

March 20, 2013

TO: Education, Personnel and Student Life Committee  
Heidi Pelletier, Chair  
Karen Luneau, Vice-Chair  
Lynn Dickinson  
Kraig Hannum  
Bill Lippert  
Jim Masland  
Nick Russo  
Gary Moore, *ex officio*



FROM: Annie Howell, Director of Academic Research & Planning

RE: EPSL Meeting on March 27, 2013

The EPSL Committee of the VSC Board of Trustees will meet on Wednesday, March 27 from 3-5 p.m. in Room 101 at the Chancellor's Office in Montpelier. The full EPSL agenda and materials are attached.

I can be reached at (802) 224-3013 if you have any questions.

Thank you.

cc: VSC Board of Trustees  
Council of Presidents  
Academic Deans  
Student Affairs Council

**VERMONT STATE COLLEGES BOARD OF TRUSTEES  
EDUCATION, PERSONNEL AND STUDENT LIFE COMMITTEE MEETING**

**March 27, 2013, 3:00 p.m.  
Office of the Chancellor, 575 Stone Cutters Way, Montpelier, VT**

**AGENDA**

- A. ITEMS FOR DISCUSSION AND ACTION
1. Approval of Minutes of February 13, 2013 Meeting
  2. CSC Final Program Proposal: Master of Arts in Theater
  3. CSC Final Program Proposal: Master of Music Education
- B. ITEMS FOR INFORMATION AND DISCUSSION
1. CCV Preliminary Proposal: Associate of Science in STEM Studies
  2. CSC Preliminary Proposal: Master of Arts in Mathematics Education
  3. Preliminary Discussion on Academic Performance Indicators
  4. Revision to VSC By-Laws
  5. Academic Retreat Update
  6. Overview of Current State of VSC Online Education

A. ITEMS FOR DISCUSSION AND ACTION

1. Approval of Minutes of February 13, 2013 Meeting

**Draft minutes of the February 13, 2013 meeting of the Education, Personnel and Student Life Committee**

*Note: These are unapproved minutes, subject to amendment and/or approval at the subsequent committee meeting.*

The EPSL Committee met on Wednesday, February 13, 2013, at the Chancellor's Office in Montpelier, Vermont.

EPSL Committee members present: Heidi Pelletier (Chair), Lynn Dickinson, Kraig Hannum, Bill Lippert, Jr., Jim Masland, Nick Russo.

Other trustees present: Gary Moore, Linda Milne.

From the Chancellor's Office: Tim Donovan, Chancellor; Annie Howell, CAO; Bill Reedy, Vice President & General Counsel; Tom Robbins, Vice President & CFO, Nancy Shaw, Director of Human Resources.

From the colleges: President Joe Bertolino, President Phil Conroy, President Joyce Judy, President Barbara Murphy, President Dave Wolk, Dean Phil Petty, Dean Tony Peffer, Interim Dean Alison Lathrop.

Guests: Marlys Eddy, Assistant Professor, Chair of the LDSH program, VTC; Lisa Yeager, Director of Human Resources, CCV; Linda Olson, President VSC Faculty Federation; Joanne Edwards, VSC UP Vice President; Brian Larson, United Professionals of Vermont; Megan Harris, student, CSC; Ana Alexander, faculty, CSC.

Chair Pelletier called the meeting to order at 5:30 pm.

A. ITEMS FOR DISCUSSION AND ACTION

1. Approve Minutes from December 5, 2012

Trustee Russo moved and Trustee Hannum seconded a motion to adopt the minutes of the December 5, 2012 EPSL Committee meeting. The minutes were approved by the Committee.

2. Decision on Status of Programs Eligible for Policy 109 Review in 2012

Chair Pelletier asked CAO Howell to provide some context for Policy 109 for the participants at the meeting. CAO Howell explained that the Vermont State Colleges are committed to high quality and effective academic programs as evidenced through two policies: 109 and 101. Policy 101—Program Review and Continuous Improvement Process (PreCIP) looks at programs on a five-year cycle through a qualitative lens. This analysis is conducted primarily by faculty and by outside partners to ensure that the programs meet high academic standards as evidenced by learning objectives and student outcomes, for example.

Policy 109, on the other hand, is a quantitative analysis by college presidents. Every year, Hope Baker-Carr, Director of Institutional Research, provides the presidents with enrollment, retention, and graduation data for programs that are considered to be low enrolled.

Low enrollment is defined as:

1. fewer than 15 declared majors in graduate programs; 25 declared majors in baccalaureate programs, including full and part-time students; fewer than 20 students in associate degree programs.
2. significant numbers of upper-level courses in the degree program with enrollment lower than accepted course minimums.
3. fewer than 5 graduates in any of the preceding three years.

Presidents review these data to decide whether programs require no further review, further review, or closure. CAO Howell noted that programs with low enrollment may have a variety of characteristics, including but not limited to programs that are new with the potential for continued growth, or programs that are subsumed under other programs, such as an A.A. that has fewer courses than the B.A. in the program. These programs may have low enrollment but they provide a terminal degree for the student who needs to leave the program early and would still earn a degree. CAO Howell then invited presidents to share 1-2

programs that were considered under Policy 109 and their decision process for future review.

Chancellor Donovan drew attention to pages 19 and 20 in the meeting materials where programs from each college were listed and described how these programs were organized based on Presidents' decisions for further review. He also reminded the Board that presidents do not need Board approval to close a program, but that it is practice to discuss these together. Chancellor Donovan also recommended that those pages (19 and 20) be sent with the resolution to the whole Board rather than the many other pages reviewed by EPSL.

President Wolk noted that CSC was not recommending closure or further review of any programs listed under low enrollment because they are relatively new and growing, or were part of other programs. For example, science courses in one program are shared by other programs. Dean Peffer also noted that sometimes programs have low enrollment, but the courses within that program do not.

President Bertolino shared that LSC has been watching the Small Business Management and Entrepreneurship program for a couple of years to see if it was viable, and determined last year that it was not. Therefore, they decided to close it. Similar to Castleton, other programs that were not closed are A.A. degrees that offer students an option to leave with a credential before completing a B.A.

President Judy noted that Emergency Management was exempt from review because it is a new program. The college is continuously analyzing how it can attract larger number of students to those courses. President Judy also noted that CCV has decided to close the A.A. in Education program, which was not listed under Policy 109. This decision was due to the challenges of the CCV A.A. being a successful feeder into other schools of education since there are many variations in those programs' entrance needs. As this inconsistency was not serving students well, CCV decided to close the program.

President Murphy said that the music programs typically have a good draw at JSC, but that the higher level courses (300 and 400 courses) are harder to fill because these “top of the pyramid” courses are more challenging for students. President Murphy also shared that some programs were not going to be closed because they were designated as part of the NEBHE (New England Board of Higher Education) Tuition Break program.

Chancellor Donovan asked President Murphy to explain NEBHE Tuition Break programs. President Murphy explained that NEBHE's Tuition Break programs enable New England residents to enroll at out-of-state New England public colleges and universities at a discount. Students are eligible for the Tuition Break when they enroll in an approved major that is not offered by the public colleges and universities in their home state.

President Conroy shared that VTC will not be closing any programs under Policy 109 because they are largely made up of courses also offered in other programs. More students are completing B.A.s in Computer Engineering Technology, so the A.A.S. program is going to continue being under review. Other programs such as the General Engineering Technology and the Telecommunications Technology will continue to be on the Policy 109 list, but they will not be closed because they are offered only when a business contracts for the program.

Chair Pelletier asked for a motion to move the Resolution to Approve the Status of Programs Eligible for Policy 109 Review in 2012. Trustee Hannum moved and Trustee Masland seconded the motion.

3. Approval of Changes to Policy 101: Program Review and Continuous Improvement Process

Chair Pelletier asked CAO Howell to describe the revisions to the Policy. CAO Howell reminded the group that the VSC has been engaged in a 2-year initiative funded by the Davis Foundation to review and enhance the former Policy 101 procedures. The changes in the procedures were intended to move the review process culture from one of accountability to one of continuous improvement, hence the process is now called “Program Review

and Continuous Improvement Process,” or “PReCIP.” In December 2012, the EPSL Committee reviewed the PReCIP reports and engaged in a conversation that reflected successful procedural changes.

CAO Howell noted that policy changes were needed to match the improvements made to the procedures. She pointed to proposed new language that was highlighted in the draft revised policy including date changes, name changes, and procedural changes.

Chair Pelletier asked for a motion to move the Resolution to Approve the Revision to Policy 101. Trustee Masland moved and Trustee Hannum seconded the motion. The Committee recommends the approval of the changes and will forward the resolution to the full Board of Trustees.

4. LSC Final Program Proposal: M.A. in Liberal Studies

Chancellor Donovan recommended that the EPSL Committee forward a consent agenda to the full Board for approval.

Chancellor Donovan also commented that the Board does not often see a long list of final program proposals, especially from one school. However, he requested that Interim President Gold not forward these programs for Board approval until after President Bertolino was in office. Therefore, these programs come with a long waiting period for approval.

President Bertolino asked that Dean Lathrop describe this new program. Dean Lathrop said that this program offers a lot of flexibility for students without needing the creation of any new courses or hiring new faculty.

Chair Pelletier asked for a motion to move the Resolution to Approve the LSC Final Program Proposal: M.A. in Liberal Arts. Trustee Hannum moved and Trustee Russo seconded the motion. The Committee recommends the approval of the program and will forward the resolution to the full Board of Trustees.

5. LSC Final Program Proposal: B.A. in Cinema Production  
Again, President Bertolino asked that Dean Lathrop provide description for the program. Dean Lathrop said that admissions staff indicate that students are looking for this program and that existing faculty will teach any new courses

Chancellor Donovan asked whether any research had been done regarding the new Cinema M.F.A. program at the Vermont College of Fine Arts. President Bertolino and Dean Lathrop said that they would look into the program.

Chair Pelletier asked for a motion to move the Resolution to Approve the LSC Final Program Proposal: B.A. in Cinema Production. Trustee Russo moved and Trustee Hannum seconded the motion. The Committee recommends the approval of the program and will forward resolution to the full Board of Trustees.

6. LSC Final Program Proposal: A.A. in Cinema Production  
Dean Lathrop shared that like many of the A.A. programs that are proposed in this meeting, this Associate degree offers students who leave the school early the opportunity to leave with a degree. It is within the existing program and does not require any additional faculty resources.

Chair Pelletier asked for a motion to move the Resolution to Approve the LSC Final Program Proposal: A.A. in Cinema Production. Trustee Russo moved and Trustee Hannum seconded the motion. The Committee recommends the approval of the program and will forward resolution to the full Board of Trustees.

7. LSC Final Program Proposal: A.S. in Audio Production  
Dean Lathrop repeated that this Associate degree is within the existing program.

Chair Pelletier asked for a motion to move the Resolution to Approve the LSC Final Program Proposal: A.S. in Audio Production. Trustee Masland moved and Trustee Hannum seconded the motion. The Committee recommends the approval of the program and will forward resolution to the full Board of Trustees.



8. LSC Final Program Proposal: A.S. in Music Industry Management  
Dean Lathrop repeated that this Associate degree is within the existing program.

Chair Pelletier asked for a motion to move the Resolution to Approve the LSC Final Program Proposal: A.S. in Music Industry Management. Trustee Hannum moved and Trustee Russo seconded the motion. The Committee recommends the approval of the program and will forward resolution to the full Board of Trustees.

9. LSC Final Program Proposal: A.S. in Music & Self-Promotion  
Dean Lathrop repeated that this Associate degree is within the existing program.

Chair Pelletier asked for a motion to move the Resolution to Approve the LSC Final Program Proposal: A.S. in Music & Self-Promotion. Trustee Russo moved and Trustee Masland seconded the motion. The Committee recommends the approval of the program and will forward resolution to the full Board of Trustees.

10. VTC Final Program Proposal: B.S. in Landscape Design and Sustainable Horticulture  
President Conroy noted that VTC is building more Bachelor's programs. The LDSH B.S. program offers students an opportunity to stay at VTC for a 2+2 program.

Dean Petty explained that this program is also well matched with the VT green industry, VTC agriculture programs and the TAACT grant. Finally, it is a unique program within VT as no other higher education institution offers such a program.

Chair Pelletier recommended that all of the Final Program Proposals be forwarded to the full Board by consent agenda with the LSC and the VTC programs remaining separated by school. Agreement was unanimous.

Chair Pelletier asked for a motion to move the Resolution to Approve the VTC Final Program Proposal: B.S. in Landscape Design and Sustainable Horticulture. Trustee Russo moved and

Trustee Hannum seconded the motion. The Committee recommends the approval of the program and will forward resolution to the full Board of Trustees.

11. Nominations for Honorary Degrees

Chair Pelletier asked that the next item on the agenda, Nominations for Honorary Degrees, be moved to the end of the Committee meeting so as not to disrupt the audience's attendance at the meeting. The Committee agreed.

B. ITEMS FOR INFORMATION AND DISCUSSION

1. Developing Leaders: A professional development opportunity for VSC staff – Nancy Shaw, VSC Director of Human Resources and Lisa Yeager, CCV Director of Human Resources

Chair Pelletier asked CAO Howell to introduce guest presenters for this agenda item.

CAO Howell welcomed Nancy Shaw and Lisa Yeager who presented the VSC Leadership Program, which will commence for the seventh time this March. Nancy Shaw and Lisa Yeager described how participants have not only had rewarding experiences within the program, but have also had high success rates for retention and promotion. They also noted that participants are asked to develop community service projects for their home schools, which have been very fruitful on campuses.

College Presidents responded that it is never difficult to find leaders from their campuses for this professional development opportunity. They also expressed that the cohort model has been very effective for building community. Finally, they were appreciative of the community service projects, which have led to successful programs such as the VTC approach to residential halls for homeless students, which are now open 365 days a year.

The presentation was well received by trustees, presidents, and guests.

2. Update on Strategic Inquiry Initiative – Chancellor Donovan

Chancellor Donovan shared that the launch of the Strategic Inquiry Initiative would be on March 18<sup>th</sup> at the Board retreat. Half of this day would be utilized for facilitated conversation with our consulting partners. Chancellor Donovan also commented that he has met with the Priorities Committee over the past month to discuss consulting partnerships and that next week, the three Board Chairs will have the opportunity to meet three consulting groups, and select one for this initiative. After the March 18<sup>th</sup> launch, the Inquiry Initiative will take advantage of the committee cycle with approximately 2 hours at each Board meeting for all Board members to engage in the process. This initiative will build toward the September Board retreat and conclude in December.

Chancellor Donovan described how each of the consultants have been asked to facilitate a process where the VSC can analyze closely the following questions:

1. What is the nature of the changing environment? How do we need to read and react to those changes objectively and realistically?
2. How will the institutions independently and collectively make themselves ready for, and proactively engage in those changes.

This process will actively engage the leadership of the colleges, and various college and outside constituents.

CAO Howell stated that the three consulting firms were the top choices from eleven others who had been interviewed for the job.

Guest Joanne Edwards asked who will make the decision for the consultant contract. Chair Moore responded that the Committee Chairs will make the decision.

Guest Linda Olson shared a letter with the Board and guests, which represented the Faculty Union's concerns about hiring an outside consultant for this initiative. Concerns included the overall cost of the engagement and also the consideration of internal expertise.

Student Megan Harris from CSC also expressed concerns about the fiscal commitment, and shared her perspective on the internally driven CSC strategic planning process.

Ana Alexander also shared that her experience at CSC was that an internally facilitated process served their community well and that she wanted to ensure that all constituents were represented.

Chair Moore responded that every one of the consultants have in their plans to involve a wide range of constituents.

Joanne Edwards inquired about the budget line. Chancellor Donovan said that the system holds funds for system initiatives such as this and that it does not require a new cost to the colleges.

Joanne Edwards inquired whether the meetings will be open to the public. Chair Moore concurred that all meetings of the Board are open to the public.

3. Return to Action Agenda Item 11 – Honorary Degrees

Chair Pelletier moved that the Committee enter executive session, along with the Chancellor, Presidents Bertolino and Conroy and General Counsel Reedy, to discuss the appointment of public officers, namely the appointment of two individuals to receive honorary degrees. Trustee Hannum seconded the motion. The Committee voted unanimously to enter executive session. The Committee entered executive session at 7:02 p.m. and came out of executive session at 7:12 p.m. Upon motion of Trustee Dickinson, seconded by Trustee Hannum, the Committee voted unanimously to forward the nominations for honorary degrees favorably to the full Board for its action.

The meeting was adjourned at 7:15 pm.

2. CSC Final Program Proposal: Master of Arts in Theater

Castleton State College proposes a Masters Degree in Theater Arts. The program consists of courses in theater practicum, history and criticism, research methods, script analysis, and theoretical production. It is designed to be an extension of the undergraduate program in theater, providing students the opportunity for further detailed study in theatre. The degree helps prepare students for careers as theatre artists as well as for the possibility for further academic study in theatre.

## **VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL**

### **Final Proposal Form**

#### **Part I: General Information**

1. Institution: Castleton State College
2. Name of new program: Master of Arts in Theater
3. a) Individual(s) with responsibility for program development:  
Harry McEnerny, Professor, Theater Arts  
Steven Gross, Assistant Professor, Theater Arts
- b) Academic Department(s): Theater Arts
4. a) Date of Final Proposal: October 30, 2012
- b) Proposed start date of program: Summer 2013
5. Title of degree to be conferred (if applicable): Master of Arts in Theater (MA.THA)
6. Brief description of proposed program (150 words or less):

The proposed Master of Arts in Theater is designed to be a 30-credit one-year Master's degree. The program consists of nine courses and a thesis. Most of the courses are new to the department, while some are courses previously offered in the undergraduate curriculum that have been modified in breadth and depth to be included in the masters curriculum.

The program consists of courses in theater practicum, history and criticism, research methods, script analysis, and theoretical production. It is designed to be an extension of the undergraduate program in theater, providing students the opportunity for further detailed study in theatre. The degree helps prepare students for careers as theatre artists as well as for the possibility for further academic study in theatre.

#### **Part II: Rationale**

1. How the program will strengthen the College (refer to institutional mission, institutional priorities and existing institutional programs):

The proposed Master of Arts in Theater supports Castleton's institutional mission and priorities, and compliments the existing undergraduate program in Theater Arts.

Part of Castleton's mission is to prepare students for meaningful careers and further academic pursuits. The Master's in Theater will aid students in developing a stronger

understanding of theater through studying its history and practices. A stronger understanding of the discipline can only help students thrive in it. The Master's in Theater will also help prepare those students seeking terminal degrees in theater by laying a strong foundation of the discipline, further developing an academic portfolio, introducing students to research methods, and preparing students to be successful in navigating the rigors and challenges of advanced degree study.

Number two of Castleton's 2011-2012 priorities includes "...continued improvement of the academic program, with a focus on expanding opportunities for undergraduate research, graduate degree programs and high quality student-faculty professional relationships." The Master of Arts in Theater directly addresses this priority by offering a graduate program unlike any other in northern New England, and uses as its practicum model the standards set by Actor's Equity Association, the labor union representing theater actors and stage managers.

The Master of Arts in Theater will compliment the undergraduate degree in many ways. Master's students will provide positive and professional models of behavior, particularly in rehearsal and academic settings. Master's students will produce three plays per year, contributing to the cultural growth of the college and region. Undergraduates will work more diligently to be successful in their field due to increased competition. Castleton undergraduates may aim toward careers in academic theater. And theater undergraduate student numbers may increase as more may choose Castleton based on the idea they will stay an the extra year and complete a higher degree.

2. Specific educational and/ or employment need(s) to be addressed (attach documentation of need):

Liberal Arts institutions such as Castleton help prepare students to be successful not only in their chosen fields, but as a contributing members of society. To that end, Castleton students must take a variety of general education courses designed to provide many different views and insights about the world they inhabit. The undergraduate theater program is designed the same way, requiring students to take several different courses that provide a broad base in many areas of theater, and then requiring students to concentrate in more specific areas. As an undergraduate program, this model is fine, and perhaps even desirable. However, limited time exists to identify, discuss, and attack different problems and challenges in the art of theater. A specific area of need the Master's in Theater would address is the desire on the part of students to delve more deeply and pointedly into different areas of theater, and the ability to focus their education only on theater.

3. How the program will strengthen the System (consider existing programs throughout the VSC, describe any collaboration with other VSC colleges or organizations in planning or delivering this program, indicate specific benefits to the State of Vermont):

No program of this type exists in the Vermont State College system. The VSC system currently offers graduate programs in studio art, painting, mixed media, and sculpture through Johnson State College, but no other graduate programs in the arts are offered. In fact, no Masters of Arts in Theater exists in Vermont, New Hampshire, or Maine. This program would be unique in the region, and as such has the potential to appeal to and attract students from various sections of New England.

### **Part III: Program Description**

#### 1. Specific program objectives, including career and learning outcomes for students:

Students in the Master of Arts in Theater program at Castleton should be able to:

- 1 – Develop advanced competencies to make effective artistic judgments in area of specialization
- 2 – Develop advanced competencies to communicate artistic judgments to collaborators
- 3 – Demonstrate advanced competence in area of specialization

#### 2. How the program will integrate professional, liberal and career study:

A foundation in liberal study is important to the Master of Arts in Theater program. Students enrolled in the program will be required to hold a bachelor's degree from an accredited institution of higher learning. Candidates for the program will provide a transcript for review by Theater Department faculty to determine the potential student's exposure to and participation in the liberal arts. Many students will be graduates of Castleton, and as such will have completed all requirements established by the college. These requirements include 28 credits in the College's four frames of reference (Aesthetic Understanding and Activities, Science and Mathematical Understanding, World Views: Cultural, Historical and Philosophical, and Social and Behavioral Understanding), required courses in composition, speaking, literature, and computing, as well as competencies in writing, oral communication, information literacy, and quantitative reasoning.

The integration of professional and liberal studies within the program is an integral part of the program design. A professional process, attitude, ethic, and standards will be applied to all areas of the program. These standards will be upheld while students study and participate in the creation of collaborative art.

The program is designed to integrate career and liberal studies. The program contains:

- Two courses in Graduate Seminar, an in-depth topics course, which contains a portfolio



building and review component.

- Three courses in Theater Practicum, a workshop course in which students produce plays.
- Three major public performances by Master's candidates, providing opportunities for those students to hone their craft in a public forum.

3. How the program will assess its effectiveness in achieving student learning outcomes:

The Theater Arts Department will use the following methods to assess program effectiveness:

- A select panel of theater practitioners will conduct an interview and quality review of master's candidates and their portfolios
- Develop and implement an assessment questionnaire evaluating master's candidates on area of specialization to be completed by a representative of the Kennedy Center American College Theater Festival.
- Develop and implement a graduate survey to evaluate graduate success in job or advanced degree placement and effectiveness of the master's program

4. Relation of program to external entities, if any (e.g., accreditation agencies, partnership organizations, State agencies):

Castleton is currently not a member of an outside collegiate theater-accrediting agency.

Castleton participates in the Kennedy Center American College Theatre Festival. A representative from KCACTF attends every main-stage production at Castleton, and provides a critical outside assessment of the production focusing on all acting and design aspects.

5. Program outline; include brief descriptions of all new courses:

<u>course</u> (name and number)	<u>credits</u>	<u>new or existing?</u>
<u>Summer:</u>		
THA 5??? Theater Practicum	3cr	new
THA 5??? Research Methodology	3cr	new
THA 5??? Script Analysis	3cr	new
<u>Fall:</u>		
THA 5??? Theater Practicum	3cr	new
THA 5??? History and Criticism I	3cr	new

THA 5???	Graduate Seminar I	3cr	new
<u>Spring:</u>			
THA 5???	Theater Practicum	3cr	new
THA 6???	History and Criticism II	3cr	new
THA 6???	Graduate Seminar II	3cr	new
THA 7???	Masters Thesis	3cr	new
		Total	30cr

### Course Descriptions:

Course Number: THA 5XXX

Course Title: Theater Practicum

Credits: 3

Frequency of Offering: Summer, Fall, Spring

Prerequisites: none

Course Description:

A studio workshop for advanced study of theater arts. This course provides students with laboratory experience in acting, stage management, and the design, construction, and handling of scenery, lighting, sound, properties, costume, and publicity. This course must be taken three times during the program.

Course Number: THA 5XXX

Course Title: Research Methodology

Credits: 3

Frequency of Offering: Summer

Prerequisites: none

Course Description:

This course serves as an introduction to research methods, sources, and practices for graduate work in theater and theater studies. The course will concentrate on preparing the student on paper writing and thesis production.

Course Number: THA 5XXX

Course Title: Script Analysis

Credits: 3

Frequency of Offering: Summer

Prerequisites: none

Course Description:

This course introduces analytical skills, a shared vocabulary, and techniques for interpreting the dramatic text for the purposes of staging and performance.

Course Number: THA 5XXX  
Course Title: History and Criticism I  
Credits: 3  
Frequency of Offering: Fall  
Prerequisites: none  
Course Description:

A survey of plays, playwrights, actors, productions, and the major works of dramatic theory and criticism, with emphasis on theories of theatrical performance from Aristotle through 18<sup>th</sup>-Century Neoclassicism.

Course Number: THA 6XXX  
Course Title: History and Criticism II  
Credits: 3  
Frequency of Offering: Spring  
Prerequisites: History and Criticism I  
Course Description:

A survey of plays, playwrights, actors, productions, and the major works of dramatic theory and criticism, with emphasis on theories of theatrical performance from the 18<sup>th</sup> Century to the present.

Course Number: THA 5XXX  
Course Title: Graduate Seminar I  
Credits: 3  
Frequency of Offering: Fall  
Prerequisites: none  
Course Description:

This course explores the collaborative analysis of specific challenges in theatrical design, technical execution, or performance techniques for theoretical productions.

Course Number: THA 6XXX  
Course Title: Graduate Seminar II  
Credits: 3  
Frequency of Offering: Spring  
Prerequisites: Graduate Seminar I  
Course Description:

This course further explores the collaborative analysis of specific challenges in theatrical design, technical execution, or performance techniques for theoretical productions.

6. TOTAL CREDITS in proposed program: 30

## Part IV: Budget Considerations

### 1. Expenditures for the proposed program:

	Year One (AY 2013-14)	Three Years Out (AY 2016-17)
Faculty	\$31,000	\$115,000
admin/ other staff	0	0
facilities/ equipment	0	10,000
library/ other materials	2,000	4,000
other costs#	3,000	3,000
#Marketing program		
<b>TOTAL COSTS:</b>	<b><u>\$36,000</u></b>	<b><u>\$132,000</u></b>

### 2. Revenue/ sources to meet new expenditures

	Year One	Three Years Out
Tuition:	IS \$66,960	IS \$122,760
	<u>OS \$33,408</u>	<u>OS \$91,870</u>
	\$100,368	\$214,630
reallocation:		
other sources:		
<b>TOTAL REVENUES:</b>	<b><u>\$100,368</u></b>	<b><u>\$214,630</u></b>

Projected amount of Faculty salaries is based on teaching overloads for full and part time faculty for all 30 credits of the graduate program. The three years out number is based on the intended addition of a full-time faculty line in theater.

Tuition figures are based on \$11,160 for in-state and \$16,704 for out-of-state students. Three years out figures include an assumed 10% increase in tuition from the AY 2013-14 base year.

## Part V: Enrollment, Marketing and Public Relations Considerations

### 1. Projected enrollment for new program:

Year One	8	Three Years Out	15
full-time	8		15
part-time			
in-state	6		10
out-of-state	2		5

Describe how you arrived at these projections:

Theater Arts faculty polled current students in the Castleton Theater Arts Department to gauge interest in a potential program such as this. The one-year projections above reflect the current demographic of Theater Department students. Most are in state, while some are from other areas. The three-year projections are based on the assumption that both undergraduate and graduate theater enrollments grow and that we can be more selective in our admissions.

## 2. Describe the marketing strategies for the new program.

Marketing strategies need to be developed to target current Castleton Theater students, theater students at other regional institutions, and alumni.

For the Castleton theater undergraduate, word of mouth is an important method of marketing. Castleton theater students will probably comprise the highest percentage of graduate students. Word of mouth for the graduate program begins with the recruitment of high quality students during their secondary education. The existence of a masters program may attract more students to the Castleton undergraduate level. Students may select Castleton with the thought that they may stay an extra year and earn their Master's.

Castleton should advertise the program on websites, radio, newspapers, theater periodicals and social media. Ads should be placed in regional newspapers from Burlington to Albany, as well as *ArtSearch* and *American Theater* magazines. Current theater faculty should contact department chairs of theater programs in the region to inform them of the new program, and ask if they will discuss the program with their current students.

Theater faculty will contact recent alumni from the undergraduate program to inform them of the new graduate program. Announcements of the new program should also be included in alumni correspondence.

### 3. Competition:

#### a) in state and region

Castleton's program would be the only one of its type in Northern New England. Massachusetts has some graduate programs, but most offer Master of Fine Arts degrees, not Master of Arts degrees. Emerson College offers a Master of Arts in Theater Education, a program that Castleton would not offer.

New York has a few Master of Arts in Theater programs. The nearest programs in proximity to Castleton have been included here.

Vermont	No Master of Arts in Theater program exists
New Hampshire	No Master of Arts in Theater program exists
Maine	No Master of Arts in Theater program exists
Massachusetts	U Mass Amherst (123 miles) - MFA, Theater Brandeis University, Waltham, MA (193 miles) - MFA, Acting, Design Boston University, Boston, MA (189 miles) - MFA, Directing; Costume, Lighting, Scenic Design Emerson College, Boston, MA (198 miles) - MA, Theater Education
New York	SUNY New Paltz, New Paltz, NY (161 miles) - MA, MFA, Fine and Performing Arts SUNY Binghamton, Vestal, NY (223 miles) - MA, Theater

#### b) web-based

Theater is collaborative, and as such the vast majority of graduate degrees in theater are residential. Castleton's Master of Arts program would focus on theater production, and would necessarily be residential. The nearest online program is through Goddard College. Goddard offers an MFA in Interdisciplinary Arts, and is a low-residency program.

### 4. How the program will impact enrollments in existing programs at the College:

The addition of a Master of Arts in Theater should increase the number of students selecting Castleton for their undergraduate education in theater. This will have a positive impact on the department. The addition of theater students should not negatively affect enrollments of other academic departments at Castleton.

### 5. How the program will impact enrollments in existing programs at other VSC colleges:

Johnson State College is the only other VSC institution with an undergraduate program in theater. The addition of a Master's in Theater at Castleton may increase the potential for Castleton to attract students who may otherwise have attended Johnson State College. But just as likely is the scenario in which a student would attend Johnson for their undergraduate degree, and attend Castleton for their Master's. And it is possible that the addition of a Master's in Theater program at Castleton could assist Johnson State College with recruiting efforts.

6. How the program will impact existing and/ or future external relations:

The Master of Arts in Theater will impact relations in a number of ways. The addition of a Master's will require the addition of theater productions, contributing to the area and regions cultural base. More theater will provide a greater cultural visibility for the region. Local community members will have significantly greater opportunities to attend arts and cultural events on campus, contributing to local/college relations. The addition of graduate students will positively affect theater quality, attitude, professionalism, and commitment.

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Castleton State College  
Master of Arts Degree in Theater

- WHEREAS, Castleton State College proposed a Master of Arts Degree in Theater; and
- WHEREAS, The M.A. in Theater is designed to be an extension of the undergraduate program in theater; and
- WHEREAS, The degree will provide students the opportunity for further detailed study in theatre; and
- WHEREAS, The degree will help prepare students for careers as theatre artists as well as for the possibility for further academic study in theatre; and
- WHEREAS, Castleton State College has developed a budget to deliver the program based on conservative enrollment projections; and
- WHEREAS, The Board Education, Personnel, Student Life Committee reviewed this proposal in accordance with Policy 102 and recommends it to the full Board for approval; therefore, be it
- RESOLVED, That the VSC Board of Trustees authorizes Castleton State College to offer a Master of Arts Degree in Theater as of this date, April 4, 2013.

April 4, 2013



3. CSC Final Program Proposal: Master of Music Education

Castleton State College proposes a Master's Degree in Music Education. The program would be a one-year, 30-credit degree with three variables: 4+1; BA Music to MME with Vermont State teaching certification in Pre K-12 Music; and continuing education for in-service educators. No college or university in Vermont currently offers a MME degree. The addition of this degree will strengthen Castleton's undergraduate program and attract new students with an interest in obtaining a master's degree prior to teaching.

**STATE COLLEGES NEW PROGRAM PROPOSAL**  
Final Proposal Form

**Part I: General Information**

1. Institution: Castleton State College
2. Name of new program: Master of Music—Music Education
3. a) Individual(s) with responsibility for program development:  
Sherrill Blodget, Glenn Giles, Charles Madsen, Matthew Smith  
b) Academic Department(s): Department of Music
4. a) Date of Final Proposal: March 7, 2013  
b) Proposed start date of program: Summer 2014
5. Title of degree to be conferred (if applicable): Master of Music Education (MME)
6. Brief description of proposed program (150 words or less):
  - One year, 30-credit degree with three variables: 4+1, BA Music to MME, Continuing education for in-service educators.
  - 10 courses, some new / some dual level
  - The addition of this degree will strengthen our undergraduate program and attract new students with an interest in obtaining a Masters degree prior to teaching.

**Part II: Rationale**

1. How the program will strengthen the College (refer to institutional mission, institutional priorities and existing institutional programs):
  - The MME is aligned with the mission of Castleton State College, furthers institutional strategic planning and priorities, and complements existing programs.
  - The program provides a clear and viable career path for graduates. Graduates will have met the educational requirements for Vermont State Education Licensure (two year certification track). The MME degree not only helps the student to obtain employment, but also increases salary potential.
  - In keeping with the college mission to prepare students for further academic study, the MME is designed to prepare students for a profession that requires lifelong learning and continuing professional education.
  - The MME prepares students for entry into music doctoral programs

- The MME strengthens the financial stability and health of the college by attracting students not only from Vermont, but also from surrounding states; it is projected to make a positive overall financial contribution to the college.
- The MME serves as a complement to, and an extension of, the undergraduate music program. In addition, a master's program enhances the image and the prestige of the Castleton State College Department of Music by complementing other concentrations available in the department.
- Our graduate assistant has historically been under the education department. The MME will foster a true student assistantship in the music department.
- The MME program will attract in-service educators with summer and evening course offerings (presently Vermont music educators are forced to take MME courses out of state, causing school district continuing education dollars to be spent out of state.)

2. Specific educational and/ or employment need(s) to be addressed (attach documentation of need):

- No college or university in Vermont currently offers a Masters of Music Education
- The MME serves undergraduate students with a 4+1 BME/MME program
- The MME program will provide opportunities for continuing education credits for in-service teachers

3. How the program will strengthen the System (consider existing programs throughout the VSC, describe any collaboration with other VSC colleges or organizations in planning or delivering this program, indicate specific benefits to the State of Vermont):

- No program of this type exists in the VSC system.
- Vermont College of Fine Arts has an MFA in music composition, Bennington College has an MFA in performing arts, and no other colleges offer any masters degree in music.
- The possibility exists for students completing their BA at Johnson and Lyndon to enter the proposed Castleton program resulting in an MME with state teaching certification.

### **Part III: Program Description**

1. Specific program objectives, including career and learning outcomes for students:

- The MME program will develop advanced, essential knowledge in curriculum development, assessment of music learning, philosophy of music education and research methodology.
- The MME program will provide reaccreditation and promotion opportunities for in-service music educators.
- The MME will offer graduates increased employment opportunities

2. How the program will integrate professional, liberal and career study:

- MME students must have earned a bachelors degree in music, which traditionally includes studies in the liberal arts.

- The MME program curriculum focuses on professional development in music teaching pedagogy.

3. How the program will assess its effectiveness in achieving student learning outcomes:

- The MME program will evaluate the student's ability to analyze and synthesize material through a capstone project, which will include one of the following formats; a thesis or practicum in music education.
- MME students will be required to complete comprehensive oral exams as a degree requirement.
- The MME program will develop and implement a graduate survey to evaluate graduates success in job or advanced degree placements.

4. Relation of program to external entities, if any (e.g., accreditation agencies, partnership organizations, State agencies):

- The Vermont State Department of Education has approved our programs for PreK – 12 music certification.

5. Program outline; include brief descriptions of all new courses:

<u>course (name and number)</u>	<u>credits</u>	<u>new or existing?</u>
Summer:		
MUS 5XXX Philosophy/Current Issues in ME	3cr	new
MUS 5XXX Research Methods in ME	3cr	new
MUS 5XXX Curriculum Development in ME	3cr	new
MUS 5XXX Topics in Music	3cr	new/existing
Fall:		
MUS 5XXX Assessment of Music Learning	3cr	new
MUS 5XXX Graduate Seminar	3cr	new
MUS 5XXX Topics in Music	3cr	new/existing
Spring:		
MUS 5XXX Topics in Music	3cr	new
MUS 5XXX Topics in Music Theory	3cr	new/existing
MUS 7XXX Capstone Project	3cr	new
Or		
MUS 7XXX Masters Thesis	(3cr)	new
Total:	30cr	

Course Descriptions:

Course Number: MUS 5XXX  
Course Title: Philosophy/Current Issues in Music Education  
Credits: 3  
Frequency of Offering: Summer  
Prerequisites: None  
Course Description:

This course is a study of various rationales and approaches to music education, including the examination of recent trends and issues in music education.

Course Number: MUS 5XXX  
Course Title: Research Methods in Music Education  
Credits: 3  
Frequency of Offering: Summer  
Prerequisites: None  
Course Description:

Topics covered include: an introduction to research design, research methodology, statistical analysis, and qualitative analysis. Students will become adept at using standard reference materials and electronic resources for Music and Music Education.

Course Number: MUS 5XXX  
Course Title: Curriculum Development in Music Education  
Credits: 3  
Frequency of Offering: Summer  
Prerequisites: none  
Course Description:

This course will focus on the study and preparation of curriculum and the various components (including) philosophy, goals, objectives, best practices, resources, and unit(s) of study appropriate to one's teaching emphasis.

Course Number: MUS 5XXX  
Course Title: Assessment of Music Learning  
Credits: 3  
Frequency of Offering: Fall  
Prerequisites: none  
Course Description:

This course examines current research, trends and thought on assessment in music education.

Course Number: MUS 5XXX  
Course Title: Topics in Music  
Credits: 3  
Frequency of Offering: Summer, Fall, Spring  
Prerequisites: None

Course Description:

These courses are the strength/focus of the MME program at Castleton. The master's candidate is able to direct their program to their individual interest(s). Topics courses can be in music areas such as; theory, history, world cultures, conducting and performance ensembles. These courses will include Castleton's ongoing graduate summer opportunities in music such as; KOSA, The Vermont Midi Project and the new (2014) CSC/Burlington Ensemble Chamber Music Summer Institute.

Course Number: MUS 5XXX  
Course Title: Graduate Seminar  
Credits: 3  
Frequency of Offering: Fall  
Prerequisites: None

Course Description:

This seminar will explore contemporary topics in Music Education. It will include guest lectures, group discussion, and presentations. Course content will be structured to stimulate the master's candidates in selecting, researching and producing their Capstone or Thesis "proposal".

Course Number: MUS 7XXX  
Course Title: Capstone Project  
Credits: 3  
Frequency of Offering: Spring  
Prerequisites: Graduate Seminar

Course Description:

The Capstone Project is the scholarly construction and presentation of a culminating research project. It is a three (3) credit course/project that the student will register for in the final semester of their degree program. All Capstone Projects will require a "proposal" to be developed and approved by the candidate's advisor and/or 'primary reader' prior to registration for the course. Capstone candidates will conceptualize, propose, and undertake a project that is intended to substantively contribute to the body of knowledge in the field of Music Education

Course Number: MUS 7XXX  
 Course Title: Master's Thesis  
 Credits: 3  
 Frequency of Offering: Spring  
 Prerequisites: Graduate Seminar  
 Course Description:

The Master's Thesis is a scholarly construction and presentation of a culminating research project. A "proposal" is required to be developed and approved by the candidate's advisor and/or 'primary reader' prior to registration for the thesis. The "proposal" may be developed in consultation with the candidate's advisor or 'primary reader' prior or during Graduate Seminar (MUS 6XXX).

6. TOTAL CREDITS in Proposed Program: 30

#### Part IV: Budget Considerations

1. Expenditures for the proposed program:

	<u>Year One</u>	<u>Three Years Out</u>
Faculty	\$ 45,000*	\$ 127,000^
	*part-time and overload salaries	^new hire + reduced part-time and overload salaries
admin/ other staff	0	20,000
facilities/ equipment	0	0
library/ other materials	5,000	10,000
other costs#	3,000	
#(Marketing program)		
<b>TOTAL COSTS:</b>	<b><u>\$ 53,000</u></b>	<b><u>\$157,000</u></b>

2. Revenue/ sources to meet new expenditures

	<u>Year One</u>	<u>Three Years Out</u>
Tuition:	\$ 78,048	\$ 196,258
reallocation:	10,000+	5,000+
+(For partnership with Burlington Ensemble)		+(For partnership with Burlington Ensemble)
other sources:	0	5,000°
		°(From partnership with Burlington Ensemble)
<b>TOTAL REVENUES:</b>	<b><u>\$ 88,048</u></b>	<b><u>\$206,258</u></b>

Tuition figures are based on \$11,160 for in-state and \$16,704 for out-of-state students. Three years out figures include an assumed 10% increase in tuition from the AY 2013-14 base year. **Part V: Enrollment, Marketing and Public Relations Considerations**

1. Projected enrollment for new program:

	<u>Year One</u>	<u>Three Years Out</u>
full-time	6	14
part-time	0	0
in-state	4	10
out-of-state	2	4

Describe how you arrived at these projections:

- Based on need
- Discussions with alumni
- Discussions with current music educators seeking graduate course work
- Conversations with prospective students at conferences

2. Describe the marketing strategies for the new program.

- National, state and regional conferences such as ACDA, NAFME, All State Festivals
- Castleton 4+1 program for current students
- In service summer programming such as KOSA, Vermont Midi Project, Burlington Ensemble

3. Competition:

- a) in state and region: Castleton MME will be the only program of this kind available in Vermont.
- b) web-based: Out of state web-based MME programs do exist, we will market benefits of residential program.

4. How the program will impact enrollments in existing programs at the college:

The addition of a Master of Music Education should increase the number of students selecting Castleton for their undergraduate education in music. This will have a positive impact on the department. The addition of the MME program to the Theater, Education and Accounting graduate programs will enhance the reputation of Castleton as a provider of graduate education. The two year state certification MME program will likely be of interest to BA Music graduates at Johnson, Lyndon and other colleges/universities who have decided to use their musical talents in public school education.

5. How the program will impact enrollments in existing programs at other VSC colleges:

The Master in Music Education program at Castleton should articulate well with the undergraduate program at Johnson. The program might well increase enrollment in the



undergraduate program at Johnson as well as Castleton knowing there is an option for a masters degree in Music Education within the state college system.

6. How the program will impact existing and/ or future external relations:

The Master of Music Education will further the reputation of Castleton as an excellent choice for training in music education. The track for in-service music educators will create a group of teachers in the greater area schools who can advocate for their students to attend Castleton as undergraduates. The addition of graduate students will raise the overall level of academic expectation and achievement for all students in the music department.

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Castleton State College  
Master of Music Education Degree

- WHEREAS, Castleton State College proposed a Master of Music Education (M.M.E.); and
- WHEREAS, The M.M.E. degree serves as a complement to, and an extension of, the undergraduate music program; and
- WHEREAS, The addition of this degree will strengthen Castleton’s undergraduate program and attract new students with an interest in obtaining a master’s degree prior to teaching; and
- WHEREAS, No college or university in Vermont currently offers a M.M.E. degree; and
- WHEREAS, Castleton State College has developed a budget to deliver the program based on conservative enrollment projections; and
- WHEREAS, The Board Education, Personnel, Student Life Committee reviewed this proposal in accordance with Policy 102 and recommends it to the full Board for approval; therefore, be it
- RESOLVED, That the VSC Board of Trustees authorizes Castleton State College to offer a Master of Music Education as of this date, April 4, 2013.

April 4, 2013

## B. ITEMS FOR INFORMATION AND DISCUSSION

### 1. CCV Preliminary Proposal: Associate of Science in STEM Studies

The Community College of Vermont proposes an Associate of Science degree in STEM Studies which will prepare students for transfer to a variety of STEM (science, technology, engineering and math) baccalaureate programs or for immediate employment in advanced technician positions that require strong mathematics, technology, and science skills. This program will include 36 credits distributed among science, technology, and mathematics with the opportunity for students to focus in one of these areas: physical science, life science, or pre-engineering. Most courses in this degree program are existing courses in the College's curriculum. The program will be built in collaboration with 4-year colleges and Vermont employers to assure a design that prepares students for the workforce and seamless transfer to relevant baccalaureate programs.

**VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL**  
Preliminary Proposal Form

**Part I: General Information**

1. Institution: Community College of Vermont
2. Name of new program: STEM Studies
3. a) Individual(s) with responsibility for program development:

Linda Gabrielson, Academic Dean; Darlene Murphy, Associate Academic Dean

b) Academic Department(s): Science

4. a) Date of Final Proposal: May 2013
- b) Proposed start date of program: Spring 2014

5. Title of degree to be conferred (if applicable): STEM Studies (A.S.)

6. Brief description of proposed program (150 words or less):

The Community College of Vermont proposes an Associate of Science degree in STEM Studies which will prepare students for transfer to a variety of STEM (science, technology, engineering and math) baccalaureate programs or for immediate employment in advanced technician positions that require strong mathematics, technology, and science skills. This program will include 36 credits distributed among science, technology, and mathematics with the opportunity for students to focus in one of these areas: physical science, life science, or pre-engineering. Most courses in this degree program are existing courses in the College's curriculum. The program will be built in collaboration with 4-year colleges and Vermont employers to assure a design that prepares students for the workforce and seamless transfer to relevant baccalaureate programs.

**Part II: Program Rationale**

1. How the program relates to institutional mission, furthers institutional strategic planning and priorities, and complements existing institutional programs:

One of the primary goals of the VSC strategic plan is to support specific economic sectors identified as important for the economic vitality of the State. As identified in the governor's recent state of the state address there is demand by employers throughout Vermont for employees with strong science, math, and technology skills. To this end, the governor charged the Vermont State Colleges to prepare Vermonters for these positions. Anthony Carnevale at Georgetown University's Center on Education and the Workforce forecasts that Vermont will demand a total of 16,240 STEM skilled employees by 2018, up from 14,670 such positions in 2008; this represents an 11% increase. Carnevale also predicts that 87% of these jobs will require postsecondary education and training.

The Community College of Vermont's mission states that the College "supports and challenges all students in meeting their educational goals through an abiding commitment to access,

affordability, and student success.” With roughly 40% of incoming students requiring developmental education in mathematics and the College’s strong commitment to a curriculum that meets students at their presenting skill level, CCV is well positioned to provide a continuum of courses that leads to associate degree level preparation in math, science, and technology fields.

On a national scale, President Obama continues to draw attention to the need for an empirical increase in citizens prepared with strong STEM skills. As recently at his 2013 state of the union address, he prioritized this work by recommending a reward system for educational institutions that provide high quality STEM programs.

## 2. Student market to be served (new or currently under-served):

Target markets to be served by this program include: (1) new students interested in careers in STEM related fields; (2) high school and career and technical center students through dual enrollment educational pathways that provide college level offerings; (3) students interested in changing careers including post-baccalaureate retraining opportunities and (4) students interested in obtaining a degree at CCV and transferring to another institution’s baccalaureate program in STEM focused areas.

Projected enrollment for this new program is shown below:

	<u>Year One</u>	<u>Three Years Out</u>
full-time	5	13
part-time	30	77
in-state	34	86
out-of-state	<u>1</u>	<u>4</u>
Total Enrollment	35	90

In general, 15% of students at CCV are full-time and 85% are part-time. In-state students at CCV make up 96% of the student population and 4% come from out of state.

## 3. State need(s) to be served:

One of the VSC strategic goals is to continue to support the success and growth of Vermont employers and entrepreneurs. With the announcement of the Northeast Kingdom’s Development Initiative which includes the Korean bio-tech firm AnC BIO and the German energy efficient window manufacturer, Menck Window Systems, developing a presence in Newport with assurances that each will hire Vermonters, there is a regionally focused need to educate a workforce with STEM skills.

The Bureau of Labor Statistics provides the following 2011 annual median salaries in Vermont for some sample occupations: Robotics Technician, \$60,040; Biological Technicians \$34,910; Civil Drafters \$41,590; and Health Technologists and Technicians, \$43,060.

4. How the program benefits the State of Vermont, furthers VSC strategic planning priorities, and relates to existing VSC programs:

A STEM Studies degree program would have the unique advantage of providing statewide access through CCV's 12 academic centers and the center for online learning. By providing pathways into diverse STEM focused areas, the degree will provide entry level career opportunities within rapidly expanding sectors of Vermont's, and the nation's, economy. The program will also allow more flexibility and STEM content specificity than current CCV degree programs to provide transfer opportunities to bachelor's programs at other VSC institutions and other Vermont institutions of higher education. Through a required internship, students will have an opportunity to connect with businesses throughout Vermont, further raising awareness of the quality program provided by CCV and the VSC.

### **Part III: Resource Considerations**

Preliminary cost/benefit analysis, including whether the program will be supported by a reallocation of existing resources or will require new resources:

Expected expenditures for the proposed program are as listed below:

#### faculty

All faculty members at CCV are hired on a part-time basis. The current rate of pay is \$3,390 for a 3-credit course. For several years now, CCV faculty has received a 2-3% increase in pay and we predict a similar increase in pay each year to 2016 if enrollment continues to grow.

#### admin/other staff

No additional costs of administration will be associated with this program as it will reside within the Science department of the College.

#### facilities/equipment

No new equipment will be required. We will explore collaboration with career and technical centers for any equipment needed for a new course such as basic electronics.

#### library/other materials

Many resources and databases already exist in the VSC libraries to support this program.

#### other costs

No additional costs are required with the exception of an increase in faculty pay based on enrollment and the purchase of some consumable supplies related to lab science courses.

Total costs are budgeted based on CCV's class size average of 12.5 students per course. Offerings in this program will be consistent with that practice which yields a break-even financial base. While no new costs will be incurred, net revenue will result for classes with more than 13 students. Any start-up supply costs for this program will come from CCV's Perkins grant.

## 2. CSC Preliminary Proposal: Master of Arts in Mathematics Education

Castleton State College is proposing a Master of Arts in Mathematics Education program. The addition of this program will provide an opportunity for in-service teachers to continue their pursuit of a Master's degree in mathematics education. Preliminary indications, based on contacts in the schools, indicate that there is significant need for a program like this one. This program also will offer the opportunity for graduates from other institutions to obtain a Master's degree soon after obtaining a Bachelor's degree at a convenient location within the state.

This proposed degree is designed to be a 36-credit one-year Master's degree. This program bridges the gap between mathematics and mathematics education theory and practice and prepares teachers for instructional leadership as master teachers of mathematics. The program extends the professional competence of mathematics teachers through an in-depth study of mathematics and mathematics teaching and learning.

## VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL Preliminary Proposal Form

### Part I: General Information

1. **Institution:** Castleton State College
2. **Name of new program:** Master's Degree in Education with specialization in Mathematics
3. **a) Individual(s) with responsibility for program development:**  
Dale Kreisler, Mathematics Professor & Department Chair
- b) Academic Department(s):** Education & Mathematics
4. **a) Date of Final Proposal:** February 28, 2013
- b) Proposed start date of program:** Spring 2014
5. **Title of degree to be conferred (if applicable):** Master's Degree in Education with a specialization in Mathematics (MA.MATED)
6. **Brief description of proposed program (150 words or less):**

This proposed Master's Degree is designed to be a 36-credit one-year Master's degree. This program bridges the gap between mathematics and mathematics education theory and practice and prepares teachers for instructional leadership as master teachers of mathematics. The program extends the professional competence of mathematics teachers through an in-depth study of mathematics and mathematics teaching and learning.

The program consists of 15 – 18 credits in graduate courses in education and 18 – 21 credits in graduate courses in mathematics. It is designed to be an extension of the undergraduate program in elementary and secondary mathematics, providing students the opportunity for further detailed study in those areas. In addition to obtaining a masters degree with specialization in mathematics students in this program also gain a solid knowledge of advanced mathematics, excellent teaching skills, and modern approaches to pedagogy.

In our math for teaching courses, we revisit standard elementary- middle- and high-school topics in a more detailed way than one would experience in a traditional math course. Our classes will often feature discussions and activities based on familiar themes, peeling apart the math to consider fundamental details that are hidden behind the scenes.



## **Part II: Program Rationale**

### **1. How the program will strengthen the College (refer to institutional mission, institutional priorities and existing institutional programs):**

The Mathematics Department strives to meet the mission of Castleton State College and the Vermont State Colleges. This program prepares individuals to be knowledgeable, creative problem-solvers and engaged citizens in the community.

The proposed Masters in Education with a specialization in Mathematics supports Castleton's institutional mission and priorities, and enhances the existing undergraduate mathematics program.

Part of Castleton's mission is to prepare students for meaningful careers and further academic pursuits. Additionally, a primary goal of the mathematics undergraduate mission statement is to "prepare students for professional careers and/or graduate pursuits in mathematics." This Master's Degree will continue this mission and aid students in developing a stronger understanding of mathematics through more advanced study of its history and professional practices.

This Masters Degree will complement the undergraduate degree in many ways. This program is, first and foremost, a Mathematics Master's program. It therefore involves taking a number of graduate level mathematics courses. It will provide significantly more than the background needed to teach.

### **2. Specific educational and/ or employment need(s) to be addressed (attach documentation of need):**

We have created a program that encourages elementary- middle- and high-school teachers to revisit and explore the mathematics that is necessary to be effective in the classroom. Mathematics teachers need to know more than just the results and the formulas that come up in mathematics classes. They need to know why things work the way they do, where the formulas come from, and what properties are involved in proofs of mathematical results.

By covering mathematics from these angles, our degree candidates will find more than one correct way of solving a given problem, helping them explain complicated topics to students who try to solve problems from various perspectives and may otherwise get lost, frustrated, and confused. The program can be described as one that studies familiar topics from a sophisticated point of view.

Most candidates in our program will be teachers with some experience, but we welcome students who are considering the profession. Our candidates benefit from studying a range of mathematical topics and exploring these subjects from a student's perspective. Through our program, aspiring and experienced teachers expand their mathematical confidence in the classroom and are ultimately made more effective as mathematics teachers.

In addition to courses in number sense, geometry, probability, and analysis, we also offer several classes in topics such as graph theory and history of mathematics. In these, the burden is placed on participants in the classes to discover and invent much of the math content and how it applies in the classroom. These courses encourage inquiry-based learning, allowing current and aspiring teachers to consider firsthand how these approaches work and how they can incorporate elements in their own teaching.

Technologically savvy educators are in high demand in schools that are desperately trying to enhance their classrooms without breaking the budget. During the course of your mathematics education degree at Castleton, participants become familiar with a range of ways to improve their classrooms and advance their careers.

**3. How the program will strengthen the System (consider existing programs throughout the VSC, describe any collaboration with other VSC colleges or organizations in planning or delivering this program, indicate specific benefits to the State of Vermont):**

The addition of this program will provide an opportunity for in-service teachers to continue their pursuit of a Master's degree in mathematics education. Our preliminary indications, based on our contacts in the schools, indicate that there is significant need for a program like this one. This program also will offer the opportunity for graduates from other institutions to obtain a Master's degree soon after obtaining a Bachelor's Degree at a convenient location within the state..

### **Part III: Resources Considerations**

**1. Preliminary cost/ benefit analysis, including whether the program will be supported by a reallocation of existing resources or will require new resources.**

This Master's Degree will continue to utilize our existing faculty. Currently, our department has five full-time faculty members with significant expertise in mathematics-education, applied mathematics, and theoretical mathematics. We have conducted surveys of in-service teachers and current students to determine the interest level for future enrollment in a program like the one we are proposing. Based on the results of our surveys, if our predictions for enrollment increases in the undergraduate programs in mathematics and the Master's Degree are accurate, we may have need for an additional full-time faculty member in the mathematics department in the future.

### 3. Preliminary Discussion on Academic Performance Indicators

The committee will have a preliminary discussion of the performance indicators that would be useful in the future. The current format and content of the 2012 Performance Indicators are included in the committee's materials and will serve as a starting point for the discussion.

#### 4. Revision to VSC By-Laws

The By-Laws of the Vermont State Colleges define the annual meeting of the Board as the “June meeting” and establish that the schedule for future Board meetings is adopted at the first meeting of the fiscal year, which has been, in recent years, the annual Board retreat meeting.

Trustee Moore, as chair of the Board of Trustees, recommends that the By-Laws be revised to provide more flexibility in the date for the annual meeting and to allow advanced planning of the calendar through an annual retreat.

The proposed changes are as follows:

##### ARTICLE II – MEETINGS

Section 1. Meetings - The Board of Trustees shall hold a minimum of six regularly scheduled meetings during the course of each fiscal year. The annual meeting of the Board shall be the last regular meeting of the fiscal year. ~~June meeting.~~ Following each annual meeting, the Chair of the Board shall propose a planned schedule of regular meetings for next the fiscal year and the first two meetings of the following fiscal year. At its first regular meeting of the new fiscal year, the Board shall adopt a schedule of its regular meetings for the remainder of the fiscal year and for the first two regular meetings in the following fiscal year. Changes in the scheduled meetings of the Board may be made and special meetings of the Board may be called for other times by the Chair or by any four members of the Board.

The following resolution reflects these changes.

VERMONT STATE COLLEGES  
BOARD OF TRUSTEES  
RESOLUTION

Revision of By-Laws: Article II, Section 1  
Definition of Annual Meeting of the Board

- WHEREAS, Article II, Section 1 of the By-Laws of the Vermont State Colleges provides that “the annual meeting of the Board shall be the June meeting;” and
- WHEREAS, Article II, Section 1 further provides that the “Chair of the Board shall cause to be published in July the planned schedule of meetings for the fiscal year;” and
- WHEREAS, The experience of the Board has been that the final regular meeting of a fiscal year may be in a month other than June; and
- WHEREAS, The Board may chose to have the first regular meeting of a fiscal year as early as July; and
- WHEREAS, The Board and the Colleges would benefit from somewhat longer notice of future meetings; therefore, be it
- RESOLVED, That Article II, Section 1 is amended to read as follows:

ARTICLE II – MEETINGS

Section 1. Meetings - The Board of Trustees shall hold a minimum of six regularly scheduled meetings during the course of each fiscal year. The annual meeting of the Board shall be the last regular meeting of the fiscal year. Following each annual meeting, the Chair of the Board shall propose a planned schedule of regular meetings for next the fiscal year and the first two meetings of the following fiscal year. At its first regular meeting of the new fiscal year, the Board shall adopt a schedule of its regular meetings for the remainder of the fiscal year and for the first two regular meetings in the following fiscal year. Changes in the scheduled meetings of the Board may be made and special meetings of the Board may be called for other times by the Chair or by any four members of the Board.

May 4, 2013

## 5. Academic Retreat Update

On May 22, 2013, Vermont State Colleges faculty and staff will gather at VTC Randolph campus for this year's Academic Retreat, **A New Era of Higher Ed: *Evolution and Revolution***. Traditionally, this retreat is an occasion to share best teaching practices and research within the Vermont State Colleges and to promote thinking on an important topic in higher education. Our theme this year will focus on the significant changes that higher education has faced in the last half of a decade and the challenges and opportunities these factors hold for learning. In this EPSL meeting, CAO Howell will provide updates on the keynotes, request for proposals, and other elements of the retreat that will ensure a successful learning experience for the community.

## 6. Overview of Current State of VSC Online Education

A report from Eric Sakai, chair of the recently reactivated VSC Teaching and Learning Technologies (TLT) Group. Topics in this report include online and hybrid course offerings at each of the five colleges; plans for courses and programs to be delivered online; usage data for the VSC's Moodle learning management system; system collaboration for support of online learning at the VSC. In addition, Eric will report briefly on results of the national eTextbook pilot study in which CCV and CSC participated last fall.