

OFFICE OF THE CHANCELLOR

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VERMONT STATE COLLEGES

CASTLETON STATE COLLEGE
COMMUNITY COLLEGE OF VERMONT
JOHNSON STATE COLLEGE
LYNDON STATE COLLEGE
VERMONT TECHNICAL COLLEGE

March 27, 2014

MEMORANDUM

TO: Board of Trustees
Vermont State Colleges

FROM: Gary W. Moore, VSC Board of Trustees
Timothy J. Donovan, Chancellor

SUBJECT: Notice of VSC Board of Trustees Meeting



Attached are the materials for the Board of Trustees meeting next Thursday, April 3, 2014 at 3:00 p.m. at Vermont Technical College, in the Langevin House, 539 Furnace Street, Randolph Center, VT.

Directions to Langevin House at Vermont Technical College:

Take I-89 to Exit 4. On the exit ramp, go up the hill and away from the McDonald's/Mobil (watch for signs to VTC). Travel one mile to the intersection that brings you to campus, at which you have the right-of-way. Bear left here, and then make the first right onto Furnace Street. Follow this to the end and turn right onto the dirt road that will take you to the Langevin Farmhouse.

Enter the conference room at the far end of the building. For meeting rooms, enter at the porch and look for the room numbers above the individual rooms.

We look forward to seeing everyone next Thursday.

cc: Council of Presidents

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

**April 3, 2014, 10:00 a.m.
Vermont Technical College, Langevin House, Randolph, VT**

AGENDA

A. ITEMS FOR DISCUSSION AND ACTION

1. Approval of Minutes February 12, 2014 Meeting
2. Policy 102 Final Program Proposals: Castleton State College
 - a. Bachelor of Science, Chemistry
 - b. Master of Arts, Arts Administration
 - c. Master of Arts, Athletic Leadership

B. ITEMS FOR INFORMATION AND DISCUSSION

1. CSC: Preliminary Proposal: Bachelor of Arts, Women's and Gender Studies
3. VSC Performance Indicators Proposal
4. VSC Academic Retreat Update

A. ITEMS FOR DISCUSSION AND ACTION

1. Approval of Minutes of the February 12, 2014 Education, Personnel and Student Life Committee Meeting

The EPSL Committee met on Wednesday, February 12, 2014 at the Chancellor's Office in Montpelier, Vermont.

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

EPSL Committee members present: Lynn Dickinson, Kraig Hannum, Karen Luneau (Vice-Chair), Heidi Pelletier (Chair), and Colin Santee.

Absent: Bill Lippert, Jim Masland

Other trustees present: Jerry Diamond, Gary Moore

From the Chancellor's Office: Tim Donovan, Chancellor; Annie Howell, CAO; Bill Reedy, Vice President & General Counsel; Tom Robbins, Vice President & CFO; Dan Smith, Director of Community Relations and Public Policy

College Presidents: Joe Bertolino, Phil Conroy, Joyce Judy, Barbara Murphy, Dave Wolk

Guests: Tess Conant, President, PAT-SUP

Chair Pelletier called the meeting to order at 6:15 p.m.

A. ITEMS FOR DISCUSSION AND ACTION

1. Approve Minutes from December 4, 2013

Trustee Hannum moved and Trustee Santee seconded a motion to adopt the minutes of the December 4, 2013 EPSL Committee meeting. The minutes were approved by the committee.

2. Decision on Status of Programs Eligible for Policy 109 in 2013

Trustee Luneau moved and Trustee Hannum seconded a motion to approve the resolution Decision on Status of Programs Eligible for Policy 109 in 2013.

Chair Pelletier, CAO Howell and Chancellor Donovan introduced Policy 109 as the companion academic policy to Policy 101. Whereas Policy 101 reviews academic programs for continuous improvement on a 5-year cycle, Policy 109 reviews programs that have been triggered by low enrollment as defined in the committee materials. Presidents and academic deans often review these programs with the following understandings:

- A) the program is integral to, or aligned with, other programs offered at the institution that sometimes utilize common faculty resources, and is therefore not recommended for further review;
- B) the program is undergoing an improvement process with the expectation that enrollment will increase and is therefore recommended for continued review; and
- C) the program is slated for closure but remains open to allow final majors to complete their degrees.

Presidents concurred with these trends in analysis of programs triggered by Policy 109 low enrollment.

Chair Pelletier asked if one of the colleges has a low enrollment, but another college has growing enrollment in the same program, does the college recommend that the student take courses at the other institution. Chancellor Donovan noted that there is a history of closing and developing programs across institutions. He provided the example of the Northeast Kingdom nursing program that was once a Castleton State College program, but became a Vermont Technical College program with support to ensure that the students transferred successfully.

Trustee Dickinson inquired about a new dental bill that has been promoted in the legislature. President Conroy added that VTC is in favor of additional funding for such a program, but that the college awaits legislative review.

Trustee Dickinson also complimented Matt Barewitz from the Vermont Department of Labor for his presentation to the legislators on the statistics of employment in Vermont and suggested that he present to the Board in an upcoming EPSL meeting. Other members of the Board and the presidents agreed that this would be an informative presentation and should be slated for a future EPSL meeting.

Trustee Hannum thanked the presidents for their thoughtful and concise analysis in the Policy 109 reports, noting that it was just the right amount of information needed for the Board to understand these academic programs.

The resolution passed and is forwarded to the Board for its consideration.

3. Proposed Changes to “Priorities Committee” in Trustee Handbook

Chair Pelletier and Chancellor Donovan opened this discussion noting that this proposal was not only indicative of a name change from “Priorities” to “Executive,” but also potentially of the roles and responsibilities of that committee.

Trustee Diamond added that the composition of the committee was also in question and proposed a 7-member committee that did not include a Board member who held more than one official role (e.g., committee chair and officer). Trustee Luneau commented that having a 7-member committee would enable more voices and perspectives as well. Trustee Moore spoke on behalf of Trustee Lippert in his absence adding that that Trustee Lippert also advocates for a 7-member committee.

Trustees also discussed whether the resulting “at large” position(s) in the committee should be elected or appointed, and concurred that elections would enable trustees to nominate individuals who they think would serve in the position well. The logistics and timing of the election would need to be determined.

General Counsel Reedy added that an Executive Committee traditionally acts on behalf of Board members in between Board meetings and questioned whether this was part of the intent of the name change. Trustees briefly discussed the roles and responsibilities of the Executive Committee, and agreed to table that part of the discussion until the Board retreat in September 2014. However, it was agreed to move a resolution for the following changes:

- a. Change the name of the Priorities Committee to the “Executive Committee.”
- b. The Executive Committee will comprise seven members;
- c. In the situation when a trustee serves as both an officer and committee chair, an “at large” position would be created that would be filled by election by the full Board. Procedures for the election of the “at large” member(s) will be discussed at the Board’s annual retreat.
- d. Add the suggested action for the Executive Committee: “recommends action to the Board of Trustees on the appointment/reappointment of presidents and the Chancellor.”

Trustee Luneau moved and Trustee Hannum seconded this motion. The resolution passed and is recommended to the full Board for its consideration.

4. Proposed Housekeeping Changes to the Trustee Handbook

Trustee Luneau moved and Trustee Hannum seconded the resolution to approve the housekeeping changes to the Trustee Handbook. The resolution passed and is recommended to the full Board for its consideration.

5. Revision to VSC By-Laws

Trustee Hannum moved and Trustee Luneau seconded the resolution Revision to the VSC By-Laws. The resolution passed and is recommended to the full Board for its consideration.

6. Nominations for Honorary Degrees

Trustee Dickinson moved and Trustee Luneau seconded the resolution to approve Veronika Scott for a Johnson State College Honorary Degree.

President Murphy highlighted Veronika Scott's accomplishments, praising her as an inspiration to students for her commitment to social justice, entrepreneurship, and service.

The resolution passed and is recommended to the full Board for its consideration.

Trustee Dickinson moved and Trustee Santee seconded the motion to approve Joseph D'Aleo for a Lyndon State College Honorary Degree.

President Bertolino advocated for Joseph D'Aleo noting that he led the development of the meteorology program for which he later became the esteemed chair. D'Aleo was also a founder of the Weather Channel, which made a significant contribution to the field of meteorology.

The resolution passed and is recommended to the full Board for its consideration.

Trustee Dickinson moved and Trustee Hannum seconded the motion to approve Roger Albee for a Vermont Technical College Honorary Degree.

President Conroy touted Roger Albee's contributions to public service as the former Secretary of Agriculture, Food, and Markets; chairperson of the Advisory Board for the College of Agriculture and Life Sciences at UVM; and an ambassador for Vermont Agricultural products around the world. Albee also has served as a senior scholar in residence for applied agriculture and food systems, but never as an employee of VTC.

The resolution passed and is recommended to the full Board for its consideration.

Chair Pelletier suggested a consent agenda for these three resolutions, and trustees agreed.

B. ITEMS FOR INFORMATION AND DISCUSSION

1. Preliminary Program Proposals: Castleton State College

a. MA in Athletic Leadership

Chair Pelletier asked President Wolk to describe this preliminary proposal for the Trustees. President Wolk noted that this program has been in development for some time, and that research reflects that the current design makes sense for students and for the labor market.

b. BS in Chemistry

Chair Pelletier asked President Wolk to describe this preliminary proposal for the Trustees. President Wolk said that there is currently no BA in Chemistry in the VSC and that the admissions counselors comment that this is one of the most often requested majors for incoming students. This program will require the addition of one staff member.

C. ITEMS FOR INFORMATION

1. Dual Enrollment Brochure

2. *Governance as Leadership: An Interview with Richard P. Chait*

Chair Pelletier recommended the two items for discussion for further reading and highlighted that the Richard Chait article was of particular relevance at this time of the board. CAO Howell noted that in a future EPSL meeting, we will have a presentation on Act 77/Flexible Pathways and the relationship between the VSC and these secondary school initiatives.

Chair Pelletier adjourned the meeting at 7:20 pm.

2. Policy 102 Final Program Proposals: Castleton State College
 - a. Bachelor of Science, Chemistry
 - b. Master of Arts, Arts Administration
 - c. Master of Arts, Athletic Leadership

Within the last year the EPSL committee has reviewed preliminary proposals for the above new programs at Castleton State College. In this meeting, EPSL will review the final proposals for these three programs. A resolution for the approval of the programs is attached and recommended for submission to the full Board for its consideration.



Manual of Policy and Procedures

Title APPROVAL OF NEW DEGREES AND MAJORS	Number 102	Page 1 of 6
	Date 4/28/11	

PURPOSE

The overall purpose of the policy is to support the mission of the VSC: for the benefit of Vermont, to provide affordable, high quality, student-centered and accessible education, fully integrating professional, liberal, and career study. In addition, the policy:

1. links the development of new programs directly to institutional and system priorities and strategic planning,
2. encourages early program planning collaboration across VSC colleges,
3. requires proposed new programs to identify student learning outcomes and begin to plan for their assessment,
4. maintains flexibility for colleges to respond to market demands, and
5. streamlines and accelerates the program approval process.

The VSC supports the development of new academic programs that meet the changing educational needs of students and the State. This policy affects proposals for new degrees and new majors.

CRITERIA FOR REVIEW

At a minimum, a new academic program will:

1. align with and support the mission of the VSC and the college,
2. support institutional and system strategic planning directions,
3. assist in meeting State needs and/ or serve a new student market,
4. provide a clear and viable career path for program completers, and
5. strengthen the fiscal stability/ health of the college.

In addition, a new academic program will complement, extend and/ or diversify the educational offerings of the VSC, as well as contribute to the fiscal stability of the system.

PROPOSAL AND REVIEW PROCESS

Step 1: Early Notification

The President of the college initiating the program idea sends an electronic message to the Council of Presidents.

1. The message provides a brief notification of the program planning idea and an invitation to collaborate across colleges.
2. The message also provides an opportunity for other VSC presidents and/or the Chancellor's Office to voice reservations or endorse the program idea.

The Chancellor, in collaboration with the presidents, will determine whether or not the proposal is endorsed for further development.

Step 2: Preliminary Proposal

- The President of the college initiating the program proposal submits the Preliminary Proposal Form to the Chancellor's Office (see attached Preliminary Proposal Form).
- The Chancellor may forward the Preliminary Proposal to the Council of Presidents for their review; only those proposals that are fully supported by the Council of Presidents move beyond this point.
- The Council of Presidents may forward the Preliminary Proposal to the EPSL Committee for their review.
- If approved for continued planning, EPSL may identify specific issues/questions for the college to address in their Final Proposal.

NOTES:

With the approval of the Chancellor, a new program proposal may be reviewed in final form after early notification (eliminating the preliminary proposal step); the Chancellor will determine whether or not special circumstances warrant an expedited review process; the Chancellor will approve expedited review processes only in rare cases. The EPSL Committee will receive advanced notice if the Chancellor approves an expedited review process.

Step 3: Final Proposal

- Pending EPSL approval for continued planning, the President of the college initiating the program proposal submits the Final Proposal Form to the Chancellor's Office with informational copies to the other VSC presidents (see attached Final Proposal Form).
- If forwarded by the Chancellor, EPSL reviews the Final Proposal Form and considers whether or not to recommend the proposal for approval by the Board of Trustees.
- If forwarded by EPSL, the full Board of Trustees reviews the Final Proposal Form and makes a final decision about whether or not to approve the new program.

Signed by:	Timothy J. Donovan Chancellor
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VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL
Preliminary Proposal Form

Part I: General Information

1. Institution:
2. Name of new program:
3. a) Individual(s) with responsibility for program development:

b) Academic Department(s):
4. a) Date of Preliminary Proposal:

b) Proposed start date of program:
5. Title of degree to be conferred (if applicable):
6. Brief description of proposed program (150 words or less):

Part II: Program Rationale

1. How the program relates to institutional mission, furthers institutional strategic planning and priorities, and complements existing institutional programs:
2. Student market to be served (new or currently under-served):
3. State need(s) to be served:
4. How the program benefits the State of Vermont, furthers VSC strategic planning priorities, and relates to existing VSC programs:

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:

VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL
Final Proposal Form

Part I: General Information

1. Institution:
2. Name of new program:
3. a) Individual(s) with responsibility for program development:

b) Academic Department(s):
4. a) Date of Preliminary Proposal:

b) Proposed start date of program:
5. Title of degree to be conferred (if applicable):
6. Brief description of proposed program (150 words or less):

Part II: Rationale

1. How the program will strengthen the College (refer to institutional mission, institutional priorities and existing institutional programs):
2. Specific educational and/ or employment need(s) to be addressed (attach documentation of need):
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):

Part III: Program Description

1. Specific program objectives, including career and learning outcomes for students:
2. How the program will integrate professional, liberal and career study:
3. How the program will assess its effectiveness in achieving student learning outcomes:

4. Relation of program to external entities, if any (e.g., accreditation agencies, partnership organizations, State agencies):
5. Program outline; include brief descriptions of all new courses:

Course Name & Number	Credits	New or Existing?

6. TOTAL CREDITS in proposed program: _____

Note: Per VSC Policy 101, "baccalaureate degree major requirements normally range up to 50 credits."

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	Year One	Year Two
Faculty		
Admin/Other Staff		
Facilities/Equipment		
Library/Other Materials		
Other Costs		
TOTAL COSTS:		

2. Revenue/sources to meet new expenditures

	Year One	Year Two
Tuition		
Reallocation		
Other Sources		
TOTAL REVENUES:		

Part V: Enrollment, Marketing and Public Relations Considerations

1. Projected enrollment for new program:

	Year One	Three Years Out
Full-Time		
Part-Time		
In-State		
Out-of-State		

Describe how you arrived at these projections:

2. Describe the marketing strategies for the new program.

3. Competition:

- a) In state and region
- b) Web-based

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

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

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

VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL**Final Proposal Form****Part I: General Information**

1. Institution: Castleton State College

2. Name of new program: B.S. in Chemistry

3. a) Individual(s) with responsibility for program development:

Andrew Vermilyea, Livia Vastag, Tim Grover

b) Academic Department(s):

Natural Sciences

4. a) Date of Preliminary Proposal:

12/19/2013

b) Proposed start date of program:

Fall 2014

5. Title of degree to be conferred (if applicable):

B.S. in Chemistry

B.S. in Chemistry with a concentration in Biochemistry

B.S. in Chemistry with a concentration in Environmental Chemistry

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

We are proposing a new B.S. in Chemistry degree within the Natural Sciences department at Castleton State College. Our program will offer a general Chemistry B.S. along with a Chemistry B.S. with concentrations in either Biochemistry or Environmental Chemistry. All chemistry degrees will have the same core of two semesters of general chemistry, two semesters of organic chemistry, two semesters of physical chemistry and a semester of analytical chemistry. The major also includes two semesters of physics and two semesters of calculus. Differences in upper division coursework form the basis for the various degree programs. For example, the concentration in environmental chemistry requires students to take a course in environmental kinetics and chemical fate and aqueous geochemistry whereas the students taking the biochemistry concentration would take courses such as biochemistry, chemical biology, and advanced organic chemistry. Undergraduate research is an essential part of the three chemistry degree programs. The program will prepare students for graduate programs in chemistry as well as immediate employment in environmental or biomedical laboratories. A chemistry major will also strengthen other programs in our department by providing more instrumentation for students to use and increasing the amount of student-faculty scholarly work.

Part II: Rationale

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

A degree program in Chemistry is directly in line with Castleton's mission of teaching and promoting sustainable practices. Specifically, the environmental chemistry concentration educates students on the chemical cycles that connect all parts of our globe and the impacts of humans on those cycles. This program will provide a more fundamental background in chemistry as compared to the Biology, Environmental Science, or Geology majors. A chemistry major will also complement and strengthen our existing majors. Much of the instrumentation used by students and faculty in this major will be useful for other majors in the Natural Sciences Department.

Also, as further expanded upon in (2) below, we anticipate that there will be a great deal of demand for this program. Chemistry is also a growth field with very strong employment outcomes. Therefore this program should provide a strong and steady stream of students interested in attending Castleton for a chemistry major.

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

Over the last few years there have been an increasing number of requests for a major in Chemistry from prospective Castleton students. Our Dean of Admissions, Maurice Ouimet, has stated that all members of the Admissions office unanimously agreed that Chemistry was the number one major cited why students either did not apply to or decided not to attend Castleton. There is no Chemistry major available in the Vermont State College System and Castleton has the opportunity to offer a strong Chemistry program and prepare students for the large number of jobs available to such majors.

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):

This program benefits the state of Vermont since it serves as the only Chemistry degree offered within the VSC system. This will create the only Chemistry program offered at a small public institution in Vermont. This new major will serve as another avenue for Castleton to continue its slow incremental growth.

A program in Chemistry will serve the State of Vermont in both the environmental and biochemical realm. State resources like Lake Champlain, our forests, and contaminated sites in Vermont warrant graduates with a background in Environmental Chemistry in order to evaluate, model, and plan for a sustainable future. Additionally, biochemical research is critical to our aging state population and is vital to the biomedical research in the northeast.

Part III: Program Description

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

Program Objectives –

- a) To provide students with a broadly-based, yet comprehensive knowledge base in chemistry so that they are prepared for either: i) continuation of their education in graduate school or ii) employment in the workforce.
- b) To train students in critical, analytical thinking crucial to Chemistry in Vermont where there is currently a lack of institutions to train undergraduates in this field.
- c) Facilitate student-faculty collaboration on Chemistry related research projects to allow faculty to stay current in their fields of study and provide students with essential skills for graduate school or employment in laboratory-based occupations.

Career Outcomes –

- a) Students in the Biochemistry track would be prepared for graduate school or medical school for future jobs in the medical field.
- b) Students in Chemistry or Environmental Chemistry would be prepared for graduate school in Chemistry or many jobs in the workforce.
- c) Students with a Chemistry degree will be qualified to work in the following industries: Environmental Health and Safety, Environmental Technician (Field or Lab work), Food Science Industry, Soil Scientist, Material Development, Sanitation, Quality Control Specialist, Medical Lab Technician, Medical research, Water Quality, and numerous other related fields

Learning Outcomes –

- a) Proficient in laboratory skills related to safety, use of equipment and instrumentation, and solution preparation.
- b) Ability to develop a systematic method of analysis in order to answer a scientific question.
- c) Understanding of basic chemical principles of chemical structure, bonding, reactivity, equilibrium, thermodynamics, and kinetics.
- d) Understanding of qualitative and quantitative instrumentation (tools) used by the chemist to characterize samples of all states of matter.
- e) Ability to communicate scientific findings (understandings) both orally and in the written form.
- f) Ability to search the current Chemistry literature of peer reviewed journals to extract information of interest.
- g) Understanding of Quantum Mechanics and its relationship to energy of bonds, molecules, and reactions.

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

Professional and career study will be integrated in the Chemistry program in three major ways. First, students will participate in our 'Pathways to Science' and 'Science Colloquium' courses that are aimed at allowing students to explore the possibilities within their major. During the first year 'Pathways to Science' helps students with basic scientific skills needed to succeed along with a look into potential careers and internships as well as related skills such as putting together an application package for a research internship, graduate school, or a job. In 'Science Colloquium' outside speakers are brought in each week from academia, industry or non-profits to allow for even more exposure to career and networking opportunities. Second, students will have opportunities to participate in summer and academic year research with our faculty, pending on current external funding. Our faculty has already been fortunate in receiving funding and creating these opportunities for students. The faculty has also been promoting the numerous summer research opportunities available for our students all over the country. Third, students will accumulate a large number of laboratory hours working with various instruments and equipment that would make them extremely viable for any laboratory job position.

Liberal study is already an important component of the Castleton curriculum. In the general Chemistry B.S. program the overall number of credits are reduced in order to allow for a greater exploration of the Liberal Arts if a student desires to do so. The concentration degrees have slightly more credits, but are tightly aligned with what will be required of a program that meets accreditation by the American Chemical Society (ACS).

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

The program will utilize many different resources in order to assess its effectiveness in achieving student learning outcomes. Outcomes related to laboratory skills will be assessed within individual classes that are appropriate for such topics. Assessment will either be part of individual laboratories or part of a laboratory practicum that tests specific skills. The Chemistry knowledge base of our students will be assessed during their junior year by utilizing an ACS nationwide exam to evaluate comprehension of the fundamental topics listed in the SLO's.

Scientific communication will be assessed as part of two different courses. In Organic Chemistry II students will be assessed on their written communication skills at the end of the semester on their final laboratory report after completing numerous such reports throughout the semester. Oral communication will be assessed in Analytical Chemistry by means of our Natural Sciences Department Annual Research Fair in the Spring. At this event students will present orally and in poster form their open-inquiry laboratory work from the lab portion of the course. This will also serve as an assessment on student ability to develop a suitable method of analysis to answer a scientific question. Scientific information literacy and Quantum Mechanics will be assessed during Physical Chemistry.

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

Future goals of this program include accreditation by the American Chemical Society. This is a year-long process once the program is established and we have graduating students.

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

All Chemistry majors complete the following courses:

CHE	1051	Advanced General Chemistry I*	4 cr	
CHE	1052	Advanced General Chemistry II*	4 cr	
SCI	1230	Pathways to Science+	1 cr	
CHE	2111	Organic Chemistry I	4 cr	
CHE	2112	Organic Chemistry II	4 cr	
PHY	2110	Physics I	4 cr	
PHY	2210	Physics II	4 cr	
MAT	1531	Calculus I	4 cr	
MAT	2532	Calculus II	4 cr	
SCI	2100	Science Colloquium**	1 cr	
CHE	3020	Analytical Chemistry	4 cr	
CHE	3XXX	Physical Chemistry I	4 cr	New

A study of the fundamental concepts and principles of quantum chemistry. Topics include quantum mechanics and the nature of the chemical bond; applications of molecular quantum mechanics; spectroscopy. Laboratory focuses on experiments that lead to the development of quantum mechanics, on molecular modeling and on spectroscopy. Laboratory is also required.

CHE	3XXX	Physical Chemistry II	3 cr	New
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A study of the fundamental concepts and principles of thermodynamics and kinetics. Topics include the laws of thermodynamics, prediction of the direction and extent of chemical reactions, equilibrium, chemical kinetics, catalysis, reaction rate theory and photochemistry.

*Indicates that a student must earn a grade of C or better in order to take additional courses in the major.

**Indicates the course is mandatory during the sophomore year and recommended during junior and senior years; however, only one credit will count towards the major.

+Indicates the course should be taken during the freshman year.

Subtotal	45 cr
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Chemistry B.S. without a concentration

Must take one of the courses below:

MAT	2036	Biostatistics	4 cr
BIO	2010	Cell and Molecular Biology*	4 cr

Subtotal	4 cr
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Must take an additional 12 credits at the 3000 level or higher. Must have CHE prefixes

or:

BIO	3070	Genetics	4 cr
BIO	3013	Biogeochemistry	4 cr

Subtotal	12 cr
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Chemistry B.S. without a concentration - Total 61

Chemistry B.S. with a concentration in Biochemistry

Must take the following courses:

BIO	2010	Cell and Molecular Biology*	4 cr
BIO	2125	Fundamentals of Microbiology	4 cr
CHE	3011	Biochemistry with Discussion	4 cr
CHE	3XXX	Biochemistry Lab	3 cr

This course is intended to introduce students to some of the most widely used experimental procedures in biochemistry, including protein purification and characterization, enzyme assays and kinetics, and DNA isolation and manipulation. In the process students will also gain familiarity with some of the types of equipment frequently used in biochemistry, and an introduction to modern analytical approaches, such as high throughput analysis of protein samples by mass spectrometry.

Subtotal 15 cr

And take at least 9 credits from the following:

CHE	4XXX	Advanced Organic Chemistry	3 cr
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This course enables students to develop a knowledge base of synthetic organic chemistry reactions. Subjects explored in detail include: the application of molecular orbital theory to pericyclic and photochemical reactions; special reactive intermediates including carbenes, carbanions, and free radicals, reaction dynamics, isotope effects, stereocontrolled reactions and organometallic chemistry.

CHE	4XXX	Chemical Biology	3 cr
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Chemical biology covers the use of chemistry in modern biological applications; such as orthogonal translation systems for the synthesis of artificial proteins, chimeric proteins, in vitro protein synthesis, fluorescent labeling of molecules, genetic engineering of metabolic pathways, and chemical sequencing techniques. Students in the course will review assigned primary literature and design experimental approaches to solve assigned problems using the techniques learned in the course.

BIO	3070	Genetics	4 cr
BIO	3013	Biogeochemistry	4 cr
CHE	4XXX	Research in Chemistry	3 cr

The student must initiate an application with a written proposal to the instructor with whom the student wishes to work. The number of credits to be earned must be stated. The original proposal, signed by the student and the instructor, must be submitted to the department chair for approval. This process must be completed prior to registration for the semester in which credit is to be earned. Signed contract required at time of registration.

Subtotal 9 cr

Chemistry B.S. with a concentration in Biochemistry – Total 69

Chemistry B.S. with a concentration in Environmental Chemistry

Must take the following courses:

BIO	2010	Cell and Molecular Biology*	4 cr
BIO	2125	Fundamentals of Microbiology	4 cr
BIO	3013	Biogeochemistry	4 cr
CHE	3030	Aqueous Geochemistry	3 cr
CHE	4XXX	Environmental Kinetics and Chemical Fate	3 cr

A study of steady and non-steady state kinetics in environmental chemistry, including photochemical transformations. Modeling of contaminant degradation with respect to advection, dispersion, microbial, and chemical degradation will also be examined.

Subtotal 18 cr

And take at least 6 credits from the following:

CHE	4XXX	Advanced Organic Chemistry	3 cr
CHE	4XXX	Chemical Biology	3 cr
CHE	3011	Biochemistry with Discussion	4 cr
CHE	4XXX	Research in Chemistry	3 cr

Subtotal 6 cr

Chemistry B.S. with a concentration in Environmental Chemistry - Total 69

The Chemistry B.S. cannot be combined with a B.S. in Biology or Environmental Science.

6. TOTAL CREDITS in proposed program: 61-69 credits

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	<u>Year One</u>	<u>Year Two</u>
Faculty	\$32,000	\$32,640
0.5 new full-time tenure track faculty in Physical Chemistry		
Admin/Other Staff	\$40,000	\$40,000
10 month full-time Lab Manager (Teaches 3-4 labs; maintains instrumentation)		
Facilities/Equipment	\$205,000	\$5,000
Gas Chromatograph Mass Spectrometer (\$75k)		
Equipment for Physical Chemistry Lab (\$15k)		
Two new offices (\$10k)		
One new teaching lab space (\$100,000)		
One new faculty research space (\$5,000)		
Library/Other Materials	\$3,500	\$3,500
SciFinder Scholar		
Other Costs	-	-
TOTAL COSTS:	\$280,500	\$81,140

2. Revenue/sources to meet new expenditures

	Year One	Year Two
Tuition	\$97,704	\$219,840
7 new students in year 1; 15 new students in year 2 (10 in-state; 5 out-of-state) Tuition revenue based on published 2014-15 rates of \$9,768 for Vermont residents and \$24,432 for out-of-state.		
Reallocation	-	-
Other Sources	\$	\$
TOTAL REVENUES:	\$	\$

Part V: Enrollment, Marketing and Public Relations Considerations

1. Projected enrollment for new program (#'s are incoming majors each year):

	Year One	Three Years Out
Full-Time	7	21
Part-Time	0	0
In-State	5	15
Out-of-State	2	6

Describe how you arrived at these projections:

Through discussions with Admissions officers and current Castleton students.
Distribution of in-state vs. out-of-state based on currently distribution of such students across the college.

2. Describe the marketing strategies for the new program.

Admissions has agreed to target science specific college fairs in order to promote our growing department and this new major. Additionally, our department has written an NSF S-STEM Grant for ~\$500,000 in scholarships for students majoring in Chemistry, Geology, Biology, and Environmental Science. Our proposal was declined during the first round, but we plan to modify and resubmit August 2014.

3. Competition:

a) In state and region

Public – University of Vermont

Private – Middlebury, St. Michaels, Norwich, Bennington

Region – Keene State, Dartmouth, Plymouth State

b) Web-based

There is not a significant web-based program in Chemistry due to the need for laboratories.

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

We believe that this program will be a net positive for the closest related programs in our Natural Sciences Department. While Chemistry may steal a few Biology or Environmental Science majors, having Chemistry as an option should increase the number of prospective students that choose Castleton if they are unsure of their exact major prior to starting their first

year. Often students do not know if they want to study Biology or Chemistry before starting college, but they want to major in one of these fields. Having Chemistry as an option will draw some of these students closer to Castleton during their decision process.

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

Since there is no Chemistry major offered in the VSC system there should be minimal impact on other VSC programs.

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

Starting a program in Chemistry can only be advantageous for current or future external relations. Some of these students may be interested in pursuing our partnership with Green Mountain Power for example. Additionally, a Chemistry major will open up Castleton to a number of future employers in Vermont and the region that may want to partner with the only Vermont State College offering a program that trains students in Chemistry.

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 Arts Administration
- 3. a) Individual(s) with responsibility for program development:**
Richard R Cowden, Program Coordinator/Director, Fine Arts Center

b) Academic Department(s): Art, Business Administration, Music, and Theater Arts (sponsored jointly by these four departments)
- 4. a) Date of Preliminary Proposal:** November 15, 2013

b) Proposed start date of program: Summer 2015
- 5. Title of degree to be conferred (if applicable):** Master of Arts in Arts Administration
- 6. Brief description of proposed program (150 words or less):**

The Master of Arts in Arts Administration, which will be Castleton's first graduate program delivered primarily online, will be a 30-hour program designed to enable professionals working in arts organizations to acquire an important credential considered vital in achieving managerial- and executive-level positions in arts administration, as well as recent Castleton graduates seeking to forge a career in visual or performing arts management.

The program will begin with a one-week campus residency in June, during which students will receive three hours of credit for an introductory course. Following the first residency, they will complete three consecutive semesters of online coursework (Summer, Fall, and Spring) in research, leadership, budget administration, development, grant writing, and other topics. The program capstone will be a six credit-hour internship with a professional arts organization, during which students will develop a case study around their participation in some level of management for a professional arts organization. Finally, they will return to Castleton for a second residency, at which they will present their case studies and receive capstone credit and their diplomas.

Part II: Rationale

1. How the program will strengthen the College:

As Castleton's mission statement states, the College "emphasizes undergraduate liberal arts and professional education while also offering selected graduate programs." As part

of President Dave Wolk's initiative to expand the number of graduate degrees offered by the College, the Master of Arts in Arts Administration is well suited to assist in this endeavor and is aligned with the institution's mission and strategic plan.

Additionally, as the institution "prepares its graduates for meaningful careers," the MA in Arts Administration positions those who hold the degree either to gain employment in the management levels of visual and performing arts organizations or to continue their paths towards the executive levels of those same organizations. The Master's level credential is often considered a baseline for candidates in both of these groups, and thus can be considered a significant gateway to the "meaningful careers" described in the College's mission statement.

This program will be the first graduate program in arts administration in the state. As it seeks to educate, train, and cultivate the next generation of arts leaders in Vermont, it will fulfill not only a part of the College's goal of "supporting and improving the region's communities, schools, organizations, businesses, and environment" but the Vermont Arts Council's mission statement of "working to advance and preserve the arts at the center of Vermont communities." Vermont has one of the highest saturation rates of creative or artistic organizations in the nation, and this program will help the arts community continue to grow and thrive.

The proposed Master of Arts in Arts Administration also complements existing Castleton programs in Art, Music, Theatre, and Business by offering a continued course of post-baccalaureate study closely aligned with the outcomes of degree holders from all four of those departments. Castleton graduates interested in arts management currently must leave the state or enroll in high-cost private online programs in order to obtain the Master's credential; this program will allow such students to remain connected with Castleton, and, as a primarily online degree, to pursue the beginnings of their careers simultaneously with graduate studies.

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

As previously mentioned, the MA in Arts Administration will be an attractive option to those students either currently employed in arts organizations who seek additional education and credentials in the field, or recent college graduates planning on launching careers in arts management. A potentially significant student market also exists, however, due to the program's low residency requirement. Indeed, students throughout the United States (and perhaps beyond) will find the program's one-year completion track and primarily online delivery to be ideally suited to their needs, thereby expanding the pool of potential students to a number far higher than a resident program could allow.

It should also be noted that since three credit hours of the 30-hour program will be generated by students participating in an internship at a professional arts organization, that participation represents a significant opportunity for the College to further its

reputation as a premier arts institution across a vast number of organizations. Indeed, the opportunities in Vermont alone are staggering: according to Vermont Arts Council President Alex Aldrich, “the pool of ‘go-to’ organizations who should be encouraged to engage a smart, hungry administrative intern getting an MA from Castleton State College is *at minimum* 70 organizations around the state.”

3. How the program will strengthen the System:

The Master of Arts in Arts Administration strengthens the System in a number of ways:

- The program utilizes existing and developing staff and technology resources to assist to “realize the full potential of the system to support the intellectual, economic and social vitality of the State” (VSC Strategic Goals 2008-2013) by furthering the educational and employment potential of its graduates in order to promote a more vital and economically sustainable arts environment in the state.
- The program helps “enhance student access and success through high quality programs and services.” (VSC Strategic Goals 2008-2013) Not only will the program be led and staffed by experienced professionals in arts management and education, but its primarily online delivery mode virtually guarantees a greater level of access to a far wider student population than a traditionally delivered graduate degree.
- In keeping with the VSC Strategic Priorities, the low-residency model will also “leverage use of emerging technologies in a full range of strategies to improve recruitment, retention, and degree completion” by attracting highly qualified students from a wide range of geographical areas.
- The program will be an attractive option for those graduates of other VSC institutions who wish to pursue careers in performing and fine arts management, especially who may already be working in the profession and do not have the ability to enroll in a traditional resident graduate program.

Part III: Program Description

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

Upon completion of the Master of Arts in Arts Administration, students will possess specific core competencies in certain areas, including:

- Financial and audience development, strategic analysis and planning
- The dynamics and logistics of institutional development related to how art gets presented and produced
- The legal, ethical, and policy environments for the arts
- Leadership in complex organizational environments including the dynamics of working with boards, organizational structure and staffing, and working with both artist and community constituencies
- The application of research methodologies to the field including the ability to conceptualize, analyze, synthesize, and evaluate data

(Source: Association of Arts Administration Educators, “Standards for Arts Administration Graduate Program Curricula,” Spring 2012)

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

- The program will utilize a project-based course design, thereby allowing students to utilize their growing base of knowledge to develop real-world approaches to the complex issues in arts management. This factor of the curriculum will also greatly increase graduates’ marketability, as they will be able to provide documentation of projects as evidence of theory-into-practice.
- As part of the application & admissions process, prospective students will be asked to demonstrate their understanding of both the liberal arts in a broad perspective and the complexities involved in leadership of both non- and for-profit arts organizations
- The required internship will connect students with professional arts organizations and provide invaluable opportunities for networking and potential employment
- The program’s on-campus residency will feature guest speakers already working at executive levels in arts administration, allowing further professional development and networking

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

- Admission to the program will be contingent upon specific criteria including a Bachelor’s degree from an accredited college or university, written statement of purpose, two letters of recommendation, current resume, and official transcripts of all college-level coursework, thus ensuring proper preparation for entry into a graduate program of this type
- Each course will embed assessment into its design via Moodle, thereby allowing faculty to tie learning objectives and outcomes directly into course activities and providing quantifiable assessment data for continuous programmatic improvement initiatives
- The second residency will require students to present a comprehensive case study, developed during their internships, to a panel of faculty and peers
- The program coordinator will develop a comprehensive survey to determine graduates’ professional activities upon separation from Castleton
- The program and course assessments will be based around the Quality Matters (www.qualitymatters.org) rubric, the recognized national leader in effective online instruction

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

- Castleton has joined the Association of Arts Administration Educators (AAAE) as an associate institutional member; full membership will be granted once the MA

- program has been launched and has enrolled students
- Internship opportunities for local students will be made available through Rutland's historic Paramount Theatre, with which Castleton is developing a long-term programming and curricular relationship via the redevelopment of property adjacent to the Paramount intended to create the Castleton Arts Institute

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

Course Number: AA 5XXX
Course Title: Arts Administration and Community in the 21st Century
Credits: 3
Frequency: Summer (during on-campus residency)
Prerequisites: none
Description: This course will introduce students to the fundamental principles of leadership in fine and performing arts organizations, and the challenges involved in the development of meaningful community engagement for civic well being and organizational sustainability.

Course Number: AA 5XXX
Course Title: Writing and Research for Arts Administrators
Credits: 3
Frequency: Summer (online)
Prerequisites: none
Description: Research and data analysis are highly important functions of effective administrators. The primary focus of this course will be to encourage students to use these two tools to foster organizational development and incisive communications with diverse groups of stakeholders.

Course Number: AA 5XXX
Course Title: Leadership and Strategic Planning
Credits: 3
Frequency: Summer (online)
Prerequisites: none
Description: This course is a broad study of effective principles of leadership and the importance of comprehensive strategic and tactical planning for arts organizations from both short- and long-term perspectives. Particular emphasis will be placed upon developing and communicating a shared vision across a wide range of constituencies.

Course Number: AA 5XXX
Course Title: Financial and Budget Management for Arts Administrators
Credits: 3
Frequency: Fall (online)

Prerequisites:	students must have completed at least one course of college-level accounting to enroll
Description:	Designed to build upon basic accounting practices, this course will introduce students to financial administration within arts organizations. Financial analysis is essential for effective planning and governance, and communicating monetary information to boards of directors is a crucial function of arts administrators; the course will seek to prepare students for success in this area.
Course Number:	AA 5XXX
Course Title:	Marketing and Media for Arts Organizations
Credits:	3
Frequency:	Fall (online)
Prerequisites:	none
Description:	This course will introduce students to basic marketing principles and how they apply to the arts and culture environments, demonstrate techniques for locating and developing earned income resources, and discuss the differences between “inbound” and “outbound” marketing relative to the utilization of diverse media.
Course Number:	AA 6XXX
Course Title:	Fundraising & Development in the Arts
Credits:	3
Frequency:	Spring
Prerequisites:	none
Description:	As sustainability of arts organizations relies heavily upon the location and procurement of external funding sources, this course will require students to build mastery in modes of effective fundraising in the 21 st century and how to utilize multifaceted approaches to financial development.
Course Number:	Law, Public Policy and Ethics in the Arts
Course Title:	AA 6XXX
Credits:	3
Frequency:	Spring (online)
Prerequisites:	none
Description:	This course will develop students’ knowledge of current legal practices involved in arts organizations, as well of particular ethical challenges faced by leaders in a rapidly changing multicultural landscape.

Course Number: AA 6XXX
Course Title: Visual Arts Organizational Administration
Credits: 3 (elective)
Frequency: Spring (online)
Prerequisites: none
Description: The focus of this course will be on specific challenges involved in visual arts organization management, as differentiated from those in the performing arts. Students will take either this course or Performing Arts Organizational Administration (AA 6XXX, below) depending upon their particular emphasis.

Course Number: AA 6XXX
Course Title: Performing Arts Organizational Administration
Credits: 3 (elective)
Frequency: Spring (online)
Prerequisites: none
Description: The focus of this course will be on specific challenges involved in performing arts organization management, as differentiated from those in the performing arts. Students will take either this course or Visual Arts Organizational Administration (AA 6XXX, above) depending upon their particular emphasis.

Course Number: Internship
Course Title: AA 6XXX
Credits: 6
Frequency: Summer, Fall, Spring
Prerequisites: none
Description: This course involves the student securing a xx-hour internship with a professional arts organization for the purpose of utilizing his/her developing knowledge and skill set to assist that organization in its endeavors for approximately a 15-week period. Students will be evaluated in tandem by their immediate supervisor within the organization, as well as the supervising instructor for the course. Upon completion, students will be expected to present their experiences in the form of a case study to their peers and faculty during their second on-campus residency at Castleton. Students will have the option to complete this six-hour requirement in either one or two semesters.

TOTAL CREDITS in proposed program: 30

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	<u>Year One</u>	<u>Year Three</u>
Faculty	\$91,500	\$98,250
Admin/Other Staff	n/a	n/a
Facilities/Equipment	TBD	TBD
Library/Other Materials	\$4,000	\$5,000
Marketing	\$4,000	\$8,000
TOTAL EXPENDITURES	\$99,500	\$111,250

Year One Expenditure Breakdown: 2015-2016

Faculty:

- One full-time faculty (6 courses plus benefits with three-hour release per semester for program coordinator duties) \$72,000
- Five part-time faculty contracts (one course apiece @ \$3,900 at grade two) \$19,500

Administration:

- None currently anticipated n/a

Facilities/Equipment:

- Associated costs for June residency TBD

Library/Other

- Estimated costs for up to six journals/databases \$3,000
- Estimated costs for up to five AdobeConnect licenses \$1,000

Marketing

- Estimated electronic and print \$4,000

TOTAL YEAR ONE EXPENDITURES: \$99,500

Year Three Expenditure Breakdown: 2017-2018

Faculty:

- One full-time faculty (6 courses plus benefits with three-hour release per semester for program coordinator duties) \$75,000
- Five part-time faculty contracts (one course apiece @ \$4,650 at grade four) \$23,250

Administration

- None currently anticipated n/a

Facilities/Equipment

- Associated costs for June residency TBD

Library/Other

- Estimated costs for up to eight journals/databases \$4,000
- Estimated costs for up to five AdobeConnect licenses \$1,000

Marketing

- Estimate electronic and print (increased for inflation and additional market saturation) \$8,000

TOTAL YEAR THREE EXPENDITURES**\$111,250****2. Revenue/sources to meet new expenditures:**

	<u>Year One</u>	<u>Year Three</u>
In-State Tuition	\$77,100	\$154,200
Out-of-State Tuition	\$113,400	\$226,800
TOTAL REVENUE	\$190,500	\$381,000

Current tuition rates:

\$514/credit graduate student in-state: \$15,420 for 30 credit-hour program
 \$786/credit graduate student out-of-state: \$22,680 for 30 credit-hour program

Part V: Enrollment, Marketing and Public Relations Considerations**1. Projected enrollment for new program:**

	<u>Year One</u>	<u>Year Three</u>
In-State	5	10
Out-of-State	5	10

Describe how you arrived at these projections:

- Graduating student data from VSC institutions with arts majors or concentrations, coupled with VAC data indicating employment potential across over 70 arts organizations statewide and lack of competitors for this program, suggests strong demand for graduate level arts administration education among potential in-state students
- Focus group at the Association of Performing Arts Presenters conference indicated strong interest in online arts administration programs from participants across North America

- Current program profile on AAAE website has already generated nearly a dozen inquiries since its original inception in December 2013
- Fairly limited number of low-residency programs in arts administration nationwide suggests a strong opportunity to attract out-of-state students

2. Describe the marketing strategies for the new program:

- Program profile through AAAE website and links to program interest page within Castleton site
- Search engine optimization with Fastspot redesign of Castleton site and associated tracking of inquiries
- Strategic placement in industry publications
- Social media marketing (free and paid) via Facebook, Twitter, etc.
- Distribution of electronic and hard-copy materials to targeted undergraduate institutions
- Intra-institutional recruitment from Castleton departments of Art, Music, Theatre Arts, and Business

3. Competition

- In-state and region: This low-residency program will be the first of its kind in Vermont, and the only one based in a public institution in New England.
- Web-based: There are less than 10 online Master's programs in arts administration, mostly notably at the University of Kentucky, Drexel University, and Goucher College.

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

We do not expect there to be any negative impact upon existing enrollments; in fact, the program could well serve as an attractor to undergraduate students considering a baccalaureate-level degree in the arts immediately followed by graduate study prior to entry into the profession.

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

We do not anticipate any impact in this area, as the program does not directly compete with any existing VSC program.

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

The program will likely be a tremendous boon to Castleton's prestige within the professional arts management community, as it will graduate highly skilled, well-trained individuals. Eventually, we anticipate this leading to outstanding relationships with graduates, arts organizations, and potential donors as well as serving as a primary recruitment mechanism.

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 Science in Athletic Leadership (MS.ATL)
- 3. a) Individual(s) with responsibility for program development:**
 - Ms. Marybeth Lennox, Assistant Professor of Physical Education & Undergraduate Sports Administration Program Coordinator
 - Dr. Kristen Murray, Assistant Professor of Physical Education
 - Jeremy Benoit, Graduate Assistant in Athletics and Undergraduate Sports Administration Program Alumni
- b) Academic Department(s):** Physical Education
- 4. a) Date of Preliminary Proposal:** January 31st, 2014
- b) Proposed start date of program:** Summer 2015
- 5. Title of degree to be conferred (if applicable):** Master of Science in Athletic Leadership
- 6. Brief description of proposed program (150 words or less):**

The proposed Master of Science in Athletic Leadership (MS.ATL) is designed as a primarily on-line program, with a short but important on-campus requirement. The 30-credit program contains five required athletic leadership “core” courses (15 credits) and allows students to select a nine-credit emphasis area in either coaching leadership or athletic administration leadership. All students must complete a six-credit culminating experience that consists of an internship, a thesis, or a special project. Students may complete the degree in either one or two years. For example, Castleton State College students with an undergraduate major in Sports Administration or who meet certain program prerequisites, and who meet selection criteria, may pursue a four plus one (4+1) program that will lead to the MS.ATL.

The goal of the program is to prepare students for success in administrative and/or head coaching positions in educational-based athletic organizations. Professional positions in high school, university or private youth athletic departments or organizations require specialized training. This program will give them this.

Masters of Science in Athletic Leadership (MS.ATL):

ATL 5xxx	Core Courses	15 credits
ATL 6xxx	Electives in Concentration	9 credits
ATL 6xxx	Culminating Experience (portion in residence)	6 credits
MS.ATL		30 credits

Part II: Rationale

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

Castleton's mission statement emphasizes a commitment to "supporting, and improving the region's communities, schools, organizations, businesses and environment." In Vermont, athletics and sporting activities ranging from youth sports to high school sports to collegiate athletics are an important part of the culture. The MS.ATL program is designed to prepare professionals for a career in the sport industry, specifically those looking for or already in careers in an educational-based athletic organization, but hope to further advance their career. Currently, coaches and athletic administrators at all levels of such educational-based programs have limited opportunities to further their education in the state of Vermont. High school athletic directors, college athletic directors and youth league administrators desire more education for themselves and for their staffs, including both administrative and coaching positions. In addition to enhancing ties to Vermont, the market research conducted supports this need, as well as a similar need throughout the region (i.e. New York).

Castleton's mission statement also states, the College "emphasizes undergraduate liberal arts and professional education while also offering selected graduate programs." As part of President Wolk's initiative to expand the number of graduate degrees offered by the College, the MS.ATL is well suited to assist in this pursuit and is aligned with the institution's mission and strategic plan. The Castleton Plan and Vision of the Future states that Castleton is well suited to serve Vermont's higher education needs, and particularly that it hopes to establish Castleton as "Vermont's public Master's institution".

Additionally, as the institution "prepares its graduates for meaningful careers," the MS.ATL positions those who hold the degree either to gain employment as leaders in the field or to continue on the path towards such executive or leadership levels within the industry of education-based athletics. The Master's-level credential is often considered a baseline for candidates in both of these groups, and thus can be considered a significant gateway to the "meaningful careers" described in the College's mission statement. Our market research, discussed more in the next section, supports this notion.

The proposed MS.ATL complements existing Castleton programs, most specifically in Sports Administration. However, this degree also has a strong potential to have a positive influence on the undergraduate programs in Physical Education, Health Education, Athletic Training, Exercise Science, Health Science and Business as well as those minoring in coaching. Again, our market research, discussed more in the next section, supports this. In addition to enhancing the above undergraduate degree programs, the MS.ATL has the potential to positively influence numerous undergraduate students across all degree programs. This will primarily occur through students enrolled in the Master's program who are also serving as graduate assistants, particularly within the athletic department. Providing a rigorous program in a sport-related field has the potential to attract graduate assistants with a stronger commitment to careers within sport.

Currently, Castleton graduates and other residents or practitioners throughout the region who are interested in an athletic-leadership-related Master's degree must leave the state or enroll in high-cost private online programs in order to obtain the Master's credential. This program will allow such students to remain connected with Castleton. As a primarily on-line program, it will allow people across the region to simultaneously pursue the beginnings of their careers or further enhance their current

career. Additionally, as people across the region take courses within the program, it will expand recognition of the Castleton brand.

Lastly, as already outlined, it should be noted, that one option for the graduate student's six-credit culminating experience is an internship at a sport-related organization. This type of hands-on experience will clearly aim to benefit the student, but this participation also represents a significant opportunity for Castleton to market its reputation and brand across a vast number of organizations.

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

At this time, after various types of market research including focus groups, interviews and an on-line survey, there are three (3) main markets on which we can focus to ensure a stable, sustainable, and viable enrollment. Both the diversity and the nature of these markets make it necessary for a low residency/online program.

The first of these markets includes current Castleton State College undergraduate students in various undergraduate majors. Our research has indicated that there is both a want and a need for a athletic-leadership-related Master's degree. That desire grows if it can be completed within one year of graduation from the undergraduate experience. This is the impetus for the four plus one (4+1) intended design of the program. The primary submarket of this undergraduate population will be the students currently enrolled in the Sports Administration major (BS.SAD). However, we have also identified a need among several other undergraduate majors including Physical Education, Health Education, Athletic Training, Exercise Science and Business, as well as the coaching minor. Many of these undergraduate students are interested in a full-time career in intercollegiate coaching, interscholastic athletics leadership, intercollegiate athletics leadership and/or sport business. For example, the physical education major might look to diversify her resume with this Master's degree to make her more attractive as a high school Athletic Director (AD). Or the athletic training major might look to this degree to ensure he has the credentials and the leadership skills to be a Head Athletic Trainer. Additionally, both our own experiences as well as our research indicate a real advantage for the job applicant with a Master's degree, even among positions where the master's degree is preferred and not required. In general, the highest-level positions in both interscholastic and intercollegiate sport usually require a master's degree, making this degree essential to those seeking such positions.

The second market identified by our research includes current interscholastic and intercollegiate sport-related practitioners within the state of Vermont. To a similar end, as described above, the research tells us that our high school athletics and college athletics professionals within the state are looking for a master's degree option with a more local feel than the current out-of-state online programs can give to them. We have also made the assumption that they will also be attracted to an option at in-state VSC prices. This data is one of the reasons for the current design that includes a short but required on-campus component. The proposed hybrid on-line program will allow current sport-related practitioners to continue their education while maintaining employment in their present position, while also giving them a limited, convenient and meaningful on-campus experience.

The third market identified by our research includes current interscholastic and intercollegiate practitioners in surrounding states, like New York, Massachusetts, and New Hampshire. Similar needs as previously outlined were identified across the region, particularly in New York. Furthermore, states like New York, require preK-12 teachers to earn a Master's degree to keep their licensure valid. This program would provide this market a relevant and meaningful program. We would have to ensure that our marketing efforts included tactics to reach this market.

Please see Appendix A for specific data.

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 MS.ATL benefits the state and furthers VSC strategic planning priorities in three primary ways:

- The program will assist the VSC in realizing “the full potential of the system to support the intellectual, economic and social vitality of the State” (VSC Strategic Goals 2008-2013) by furthering the educational and employment potential of its graduates in order to promote a more fully educated and sustainable athletic workforce in the state.
- The program helps “enhance student access and success through high quality programs and services.” (VSC Strategic Goals 2008-2013) Not only will the program be led and staffed by experienced professionals in athletic leadership, but its primarily on-line delivery mode virtually guarantees a greater level of access to a far wider student population than a traditionally delivered graduate degree.
- In keeping with the VSC Strategic Priorities, the limited on-campus requirement will also “leverage use of emerging technologies in a full range of strategies to improve recruitment, retention, and degree completion” by attracting highly qualified students from a wide range of geographical areas.

Additionally, this program seeks to be the first graduate program in a sport-related field in both the VSC and the state. The MS.ATL seeks to educate, train, and cultivate the next generation of athletic leaders in Vermont (and beyond). In doing so, it will fulfill a part of the College's goal of “supporting and improving the region's communities, schools, organizations, businesses, and environment”. As described in #2 above, this program will fully meet a state need for Master's-level education for our up-and-coming athletic leaders.

And finally, as described in section V #5 below, it is likely that this program would only positively impact the enrollments of other colleges in the VSC. Similarly to how CSC current programs could be positively impacted by the existence of the 4+1 option and appropriate marketing, other VSC schools might realize some benefit as well. This is especially true because of the on-line nature of the MS.ATL. Other VSC programs that could easily be used to work towards a 4+1 and eventual articulation agreements could be:

- Lyndon State College (LSC) – B.S in Sport Leadership
- LSC – B.S in Business
- Johnson State College (JSC) – B.A. in Business Management
- JSC – B.A. in Business Management (Sport Management concentration being explored)

Part III: Program Description

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

Core Objectives:

1. Demonstrate advanced critical thinking skills. Students will apply critical thinking skills across the fields of athletic administration and coaching by being able to analyze problems and offer solutions utilizing scholarly research.
2. Understand and exhibit professional ethics as it relates to the field of athletics and coaching. Students will make administrative decisions that reflect moral and ethical judgment while striving to serve as positive role models.
3. Develop leadership and effective communication skills to properly guide interscholastic and intercollegiate programs.
4. Have a clear understanding of legal concepts and issues in athletic organizations and develop risk management strategies.
5. Understand basic financial and accounting principles utilized in athletic organizations. Students will be able to financially plan for both short-term and the long-term needs within athletic organizations and teams.
6. Demonstrate an understanding of revenue-generation techniques and principles in athletic organizations.
7. Understand the applicability of various national compliance regulations and how to apply such regulations in athletic and coaching leadership positions.
8. Demonstrate the ability to analyze and discuss current trends facing the industries of education-based athletic programs
9. Exhibit and demonstrate hands-on, day-to-day ability in an education-based athletic program or demonstrate advanced learning via primary and secondary research of a specific topic in athletic leadership.

Students in the Athletic Administration Emphasis will:

1. Understand issues involved in marketing athletic programs including implications for communication campaigns.
2. Demonstrate knowledge of athletic facility design considerations and the management of athletic facilities.

Students in the Coaching Leadership Emphasis will:

1. Exhibit and be able to apply psychological techniques, specifically motivational-based techniques, to athletic team management and performance.
2. Demonstrate an understanding of various techniques in maximizing athletic performance through conditioning and skill-based drills.

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

A foundation in liberal study is important to the MS.ATL program. All students will have completed an undergraduate program that requires some form of liberal education including writing, speaking and other graduation standards. As indicated previously, we anticipate that many of the students in this

program will be former Castleton undergraduate students. As such, these students 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. Students entering from Lyndon State College and Johnson State College will have completed each college's general education program and met VSC graduation standards in writing, speaking, information literacy and quantitative reasoning.

The integration of professional and career studies within the MS.ATL program is an integral part of the program design. A professional process, attitude, ethic, and standard will be applied to all areas of the program. These standards will be upheld while students study and participate in the industry, specifically through the required six-credit culminating experience. The MS.ATL program will also ensure professional and career study by introducing a curriculum designed specifically with the current or future practitioner in mind. The curriculum and the courses have been designed in specific response to needs in specific content areas as identified by current leaders and by those who hire in the industry of education-based athletics.

Additionally, the course work will generally introduce students to contemporary issues in the industry and help them develop a critical perspective for these and for future developments. It should also empower them to become advocates for best practices in education-based athletics.

Lastly, the course work is designed to be significantly different from undergraduate studies in the following ways:

- Requiring greater depth and intensity of study
- Demanding a higher level of academic/intellectual rigor
- Focusing on advanced topics
- Requiring more self-directed learning than undergraduate studies

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

The Physical Education (PE) Department will develop an annual and continual method of program assessment to include the following:

1. The culminating experience learning committee: The required six-credit culminating experience will conclude with a required on-campus presentation and learning review conducted by a committee of faculty and industry experts.
2. Culminating experience surveys: When students complete the required internship, thesis or special project they will be asked to evaluate their respective experience and the internship and/or faculty supervisor. In addition, the internship and/or faculty supervisor will evaluate the student and their own experience in this role.
3. Graduate exit survey and exit interviews: Upon completion of the program, graduates will be asked to complete an exit survey and interview with the program coordinator.
4. Alumni survey: The PE Department will develop and implement a graduate survey to evaluate graduate success in job or advanced degree placement and effectiveness of the master's program.

Additionally, high standards for admission to the program will also ensure only highly qualified students are enrolled. Admissions requirements include:

1. A bachelor's degree from an accredited college or university. Applicants who apply for admissions prior to completion of their undergraduate degrees may be accepted into the program but will not be allowed to register for classes until completion of such degree and a final, official transcript is received by the Admissions Office.
2. A completed admissions application, and an application fee (\$40.00), submitted online or mailed to the Admissions Office, Castleton State College, Castleton, Vermont, 05735.
3. A written statement of no more than two single-spaced pages which addresses the following questions:
 - a) what are the applicant's personal and professional goals, and how will earning an advanced degree support them;
 - b) what the applicant hopes to learn during his/her graduate studies;
 - c) what contributions the applicant's presence will bring to Castleton's graduate program.
4. A current résumé.
5. Two letters of reference that speak to the applicant's scholarship and potential to be an exemplary professional in Sports Administration.
6. Official transcripts of all college work, both graduate and undergraduate, sent directly or transferred electronically from the issuing institution to the Castleton State College Admissions Office. Admission to the program may be granted if the applicant has an **undergraduate G.P.A. of at least 3.0** on a four point scale and shows an aptitude for graduate studies as reflected in references, writing ability, and personal objectives. On occasion, students with a G.P.A that falls below a 3.0 may be admitted on a provisional basis. (see below)
7. Prerequisites
 - a) A management theory course
 - b) An introductory marketing course
 - c) An introductory sports administration/management course or five (5) years as a professional in the industry of sport.

Provisional Admission:

Provisional admission may be granted if the applicant shows potential for graduate studies but fails to meet one of the stated criteria for admission. In some instances, provisional admission may be due to a routine logistical issue such as official transcripts replacing unofficial ones. In these cases, the College reserves the right to revoke a provisional admission should the final submissions differ from what was expected. In some cases, the Graduate Admissions Committee may have concerns about a student's ability to complete their program successfully. In these instances, students will be required to take two courses (ATL 5XXX Leadership & Management of Athletic Programs & any other core ATL course). Courses must be completed within two semesters of the date of provisional admission and passed with a grade of "B" or better. If these conditions are met, the applicant will be reconsidered for full admission to the program. If these conditions are not met, the student may be dismissed from the program. The Graduate Admissions Committee may admit students provisionally and require completion of other tasks such as submission of exam scores or completion of other courses as determined by the Graduate Admissions Committee.

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 sport management or sport administration accrediting agency, but there are plans to explore such accreditations for both the BS.SAD and the MS.ATL once the latter is added to Castleton's offerings.

Additionally, the program coordinator will look to enhance and/or develop a relation with the following organizations:

- National Collegiate Athletic Association and relevant member conferences
- Vermont State Athletic Director's Association
- New York State Public High School Athletic Association
- New York State Athletic Administrators Association
- New Hampshire Interscholastic Athletic Association
- Massachusetts Interscholastic Athletic Association

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

Required Courses:		15 credits:
ATL 5xxx	Leadership & Management of Athletic Programs	3cr
ATL 5xxx	Financial Administration of Athletics	3cr
ATL 5xxx	Athletics Advancement	3cr
ATL 5xxx	Legal Topics in Athletics	3cr
ATL 5xxx	Compliance & Governance in Athletics	3cr
Complete one of the following emphasis areas:		9 Credits
Athletic Administration Emphasis:		
ATL 6xxx	Facility Design & Management	3cr
ATL 6xxx	Current Trends & Topics in Athletic Administration	3cr
ATL 6xxx	Advanced Marketing & Communications in Athletics	3cr
Coaching Leadership Emphasis:		
ATL 6xxx	Psychology of Coaching	3cr
ATL 6xxx	Current Trends & Topics in Coaching Leadership	3cr
ATL 6xxx	Performance & Conditioning for Coaches	3cr
Culminating Experience:		
ATL 6xxx	Culminating Experience	6 Credits
TOTAL CREDITS:		30 Credits

Course Descriptions (drafts):

ATL 5xxx – Leadership & Management of Athletic Programs:

This course is designed to introduce students to the physical and philosophical infrastructure within the landscape of intercollegiate and interscholastic athletics. This course will cover such topics as leadership theory as it relates to athletics, intercollegiate and interscholastic staffing structure and organization, and management of athletic programs. Portion on-campus, portion on-line.

ATL 5xxx – Financial Administration of Athletics:

Students will use a financial lens to explore solutions to a wide variety of issues related to athletic organizations. This course will cover such issues as organizational finance structure, taxation, financial analysis and forecasting, budgetary and accounting controls, economic impact studies, insurance, and forms of ownership. On-line.

ATL 5xxx – Athletics Advancement:

This course will explore various methods and structures for revenue production within athletic organizations, departments and teams. Specific topics to be covered include general fundraising, advancement through alumni giving, alumni relations, and corporate sponsorship development. Connections will be made to field of athletic marketing. On-line.

ATL 5xxx – Legal Topics in Athletics:

This course will allow students to delve deeply into the law as it pertains to intercollegiate and interscholastic athletics. The depth of this course will equip students with the skills and strategies needed to effectively work with business professionals and lawyers to resolve legal issues. Some topics of importance include tort law, risk management, and contract law. On-line.

ATL 5xxx – Compliance & Governance in Athletics:

This course investigates the governing bodies in intercollegiate and interscholastic athletics and their role in developing standards that their constituents must follow to maintain their membership. Regulations related to recruiting, eligibility, practice scheduling, and alumni/booster relations will be examined. There will be a focus on National Collegiate Athletic Association (NCAA) compliance as it relates to both intercollegiate and interscholastic athletics as well as NCAA structure. On-line.

ATL 6xxx – Facility Design & Management:

This course is designed for students to learn the necessary steps for first designing and then managing an athletic facility. Some topics include feasibility, planning, designing, staffing, facility marketing, developing revenue streams, and facility scheduling and operating. On-line.

ATL 6xxx – Advanced Marketing & Communications in Athletics:

Students will learn how to apply principles and theories of marketing and communications to intercollegiate and interscholastic athletics through the use of case studies and the production of a strategic marketing and communications plan. This course will also provide students with an understanding of the role of emerging technology, media and social networking outlets, and public relations in intercollegiate and interscholastic athletics. On-line.

ATL 6xxx – Current Trends & Topics in Athletic Leadership:

Due to the ever-evolving nature of intercollegiate and interscholastic athletics, the content of this course is intended to increase the students' awareness of current trends and topics within the field of athletic administration and the implications thereof. Relevant topics of interest will generally be selected by the instructor, but ethics will also be covered. On-line.

ATL 6xxx – Current Trends & Topics in Coaching Leadership:

Due to the ever-evolving nature of intercollegiate and interscholastic athletics, the content of this course is intended to increase the students' awareness of current trends and topics within the field of coaching and the implications thereof. Relevant topics of interest will generally be selected by the instructor, but ethics will also be covered. On-line.

ATL 6xxx – Psychology of Coaching:

This course examines psychological issues such as motivation, anxiety, development of social and communication skills, and development of team and group cooperation as they pertain to coaching at the intercollegiate and interscholastic levels. On-line.

ATL 6xxx – Performance & Conditioning for Coaches:

This course is designed to emphasize the importance of proper fitness, sport conditioning, and nutrition in determining both success and safety in an athlete's performance. The specific topics covered in this course include strength, cardiovascular training, flexibility, body composition and injury prevention. On-line.

ATL 6xxx – Internship in Athletic Leadership:

This is an approved, supervised work experience in an organization and position that is related to the student's area of specialization and interest. Portion on-campus.

ATL 6xxx – Thesis in Athletic Leadership:

This is an approved, research-based culminating project that will allow the student to explore a topic that will further enhance their understanding and build upon their professional development. Portion on-campus.

ATL 6xxx – Special Project in Athletic Leadership:

This is meant to serve as an alternative to an internship or thesis in athletic leadership. It will involve completing a special project in which the student applies the knowledge they have acquired in a way that is to be approved by the program coordinator. Portion on-campus.

6. TOTAL CREDITS in proposed program: 30

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	<u>Year ONE (15/16)</u>	<u>Year THREE (17/18)</u>
Faculty	\$89,600	\$96,600
Administration	\$6,600	\$7,200
Facilities/Equipment	\$TBD (residency)	\$TBD (residency)
Library/Other	\$2500	\$3500
Marketing	\$4000	\$5000
TOTAL COSTS:	\$102,700	\$112,300

Year ONE

Faculty:

One full-time faculty (8 courses, plus benefits) = \$72,000

5 (remaining) courses x \$3300/adjunct = \$16,500

1 credit of culminating experience overload (Spring) x \$1100 = \$1100

Admin: 3 program coordinator overloads (2 credits each) = \$2200 x 3 = \$6600

Facilities/Equipment: Costs for residency weeks in June and January TBD

Library: 5 new journals @ \$500 each = \$2500

Marketing: Estimate = \$4000

Year THREE:

Faculty:

One full-time faculty (8 courses, plus benefits) = \$75,000

5 (remaining) courses x \$3600/adjunct = \$18,000

3 credits of culminating experience overload (one each semester) x \$1200 = \$3600

Admin: 3 program coordinator overloads (2 credits each) = \$2400 x 3 = \$7200

Facilities/Equipment: Costs for residency weeks in June and January TBD

Library: 7 new journals @ \$500 each = \$3500 (plus potential inflation)

Marketing: Estimate = \$5000 (increase due to inflation)

2. Revenue/sources to meet new expenditures

	Year ONE (15/16)	Year THREE (17/18)
In-State Tuition	\$83,268	\$161,910
Out-of State	\$61,236	\$142,884
TOTAL REVENUE:	\$144,504	\$304,794

These revenue numbers are based off of fairly conservative numbers: All estimated part-time students taking one course per semester (summer, fall, spring) and all estimated full-time students taking three courses per semester (summer, fall, spring).

Current tuition rates:

\$514/credit graduate student in-state = \$1542/class

\$756/credit graduate student out-of-state = \$2268/class

Detail for one semester:

Y1 IS = 5 FT, 4 PT (1 GA) ($5\text{FT} \times 4626 = 23,130$) + ($3\text{PT} \times 1542 = 4626$) = 27,756

Y1 OS = 3 FT, 4 PT (4PT GA's) = ($3\text{FT} \times 6804 = 20,412$)

Year One Total = \$48,168 (one semester)

Y3 IS = 10 FT, 8 PT (3PT GA's) ($10\text{FT} \times 4626 = 46,260$) + ($5\text{PT} \times 1542 = 7710$) = 53,970

Y3 OS = 7 FT, 9 PT (9PT GA's) = ($7\text{FT} \times 6804 = 47,628$)

Year Three Total = \$101,598 (one semester)

Part V: Enrollment, Marketing and Public Relations Considerations

1. Projected enrollment for new program:

Projected Enrollment for new program		
	Year One (2015-2016)	Year Three (2017-2018)
Full-Time	8	17
Part-Time	8 (5 GA's)	17 (12 GA's)
In-State	9 (1 GA)	18 (3 GA's)
Out-of-State	7 (4 GA's)	16 (9 GA's)

Describe how you arrived at these projections:

These projections are based off the various market research methods we used, including focus groups, an online survey, as well as our own experiences both in the industry and in the classroom.

Over the course of the last six months we conducted five (5) focus groups:

- Undergraduate sports administration majors at CSC
- Other undergraduate majors at CSC including the others within physical education and business
- The current graduate assistants at CSC
- Current athletic staff at CSC (due to interest, this was divided into two separate focus groups)

We also conducted an on-line survey that received approximately 100 responses and included various groups:

- Undergraduate sports administration majors at CSC
- Other undergraduate majors at CSC including the others within physical education and business
- Current interscholastic athletic directors in Vermont
- Current interscholastic athletic directors in New York
- Current Vermont Association for Health, Physical Education, Recreation and Dance members (<http://www.vtahperd.org>)

Further projected enrollment breakdown:

Y1 FT = 6 VSC 4+1, 2 other practitioners

Y1 PT = 5 GA's, 3 other practitioners

Y3 FT = 12 VSC 4+1, 5 other practitioners

Y3 PT = 12 GA's, 5 other practitioners

2. Describe the marketing strategies for the new program.

Various current members of the Physical Education department faculty plan to work closely with the College Advancement Office to effectively market the MS.ATL program. Strategies need to be developed to ensure that we are targeting the following markets:

- Current BS.SAD students at CSC as well as BS.SAD alumni
- Other current undergraduates at CSC within physical education and business as well as their alumni
- Current interscholastic athletic directors in Vermont and in the region
- Current intercollegiate practitioners, both administrative and coaching, in Vermont and in the region
- Current undergraduate students as outlined in #5 below, particularly as articulation agreements are explored further

3. Competition:

a) In-state and region

Currently, there are 44 sport-management-related graduate programs in the New England region. Thirty-four of these programs are campus-based and ten are on-line programs, including Southern New Hampshire, which is considered one of the top ten on-line programs in the nation.

b) Web-based

Currently, there are 43 sport-management-related on-line programs in the nation.

These numbers reflect a lesser amount of competition than was originally anticipated. Additionally, the education-based athletic focus of this program will further differentiate Castleton's MS.ATL from outside competition. At the time of submittal of this final proposal, Castleton's MS.ATL program would be the first master's-level sport-management-related degree in Vermont.

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

The addition of the MS.ATL should conceivably increase the number of students selecting Castleton for their undergraduate education in sports administration, and to a lesser degree various other majors. The attraction of the 4+1 option is where CSC will feel the greatest positive impact on enrollment. Information received from focus group participants indicate to the ability of a 4+1 option, even for the non-sports administration majors, to enhance the attractiveness of the college as a whole, in as much as this option allows those interested in an athletic-related career to quickly and easily obtain the master's degree.

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

At this time, the MS.ATL seeks to be the only master's-level sport-related degree offered by the VSC or University of Vermont (UVM). Because of this, it is likely that this program would only positively impact the enrollments of other colleges in the VSC and of UVM. Similarly to how CSC current programs could be positively impacted by the existence of the 4+1 option and appropriate marketing, other VSC schools and UVM might realize some benefit as well. This is especially true because of the online nature of the MS.ATL. Other VSC and UVM programs that could easily be used to work towards a 4+1 and eventual articulation agreements could be:

- Lyndon State College (LSC) – B.S in Sport Leadership
- LSC – B.S in Business
- Johnson State College (JSC) – B.A. in Business Management (could offer as another option to the current +1 option for the MBA at Clarkson)
- JSC – B.A. in Business Management with a Sport Management concentration (currently being explored)
- UVM – B.S. in Athletic Training
- UVM – B.S. in Business Administration
- UVM – B.S. in Marketing
- UVM – B.S. in Exercise and Movement Science
- UVM – B.S. in Physical Education

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

It is definitively the expectation of this development team, that the addition of the MS.ATL program will positively impact the external reputation and relations of Castleton State College. From a broad perspective, the addition of any program to CSC indicates growth, and by the very nature of what growth can represent, our reputation and external relations will be positively impacted. From a more narrow perspective, the presence of our graduate students within the industry of education-based sport through the culminating experience and their own work will also positively impact our external reputation and relations.

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Approval of Degree Programs: Consent Agenda

- WHEREAS, Castleton State College has submitted preliminary and final program proposals for three new degree programs; and
- WHEREAS, The three degrees proposed are a Bachelor of Science degree in Chemistry; Master of Arts in Arts Administration; and Master of Arts in Athletic Leadership; and
- WHEREAS, Castleton State College has developed budgets to deliver the programs based on conservative enrollment projections; and
- WHEREAS, The Board Education, Personnel, Student Life Committee reviewed these proposals in accordance with Policy 102 and recommends them to the full Board for approval; therefore, be it
- RESOLVED, That the VSC Board of Trustees authorizes Castleton State College to offer a Bachelor of Science degree in Chemistry; Master of Arts in Arts Administration; and Master of Arts in Athletic Leadership as of this date, April 3, 2014.

April 3, 2014

B. ITEMS FOR INFORMATION AND DISCUSSION

1. CSC: Preliminary Proposal: Bachelors of Arts in Women's and Gender Studies

The Women's and Gender Studies (WGS) program proposes a 36-39 credit major, 18-credit minor, in Women's and Gender Studies. This program addresses the contributions of women in society, past and present, while engaging in a variety of debates about what (and to a similar degree who) constitutes "gender studies." The program name remains a coupling of "Women's Studies" and "Gender Studies." The former (Women's Studies) is an attempt to reflect and respect the legacy of women's contributions, much of which have been notably minimized, marginalized, or denied over time and space. The latter (Gender Studies) allows those within the program to ask important and timely questions about the relevance and centrality of gender in our everyday lives. The program also serves as a place to engage debates about gender, and to clarify that the response to historical or institutional exclusions is not to be exclusionary.

In this program, students will learn to think about gender through a variety of disciplinary lenses or within particular disciplinary discourses or contexts. As a result, this program also prepares students for leadership positions and employment in a plethora of occupations. Students' educational experiences equip them with the tools to 1) enter these occupational settings as concerned and compassionate professionals; 2) demonstrate commitment to serving and acting as change agents by investing in or initiating such change; and 3) work collectively, collaboratively and/or independently to improve everyone's quality of life.

Vermont State Colleges New Program Proposal
Preliminary Proposal Form

Part 1: General Information

1. Institution: Castleton State College
2. Name of Program: Women's and Gender Studies
3. Individuals responsible for program development:

Melinda Mills (Sociology; Women's and Gender Studies)
Adam Chill (HGEP; Women's and Gender Studies)
Sanjukta Ghosh (Communication; Women's and Gender Studies)
Tersh Palmer (English; Women's and Gender Studies)
Linda Olson (Sociology; Women's and Gender Studies)

Academic Department: Sociology, Social Work, and Criminal Justice
4. a) Date of Preliminary Proposal: **December 2013**

b) Proposed start date of program: **August 2014**
5. Title of degree to be conferred: **BA.WGS or Bachelor of Arts in Women's and Gender Studies**
6. Brief description of the proposed program:

The Women's and Gender Studies (WGS) program proposes a 36-39 credit major, 18-credit minor, in Women's and Gender Studies. This program actively and intentionally addresses the contributions of women in society, past and present, while engaging in a variety of debates about what (and to a similar degree who) constitutes "gender studies." The program name remains a coupling of "Women's Studies," and "Gender Studies." The former (Women's Studies) is an attempt to reflect and respect the legacy of women's contributions, much of which have been notably minimized, marginalized, or denied over time and space. The latter (Gender Studies) allows those within the program to ask important and timely questions about the relevance and centrality of gender in our everyday lives. The program also serves as a place to engage debates about gender, to clarify that the response to historical or institutional exclusions is not to be exclusionary. Instead, Women's and Gender Studies attempts to address these myths and demystify the field by inviting everyone into conversation about these matters (as a way of exploring how and why "gender matters.") In addition, WGS works to recuperate and center the knowledge produced by gender scholars,

whose voices and contributions may have previously gone unrecognized as valid scholarship, intellectual work, or community enrichment.

Political Science scholar, Cynthia Enloe notes in her work of the same name, “Gender makes the world go ‘round.” In our program, we likely would ask students if such a statement is true, and if so, in what ways. This opens up the conversation to talk about the previous exclusions of women from much of social life, and allows us to explore how everyone has a gender, not solely women. The WGS program name also invites students to think about the increasing variation in gender identity, as it exists on a continuum, versus a binary (two categories).

Students learn to think about gender through a variety of disciplinary lens or within particular disciplinary discourses or contexts. This approach provides students with multiple perspectives, and invites them to develop what I call, “interdisciplinary gendered lenses.” These lenses enable students to see the world differently, if only for the sake of understanding there are many ways of seeing the world. Ideally, these lenses make gender inequities, and social injustices more generally, a bit clearer to see.

Once students can see these various perspectives, they can begin to ask themselves how to “re-envision” the world. In order to help students find the answers to this question, we equip them with concrete knowledge and information about the world, while encouraging their self-knowledge as well. Learning about themselves *and* the world prepares students to learn about themselves *in* the world.

As a result, this program also prepares students for leadership positions and employment in a plethora of occupations. Students’ educational experiences equip them with the tools to 1) enter these occupational settings as concerned and compassionate professionals, 2) demonstrate commitment to serving and acting as change agents by investing in or initiating such change, and 3) work collectively, collaboratively and/or independently to improve everyone’s quality of life.

Students acquire a number of important skills that make them more competitive in the formal labor market, including critical thinking, effective speaking, computing or computer literacy, researching, and community building. Employers reportedly find these skills, along with soft skills (such as ability to interact effectively and *comfortably* with demographically different, even disparate groups of people), desirable.

The WGS program also encourages students’ entrepreneurship, or the creation and exploration of jobs that provide the pathways to equally satisfying careers. This means that students’ pursuit of employment includes both the more traditional avenues of employment, as well as creative, self-designed careers. Thus, WGS prepares students for a range of employment possibilities and opportunities. Students learn how to explore their talents, and apply their

intellectual expertise to their careers. They pursue their professional passions and interests, and make meaningful change or positively influence and contribute to their work environments.

Students are consistently encouraged to think ahead, to imagine the impact that they will make in their own lives. They are asked to anticipate, as well demonstrate, how the materials they acquire in the classroom can be applicable to their imagined futures. Helping them make these connections prepares them for numerous possibilities, and begins the process of socializing them to the world of work after college.

Many students in our program also take advantage of opportunities to begin that transition from college to work by acquiring direct experience through internships, field experience, or independent study. The internships and field experience locate students in workplaces that reflect where they want to make an impact in their communities. Students gain insight about particular occupations and work settings, learning the hard and soft skills that good employees possess. They learn to develop or strengthen their social network, to further enrich their professional connections, and by extension, potential opportunities in their areas of interest.

Independent study hours allow students to work closely under the supervision of WGS faculty members. This opportunity allows student and faculty member to engage in and sustain scholarly conversation over the course of a semester or more. Students preparing for graduate school may find these opportunities for in-depth investigation quite useful. Students not only gain the knowledge of a particular subject areas or topic, but also access much of the professional socialization that proves useful in future endeavors. Students learn how to strengthen their written and oral communication skills, and gain knowledge that ideally will be directly applicable to their future employment and/or educational pursuits.

Recent graduates of Castleton State College with WGS minors have located positions that match their interests and passions. For example, our award-winning WGS minor, Sarah Carpenter (recipient of the 2013 WGS Advocacy and Activism award) gained employment at the Howard Center. She brought her background in advocacy to a workplace where she has the opportunity to work with a special population. She possessed the requisite skills and credentials to secure such employment, but also demonstrated the maturity and responsibility that made her a desirable candidate and eventual employee.

Other graduates have continued on with their graduate studies, or coupled their WGS educational experience with their major discipline, to carve out employment opportunities that reward their interdisciplinary training. Current minors anticipate working for social justice organizations, non-profits,

government agencies, educational institutions, or legal firms focusing on human rights.

Students in the WGS program learn to actively participate in their intellectual careers at Castleton, which allows them to take ownership of their educational experiences. By claiming their education, students strengthen themselves and their communities; they become actively involved members of the college and a number of communities. As they begin to recognize themselves as empowered leaders and knowledge producers, they also learn to see themselves as change agents capable of transforming scholarship and shape-shifting society towards greater equity, diversity, and difference.

Faculty members support student scholarship, scholar activism, and advocacy. These experiences provide students with opportunities for professional development; enhance and enrich students' experiential knowledge and leadership qualities; and recognize students as producers of knowledge, valuable to self and society.

The courses address issues of gender, as related to identity, inequality, and hierarchy in society, as well as history, the economy, education, politics, media, health and wellness, and language. As an interdisciplinary program, WGS encourages students to think across the curriculum. The major and minor support and reflect this interdisciplinary approach, which prompts students to see the connections to their various courses across the curriculum.

Faculty members who teach in WGS bring their respective educational training across multiple disciplines from highly respectable institutions, which in turn enrich our course offerings, as well as the quality of interdisciplinarity embedded in these courses. Thus, the courses and programs offered in WGS remain characteristically interdisciplinary, but also complementary to existing programs at the college and within the VSC system.

Through this process or approach, students learn to enrich and strengthen their understandings of the world. They begin to more easily and readily recognize persistent inequities and areas for improved social change. Students enhance their problem solving abilities, increase their awareness of diversity, and value equity in communities.

Part II: Program Rationale

1. HOW THE PROGRAM RELATES TO INSTITUTIONAL MISSION, FURTHERS INSTITUTIONAL STRATEGIC PLANNING AND PRIORITIES, AND COMPLEMENTS EXISTING INSTITUTIONAL PROGRAMS:

A. RELATES TO INSTITUTIONAL MISSION

The core of Castleton's mission is undergraduate liberal arts and professional education. The Women's and Gender Studies program (major and minor) reflects and relates to the college's mission in several important ways.

Many of the faculty in Women's and Gender Studies employ a style of teaching that encourages students to "claim their education." This concept means that students become actively involved in and committed to the process of learning. Taking ownership of their education encourages students to see themselves as central participants in, or co-creators of, this process. Students learn to value the way they can direct much of that process. Prompting students to take ownership of their education also reflects common practices to "democratize" the classroom. Doing so creates the space for students to be both learners and teachers, and to see their professors as learners. The Women's and Gender Studies program prepares students for a variety of careers, and for responsible global citizenship.

Students in the program learn to identify their own academic interests, and to tailor much of what they learn to those interests. They become equipped with the tools that facilitate their ability to connect their formal and informal education. They can connect their interests to their education, making the process more meaningful, enriching, and integrative. Recognizing the room for improvements in their communities, students learn to apply their experiential and intellectual knowledge to real world problems. By taking ownership of their education, students not only experience transformative moments for themselves; they transform the people and communities around them for the better.

Having students "claim their education" encourages them to become familiar with the core concepts and debates central to WGS. Students learn to critically examine, analyze, and consider complex readings. They produce exciting and relevant work, in terms of academics, activism, and advocacy. WGS students strengthen their ability to communicate, a skill central to the process of "finding one's voice" but also in securing employment and navigating the world at large.

As students work through material that challenges them to see the world through intersectional, and interdisciplinary lenses, they begin to see how this work directly prepares them for robust careers in established organizations, as well as possible academic or social entrepreneurship. Learning different ways of seeing helps students recognize and appreciate different ways of knowing. As they grow more comfortable in their own intellectual or knowledge production, they can also appreciate the role of various creators of knowledge. As related to the process of

finding their voices, students learn to celebrate the ways that WGS centers the voices of a variety of groups throughout history. Students learn to respect and value differences, as well as come to understand how these differences are often socially constructed, modified, challenged, and upheld for a plethora of reasons.

Combining WGS with other areas of interest allows students to be able to conduct gendered analyses and understand the ways in which gender as a social structure overlaps or intersects with other social structures. They learn to see social structures through the theoretical lens of “intersectionality,” which helps them to see how WGS is not simply focused on issues of gender, but other social categories such as class, race, sexuality, nationality, and age.

A student shared this feedback to one of the courses offered in the WGS program: “Realizing about not only the gender inequalities but other types of inequalities there are like social class and race made me rethink aspects of my life.” The same student also observed, “Gender to me has always been male or female, men were masculine, women were feminine, and there was very little grey area. After taking Gender Studies I see that much differently. We are all people and should be treated equally.” The student’s observations show how students are encouraged to rethink, reconsider, and reexamine much of what they take for granted in the social world.

The student’s comments also reflect that “light bulb moment,” that realization that the world may be viewed differently than before, *and* that the students can assume a role in ensuring that people are treated equally. The student grapples with matters of privilege and power, while at the same time recognizing the ways that she also lacks both in various situations and social structures. The student noted that this class “was definitely one, if not, my favorite class I took this semester,” in part because “it helped me learn a little more about myself and the people around me.” Another student shared similar reflections, “Exploring my thoughts about the topics in different ways helped me to be more engaged in the topics.”

As illustrated above, students are better equipped to draw connections and make gendered, as well as intersectional, analyses. They can apply or introduce these ways of seeing into a variety of classes, to initiate different ways of learning and knowing. They learn to listen to and consider others’ perspectives, while offering insight of their own.

By providing opportunities for student creativity, the WGS program fosters innovation, inquiry, and intention. Because creativity matters, students learn to value this generative process. They can consider creative endeavors, such as social entrepreneurship, in their personal and professional lives. Developing creative thoughts and habits support other positive habits related to academic achievement and success (the ability and motivation to solidify strong studying and writing habits). Cultivating and nurturing creative habits allows students to

recognize the value of such creativity, the productive power and energy connected to the creative process.

Because Women's and Gender Studies is interdisciplinary, the program draws upon faculty across the College. This allows students to select from a variety of courses taught from a number of disciplinary perspectives. Learning about these multiple perspectives, as related to gender, helps students appreciate the complexity of ideas and issues.

The proposed major recognizes the value of combining courses centered on gender, with more traditional courses in a variety of disciplines. The interdisciplinary character of the Women's and Gender Studies program encourages students to draw connections across the curriculum. While the program prepares students to think more autonomously, we also facilitate student thinking about gender in a wide variety of courses.

The training that students receive in our program supports their critical thinking and promotes social justice. Therefore, students are encouraged to apply the knowledge and skills that they acquire or enhance in our program to other courses, but also to the broader world. The WGS program heightens students' awareness of gender inequity (on local to global levels), and enhances students' understanding of gendered social realities and structural inequalities over time and space.

They learn to see how "gender make the world go around" and how to discuss social issues with sensitivity and sophistication. They also learn how to participate in difficult but imperative dialogues that push their understanding of these gendered inequities. They are given abundant space, in supportive learning environments, to explore these topics and invest in these challenging conversations.

Students enter classrooms that cultivate their curiosity, encourage their civic and social responsibility, and enhance their emotional and intellectual maturity. Students will exit the classroom thinking about all of the ways they will play a responsible role in the world; they also continue to explore their intellectual curiosities, by searching for satisfying answers to complex questions, or resolutions to complex problems.

Students in the WGS program receive individualized mentoring and support. They also learn about and experience the benefits of peer learning. The small student-to-teacher ratio provides the space for students to enjoy this individualized attention to their academic careers. Many students also turn to WGS faculty for support in managing the challenges they face in their personal lives. WGS faculty support and encourage wholeness and wellness, and often directly incorporate information into classes regarding resources for students.

WGS faculty members work closely with a variety of people and units across the college to support student achievement and success.

Faculty members work with students to offer them guidance to support meaningful and important collaborations with the college and communities on local, national, and international levels. These collaborations result in presentations of scholarship at or participation in academic conferences or scholarly meetings.

These efforts to engage students' scholarly abilities also include collaboration between various members of the college community as well. Faculty members support student-centered initiatives through classroom activities and assignments. Showing students the value and importance of their ideas helps them to recognize their role in knowledge production, and in remaining responsible and engaged citizens.

Faculty members continue to center students in the educational process, to demonstrate to students the impact of their ideas on themselves and the world around them. Supporting students' self-knowledge and general knowledge encourages them to use their own personal and educational experiences for inspiration. Learning that "the personal is political" allows students to create programming or become involved in community-based problem-solving.

They transform their knowledge, both formal and informal (or experiential and more academic), into action. Doing so enables students to situate this knowledge in the context of their lives. As they bring their ideas to the classroom and various communities, they strengthen the quality of education and the social life of the classroom and community.

Students learn a variety of skills that serve them well in professional, personal, and global settings. As students learn about others, they learn about themselves. This self-knowledge and ability to be self-reflective proves crucial in a world that requires great responsibility and sociality from people. Students learn to critically examine the existing world, to identify inequities and evidence of injustice. Skill building transpires as students are prompted to move beyond the mere identification of such conditions.

Generally, courses in/directly pose this question to students, "What are the solutions to these problems?" As problem solvers and critical thinkers, students in Women's and Gender studies learn to become leaders. They attempt to remedy, or at least address, some of readily identifiable social problems. This includes recovering historical narratives, offering new interpretations of old texts, addressing disparities and discrimination in education, employment, housing, and other institutions.

2. Student Market to Be Served (new or currently under-served)

The core of Women's and Gender Studies organizes itself around addressing the centrality of power and the marginality of "others." As a result, the program recognizes that students potentially face a variety of social, economic, familial, and other obstacles to obtaining a college education. By empowering students to take ownership of their education, we create the space for students to share the experiences that guided them to college.

Valuing the everyday lives of our students is central to Women's and Gender Studies. As discussions of "shifting the center" or movement "from margin to center" remain an important consideration of our work, we invite students to think about their own locations in this world. These invitations recognize students as central to or co-constructive in the production of knowledge. Shifting the center also entails shifting the conversation, such that students generate and express more interest in Women's and Gender Studies throughout their classes (designated as WGS and beyond).

As students learn to recognize and appreciate these connections and applications, they continue to see the bigger picture, in addition to the smaller details. The student-centered process intentionally draws attention to the very institutions and organization of power, as a way to question where power exists in society (to shift the center). The program establishes a balance between existing scholarship, activism, and advocacy work with that of the ideas generated by the students (from their experiences, insight, and understanding of the world.)

Many have expressed an interest in wanting to major in WGS, as many plan to work in areas that directly relate to matters of social justice and equity issues. Some plan to continue their course of study in graduate programs, while others plan to enter service organization or even become social entrepreneurs.

In the past few years, the number of minors in WGS has grown to 15 students. In addition to these minors and 1 major-by-contract, several other students take multiple courses in WGS. Even this marks a benefit for us, since our pedagogy supports the kind of thinking that would prove useful to all students. That is, students who take any number of WGS classes still have access to ideas about gender equity and social justice; they can be positively influenced by the perspectives offered in WGS and introduce or apply those perspectives to the various settings in which they exist. Students who minor and major in WGS acquire a more in-depth understandings of the world. They also have increasing chances to become informed citizens, stronger leaders, and change agents in their communities.

These opportunities for growth and change often attract students to WGS courses. Many of our students actively participate in and enrich our college. They have a broad set of passions, including concern for a safe and equitable society;

reproductive rights; access to affordable food, housing, healthcare, and education; and more.

Our faculty members work in collaboration with other members of the college, as well as community partners. WGS has been a community partner of the CHANGE (Creating, Honoring, Advocating and Nurturing Gender Equity) Initiative. The CHANGE Initiative was established to tackle issues of gender equity in many of its forms. This is done through educational programming on issues like sexual assault, harassment, stalking. CHANGE also worked to establish a matrix of support for survivors of these issues. CHANGE also created a highly-trained group of students known as the Peer Advocates for CHANGE (PAC). These PAC students are responsible for much of the programming and they use a bystander intervention model to try to encourage students to step up to behavior that could be detrimental to the campus. PAC students are also on call while classes are in session to help find resources for survivors.

Based on student need and demand, WGS is currently creating programming to support students' identity formation process, communication skills, healthy relationships, safer sex and sexual safety, and other areas of importance regarding student life. Additionally, WGS supports the Women's History Month calendar, including events such as "Every Woman Has a Story," the Equity Bake Sale, and International Women's Day.

In the past several years, WGS has hosted a number of reputable and well-known scholars, thinkers, writers, and activists in the field, some of whom include the following: Amy Goodman (Spring 2009); Lilly Ledbetter (Spring 2010); Stephanie Coontz (Spring 2011); Cynthia Enloe (Spring 2012); Sandra Fluke (Spring 2013); and Laura Gray-Rosendale (Spring 2014). These guests attract local audiences and garner positive attention for the college. Similarly, our accomplished faculty and our proposed major should attract students at the local, regional, national, and international levels.

3. State Need(s) To Be Served

The creation of the Women's and Gender Studies program prepares students for employment and entrepreneurship in a variety of settings. As students are encouraged to enhance their global citizenship and strengthen their commitment to their respective communities, students build leadership skills that prepare their entry into numerous workplaces, ventures, and opportunities. Given the interdisciplinarity of our program, students may find that they are increasingly prepared for greater possibilities. The program encourages them to identify ways to begin making a difference while in college. This builds a bridge that they can continue to support, as they transition from college. They are ideally equipped to work in a number of occupations and careers.

WGS also offers a number of Civic-Engagement certified courses, which further encourages students to get involved in their college and local communities. Students create programs and events that help to raise awareness of gendered realities and gender-based inequities that exist in the world, at the local, regional, national, and international levels. The skills and knowledge that students acquire in the process of strengthening their contributions to communities directly translates into qualities that prospective employers appreciate in employees, student interns, and or volunteers.

WGS works with various college and community members to identify or create internships and job opportunities for students that translate into full-time and long-term success stories for the students, the program, and the communities that enjoy and benefit from educated, compassionate, and concerned global citizens. Doing so signals the value of students to the broader community, including and in addition to the college. Students are constantly encouraged to interrogate social structures, hierarchies, and boundaries. Creating opportunities for students to work in various communities begins to build or strengthen the bridges between the college and wider communities.

In WGS courses, students learn to see their own strengths and weaknesses. They assess their characteristics, as a means of self-reflection and improvement. Employers reportedly value having employees who are mature, self-aware, generally knowledgeable and sensitive, and able to work with diverse populations. To this end, students learn empathy and are continually engaged in and exposed to a diversity of thought and action. Students should enter the employment arena equipped with qualities employers find desirable and attractive.

Promoting the “soft skills” so necessary for entry into and successful sustainability in the workplace allows us to prepare students for work. Possessing the ability to understand and empathize with others, to respectfully engage others with potentially divergent or contrasting viewpoints, and to communicate effectively constitute some of these skills. Many courses in our program are writing or speaking intensive, to nurture these skills in our students.

Some courses depart from more traditional assessments and assignments, to encourage creativity and ingenuity. Patterns in contemporary society suggest that creative habits have marketability and value. As such, our program supports these courses, as they allow students to explore their creativity. Evidence also suggests that creative habits enrich individuals, strengthen community, and can increase life satisfaction by providing work/life balance. Our program recognizes the connections between creativity and productivity. We create community programming around, and support students’ creative initiatives, as a way of formalizing the contributions that creative habits offer to the college and community.

Finally, our program promotes various approaches to literacy. We recognize that students should be more knowledgeable about new technologies and new media. We offer innovative teaching techniques and styles to share these literacies with students. Our goal involves having students understand how to “read” on many levels. Our program supports traditional (textual analysis, primary texts, documents, records) and new forms of literacy (such as media and computer literacy).

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

The program would be the only one that offers a major within the VSC system. A major or minor in Women’s and Gender Studies centers upon and organizes itself around gender and social justice. To that end, students learn to understand how gender operates on individual, interpersonal, and institutional levels, across various historical moments.

In learning about gender at the individual level, students begin to understand gender identities and the choices or constraints guiding gender self-expression. Students learn to acknowledge and enhance their respect for gender variation. They also learn to see gender as a structure, which impacts and gets embedded in numerous institutions, including family, work, education, politics, medicine, media, and more.

The WGS major would complement existing programs within the VSC system, as well as the college. WGS positions itself as a resource and reference point for critical conversations supported by and outlined in the Vision Statement of the college. As the college continues its efforts to diversify and dimensionalize its student population, WGS remains centrally located in that vision. Members of our faculty regularly discuss the impact of these changes on our students, and teach students how to engage, explore, and celebrate diversity.

The major would prepare students for graduate studies and a variety of occupations. WGS prepares students to be competitive in the academic and job markets. As students learn the tools to talk about specific subjects with a wider range of people, they become more informed and concerned citizens of the world.

Part III: Resource Considerations

The College will incur minimal additional expenses with the creation and implementation of this program. While the program accesses and attempts to maximize use of existing or current resources, the introduction of new courses within the program will require some initial financial support. Much of the educational resources for existing courses within the program would prove useful but incomplete or inadequate for some of the newer courses. This applies to courses that reflect faculty specialization. Ideally, some of these costs might be shared by our program and the respective (other) programs of faculty members. This approach underscores the interdisciplinarity of courses in our program, and contends that cost-sharing reasonably remedies the expenses the program otherwise imposes on the College.

If the new program proved successful, a new faculty line would then be a necessary response to such growth.

Addendum: Outline of the Women's and Gender Studies Major Bachelor of Arts in Women's and Gender Studies (BA.WGS)

Upon completion of the Women's and Gender Studies major, students will be able to demonstrate knowledge and understanding of the following:

- The interdisciplinary characteristic of the field, and the ways that such interconnections enhance knowledge and knowledge production.
- The “situated knowledge” that individual’s possess as a reflection of their social locations and related experiences in the world.
- The ways of seeing the world through the theoretical framework of “intersectionality,” or the intersections of gender, race, class, sexuality, and other social locations.
- The construction of, and appreciation for, difference, within and across categories of gender, as well as race, class, sexuality, and other social locations.
- The historical and contemporary relevance of activism, advocacy, and social justice within the field, and the importance of supporting such justice.
- The importance of centering the experiences and voices of marginalized and oppressed groups of people and advocating for change to minimize existing social inequities.

WGS 1020	Introduction to Women's and Gender Studies	3 cr
WGS 3XXX	Feminist Thought	3 cr
WGS 3XXX	Feminist Methods: Research and Action*	3 cr

And **One** of the Following: (Social Science)

SOC 2040	Race, Ethnicity, Class, and Gender	3 cr
SWK 2040	Discrimination in American Society	

And **One** of the Following: (Humanities)

HIS 2710	U.S. Women's History (Women's History: US Example)	3 cr
ENG 3610	Women Writers	

And **One** of the Following: (Sexualities)

COM 2140	Race, Gender, and Sexuality in Media	3 cr
SWK 2030	Human Sexuality	

And **One** of the Following (as a Senior Capstone):

WGS 3XXX	Activism and Advocacy Project in WGS	3 cr
WGS 4610	Senior Capstone in Women's and Gender Studies	

And **One** of the Following:

WGS 4810	Field Experience in Women's and Gender Studies	3-6 cr
WGS 4820	Internship in Women's and Gender Studies	

Complete 12 additional credits in WGS or related disciplines (see WGS Minor course listing) chosen in consultation with and approved by the WGS Coordinator.

12 cr

At least 18 credits of the major must be at the upper level.

*Note: Students double-majoring in Sociology or Criminal Justice and Women's and Gender Studies may substitute SOC 3910 for WGS 3XXX Feminist Methods. Students double-majoring in Psychology and Women's and Gender Studies may substitute PSY 3151 for 3XXX Feminist Methods.

Core Total: 24-27 credits

Electives: 12 credits

Total credits required 36-39 cr

2. Minor in Women's and Gender Studies (WGS) (18 credits)

Program Requirements:

Complete the following course:

WGS 1020	Introduction to Women's and Gender Studies	3 cr
and complete at least 15 credits from the following list of courses:		
COM 2140	Race, Gender and Sexuality in Media	3 cr
CRJ 3040	Women and Criminal Justice	3 cr
ECO 3050	Women in the Economy	3 cr
ENG 3610	Women Writers	3 cr
HIS 2210	<i>Women in U.S. History</i>	3 cr
HIS 3345	Masculinities in Modern Europe	3 cr
HIS 3065	History of the Nature/Nurture Debate	3 cr
HIS 3450	Women in European History	3 cr
HIS 3475	Women and Gender in African History	3 cr
PED 3060	Women's Health Issues	3 cr
PSY 1050	Human Growth and Development	3 cr
PSY 3240	Social Development	3 cr
PSY 4230	Psychology of Rape	3 cr
SOC 1030	Social Problems	3 cr
SOC 2040	Race, Ethnicity, Class and Gender	3 cr
SOC 2170	Gender Studies	3 cr
SPA 3160	Latin American Women Writers	3 cr
SWK 2020	Family Violence	3 cr
SWK 2030	Human Sexuality	3 cr
WGS 2080	Thinking Bodies	3 cr
WGS 2810	<i>Special Topics</i>	3 cr
WGS 2910	Independent Study	1-3 cr
WGS 3810	<i>Special Topics</i>	3 cr
WGS 3910	Independent Study	1-3 cr
WGS 3XXX	<i>Feminist Thought</i>	3 cr
WGS 3XXX	<i>Feminist Methods: Research and Action</i>	3 cr
WGS 4XXX	<i>Activism and Advocacy Project in WGS</i>	3 cr
WGS 4610	Senior Capstone in Women's and Gender Studies	3 cr
WGS 4810	Field Experience in Women's and Gender Studies	3-6 cr
WGS 4820	Internship in Women's and Gender Studies	3-6 cr
WGS 4910	Independent Study	1-3 cr

With prior approval of the Women's and Gender Studies Coordinator, other designated courses may be taken to fulfill the minor. These courses are offered on demand, with the topic announced at registration and the Women's and Gender Studies option indicated in the course description.

2. VSC Performance Indicators Proposal

During the December 4, 2013 EPSL committee meeting, members agreed to have the Chancellor's Office submit a Performance Indicators proposal at the April EPSL meeting. The attached proposal suggests that we restructure and break down the presentation of our performance indicators so that we can better discuss themes within these data at three different times during the year. These themes include: 'How have our students done?', "Who are our students?", and "College Costs: Balancing Income and Expenditures with Student Aid."

A presentation that Chancellor Donovan made to the House Appropriations Committee on February 18, 2014; it can be found on your iPad under the Committee Materials folder. This presentation exemplifies the different ways that we currently use our performance indicators to tell a story about the successes of the Vermont State Colleges.

Proposal for Future Performance Indicators Discussions

VSC Board of Trustees - EPSL Committee Meetings

Mid-October - 1. How have our Students done?

(Measurements of Student Success)

Degrees awarded in 2013-14

Graduation Rates

Number of students transferring within the VSC and outside the VSC

Employment and/or Continuing Education of Graduates

Early December - 2. Who are Our Students?

Enrollment Numbers

Profile of new first-time students and new transfer students

Current enrollment at the colleges (based on October 15th snapshot)

Retention Rates - how many were retained.

Who was not retained and why?

Mid-May - 3. College Costs: Balancing Income & Expenditures with Student Aid

Cost of Tuition

VT appropriation

Financial Aid: who receives it and what does it entail

College costs

Grants

Endowment

3. VSC Academic Retreat Update

On May 21st we will host the annual VSC Academic Retreat at Vermont Technical College in Randolph. The title for this year's conference is: *"Ready or not, here I come! How are we preparing students for work and life beyond higher education?"* This theme focuses our attention on what is perceived as a growing "talent gap" between graduates' skills and competencies and what the workforce requires of new hires. Through our keynote and panel presentations, and faculty and staff concurrent sessions, we will engage in day-long discussions about research and best practices that prepare our students to seize work and life opportunities alike.

SAVE THE DATE! May 21, 2014

VSC 2014 Academic Retreat REQUEST FOR PROPOSALS

Date: May 21, 2014
Location: Vermont Technical College, Randolph
From: Vermont State Colleges Chancellor's Office and
Annie Howell, VSC Chief Academic Officer

Theme: *Ready or Not, Here I Come!* How are we preparing students for work and life beyond higher education?

Not long ago, a college degree was closely coupled with fruitful employment. But in recent times, employers have been pushing back on what they see as a “talent gap” between graduates and workforce skills. A recent Gallup study for *Inside Higher Ed* (2013) found that 96% of Chief Academic Officers in higher education say their institution is very or somewhat effective at preparing students for the world of work. However, 60% of business leaders say that college graduates do not have the what their particular businesses need (Workforce Solutions Group, 2013). Research shows that while some jobs require specific technical knowledge, most employers want new hires who can write and communicate well, and who are adept at teamwork, collaboration, and innovation, and who possess personal humility, emotional intelligence, resilience and drive (*Forbes Magazine*, 2014). Some more discontented employers say that their number one priority is finding employees who can show up on time (Coplin, 2003).

In this year's VSC Academic Retreat, we will explore how we can best prepare students for the life beyond higher education, and in particular to help them succeed in the world of work. We will learn from faculty and keynote speakers about best teaching practices within liberal arts and technical education classrooms alike. We can debate the learning outcomes of internships, portfolios, and other proficiency-based learning. We should address how course assignments and discussions can translate directly into writing resumes, interviewing for jobs, or collaborating with peers on producing high quality “deliverables.” We can explore how understanding diverse perspectives will broaden our students' capacity to work within a global economy. We will discuss how we can educate students to navigate transitions. In other words, this year's Academic Retreat is geared towards helping us prepare graduates who can seize work and life opportunities alike.

REQUEST FOR PROPOSALS

To address these types of questions, we seek proposals for concurrent sessions that highlight best teaching and learning practices and/or current research related to our theme:

Ready or Not, Here I Come! How are we preparing students for work and life beyond higher education?

Proposals for Concurrent Sessions should use one of the following three formats:

1. **Presentation and discussion** of one or more promising practice(s) in teaching/learning through description, demonstration, case study, or literature review;
2. Facilitated **roundtable discussion** about a teaching and learning topic of common concern;
3. **Poster presentation** highlighting best practice or research.

All concurrent sessions will be **60 minutes long**. Presentations and roundtable discussions should combine presentation and small/large group discussion as participants in the sessions should be actively involved in learning the material.

In submitting a proposal, please include the following in **no more than two pages**:

1. All presenters' contact information: name, title, college, email address, phone number.
2. A proposed title for the session.
3. Indication of which format (presentation and discussion, roundtable discussion, or poster presentation) or if you are open to any of these.
4. A description of the topic of your session.
5. A proposed (brief) agenda for the session including how you will include participant discussion.
6. A/V and other technology needs.

All proposals should be sent to Elaine Sopchak (elaine.sopchak@vsc.edu), Executive Assistant to the Chancellor, by **Wednesday, April 2, 2014**. Elaine will send an email confirmation to you upon receipt. A subcommittee of the Academic Retreat Planning Committee will make determinations and notify selected presenters by April 12th.

If you have questions about your session or about the retreat, please feel free to contact a committee representative from the Planning Committee listed below, or Elaine Sopchak at (802) 224-3001.

2014 Academic Retreat Planning Committee

Jennifer Alberico, CCV
Kellie Bean, LSC
Kelley Beckwith, CSC
Danielle Berrien, LSC
Marianne DiMascio, CCV
Linda Gabrielson, CCV

Annie Howell, VSC/OC
Linda Metzke, LSC
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Tony Pepper, CSC
Phil Petty, VTC
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