changes; includes department, program (e.g. major), tagged degrees, and prefixes

- *Procedure for Course Mediation Process* – arbitration process for course action disputes

- ~~*2016-2017*~~ *Timeline for Policy & Proposal Review Process* (updated yearly) – an important document for faculty planning to submit new program proposals

- *Transmittal Routing Process* – a "map" of the approval path for new programs (and other Faculty Senate items)

**All documents listed above are available here: http://www.uvm.edu/faculty_senate/curricular_resources

New Program Proposals

- All sections in the proposal guidelines must be addressed
- An abstract that will be circulated to the faculty is required (see proposal guidelines)
- New courses that will be part of the proposed program should be submitted in Course~~-~~Leaf; contact the CAC Chair if a new course prefix is required
- Letters of support from any potentially affected Units/Departments/Programs must accompany the proposal
- Proposals must be sent from the Dean's office to the Associate Provost for Teaching and Learning~~'s office~~ for submission
- Approval process prior to submission:
  - Department
  - Unit Curriculum Committee
  - Dean's office (following vote by Unit faculty)
- New programs may be advertised AFTER they have been approved by the Board of Trustees
- Timing notes:
  - the timeline outlined in the Timeline for Policy & Proposal Review Process is a "best-case scenario;" be aware that delays can occur for various reasons
  - abstracts must be circulated to the faculty and Deans for comment a minimum of 30 days prior to discussion by the CAC
  - it takes time for the proposal to be cataloged and given a tracking number by the Provost's office before it reaches the Faculty Senate office
  - CAC review subcommittees often have questions for proposers; quick responses by proposers can help prevent delays in the approval process
  - to be included in the next year's Catalog, programs must be approved by the Board of Trustees at the February meeting
  - proposals approved by the Board of Trustees at the May meeting may be included in the Catalog addendum; the Unit's Dean's office should communicate with the Registrar's office to ensure it happens
- Other logistical stuff
  - proposers do not attend the CAC meetings where their proposals are discussed
  - the proposers (or an appropriate representative) SHOULD attend the Faculty Senate meeting where their proposal is brought to the floor for a vote
  - if changes are made to a proposal in discussions with the CAC review subcommittee, the proposal should be revised and an updated version sent to the chair of the CAC and the review subcommittee

Proposals to Substantially Change an Existing Program

- The *Substantial Revisions to Existing Academic and Research Endeavors: Approval Process and Definition*~~*Policy Clarification: Substantial Revisions to Existing Academic, Scholarly, and Service Endeavors: Approval Process and Definition*~~ document posted under Curricular resources on the Faculty Senate website provides examples and guidelines for determining if curricular changes should be reviewed by the CAC
- Address all sections in the proposal format guidelines; if a section does not apply, just put "Not Applicable"
- New concentration and concentration elimination proposals may be in the form of a memo that addresses all relevant components of the *Guidelines for Proposals to Substantially Revise an Academic*~~*, Scholarly, or Service*~~ *or Research Endeavor*
- Proposals should be sent from the Dean's office to the Associate Provost for Teaching and Learning~~CAC Chair~~
- Approval process prior to submission:
  - Department

- Unit Curriculum Committee
- Dean's office (following vote by Unit faculty)

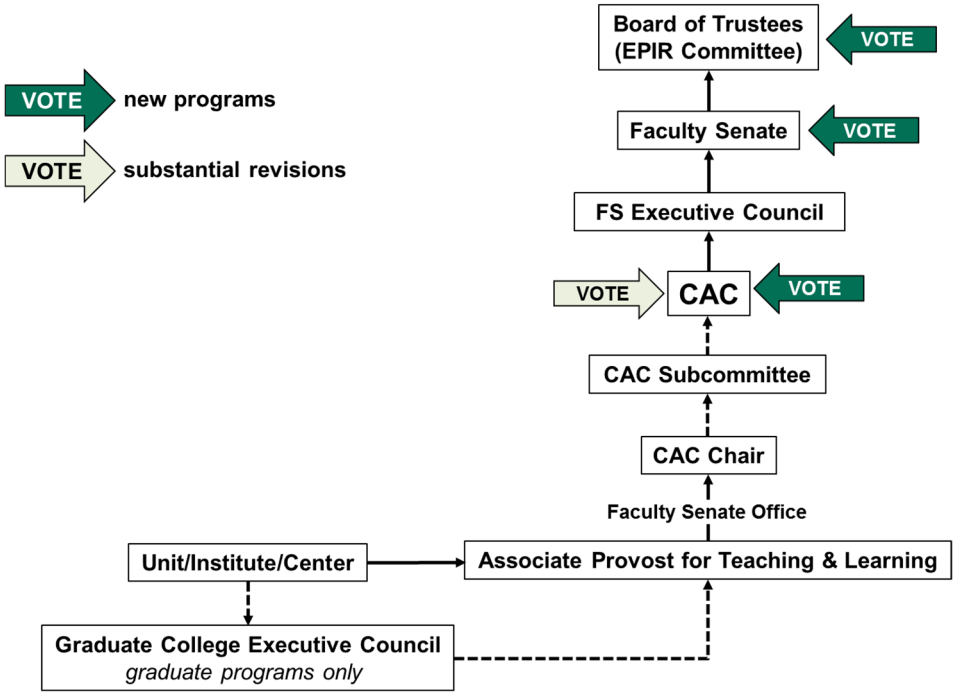
• Depending on the nature of the changes, proposals may or may not require review by a CAC subcommittee
• Changes may be publicized AFTER they are approved by the CAC and shared with the Faculty Senate

Common Issues

• Special Topics courses CANNOT be a required course for any program

Note – Special Topics courses can be listed as options for fulfilling program requirements. However, students must be able to complete the program without taking a Special Topics course. If it is not possible to complete the program requirements without taking a Special Topics course, then the Special Topics Course(s) are, by default, required.

• Minors and undergraduate certificates must meet the credit hour requirements (see standards documents)
  - ~~minors: 15 to 20 credit hours, at least nine at the 100-level or above; does NOT need to include 200-level courses; no more than three prerequisites (9 to 12 credits) that are not part of the minor~~
  - ~~undergraduate certificates: ≥12 credit hours, at least six at the 100-level or higher, plus a significant credit-bearing integrative learning component~~
• Signed letters of support from all necessary parties must be submitted with the proposal
  - ~~unit curriculum committees, department chairs, and deans of all departments that offer courses for the program~~
  - ~~department chairs and deans of all potentially affected departments/units~~
  - ~~Graduate College Executive Committee and Graduate College Dean *(graduate programs only)*~~
• Don't hesitate to contact the CAC Chair if you or faculty in your unit have questions!
  http://www.uvm.edu/faculty_senate/curricular_affairs_committee



Unit Curriculum Committee Tips – New Courses & Course Changes

- Pre-Requisites
  - zero-level courses should NOT have pre-requisites (exceptions include degree restrictions and course sequence requirements)
  - 100-level courses require at least one pre-requisite course at the zero-level or above; 200-level courses require at least one pre-requisite course at the 100-level or above

- Special Topics Courses
  - must be submitted for a permanent number after three offerings
  - it is the Unit/Program's responsibility to ensure that courses offered more than three times go through a full review process to be assigned permanent numbers

- Cross-Listed Courses
  - CourseLeaf forms for all cross-listings must be submitted simultaneously
  - attach memos of support from all departments

- Overlapping Courses
  - faculty proposing new courses and unit curriculum committees are responsible for checking for courses with potentially overlapping content
  - go to the Course Directory (http://www.uvm.edu/academics/courses/) to search by key word and course prefix
  - communicate with faculty/departments that offer courses with potential overlap (include e-mails/memos as attachments to the CourseLeaf form)
  - describe/explain how the new course is unique compared to existing courses with potential overlap

- Graduate credit for 200-level courses
  - course must be approved by the graduate college for graduate credit (once the course has received unit-level approval in CourseLeaf, it will be routed to the Graduate College for approval)
  - graduate students are expected to complete additional course work to receive graduate credit
  - if the syllabus provides a grading scale, it should indicate that graduate students will not receive credit if the earn a D in the course

- Checking Approved Courses
  - go here: https://catalog-next.uvm.edu/courseleaf/approve (CourseLeaf page > "Approve a Course Change Form")
  - in the "Your role:" drop-down menu, choose Public Comment