



The University of Vermont
FACULTY SENATE

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

Thursday, November 1, 2018, 4:15 – 6:15 pm

Present: Professors Almstead, Dickinson, Emery, Erickson, Everse, Hazelrigg, Ivakhiv, Kasser, Kervick, Monsen, Nichols, Paris, Rosebush, Rowe, Seidl, Sisk, Strickler, Tomas, Ultsch, GSS Representative Camille Marcotte, SGA Representative Caitlin McHugh

Absent: Professor Dale, Garrison, Goodwin, Marshall, Wojewoda

Guests: Veronika Carter, Brian Reed, Alison Maynard

Chair Almstead called the meeting to order at 4:18 pm in 427A Waterman.

I. **Approval of the Minutes.** Stephen Everse moved to approve the minutes of the October 4, 2018 meeting. The motion was seconded and carried.

II. **Chair's Remarks** - none at this time.

III. **Reports**

A. **New Bachelor of Arts in Dance, CAS.** Rosemary Dale and Rosi Rosebush acted as the review subcommittee, and their report is attached to these minutes. The dance major at UVM will be the first and only BA in dance offered at a public college/university in Vermont. It addresses the strong interest in dance as an academic pursuit that has been built over the last twelve years. This proposed new major will address a gap in the total fine arts offerings at UVM. Dance was established as an academic program in CAS in 2006, and a dance minor was approved in 2010. The major will provide opportunities for students to build important intersections between dance and other disciplines in the arts, humanities, health, social science, technology, education, etc., as they also connect with professional dance artists and organizations in Vermont. The major is intended to begin in fall 2019. Questions were raised around student learning outcomes, and metrics used to measure student success. An E1A form should be completed as it is required to enable students to see a list of outcomes they can expect to achieve if they enroll in this degree program. The review subcommittee will request this information from the Department. J. Dickinson is available to assist the Department with completion of the form.

Motion: Laura Almstead called a vote to approve the proposed new Bachelor of Arts in Dance in the College of Arts and Sciences on condition of receipt of an E1A form for the major.

Vote: 20 Approve, 0 Oppose, 0 Abstain

- B. New Undergraduate Certificate in Community Music: Organ, CAS.** Stephen Everse, and Amy Seidl acted as the review subcommittee, and their report is attached to these minutes. This certificate program utilizes existing courses to encourage those who can play the organ, but aren't interested in pursuing a music degree, an opportunity to develop the skills necessary to fulfill a community need for organists. The subcommittee recommends approval of this certificate program. Anticipated start date is Fall 2019.
Motion: Laura Almstead called a vote to approve the proposed new Undergraduate Certificate in Community Music: Organ in the College of Arts and Sciences.
Vote: 19 Approve, 0 Oppose, 0 Abstain

IV. APR Reports

- A. Global & Regional Studies, CAS.** Amy Tomas and Jeffrey Marshall acted as the review subcommittee, and their report is attached to these minutes. Having reviewed the self-study report submitted by the Global and Regional Studies program, the external reviewers' report and the program's response to the reviewers' report, the subcommittee recommends approval of the program. The external reviewers were favorable in their summary of the program's strengths, noting the unique opportunities the program provides students, faculty and the UVM community. The Internal Review Subcommittee concurs with the reviewers' positive assessment of the program and as such, recommends acceptance of the program.
Motion: Laura Almstead called a vote to accept the subcommittee's report on the APR of the Global & Regional Studies program in the College of Arts and Sciences.
Vote: 19 Approve, 0 Oppose, 0 Abstain

V. Other Business:

- A. New Concentrations in the Public Communications Major, CALS.** Laura Almstead reported on the proposal from the Department of Community Development and Applied Economics to revise the existing Bachelor of Science degree in Public Communication, offered through the College of Agriculture and Life Sciences to include three areas of concentration. These concentrations are identified as Strategic Communication, Communication Design, and Community Media & Journalism. All courses are existing. Discussion led to a request for inclusion of courses from other units as restricted electives. PCOM agreed to include the courses as requested; emails were provided by chairs or faculty involved in the courses.
Motion: Stephen Everse moved to approve the new concentrations in the Public Communications Major in the College of Agriculture and Life Sciences.
Vote: 15 Approve, 3 Oppose, 1 Abstain
- B. Update on the Behavioral Change Health Studies Minor 2-Year Review, LCOM.** Laura Almstead reported that Brian Reed requested more information from the Larner College of Medicine regarding assessment of the Behavioral Change Health Studies Minor. After discussion with Brian Reed, and assistance from J. Dickinson, LCOM created and submitted a solid assessment plan for the minor prior to the deadline requested. LCOM offered to submit a report on the assessment data this spring. The

committee felt fall 2019 to be a more appropriate time-line to give the program time to consider the data they'll collect in spring courses. Based on the update provided in fall 2019, an additional update will be requested in either October 2020, or at the end of the regular cycle in October 2021. Laura Almstead will contact the program regarding the committee's requests.

- C. **Course Listing & Course Monitoring Policy.** Brian Reed introduced a draft operational policy for course listings and monitoring. The draft is attached to these minutes. The need for these measures became apparent in preparing for our re-accreditation self-study and from recommendations from the Educational Stewardship Committee. The Dean of each academic unit will designate one or more people to complete the following tasks for the purposes of:
- 1) Complying with accreditation standards on inactive courses;
 - 2) Complying with University policies on special topics courses;
 - 3) Helping to prevent content overlap between proposed new and existing courses; and
 - 4) Promoting collaborations among departments and their schools and colleges

The tasks include:

- Deactivate courses not offered for three years.
- Ensure that Special Topics Courses have a description and are offered no more than three times.
- Monitor for potential course overlap.

This memo will be sent to the Academic Deans from the Provost for implementation.

- D. **Updated APR Guidelines.** Brian Reed and J. Dickinson presented suggested revisions to the Academic Program Review Guidelines. The proposed revisions are noted in track-changes in the document attached to these minutes. The goal of the revisions is to motivate the assessment process, and to hold programs going through APR to the assessment standards. Aligning the assessment and APR processes will benefit both and reduce the burden of data gathering for the APR. Two revisions in Appendix C, Standard I, that are not assessment related are: 1) g. "reflects university priorities for diversity and inclusion in the faculty and student bodies", and 2) i. "fostering the qualities of respect, integrity, innovation, openness, justice and responsibility as expressed in *Our Common Ground*." Brian Reed and Laura Almstead will present the proposed changes to the Faculty Senate for vote.

Motion: Meaghan Emery moved to approve the APR guidelines and standards as revised.

Vote: 19 Approve, 0 Oppose, 1 Abstain

VI. New Business:

- A. **Review Subcommittee needed.** Erick Monsen and Garth Garrison will act as the review subcommittee for a new BS in Anthropology (CAS)
- B. **New Prefix Request** - The College of Education and Social Services (CESS) has requested a new prefix for an approved minor Education for Cultural and Linguistic

Diversity (ECLD). The Registrar has approved the prefix. There are 9 courses currently listed as EDTE, Teacher Education, that will be switched to ECLD.

Motion: Meaghan Emery moved to approve the ECLD prefix for the Education for Cultural and Linguistic Diversity minor in CESS.

Vote: 19 Approve, 0 Oppose, 0 Abstain

VII. **Adjournment.** Ellen Rowe moved to adjourn at 6:27 p.m. The motion was seconded and carried.

**Subcommittee Report
Proposed Program: Dance
College of Arts & Science**

Program Description and Rationale

Program Description:

A Bachelor of Arts in Dance is a proposed major in the College of Arts and Sciences. This program will provide the opportunity for students to combine concentrated applied and experiential practice in composition and performance through the study of culture, history, and theory. We have had a dance minor since 2010; it is time for a major in dance. Students in this major will study develop, and discover dance technique, improvisation, composition, history/theory, cultural dance forms, and independent research/creative work inside a rigorous academic environment that prioritizes critical analysis, research, and writing. The major will provide opportunities for students to build important intersections between dance and other disciplines in the arts, humanities, health, social science, technology, education, etc., as they also connect with professional dance artists and organizations in Vermont. This major is intended to begin in fall 2019.

Justification and Evidence for Demand:

The dance major will address an obvious gap in the total fine arts offerings in the College of Arts and Sciences at UVM. This major is a natural expansion of degree options in the fine arts. It comes after years of careful development of dance curriculum and performance opportunities that suit the particular needs of UVM students, collaborate with other art forms, stay current with the development of contemporary dance, and work within facilities, instructional, and other resources.

Relationship to Existing Programs:

Dance is already included in many statements and goals about the arts at UVM. This new degree will realize opportunities for students to broaden and deepen their studies in dance, aligning them with peers in art, art history, creative writing, film and television studies, music, and theatre. The dance major will strengthen UVM's performance and application options. It also will help to highlight the goal of Arts and Sciences for students to "experience the connectedness and accessibility of a small liberal arts college within a high caliber public research institution." In addition, the dance major will contribute to the UVM's commitment to diversity.

Curriculum

DANCE MAJOR, COLLEGE OF ARTS AND SCIENCES (B.A.)

Description: The Health and Society major requires 33 credits, with at least 12 credits at 1. In the required core, four of these five 3-credit classes already exist. Collectively, this grouping of core classes is designed to provide students with a well-rounded foundation in both practical and theoretical aspects of dance as an art form.

DNCE 050 Dance History and Legends – (dance history/theory)

DNCE 060 Movement and Improvisation – (body awareness and exploration)

DNCE 111 Contemporary Dance III – (dance technique)

DNCE 160 Dance Composition – (creative work)

*DNCE 280 Advanced Studies in Dance – (independent research/creative work)

Two classes, DNCE 050 and DNCE 060, are introductory classes, designed to provide students with a strong introduction to dance history/theory and movement fundamentals. These courses serve as entry points for incoming majors, no matter previous dance training or experience.

The DNCE 111 requirement assures that all graduating dance majors have completed intermediate level dance technical training (at least). Some students may enter UVM with previous training that will place them into DNCE 111 (and then they may continue to train with us at a more advanced level). Other students (beginners) will need to complete prerequisites (DNCE 011 and DNCE 012) in order to place into this class, but those prerequisites may count toward the DNCE electives requirement. Sample programs (outlined below) demonstrate both situations.

DNCE 160 requires students to study and practice the art of making dances.

*DNCE 280 is a new course. See below.

The foundation of the dance program at UVM lies in modern/contemporary dance. However, the DNCE electives component of the degree allows students to select from our current roster of courses.

Fifteen additional dance (DNCE) credits; nine credits must be at the 100-level or above;

No more than six credits of internship, teaching assistantship, independent study, undergraduate research, or thesis credits may be taken in fulfillment of this requirement.

In the field of dance, distinctions between styles/genres, performance conventions, training systems, and research possibilities are becoming less and less clear. Therefore, this proposal does not establish and require concentration areas for students in the major. This is intentional. The electives provide an unusually diverse slate of options, offering students the opportunity to select courses that satisfy a wide array of interests and create a self-designed concentration. Advisors will support students as they make choices and establish curricular interests; students can use the following curricular groupings (NOTE: listings in italics indicate courses offered as special topics, to be proposed for permanent course numbers in the near future):

Dance Training & Technique:

DNCE 011 Contemporary Dance I (2 credits): fall 2018 enrollment:

DNCE 012 Contemporary Dance II (2 credits)

DNCE 015 Yoga for Dancers (1 credit)

DNCE 016 Pilates (1 credit)

DNCE 021 Ballet I (2 credits)

DNCE 022 Ballet II (2 credits)

DNCE 025 Hip Hop I (2 credits)

DNCE 026 Hip Hop II (2 credits)

DNCE 112 Contemporary Dance IV (3 credits)

DNCE 116 Musical Theatre Dance (3 credits)

DNCE 121 Ballet III (3 credits)

DNCE 211 Contemporary Dance V (1 credit)

DNCE 212 Contemporary Dance VI (1 credit)

Dance Creation & Performance:

DNCE 175 Dance Repertory (1 credit)

DNCE 176 Dance Performance Practicum (1-3 credits)

DNCE 177 Site Performance Practicum (1-3 credits)

DNCE 260 Choreography Workshop (3 credits)

DNCE 277 Site Research & Performance (3 credits)

Dance in History & Cultural Context:

- DNCE 001 Dance in the Contemporary World (3 credits)
- DNCE 005 D2: Intro to World Dance Cultures (3 credits)
- DNCE 006 D2: Intro Asian Theatre & Dance (3 credits)
- DNCE 031 D2: African Forms (3 credits)
- DNCE 033 D2: Brazilian Dance (3 credits)
- DNCE 035 D2: Argentine Tango (3 credits)
- DNCE 037 D2: Capoeira (3 credits)
- DNCE 150 D1: Jazz in American Dance (3 credits)
- DNCE 155 D2: Sex, Gender & Social Dance (3 credits)

Dance Improvisation & Site Performance:

- DNCE 070 Environment & Performance (3 credits)
- DNCE 165 Contact Improvisation (1 credit)
- DNCE 166 Improvisation and Music (1 credit)
- DNCE 177 Site Performance Practicum (1-3 credits)
- DNCE 265 Advanced Improvisation (3 credits)
- DNCE 277 Site Research & Performance (3 credits)

(Enrollments during the fall 2018 semester are in Appendix A.)

These groupings have a good deal of overlap, and many courses could or should be included in multiple categories. Faculty advisors will assist students in making choices that bring together a cohesive course of study, one that simultaneously prepares them for independent research/creative work (DNCE 280) and provides a comprehensive slate of options. Students will also have the opportunity to focus their study based on direct experiences with guest/visiting artists in the context of dance residencies, conferences or exchanges.

The required electives in Music and/or Theatre assures that students make curricular connections between their DNCE studies and selected topics in the other performing arts programs on campus.

Six additional credits in music (MU/MUL) and/or theatre (THE).

There are no restrictions on this requirement. Students may choose whichever music and/or theatre courses that best fit their interests, skills, schedules, etc. However, advisors will provide a list of courses that are particularly well suited to a dance major. Examples of MU/MUL and THE courses that work very well with a major in dance include:

- MU 001 Intro to Classical Music (3 credits)
- MU 007 D2: Intro World Music Cultures (3 credits)
- MU 009 Music Theory Fundamentals (3 credits)
- MU 060 Intro to Music Technology (3 credits)
- MU 119 Jazz Vocal Ensemble (1 credit)
- MU 122 University Concert Choir (1 credit)
- MUL 074 Private Lessons (1-2 credits)

- THE 010 Acting I: Intro to Acting (3 credits)
- THE 013 Improvisation Workshop (3 credits)
- THE 020 Fundamentals of Lighting (4 credits)
- THE 050 Dramatic Analysis (3 credits)
- THE 119 Performing Musical Theatre (3 credits)

THE 120 Lighting Design (3 credits)
THE 190 Theatre Practicum (1 credit)

The interconnections with other disciplines will occur in multiple ways including through the selection of electives. Advising related to elective selection will be focused on the student's interest and goals and will be directed toward providing a broad experience through available UVM courses. The potential courses are numerous and will be personalized to each student.

No restrictions. Students may double major or minor in any other discipline (including Music, Theatre, and Musical Theatre). Although there is an expectation that enrollment will strengthen with this new degree opportunity, the overall capacity in dance offerings will be able to accommodate interested students.

New courses or changes to existing courses in order to initiate program:

The only new course that is needed to initiate the program is the senior capstone course. That course has been submitted for approval simultaneously with the degree proposal:

DNCE 280 Advanced Studies in Dance

DNCE 280 serves as a senior capstone course, where students can design and implement a research or creative/performance project under faculty supervision at the end of degree completion.

As indicated above, there are a few other new courses that have been taught as special topics courses and are currently being proposed for permanent course numbers. Those courses are not required for the major, but will serve as important elective options:

DNCE 026 Hip Hop II
DNCE 070 Environment & Performance
DNCE 166 Improvisation and Music
DNCE 277 Site Research & Performance

Opportunities for student research in the context of creative practice:

Creative assignments as course projects (e.g. DNCE 060, DNCE 160, DNCE 260, etc.);
Faculty supervised independent projects (e.g. DNCE 176, DNCE 197/198);
Faculty-directed choreography in site performance projects (DNCE 177), Dancing Uphill (DNCE 176), VCDF, ACDA, and other dance performance events;
Guest-artist projects and residencies (e.g. DNCE 175, DNCE 176, DNCE 177, etc.).
Senior capstone (DNCE 280).

Opportunities for student research and writing:

Research assignments as course projects (e.g. DNCE 050, DNCE 150, DNCE 155, etc.)
Research/writing assignments connected to creative practice (e.g. DNCE 060, DNCE 160, DNCE 177, etc.)
Other history/culture projects and assignments (e.g. DNCE 031, DNCE 033, DNCE 035, DNCE 037, DNCE 150, DNCE 155, etc.)
Senior capstone (DNCE 280).

Field work, (clinical experience: arrangements for placement and supervision), opportunities include:

Internships with the Vermont Dance Alliance, the Flynn Center for the Performing Arts, or other organizations/artists listed in IX.A.1 above;
 Summer research or dance intensive experience;
 Practicums for performance/production work on and off campus (with faculty and/or professional artists);
 Teaching assistantships with UVM dance faculty. Other teaching internships at local dance organizations.

Student A (experienced dancer)	Student B (new to dance)
<i>Total Credits = 36</i>	<i>Total Credits = 37</i>
Year One	Year One
<i>Fall – 6 credits</i>	<i>Fall – 5 credits</i>
DNCE 060 Movement & Improvisation (3)	DNCE 011 Contemporary Dance I (2)
DNCE 111 Contemporary Dance III (3)	DNCE 060 Movement & Improvisation (3)
<i>Spring – 6 credits</i>	<i>Spring – 5 credits</i>
DNCE 050 Dance History & Legends (3)	DNCE 012 Contemporary Dance II (2)
DNCE 112 Contemporary Dance IV (3)	DNCE 050 Dance History & Legends (3)
Year Two	Year Two
<i>Fall – 4 credits</i>	<i>Fall – 6 credits</i>
DNCE 175 Dance Repertory (1)	DNCE 111 Contemporary Dance III (3)
MU/THE elective (3)	MU/THE elective (3)
<i>Spring – 4 credits</i>	<i>Spring – 4 credits</i>
DNCE 121 Ballet III (3)	DNCE 037 D2: Capoeira (3)
DNCE 176 Dance Performance Practicum (1)	DNCE 165 Contact Improvisation (1)
Year Three	Year Three
<i>Fall – 6 credits</i>	<i>Fall – 6 credits</i>
DNCE 160 Dance Composition (3)	DNCE 160 Dance Composition (3)
MU/THE elective (3)	DNCE 155 D2: Sex, Gender & Social Dance (3)
<i>Spring – 3 credits</i>	<i>Spring – 3 credits</i>
DNCE 150 D1: Jazz in American Dance (3)	DNCE 265 Advanced Improvisation (3)
Year Four	Year Four
<i>Fall – 4 credits</i>	<i>Fall – 5 credits</i>
DNCE 211 Contemporary Dance V (1)	DNCE 177 Site Performance Practicum (2)
DNCE 260 Choreography Workshop (3)	MU/THE elective (3)
<i>Spring – 3 credits</i>	<i>Spring – 3 credits</i>
DNCE 280 Advanced Studies in Dance (3)	DNCE 280 Advanced Studies in Dance (3)

Student A completes the minimum credit requirement; Student B needs to add one additional credit to DNCE 177 in their fourth year to complete the “nine credits at the 100 level” requirement in the dance electives portion of the degree.

There are endless variations on these examples, where students incorporate more focus on cultural dance traditions, internships/teaching assistantships, and performance opportunities.

In addition, the above evenly distributes the course requirements, while students discovering dance in their second or third year would need to load up on courses to complete the degree. Despite different interests, the above outlines how students would likely come together in the required core courses; this will create a nice feeling of connection and comradery.

Admission Requirements and Process

Unlike other dance programs, there will be no audition; anyone in the College of Arts and Sciences can declare the dance major. Students have to graduate with a 2.0 GPA in the major.

Anticipated Enrollment and Impact on Current Programs

The Department of Music and Dance receives regular inquiries regarding a dance major from prospective students. Recently, two students have created Individually Designed Majors (IDM) in Dance (one approved; one pending).

Approximately 80 students have graduated with a minor in dance since 2009; some of those students completed an individually designed minor (IDM) prior to 2011. A review of transcripts of past dance minors suggests that many complete more credits than the 18 required for the minor. A review of 60 students resulted in the following statistics:

Approximately 50% of dance minors graduate with 25 or more credits in Dance
Approximately 25% of dance minors have graduate with 30-plus credits in Dance
Approximately 20% of dance minors have graduate with 35-plus credits in Dance

Note: the Department of Music and Dance could not access transcripts of students who completed an IDM or moved into a graduate program at UVM after finishing their undergraduate degree.

Based on the 36-credit hour degree proposed here, about 20% of past dance minors completed enough coursework to receive a Bachelor's degree in dance. And half of past minors were within "striking distance" of choosing dance as a major (or likely second major).

With added recruitment efforts, down the line, we predict 20-30 majors, and anticipate graduating 5-8 majors/year.

Advising

As a general rule, dance majors will be advised by Professor Paul Besaw and any subsequent tenure-track dance faculty in the Department of Music and Dance. Professor Besaw will meet with all advisees each semester. Advising is already shared across both "sides" of the department and systems are in place for other tenure-track faculty to advise dance majors, for occasions when Professor Besaw is on leave or taking a sabbatical.

Program Evaluation

The Dance Program will also evaluate course instructors, course offerings, and the quality of facilities year-to-year. The Dance Program will also:

- Track student success;
- Ensure graduation in a timely manner;
- Survey graduating seniors;
- Hold public and private yearly meetings with students to solicit feedback;
- Work with the Department of Music and Dance assessment plan, adapting the overall plan to include assessment goals and systems for dance.

Academic Program Review – dance has already been a part of the process that took place for the Department of Music and Dance in 2016-17. This included a dance professor as an outside evaluator. Dance will continue to be evaluated by the internal and external processes in place at UVM.

Review of the program will be ongoing. Focus at the end of each semester will be on student course evaluations, student faculty evaluations, and faculty peer reviews when available. Review of metrics will occur annually. Responsibility for the reviews lies primarily with the Dance Program Director who will enlist others as appropriate.

Staffing Plans, Resource Requirement and Budget

Staffing Plans:

Faculty involved will be from DANCE, MUSIC, THEATRE, and LIBRARY. Visiting artists will also be used.

The director position already exists in the College of Arts and Sciences.

A tenure-track ethnochoreologist (cultural dance specialist) position was approved for hire in the College of Arts and Sciences five-year academic plan in 2017. That plan is currently on-hold; there is no doubt that the dance program could be strengthened greatly by another tenure line in that area.

A future goal is to hire at least a part-time production support person.

The Dance Program works very closely with subject specialist, Associate Library Professor Selene Colburn, who also holds a secondary appointment in the Department of Music and Dance. Library resources in both media and hard print have been built over time due to the minor and course developments in dance. No additional resources are needed at this time; the dance program can work within the normal acquisition budget.

Resource Plans:

Currently, equipment needs and space needs are adequate, since collaboration with Theatre is already happening. The Cohen Center for the Integrated Arts will be used for additional performance space. Future equipment needs will be taken care of with departmental operating budget.

Pending donor funding, there is an architectural proposal to convert a space in Southwick Hall into a small teaching/rehearsal dance studio. This could happen within the next four to five years.

Budget Plans:

No first-year costs are necessary. The program will be built on current funding. Modest growth will be necessary in the operating budget for the Department of Music and Dance to support this new major.

Evidence of Support

Dean of the College of Arts and Sciences William Falls, Associate Chair and Curriculum Committee Chair of the Department of Music and Dance Patricia E. Riley, and Chairperson of the Theatre Program Gregory Ramos all provided letters of support for this proposal.

Summary

The dance major at UVM will be the first and only BA in dance offered at a public college/university in Vermont. It addresses the strong interest in dance as an academic pursuit that has been built over the last twelve years.

This proposed new major will address a gap in the total fine arts offerings at UVM. Dance was established as an academic program in the College of Arts and Sciences in 2006, with the new tenure track hire of Paul Besaw in the Department of Music. A dance minor was approved in 2010, the name of the department was changed to the Department of Music and Dance in 2012, and Paul Besaw was named Director of Dance in 2016.

This proposal of a new Bachelor of Arts major in Dance will consist of thirty-six credits comprised of 1) required dance core (15 credits), 2) required dance electives (15 credits), and 3) required electives in Music and/or Theatre (6 credits).

The dance major emphasizes the combination of practice and theory. Students study, develop, and discover dance technique, improvisation, composition, history/theory, cultural dance forms, performance, and independent research/creative work inside a rigorous academic environment that prioritizes critical analysis, research, and writing. Unique attributes of the major include its inclusivity (there will be no entrance auditions) and the opportunity for students to self-design areas of focus or concentration.

This is a well-defined proposal for another fine arts major at UVM. Support is evident from administrators in this program.

Appendix A
Fall 2018 Enrollments

Dance Training & Technique:

DNCE 011 Contemporary Dance I (2 credits): fall 2018 enrollment: 24
DNCE 012 Contemporary Dance II (2 credits): fall 2018 enrollment: 18
DNCE 015 Yoga for Dancers (1 credit): fall 2018 enrollment: 30
DNCE 016 Pilates (1 credit): fall 2018 enrollment: 27
DNCE 021 Ballet I (2 credits): fall 2018 enrollment: 16
DNCE 022 Ballet II (2 credits): fall 2018 enrollment: 8
DNCE 025 Hip Hop I (2 credits)
DNCE 026 Hip Hop II (2 credits)
DNCE 112 Contemporary Dance IV (3 credits)
DNCE 116 Musical Theatre Dance (3 credits): fall 2018 enrollment: 13
DNCE 121 Ballet III (3 credits)
DNCE 211 Contemporary Dance V (1 credit)
DNCE 212 Contemporary Dance VI (1 credit)

Dance Creation & Performance:

DNCE 175 Dance Repertory (1 credit): fall 2018 enrollment: 9
DNCE 176 Dance Performance Practicum (1-3 credits)
DNCE 177 Site Performance Practicum (1-3 credits): fall 2018 enrollment: 9
DNCE 260 Choreography Workshop (3 credits): fall 2018 enrollment: 0
DNCE 277 Site Research & Performance (3 credits)

Dance in History & Cultural Context:

DNCE 001 Dance in the Contemporary World (3 credits)
DNCE 005 D2: Intro to World Dance Cultures (3 credits)
DNCE 006 D2: Intro Asian Theatre & Dance (3 credits)
DNCE 031 D2: African Forms (3 credits): fall 2018 enrollment: 29
DNCE 033 D2: Brazilian Dance (3 credits): fall 2018 enrollment: 29
DNCE 035 D2: Argentine Tango (3 credits)
DNCE 037 D2: Capoeira (3 credits)
DNCE 150 D1: Jazz in American Dance (3 credits)
DNCE 155 D2: Sex, Gender & Social Dance (3 credits)

Dance Improvisation & Site Performance:

DNCE 070 Environment & Performance (3 credits)
DNCE 165 Contact Improvisation (1 credit)
DNCE 166 Improvisation and Music (1 credit)

DNCE 177 Site Performance Practicum (1-3 credits): fall 2018 enrollment: 9
DNCE 265 Advanced Improvisation (3 credits)
DNCE 277 Site Research & Performance (3 credits)

Submitted 10.19.18
Rosemary Dale
Joan Rosebush
CAS Review Committee

MEMO

To: Curricular Affairs Committee of the Faculty Senate
From: Stephen Everse, Ph.D. and Amy Seidl, Ph.D.
Date: October 21, 2018
Re: Approval of an Undergraduate Certificate in Community Music: Organ

We have reviewed the proposal for an Undergraduate Certificate in Community Music: Organ from the Department of Music and Dance the College of Arts and Sciences (CAS) and we wholeheartedly recommend approval of this certificate. The program will be directed by David Neiweem, Professor of Music and the Marion B. Coe University Organist. Core certificate faculty from the Department of Music and Dance include Yutaka Kono and Natalie Neuert. The anticipated start date would be Fall 2019.

In the report that follows, italicized text represents text directly taken from the proposal or accompanying materials.

Program Description and Rationale

A certificate in Community Music: Organ will utilize existing courses *to cultivate a marketable skill for graduates and address a need in the wider community for trained organists. It will develop technical skills in organ playing, awareness of the needs in working with diversely prepared musicians, understanding the business structure of non-profit communities, and how to work effectively within their limits.*

The University's mission includes preparing students to be accountable leaders who will bring to their work dedication to the global community. This is a professional certificate that prepares students to work effectively as leaders in community-music making. This certificate program combines historic and new financial resources at UVM in a way that will not only support student learning and professional goals, but that will also provide career opportunities for our graduates and increase UVM's impact on a broader community.

Justification and Evidence for Demand

The number of churches with vacancies requiring organists prepared to accompany community singing from the organ is growing in the State of Vermont, regionally, and nationally. Nationally, music departments and conservatories are experiencing declining enrollments of students taking major studies both in organ playing and church music. There are students who have the technical background to play organ, but who do not wish to major in music. The Certificate is intended to encourage and support students seeking further training with credentials in this area.

Relationship to Existing Programs

The proposers note that there are no other certificates offered at UVM that are similar in content or have an overlap in focus. *The center of this certificate program is performance (applied lessons) and practical administrative experience (course in music business) and experiential learning (internship). Although this program may be attractive to students minoring in music, it has a significantly different focus and does not require the coursework in three areas (music theory, performance and literature) that is the center of the minor.*

Curriculum

A total of 13 credits is required for this Certificate. Ten credit hours are required and 3 credit hours are electives.

Required Courses

Number	Name	Credits
MUL 134 P	Intermediate Organ Playing	3
MUL 234 P	Advanced Organ Playing	3
MU 172	Arts Management	3
AS 190 A or B	Capstone: Internship within the Community*	1

*: *A typical internship provides an opportunity, under the supervision of the University Organist, to work for a semester with an area professional. The goal of the study will be:*

- 1. to observe typical rehearsal and performance problems in a professional setting (1/3 of assessment)*
- 2. to assist with rehearsals/general management of the organ program in a church (1/3 of assessment)*
- 3. to plan and play for c. 5 services (1/3 of assessment)*

Electives (3 credits selected from the courses below)

Number	Name	Credits
MU 181	Conducting	3
MU 080	Vocal Techniques	2
MU 119	Jazz Vocal Ensemble	1 (maybe repeated)
MU 122	University Concert Choir	1 (maybe repeated)
MU 127	Catamount Singers	1 (maybe repeated)

Note: There are no pre-requisites for the certificate, but these courses have pre-requisites:

- MUL 134 P: Level II audition
- MUL 234 P: Level III audition
- MU 172: sophomore standing
- Capstone: AS-190 A or B: successful completion of the above coursework, and approved work-plan

Admission Requirements and Process

The program is open to any interested qualified students (undergraduates, graduate and CDE students). It is the program's hope that to draw interest from the community and the region.

Anticipated Enrollment and Impact on Current Programs

The proposers anticipate a limited enrollment in this program, since admission to 2 of the 3 required courses require auditions (MUL 134 and 234). Expected student number is 1 – 2 graduates per year. A short term goal is to develop a cohort of 6 students enrolled in the program at all times.

Advising

David Neiweem will serve as the academic advisor for the program. In most cases he would be listed as a secondary advisor for any student who might be in a different major, but working on the Certificate.

Staffing Plan, Resource Requirements, and Budget

No new faculty appointments are necessary to support this program and the Libraries collections are adequate to support the program. All the required courses are approved and currently have capacity. Legacy gifts have established a scholarship program that particularly supports students in the certificate program. Furthermore, there is a gift to the University to support an organist for Ira Allen Chapel.

Evidence of Support

During the comment period, several faculty members indicated strong support for the program.

Summary

This certificate program utilizes existing courses to encourage those who can play the organ, but aren't interested in pursuing a music degree, an opportunity to develop the skills necessary to fulfill a community need for organists. We recommend approval of this certificate program.

**Faculty Senate Curricular Affairs Committee
Academic Program Review Subcommittee Report
Global and Regional Studies Program, College of Arts and Sciences
November 1, 2018**

Academic Program Review Subcommittee: Jeffrey Marshall, Amy Tomas (Chair)

External Reviewers: Jana Braziel, Miami University, Ohio and Alexandra Delano Alonso, The New School, New York

The external review team visited the University of Vermont's Global and Regional Studies Program for a two-day review on February 20 and 21, 2018 as part of the program's Academic Program Review (APR). This report summarizes the strengths and weaknesses of the program identified through the review process, provides a synopsis of the external reviewers' recommendations, and offers the APR internal review subcommittee's conclusions.

Overview of the Global and Regional Studies Program

Global and Regional Studies (GRS) is an interdisciplinary program that encompasses multiple regional sub-programs (see Table 1). The programs offer opportunities for faculty, students, and the UVM community to engage with various regions of the world, and their cultural, political, economic, environmental and social issues through courses, collaborations and relationships with regional partners. The GRS program focuses entirely on undergraduate education. Whether a program offers a major or minor is dependent on a range of factors including student interest, course availability, faculty expertise, and shifts within the broader field as a whole. The GRS Program is overseen by a faculty director who is responsible for managing staff, overall budgets, and a range of events and instructional activities. Each of the regional programs also has its own director, responsible for a program-specific budget, course planning, and events. Regional directors are recommended by the GRS director to the CAS dean, who appoints both regional and the overall GRS director for a term of between 3-5 years.

When Global Studies was first introduced in the revamped GRS program, the previous GRS director also took on responsibility for this major—however, its tremendous growth led in 2015 to the position being split between two faculty members, one primarily responsible for administering GRS overall and the other dedicated mainly to overseeing Global Studies. Beyond this leadership structure, there are no faculty dedicated solely to the GRS program; rather the program relies entirely on affiliated faculty in other departments to teach and advise GRS students. Each of the programs has its own regionally-specific curriculum and currently draws on faculty from a number of departments to teach courses. Students choose from a list of required and elective courses to fulfill major and minor requirements. Table 1 shows the current number of students, affiliated faculty, and leadership for the GRS programs.

Table 1: GRS Majors, Minors, and Leadership, Spring 2018

Program	Director	Majors	Minors
African Studies	Vicki Brennan, Religion	N/A	4
Asian Studies	Thomas Borchert, Religion	12	14
Canadian Studies	David Massell, History	N/A	0
European Studies	Steven Zdatny, History	4	1
Global Studies	Jonah Steinberg, Anthropology	139	58
Latin American and Caribbean Studies	Caroline Beer, Political Science	2	5
Middle East Studies	Ilyse Morgenstein- Fuerst, Religion	N/A	12
Russian and East European Studies	Michelle Commercio, Political Science	0	6
GLOBAL AND REGIONAL STUDIES	Pablo Bose, Geography	157	100

Strengths

- The reviewers describe GRS as a vibrant, popular, growing program. They point to the high quality of mentoring and faculty support for undergraduate research projects.
- “Excellent faculty with strong scholarly presence and engagement with students, advising and teaching.”
- The reviewers were impressed with the high quality of the students and noted that they demonstrated strong research and critical thinking skills.
- Majors and minors appreciated the flexibility of the GRS curriculum and the exposure to different approaches and perspectives.
- The subprograms “provide ideal foundation for in-depth learning while the Global Studies major provides framework for macro-micro analysis”

Weaknesses

- Faculty engagement is not consistent across the GRS program; the lack of departmental status with its own or jointly-appointed faculty hinders “a greater sense of community, visibility, and viability” The program directors, in their response, say they recognize this deficiency and have been putting much more effort into building GRS as an intellectual community, for instance through colloquia and more frequent gatherings.
- Status as an academic program rather than an academic department makes the program dependent on affiliated departments for faculty service, class scheduling term-by term, and long-term curricular planning.
- The lack of advanced language instruction is a serious issue; subprograms vary widely in their language requirements for majors. The program directors agree that this needs serious attention at the University level.
- The GRS program lacks a mission statement, vision statement, and values statement.
- Format for the introductory course (Global Studies 001) is inconsistent from term to term; similarly, the Global Studies seminar (GRS 200) is theme-based and highly variable.
- The Global Studies major lacks intermediate courses, including theory-based, skills-based, experiential learning, and methodology courses. The program directors note that they have proposed changes to address these issues since the reviewers’ visit and have met with constituent faculty to discuss it.
- Physical space for GRS is not ideal “to establish a discernible and strong institutional presence—for GRS identity, community, cohesion, dialogue, and communication across global and regional programs.”

External Reviewers’ Recommendations

The reviewers made recommendations in 4 key areas described in the sections below. The program responded to the reviewers’ report as follows: We are in accord with essentially all the suggestions made by the reviewers, and in nearly all cases we had already set in motion relevant changes, and, if not, we now have, in the wake of the visit. We read with particular interest the reviewers’ recommendations on the need for new TT hires, the mandate for greater faculty support, and the potential benefit of further physical space. Some recommendations, such as those, call for certain forms of *institutional* support, while others call for new or reconfigured modes of *programmatic* action.

1. Confer departmental status on Global and Regional Studies.

The departmental structure better reflects the academic and institutional priority of the interdisciplinary area and regional studies programs, generally, and Global and Regional Studies, the collective academic unit, more specifically. Departmentalizing Global and Regional Studies

will make the vibrant, popular, and growing unit less dependent upon other affiliated departments (Anthropology, History, Geography, Political Science) for faculty service and class scheduling short-term (the scheduling of classes for individual academic terms) and curricular planning long-term (developing and implement a three-year curricular plan, for example).

3. Hire additional tenure-track faculty into Global and Regional Studies to create curricular autonomy and continuity.

The reviewers recommend the Dean of the College of Arts and Sciences devote tenure-track lines to the new Global and Regional Studies Department; and that cluster hiring be utilized to build faculty cohorts in underrepresented areas or regions within GRS. The program responds: “of course we are in full agreement that we need new TT lines; in recent years, it has been a strain to meet all our teaching needs, and new hires would, furthermore, contribute to the critical mass that would respond to their earlier suggestion on faculty cohesion. The the matter of departmental status is a more complex one, but it is one worth discussing. The questions of how it would work and what it would mean are not simple ones, but neither do they by any means present insurmountable obstacles. Such a transformation could have marked benefits.”

Further, the reviewers note a need and opportunity for greater faculty engagement across the GRS program and across all of the unit’s majors and minors, including the Global Studies major and minor...GRS thus has as yet untapped faculty resources who have potentially excellent contributions to make to the overarching unit and to the Global Studies major and minor, more specifically.

The program responds that “we take that observation very seriously; in recent months and years, we have been amplifying the possibilities for wider inclusion in the GRS scholarly and pedagogical cohort, and amplifying the intensity of involvement for those already engaged. This is no abstraction: from colloquia to more frequent gatherings, GRS is not only a growing community, but a deepening one.”

3. Optimize and expand curriculum within Global and Regional Studies and add greater structure to the Global Studies major, particularly at the sophomore and junior levels, adding perhaps a methods class and an experiential or service learning class.

The reviewers recommend that the Director of Global and Regional Studies (in consultation with GRS faculty) publish a mission statement, a vision statement, and a values statement for Global and Regional Studies, visible on the website and other program materials, and distributed widely to affiliated faculty and students. Several GRS faculty stated a desire for a clearer, formation and guiding definition of Global Studies as the centripetal force of Global and Regional Studies.

The reviewers also noted a strong need for UVM to support advanced language instruction (and not merely introductory or intermediate language instruction and acquisition). Global and Regional Studies is not sustainable or viable in the absence of advanced language instruction at the university. Currently, some GRS students are going to other universities to take courses; and

other GRS students are attaining advanced language fluency through study abroad programs, but this option is not feasible, affordable or available to all students. The reviewers strongly urge university level support to address this need. The program indicates a strong commitment to move forward on this recommendation.

Further, the reviewers recommend greater standardization of the Global Studies and Global and Regional Studies curriculum. For example, the Introduction to Global Studies (GRS 001) is inconsistent from academic term to academic term with respect to format (alternatively large lecture or small seminar or online); for greater consistency in the major and among the students enrolled in the major. They recommend that the format for the class should be more standardized. Similarly, the Seminar in Global Studies (GRS 200) is theme-based and highly variable. The reviewers recommend that the senior seminar include materials that allow them to reflect on their Global Studies culminating (or “capstone”) seminar experience. They also report a need for intermediate courses in the Global Studies major, including theory-based, skills-based, experiential learning and methodology.

The program notes their work around curriculum is well underway. “This is an area in which we are already doing a great deal, and in which we can continue to do so. We have already accelerated our inter-faculty discussions, events, and activities, a fact which corresponds nicely to suggestions about reading and discussion groups, and seminars. And perhaps most importantly, we have been hard at work since the visit on the “greater standardization” they recommend, above all in the category of the “need for intermediate courses in the Global Studies major, including theory-based, skills-based, experiential learning and methodology.” We have proposed just such changes, and met with constituent faculty numerous times to move forward. “

4. Support Global and Regional Studies through additional resources, particularly staff support, and through more ample institutional space and place.

The reviewers call attention to the need for additional resources devoted to the space and staffing provided for GRS.

Summary and Conclusions

Having reviewed the self-study report submitted by the Global and Regional Studies program, the external reviewers’ report and the program’s response to the reviewers’ report, the subcommittee recommends approval of the program. The external reviewers were favorable in their summary of the program’s strengths, noting the unique opportunities the program provides students, faculty and the UVM community. The Internal Review Subcommittee concurs with the reviewers’ positive assessment of the program and as such, recommends acceptance of the program.

Coversheet for Proposal for a New Academic Program or Research Endeavor

Entity

- New Academic Program
- New Research Endeavor
- New Academic Center or Institute
- Bachelor's
- Master's
- Doctoral
- Post-Baccalaureate Certificate
- Certificate of Graduate Study ([Requirements](#))
- CE Academic Certificate
- UG Certificate ([Standards UG Certificates](#))
- Academic minor ([Standards for Minors](#))
- Concentration
- Other: _____

Academic credential to be awarded: **Bachelor of Science**

Exact name of degree: **Bachelor of Science**

- Untagged degree (e.g. Bachelor of Science)
- Tagged degree (e.g. Bachelor of Science in Electrical Engineering)

Granting College/School: College of Agriculture and Life Sciences

Sponsoring department or academic unit: **Community Development and Applied Economics**

Contact Person: **Jane Kolodinsky, PhD**

For degree programs, please indicate the minimum GPA required for graduation: 2.0

Please check all that apply regarding the following aspects of the program that may impact students' financial aid and/or institutional compliance with federal regulations. Elaborate as appropriate in the body of the proposal.

Location/Travel

- ≥50% of credits earned at off-site location
- Substantial clinical/practicum travel
- Required travel component

External Collaborations

- Degree offered jointly with another institution

Delivery Method (choose one)

- Standard delivery – *residential enrollment*
- Distance delivery – *fully non-residential*
- Hybrid delivery – *structured for non-residential enrollment; substantial distance offerings*

Calendar (choose one)

- Main campus calendar
- College of Medicine calendar

Academic Credit

- All courses comply with credit hour definition ([Credit Hour Definition](#))

Variable Tuition¹

- Online program with differential tuition rate
- Residential program with differential tuition rate

¹ A request for differential tuition may be submitted when the program has been approved by the Curricular Affairs Committee. This will allow approval of the differential tuition concurrent with the Board of Trustees approval (if approved). The process and guidelines for requesting differential tuition can be found at [Variable Tuition Request](#)



The University of Vermont

April 27, 2018

To: Laura Almstead, Chair, UVM Faculty Senate Curricular Affairs Committee
Thomas Vogelmann, Dean, College of Agriculture and Life Sciences
Feryll Bertmann, Co-Chair, CALS Curriculum Committee
Sarah Heiss, Co-Chair, CALS Curriculum Committee

Memo: Justification for inauguration of new concentrations in Public Communication major

The Department of Community Development and Applied Economics proposes to *revise* the existing Bachelor of Science degree in Public Communication, offered through the College of Agriculture and Life Sciences, to include three areas of concentration. These concentrations are identified as Strategic Communication, Communication Design, and Community Media + Journalism.

Strategic Communication encompasses the activities of disciplines including public relations, social marketing, campaigns, and advertising. A PCOM concentration in Strategic Communication will focus on communication theories, skills, and practices needed to create and share effective, relevant, and responsible messages aimed at supporting individual, organizational, and community change.

Communication Design encompasses the activities of disciplines including visual communication design, human-centered design, experience design, graphic and multi-media design. A PCOM concentration in Communication Design will focus on theories, methods, and practices needed to understand community needs before designing, implementing and evaluating messages.

Community Media + Journalism encompasses the activities of disciplines including news writing, video, audio, digital media, and data visualization techniques employed to empower audiences and support responsible traditional mass communication and new media channels. *Community Media + Journalism* focuses on the theories, skills, and practices needed to analyze situations, audiences, and message effects with the goal of creating relevant and responsible communication that empowers audiences.

Currently, CDAE services over 250 majors and 50+ minors in Public Communication, with an additional 75+ Applied Design minors.

Over the past ten years, growing enrollment demand and faculty expertise in the Public Communication major and Applied Design minor has led to increased strategic communication, community media, community journalism, and communication design course offerings.

Currently, our Public Communication students have the opportunity to select from an array of courses across these diverse areas to complete the five restricted elective courses required for the PCOM major. We identified three areas of concentration based on current course offerings, faculty expertise, as well as information about student interests and co-curricular activities.

The proposed concentration structure thematically groups requirements and electives of existing and enhanced Public Communication curricula. By adding concentrations to the current Public Communication major, our desire is to maintain a wide selection of courses while also providing students with more structure for the restricted electives in their major program.



The University of Vermont

These concentrations will strengthen our students' academic and advising experiences by:

1. creating a more cohesive academic focus that better addresses foundational concepts and scaffold students into advanced electives. Through formal sequencing of advanced courses, students will gain deeper understanding of theoretical concepts and develop more rigorous applied projects to evidence their knowledge and skills;
2. streamlining curricular wayfinding for students, which will empower our student to make more informed course choices and ease the advising process;
3. helping students identify pathways in our electives that will help them become communication specialists – rather than generalists – with advanced skills and knowledge.

Requirements for completion of the proposed concentration *Summary of curriculum changes*

- **CALS Core Competencies – 42-44 credits** (*no change*)
- **CDAE Core Courses – 19 credits** (*no change*)
- **PCOM Required Courses** (*change from 34 credits to 36 credits*)

12 credits PCOM CORE COURSES

- (3) CDAE 014 (1 credit) Visual Communication Studio (*will be phased out to become CDAE 018*)
- (3) CDAE 018 (3 credit) Intro to Communication Design (*new requirement*)
- (3) CDAE 015 Visual Communication (*no change*)
- (3) CDAE 120 Strategic Writing for Public Communication –OR–
CDAE121 Writing Across Media (*no change*)
- (3) CDAE 124 Public Communication Media (*no change*)

12 credits REQUIRED COURSES

Strategic Communication Concentration (1 course changed)

- (3) CDAE 128 Consumer & Advertising
- (3) CDAE 129 Communication Law
- (3) CDAE 168 Marketing for Community Entrepreneurship. –OR–
CDAE 178 Socially Responsible Marketing (*new requirement option*)
- (3) CDAE 224S Public Communication Capstone/Internship

Communication Design Concentration (3 courses changed)

- (3) CDAE 016 Digital Illustration (*new requirement*)
- (3) CDAE 118 Visual Presentation Design (*new requirement*)
- (3) CDAE 231 Applied Computer Graphics (*new requirement*)
- (3) CDAE 224D Public Communication Capstone/Internship

Community Media + Journalism Concentration (2 courses changed)

- (3) CDAE 113 Citizen Journalism: Digital Age (*new requirement*)
- (3) CDAE 129 Communication Law
- (3) CDAE 145 Propaganda, Media, & Cit Respn (*new requirement*)
- (3) CDAE 224D Public Communication Capstone/Internship

12 credits Required electives

(reduced by 1 course for both concentrations)

Pick 5+ (15 credits) changes to Pick 4+ (12 credits)

Suggested electives from a curated list, exceptions to be determined with advisor.
(also see attached curriculum sheets)



The University of Vermont

Requirements for completion of the proposed concentration

Summary of curriculum changes:

- **CALS Core Competencies – 42-44 credits** (*no change*)
- **CDAE Core Courses – 19 credits** (*no change*)
- **PCOM Required Courses** (*change from 34 credits to 36 credits*)

12 credits PCOM CORE COURSES

- CDAE 014 (1 credit) Visual Communication Studio (*will be phased out to become CDAE 018*)
- (3) **CDAE 018 (3 credit) Communication Design Studio** (*new requirement*)
- (3) CDAE 015 Visual Communication (*no change*)
- (3) CDAE 120 Strategic Writing for Public Communication –OR–
CDAE121 Writing Across Media (*no change*)
- (3) CDAE 124 Public Communication Media (*no change*)

12 credits REQUIRED COURSES

Strategic Communication Concentration (1 course changed)

- (3) CDAE 128 Consumer & Advertising
- (3) CDAE 129 Communication Law
- (3) CDAE 168 Marketing for Community Entrepreneurship. –OR–
CDAE 178 Socially Responsible Marketing (*new requirement option*)
- (3) CDAE 224S Public Communication Capstone/Internship

Communication Design Concentration (3 courses changed)

- (3) CDAE 016 Digital Illustration (*new requirement*)
- (3) CDAE 118 Visual Presentation Design (*new requirement*)
- (3) CDAE 231 Applied Computer Graphics (*new requirement*)
- (3) CDAE 224D Public Communication Capstone/Internship

Community Media + Journalism Concentration (2 courses changed)

- (3) CDAE 113 Citizen Journalism-Digital Age (*new requirement*)
- (3) CDAE 129 Communication Law
- (3) CDAE 145 Propaganda, Media, & Cit Respn (*new requirement*)
- (3) CDAE 224D Public Communication Capstone/Internship

12 credits Required electives

(reduced by 1 course for both concentrations)

Pick 5+ (15 credits) changes to Pick 4+ (12 credits)

Suggested electives from a curated list, exceptions to be determined with advisor.

(also see attached curriculum sheets)

MAJOR: PUBLIC COMMUNICATION (PCOM)
Concentration: Strategic Communication
 Department of Community Development and Applied Economics



CDAE CORE COURSES (19 Credits)

<u>Sem</u>	<u>Grade</u>	
_____	_____	(3) CDAE 002 World Food, Population, & Development
_____	_____	(3) CDAE 024 Fundamentals of Public Communication
_____	_____	(3) CDAE 061 Community Development Economics (Fall)
_____	_____	(3) CDAE 102 Sustainable Community Development
_____	_____	(3) CDAE 127 Consumers, Markets, & Public Policy
_____	_____	(4) CDAE 250 Applied Research Methods
_____	_____	Internship/service-learning (met by internship or service learning component experience in a course)

PCOM REQUIRED COURSES (36 credits)

<u>Sem</u>	<u>Grade</u>	12 Credits Required
_____	_____	(3) CDAE 015 Visual Communication
_____	_____	(3) CDAE 018 Communication Design Studio (was 1cr. CDAE 014)
_____	_____	(3) CDAE 120 Strategic Writing for Public Communication OR CDAE 121 Writing Across Media
_____	_____	(3) CDAE 124 Public Communication Media

Strategic Communication REQUIRED COURSES

<u>Sem</u>	<u>Grade</u>	12 Credits Required
_____	_____	(3) CDAE 128 Consumer & Advertising
_____	_____	(3) CDAE 129 Communication Law
_____	_____	(3) CDAE 168 Marketing for Community Entrepreneurship OR CDAE 178 Socially Responsible Marketing
_____	_____	(3) CDAE 224S Public Communication Capstone/Internship

Strategic Communication ELECTIVE COURSES

<u>Sem</u>	<u>Grade</u>	12 Credits Required from this List (Choose 4+ courses from the following)
_____	_____	(3) CDAE 119 Event Planning for Athletics
_____	_____	(3) CDAE 123 Media-Policy-Action
_____	_____	(3) CDAE 145 Propaganda, Media, & Cit Respn
_____	_____	(3) CDAE 157 Consumer Law & Policy
_____	_____	(3) CDAE 159 Consumer Assistance Program
_____	_____	(3) CDAE 166 Intro to Community Entrepreneurship
_____	_____	(3) CDAE 168 Marketing: Comm Entrepreneurs
_____	_____	(3) CDAE 178 Socially Responsible Marketing
_____	_____	(3) CDAE 195 Persuasion for Public Communication
_____	_____	(3) CDAE 195 Event Planning for Mission Driven Organizations
_____	_____	(3) CDAE 195 Crisis Communication
_____	_____	(3) CDAE 195 Social Media Theory to Prof Practice
_____	_____	(3) CDAE 195 Science Communication
_____	_____	(3) CDAE 251 Contemporary Policy Issues in Community Development
_____	_____	(3) PA 206 Introduction to Contemporary Public Affairs
_____	_____	(3) POLS 137 Politics & the Media
_____	_____	(3) SOC 43 Mass Communication
_____	_____	(3) SPCH 206 Debate, Advocacy & Argumentation

Unspecified Minor or Advisor Approved Focus (15+ credit hours)

<u>Sem</u>	<u>Grade</u>	<u>Course</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Free Electives (15+ credits)

<u>Sem</u>	<u>Grade</u>	<u>Course</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

MAJOR: PUBLIC COMMUNICATION (PCOM)
Concentration: Community Media + Journalism
 Department of Community Development and Applied Economics



CDAE CORE COURSES (19 Credits)

<u>Sem</u>	<u>Grade</u>	
_____	_____	(3) CDAE 002 World Food, Population, & Development
_____	_____	(3) CDAE 024 Fundamentals of Public Communication
_____	_____	(3) CDAE 061 Community Development Economics
_____	_____	(3) CDAE 102 Sustainable Community Development
_____	_____	(3) CDAE 127 Consumers, Markets, & Public Policy
_____	_____	(4) CDAE 250 Applied Research Methods
_____	_____	Internship/service-learning (met by internship or service learning component experience in a course)

PCOM REQUIRED COURSES (36 credits)

<u>Sem</u>	<u>Grade</u>	12 Credits Required
_____	_____	(3) CDAE 015 Visual Communication
_____	_____	(3) CDAE 018 Communication Design Studio (was 1cr. CDAE 014)
_____	_____	(3) CDAE 120 Strategic Writing for Public Communication OR CDAE 121 Writing Across Media
_____	_____	(3) CDAE 124 Public Communication Media

Community Media + Journalism Concentration REQUIRED COURSES

<u>Sem</u>	<u>Grade</u>	12 Credits Required
_____	_____	(3) CDAE 113 Citizen Journalism: Digital Age
_____	_____	(3) CDAE 129 Communication Law
_____	_____	(3) CDAE 145 Propaganda, Media, & Cit Respn
_____	_____	(3) CDAE 224J Public Communication Capstone/Internship

Community Media + Journalism Concentration ELECTIVE COURSES

<u>Sem</u>	<u>Grade</u>	12 Credits Required from this List (Choose 4+ courses from the following)
_____	_____	(3) CDAE 112 Social Media: Theory 2 Practice
_____	_____	(3) CDAE 114 Documentary Film for Social Change
_____	_____	(3) CDAE 118 Visual Presentation Design
_____	_____	(3) CDAE 123 Media-Policy-Action
_____	_____	(3) CDAE 174 Global Media & Intl Development
_____	_____	(3) CDAE 195 Project Censored: News Propaganda
_____	_____	(3) CDAE 195 College Media Practicum
_____	_____	(3) CDAE 195 Backpack Journalism
_____	_____	(3) CDAE 195 Motion Graphics
_____	_____	(3) CDAE 195 Information Graphics and Data Visualization
_____	_____	(3) CDAE 195 Storytelling + Video Production
_____	_____	(3) CDAE 195 Social Media Theory to Prof Practice
_____	_____	(3) CDAE 195 Publication Design
_____	_____	(3) ENGS 114: Travel Writing
_____	_____	(3) ENGS 107: Digital Composing
_____	_____	(3) ENV5 195: Environmental Journalism
_____	_____	(3) FTS 122: Screenwriting
_____	_____	(3) FTS 141: Film and Video Production I
_____	_____	(3) POLS 137: Politics and Media or REL 298: Religion and Media or SOC 148: Sociology of News

Unspecified Minor or Advisor Approved Focus (15+ credit hours)

<u>Sem</u>	<u>Grade</u>	<u>Course</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Free Electives (15+ credits)

<u>Sem</u>	<u>Grade</u>	<u>Course</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____



MAJOR: PUBLIC COMMUNICATION (PCOM)

Concentration: Communication Design

Department of Community Development and Applied Economics

CDAE CORE COURSES (19 Credits)

<u>Sem</u>	<u>Grade</u>	
_____	_____	(3) CDAE 002 World Food, Population, & Development
_____	_____	(3) CDAE 024 Fundamentals of Public Communication
_____	_____	(3) CDAE 061 Community Development Economics (Fall)
_____	_____	(3) CDAE 102 Sustainable Community Development
_____	_____	(3) CDAE 127 Consumers, Markets, & Public Policy
_____	_____	(4) CDAE 250 Applied Research Methods
_____	_____	Internship/service-learning (met by internship or service learning component experience in a course)

PCOM REQUIRED COURSES (36 credits)

<u>Sem</u>	<u>Grade</u>	12 Credits Required
_____	_____	(3) CDAE 015 Visual Communication
_____	_____	(3) CDAE 018 Communication Design Studio (was 1cr. CDAE 014)
_____	_____	(3) CDAE 120 Strategic Writing for Public Communication OR CDAE 121 Writing Across Media
_____	_____	(3) CDAE 124 Public Communication Media

Communication Design Concentration REQUIRED COURSES

<u>Sem</u>	<u>Grade</u>	12 Credits Required
_____	_____	(3) CDAE 016 Digital Illustration
_____	_____	(3) CDAE 231 Applied Computer Graphics
_____	_____	(3) CDAE 118 Visual Presentation Design
_____	_____	(3) CDAE 224D Public Communication Capstone/Internship

Communication Design Concentration ELECTIVE COURSES

<u>Sem</u>	<u>Grade</u>	12 Credits Required from this List (Choose 4+ courses from the following)
_____	_____	(3) CDAE 001 Drafting & Design Drawing
_____	_____	(3) CDAE 101 Computer Aided Drafting & Design
_____	_____	(3) CDAE 114 Documentary Film for Social Change
_____	_____	(3) CDAE 123 Media-Policy-Action
_____	_____	(3) CDAE 129 Communication Law
_____	_____	(3) CDAE 145 Propaganda, Media, & Citizen Responsibility
_____	_____	(3) CDAE 164 Design & Cultural Entrepreneurship
_____	_____	(3) CDAE 178 Socially Responsible Marketing
_____	_____	(3) CDAE 195 Motion Graphics
_____	_____	(3) CDAE 195 Information Graphics and Data Visualization
_____	_____	(3) CDAE 195 Storytelling + Video Production
_____	_____	(3) CDAE 195 Social Media Theory to Prof Practice
_____	_____	(3) CDAE 251 Contemporary Policy Issues in Community Development
_____	_____	(3) CDAE 295 Publication Design
_____	_____	(3) ARTS 144 Digital Art
_____	_____	(3) ARTS 145 Graphic Design
_____	_____	(3) ARTS 148 Motion Picture Production or FTS 141: Film and Video Production I
_____	_____	(3) CS 008 Intro to Web Design
_____	_____	(3) CS 142 Advanced to Web Design
_____	_____	(3) Other course as approved by advisor

Unspecified Minor or Advisor Approved Focus (15+ credit hours)

<u>Sem</u>	<u>Grade</u>	<u>Course</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Free Electives (15+ credits)

<u>Sem</u>	<u>Grade</u>	<u>Course</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____



The University of Vermont

September 20, 2018

To: Curricular Affairs Committee of the Senate

From: Jane Kolodinsky *JK*

RE: Updated restricted electives in the CDAE PCOM Concentrations

This memo serves as an addendum to the proposal currently in your hands. After meeting with the Curricular Oversight committee about the matter of a minor related to journalism, the issue of the current proposal to create three concentrations under the umbrella of the major in Public Communication in CDAE came up.

Abigail McGowan (Associate Dean of A&S), Jane Kolodinsky (Chair, CDAE), and those representing the Curricular Affairs Oversight committee are in agreement to SPECIFIC and EXPLICIT listing of the following restricted elective courses in the Citizen Media and Journalism concentration in the Public Communication major:

ARTS 148 Motion Picture Production

ENGS 114: Topics in Writing* (e.g. Travel Writing)

ENGS 107: Topics in Composition and Rhetoric* (e.g., Digital Composition)

ENVS 195: Environmental Journalism

FTS 122: Screenwriting

FTS 141: Film and Video Production I

POLS 137: Politics and Media or REL 298: Religion and Media or SOC 148: Sociology of News

* These courses would count towards the major when the specific topic taught focused on journalism/travel writing/writing for the digital age. To clarify that, advising forms for the Community Media + Journalism concentration would include an asterisk after each of these titles, with a corresponding note on the page saying "These courses would count towards the minor when the specific topic taught focused on journalism/travel writing/writing for the digital age. To determine when the course will count towards the concentration, please consult the CAS curricular liaison to the PCOM major."

In addition, without any suggestion to do so from the oversight committee, we are also willingly including courses to the restricted elective list for the Communication design concentration in the Public Communication major:

ARTS 145 Graphic Design

ARTS 148 Motion Picture Production or FTS 141: Film and Video Production I

We agree to adding to the current list of restricted electives in the *spirit of collaboration*. Please note that in principle, this means that ALL of a CDAE PCOM major's restricted electives for the citizen media and journalism concentration (choose 4+ from a list), may come from outside the CDAE department, which is highly unusual for a major at UVM. This list is in addition to the 15+ unrestricted electives, a required minor, and the 21+ distribution requirements for which students can choose courses from throughout the university.

We are hopeful that this step serves as an example for cooperation in transdisciplinary education at UVM.



The University of Vermont

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)

(Please see attached correspondence)

🔄 Reply all | ▾ 🗑 Delete Junk | ▾ ...

Re: Course inclusion request



Helen Morgan - Parmett

Wed 4/4, 7:12 PM

Gregory Ramos; Steven Kostell ▾

🔄 Reply all | ▾

Inbox

Hi Steven:

We would be happy to have you include SPCH 072 as part of your program.

Perhaps we can sit down some time to chat about cross program collaboration. Let me know if you are interested!

Best,
Helen

From: Gregory Ramos <Gregory.Ramos@uvm.edu>

Date: Saturday, March 31, 2018 at 7:01 AM

To: Steven Kostell <Steven.Kostell@uvm.edu>, Helen Morgan - Parmett <Helen.Morgan-Parmett@uvm.edu>

Subject: Re: Course inclusion request

Hello Steven,

This sounds possible to me. I'm including Helen Morgan Parmett who is the director of the SPEECH and DEBATE program that offers the SPEECH minor.

Thanks
GR

--
Gregory Ramos
Associate Professor and Chair
UVM Department of Theatre
Royall Tyler Theatre
Room 211B
802 656 4351
www.gregoryramos.com

From: Steven Kostell <Steven.Kostell@uvm.edu>

Date: Friday, March 30, 2018 at 12:07 PM

To: Gregory Ramos <Gregory.Ramos@uvm.edu>

Subject: Course inclusion request

Dear Gregory,

The faculty in CDAE are updating a list of restricted electives for the major in Public Communication. Can we include the following course for our students to consider?

SPCH 072. Citizen Advocacy & Debate

🔄 Reply all | ▼ 🗑 Delete Junk | ▼ ...

RE: Course inclusion request



Dale Jaffe

Today, 2:23 PM

Steven Kostell ▼

🔄 Reply all | ▼

Inbox

Hi Steve,

I'm not sure what a "restricted elective" is but if you're asking for a set-aside of guaranteed seats, there's no need for that because there's ample space when it is offered. It's certainly fine to include it as an elective for your major. There have been a number of CDAE students in there in the past.

Regards,
Dale

--
Dale J. Jaffe, Ph.D.
Professor and Chair
Department of Sociology
University of Vermont
Burlington, VT 05405
Phone: 802-656-4276
FAX: 802-656-2131
E-Mail: Dale.Jaffe@uvm.edu

From: Steven Kostell
Sent: Friday, March 30, 2018 12:15 PM
To: Dale Jaffe <Dale.Jaffe@uvm.edu>
Subject: Course inclusion request

Dear Dale,

The faculty in CDAE are updating a list of restricted electives for the major in Public Communication. Can we include the following course for our students to consider?

SOC 043. Survey of Mass Communication

Kind regard,
Steve

Steven Kostell
Community Development and Applied Economics

🔄 Reply all | ▾ 🗑 Delete Junk | ▾ ...

RE: Course inclusion request



Anthony Gierzynski

Today, 9:40 AM

Steven Kostell ▾

🔄 Reply all | ▾

Inbox

Hi Steve,

I'm okay with doing so.

Best,
Jack

Anthony "Jack" Gierzynski, Ph.D.
Professor and Chair
Department of Political Science
Director, Vermont Legislative Research Service <http://www.uvm.edu/~vlrs/>
534 The Old Mill
94 University Place
Burlington, VT 05405
802-656-7973
Anthony.Gierzynski@uvm.edu

Spring 2018 Office Hours: M 1-3, T and Th 10-11:30, or by appointment

From: Steven Kostell
Sent: Friday, March 30, 2018 12:13 PM
To: Anthony Gierzynski <agierzyn@uvm.edu>
Subject: Course inclusion request

Dear Anthony,

The faculty in CDAE are updating a list of restricted electives for the major in Public Communication. Can we include the following course for our students to consider?

POLS 137. Politics and The Media

Kind regard,
Steve

Steven Kostell

Community Development and Applied Economics

College of Agriculture and Life Sciences

Reply all | Delete Junk | ...

Re: Course inclusion request



Maggie Eppstein <Maggie.Eppstein@uvm.edu>

Fri 3/30, 12:59 PM

Steven Kostell

Reply all |

Inbox

Sure

On 3/30/2018 12:10 PM, Steven Kostell wrote:

Dear Maggie,

The faculty in CDAE are updating a list of restricted electives for the major in Public Communication. Can we include the following course for our students to consider?

CS 008. Intro to Web Site Development
CS 142. Advanced Web Design

Kind regard,
Steve

Steven Kostell
Community Development and Applied Economics
College of Agriculture and Life Sciences
The University of Vermont

--
Margaret (Maggie) J. Eppstein, Ph.D.
Chair of Computer Science
University of Vermont
Burlington, VT 05405
802-656-1918 (direct -- no voice mail)
802-656-3330 (admin asst and/or messages)

🔄 Reply all | ▼ 🗑 Delete Junk | ▼ ...

Re: Course inclusion request



Jane Kent

Today, 2:03 PM

Steven Kostell ✉

🔄 Reply all | ▼

Inbox

Hi Steve,

Being new to chair position, I had to ask Sally Wales in our dept who just returned from time off.

She answers: When these courses are not restricted to particular majors, minors and are open to all UVM students, then any student is welcome to sign up for them.

I would say after Dept of Art and Art History Students, majors and minors register, then restrictions are lifted and any one else can register. Does this answer your question?

Jane

From: Steven Kostell

Sent: Friday, April 6, 2018 1:25:09 PM

To: Jane Kent

Subject: Re: Course inclusion request

Dear Jane,

I am following up on my earlier inquiry for inclusion of Art studio courses for Public Communication majors to consider as electives, to meet curricular goals toward completion of their degree requirements.

Can we include the following courses for our students to consider?

ARTS 144. Digital Art

ARTS 145. Graphic Design

Kind regard,

Steve

From: Jane Kent

Sent: Friday, March 30, 2018 12:12:57 PM

To: Steven Kostell

Subject: Re: Course inclusion request

Hi Steve,

MEMO

To: Academic Deans
 From: David V. Rosowsky, Provost and Senior Vice President
 RE: Operational Policy for Course Monitoring
 Date: mm/dd/yyyy

I am writing to advise you of new operating policies and procedures regarding course listings and monitoring. The need for these measures became apparent in preparing our re-accreditation self-study and from recommendations from the Educational Stewardship Committee. Accordingly, I ask the Dean of each academic unit to designate one or more people to complete the following tasks for the purposes of:

- 1) Complying with accreditation standards on inactive courses;
- 2) Complying with University policies on special topics courses;
- 3) Helping to prevent content overlap between proposed new and existing courses; and
- 4) Promoting collaborations among departments and their schools and colleges.

Deactivate Courses Not Offered for Three Years

Per NECHE (New England Commission on Higher Education) Standard 9.22, active courses that have not been offered for three consecutive years may not be listed in the University Catalogue. A year will be counted as beginning with the fall semester and extending through the subsequent spring semester and the summer session.

- Each August, in conjunction with the Spring Schedule of Courses production, the Registrar's office will send a list of active courses that have not been listed in the Schedule of Courses during the prior two years as defined above. In August, the list will include courses from the last two 2 years, plus the first term (Fall) of year 3.
- The Dean's office designee(s) will distribute lists of courses to the appropriate department chairs notifying them the course will be deactivated February 15 if there are no firm plans to offer the course in either the Spring or Summer of year three.
- The Registrar's Office will re-run the list in January. Any course remaining on this list will automatically be deactivated on February 15. Exceptions will be made for courses that appear on the upcoming Fall (start of year 4) Schedule of Courses – the Registrar's Office will contact the department(s) to confirm the course is being offered.
- Deactivated courses can be reactivated; course action forms must be received in the Provost's Office by February 15 for the course to be reactivated in the following academic year.

The process to deactivate courses not offered for three consecutive years will go into effect August 2019.

August 2019 course list review will include:

Year 1: Fall 2017, Spring 2018, and Summer 2018

Year 2: Fall 2018, Spring 2019, and Summer 2019

Fall of Year 3: Fall 2019

January 2020 list adds:

Remainder of year 3: Spring 2020 and Summer 2020 (schedule may be tweaked, but is posted in January)

Ensure that Special Topics Courses have a Description and are Offered No More Than Three Times

University policy states that a special topics (ST) course can be offered no more than three times within a ten-year period. When this threshold is reached, the course must be reviewed and approved by the appropriate curriculum committee(s) and assigned a permanent course number before it may be offered again. The following operating policies and procedures are effective immediately.

- Changing a ST course title to avoid the “three-time rule” is not permitted.
- Per the Collective Bargaining Agreement and because ST courses are not listed in the University Catalogue, each ST course listed in the Schedule of Courses must have an Expanded Section Description or course syllabus posted and accessible via the student portal. This allows students to know the contents and nature of the course.
- Each unit is responsible for maintaining a permanent historical record of all ST courses and their contents. Students often request the information maintained by the department in order to document the learning outcomes they achieved.

Each academic dean’s designee(s) should monitor the school or college’s ST courses to identify any that have been offered two (or more) times and/or do not have an Expanded Section Description posted.

- Expanded Section Descriptions: Five weeks prior to registration, the Registrar’s Office will post and update daily a list of all courses for the registration period, including ST courses that do not have Expanded Section Descriptions. The responsible faculty for the course should be directed to post an Expanded Section Description.
- Three-Time Rule for Special Topics Courses: The following procedure may be used to identify special topics courses that have been offered three or more times over the past ten years: (add link). The responsible department/faculty should be directed to submit the course for curricular review and approval if they want to continue to offer it (it may only be offered again under a permanent course number).

The dean will be responsible for ensuring compliance with the special topics course policies.

Monitor for Potential Course Overlap

Proposed new courses and course changes are posted for public review for a period of 14 days before their inclusion in the course list in the University Catalogue. These postings occur between three and five times per year. While unit-level curriculum committees and faculty initiating new courses or course changes are responsible for identifying potential course overlap and preventing duplication with existing courses, review of the public posting by the Dean’s office designee(s) serves as a final check.

- A designee appointed by the dean should review the list and notify relevant department chairs/faculty if a proposed new course or course change appears to create overlap with a course offered by that department/program.
- To resolve a perceived issue of course overlap/duplication, the department chair or program director should notify the Assistant Provost, and then follow the [Procedure for Resolving Curricular Disputes Between Academic Units](#), the first step of which is to try to resolve the issue through informal discussion with the other party.

Special Topics Course Duplication Check

1 IDENTIFY SPECIAL TOPICS COURSES

- 1.1. Go to Course Report Menu in the Schedule of Courses Tools section on the Dean/Chair tab of myUVM:

SCHEDULE OF COURSES TOOLS

Proof Your Courses

- CourseLeaf: The New Course Action Form
- Request a Change to a Section
- Request a New Section
- Request a Room Change
- New Faculty Request Form
- General Purpose Classrooms
- Standard Meeting Patterns
- SWCSCHD Instructions

Reports

- **Distribution/Balance (GP)**
This report can be used to show how sections desiring only general purpose space are distributed across the days and times of the standard meeting patterns. Prime time is considered 9:40am-2:00pm MWF or 10:05am-4:05pm TR.
- **Distribution/Balance (ALL)**
This report can be used to show how all sections are distributed across the days and times of the standard meeting patterns. Prime time is considered 9:40am-2:00pm MWF or 10:05am-4:05pm TR.
- **Balance for Meeting Analysis**
This report can be used to view the balance of courses by meeting pattern for a specific term.
- **Course Offerings by Time/Day**
This report can be used to view meeting patterns by course for a specific term.
- **Course Reason Analysis**
This report can be used to view demand with known capacity by course for a specific term.
- **Course Report Menu**
This report can be used to view current enrollment by course for a specific term.

- 1.2. Select the appropriate report and on the next screen select the term, your college/school and All Departments:

Course Reports

- Section Report: All Sections, All Meeting Patterns, Primary Instructor only
- Section Report: All Sections, First Meeting Pattern, Primary Instructor only
- Section Report: Only include Primary Section for Cross Listing, All Meeting Patterns, Primary Instructor only
- Section Report: Only include Primary Section for Cross Listing, First Meeting Patterns, Primary Instructor only
- Section Report: All Sections, First Meeting Pattern, All Instructors
- Section Report: Only include Primary Section for Cross Listing, First Meeting Patterns, All Instructors

RELEASE 8 8 3

Meeting Pattern Report Parameter Selection

Report Term:

College:

Department:

Special Topics Course Duplication Check

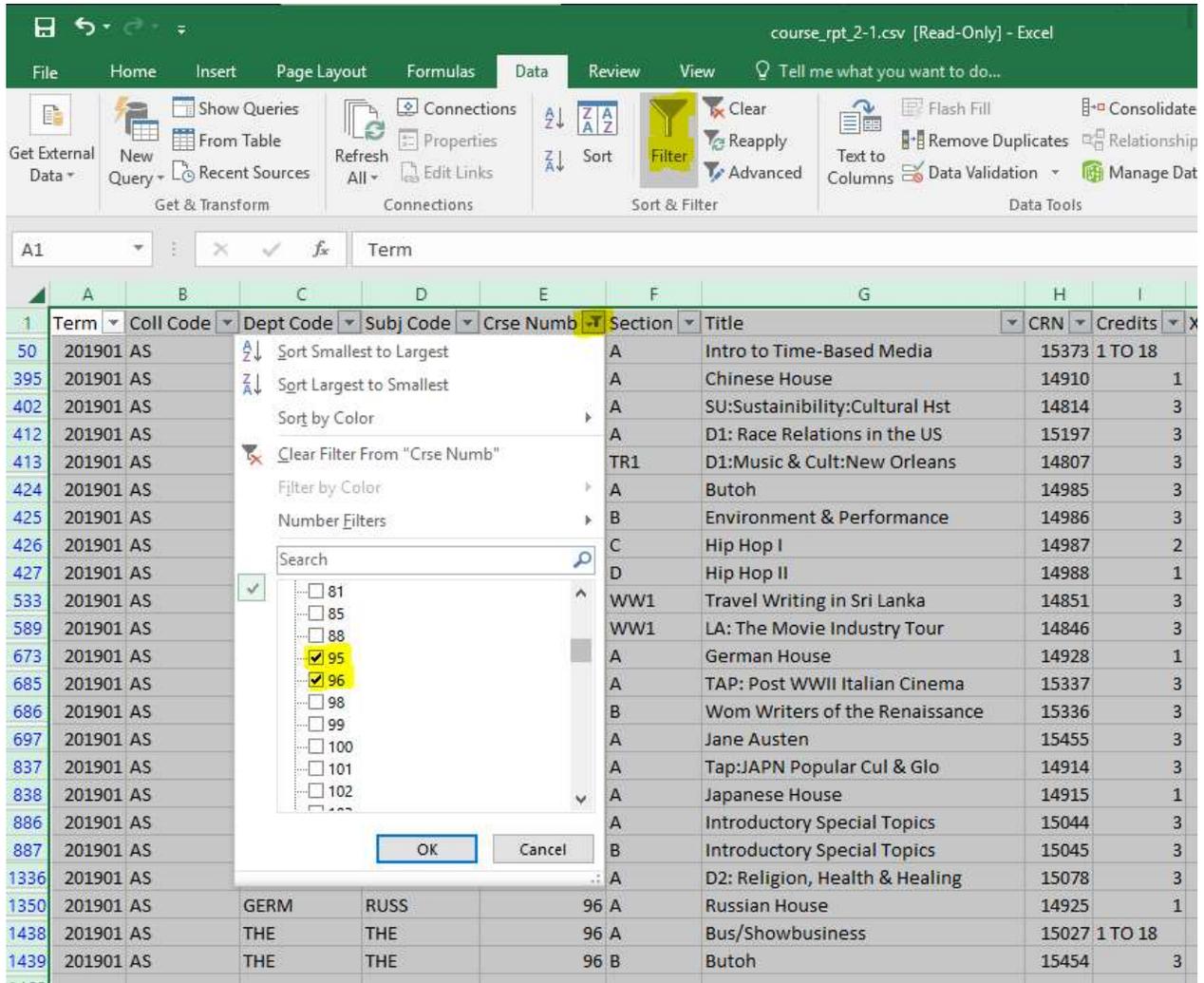
- 1.3. Select CSV (Excel) Output.

Course Report

CSV (Excel) Output

Run another Course Report

- 1.4. In Excel, filter on Special Topics courses (ex: 95, 96, 195, 196, etc.):



The screenshot shows the Microsoft Excel interface with the 'Data' tab selected. A data table is displayed with columns: Term, Coll Code, Dept Code, Subj Code, Crse Num, Section, Title, CRN, and Credits. The 'Crse Num' column is filtered, and the filter menu is open, showing a list of course numbers with checkboxes. The numbers 95 and 96 are checked, and the number 96 is highlighted in yellow. The table data is as follows:

	Term	Coll Code	Dept Code	Subj Code	Crse Num	Section	Title	CRN	Credits
1	201901	AS							
50	201901	AS				A	Intro to Time-Based Media	15373	1 TO 18
395	201901	AS				A	Chinese House	14910	1
402	201901	AS				A	SU:Sustainability:Cultural Hst	14814	3
412	201901	AS				A	D1: Race Relations in the US	15197	3
413	201901	AS				TR1	D1:Music & Cult:New Orleans	14807	3
424	201901	AS				A	Butoh	14985	3
425	201901	AS				B	Environment & Performance	14986	3
426	201901	AS				C	Hip Hop I	14987	2
427	201901	AS				D	Hip Hop II	14988	1
533	201901	AS				WW1	Travel Writing in Sri Lanka	14851	3
589	201901	AS				WW1	LA: The Movie Industry Tour	14846	3
673	201901	AS				A	German House	14928	1
685	201901	AS				A	TAP: Post WWII Italian Cinema	15337	3
686	201901	AS				B	Wom Writers of the Renaissance	15336	3
697	201901	AS				A	Jane Austen	15455	3
837	201901	AS				A	Tap:JAPN Popular Cul & Glo	14914	3
838	201901	AS				A	Japanese House	14915	1
886	201901	AS				A	Introductory Special Topics	15044	3
887	201901	AS				B	Introductory Special Topics	15045	3
1336	201901	AS				A	D2: Religion, Health & Healing	15078	3
1350	201901	AS	GERM	RUSS	96	A	Russian House	14925	1
1438	201901	AS	THE	THE	96	A	Bus/Showbusiness	15027	1 TO 18
1439	201901	AS	THE	THE	96	B	Butoh	15454	3

Special Topics Course Duplication Check

2 CHECK HOW MANY TIMES THE SPECIAL TOPICS COURSE HAS BEEN OFFERED

2.1 Once you have your list of Special Topics courses, go to the Course Directory (<http://www.uvm.edu/academics/courses/>). It is also listed under “C” in the UVM A-Z search.

2.1.1 Select “All Terms” from the drop-down. Select the Subject from the drop-down. Enter the Course Number from your list.
NOTE: there are historical subject codes in the drop-down: be sure to use the current codes (example: “History(HST)” *not* “History(HIST)”.

Term: ▾

Subject: ▾ Course Number:

Title/Description:

Instructor:

Advanced options [+]

2.1.1.1 Click on the blue listing:

Term: All Terms

Subject: History

Course Number: 295

 [HST 295 - Special Topics Seminar](#)

See Schedule of Courses for specific titles. Prerequisites: Twelve hours of History; minimum Junior standing.

Special Topics Course Duplication Check

2.1.1.2 The report will look something like this:

Term: All Terms

Subject: History

Course Number: 295

CRN	Subject	Number	Term	Title	Instructor	Time
94700	HST	295	Fall 2018	Special Topics Seminar: Early Republic	Jacqueline B. Carr	M T W R F S U 12:00 - 15:00
94801	HST	295	Fall 2017	Special Topics Seminar: American Slavery	Harvey Amani Whitfield	M T W R F S U 16:35 - 19:35
94802	HST	295	Fall 2017	Special Topics Seminar: British Atlantic	Jacqueline B. Carr	M T W R F S U 12:00 - 15:00
95444	HST	295	Fall 2017	Special Topics Seminar: Visualizing America	Melanie Susan Gustafson	M T W R F S U 13:00 - 16:00
95745	HST	295	Fall 2017	Special Topics Seminar: Visualizing America Lab	Hope A. Greenberg	M T W R F S U 12:00 - 12:50
94956	HST	295	Fall 2016	Special Topics Seminar: American Slavery	Harvey Amani Whitfield	M T W R F S U 16:35 - 19:35
94992	HST	295	Fall 2016	Special Topics Seminar: D2:Latin America:Hst & Memory	Sarah E Osten	M T W R F S U 12:00 - 15:00
94960	HST	295	Fall 2016	Special Topics Seminar: Hst,Human Nature &Public Pol	Steven Zdatny	M T W R F S U 16:35 - 19:35
94071	HST	295	Fall 2015	Special Topics Seminar: Fin-De-Siecle Europe	Ian Garth Grimmer	M T W R F S U 12:00 - 15:00
94101	HST	295	Fall 2015	Special Topics Seminar: Problem w/ Slavery in West Soc.	Harvey Amani Whitfield	M T W R F S U 16:35 - 19:35
93679	HST	295	Fall 2014	Special Topics Seminar: Queer Lives: GRT History	Paul Raymond Deslandes	M T W R F S U

2.1.2 Compare the titles. If any course has had the same title for 2 or more terms, notify the department. The responsible department/faculty should be directed to complete the curricular review and approval process for the course before it is offered again (it can be offered no more than three times as a Special Topics course within a 10-year period).

2.1.3 Repeat this procedure annually.

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 assessment¹ 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 meeting 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.

DRAFT

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.
- g) Reflects university priorities for diversity and inclusion in the faculty and student bodies.
- h) Fostering an enduring commitment to learning.
- i) Fostering the qualities of respect, integrity, innovation, openness, justice, and responsibility, accountability, and leadership as expressed in *Our Common Ground*.
- 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 a sustainable cyclical 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.

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.

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.

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