



FACULTY SENATE

Executive Council

January 14, 2019 4:00 – 5:30 pm
Waterman 427A

Minutes

Present: Professors Almstead, Burns, Chittenden, Eyler, Giangreco, Harrington, Paris, Stickle, Toolin

Absent: Professors Beckage, Carney, Prue, Ross

Guests: none

The meeting was called to order at 4:06 p.m. in Waterman 427A

1. **Approval of December 10, 2018 Minutes.** President Paris moved to approve the minutes as written. The motion was seconded and carried.
2. **Degree Corrections.** Laurie Eddy presented a degree correction requested by the Graduate College. President Paris moved to approve the degree correction as presented. The motion was seconded and carried.
3. **Chair's Remarks** – Cathy Paris made the following remarks:
 - Andrew Barnaby has stepped down as chair of the FPPC, and Don Ross has been elected to finish the academic year as chair. Don will also serve on the Executive Council.
 - The calendar of Senate and Senate committee meetings for 2019-2020 is in development. Committees are not required by the Senate Constitution and Bylaws to meet every month. Chairs are free to determine the meeting pattern to suit the committee workload. The Senate office will be providing a suggested meeting pattern and schedule of meeting dates to each committee chair for review prior to election season. Committee meeting dates for the full academic year are included in the election materials provided to each unit by the Senate office. Executive Council members are encouraged to advocate within their units to ensure the meeting dates are included in the call for nominations.
 - Jan Carney's term as Vice President will be ending in June, and she will not run for re-election. A call for nominations will go out in February. Members of the Executive Council are asked to consider running, or to identify a colleague that might be interested in standing for election. Any UVM faculty member with an FTE of 0.1 or greater is eligible to run for Senate VP. Prior experience with the Faculty Senate is highly desirable.
 - The Senate Constitution and Bylaws states that the Executive Council shall arrange for presentations to the Faculty Senate, at least annually, on the University financial situation. Richard Cate is scheduled for 45-minutes on the March Senate agenda. Half of his time will be Q&A. The email notice for the February agenda should include a call for questions or topics Senators would like to have included in Mr. Cate's presentation.

4. **Topics for Focused Discussion at Spring Senate Meetings (February, April), Call for Ideas.**

Suggestions included:

- IBB: The process for considering the unintended or negative consequences of IBB. New programs have a process, new courses do not. A broader based discussion.
- Special Topics Courses –Deans have been charged with assigning someone to monitor special topics courses, and a directive to look at 30-day comment period list of courses.
- Brainstorming means of improving the gap between the Vermont High School graduation rates and college entrance rates.
- Faculty workload – advising/teaching and workload standards.
- Engaging Senators – ask to vote or rank preferences, explore how topics relate to governance, institute the two-meeting process 1) gather topics, 2) discuss topics
- University response to fake news – attack on science, higher ed, data. Big picture – not day to day.

5. **CAC Consent Agenda.** Laura Almstead presented five items for the CAC consent agenda:

- CAC Report Out
- Name Change Certificate of Graduate Study in Complex Systems (CEMS)
- New Minor in Reporting and Documentary Storytelling (CAS)
- New Undergraduate Certificate in Integrative Health and Wellness Coaching and New Continuing Education Academic Certificate in Integrative Health and Wellness Coaching (CNHS)
- New Undergraduate Certificate in Religious Literacy in Professions (CAS)

Motion: Cathy Paris called a vote to approve the consent agenda as presented for inclusion on the Faculty Senate January agenda.

Vote: 9 Approve, 0 Oppose, 0 Abstain

6. **Agenda for P&P Meeting Wednesday, January 16, 11 a.m. – 12 p.m.** Evan Eyler suggested a discussion around the undermining of truth, science, and data at the national level, and the potential effect on students and the University's response.

7. **Draft Agenda for Faculty Senate Meeting of January 28, 2019**

- Minutes of the December 17 Senate meeting (*2 min*)
- Conferral of Degrees (*10 min*)
- Resolution in Memoriam, Reidun Nuquist, Alice Stokes (LIB)(*10 min*)
- FS President's Remarks, Cathy Paris (*5 min*)
- UVM President's Remarks, Tom Sullivan (*5 min*)
- Student Mental Health Needs, Dr. Harry Chen (*20 min*)
- Retirement Oversight Committee, Jes Kraus (*15 min*)
- Curricular Affairs Committee Report, Laura Almstead (*20 min*)
- New Business (*5 min*)

8. **New Business** – none at this time

9. **Adjourn** – The meeting adjourned at 5:37 pm.



The University of Vermont

GRADUATE COLLEGE
OFFICE OF THE DEAN

December 12, 2018

To: Catherine Paris
President, Faculty Senate

From: Cynthia J. Forehand, Ph.D.
Dean of the Graduate College

Re: Corrections to October 2018 Graduation List

Please find below corrections to my Memorandum of October 22, 2018, presenting Graduate College candidates for degrees.

Dana Bourne had completed all the requirements for the degree of Master of Public Health ahead of the deadlines for October graduation, but was inadvertently left off the list. Please add her to the October 2018 graduates with a Master of Public Health.

Thank you for your attention to this matter. Please let me know if you have any questions.

Curricular Affairs Committee of the Faculty Senate

MEMO

To: The UVM Faculty Senate

From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair

Date: January 3, 2019

Re: Items approved by the Curricular Affairs Committee that do not require a Faculty Senate vote

Request for an online degree completion program – BA in Anthropology; Minor in Writing or English

The College of Arts and Sciences submitted a proposal to establish an online degree completion program designed for students who have earned some college-level credits, but do not yet have a bachelor's and are not currently enrolled at a college or university. Upon successful completion of the program, students will receive a Bachelor of Arts (BA) with a major in Anthropology and a Minor in either English or Writing. The online degree completion program will allow students to finish a bachelor's degree outside the traditional four-year undergraduate model, and provide students from across the region access to high-quality education. It is designed to serve older, non-traditional students who seek career advancement or personal enrichment. The online delivery mechanism will better meet the needs of adult students who typically work full time, and help them balance education, work, and family. Similar programs that allow non-traditional students to complete undergraduate degrees outside of traditional four-year residential models exist at many R1 institutions in the US; several were listed in the proposal. The proposers indicated that these programs report strong completion rates with ~80 to 90% of students completing bachelor's degrees.

The online degree completion program does not establish a new curriculum, but rather utilizes existing courses that have previously been offered online during the summer. All requirements for the existing Anthropology BA and English or Writing minor as well as the University requirements, including the General Education Requirements, must be completed for students to graduate with a BA. While the full breadth of Anthropology, English, and Writing courses are not currently available online, the major and minors can be completed entirely online. Online offerings also exist for many of the General Education courses. The proposers indicated that they hope to expand the number of online courses available to degree completion students and eventually provide more minor options. The online classes will be taught by the same faculty that teach the face-to-face versions, and expectations for the courses will be the same. Online courses will be offered in the fall, spring, and/or summer semesters. On-campus degree students will not be allowed to enroll in the online course options except during the summer term, in which they are already able to enroll.

Students will apply to the online degree completion program as transfer students through the standard mechanism and will be held to the normal admissions standards. To enter the program, students must have successfully completed at least 60 college credits that includes the CAS general distribution requirements. (The proposers note that many courses that fulfill the CAS general distribution

requirements are available online during the summer.) The Anthropology major requires 34 credits, both minors require 18 credits, and the remainder of the 120 credits minimum required for graduation come from the University General Education requirements. Students who have been enrolled in a degree-seeking program full time at UVM within the last two years are not eligible for admission unless waived into the program by the Dean. There will be targeted advising to address the particular needs of distance students, including how to do research or connect to campus resources remotely. Full-time students entering with 60 previously earned college credits will be able to complete the program within two years.

The online degree completion program provides a way for UVM to address the educational and instructional needs of non-traditional students and the community at large. Programs such as this benefit students who would be considered “under-served,” and thus fit well with UVM’s mission to make higher education more accessible. More specifically, the online completion degree capitalizes on the strengths of the Anthropology BA, one of the University’s most heavily enrolled majors, and expertise of faculty who have received training in online course delivery.

Letters of support were included from the Dean of Continuing and Distance Education, the Chair of the Department of Anthropology, the Chair of the Department of English, and the Interim Chair of the Philosophy Department. The online degree completion program was also approved by the CAS curriculum committee, faculty, and Dean.

Request for a direct entry program for the existing Master of Science in Clinical Nurse Leader

The Curricular Affairs Committee approved a request from the Graduate College in conjunction with the College of Nursing and Health Sciences (CNHS) to add a direct entry program option (DCLN) for the existing Master of Science in Clinical Nurse Leader (MS-CLN). This request was also approved by the MS-CLN Program Director, Department of Nursing Chair, CNHS Curriculum Planning Committee, Dean of CNHS, Graduate College Executive Council, and Graduate College Dean.

Currently, there is a Direct Entry into Professional Nursing (DEPN) program that allows students who have a bachelor’s, but do not have the appropriate nursing background to complete pre-RN licensure requirements as a first year in the respective degree program. The graduate-level curriculum meets pre-RN licensure nursing requirements, but students are not licensed as Registered Nurses until they complete the first year courses and successfully pass their RN licensure examination. The Direct Entry into Clinical Nurse Leader (DCLN) will utilize the curriculum already in place for the existing DEPN. Capacity in all of the pre-licensure courses is such that no additional sections will need to be added.

Offering a pre-licensure academic experience for admission into the MS-CNL program of study is intended to increase the availability of a quality graduate education for nurses prepared to assume leadership roles within health care systems in a variety of settings, to expand knowledge of the discipline of nursing, and to acquire the foundation for graduate study and continued professional development. Increasing enrollment in the DEPN suggests that there is interest among students with bachelor’s degrees who lack the necessary training in nursing to pursue graduate-level degrees in nursing.

Request to create new concentrations in the Public Communications Major

The Department of Community Development and Applied Economics in the College of Agriculture and Life Science (CALS) submitted a request to create three new concentrations in the Public Communications major – Strategic Communication, Communication Design, and Community Media + Journalism. Additionally, the number of credits for the major will be increased from 32 to 34. *[Note that the credit number change does not require review or approval by the Faculty Senate Curricular Affairs Committee.]* The new concentrations were also approved by the Department of Community Development and Applied Economics, CALS Curriculum Committee, and CALS faculty.

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 courses. Currently, Public Communication majors can select from courses across these diverse areas to complete the five restricted elective courses required for the major. The three new concentrations were identified based on current course offerings, faculty expertise, and student interests/co-curricular activities. The goal of the concentrations is to maintain a wide selection of courses while also providing students with more structure for the restricted electives in their major program. Descriptions of the new concentrations provided by the department are below.

- *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.

Curricular Affairs Committee of the Faculty Senate

MEMO

To: The UVM Faculty Senate
From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair
Date: January 3, 2019
Re: Approval of a request by the Graduate College in conjunction with the College of Engineering and Mathematical Sciences to change the name of the Certificate of Graduate Study in Complex Systems

On January 3, 2019, the Curricular Affairs Committee approved the action recommended in the following memo.

The Curricular Affairs Committee approved a request from the Graduate College in conjunction with the College of Engineering and Mathematical Sciences (CEMS) to change the name of the Certificate of Graduate Study (CGS) in Complex Systems to the CGS in Complex Systems and Data Science. This request is supported by the CEMS faculty, CEMS Curriculum Committee, and the Dean of CEMS, Dr. Luis Garcia. The proposed name change was also reviewed and approved by the Graduate College Executive Committee and Dean of the Graduate College.

The CGS in Complex Systems, initiated in 2008, was the initiating kernel for developing more complex systems curriculum at UVM, leading to the Master of Science in Complex Systems and Data Science in 2015 and the PhD in Complex Systems and Data Science in 2018. The requested name change would allow the CGS in Complex Systems to have same name as the subsequently added masters and doctoral credentials. The name change has no effect on curriculum or course prefixes.

Curricular Affairs Committee of the Faculty Senate

To: The UVM Faculty Senate

From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair

Date: January 3, 2019

Re: Approval of proposal for a new Minor in Reporting and Documentary Storytelling submitted by the College of Arts and Sciences

At its meeting on January 3, 2019, the Curricular Affairs Committee approved the actions recommended in the following memo.

The Curricular Affairs Committee approved a proposal for a new Minor in Reporting and Documentary Storytelling submitted by the College of Arts and Sciences, Center for Research on Vermont. The proposed minor will be directed by Greg Bottoms, Professor of English, Deb Ellis, Associate Professor of Film and Television Studies, and Richard Watts, Director of the Center for Research on Vermont. If approved by the Faculty Senate and Board of Trustees, the program will be offered beginning fall 2019.

Program Description and Rationale

Students in the proposed Reporting and Documentary Storytelling (RDS) minor will study the practice and theory of communicating stories in journalism and nonfiction writing, documentary video, and digital media formats. They will also develop vital skills in media literacy, critical thinking, ethical awareness, creativity, and problem-solving through embedded high-impact experiential learning environments. The proposed minor is based on the belief that students wanting to go into journalism should have a well-rounded education that allows for the merging of their specific disciplinary or interdisciplinary knowledge with the study and practice in journalism. The proposers indicate that students enrolled in the minor will:

- become adept researchers, clear and sophisticated writers, and achieve a high level of competence in nonfiction production
- be able to recognize and evaluate formal means through which nonfiction writing and media production produce meaning, and apply this knowledge in the creation of nonfiction storytelling
- demonstrate effective processes for drafting, revision, and editing toward achieving professional quality work for public audiences
- be able to implement critical thinking skills in subject/topic identification, research, and production
- be able to work as both writers/producers and project editors

The proposers indicated that the RDS minor is modeled after some of the most successful documentary studies certificates and minors at other universities around the country. The curriculum draws upon existing courses and the expertise of CAS faculty in the areas of documentary filmmaking, art, digital-specific composition, and narrative nonfiction writing. The intent of the minor is to organize, promote, and deepen course offerings related to reporting and documentary for the benefit of students, faculty, and the wider community. Students will learn to identify, research, and write stories and see those stories in context. The

coursework will also help students develop their research skills and writing ability, and learn effective processes for drafting, revision, and editing toward achieving professional quality work.

Justification and Evidence for Demand

The proposed RDS minor is designed for students interested in pursuing careers or graduate study in journalism, nonfiction writing, editing and publishing, video, and digital media, but its learning outcomes apply to a broad range of careers and professional efforts. Given that the Center for Research on Vermont has established itself as a source of reporting and documentary storytelling about Vermont, it offers a firm foundation for both academic and experiential learning associated with the minor. The staff support, affiliated faculty of the Center, and relationships existing between the Center and other Vermont institutions also afford a platform by which to connect students to opportunities around the state and in conjunction with Vermont's journalistic needs.

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

Admission Requirements and Process

The proposed RDS minor will be available to all UVM undergraduates. Students must achieve a 2.0 average in the minor to have it count towards graduation requirements.

Curriculum

Successful completion of the proposed minor requires a total of 18 credits, including three core credits in writing, three core credits in media history and or theory, and nine credits of elected coursework at the advanced practice level in journalism and nonfiction writing, documentary video, or digital composing and multi-media work. A three-credit internship is also required as a capstone course. Within Vermont, strong partnerships with top media outlets in the state (e.g. Vermont Public Television, Seven Days, Burlington Free Press, WCAX) ensure a robust array of internships available in and near campus. Students interested in pursuing internships outside of Vermont will be supported by the CAS internship staff and the Career Center. CAS students can also explore internships through new partnerships with The Washington Center in DC and The Semester in the City program in Boston, both of which are full semester programs which place students in full time internships.

Required Courses

Core Writing – one of the courses below (3 credits)	
ENGS 050	Art of the Essay
ENGS 051	Topics in Composition

Table continues on the next page.

Media/History/Theory – one of the courses below (3 credits)	
ANTH 202	Anthropology of Media
ENVS 204	Media, Ethics, Politics
FTS 009	History of Television
FTS 010	Contemporary Cinema
PLOS 123/ VS 123	The Vermont Political System
PLOS 137	Politics and Media
REL 298	Religion and Media
SOC 043	Survey of Mass Communication
SOC 148	Sociology of News
SOC 243	Mass Media in Modern Society
Advanced-Level Courses – nine credits from the courses below	
ENGS 107	Topics in Composition and Rhetoric
ENGS 108	Advanced Composition Workshop
ENGS 114	Topics in Writing
ENGS 117	Advanced Creative Nonfiction
FTS 144	Screenwriting I
FST 145	Screenwriting II
ARTS 148	Motion Picture Presentation
FTS 133	Documentary and Avant-Garde Cinema
FTS 141	Film and Video Production I
FTS 145	Film Theory and Practice
ENVS 170	Environmental Arts Practice
ARTS 137	Photography
ARTS 138	Color Photography
ARTS 148	Motion Picture Production
Internship in Journalism/Media/Documentary – one of the options below	
VS 191	Internship
FTS 190/192	Internship

**Topics include Contemporary Documentary and History of Documentary*

All courses in the curriculum already exist; no new courses were developed for the proposed minor. No more than one course may overlap between a student's major and minor. Students pursuing a major in English with a concentration in writing, a Writing minor, or a major in Public Communications should be especially mindful of this restriction.

Advising

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

Impact on Current Programs and Anticipated Enrollment

Proposers of the minor stated that they are confident that the minor is distinctive and particular to the strengths of the College of Arts and Sciences with no direct curricular overlap to other programs or minors on campus. The Public Communications major concentration in Media + Journalism within Community Development and Applied Economics (CDAE) offers the closest curricular emphasis with the RDS minor. The RDS minor is

distinct from this concentration in both its form and delivery. Its focus is on long and short-form nonfiction work across media with an emphasis on the creator of the work, interpretative skills development, and artistic craft. Additionally, it employs a more “studio” or “workshop” model of instruction in the practice of journalism and media works. The most closely related minor is the Minor in Public Communications, which does include some courses related to journalism. However, the wider emphasis of this minor is on marketing, advertising, and communication broadly, and it does not include any of the core writing, film, photography, or critical media courses offered in the new RDS minor. Therefore, the proposers believe that the proposed RDS minor will serve students with a different set of interests. As indicated above, the proposers estimate cohorts of ~25 to 40 students.

Staffing Plan, Budget, and Resource Requirements

No additional personnel or resources are needed for the minor. The three co-directors will share responsibility for advising and the Center for Research on Vermont will provide staff support. No new courses are necessary.

Assessment Plan

The minor will be included in the regular Academic Program Review process following the standard expectations for analysis of metrics and on-site evaluation by experts from established programs around the country. The schedule for that review will be timed to coincide with reviews of Film and Television Studies and/or English, since two of the faculty directors belong to those departments. Annually, selected writing by RDS students enrolled in ENG 050/051 will be evaluated as will brief essays students write as part of their internship. Additionally, sample projects developed in the advanced-level courses will be assessed. Every three years, the students completing the proposed minor will be surveyed to see how minor outcomes and experiences have been used professionally or in further academic study.

Evidence of Support

This proposed minor was reviewed and approved by the CAS Curriculum Committee and faculty. Letters of support were provided by the Dean of CAS, Professor Sanders who directs the Environmental Program, and Professor Shephard, Associate Dean for Academic Affairs in the College of Education and Social Services.

Since August 2016, CAS has been in discussion with CDAE regarding ways to make journalism and media courses on campus more visible and to coalesce those courses into more coordinated and focused curricular offering. Although the initial aim was a minor that included both CAS and CDAE courses, this particular goal was not able to be realized at this time despite extensive discussions that began in September of this year. It should be noted that memos of opposition were submitted by the CDAE, which were considered in reviewing the proposal. While there is some overlap with Public Communications in CDAE, the proposers of the RDS minor provide a sound rationale and clearly distinct program of study that capitalizes on strengths in the College of Arts and Sciences. It is hoped, however, that future discussions and the possibility of dual curricular innovations between CAS and CDAE be considered, as this could bring even greater visibility to journalism and documentary and better serve students by offering a greater breadth and depth of courses.

Summary

The proposed Minor in Reporting and Documentary Storytelling utilizes existing courses and faculty expertise to offer a unique educational opportunity for UVM undergraduates to study the practice and theory of telling socially and culturally engaged stories in journalism and nonfiction writing, documentary video, and digital media formats. Projects embedded in the courses and the required internship allow students to gain hands-on experience and apply the skills they develop to professional use in journalism and media projects. There has been expressed interest from current and prospective students in journalism and nonfiction storytelling, and there are a number of students involved in journalism and reporting related student activities for whom the minor may be of interest.

Curricular Affairs Committee of the Faculty Senate

To: The UVM Faculty Senate

From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair

Date: January 3, 2019

Re: Approval of a proposal for a new Undergraduate Certificate in Religious Literacy in Professions by the College of Arts and Sciences

At its meeting on January 3, 2019, the Curricular Affairs Committee approved the actions recommended in the following memo.

The Curricular Affairs Committee approved a proposal for a new Undergraduate Certificate in Religious Literacy in Professions submitted by the College of Arts and Sciences (CAS), Department of Religion. The Chair of the department, Thomas Borchert, will oversee the proposed certificate. If approved by the Faculty Senate and Board of Trustees, the program will be offered beginning fall 2019.

Program Description and Rationale

Religions have and continue to shape all aspects of human life, and as such are vital influences to understand in a broad range of professions. The proposed certificate in Religious Literacy in Professions seeks to prepare students for encounters with diverse religions, religious individuals, and religious frameworks. It is primarily aimed at students seeking careers in education, journalism, social services, business, and health fields who wish to deepen their working knowledge about religions, religious individuals, and religiously defined groups or organizations, but who are not interested in or whose majors preclude a Religion Minor.

In the proposal, the proposers cite the definition of religious literacy below by Diane L. Moore of Harvard's Religious Literacy Project, which informed development of the proposed certificate.

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

Students in the proposed Certificate in Religious Literacy in Professions will learn:

- The difference between devotional expressions of religious worldviews and the study of religion;
- That religions are internally diverse, evolve and change, and their practice varies in time, place, and custom;
- Religious influences are embedded in human experience and affect people who self-identify as religious as well as those who do not;

- Religious knowledge claims, like all other knowledge claims, are situated, contextual, and constructed;
- Peace, war, violence, and levels of religiosity are not inevitable, fixed, or predicated on the “type” of religion one engages in/is operative in one’s community

Justification and Evidence for Demand

Development of the proposed Religious Literacy in Professions Certificate was prompted by the observation that students from outside CAS as well as CAS Bachelor of Science students take religion courses in an attempt to better understand people with whom they will interact in their future careers. The proposers hope that the proposed certificate will create an opportunity for students in pre-professional programs and others to add value to their degrees with a stated achievement in Religious Literacy. The proposed certificate will also help fulfill the University Common Ground mission of teaching justice, as religion intersects with many types of oppressive histories and regimes as well as peace-seeking movements and institutions.

Relationship to Existing Programs

There are no certificate programs in religious literacy at any other universities in the US. The proposed certificate bears some resemblance to the existing Minor in Religion at UVM, however the latter is more specifically organized around academic models for understanding religion in societies. The proposed Certificate in Religious Literacy in Professions is primarily aimed at students whose professional interests bring them in contact with different religions. It also provides an option for students interested in obtaining some background in religious literacy whose other requirements preclude an eighteen credit minor.

Curriculum

Completion of the proposed Religious Literacy in Professions Certificate requires a total of thirteen credits (see table below). Students must take at least one zero-level course first, which will serve as a pre-requisite to the 100-level courses. Although REL 105 Religious Literacy can be completed after taking only one Religion course, it is recommended that students take it as the third or fourth course in the series.

Required Courses

Number	Name	Credits
Two zero-level introductory courses (REL 0XX)		6 total
One 100-level intermediate course (REL 1XX)		3
REL 105	Religious Literacy	3
REL 112	Religious Literacy Practicum	1

REL 105 and REL 112 are new courses developed for the certificate; Religion major and minors will also be able to take REL 105 as part of their degree requirements. Together, these courses comprise the integrative learning component that distinguishes Undergraduate Certificates. In REL 105, students will write three reflective essays tailored to the student’s particular field and complete an “applied jigsaw unit” that breaks the class up into parts and, when put back together, helps students teach each other about the whole puzzle. In REL 112, students will apply theories and histories of religious literacy to complete a research project tailored to their fields that is centered around a field-specific case study. Both courses are progressing through the course approval process and should be in the catalog next year.

Admission Requirements, Advising, and Assessment

The Certificate in Religious Literacy in Professions will be open to all undergraduates. Students pursuing the proposed certificate will be directed to the Department Chair if they have questions.

Faculty in the department will be responsible for oversight of the curriculum for the proposed certificate. The Department will review the enrollment and curriculum periodically to ensure that the goals of the certificate are being met. It will also be included in the Department's Academic Program Review.

Anticipated Enrollment and Impact on Current Programs

The proposers anticipate a limited enrollment that will grow slowly over the next four years and do not anticipate inauguration of the certificate will have an effect on any other programs or significantly change course enrollments.

Resource Requirements

No new resources are required. Current faculty workloads can accommodate teaching the new courses. REL 105 will be offered every year. REL 112 will be offered on an as-needed basis for students in the proposed certificate.

Evidence of Support

The proposed Certificate in Religious Literacy in Professions was approved by the CAS Curriculum Committee and faculty. The Dean of CAS, Bill Falls, also indicated his support. Letters of support were also provided by the Dean of the College of Education and Social Services, the Dean of the Rubenstein School of Environment and Natural Resources, and the Associate Dean of the College of Nursing and Health Sciences.

Summary

The proposed Certificate in Religious Literacy in Professions is a unique and valuable program that will provide students seeking careers in education, journalism, social services, business, and health fields a targeted opportunity to learn the fundamentals of diverse religions, religious persons, and religious frameworks. Additionally, it helps to fulfill the University Common Ground mission of teaching justice. The curriculum offers students the opportunity to directly apply concepts of religious literacy to their field of interest. Therefore, the proposed certificate will be a beneficial addition UVM's current Undergraduate Certificates.

Curricular Affairs Committee of the Faculty Senate

To: The UVM Faculty Senate

From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair

Date: January 3, 2019

Re: Approval of proposals for 1) a new Undergraduate Certificate in Integrative Health and Wellness Coaching and 2) a new Continuing Education Academic Certificate in Integrative Health and Wellness Coaching submitted by the College of Nursing and Health Sciences

At its meeting on January 3, 2019, the Curricular Affairs Committee approved the actions recommended in the following memo.

The Curricular Affairs Committee approved proposals for 1) a new Undergraduate Certificate in Integrative Health and Wellness Coaching and 2) a new Continuing Education Academic Certificate in Integrative Health and Wellness Coaching submitted by the College of Nursing and Health Sciences (CNHS), Department of Rehabilitation and Movement Sciences. Karen Westervelt will serve as the director for both proposed certificates. If approved by the Faculty Senate and Board of Trustees, the programs will be offered beginning fall 2019.

The proposed Undergraduate Certificate in Integrative Health and Wellness Coaching (IHWC) and Continuing Education (CE) Academic Certificate in IHWC share the same primary goal and learning objectives, and have nearly identical curricula. Therefore, they were considered together by the CAC. The two certificates differ in their admission criteria and process, number of credits, and advising. Specific differences will be indicated in the relevant sections of this report.

Rationale, Program Description, and Evidence for Demand

The field of Health and Wellness has grown in recent years in response to changes in the healthcare system. In 2017, the International Consortium for Health and Wellness Coaches (ICHWC) initiated a nationally recognized certification exam for Health and Wellness Coaches. Currently, there are only fourteen academic programs that lead to eligibility in the US, only six of which are designed to serve undergraduates. If inaugurated, the proposed certificates would be the first offered in Vermont.

A market analysis for Integrative Health Coaching conducted by UVM's Continuing and Distance Education in conjunction with the Education Advisory Board indicated a 39% increase in regional demand for Integrative Health Coaches between 2013 and 2016. The Bureau of Labor Statistics (BLS) also projects high employment growth for Integrative Health Coaches between 2014 and 2024. Additionally, multiple organizations in Vermont (e.g. UVM Medical Center Employee Wellness, UVM Medical Center Community Health Improvement Program, UVM Medical Center Nurse Navigators, Rise Vermont, the Vermont Center for Children Youth and Families) employ Wellness Coaches and support the effort to provide quality training in health coaching leading to a recognized credential. Thus, these certificates would provide UVM students credentials in a field with a growing demand for qualified individuals.

The primary goal of both proposed certificates is to prepare students to become certified integrative health and wellness coaches to meet an emerging need in health care related to preventative health behaviors across the lifespan. Students completing either certificate will be qualified to sit for the International Consortium for Health & Wellness Coaching (ICHWC) Certification Exam to become an Integrative Health and Wellness coach (<https://ichwc.org/hwc-certifying-examination-application/>). Upon completion of the coursework, the proposers indicate students will be able to:

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

In addition to the growing job market for Integrative Health Coaches, there is evidence of interest in integrative health programs offered by UVM. In August of 2018, CNHS launched Undergraduate and CE Certificates in Integrative Healthcare. These certificates are designed to introduce students to the practices and modalities involved in integrative healthcare. Enrollment has exceeded the initial expectations of fifteen students, and the proposers indicate there are currently twenty-five students pursuing the certificates.

Relationship to Existing Programs and Impact on Current Programs

Currently, there are no certificates or minors offered by UVM that lead to eligibility for national certification as a Health and Wellness Coach as defined by the ICHWC. While the curricula of the Larner College of Medicine's Behavioral Change Health Studies (BCHS) Minor and the CNHS Integrative Healthcare Certificate offer courses that share content related to the current proposal, the proposed Certificates in IHWC differ in that they provide experiential and competency based curricular elements that are defined by the ICHWC, leading to eligibility for national certification as an Integrative Health and Wellness Coach. The proposers do not anticipate that inauguration of the certificates will impact these or other UVM programs. James Hudziak, director of the BCHS Minor fully supports the proposed certificates.

Curriculum

Completion of the proposed Undergraduate Certificate in IHWC requires a total of twelve credits (9 credits of required courses plus one 3-credit elective course). Continuing education students pursuing the CE Academic Certificate in IHWC must complete fourteen credits of coursework – the same nine credits of required courses as students pursuing the undergraduate certificate plus BOTH courses offered as elective options for undergraduates. The proposers indicate this difference in credit number is necessary to meet the credit minimum specified for CE Academic Certificates and make the undergraduate certificate more accessible to undergraduates in programs with a limited number of electives (e.g. nursing). The practicum serves as the integrative learning component that distinguishes UVM undergraduate certificates from other undergraduate programs.

Required Courses

Number	Name	Credits
HLTH 099	Motivational Interviewing for the Integrative Health Coach	3
HLTH 098	Restore, Rejuvenate, Energize	1

HLTH 199	Integrative Health Coaching Skills Lab	3
HLTH 299	Integrative Health Coaching Practicum	2

Additional Courses**

Number	Name	Credits
CSD 299	Autism Spectrum Disorders: Issues in Assessment & Intervention	3
COMU 122	Family Wellness Coaching	3

**Undergraduates must complete ONE of the two courses; CE students must complete BOTH courses.

The four HLTH courses are new courses; all four are currently in Courseleaf at the level of the Registrar and will be in the catalog next year.

Admission Requirements, Advising, and Anticipated Enrollment

The proposed Undergraduate Certificate in IHWC will be open to all UVM undergraduates who have at least sophomore standing and a minimum GPA of 2.0. To enroll in the proposed CE Academic Certificate in IHWC, individuals must have successfully completed an undergraduate degree with a minimum GPA of 2.5, have a clear background check prior to clinical placement, and demonstrate a commitment to advancement in the field of health and the ability to positively engage in and contribute to the UVM learning community. In order to be considered for acceptance into the CE Academic certificate, prospective students must submit a fully completed online application, as well as a personal statement, two letters of recommendation, and unofficial transcripts. Once all application materials have been received, the Director of the IHWC Certificate will review the materials submitted; Continuing and Distance Education (CDE) will notify applicants of the decision of admission. Admitted students are required to agree to and participate in a background check prior clinical placement.

Students pursuing the Undergraduate Certificate in IHWC will be advised by their home academic advisors. Curricular questions that cannot be addressed by their primary advisor will be directed to the IHWC Certificate Director. Students enrolled in the CE Academic Certificate will be directed to the IHWC Certificate if they have questions. CDE also offers personalized educational and professional support in a variety of ways to students and dedicated advisors are available to help students navigate UVM's systems and guide students in gaining experiences that best fit their interests.

The proposers anticipate a combined enrollment in both certificates of fifteen students the first year. They predict this could increase to a cohort of twenty in the second year.

Resource Requirements

Existing faculty and new faculty will be involved in delivering instruction for the proposed certificates. The proposers anticipate needing to hire one part time certified Health and Wellness Coach with teaching experience to lead the lab course (3 credits once a year) and three Health and Wellness Coaches part time to be lab assistants in the skills lab course. The inclusion of Certified Health and Wellness Coaches in the teaching faculty is critical for the ICHWC Accreditation process. The proposers indicate they have identified a qualified Health and Wellness Coach who would serve as the lead instructor for the lab course and are in discussions with the individual. Workloads for several current faculty will have to be adjusted. Current

administrative staff support is adequate to support the proposed certificates. The Dean of CNHS, Patricia Prelock, secured a \$125,000 donation to support development and inauguration of the certificates. Dean Prelock's letter indicates that she fully endorses the proposed certificates and will provide both the fiscal and infrastructure needs to support the programs.

Evidence of Support

Letters of support were provided by CNHS Dean Patricia Prelock, the Chair of the Department of Rehabilitation and Movement Sciences, and James Hudziak, director of The Vermont Center for Children, Youth and Families. Bill Falls, Dean of the College of Arts and Sciences, also indicated his support. Additionally, the proposed certificates were reviewed and approved by the CNHS Curriculum Planning Committee.

Summary

The proposed Undergraduate and CE Academic Certificates in Integrative Health and Wellness Coaching will provide UVM undergraduate and non-matriculated students the knowledge and skills required to successfully complete the ICHWC Certification Exam to become an Integrative Health and Wellness coach. Data obtained through a market analysis indicates recent growth in regional demand for Integrative Health Coaches, and the multiple Vermont organizations employ wellness coaches. More broadly, the Bureau of Labor Statistics projects high employment growth for Integrative Health Coaches in the next five years. Higher than anticipated enrollments in the Integrative Health and Wellness Certificates inaugurated this year also indicate this is an area of interest for students. Nationally, there are few similar programs and none currently in Vermont. Therefore, the proposed certificates will be valuable additions to UVM's certificate offerings.