

November 13, 2015

TO: Education, Personnel and Student Life Committee
Kraig Hannum, Chair
Jim Masland, Vice-Chair
Lynn Dickinson
Karen Luneau
Mike Pieciak
Ben Simone
Martha O'Connor

FROM: Yasmine Ziesler, Chief Academic & Academic Technology Officer



RE: EPSL Meeting on November 18, 2015

The EPSL Committee of the VSC Board of Trustees will meet on Wednesday, November 18th at 5 p.m. in conference room 101 of the Office of the Chancellor, 575 Stone Cutters Way, Montpelier. Please note the meeting has been warned for 4 p.m. in the event the preceding meeting ends earlier. The full EPSL agenda and materials are attached.

I can be reached at (802) 224-3025 if you have any questions.

Thank you.

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

**Vermont State Colleges Board of Trustees
Education, Personnel, and Student Life Committee Meeting
November 18, 2015**

AGENDA

A. ITEMS FOR DISCUSSION AND ACTION

1. Approval of the Minutes of the September 2, 2015 Meeting [p. 3](#)
2. Policy 102 Final Proposal: Lyndon State College BS Early Childhood Education [p. 6](#)
3. Policy 102 Final Proposal: Vermont Technical College BS Entrepreneurship [p. 34](#)
4. Discussion of Programs under 2015 Program Review and Continuous Improvement Process (PReCIP) [p.53](#)
5. Commendation of 2015 PReCIP Process Participants [p. 65](#)
6. Approval of Programs to be Reviewed under 2016 PReCIP Process [p. 68](#)
7. Nomination of Faculty for Emeritus Status [p. 74](#)

B. ITEMS FOR INFORMATION AND DISCUSSION

1. Johnson State College: Early Notification for BA in Media Arts [p. 95](#)
2. Update from the Chancellor on Safety and Security Evaluation and Planning [p. 97](#)

A. ITEMS FOR DISCUSSION AND ACTION

1. Approval of the Minutes of the September 2, 2015 Meeting

The Vermont State Colleges Board of Trustees Education, Personnel & Student Life Committee conducted a meeting Wednesday, September 2, 2015 at the Office of the Chancellor in Montpelier, Vermont.

Committee members present: Lynn Dickinson, Kraig Hannum (Chair), Karen Luneau, Jim Masland, Mike Pieciak, Ben Simone

Other trustees present: Church Hinds

From the Chancellor's Office: Tricia Coates, Director, External & Governmental Affairs
Bill Reedy, General Counsel
Tom Robbins, CFO
Elaine Sopchak, Executive Assistant to the Chancellor
Sophie Zdatny, Associate General Counsel
Yasmine Ziesler, Chief Academic/Academic Technology Officer

College Presidents: Joe Bertolino, Elaine Collins, Joyce Judy, Dan Smith, Dave Wolk

From the Colleges: Dr. Nolan Atkins, Interim Academic Dean, Lyndon State College
Craig Damon, Professor, Vermont Technical College
Phil Petty, Academic Dean, Vermont Technical College
Beth Walsh, VSC United Professionals

Chair Hannum called the meeting to order at 5:10 p.m.

A. ITEMS FOR ACTION

1. Approval of the Minutes of the May 13, 2015 Meeting

Trustee Masland moved and Trustee Pieciak seconded the approval of the minutes. The minutes were approved unanimously.

General Counsel Reedy introduced Taryn Moran, who recently joined Chancellor's Office staff as a trainer and investigator. Ms. Moran will work with the colleges on training and investigations related to Title IX and VSC policies.

B. ITEMS FOR INFORMATION AND DISCUSSION

1. Presentation on Summer Work of the Lyndon Curriculum Task Force

Dr. Nolan Atkins, Interim Academic Dean at Lyndon State College, presented on the college's data driven process to compare programs to each other and use info to make curricular change. Over the summer and on their own time, Lyndon faculty formed a task force, including students, with a very tight timeline. The process has been open, inclusive, and transparent, including the entire Lyndon community. The goal is to streamline and simplify curriculum, and to provide 4-year maps for each program to allow students successful, timely completion.

President Bertolino emphasized that his office has not been involved in this process, and that it has been entirely faculty driven. He shared that this project is the single most important project at the college this year, and will determine the future of the college for many years. Dr. Atkins emphasized that having the data to support the project is very important.

President Smith reminded the Committee that Vermont Tech faculty also embarked on a similar curriculum review that has helped address the college's shortfall. He agreed that the faculty driven approach is what makes such a project successful, and suggested that such a process occur on a regular basis, every five years.

Trustee Hindes stated it will be interesting to compare this curriculum review process with the Policy 109 process, which is far less comprehensive and does not have a financial component. Dr. Atkins' presentation is included as a part of these minutes.

Chief Academic Officer Yasmine Ziesler handed out further reading for the Committee: "Guided Pathways to Success" from Complete College America and "Freedom to Fail? The Board's Role in Reducing College Dropout Rates" from AGB.

2. Policy 102 Preliminary Proposal for Vermont Technical College Master's Degree in Software Engineering

President Smith explained that the timeline for this proposed program is accelerated due to NEASC deadlines. He emphasized that the economic relevance of Vermont Tech's programs is at the core of their mission. Technology is a growing industry sector in Vermont, and the college's growing software engineering program is a reflection of that, with over 70 students at the four-year degree level. Professor Craig Damon and his department have been developing this program for several years. The addition of the MA degree will require a substantive change authorization from NEASC, and the application is due in October. Therefore Vermont Tech asks to have this program approved by the full Board at its September 23rd meeting.

The program will allow baccalaureate students to continue into the master's program and not transfer elsewhere. Professor Damon stated that the program will utilize many upper level courses that can be cross listed for both seniors and graduate students. A master's program is an opportunity to help baccalaureate enrollment because it changes minds about Vermont Tech. It is also a way to provide this credential to a more mature workforce in Vermont; most software engineers are on the young side. Professor Damon stated that he has received many inquiries for such a program from potential students. Currently there is no master's in software engineering program in Vermont. There is also potential for employer-paid tuition for students. Chair Hannum requested that President Smith provide a formal program proposal at the Board's September 23rd meeting.

3. Policy 102 Preliminary Proposal for Lyndon State College's Bachelor's of Science in Early Childhood Education

CAO Ziesler informed the Committee that the program under consideration is a proposal for a BS in Early Childhood Education, not Elementary Education as stated in the material. Dr. Nolan Atkins described the program, which leads to licensure and is intended for nontraditional learners and people in the industry who don't have licensure. This particular degree pathway doesn't exist in Vermont. It aligns with CCV's program and EDP. A CCV graduate could complete the program in two years, or 18 months for nontraditional students. The program comprises 90% online instruction, with the other 10% in different locations. Courses will be offered in five-week blocks. President Bertolino stated that demand is quite high in Vermont for such a program and Lyndon will look at flexibility for delivery throughout the state. President Judy stated that CCV associate's completers are increasing and there hasn't been a place to continue; this program will solve that problem.

Trustee Dickinson asked President Bertolino for an update on the partnership with Northern Essex Community College in Massachusetts. He stated that they are waiting for approval from the Massachusetts Department of Education, and then NEASC, which is delaying the start of the program by one semester. Lyndon will have a recruiting presence on campus in the fall and the program will start up in spring.

Trustee Masland moved and Trustee Luneau seconded a motion to allow Vermont Tech to move forward with a final program proposal for its MA in Software Engineering program, to be brought before the Board on September 23rd. The motion passed unanimously.

Trustee Luneau moved and Trustee Masland seconded a motion to allow Lyndon State College to move forward with a final program proposal for its BS in Early Childhood Education program, to be brought before the EPSL Committee at its next meeting. The motion passed unanimously.

The meeting adjourned at 6:28 p.m.

2. Policy 102 Final Proposal: Lyndon State College BS Early Childhood Education

At the September 2, 2015 EPSL Committee meeting, Lyndon State College presented a preliminary proposal for a bachelor's of science in Elementary Childhood Education. This new program will allow students to complete their BS and/or licensure while continuing to work full-time. While the new licensure program will be aligned to graduates of the CCV Early Childhood AA program, it will also allow students who already hold a bachelor's or associate's degree to complete coursework leading to a Vermont Early Childhood teaching license, as well as allow already working and licensed teachers in Vermont who hold an endorsement in another concentration area to add an early childhood endorsement.

At this time Lyndon State seeks final approval for this program. A suggested resolution for recommendation to the full Board follows the program proposal.



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

Final Proposal Form

Part I: General Information

1. Institution: **Lyndon State College**
2. Name of new program: **Bachelor of Science in Early Childhood Education**
3. a) Individual(s) with responsibility for program development: **Dr. Eden Haywood-Bird, Assistant Professor, and Dr. Tara Fortner, Assistant Professor and Education Department Chair**
- b) Academic Department(s): **Education**
4. a) Date of Preliminary Proposal: **08/26/2015**
- b) Proposed start date of program: **Fall 2016**
5. Title of degree to be conferred (if applicable): **Bachelor of Science in Early Childhood Education**

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

This new BS/licensure program will take the non-traditional students' challenges into account throughout coursework, allowing for students to complete their BS and/or licensure swiftly, while being able to continue to work full-time. While the new licensure program will be aligned to graduates of the CCV Early Childhood AA program, the outcome goals for the entire program will be threefold:

1. Provide students who already hold a bachelor's degree a chance to complete coursework leading to a Vermont Early Childhood teaching license.
2. Provide students who already have an associate's degree in Early Childhood to complete a bachelor's degree in early childhood leading to a Vermont Early Childhood teaching license.
3. Provide already working and licensed teachers in Vermont who hold an endorsement in another concentration area the opportunity to add an early childhood endorsement.

Part II: Rationale

1. How the program will strengthen the College (refer to institutional mission, institutional priorities and existing institutional programs):
 - This program is reflective of the LSC mission to educate students in an individual and experiential way, while focusing on professional growth and transferable skills. Students in this degree program will have multiple opportunities for rich, course-content related field experiences. Students will be applying what they are learning in their LSC courses directly to working early childhood classrooms.

- This program extends the excellence of the LSC current teacher education program to an underserved and often neglected population of teachers throughout the state of Vermont. Student in this program will be graduates of the CCV Early Childhood AA program and likely have multiple years of practical experience teaching children in childcare birth-age five. Teachers in the birth to age five programs have not had an accessible pathway to a bachelor's degree and teacher licensure. With Act 166 and the Preschool Expansion policy in Vermont, a bachelor's degree for this population is now often required to continue their jobs.
- This is in line with LSC FLEX, an initiative created to better serve Lyndon State College's non-traditional student population. The course work for this degree will be 90% online and will be offered in an adult-student friendly, fast-track method. Students will be able to continue their employment full-time, while also taking courses full-time. Additionally, this approach will allow LSC to market the program outside the current NEK area, as students will not need to be physically present on the college campus daily to attend courses.

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

There is a shortage of early childhood licensed professionals in the state of Vermont needed to implement Act 166, which entitles all Vermont three- and four-year-olds to attend taxpayer funded preschool. Unfortunately, the Vermont Agency of Education does not have current data on the number of ECE teachers currently teaching, or of those teachers who are licensed but not working in the field; however, the anecdotal evidence is convincing. According to a presentation of her research on this topic at the March 2015 Professional Preparation and Development Committee, Susan Titterton shared that, although the data is not in existence, through her multiple consultations with district superintendents she has discovered that there are currently unfilled positions in preschools. With the implementation of Act 166, the supervisory unions are concerned that they will be unable to fill additional needed licensed positions in preschool, as the number of three- and four-year-olds who are newly eligible for preschool begins to grow. An overview of this report is attached. It is also notable that, before Act 166 and the Preschool Expansion project were considered and became state law, preschool and childcare teachers were listed in the *Vermont Department of Labor, 2012-2022 Long Term Occupational Projections* report as both being "high growth" and indicated that there were multiple openings in the State of Vermont (pg. 10). With the influx of children coming into the preschool system, it is easily inferred that the numbers of positions for teachers will be increased in the state. This document is also attached to this proposal.

Additionally, the plight of the current preK teachers who are working full-time and who have obtained the AA degree in Early Childhood Education, but will no longer be qualified for their current positions, has been overlooked. These teachers are experienced professionals who want to continue teaching. To do this, each must obtain a bachelor's degree and state licensure. Currently, there is no easy pathway for these professionals. This degree program will fill that void.

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 degree will be the first of its kind in the VSC. The method of instruction will be centered on adult students, currently working in the field of early childhood, who are working full-time. Courses will be 90% online, with the 10% being a once-a-semester face-to-face weekend seminar on the LSC campus. This degree will be fully articulated to the CCV Associates of Arts in Early Childhood degree, aligning the coursework directly and seamlessly to a five-semester completion of a BS in Early childhood Education with licensure.

Part III: Program Description

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

As part of their successful program completion, students will:

- obtain a BS in Early Childhood Education and be recommended for licensure as a birth to age-five teacher in the State of Vermont;
- demonstrate competency in developmentally appropriate teaching practices for children birth to age five;
- complete and pass a Level 1 Licensure Portfolio; and
- demonstrate status as a highly qualified teacher in Vermont for birth to age five.

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

This program includes a large amount of field experience as part of the coursework requirements. Students will demonstrate their competency in both abstract concepts of teaching best practices as well as concrete day-to-day caregiving with children aged birth to five. Also, as required by the Vermont Agency of Education, students must complete at least eight credit hours of upper division liberal studies electives to be qualified for licensure. While the vast majority of the coursework in this degree will be specific to best practices in teaching and childhood development, students will be required to access their liberal arts

content knowledge in the early childhood classes. Students will be crafting and implementing content-based lesson plans for children in many courses, as well as during their semester of student teaching. As an additional requirement, students must also demonstrate Liberal Studies content knowledge by successfully passing all content sections of the Praxis Core test. This is a requirement for both this program as well as for Vermont state licensure. Information on PRAXIS Core can be found here:

<https://www.ets.org/praxis/about/core/content/>

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

The overall evaluation of student performance will be four-fold. Students will demonstrate competency in this program by progressing through the program on time with at least a C grade, by performing well in field experiences that are linked to graded assessments, and by passing all sections of the PRAXIS Core test, and by passing all sections of the portfolio review. After these criteria are met, the student will be qualified to apply for a Vermont State Early Childhood teaching license.

- i. A defined course sequence will exist so students must take the courses in order, over five semesters at LSC. In doing this, prerequisites for each course are related to the previous semester's sequence of courses. If a student does not pass with at least a C-, the student will have to wait until the course is offered again and retake for a better grade.
- ii. Students will be required to engage in field work throughout their coursework. Students' grades in the courses with a fieldwork component will be heavily dependent on the students' performance in the fieldwork placements. If a student does not perform well in the fieldwork placement, the student will have to retake the course.
- iii. Students will need to maintain an overall GPA of 2.5, as well as a GPA in the major of at least 3.0, and have passed all sections of the PRAXIS Core test to begin student teaching.
- iv. Students must pass all sections of the portfolio assessment, demonstrating their proficiency in all Vermont Core Teaching Standards.

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

This program will be accredited by the Vermont Agency of Education Results Oriented Program, or ROPA. Application to ROPA for a new program and a request for a ROPA visit was sent October 5, 2015.

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

**Students must also take 9 credits of 3000-4000 level Liberal Studies as part of the degree. Students can choose any LS courses at the proper level, so these courses are not included in the list below.

***Students will arrive with an AA degree in Early Childhood Education. These transfer courses meet the first two years of the degree program and are not included in this list.

Course Name & Number	Credits	New or Existing?
<p>ECH 1030 Introduction to Early Childhood Education (currently listed as EDU 1030) This course introduces students to the history, philosophy, and the application of child development to the best practices of teaching in the field of Early Childhood Education. Course content includes techniques for observing and recording children in the classroom, communicating with families, addressing learning environment concerns, implementing developmentally appropriate practices, and integrating students with special needs. The role of the teacher in early childhood settings will be examined as well as the importance of culturally responsive teaching in early childhood classrooms. This course requires fieldwork in an ECE classroom.</p>	<u>3</u>	<u>Existing</u>
<p>ECH 3830 Early Childhood Techniques (currently listed as EDU 3830) This course provides students with an opportunity to develop teaching skills for working with young children. The course requires students to integrate theories of child development and pedagogical strategies into their teaching practice. Students assume increasing responsibility for curriculum development, classroom management, and instruction in a single setting. There is a field work component. There is a course fee.</p>	<u>3</u>	<u>Existing</u>
<p>ECH 3*** Infant/Toddler Techniques This course provides students with an opportunity to develop teaching skills for working with children age 0-35 months. The course requires students to integrate theories of child development and pedagogical strategies into their teaching practice. Students assume increasing responsibility for curriculum development, classroom management, and instruction in a single setting. There is a field work component. There is a course fee.</p>	<u>3</u>	<u>New</u>
<p>ECH 3*** Advanced Early Childhood Development – Birth to age 5</p>	<u>3</u>	<u>New</u>

<p>This course examines the development of young children with an emphasis on the physical, cognitive, language, social, and emotional domains and the concept of the whole child. This course requires students to apply child developmental theory to teaching and learning best practices for young children.</p>		
<p>ECH 3*** Managing an ECE Classroom for Children Aged 0-5 This course explores developmentally appropriate classroom management techniques for young children. Topics covered include pro-social child development, teaching social skills, managing challenging behaviors, and the social context of classroom management. The role of the classroom environment in managing behavior and promoting pro-social interactions will be explored. There is a field work component. There is a course fee.</p>	<p><u>3</u></p>	<p><u>New</u></p>
<p>ECH 3*** Ethical Considerations for Early Childhood Educators This course provides students with the training necessary to develop skills and knowledge in professional ethics for teachers. Topics explored include the NAEYC Code of Ethical Conduct, how to use professional ethics to guide interactions with families and students, applicable educational laws related to ethical behavior, and the ethics involved in creating a culturally responsive curriculum for students.</p>	<p><u>3</u></p>	<p><u>New</u></p>
<p>ECH 3*** Inclusive Teaching for Early Educators This course explores the methods and best practices for including children with special needs in the typical early childhood classroom. Topics include best practices for inclusion, collaboration with families and other special education team members, and curriculum design that address all learners. Teaching children who are English language learners will also be addressed. There is a field work component. There is a course fee.</p>	<p><u>3</u></p>	<p><u>New</u></p>
<p>ECH 3*** Educational Theory for Teachers of Children Aged 0-5 This course explores theories of education which relate directly to children age 0-5. Instruction focuses on learning theories, motivation of young children, effective teaching, and instructional planning from a developmental perspective.</p>	<p><u>3</u></p>	<p><u>New</u></p>
<p>ECH 3*** Developmentally Appropriate Programing for Infants and Toddlers This course introduces developmentally appropriate curriculum planning for children birth to age 35 months. The instruction focuses on play-based planning using the Vermont Early Learning Standards, authentic approaches to child assessment, culturally-responsive planning, and planning activities across all domains. The role of the classroom environment is also explored.</p>	<p><u>3</u></p>	<p><u>New</u></p>

<p>ECH 3*** Developmentally Appropriate Programing for Preschool This course introduces developmentally appropriate curriculum planning for children age three to five years. The instruction focuses on planning play-based learning activities using the Vermont Early Learning Standards, authentic approaches to child assessment, culturally-responsive planning, and planning activities across all domains. The role of the classroom environment is also explored. There is a field work component. There is a course fee.</p>	<p><u>3</u></p>	<p><u>New</u></p>
<p>ECH 3*** Authentic Assessment of Young Children This course explores developmentally appropriate techniques of assessment for young children age birth-5 years. Topics include methods of observation, building a body of evidence that support assessment, using alternative assessments, and making learning visible for both children and families. Students will also explore culturally responsive methods of assessment.</p>	<p><u>3</u></p>	<p><u>New</u></p>
<p>ECH 3*** Using Inquiry for Math and Science with Children Aged 0-5 This course explores the best practices for teaching math and science to children age 0-5. Topics include effective methods and approaches for teaching math and science, content specific and cross curricular lesson planning, and using standards and assessments to inform teaching pedagogy in the classroom. There is a field work component for this course. There is a course fee.</p>	<p><u>3</u></p>	<p><u>New</u></p>
<p>ECH 4080: Language & Literacy in Early Childhood Classroom (currently listed as EDU 4080) This course examines emergent literacy development through the lens of the young child's developmental domains. Instruction will focus on research-based developmentally appropriate strategies for promoting early language and literacy skills There is a field work component for this course. There is a course fee.</p>	<p><u>3</u></p>	<p><u>Existing</u></p>
<p>EDU 4***: Teaching Early Childhood Education This course places students in an early childhood classroom for XX weeks. Students gradually increase their involvement, culminating in a period of full-time teaching under the direction of a qualified supervising teacher. The course involves practical application of teaching principles, knowledge, and understanding of young children and their development.</p>	<p><u>12</u></p>	<p><u>New</u></p>
<p>EDU 4250 E Portfolio Development This course assists students in developing the e-Portfolio required for licensure. Students take this course concurrently with EDU 4811 and EDU 4730.</p>	<p><u>1</u></p>	<p><u>Existing</u></p>

EDU 4730 Student Teaching Seminar This course explores research and presents issues in education as related to the student teaching experience. Students take this course concurrently with EDU 4811 and EDU 4250.	<u>2</u>	<u>Existing</u>
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6. TOTAL CREDITS in proposed program: 60 (including 9 credits of upper division liberal studies coursework)

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	\$83,565	\$83,635
Admin/Other Staff	\$2,846	\$2931
Facilities/Equipment	\$0	\$0
Library/Other Materials	\$0	\$0
Other Costs	\$0	\$10,000-\$12,500
TOTAL COSTS:	\$86,411	\$96,566 - \$109,066

rev. 3/29/11

2. Revenue/sources to meet new expenditures

	Year One	Year Two
Tuition	\$99,840-\$124,800	\$102,835-\$128,544
Reallocation	\$0	\$0
Other Sources	\$5,600-\$7,000	\$5,600-\$7,000
TOTAL REVENUES:	\$105,440-\$131,800	\$108,435-\$135,544

Part V: Enrollment, Marketing and Public Relations Considerations

1. Projected enrollment for new program:

	Year One	Three Years Out
Full-Time	20-25	30-35
Part-Time	0	0
In-State	20-25	30-35
Out-of-State	0	0

Describe how you arrived at these projections:

These projections are based on the report by Susan Titterton on the preK teacher shortage as well as through conversations with Diane Hermann-Artim, CCV Associate Academic Dean, related to CCV AA ECE degree graduate numbers for the past three years. This program will also require students to attend full-time and, as it is directly related to the CCV ECE AA degree, no out-of-state students are anticipated.

2. Describe the marketing strategies for the new program.

Marketing for the program will be done through the multiple Early Childhood organizations in Vermont. Building Brighter Futures, Vermont Birth to Three, Northern Lights Development, as well as the licensing division of the Vermont Agency of Education are all much invested in this new degree program going forward. With such powerful stakeholders that are also directly linked to the current workforce, word will spread quickly with a press release.

3. Competition:

- a. In state and region: Little competition is anticipated in the region as there are no other CCV-articulated, bachelor’s degree programs leading to Vermont State licensure in early childhood programs.
- b. Web-based: There are no accredited programs in Vermont that lead to licensure that are web-based.

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

Since this program has an entirely different student demographic than the current LSC ECE BS program, enrollment in the current program is not expected to change.

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

Ideally, this program will increase enrollment in the CCV ECE AA program as the current preschool teacher workforce begins to increase their education level to meet new requirements. Otherwise, no impact is anticipated.

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

This program is heavily favored by the Vermont Agency of Education, so this will positively impact the relationship with the VSC and the VAOE. Lyndon State College and the VSC will become the primary educator of Vermont's birth to age five teachers. No other impact on relations is anticipated.

Titterton, VB3, 3/20/15

HANDOUT FOR PRESENTATION ON ECE-LICENSURE
BBF Professional Preparation and Development Committee Meeting
March 20, 2015
(with some additions for 4/7/15 VB3 meeting)

INTRODUCTION

Due to a lack of licensed educators with an ECE (or ECSE*) endorsement, many community-based programs are not able to meet Act 166 quality standards, which would allow them to offer publicly funded PreK. In addition, school districts often report a lack of strong candidates when hiring for PreK or EEE programs. For universal access, Vermont needs more licensed early educators to teach in both schools and community-based programs.

*From hereon, most of this document's references to an ECE endorsement may be read to apply to ECSE, as well.

HOW THIS PRESENTATION WAS ORGANIZED

1. Framing the Problem p. 1-2
 2. The Need: PreK Children & Licensed Teachers p. 3-4
 3. Pathways to ECE-Licensure: Barriers & Ideas p. 5-8
 4. Adding Supports, Flexibility and New Options p. 8-10
 5. Closing remarks: Policy and Investment (both are required)
- APPENDIX: Stakeholder Interviews list and remarks from a home provider p. 11-12
APPENDIX: ECE competencies compared to Elementary competencies p.13
APPENDIX: Peer Review requirements compared to Transcript Review p. 14
APPENDIX: Pathways to VT Licensure chart p. 15

1. Framing the Problem

"Your explanation guides your intervention."

"Is the problem that there are not enough ECE-licensed teachers, or is it that there are qualified teachers who are not being allowed an ECE-license?" –Amy Fowler, 2/12/15 meeting

Possible explanation: Over-use of rejection

Possible solution: More easily grant licenses to qualified teachers; increase flexibility; differentiate requirements based on a candidate's background, experience, and education

Audience response (BBF-ELD Committee & PPD Committee): Using a specific definition of quality, AOE uses an "all or nothing" approach to experienced candidates seeking to add an ECE or ECSE endorsement. Education from neighboring states is not seen as acceptable by technicians reviewing transcripts

"Are there ways to become ECE-licensed, but people don't like the answer about what they need to do" –Amy Fowler, 2/12/15 meeting

Possible explanation: Peer Review pathway is arduous (77 competencies for ECE endorsement vs. 50 for elementary). With both Peer Review and Transcript Review, some experienced candidates feel their experience is devalued; some choose not to pursue licensure.

Possible solution: Increase flexibility; differentiate requirements; increase supports and scholarships

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Audience response: Lack of a differentiated response to candidates means everyone must fulfill same portfolio and student-teaching requirements, regardless of years of experience and professional development. Some costs of this approach may include: financial, time, a disincentive for qualified candidates to pursue licensure, morale issues, and lack of workforce to implement Act 166. Requirements are particularly problematic for home-based providers, a major part of workforce in rural/ remote areas.

“Is it a pipeline question (not enough licensed teachers coming through the pathways) or is it the end-point (compensation center-based programs can offer) not attractive enough for people to choose to go through getting their licenses?” –Amy Fowler, 2/12/15 meeting

Possible explanation: Lack of compensation parity for center-based programs with public schools or other employers; a part of pronounced inequities in access to quality educators in our rural and remote communities

Possible solution: Improve salaries and/or benefits so center-based programs can attract and retain licensed teachers; tap into workforce already committed to working in Vermont and at centers (for example, potential AA→BA candidates); include PreK in work AOE is doing on Educator Equity and in strategies that may emerge

Audience response: A robust supply of teachers may help to address this “end-point” concern. School-based programs, as well as other employment, do attract teachers away, particularly for health benefits. A declared Teacher Shortage Area with loan forgiveness might help. College advisors do steer students away from early education due to pay issues. If licensure is seen as an arduous process leading to little personal gain, there is a disincentive to pursue it.

“Is this a transitional phase as a result of beginning to build a professional (licensed) field? This is not unlike what happened initially with other professional fields. In the early care and education world, before, everyone was ‘in’. Now, many are ‘out’ and must work their way in.” –Mark Sustic interview

Possible explanation: Timing of workforce need along w/ increased standards too much & soon
Possible solution: Create a transitional approach with a two-part strategy: 1) First, focus on an “assisting process” to expedite licenses for experienced, qualified people, currently in the field; and 2) Concurrently, begin planning enhanced teacher preparation programs to bring new people into the field; “sunset” #1 as the field is built up and it is no longer needed

Audience response: This did not resonate in the same way that #1-4 did, although some center directors responded that all four explanations fit for them at different times in their recent experience with licensure. One current “expediting” approach in use—provisional licenses—is seen as viable for some and problematic for others.

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2. The Need

Demand: Increased PreK Enrollment and Expansion

a. Act 166: Universal PreK access to all 3- and 4-year-olds in prequalified programs
Federal PreK Expansion Grant: Full-day PreK for 4-year-olds at <200% of federal poverty level

b. Current Enrollment:

5,853 (about 50%) of 11,284 preschool-aged children (AOE, 2013-2014)

Estimate is 80% of all 4-year-olds and 30% of all 3-year-olds in some form of PreK

“It would be difficult to get a precise answer to the question of how many hours PreK children are attending a PreK program (Act 166).” (*Minding the Gap*)

c. Estimated Increased Enrollment:

For Universal PreK access: 80% enrollment would bring 3,174 additional children

For PreK Expansion Grant: 70% enrollment of qualifying 4-year-olds, based on ½ of 11,284, would mean 3,949 4-year-olds in full-day PreK programs

“We do not currently have data on how many children and families would like to access preK and are not able to do so.” (AOE)

Supply: ECE-Licensed Teachers

a. 2,062 total ECE-licensed; 1,593 for Birth-Grade 3, 469 for Birth-Age 6 (AOE, ELCG, 10/2013)

b. 1,327 total licensed, with ECE or ECSE endorsement (Sugarman, White Paper, AOE, 11/2014)

c. 1,284 total ECE-licensed; 1,238 for Birth-Grade 3 and 46 for Birth-Age 6 (AOE, 2/9/2015)

We do not know:

- How many PreK-licensed teachers are working in K-2 settings
- How many are licensed, but not using their license
- How many will decide not to renew their PreK endorsement in a given year
- How many will leave PreK for other employment

And so, gaps in data make it impossible to estimate the current number of practicing ECE-licensed teachers in PreK AND the additional ECE-licensed teachers that may be needed. As an exercise, using a 1:15 teacher-child ratio, calculations might be these:

5,853 children currently enrolled, divided by 15 = served by 390 current teachers

3,174 additional children enrolling, divided by 15 = additional 212 teachers needed

Supply: Some Local Stories

Tracy Wrend, Superintendent, LSSU, February 2015 email in response to my Q:

“No one is gathering data about needs at the local level. Hypothetically yes at the state level, but I am unsure of who or how data is being gathered.

I have two partners who have been searching for teachers with no success. I have a third who has been looking for 2 years. I will have a vacancy to fill in FY16 for a early childhood special educator. So, I need 4 right now. Our team was lamenting just yesterday about the divide between the partners that want quality and are seeking to improve and get teachers and those that have no interest. They are concerned that, in the context of choice, necessity and subsidies,

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children are stratified by socio economic status and the neediest children are in the lowest quality programs. I would say we have 4 or more programs in LSSU that are not expressing any interest in partnering and improving. I wish I could get high quality teachers in those programs, too.

If we are going full day, school year for 4 year-olds, the need increases by 50%."

Tracy Patnoe, Director, Mud City Kids (MCK), Morrisville, February 2015 interview:

- 2011-12 Began partnering, LSSU provided licensed teacher at no cost, MCK received no tuition
- 2012-13 LSSU paid MCK tuition; MCK paid licensed teacher; few kids/ lost money
- 2013-14 Teacher w/ Master's, NY license SPED Birth-21; allowed VT license SPED K-12; required classes & tuition; she said "no"; CCV Assessment of Prior Learning to document competencies in portfolio, granted credits, submitted documentation & requested ECE endorsement; took 3 months, lost paperwork, finally granted
- 2014-15, January 2015, Licensed teacher left to become a BI at Laraway and have health insurance
- January 2015, Advertised, one candidate 8 yrs, ECE-licensed, hired her, couldn't find quality infant care
- February 2015, 2nd ad no response; reached out to other local centers "sub out licensed teacher for 10 hours a week?" 1. No reply; 2. Maxed out at 38 hours @ week; 3. In same boat; superintendents (3) not willing to apply for provisional license
- Worried impact loss of tuition would have on some families; unclear how long she has to address
- Current staff not willing to pursue licenses due to work/ family/cost (1. BA in Social Work w/ 4 years, BA in psychology w/ 4+ years, CDA w/ 22 years experience in PreK)
- March 2015, Convinced previous teacher to come back 10-hours a week until May
- March 2015, Attending Peer Review Clinic to see if she has what is needed to go through that process and become licensed herself (BS in Human Services from Springfield College, 7 years home-based childcare, 9 years director of 5-STAR center-based program)
- Recently put Center up for sale; burned out from the hours / schedule, paperwork, and staff turnover

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3. Existing Pathways to Licensure: A Quick Review & Perspectives from Stakeholder Interviews

- Licensure includes:
 - Level 1 teaching license,
 - Plus Endorsement: ECE (36) or ECSE (80),
 - Plus Level: Birth to Grade 3 (0); Birth to Age 6 (5); and K to Grade 3 (14)
 - And so, for example, we might be talking about a need for more teachers with a Level 1 license and a 36-5 endorsement
- Requirements:
 - 1) BA, at accredited institution, major in liberal arts or endorsement area
 - 2) Documentation of specified content knowledge & performance standards (77 competencies for ECE; 75 for ECSE)
 - 3) Documentation of 13 weeks of supervised student-teaching, or equivalent
 - 4) Demonstrated abilities (communication, math, etc.) by passing Praxis CORE
 - 5) Documentation of VT CORE Teaching Standards & Progression Indicators (21)

Traditional Pathway: Approved Teacher Preparation Programs

A. Vermont Bachelor Degree Programs—UVM, Lyndon, Goddard, Champlain, and Union (teach-out plans only)

- Required: Successfully complete full education preparation program, fulfilling all requirements for licensure and endorsement; pay institution for courses; pay for Praxis; license fee to AOE
- Number of early childhood graduates: 45, in 2013 (Sugarman and RTT/ELCG)
- Barriers: Graduates do not necessarily stay in VT, do not necessarily seek licensure, do not necessarily seek Birth-6 age range, student-teaching is more typically at K-3 level in elementary schools; programs steer students toward K-3 for better compensation
- Possible solutions/ supports suggested: Teacher preparation programs advocate and actively partner in recruiting, educating and recommending more VT ECE-licensed teachers; increase availability of Birth-6 student-teaching placements; create a seamless AA→BA teacher preparation program in collaboration with CCV and the External Degree Program at JSC

B. Interstate Agreement/ Reciprocity

- Number of ECE-licensed teachers per year: (No data kept)
- Barriers: Licenses often granted with Elementary Education endorsement, not ECE; reciprocity is difficult to attain: four Master's level candidates w/ early childhood-related coursework/ experience, were denied (two went to Peer Review; one to Assessment of Prior Learning, one to Higher Education Collaborative and prepared for Praxis, but was not assured of ECE endorsement); AOE: "there is no 1-to-1 reciprocity"
- Possible solutions/ supports suggested: Revisit the definition of "comparable"; for certain "qualified teachers" add option of temporary license while they are fulfilling requirements for full licensure; intentionally build in flexibility for ECE; use revision of

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ECE standards in spring 2015 as opportunity to better-align with neighbors; AOE working to clarify reciprocity

Adding an ECE or ECSE Endorsement to an Existing License

A. Transcript Review

- Already hold a teaching license, but with a different endorsement; to add ECE or ECSE endorsement; submit courses that meet requirements (documentation for 19 content/topic areas, at least 18 credits; practicum at desired level); pay for courses; license fee to AOE
- Number of ECE-licensed teachers per year: (No data)
- Barriers: Cost of 18 credits (\$6160 for licensed teachers; \$7535 for those also going through Peer Review for licensure), schedule (2-year cycle); access (for those working full-time; travel)
- Possible solutions/ supports suggested: Funding to replace former Federal Grants that helped defray costs through scholarships; offer localized on-site courses for established cohorts; change the cost structure for credits; add new temporary license option allowing candidates employment as teachers and helping with costs

Non-Traditional Pathway

A. Peer Review

- For those seeking an initial license or seeking to add ECE endorsement to an existing license; submit portfolio of experiences, courses and work, reviewed by peers who have the endorsement being sought; \$1200, may pay for Praxis; may pay for courses; license fee to AOE
- Number of ECE-licensed teachers: 29, in 2013; 14 of whom (about ½) took the Peer Review Course
- Barriers: Required clinic on-site in Berlin may be difficult to access; portfolio complex and “arduous” with 77 competencies to address; difficult to get clear & stable information; lack of mentoring/ support; takes a long time; necessary PD may not be accessible; cost \$1200, plus books, travel, etc.
- Possible solutions/ supports suggested: Keep 2-hour online Peer Review Clinic; offer a second Peer Review Course in another region; connect transcript review to planning for Peer Review and differentiate what each candidate is required to do based on his/her individual background and experience; streamline/cluster the 77 competencies for ECE; scholarships/ TEACH-like funding; create supportive cohorts with mentors and milestones; once accepted to Peer Review, offer a temporary license so can be employed while completing the process; create a 2-year package; 1) Accepted 2) Conditional license with monitoring 3) Mentoring and scholarship support

Other Existing Options

A. Provisional License

- Requested by superintendent or head of an independent school; allows employment while completing requirements for licensure and/or ECE endorsement through Peer Review or through coursework and Transcript Review; requires a plan and supervisor/mentor; requires completion of plan within two years
- Number of ECE (non-licensed or endorsed) teachers per year: 3, (AOE data 2/9/2015)

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- Barriers: Superintendents reluctant or unwilling to request this for staff not in their buildings (time, paperwork, responsibility concerns); depending upon what plan for licensure requires, there may be cost, time, and access issues; overuse of this option within schools could undermine community-based partner programs; provisional teacher may leave position once licensed/ endorsed
- Possible solutions/ supports suggested: Incentives for superintendents to request; mentors provided by other entity; contract (such as TEACH uses) between teacher, superintendent, center, and funder (SEE Short-Term Solutions section below)

Some data on Provisional licenses:

2/9/15 Data Request to AOE

Currently, based on data the AOE has on requests for Provisional licenses:

Q: How many individuals are teaching PreK under such a license?

A: Three; Please note this data is not comprehensive. While we do attempt to collect data on pre-k classroom educators, there are programs in the state that we do not collect data from. The school counts are based upon most current data, which is the 2013-2014 school year.

Q: Are any of them not in public school settings?

A: We do not track teachers in private/independent or other types of non-public schools.

As of 4/2/15, data I collected from a few Supervisory Unions

Lamoille South SU: No provisional licenses; 3 partner programs have been unable to find ECE-licensed teachers; in addition, SU will need 1 ECSE-licensed teacher in Fall 2015

Comment from Tracy Wrend (2/2015)

- *“There has been no formal outreach to superintendents about provisionals. I have volunteered my position that I am not comfortable requesting provisionals for non-employees--and folks not working side by side and under my staff. The perception is that provisional licenses are covered under the superintendent’s license. Even if that were not true, and I had no technical responsibility for a provisional licensee, I can’t escape the political risk if something ever went wrong. It is not about my personal public perception, rather the damage such a situation does to the entire K-12 system, and ultimately all students.”*

My comment: If looking for a local solution with superintendents as partners, seems sound to recommend bringing them into the dialogue sooner, rather than later.

- Engage superintendents in community partnerships in collaborative conversations
- Assess need (4 slots); explore all options (sharing, etc.); design tailored plan; provide implementation grant and technical assistance
- According to a former superintendent: concerns will be around SAFETY and QUALITY

Burlington SU (Chittenden county PreK programs): 2 provisional licenses at partner programs; school programs currently fully-staffed with licensed teachers; if school programs lose/ need more teachers, anticipate difficulty as a number of qualified teachers have gone to staff ELCG projects and other state level initiatives

Orange Windsor SU: 4 provisional licenses and 1 emergency license; 3 other teachers are currently ECE-licensed

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Barre SU: 7 provisional licenses: 4 in school-based Head Start programs with elementary licenses who are adding ECE endorsement; 2 ECE-licensed, adding ECSE endorsement; 1 Montessori, adding license and ECE endorsement

Caledonia North SU: 7 provisional licenses: 2 working on ECSE endorsement, 5 working on initial license in partner programs

To summarize, preliminary data from these five supervisory unions shows:

- 3 Unfilled positions
- 1 Anticipated opening
- 20 Provisional licenses
- 1 Emergency license

Other issues related to ECE-licensure that were raised by interviewees:

- Differing definitions of program “quality”? (Head Start vs. Act 166)
- What is a qualified Level I ECE teacher? (22-year-old Champlain vs. 20-year veteran)
- School districts may see it as easier to do all PreK programs in-house; opt to expand in-house instead of partnering; how might this affect the work VCPC has already done?
- Danger of overreliance on any one solution that depends on the voluntary action of others, i.e. Superintendents requesting Provisional licenses for partner programs, Lyndon State College creating an AA→BA pathway
- Impact of other changes in Vermont education (consolidation, funding cuts, ELCG projects, AOE staffing changes, etc.)
- Hiring & retention challenges for Head Start and center-based programs: pay & benefits inequality; burnout; revolving door & lack of stability; get staff licensed and then they leave

4. Possible Solutions: Adding Supports, Flexibility and New Options

Peer Review

- A. Actively recruit/ create cohorts
 - a. Create “alike” groupings (i.e. endorsement only, license plus, etc. with differentiated support and timelines)
 - b. Regional groups (i.e. NEK group that receives local support)
 - c. “Highly qualified” category eligible for Temporary License (SEE Below) while completing few requirements
 - d. Create cohort for underserved area (Educator Equity approach)
 - e. Set up courses based on particular group’s needs
- B. Create an enhanced “assisting process,” suitably funded for continuity
 - a. Additional section of Peer Review Course
 - b. Mentor/ navigator for each cohort
 - c. TEACH funding/ scholarships
 - d. Group tuition rates for Higher Education Collaborative and other courses
- C. Other supports
 - a. Student-teaching placement service

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- b. Support for digital portfolios (CCV or Tech Centers)
- D. Increase flexibility
 - a. "Or equivalent" defined and used for student-teaching experience
 - b. Competencies for portfolio comparable to Elementary Education endorsement; reduced from total of 77 to around 50
 - c. For out-of-state licensed teachers, begin process with a transcript review to determine which competencies are already covered and may be waived
- E. Expedited process
 - a. Increase AOE staffing to manage process for larger number of candidates and to add transcript review step
 - b. Accessible and flexible course scheduling

Provisional License

- A. With superintendents, define concerns regarding provisional licenses
- B. Work within PreK Community Collaborative groups to
 - a. Develop a package of agreements, assurances, supports
 - b. Create contracts such as TEACH uses
 - c. Provide mentors/ supervisors to serve high-needs areas with multiple provisional licenses
 - d. VCPC takes a role in facilitating the conversation and agreements
 - e. Explore whether VSBPE Waiver Rule allows broader use of Provisional license, as follows (description from Amy Fowler, 3/11/15 email)
 - i. A childcare center director might appear before the Standards Board to request a waiver of rule that allows only superintendents to request a provisional license.
 - ii. The Board would be unlikely to grant without a clear indication of a robust plan for supporting the educator to full licensure. Even with such a plan, a waiver might not be granted. No early childhood waivers have been requested during Amy's time at AOE. NOTE: Define requirements of a "robust plan" for supporting educator to full licensure.

Temporary/ Conditional License

- Licensing option to allow those defined as "highly qualified candidates," to be employed for a limited number of years as ECE-licensed teachers while fulfilling final requirements for a Level I License
 - Trained and qualified mentors supervise 5-10 candidates
 - This option could be evaluated and possibly "sunset" once the shortage is addressed
 - NOTE: Massachusetts currently has options for both a Temporary license (for out-of-state teachers) and a Preliminary license (for approved candidates going through an alternative licensure program): both types of licenses allow employment while fulfilling remaining requirements
- "Highly qualified" might include, for example:
- Vermont-licensed, successful teachers seeking to add an ECE-endorsement
 - Accepted to Peer Review, passed the Praxis, completing other requirements
 - Applied through Interstate Reciprocity have only to take the Praxis exams
 - Applied through Interstate Reciprocity, granted a license with Elementary Education endorsement, updating knowledge and skills for an ECE endorsement

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Create Additional Approved Teacher Preparation Programs

- A. Create AA→BA option within the Traditional Pathway; collaboration between CCV, External Degree Program at Johnson State College, and Lyndon State College
- B. Explore Champlain's Master's program becoming approved to recommend
- C. Explore Springfield College becoming approved to recommend
- D. Lyndon is exploring creation of a new post-baccalaureate program
- E. Create a new program of coursework and scholarships to support & expedite (like New Mexico)

Designated Teacher Shortage Area

- Soonest would be Fall 2016, based on requests for Provisional Licenses (AOE)
- Brings loan forgiveness and other incentives
- Allows making some exceptions/ marshalling additional resources until shortage is addressed (Utah example)

Address Pay & Benefit Disparities

- PreK expansion grant requires this; could blaze the trail
- Increase PreK tuition rate/ childcare subsidies
- Supports for business-management practices at center-based programs
- Shared Services to create cost-savings and allow increased compensation
- Explore other funding sources (K-12 Education, Healthcare, businesses)
- Shared health insurance coverage with school districts

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APPENDIX

Stakeholder Interviews

1. Valerie Edwards, Director, External Degree Program, Johnson State College
2. Tara Fortner, Chair Elementary Education Department, Lyndon State College
3. Eden Hayward-Bird, Associate Professor Early Childhood Education, Lyndon State College
4. Diane Hermann-Artim, Associate Academic Dean, Community College of Vermont
5. Nancy Sugarman, Director, Northern Lights Career Development Center
6. Melissa Riegel-Garrett, Executive Director, VAEYC
7. Patti Coultas, Member, Vermont Standards Board for Professional Educators
8. Debora Price, Licensing Office, Vermont AOE
9. Jessica Kobb, Peer Review Consultant, Vermont AOE
10. Pam Miller, Peer Review Consultant, Vermont AOE
11. Manuela Fonseca, Early Education Coordinator, Vermont AOE
12. Jackie Sprague, Early Education Programs Coordinator 1, Vermont AOE
13. Cheryl Mitchell, Former ECE faculty University of VT & Parent Child Center Director
14. Paul Behrman, Director, Champlain Valley Head Start and Chair, VT Head Start Assn.
15. Sherry Carlson, Consultant, VCPC / VB3; Peer Review Project at Northern Lights
16. Eddie Gale, A.D. Henderson Foundation
17. "LR," Out-of state teacher requesting reciprocity; teaching PreK on Provisional license
18. Tracy Patnoe, Director, Mud City Kids Child Care Center, Morrisville
19. Tracy Wrend, Superintendent, Lamoille South Supervisory Union
20. Amy Fowler, Deputy Commissioner, Vermont AOE
21. Scott Johnson, Director, Lamoille Family Center
22. Mark Sustic, Consultant, VCPC
23. Frank Perotti, Consultant, Former Superintendent, Springfield SU
24. Cynthia Brown, Grants Coordinator, Orange Windsor Supervisory Union
25. Megan Godfrey, Director, Trinity Children's Center, Burlington
27. Diana Langston, Director, EEE, Burlington School District
28. Sandra Cameron, BBF Central Vermont, Barre Supervisory Union
29. Jan Walker, Director, Quality Enhancement, Workforce & Systems Devt, CDD, AHS
30. Christine Wade, CIS Coordinator, Lamoille Family Center; former home provider

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Home-Providers

The perspective of home providers is under-represented in my research, thus far. At the PPD Committee meeting a home provider spoke of mistrust for the AOE's message that Act 166 and its requirements for pre-qualification would not affect home providers' enrollments, as well as the difficulties in becoming licensed, particularly the student-teaching requirement. Christine Wade spoke to this issue in the following email:

Hi Susan,

I am a member of the PPD Committee that you will be speaking at tomorrow. Unfortunately, my new job role at the Family Center isn't compatible with my attending this meeting. However, I wanted to share my story connection to the Pre K licensed teacher dilemma that it appears you have been conducting a study on!

My long-term vision (if many things go a certain way) is to open an Early Childhood Program that is strictly pre-school in a similar way to Poker Hill School or the Mary Elizabeth Preschool. I would seek to open operating in a public Pre K partnership in my town of Waterville in a separate building on my land with a farm and nature theme. I recently attained my Bachelors Degree and now am looking into getting a teaching license through peer review.

The big dilemma for myself and many other people who have their Bachelors Degree and a wealth of experience running their own home childcare programs, is the requirement that to attain a license through peer review one must have worked under another licensed teacher for a length of time that is substantial.

I am working full time in a childcare support capacity, and cannot afford the time or job change to clock those hours under a licensed teacher. I might have to hire a licensed teacher when I open so that I can gain those hours while still starting my business as a Pre k partnership.

It seems that there should be a new path for those who are seeking the teaching license if they are only going to operate in a Pre k collaboration capacity. Perhaps a less narrow and debilitating path for people who can show their knowledge and experience. I have no desire to ever work as a head teacher in a public school. I have dreamed of opening a preschool like this for many years.

I ran Earth Family Childcare in Waterville for ten years. I found that I really loved working with preschoolers the most. I tried to advertise that I was offering preschool but found that many families were still opting to send their children to a "real" preschool. I had to continue to enroll infants and toddlers to sustain my business at the time and this made my offer for preschool difficult to do well. I understood that while caring for infants and toddlers, the quality of time and activities for the additional preschoolers was not high enough to stand alone for preschool. Something had to give and change, so I pursued my degree and went to work for the Family Center. At that time I didn't know the Pre K law would be coming around the bend, and it is a wonderful opportunity for me to create a much needed high quality alternative all day option for parents of preschoolers.

I'd be happy to share additional info if it would be helpful.

Chrissy Wade

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Peer Review: Required Documentation of Competencies in Portfolio

KS-Knowledge Standards PS-Performance Standards	ECE endorsement Number of Competencies	ELEMENTARY endorsement Number of Competencies
Professional Knowledge-KS	15	0
Professional Knowledge-PS	14	0
English Language Arts-KS	6 Development of Oral Language & Literacy Literature & Media Language & Word Study Reading Comprehension & Fluency Written Expression Assessment & Adaptation of Literacy Instruction	7 Foundational Skills Development of Oral Language & Literacy Literature, Informational Text, and Media Speaking & Listening Language Reading Comprehension Written Expression
English Language Arts-PS	19 Literacy Development Through Literacy & Media (4) Language & Word Study (4) Reading Comprehension & Fluency (3) Written Expression (6) Assessment & Adaptation of Literacy Instruction (2)	7 (Same categories as KS)
Math-KS	3 NCTM process skills Essential early numeracy *Specific content in these areas, as recommended for elementary teachers (See * in Elementary column)	8 Counting & Cardinality *Numbers & Operations: Base Ten Number & Operations: Fractions *Operations & Algebraic Thinking Ratios & Proportional Relationships *Geometry *Measurement & Data *Probability & Statistics
Math-PS	6 (List; no category headings)	3 Knowledge of Student & Content Knowledge of Content & Teaching Knowledge of Curriculum & Assessment
Social Studies-KS	1 Narrative: Includes knowledge of historical and social science content, concepts and skills in the areas of developing children's historical thinking; history; cultural geography; diversity, unity, identity and interdependence; as citizenship as in national professional standards and VT Framework	5 Major concepts History Government Geography Economics
Social Studies-PS	4 (List; no category headings)	6 (List; no category headings)
Science-KS	1 Narrative: Demonstrates knowledge of scientific content, concepts, and skills in the areas of developing children's scientific thinking; scientific inquiry process; life sciences, physical sciences; Earth, environmental and atmospheric sciences; living and non-living systems, according to national professional standards and VT Framework	7 Major concepts (3 competencies) Physical Science Life Science Earth and Space Science Engineering and Technology
Science-PS	8 (List; no category headings)	7 (List; no category headings)
TOTAL COMPETENCIES	T=77	T=50

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Requirements to Add an ECE Endorsement to an Existing License

KS-Knowledge Standards PS-Performance Standards	Adding ECE endorsement to license Peer Review—Competencies in Portfolio	Adding ECE endorsement to license Transcript Review—Coursework
Professional Knowledge-KS	15	7 (addresses KS & PS) Prenatal through middle childhood devt Family systems... Early childhood curriculum & instruction Early childhood learning environments Integration of arts & creative expression... Assessment of learning & development Health & safety
Professional Knowledge-PS	14	--
English Language Arts-KS	6 Development of Oral Language & Literacy Literature & Media Language & Word Study Reading Comprehension & Fluency Written Expression Assessment & Adaptation of Literacy Instruction	6 (addresses KS & PS) Oral language & literacy development Children's literature & media Processes & components of reading... Processes & components of writing... Instructional strategies... Assessment of literacy development...
English Language Arts-PS	19 Literacy Development Through Literacy & Media (4) Language & Word Study (4) Reading Comprehension & Fluency (3) Written Expression (6) Assessment & Adaptation of Literacy Instruction (2)	--
Math-KS	3 NCTM process skills Essential early numeracy *Specific content in these areas, as recommended for elementary teachers (See * in Elementary column)	2 (addresses KS & PS) Minimum 3 credits coursework Early childhood & elem teaching methods
Math-PS	6 (List; no category headings)	--
Social Studies-KS	1 Narrative: Includes knowledge of historical and social science content, concepts and skills in the areas of developing children's historical thinking; history; cultural geography; diversity, unity, identity and interdependence; as citizenship as in national professional standards and VT Framework	2 (addresses KS & PS) Minimum 3 credits coursework in social studies content from history, geography, civics, or economics Early childhood & elem science teaching methods
Social Studies-PS	4 (List; no category headings)	--
Science-KS	1 Narrative: Demonstrates knowledge of scientific content, concepts, and skills in the areas of developing children's scientific thinking; scientific inquiry process; life sciences, physical sciences; Earth, environmental and atmospheric sciences; living and non-living systems, according to national professional standards and VT Framework	2 (addresses KS & PS) Minimum 3 credits coursework in science content Early childhood & elem science teaching methods
Science-PS	8 (List; no category headings)	--
TOTAL	77 Competencies Documented through portfolio	19 Content/ Topic Areas Addressed through coursework Must have taken at least 18 credits

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Lyndon State College
Bachelor's of Science Degree in Early Childhood Education

WHEREAS, Lyndon State College proposes a Bachelor's of Science Degree in Early Childhood Education; and

WHEREAS, Lyndon State College's BS in Early Childhood Education program will allow students to complete their BS and/or licensure while continuing to work full-time; will allow students who already hold a bachelor's or associate's degree to complete coursework leading to a Vermont Early Childhood teaching license; and will allow already working and licensed teachers in Vermont who hold an endorsement in another concentration area to add an early childhood endorsement; and

WHEREAS, Lyndon State College has developed a budget to deliver the program based on conservative enrollment projections; and

WHEREAS, The Board Education, Personnel, and Student Life Committee reviewed this proposal in accordance with Policy 102 and recommends it to the full Board for approval; therefore, be it

RESOLVED, That the VSC Board of Trustees authorizes Lyndon State College to offer a Bachelor's of Science Degree in Early Childhood Education as of this date, December 3, 2015.

December 3, 2015

3. Policy 102 Final Proposal: Vermont Technical College BS Entrepreneurship

The Business Department of Vermont Tech is proposing a new degree program in Entrepreneurship. There is a proposed 60 credit AAS option, a 120 credit BS option and a “Plus 2” degree completion option. The Entrepreneurship program will focus on the teaching of skills and cultivation of talents that students need to start businesses, identify opportunities, manage risk, and innovate in the course of their careers. Preliminary curriculum maps are available for each of these options. For each individual student, Vermont Tech will use entrepreneurship as a way for students to convert their passion for their discipline into opportunities. Students will learn about transforming ideas into enterprises that add value.

As colleges adapt to the new Board meeting schedule this year and the continuing need for entrepreneurial and timely program development, Vermont Tech is presenting its final proposal to EPSL with the Chancellor’s approval for an expedited review process.

VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL 11/9/15
Policy 102 Final Proposal Form

Part I: General Information

1. Institution:

Vermont Technical College

2. Name of new program:

Entrepreneurship

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

G. Gregory Hughes MBA, JD
Allan S. Rodgers MBA, MEd.

b) Academic Department(s):

Business Technology Management

4. a) Date of Preliminary Proposal:

October 1, 2015

b) Proposed start date of program:

Fall 2016

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

Associate of Applied Science (AAS) Entrepreneurship
Bachelor of Science (BS) Entrepreneurship

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

The Business Department is proposing a new degree program in Entrepreneurship. There is a proposed 60 credit AAS option, a 120 credit BS option and a "Plus 2" degree completion option. The Entrepreneurship program will focus on the teaching of skills and cultivation of talents that students need to start businesses, identify opportunities, manage risk, and innovate in the course of their careers. Preliminary curriculum maps are available for each of these options.

Part II: Rationale

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

The essence of Vermont Tech's mission is to prepare students for immediate success and productivity in the workforce, for continuing formal education, and for life-long learning. The Entrepreneurship program will prepare students to be successful and productive in the workforce and be life-long learners. For each individual student, this Entrepreneurship program will show them the way to convert their passion for their discipline into opportunities. Students will also learn about transforming ideas into enterprises that add value. Students in all of Vermont Tech programs could benefit from embracing entrepreneurship and focusing on creativity and innovation.

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

Educational needs to be addressed with documentation:

During the recent economic downturn, many young people saw their parents being laid off and their peers having trouble launching traditional careers. Partly out of necessity, today's students increasingly look to their own talents and "personal brands," not to corporate paychecks, as the basis for a sturdy future. Conventional employment no longer looks as secure as it once did, and entrepreneurship does not look as comparatively risky. Among young people, the word has gone out that those without self-starting skills may be at a permanent disadvantage.

Fifty-one percent of working-age Americans said they saw good opportunities for starting a business in 2014, according to the Global Entrepreneurship Monitor, an annual survey of entrepreneurial activity and attitudes. That is up from 47% in 2013 and is the highest level since the survey began in 1999.

Other surveys also find high interest in entrepreneurship in the United States. A survey by the IC² Institute at the University of Texas at Austin found that 46% of 18- to 32-year-olds in the U.S. and 36% of those 34 to 68 said that they were seriously thinking about starting a company. "Coming out from this extended period of economic pressure, there is this increased optimism," said Matthew Kammer-Kerwick, a research scientist at IC². "That sentiment is seen more strongly among the younger entrepreneurs."

Entrepreneurship, a Kauffman Foundation research report found in 2008, "is one of the fastest growing subjects in today's undergraduate curricula." In 1975, colleges and universities in the United States offered a hundred or so formal programs (majors, minors, and certificates) in entrepreneurship. The number had more than quadrupled by 2006, reaching more than 500. The number of entrepreneurship courses offered follows a similar trajectory; studies suggest that college campuses in the United States offered approximately 250 entrepreneurship courses in 1985. By 2008, more than 5,000 entrepreneurship courses were being offered in two-year and four-year institutions. Today, well over 400,000 students a year take courses in the subject.

Employment needs to be addressed:

Entrepreneurs play a critical role in economic development. Recent research has confirmed a strong connection between business start-ups and job growth. When a young business takes off, they add jobs and add to productivity growth. By increasing the availability of entrepreneurial training at Vermont Tech, we will capitalize on Vermont's entrepreneurial spirit and help promote job growth throughout the state.

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):

Existing Programs throughout the VSC:

There are no existing Entrepreneurship degree programs in the VSC. Among competitive institutions, Champlain College has entrepreneurial programs (BYOB and Management/Innovation), but no specific entrepreneurial degree. UVM has no such degree.

Collaboration with other VSC organizations:

Vermont Tech would welcome the opportunity to collaborate with other VSC colleges regarding entrepreneurship. There are transformative changes occurring in college education. In addition to training professionals in their respective fields, as we have done for decades, colleges are becoming more and more important to the nation's start-up infrastructure by training a new generation of entrepreneurs. All schools in the VSC should embrace entrepreneurship and focus on creativity and innovation.

Entrepreneurship programs cannot simply switch off after a degree is granted and drop their graduates into the job market. They frequently need to provide support for budding entrepreneurs after graduation in the form of continuing access to advisors, mentors and resources. The Vermont Small Business Development Center, with their statewide network of advisors, will play a vital role in providing the technical assistance that our budding entrepreneurs will need.

Specific benefits to the State of Vermont:

On a macro level, the Vermont Tech Entrepreneurship Program will provide a significant rate of return for the State of Vermont. Entrepreneurs play a critical role in economic development. Recent research has confirmed a strong connection between business start-ups and job growth. When a young business takes off, they add jobs and add to productivity growth. Vermont is a very entrepreneurial state. The 2015 rankings in the Kaufman Index of Start-up Activity by State, Vermont ranks 5th in the nation. By increasing the availability of entrepreneurial training at Vermont Tech, we will capitalize on Vermont's entrepreneurial spirit and help promote job growth throughout the state.

Part III: Program Description

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

The Entrepreneurship program has two objectives with corresponding career and learning outcomes for students:

Objective 1:

- Students will be able to recognize a business opportunity that meets their individual needs.

Career and Learning Outcomes:

- Demonstrate the ability to provide a self-analysis in the context of an entrepreneurial career.
- Demonstrate the ability to find an attractive market that can be reached economically.

Objective 2:

- Students will demonstrate the understanding of how to launch the individual's entrepreneurial career.

Career and Learning Outcomes:

- Create an appropriate business model.
- Articulate an effective elevator pitch to gain support for the venture.
- Develop a well-presented business plan.

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

The program will provide a general education foundation in mathematics, science, computer applications, social science as well as written and oral communication. The general education foundation provides essential support for the technical coursework.

For each individual student, Vermont Tech will use entrepreneurship as a way for students to convert their passion for their discipline into opportunities. Students will learn about transforming ideas into enterprises that add value. However, one must remember that in the world of entrepreneurship, "value" can be interpreted as social and/or intellectual as well as economic.

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

In order to assure that the goals of our Entrepreneurship program are successfully met, the department engages in the assessment of a variety of competencies. As part of this assurance of learning, the objectives and learning outcomes noted above will be analyzed to ensure that desired outcomes are achieved.

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

Relation to external entities:

Entrepreneurship programs cannot simply switch off after a degree is granted and drop their graduates into the job market. They frequently need to provide support for budding entrepreneurs after graduation in the form of continuing access to advisors, mentors and resources. The Vermont Small Business Development Center, with their statewide network of advisors, will play a vital role in providing the technical assistance that our budding entrepreneurs will need.

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

BUS 1XXX Creativity and Innovation 3 Credits New Fall 2016

This course is a foundational course in the Entrepreneurship major.

Students will learn techniques for improving the flexibility and originality of their thinking and will explore approaches used by managers and organizations to create and sustain high levels of innovation. Topics include: personal thinking preferences, everyday creativity and eliminating mental blocks, creative thinking techniques, idea selection approaches, teaming techniques for creativity, conditions that promote creativity, design for interaction, disruptive technologies, and intellectual property. The course uses fun and hands-on activities to stimulate innovation.

BUS 2041 Foundations of Entrepreneurship 3 credits New Fall 2015

BUS 2041 provides the fundamental concepts of entrepreneurship. This course explores the nature, challenges, and rewards of entrepreneurial ventures. Entrepreneurship is approached as a special and unique way of thinking and behaving. Students will evaluate their potential as entrepreneurs and identify ways to strengthen their entrepreneurial skills. Students gain an understanding that entrepreneurship is a predictable and manageable process, applicable to profit, non-profit, and public organizations. Participant activities include entrepreneurial interviews, historical research, and team projects.

BUS 3041 Applied Entrepreneurship 3 credits New Spring 2016

This course applies concepts learned in BUS 2041 to business cases, sample plans, and existing enterprises. The course requires hands-on experiences in an entrepreneurial environment. Students will participate in field work with an existing or new organization engaged in product development or entrepreneurial activities. As part of the fieldwork, students may work individually or in teams to evaluate or assist an entrepreneurial venture in either a profit or non-profit environment. Organizations may be identified by students or through client-based service providers (VT SBDC, VMEC, United Way, VBSR, etc.). Students may also focus on a self-developed or team project to launch a new product or service.

BUS 2721 Business Planning Seminar 3 Credits New Spring 2016

This course will teach students how to estimate the market potential for a business idea. The course will provide students with a realistic experience in the process of preparing a business plan that will attract lenders or investors. Students taking the class are presumed to already have a business idea or a technology to develop. The course will emphasize the importance of market research and the collection of the information necessary to establish the viability and sustainability of your business idea. Students will need to demonstrate that their business idea is market driven. There will be a heavy emphasis on knowing your target market; on analyzing your competition; and on anticipating how the external environment can affect your business. Students will need to demonstrate that their business idea has a convincing competitive advantage. The business plan should describe how all of these factors have been considered in forming your business strategy. Finally,

the strategy must be presented in a complete set of financial projections. During the semester students will be expected to repeatedly defend their ideas with their peers and invited guests. The development and presentation of a sound business plan is the final product.

Note that this class is the designated senior project class for Diversified Agriculture students.

6. TOTAL CREDITS in proposed program:

The Entrepreneurship program will have 120 credits for the BS degree and 60 credits for the AAS degree.

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

Part IV: Budget Considerations

Background information for budget considerations

The proposed Entrepreneurship program has evolved from the current Business Technology Management program at Vermont Tech. In fact most classes will include students from both programs. The Business Department has recently revised its curriculum in order to broaden our appeal and increase enrollments. For reasons noted above the Business Department specifically identified entrepreneurs as a new target market. In addition to market surveys conducted internally, an early indicator of interest in entrepreneurship is that nearly thirty students enrolled in the Foundations of Entrepreneurship class first offered this fall on both campuses.

1. Expenditures for the proposed program:

For reasons noted above there will be no additional fixed expenditures for this program. The majority of courses for the Entrepreneurship program will be offered to business students as well as students from other majors at the same time. The only incremental variable expenses would be the cost of instruction for a full time faculty member teaching an overload or the cost of an adjunct instructor. This would cost approximately \$1,200 per credit.

2. Revenue/sources to meet new expenditures:

Tuition revenue will be the revenue source to meet new expenditures. Courses offered to Entrepreneurship students will also be available to students of other majors as electives. Some majors will also use Entrepreneurship courses as required classes. For example, the Business Planning Seminar will be the senior project class for students in the Diversified Agriculture Program. The Entrepreneurship program will not have any expensive low-enrolled classes.

Part V: Enrollment, Marketing and Public Relations Considerations

1. Projected enrollment for new program:

There are many pathways into this program. Some students will come to Vermont Tech to major in Entrepreneurship; others will earn their associates degree in another field and stay for the Plus 2 option. Still others may choose to take advantage of our existing Minor in Entrepreneurship. How many of these students will do this and when is impossible to forecast. However, because the Entrepreneurship program is being scheduled coincidentally with classes in the Business program and these classes are also available to students in other majors, all of the Entrepreneurship classes will be well populated.

Describe how you arrived at these projections:

As noted above, entrepreneurship is one of the fastest growing subjects in today's undergraduate curricula. In order to determine if there was a local demand for an entrepreneurship program the Business Department did some market research. A 2014 survey of 320 Vermont Tech students from multiple majors indicated that 133 (42%) were interested in a minor in entrepreneurship. While not a direct measure of major intent, this may indicate significant nascent interest among our current typical student populations. Also, an early indicator of interest in entrepreneurship is that nearly thirty students are enrolled in the Foundations of Entrepreneurship class from both campuses first offered this fall of 2015.

2. Describe the marketing strategies for the new program.

The target market is made up of millennials and Generation Z. While different in some ways, one thing they have in common is the importance of buzz marketing. They believe each other and the strategy is to influence the opinion leaders who in turn influence their peers. In order to attract students to the Entrepreneurship program at Vermont Tech, faculty members are participating in student events such as Try a Major Day, Women Can DO, and Governor's Institute of Vermont for Entrepreneurship. Some faculty members are also active in various pitch contests and business plan competitions. All of these events give us the opportunity to, in effect, pitch the Entrepreneurship program. The Entrepreneurship program will also benefit from the efforts of the college's marketing efforts.

3. Competition:

a) In state and region

In state competition

There is no existing Entrepreneurship degree program in the VSC. Among competitive institutions, Champlain College has entrepreneurial programs (BYOB and Management/Innovation), but no specific entrepreneurial degree. UVM has no such degree.

Regional competition

Regional schools offering programs in entrepreneurship include the following:

- Babson College
- University of Rochester
- Syracuse University
- College of Wooster

b) Web-based

Popular Web-based programs in Entrepreneurship include the following:

- ITT Technical Institute
- Kaplan University
- Full Sail University
- Herzing University
- Capella University
- Grand Canyon University
- Southern New Hampshire University
- Walden University

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

The goal of entrepreneurship programs is to foster creativity and innovation. All programs at Vermont Tech can benefit by students taking a fresh look at old problems and coming up with creative and innovative solutions to these problems.

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

All schools in the VSC should embrace entrepreneurship and take advantage of the opportunity to be entrepreneurial themselves. All of the VSC schools can: strengthen their ability to assess opportunities, evaluate needs, create the new, pivot, overcome challenges, and create lasting value campus-wide.

Entrepreneurship can find its way into disciplines not typically associated with the business world. Some campuses have made great strides in encouraging faculty and students in fields such as education, religion, environmental studies, nursing, and women's studies to embrace the idea of entrepreneurship education. Entrepreneurship courses and co-curricular opportunities reached students who might not otherwise have had the opportunity to consider how to apply entrepreneurial problem-solving skills, innovative thinking, and value creation to their particular fields.

For example, at the University of Rochester the Eastman School of Music is creating entrepreneurial musicians. Its New Venture Challenge is a contest to encourage new thinking and innovative ideas in music. Rochester's nursing school also has made entrepreneurship a core part of the program; its Center for Nursing Entrepreneurship trains nurses to be entrepreneurs and innovators in their field and supports innovative ideas.

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

Entrepreneurship education benefits from melding the college with the outside community, and merging school with work (or life). Beyond the first-exposure stage, every stage of entrepreneurship education, at least at its best, requires students to interact with the real world: with team members on and off campus and with networks of advisors, mentors, investors, vendors, and customers in the community.

To see how entrepreneurship education and community building can go hand-in-hand, consider some of the possibilities for Vermont Tech.

• Mentorship Networks

Mentorship networks connect budding entrepreneurs with advisers in the community. The Vermont Small Business Development will be a valuable resource that will help develop these networks. Of course, the result also is to connect business people in the community with young talent—and often also to connect local entrepreneurs and talent with each other.

• Social Events

Pitch contests, idea jams, and other social events are most exciting when they are large, diverse, and visible. Partly for that reason, and partly out of an ethic of community service, many colleges and student organizations open their pitch competitions and the like to the whole community, or large subsets of it (such as students at all VSC colleges). Thus, talent-surfacing exercises become community events, not just college events.

• Post-graduation partnerships

Entrepreneurship programs cannot simply switch off after a degree is granted and drop their graduates into the job market. Nor can they fill the post-graduation gap with an on-campus job placement service, or place students on a ready-made track toward employment. They frequently need to provide support for budding entrepreneurs after graduation in the form of continuing access to advisors, mentors and resources. Again, the VtSBDC with their state-wide network of advisors, can play a vital role in providing the technical assistance that our budding entrepreneurs will need.

Entrepreneurship AAS & BS

Draft October 7, 2015

AAS Entrepreneurship - 60-credit minimum

Semester 1 (Fall)

BUS 1XXX	Creativity and Innovation
ACC 1020	Survey of Accounting (or Financial Accounting)
BUS 1051	Computer Applications for Business I
ENG 10XX	English
MAT 1210	Principles of Math

Semester 2 (Spring)

BUS 2210	Small Business Management
ACC 1010	Computerized Accounting (QuickBooks)
BUS 1052	Computer Applications for Business II
INT 1005	Self, Career & Culture
XXX XXXX	Program or Tech Elective (see below)

Semester 3 (Fall)

BUS 2041	Foundations of Entrepreneurship
BUS 2020	Principles of Management
BUS 2260	Principles of Financial Management
BUS 2270	Organizational Communications
XXX XXXX	AH/SS Elective

Semester 4 (Spring)

BUS 3041	Applied Entrepreneurship
BUS 2721	Business Planning Seminar
BUS 2230	Principles of Marketing
ENG 2080	Technical Communication
SCI XXXX	Science Elective

Program or Tech Electives for AAS degree

ACC 2122	Managerial Accounting
BUS 2131	Writing for Electronic or Social Media
BUS 2132	Management Applications
BUS 2140	Personal Finance
BUS 2440	Business Law
CIS 1151	Website Development
CIS 1152	Advanced Website Development
CIS 2411	Introduction to E-Commerce
CIS 2261	Introduction to Java Programming I

For those staying for **BS Entrepreneurship** – 120 credit minimum

Semester 5 (Fall)

BUS 2440	Business Law	
ECO 2060	Survey of Economics	
MAT 1221	Finite Mathematics	
SCI XXXX	Science Elective	
XXX XXXX	Program, Technical or Career Preparation Elective	(3 credits)

Semester 6 (Spring)

BUS 2132	Management Applications	
ACC 2122	Managerial Accounting	
MAT 2121	Statistics	
ELE 2XXX	AH/SS elective	
BUS 2410	Human Resource Management	

Semester 7 (Fall)

BUS 3150	Production & Operations Management	
BUS 3410	Business Ethics	
BUS 3310	Business Information Architecture	
ELE 3XXX	Upper Level AH/SS elective	
XXX XXXX	Program, Technical or Career Preparation Elective	(3 credits)

Semester 8 (Spring)

BUS 4530	Technical Project Management	
BUS 3250	Organizational Behavior & Management	
BUS 4080	Business Policy & Strategy Development	
INT XXXX	Bookends II	
XXX XXXX	Program, Technical or Career Preparation Elective	(3 credits)

Program or Technical Electives for BS Entrepreneurship

BUS 2131	Writing for Electronic or Social Media	
BUS 2140	Personal Finance	
BUS 2820	Business Internship & Career Seminar	
CIS 1151	Website Development	
CIS 1152	Advanced Website Development	
CIS 2411	Introduction to E-Commerce	
CIS 2261	Introduction to Java Programming I	

Career Preparation Electives for BS Entrepreneurship

Production Agriculture:

- Agricultural Techniques
- Livestock Production
- Introduction to Horticulture
- Introduction to Soils
- The Social Ecology of Food
- Dairy Herd Management
- Farm Buildings
- Animal Reproduction & Genetics
- Plant Pathology
- Vegetable & Fruit Production
- Beef Production
- Maple Production: Science & Practice
- Forage Production
- Entomology & Ecological Pest Management
- Apples, Berries & Bees

Construction:

- Architectural History
- Architectural Woodframe Construction
- Construction Graphics
- Residential Construction Systems
- Commercial Construction Systems
- Construction Project Management

Engineering:

- Surveying
- Engineering Materials
- Manufacturing Processes
- Basic Electricity
- Introduction to Renewable Energy
- Solar Photovoltaic Technology
- Wind Power Systems
- Biomass Heating Systems

“Plus 2” Curriculum for BS Entrepreneurship

October 16, 2015

Degree completion program for students with at least 50 transferrable credits
Minimum number of credits required is 120 credits.

70 Required credits:

ACC 1020	Survey of Accounting (or Financial Accounting)
ACC 1010	Computerized Accounting (QuickBooks)
BUS 2020	Principles of Management
BUS 2041	Foundations of Entrepreneurship
BUS 2210	Small Business Management
BUS 2230	Principles of Marketing
BUS 2260	Principles of Financial Management
BUS 2270	Organizational Communications
BUS 2410	Human Resource Management
BUS 2721	Business Planning Seminar
BUS 3041	Applied Entrepreneurship
BUS 3150	Production & Operations Management
BUS 3250	Organization Behavior & Management
BUS 4080	Business Policy & Strategy Development
BUS 4530	Technical Project Management
ECO 2060	Survey of Economics
ENG 2080	Technical Communications
INT XXXX	Bookends II
MAT 1221	Finite Math
MAT 2121	Statistics (4 credits)
SCI XXXX	Science Elective
XXX 2XXX	AH/SS Elective
XXX 3XXX	Upper Level AH/SS Elective

Program / Tech Electives as needed:

ACC 2122	Managerial Accounting
BUS 1XXX	Creativity and Innovation
BUS 1051	Computer Applications for Business I
BUS 1052	Computer Applications for Business II
BUS 2131	Writing for Electronic or Social Media
BUS 2132	Management Applications
BUS 2140	Personal Finance
BUS 2440	Business Law
BUS 3410	Business Ethics
BUS 3310	Business Information Architecture
CIS 1151	Website Development
CIS 1152	Advanced Website Development
CIS 2411	Introduction to E-Commerce

Sample Curriculum Map “Plus 2” BS Entrepreneurship

Semester 1 (Fall)

ACC 1020	Survey of Accounting
BUS 2041	Foundations of Entrepreneurship
BUS 2210	Small Business Management
BUS 2020	Principles of Management
ECO 2060	Survey of Economics
MAT 1221	Finite Mathematics

Semester 2 (Spring)

ACC 1010	Computerized Accounting
BUS 3041	Applied Entrepreneurship
BUS 3250	Organization Behavior & Management
BUS 2410	Human Resource Management
MAT 2121	Statistics
ENG 2080	Technical Communications

Semester 3 (Fall)

BUS 2260	Principles of Financial Management
BUS 2270	Organizational Communications
BUS 3150	Production & Operations Management
SCI XXXX	Science Elective
XXX XXXX	AH/SS elective

Semester 4 (Spring)

BUS 2721	Business Planning Seminar
BUS 2230	Principles of Marketing
BUS 4530	Technical Project Management
BUS 4080	Business Policy & strategy Development
XXX 3XXX	Upper Level AH/SS elective
INT XXXX	Bookends II

Vermont Technical College
Proposal for Entrepreneurship Major

Supplemental Material:

The National Survey of Entrepreneurship Education An Overview of 2012-2014 Survey Data by The George Washington University Center for Entrepreneurial Excellence, December 2, 2014.

Findings and Commentary:

1. ***“Entrepreneurship and small business management courses have grown in acceptance at an accelerated pace from 93 colleges and universities in 1979 to over 1,600 in 2004 and we see continued growth in these course offerings in the present study. In fact, most colleges and universities are now more commonly listing not only courses but also major fields of study in entrepreneurship and small business management.”*** (p. 5)

VTC Commentary: Note that the number in the report refers to courses. Recent studies indicate that there are over 220 colleges or universities offering undergraduate entrepreneurship majors in the United States. In New England, the following colleges report offering a full undergraduate entrepreneurship major: U.Hartford, Babson, MIT, Hampshire, Lasell, Suffolk, and Brown University. Not included in this list are concentrations and certificate programs.*

2. ***“We can see that the 5 most popular courses offered, the ones that received the highest enrollment levels, include: Technology, Entrepreneurship, Venture Capital , Business Planning , Creativity.”*** (p.17)

VTC Commentary: We plan to offer all these topics as well as social entrepreneurship, either as standalone courses or integrated into the planning, innovation, foundational and applied entrepreneurial courses

3. ***“Many survey respondents indicated that one of the features that provides their program with a competitive advantage over others in their ability to offer experiential learning opportunities to their students.”*** (p. 36).

VTC Commentary: BUS 3041 Applied Entrepreneurship will include field work, entrepreneurial projects, and integration with VtSBDC clients wherever possible.

* <http://www.slu.edu/eweb/connect/for-faculty/infrastructure/list-of-colleges-with-majors-in-entrepreneurship-or-small-business>
<http://www.myplan.com/majors/entrepreneurship-entrepreneurial-studies/colleges-that-offer-this-degree-52.0701.html>

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Vermont Technical College
Bachelor's of Science Degree in Entrepreneurship

- WHEREAS, Vermont Technical College proposes a Bachelor's of Science Degree in Entrepreneurship; and
- WHEREAS, Vermont Technical College's BS in Entrepreneurship program will focus on the teaching of skills and cultivation of talents that students need to start businesses, identify opportunities, manage risk, and innovate in the course of their careers; and
- WHEREAS, Vermont Technical College has developed a budget to deliver the program based on conservative enrollment projections; and
- WHEREAS, Vermont Technical College presented its final proposal for this program with the Chancellor's approval, in light of continuing need for entrepreneurial and timely program development; and
- WHEREAS, The Board Education, Personnel, and Student Life Committee, in accordance with Policy 102 and utilizing an expedited review process, recommends it to the full Board for approval; therefore, be it
- RESOLVED, That the VSC Board of Trustees authorizes Vermont Technical College to offer a Bachelor's of Science Degree in Entrepreneurship as of this date, December 3, 2015.

December 3, 2015

4. Discussion of Programs under 2015 Program Review and Continuous Improvement Process (PReCIP)

PReCIP Background

Over two years from 2009-2011 and with the support of the Davis Educational Foundation, a committee of VSC faculty members and deans convened to review Policy 101 and the procedures regarding program reviews and reporting. As an outcome, the VSC Board adopted a new Program Review and Continuous Improvement Process (PReCIP) Policy 101 and, in so doing, shifted the focus from one of approval to one of continuous reflection, assessment, feedback and improvement.

On a 5-year cycle, each program within the VSC engages in a thorough internal review. Evidence-based program reports are generated and sent to a review committee comprising VSC faculty from similar programs and external committee members from other educational institutions and employers. The review committee meets to discuss the reports, and makes further recommendations to the programs for continuous improvement. These recommendations are sent to the presidents and the chancellor, who also have an opportunity for a brief written response.

In the materials that follow, Board members will find a response from the Council of Presidents and the Chancellor to the recommendations made by the review committees for each program. Full PReCIP review committee reports, which further detail these recommendations, are included in a separate appendix for additional review, if desired. Even more extensive and thorough program reports written by the program faculty at each college can be sent to Board members at their request.

Board of Trustees and College Responsibilities

As per Policy 101, the Board of Trustees charges the colleges with, and establishes the guidelines for, the regular review and continuous improvement of academic programs. By adopting this policy, the Board affirms that the responsibility for program improvement rests ultimately with the college president, who may utilize additional procedures in order to improve the quality of any academic program.

Board members should bear in mind the following Policy 101 standards when considering the extent to which degree programs:

- 1) Assist in meeting regional, state, and/or student needs;
- 2) Integrate liberal, professional, and career study;
- 3) Maintain currency;
- 4) Achieve defined student learning outcomes as demonstrated through valid and reliable assessment processes;
- 5) Utilize effective strategies for continuous improvement; and
- 6) Help students prepare for life after graduation.



Manual of Policy and Procedures

Title	Number	Page
PROGRAM REVIEW AND CONTINUOUS IMPROVEMENT PROCESS	101	1 of 5
	Date	
	2/21/13	

Purpose

Consistent with its mission, Vermont State Colleges is dedicated to providing academic programs that are of high quality and remain current. Towards that end, the VSC Board of Trustees adopts this policy in order to ensure that VSC colleges regularly engage in practices designed to foster the continuous improvement of programs. Through the procedures outlined in this policy, faculty involved in delivering VSC academic programs periodically, systematically, and collaboratively review evidence regarding their effectiveness in achieving desired student learning outcomes, and commit to making the changes needed to ensure continuous program improvement.

Thus the Board of Trustees charges the colleges with, and establishes guidelines for, the regular review and continuous improvement of academic programs. This policy applies to associate, baccalaureate, and graduate degree programs. Generally, four to six disciplines will be reviewed annually, establishing a five-year review cycle for all programs.

In adopting this policy, the Board affirms that the responsibility for program improvement rests ultimately with the college President, who may at his/her discretion utilize additional procedures in order to improve the quality of one or more academic programs.

This policy is designed to complement Policy 109: Annual Enrollment Review.

Academic Program Review: Policy and Procedures

Standards

The VSC Board of Trustees has adopted the following standards for high-quality programs. The purpose of Academic Program Review will be to determine the extent to which degree programs:

1. assist in meeting regional, state, and/or student needs;
2. integrate liberal, professional, and career study;
3. maintain currency;
4. achieve defined student learning outcomes as demonstrated through valid and reliable assessment processes;
5. utilize effective strategies for continuous improvement; and
6. help students prepare for life after graduation.

Schedule and Processes for Review

In December of each year, the Council of Presidents (COP) will recommend to the Board of Trustees' Education, Personnel, and Student Life Committee (EPSL) the programs/disciplines to be reviewed during the following year, how these programs should be clustered for review.

Three Approaches to Review

The VSC Board of Trustees provides colleges and their programs three ways to meet the Board's standards for regular review and continuous improvement of academic programs. Option 1 involves preparing a program "self-study" document with ten specific components. Option 2 permits representatives of VSC programs in a given discipline cluster to work together to design a customized approach to the self-study. Option 3 is provided for programs that are nationally accredited or approved through Vermont's Results Oriented Program Approval (ROPA) process.

VSC will assess programs clustered by discipline on a system-wide basis to determine (1) how well they meet the Board's standards for high-quality programs (listed above), (2) how the programs might be strengthened by specific program improvement measures, and (3) if and how collaboration across colleges might benefit the programs and their students. New programs in their first three years are ordinarily exempt from review, although a president may choose to have new programs reviewed.

In the spring semester of the year when a program is scheduled for PReCIP review, the Academic Dean will meet with senior majors, using a structured interview protocol, and will prepare a written report of this interview, which shall be submitted to the program head and to the President.

Option 1 and Option 2: Preparatory phase

VSC requires all programs not formally accredited by a national accrediting association to participate periodically in one of the Academic Program Review processes detailed below.

- 1) In May of each year, normally in conjunction with the VSC Academic Retreat, faculty from programs scheduled for review in the following year will be invited to attend a special meeting to launch the Academic Program Review process. At this meeting:
 - a) The VSC chief academic officer will explain:
 - i) the Academic Program Review process, including the option to add custom-designed questions;
 - ii) the recommended timeline and campus process for preparing a program self-study;
 - iii) data that will be generated by VSC as well as those that are to be collected by the program/college; and
 - iv) resources that are available to assist those involved in program review and program assessment processes.
 - b) Programs in each cluster will determine whether they want to design a customized approach to the self-study. If all programs in a cluster choose to pursue the customized approach, representatives of those programs must collaboratively decide how they will organize to conduct this process and the deadlines they will set for their work. (See description of Option 2 starting on the bottom of page 3.)
 - c) Each cluster of programs, meeting with the academic dean who has been assigned to chair the review committee for that cluster, will discuss and generate ideas for potential outside members of review committees.

Option 1: The standard system-wide review process

- 1) During the year of the review, each program shall prepare a self-study that contains the following components:
 - a) a brief description of the program;
 - b) an analysis of curricular coherence and currency as well as pedagogical development;
 - c) an analysis of educational outcomes based on clearly defined student learning outcomes for the major and a comprehensive program assessment plan;
 - d) a description of regular processes designed to ensure continuous improvement of the program;
 - e) a description of the program's efforts to help prepare students for life after graduation;
 - f) longitudinal enrollment, retention, and graduation data, and a description of strategies to improve retention and graduation rates as well as, if appropriate, any plans to increase enrollment;
 - g) a review of job placement and/or continuing education trends among recent graduates;
 - h) commentary on the Academic Dean's report of his/her meeting with senior majors;
 - i) an analysis of program strengths and weaknesses; and
 - j) a plan that details program improvement strategies and any other anticipated changes.
2. By June 30th, the Presidents shall submit to the Chancellor the self-study that has been prepared for each program under Option 1 review.
3. By June 30th, the Council of Academic Deans (CAD) will establish committees to review the program self-studies. Generally, each committee will consist of five to eight individuals, including VSC faculty and administrators and at least two members external to the VSC.
4. Before September 30th, each committee will meet to review self-studies and by November 1st, submit an analysis of the self-studies to the Chancellor, college Presidents, and program heads. These reports will include recommendations for strengthening programs and any recommendations for program collaboration across colleges.
5. A program may comment on the review committee report in writing to the Chancellor.
6. Prior to the December EPSL meeting, COP will review all committee reports, along with any written comments submitted by programs. At this time, COP will also prepare a brief written response to the program committee report regarding how successfully programs under review employ continuous improvement strategies to meet the Board of Trustees' standards for high quality programs, as well as how these continuous improvement strategies meet the specific college's needs, and inter-program collaboration.
7. At the December EPS Committee meeting, the CAD, COP and EPSL Committee members will discuss the continuous improvement strategies recommended for the programs under review. EPSL Committee members will acknowledge the reports and written responses of COP and will submit them to the Board of Trustees.

Option 2: Self-designed review process

Programs pursuing Option 2 must by November 1st, collectively submit to CAD a plan that specifies how, through a customized process and report template, each program in the cluster will be reviewed to ensure that it is of high quality and remains current.

- 1) Besides its unique elements, the plan for the customized process must include the following elements:
 - a) a system-wide review committee process,
 - b) recommendations regarding the proposed outside membership of the review committee,
 - c) guidelines for individual program self-studies that include but are not limited to:
 - i) an analysis of educational outcomes based on clearly defined student learning outcomes for the major and a comprehensive program assessment plan,
 - ii) commentary on the Academic Dean's report of his/her meeting with senior majors,
 - iii) an analysis of program strengths and weaknesses, and
 - iv) a plan that details program improvement strategies and any other anticipated changes.
- 2) By December 1st, CAD will submit to the COP any plans for a customized review that it would endorse.
- 3) By January 2nd, the VSC chief academic officer will inform the programs that have submitted a plan for review under Option 2 whether that plan was approved by COP, whether COP determined that additions or changes to the plan are required, or whether COP was unwilling to approve the customized review proposed.
- 3) By June 30th, the Presidents shall submit to the Chancellor the self-study that has been prepared for each program under Option 2 review.
- 4) By June 30th, CAD will establish committees to review the program self-studies. Generally, each committee will consist of five to eight individuals, including VSC faculty and administrators and at least two members external to the VSC.
- 5) Before September 30th, each committee will meet to review self-studies and by November 1st, submit an analysis of the self-studies to the Chancellor, college Presidents, and program heads. These reports will include recommendations for strengthening programs and any recommendations for program collaboration across colleges.
- 6) A program may comment on the review committee report in writing to the Chancellor
- 7) Prior to the December EPSL meeting, COP will review all committee reports, along with any written comments submitted by programs. At this time, COP will also prepare a brief written response to the program committee members regarding how successfully programs under review employ continuous improvement strategies to meet the Board of Trustees' standards for high quality programs, as well as how those continuous improvement strategies meet the specific college's needs, and inter-program collaboration.

- 8) Before the December Board of Trustees meeting, EPSL will review all committee reports and the written responses of COP.
- 9) At the December EPSL Committee meeting, CAD, COP and EPSL Committee members will have an opportunity to discuss the continuous improvement strategies recommended for the programs under review.

Option 3: Process and timeline for accredited programs

Programs that are nationally accredited as well as those approved by the State of Vermont's Results Oriented Program Approval (ROPA) process are required, as a condition of continued accreditation, regularly to engage in program outcome assessment and continuous improvement processes. Accredited programs that have undergone accreditation reviews since the last PReCIP review are reviewed by COP and by EPSL through procedures detailed below. An accredited program that has not undergone an accreditation review since the last PReCIP review must prepare a self-study under the procedures of either Option 1 or Option 2 above.

- 1) By June 30th, Presidents of colleges with accredited or ROPA-approved programs scheduled for review shall submit to the Chancellor all reports pertaining to these programs that have been received from accrediting associations—or, in the case of ROPA-approved programs, from the Vermont Department of Education—since the last VSC review. Program self-studies prepared for accreditation reviews need not be submitted to the Chancellor.
- 2) In the year during which an accredited program is scheduled for PReCIP review, the Academic Dean will meet with senior majors, using a structured interview protocol, and will prepare a written report of this interview, which shall be submitted to the program head and to the President.
- 3) Documents received from the accrediting association as well as the dean's report on an interview with senior majors shall be conveyed to the Chancellor under a memo from the President, which may clarify or respond to conclusions addressed in these documents.
- 4) COP will review all accreditation and ROPA-related reports prior to their submission to EPSL, and will report to the program review committees how successfully accredited programs under review employ continuous improvement strategies to meet Board of Trustees' standards for high-quality programs.
- 5) In December before the Board of Trustees meeting, EPSL will review all accreditation reports and the related recommendations of COP, and will submit a resolution to the full Board of Trustees regarding the status of continuous improvement efforts in accredited programs under review.

Signed by:



Timothy J. Donovan, Chancellor

VSC PReCIP 2015 PROGRAMS UNDER REVIEW

Engineering Technology

- VTC: AAS Architectural Engineering Technology*
- AE Civil & Environmental Technology*
- AE Electrical Engineering Technology (2-year)*
- AE Electrical Engineering Technology (3-year)*
- AE Mechanical Engineering Technology (2-year)*
- AE Mechanical Engineering Technology (3-year)*
- BS Architectural & Building Engineering Technology*
- BS Electromechanical Engineering Technology*
- BS Electrical Engineering Technology*

Fine Arts

- CSC: BA Art
- CCV: AA Visual Arts
- JSC: BA Art
 - BFA Media Arts
 - BFA Studio Art
 - MFA Studio Art
- LSC: BFA Animation/Illustration

General Education

- All colleges
- CSC: AA General Studies
- JSC: AA General Studies

Liberal and General Studies (Multidisciplinary Studies is waived under Option 3)

- CCV: AA Liberal Studies
- JSC: BA Interdisciplinary Studies
 - BA Professional Studies
- LSC: AA General Studies
 - BA Liberal Studies
 - MA Liberal Studies

Music, Performing Arts and Theater

- CSC: BA Music
 - BA Music Education*
 - MA Music Education*
 - BA Theater Arts
 - MA Theater Arts
- JSC: AA Technical Theater
 - BA Music
 - BA Music Performance & Music Education*
 - BA Theater & Drama
 - BA Musical Theater
- LSC: BS Music Business & Industry
 - AS Audio Production
 - AS Music & Self-Promotion
 - AS Music Industry Management

Philosophy

- CSC: BA Philosophy

* These programs will be undergoing reaccreditation in 2015 and so will submit reports under Option 3.



OFFICE OF THE CHANCELLOR
575 STONE CUTTERS WAY
PO BOX 7
MONTPELIER VT 05601

VERMONT STATE COLLEGES

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

MEMORANDUM

TO: Education, Personnel, and Student Life Committee
FROM: Council of Presidents, Chancellor Jeb Spaulding
RE: Review of PreCIP Review Committee Reports
DATE: November 11, 2015

Per VSC Policy 101, Program Review and Continuous Improvement Process (PreCIP), the academic programs listed in the attached reports have all completed a nearly eighteen-month review. This process began in May 2014 with a VSC-wide professional development retreat for faculty contributors to self-study reports, continued through the 2014-2015 academic year with individual program analysis activities and deans' interviews of graduating students, and culminated in review committee meetings and findings this fall.

The specific program improvement recommendations that emerged from the committee reports are primarily of direct use at our individual institutions, and we shall consider these in our ongoing institutional prioritization of improvement efforts. Across the reports, there also emerged recommendations and future directions for the system. Below we present our summary review and recommendations from this year's process.

Overview of Programs:

The programs contained in this year's review cycle represent many of our smaller liberal arts majors, with enrollment trends generally showing very slight declines. Exceptions to these enrollment trends are the high-enrollment liberal studies programs at CCV, Johnson's Professional Studies EDP program, and Lyndon's Music Business & Industry program and combined visual arts programs. Program reviews demonstrated sensitivity to enrollment trends and identified numerous avenues for promotion of learning opportunities and student accomplishments as well as collaboration across VSC institutions. Also under review this year were the general education programs, including VSC graduation standards, of all five institutions.

Assessment of Student Learning Outcomes:

In most cases, committees noted substantial efforts of programs to identify and assess learning outcomes. Most programs have not yet achieved demonstrable improvements in student outcomes as a result of the use of assessment data, but this is an expected next step in the development of a program assessment system as programs move from planning for and collecting assessment data to reviewing and implementing curricular or pedagogical changes based on this evidence.

Progress on 2010 Improvement Recommendations:

This year's review committees found that programs which underwent reviews in 2010 consistently demonstrated attention to and progress on the previous cycle's improvement recommendations. We interpret this as a strong sign that our programs and faculty have individually and collectively embraced the value of continuous improvement that the PReCIP policy was designed to foster.

Recommendations for the VSC System:

We have discussed the numerous system-level improvement recommendations made by the individual review committees and have identified the following potential directions for action as follows.

To support robust student learning opportunities that take full advantage of our five-institution system:

1. Review VSC course number equivalencies and simplify where courses are sufficiently similar to justify only one course number.
2. Provide opportunities for students to simply and easily cross-enroll in courses across the system.
3. Specific to General Education: create close alignment between Vermont Tech and CCV general education program requirements and provide professional development information to advisors at both institutions such that students will be well supported in accessing the greatest array of learning opportunities possible.
4. Specific to VSC Graduation Standards: provide a venue for renewed shared discussion of the processes and expectations of the VSC graduation standards as implemented at each institution and degree level.

To showcase student opportunities and achievement to prospective students statewide and beyond Vermont:

5. Provide opportunities for collaboration, for example in supporting a system-wide team of student representatives at regional and national conferences and/or statewide arts showcase/college fair.

To improve PReCIP:

6. Include double majors in enrollment and program completion data.
7. Consider ways to adjust PReCIP mechanisms for evaluating faculty resources to reflect the multidisciplinary nature of some programs (e.g. CCV and Lyndon liberal studies, Johnson interdisciplinary studies).

VERMONT STATE COLLEGES
BOARD OF TRUSTEES
RESOLUTION

Status of Programs under 2015 Policy 101 Review

- WHEREAS, On November 4, 2010, the Vermont State Colleges Board of Trustees approved a revised Policy 101, Review and Approval of Existing Academic Programs, that treated “accredited” programs differently, and this extended to programs approved through the State of Vermont’s Results Oriented Program Approval process (ROPA); and
- WHEREAS, On April 28, 2011, the Board replaced its Review and Approval of Existing Academic Programs policy with a new Program Review and Continuous Improvement Process, colloquially known as PReCIP and still identified as Policy 101 in the System’s policy manual; and
- WHEREAS, The 2015 Policy 101 program review process is complete, with appreciation and thanks to the many VSC faculty and academic staff who contributed through writing reports and/ or serving on review committees, and special thanks to the academic deans who chaired the program committees; and
- WHEREAS, After reviewing the recommendations from the Program Review Committees and from the Council of Presidents, including specific program improvement strategies, the Board of Trustees acknowledges the status of continuous improvement efforts in academic programs under review; and
- WHEREAS, The Education/ Personnel/ Student Life Committee has reviewed the reports of the 2015 Policy 101 program review, and recommends the program status and related program improvement strategies as attached; therefore, be it
- RESOLVED, That the VSC Board of Trustees acknowledges the program status and related program improvement strategies as attached as of this date, December 3, 2015.

December 3, 2015

5. Commendation of 2015 PReCIP Process Participants

Over the course of September review committees met for a full afternoon each to discuss at length the reports submitted by each college's programs. In addition to the academic deans who served as committee chairs, representatives of each college program attended, as well as up to three members of the outside community. These community members represented employment fields and other higher education institutions related to the programs under review. After each meeting the chair composed the written final report and solicited feedback from the committee members. These final reports are contained in this EPSL meeting's appendix materials. A resolution to commend and thank review committee members and the many faculty who contributed to the review process follows.

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Commendation to Policy 101 Program Review Committees

- WHEREAS, In 2002 the Vermont State Colleges Board of Trustees approved a revised Policy 101, Review and Approval of Existing Academic Programs, to incorporate a VSC-wide review of degree programs by discipline; and
- WHEREAS, On April 28, 2011, the Board replaced its Review and Approval of Existing Academic Programs policy with a new Program Review and Continuous Improvement Process; and
- WHEREAS, The Policy 101 process calls for the establishment of cross-college committees to review program reports submitted by the colleges;
- WHEREAS, These committees include VSC faculty and staff and external representatives with strong backgrounds in the program area under review who voluntarily commit their time and expertise to the process; and
- WHEREAS, The Board of Trustees recognizes that these Policy 101 Program Committees play a critical role in the VSC program review process, particularly by making specific program improvement recommendations back to the colleges; and
- WHEREAS, The Board of Trustees appreciates the special role of the academic deans in managing the process, chairing the committees, and authoring the committee reports; therefore be it,
- RESOLVED, That the Board of Trustees commends the thoughtful and thorough work of the 2015 Policy 101 Program Review Committees, as attached, and particularly acknowledges the extra effort of the committee chairs, to support the purpose of Policy 101, to ensure that VSC colleges regularly engage in practices designed to foster the continuous improvement of programs.

December 3, 2015

Vermont State Colleges Program Review & Continuous Improvement Process (PreCIP)

2015 Committee Membership

General Education

Facilitator: Yasmine Ziesler, VSC Chancellor's Office
Castleton University: Ingrid Johnston-Robledo
CCV: Dianne Hermann-Artim
Johnson State College: Dan Towner
Lyndon State College: Paul Searles
Vermont Tech: Russell Mills
Beth Demers, VT Department of Labor
Jeanne Mullaney, Assessment Coordinator, Community College of Rhode Island

Liberal Arts/General Studies/Philosophy

Facilitator: Tony Peffer, Castleton University
Castleton University: Brendan Lalor
CCV: Darlene Murphy
Johnson State College: Dave Cavanagh
Lyndon State College: Dan Daley
Linda Gray, Union Institute & University
Shannon Miller, VT Agency of Education

Fine Arts

Facilitator: Phil Petty, Vermont Technical College
Castleton University: Oliver Schemm
CCV: Darlene Murphy
Johnson State College: Mary Martin
Lyndon State College: Barclay Tucker
DJ Hellerman, Burlington City Arts
Tracey Campbell Pearson, Author/Illustrator

Music/Performing Arts/Theater

Facilitator: Deborah Stewart, CCV
Castleton University: Sherrill Blodget
Castleton University: Harry McEnery
Johnson State College: Beth Plissey
Lyndon State College: Janet Edmondson
Charlie McMeekin, Sharon Academy
John Devlin, St. Michael's College

6. Approval of Programs to be Reviewed under 2016 PReCIP Process

On the next page is a full list of the programs to be reviewed in the 2016 PReCIP process, followed by a list of programs reviewed over the course of five years. A suggested resolution approving the programs to be reviewed is included.

VSC PReCIP

2016 Programs Under Review

Allied Health

CCV AAS Medical Assisting*
VTC BS Dental Hygiene*
VTC AS Respiratory Therapy*

Business

CCV AAS Applied Business Practices
CCV AS Accounting
CCV AS Administrative Management
CCV AS Business
CCV AS Hospitality & Tourism
CU AS Business Administration
CU BS Business
CU BS Sports Administration
CU MS Accounting
JSC AS Management
JSC BA Business
LSC AS Business Administration
LSC BS Business Administration
LSC BS Accounting
VTC BS Applied Business Management
VTC AAS Business Technology & Management
VTC BS Business Technology & Management

Education

CCV AA Early Childhood Education
CU BS Health Education*
CU BS Multidisciplinary Studies*
CU Elementary Education Licensure*
CU Elementary Education Licensure: Special Education*
CU Secondary Education Licensure*
CU MS Athletic Leadership
CU MA Education: Curriculum & Instruction/Applied Behavioral Analysis*
CU MA Education: Curriculum & Instruction*
CU MA Education: Special Education*

Education (continued)

CU MA Education: Mathematics*
CU MA Educational Leadership*
CU MA Music Education*
JSC BA Childhood Education*
JSC BS Health Sciences, Physical Education track
JSC MA Education*
LSC AS Special Education*
LSC BS Elementary Education
LSC MEd Education

Health sciences, exercise science, and sports medicine

CU BS Health Science
CU BS Exercise Science
JSC BS Health Science
LSC BS Exercise Science*
LSC BS Sports Leadership

Mathematics

CU BA Mathematics
JSC BS Mathematics
LSC BA Mathematics

Nursing

CU BS Nursing*
CU RN to BS Nursing*
VTC BSN Nursing*
VTC ADN, RN Nursing*

* These programs will submit reports under Option 3 as they are externally accredited.

**VSC POLICY 101
FIVE-YEAR SEQUENCE: PROGRAM REVIEW AND CONTINUOUS
IMPROVEMENT PROCESS**

2015

1. Engineering technology (Architectural, Civil, Electrical, Mechanical, Electromechanical)
2. Fine arts (including animation and illustration)
3. General education
4. Liberal and general studies (multidisciplinary studies is waived under Option 3)
5. Music
6. Performing arts and theater
7. Philosophy

2016

1. Allied health
2. Business
3. Education (including undergraduate and graduate teacher education, and physical education)
4. Health sciences, exercise science, and sports medicine
5. Mathematics
6. Nursing

2017

1. Agriculture and horticulture, including equine studies
2. Biology
3. Environmental sciences
4. Information technology and computing (incl. CCV Digital Marketing)
5. Natural sciences
6. Outdoor education/recreation/sports management
7. STEM Studies

2018

1. Applied technology, including automotive technology, diesel power technology, fire science, professional pilot technology and veterinary technology
2. Communication arts and sciences, including electronic journalism arts and graphic design
3. English, literature, and writing
4. Meteorology
5. Spanish

2019

1. Applied technology (construction management)
2. Criminal justice (incl. CCV Emergency Mgmt)
3. History, social science, political science, and global studies
4. Human services
5. Sociology
6. Undergraduate psychology and graduate counseling

2020

1. Engineering technology (ABT, AET); includes all of these programs:
 - a. AE Civil & Environmental Technology
 - b. AE Mechanical Engineering Technology (2-year)
 - c. AE Mechanical Engineering Technology (3-year)
 - d. AE Electrical Engineering Technology (2-year)
 - e. AE Electrical Engineering Technology (3-year)
 - f. BS Electromechanical Engineering Technology
 - g. BS Electrical Engineering Technology
 - h. Architectural and Building Engineering Technology
 - i. Architectural Engineering Technology
2. Fine arts (including animation and illustration)
3. General education
4. Liberal and general studies (multidisciplinary studies is waived under Option 3)
5. Music
6. Performing arts and theater
7. Philosophy

VERMONT STATE COLLEGES
BOARD OF TRUSTEES
RESOLUTION

Policy 101 Programs for 2016 Review

WHEREAS, On April 28, 2011, the Board replaced its Review and Approval of Existing Academic Programs Policy 101 with a new Program Review and Continuous Improvement Process; and

WHEREAS, Per Policy 101, the Council of Presidents recommends to the Board of Trustees the disciplines to be reviewed and the timeline for their review; and

WHEREAS, The Council of Presidents recommends to the Board of Trustees the following programs for 2016 review:

- Allied Health
- Business
- Education
- Health Sciences, Exercise Science, Sports Medicine
- Mathematics
- Nursing

Therefore, be it

RESOLVED, That the VSC Board of Trustees approves the program areas listed above for Policy 101 VSC-wide review in 2016 as of this date, December 3, 2015.

December 3, 2015

7. Nomination of Faculty for Emeritus Status

As described in Policy 204, *Emeritus Status for Faculty and Administrators*, presidents may initiate a proposal that a former faculty member or administrator now retired be conferred Emeritus Status. Such proposals must be submitted to the Chancellor, who shall, in forwarding such proposals to the Board, provide his recommendation.

President Bertolino has submitted a nomination for retired faculty member Professor Richard Moye for the award of Emeritus Status. The EPSL Committee needs to consider this proposal and the attached resolution for endorsement to the full Board.



Manual of Policy and Procedures

Title EMERITUS STATUS FOR FACULTY AND ADMINISTRATORS	Number 204	Page 1 of 2
	Date 11/7/80	

PURPOSE

To recognize the outstanding services and contributions of selected faculty and administrators to the Vermont State Colleges, the Board of Trustees may grant such individuals emeritus status.

STATEMENT OF POLICY

Proposal for Granting Emeritus Status

The proposal that an individual be granted emeritus status normally will be initiated by the President of the College to which the nominee is appointed; however, the Board of Trustees may choose to grant emeritus status on its own initiative. Proposals for emeritus status shall be made in writing, shall describe the full history of services and contributions to the Vermont State Colleges, and shall provide full justification for the action. Proposals shall be forwarded to the Board of Trustees through the Chancellor who shall include his/her recommendations for the action.

Criteria for Emeritus Status

The following are the minimum criteria for consideration for the granting of emeritus status. Because an individual meets the minimum criteria should not be considered adequate justification for recommending emeritus status.

1. At least 10 years of full-time employment with the Vermont State Colleges;
2. Clear evidence of outstanding teaching and/or administrative services;
3. Recognized record of professional achievement, growth, and development;
4. Clear evidence of college service beyond the normal or ordinary expectations;
5. Prospects for continuing service to the Vermont State Colleges; and
6. Retired status.

Privileges and Responsibilities of Emeritus Status

Individuals in emeritus status do not receive compensation; however, they are eligible for special assignments by the college for appropriate compensation and/or reimbursement for expenses at the discretion of the President and within guidelines of the Vermont State Colleges. Specifically, the President may grant individuals in emeritus status the following privileges:

1. Use of college facilities, equipment and services on an "available" basis;
2. Access to college activities on a basis comparable to faculty and administrators;
3. Recognition of emeritus status in appropriate college publications;
4. Use of college identification with emeritus status in communications with official groups/organizations; and
5. Opportunities to be designated as a college representative to specified groups/organizations.

Individuals in emeritus status are responsible to the Vermont State Colleges as follows:

1. Support the mission and purposes of the Vermont State colleges;
2. Maintain the professional standards which reflect credit on the Vermont State Colleges; and
3. Willingness to assist in the development of the Vermont State Colleges within the scope of individual capabilities.

Term of Emeritus Status

Emeritus status is granted at the pleasure of the Board of Trustees and may be withdrawn by action of that Board.

Signed by: Charles I. Bunting Chancellor



September 2, 2015

Jeb Spaulding, Chancellor
Vermont State Colleges
P.O. Box 7
Montpelier, VT 05601

RE: Professor Emeritus recommendation for Richard Moye

Dear Chancellor Spaulding:

I am pleased to recommend Dr. Richard Moye for recognition as Professor Emeritus. Dr. Moye, professor of English at Lyndon since 1991, retired from Lyndon State College in spring of 2014, and he continues to teach as a part-time faculty member.

This nomination is well supported by the enclosed letter of support from Professor Emeritus Alan Boye, along with letters from Dr. Nolan Atkins, Interim Academic Dean, retired Professor Professor Buck Beliles, retired Professor Ron Rossi, retired Library Director Gareth Nelson, Professor Elaine Razzano, as well as letters from a host of Dr. Moye's acquaintances and students. Their support is overwhelming, and I shall let these letters stand on their own merit as the basis of this nomination.

Thank you in advance for giving your considered attention to this recommendation.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Bertolino", with a long horizontal flourish extending to the right.

Joseph A. Bertolino
President

Enclosures: Letters of support

cc: Personnel File
Sandy Franz, Human Resources
Nolan Atkins, Interim Academic Dean

August 12, 2015

Dear President Bertolino,

Please allow this letter to serve as a recommendation for granting Professor Richard Moye professor emeritus status. I write on behalf of the entire English, Philosophy and Film Studies Department who endorse this recommendation enthusiastically.

I have been witness to the remarkable contributions Dr. Moye has made to Lyndon State College during his entire 23 year career. I served on his hiring committee in 1991 and recall the committee's unanimous enthusiasm when this academically astute and insightful man accepted the position.

By way of introduction, and to fully appreciate the value of Dr. Moye's contribution to the academic well-being of LSC, allow me to write a few words about another member of that committee, Professor Jim Doyle.

It is safe to say Dr. Doyle remains one of the most highly respected professors in LSC's history. He was a stunning intellect and a gifted lecturer, and he never lowered the level of his discourse in order to make things easy for his students. Instead, with gentleness, compassion and humor, he challenged his students to expand their own understanding. It was also clear to anyone who knew him that Dr. Doyle's dedication to his students was mirrored in his astounding commitment to the academic well-being of the College and the community.

What is remarkable about Dr. Moye is how successfully he has emulated Jim Doyle. Although Dr. Moye was his mentor's intellectual equal, when he arrived he was less experienced in the classroom. Working closely with Dr. Doyle and learning from his example, Dr. Moye soon established himself as one of the smartest, most demanding, yet rewarding classroom teachers at Lyndon.

So it follows that few other faculty members since Jim Doyle have earned such high respect from students who see Dr. Moye as a challenging, but clear and considerate scholar. That care as a teacher is clearly evident in the numbers of his students who have gone on to earn advanced degrees and how many others are now teachers themselves. Former students, members of the community, LSC staff and faculty frequently audit "a Moye class" simply because they want to learn something from this gifted intellect. His hard work in class preparation and grading is legendary and has served as an example and an inspiration for other professors as well.

In a similar way Dr. Moye has honored his mentor by demonstrating an on-going, some would say relentless, commitment to the College and the academic well-being of its students.

The letters of support for his nomination (which I have attached to this letter) attest to the range and depth of Dr. Moye's service. No other faculty member since Jim Doyle has served to preserve and advance the academic integrity of LSC better than Dr. Moye. He has stood, and continues to stand, as a stalwart watchdog to ensure academic excellence at LSC.

Within the College Dr. Moye's tireless work on a wide range of committees has resulted in direct, tangible improvements and innovations. I served as co-chair (with Bruce Berryman) of a NEASC reaccreditation committee that also was charged with preparing for the College's Policy 101. Quite frankly it would have been impossible to have completed that process without Dr. Moye's help. His participation in that process was a life-saver.

The college-wide impact of Dr. Moye's many years as a member and as chair of the Curriculum Committee is still very evident in a catalog with fewer errors as well as in many departmental programs which, thanks to his work, now conform to LSC and VSC policies much

more accurately than in the past. His work on this committee is also evident in how departments now are much more considerate in keeping the number of credits in their major within the policy limit in order to ensure that students have the option to broaden their college experience by taking courses outside of their major. That kind of thorough, diligent care to the over-all academic well-being of the College and its students has continued since his retirement. Both faculty and administrators continue to seek out Dr. Moye for his advice and insight on matters regarding the academic strength of the College.

Such behind-the-scenes contributions are not limited to LSC. It is a little-known fact that Dr. Moye's service to the larger community has included being an IT specialist for a variety of individuals and local organizations. For years he has quietly provided on-going IT services to such places as the Fairbanks Museum and Planetarium and The Stevens School. I am aware that much of this work he either donates, or accepts only a very modest fee for his skills. These non-profit organizations would otherwise likely not be able to afford such quality service.

It is appropriate to note that Dr. Moye's expertise in IT has also been of great help to the College. Not only did he come to the rescue when he served for several semesters as Assistant Dean of Information Technology, but he has quietly continued to help Lyndon State's IT Department as a matter of course.

Clearly, the College and the community have been benefactors of Dr. Moye's continued service in retirement. Without his willingness to continue teaching for the department (on the average he has taught *three courses a term* since his retirement), it would be impossible to ensure that undergraduate program in English or the graduate program in liberal studies continue. In addition, many of the upper level undergraduate courses would otherwise simply not be offered without his continued contributions as a teacher of merit. We are fortunate as a department, as a college and as a community that we have relied, and can continue to rely on Dr. Moye's dedication to academic integrity, his expertise, generosity, intelligence and his skills in the classroom.

It is with honor that I recommend him to you most highly as deserving of emeritus status.



Alan Boye
Professor Emeritus of Humanities
Lyndon State College



July 13, 2015

President Joseph A. Bertolino
Lyndon State College
1001 College Road
Lyndonville, VT 05851

RE: Richard Moye emeritus recommendation

Dear President Bertolino:

I am pleased to write this letter in support of the proposal to award Professor Richard Moye emeritus status. This recommendation is based on my observation of and interaction with Professor Moye for approximately 16 years as a faculty colleague at Lyndon State College. In particular, I am able to comment on his service to the college. Professor Moye is well known for his contributions on the LSC Curriculum Committee, the General Education OAU, in faculty governance at Faculty Assembly meetings, and even with our IT department. My own observations of Professor Moye's contributions are as follows:

For many years, Professor Moye chaired and served on the Curriculum Committee. Professor Moye quickly became our residential expert for all curriculum matters. His comments and guidance were always well articulated, thoughtful, and logical. I believe he helped navigate many difficult curriculum matters during his tenure on the Curriculum Committee.

Professor Moye was also a regular and substantial contributor to the direction and well being of our general education program. Lyndon recently added a Masters of Arts in Liberal Studies (MALS) degree. Professor Moye conceived the idea and brought it to fruition. Professor Moye was also a frequent and regular contributor to Faculty Assembly, and a voice of experience and reason regarding faculty governance issues.

Professor Moye worked tirelessly for the betterment of the English Department during his tenure at Lyndon, serving as its chair for a large portion of his time here. Based on the numerous thank you letters in his service file, it is clear that he was a valued mentor to incoming faculty, whether they were in his department or not. He also received letters of appreciation from his own long-time department members, who clearly valued his good humor, leadership, attention to detail, and expertise on projects such as Policy 101, curricular restructuring, assessment, creating a department website, and supporting projects related to the first-year experience.

Office of Academic Affairs * Lyndon State College
1001 College Road, Lyndonville, VT 05851
802-626-6406 (o)
nolan.atkins@lyndonstate.edu

Professor Moye also served for two years as the Acting Assistant Dean for Information Technology and in collaboration with the members of the IT staff, established clear, consistent priorities and met several ambitious goals while also staying compliant with Y2K demands.

Thank you for considering this letter in support of awarding Professor Moye emeritus status.

Sincerely,

A handwritten signature in black ink, appearing to read "Nolan Atkins". The signature is fluid and cursive, with a long horizontal stroke at the end.

Nolan Atkins, Ph.D.
Interim Dean of Academic Affairs



Joe Bertolino, President
Lyndon State College
Lyndonville, VT.

President Bertolino:

I would like to speak in favor of Richard Moye's nomination to emeritus status on the basis of his exceptional work on the Curriculum Committee. I served for many years as the Chair of the Curriculum Committee during which time Dr. Moye was a member. I was also a member of the Committee for several years when he served as Chair.

As a member of the Committee, Richard was diligent in his review of new curricular proposals and revisions of existing programs. He had an excellent knowledge of LSC and VSC curricular policies, and often worked with departments outside of Committee meetings to ensure that all proposals fell in line with those policies. One of the policies that he was a strong advocate of concerned with the number of credits in a major program. Dr. Moye believed that students should have the ability to take courses outside of their major, so when he was Chair, he tried to work with departments to keep the number of credits in a major within the policy limit. This at times proved difficult given the need of departments to respond to outside accrediting agencies.

In responding to the administration's concerns about curriculum expansion and budgetary constraints, Dr. Moye asked that departments provide long range plans of course offerings as well as an indication of the existing faculty who would teach those courses. This did cause departments to reconsider unneeded electives in their programs. As Chair, Dr. Moye streamlined the way that the Committee's reports were presented to the Faculty Assembly. This greatly hastened the process by which the Assembly approved the Committee's actions. Dr. Moye's attention to detail was evident in his proof reading and copy editing skills. Many course descriptions and program proposals were saved from grammatical, syntactical, and punctuation errors.

It is fair to say that the curricular programs of the college would not be as good as they are had it not been for the efforts of Richard Moye.

Sincerely:

A handwritten signature in black ink that reads "Ronald R. Rossi".

Ronald R. Rossi, Ph. D.



May 15, 2015

Joseph Bertolino
Office of the President
Lyndon State College
P.O. Box 919
1001 College Rd.
Lyndonville, VT 05851

Dear President Bertolino:

In every profession, there are always a few people who stand out among their peers. In an academic environment, these unique individuals distinguish themselves through their teaching, scholarship, and service to their college or university. Since my introduction to Lyndon State College as a faculty member twenty years ago, I have come to view Richard Moye as an outstanding colleague. Now that he is retired, I am sending you this letter of support for Dr. Richard Moye to be granted emeritus status. He clearly satisfies all the criteria for such a privilege. I have personally watched him transform the English curriculum into one that has kept pace with the changing academic landscape. Not only has there been a name change -- from English department to English, Philosophy, and Film Studies --but the entire offering of courses and concentrations has become more relevant to students and their career aspirations.

As for Richard's professional accomplishments, I can proudly tell you about his scholarly articles that have appeared in literary journals such as *MLN*, *The Journal of Biblical Literature*, and *Clio: A Journal of Literature, History, and the Philosophy of History*; or his work as Assistant Editor for *Common Knowledge*, an academic journal published by Oxford University Press. I would tell you even more, but Richard does not boast about his accomplishments. What little I know of his scholarly work I have learned from other sources (such as institutional reports that list faculty achievements).

Even though Richard Moye has been known at Lyndon for his extraordinary commitment to the improvement of our college, I'm sure that he would prefer to be known for his teaching expertise. He brings the same enthusiasm and dedication to his teaching as he does to everything else he pursues. Our students are tough but honest evaluators; from them I know that Richard not only has "one of the keenest analytical minds on the faculty," as one student remarked, but he also has some of the highest expectations for students. He teaches them to reach beyond their grasp; not surprisingly, most students do. Over the years that I have known him, Richard has taught a wide range of courses —Bible as Literature, Mystery and Detective Fiction, Myths and Mythologies (as well as others too numerous to mention here)—and a wider range of student abilities.

Not only is Richard a dedicated teacher, but he is also an expert administrator. A few years after I was hired, he served as Acting Assistant Dean for Information Technology instead of taking a planned sabbatical. I can't remember the details, but I do know that he was doing Information Technology work long before such a necessity became an imperative at Lyndon. His success at this job and at everything he does kept us, his colleagues, nominating him for department chair. He served for so many years that I've lost track of just how long, but we all knew that he was the best person for the job.

Likewise for service to our college -- Richard has either chaired or served on numerous committees, but it's his work on the Curriculum Committee that distinguished him as the "go to" person for any questions pertaining to curriculum development. Even now in his retirement he continues to serve Lyndon as that "go to" person by overseeing the Master of Arts in Liberal Studies (a graduate program that he envisioned many years before its implementation). In fact, just in the past few weeks, one of our graduates from over a decade ago decided to quit her job and work full time on her graduate degree. I was not surprised when Richard told her that he would continue to teach the necessary literature courses that she and other MALS students would need to complete their program, even if it took several years. So much for retirement.

My words here cannot adequately portray Richard Moye as I know him. He has always been a gracious colleague and friend, unceasingly willing to learn as well as to teach. Over the years, he has poured his soul into our college. It's about time that we do something for him to show our appreciation; emeritus status is the best gift I can suggest.

Sincerely,

Elaine Razzano

Elaine Razzano, Ph.D.
Professor, English
Coordinator, English education

7/27/15

Dear President Bertolino,

I write to you to strongly urge that Dr. Richard Moye be granted professor emeritus status by the Vermont State Colleges. As his colleague for 23 years, I can attest that no one has ever deserved this honor more than Professor Moye.

It was an honor to serve alongside him all those years. I know he was (and remains) an outstanding teacher through eavesdropping on his lectures and from the many comments my advisees had to say about him. I also served many years on the Reappointment, Promotion and Tenure Committee and his students' evaluations were among the very highest I saw in all those years, even though he was a very demanding teacher. Dr. Moye also forged long-lasting relationships with his students outside the classroom and I know he figures prominently in the memories of many Lyndon alumni.

I was lucky to have many fine colleagues throughout Lyndon and especially within the English, Philosophy, and Film Studies Department. Professor Moye was truly remarkable, though, guided throughout by his concern for the students and the overall health and integrity of the institution. An important illustration is the fine work he did for many years as department chair. We re-elected him over and over again, not because we shirked responsibility, but rather because we recognized what an outstanding job he did. When I was twice pressed into service as chair during his sabbatical years, I discovered how difficult the job he did with such ease really was. He was always willing and able to roll up his sleeves and do the detailed work of scheduling and arranging course rotations within our curriculum. Dr. Moye did a masterful job of crafting the departmental mission and of gathering assessment data about our goals for our graduates. He almost single-handedly guided the department through several Policy 101 reviews and NEASC reaccreditations. He was also largely responsible for shaping the evolving curriculum which was widely admired by outside reviewers as a model of a contemporary literature curriculum. The curriculum has served Lyndon's English majors well over the years, providing breadth, depth and range to their education. As chair, he also ably represented the department's interests in the college.

Although Dr. Moye has officially retired, his commitment to Lyndon and to the department is on-going. He continues to teach up to three classes per semester, as well as some summer classes. It is difficult to imagine how the English program or the graduate liberal studies program could survive without his continuing contributions. His entire career has been marked by his remarkable skills, intelligence, and integrity, and his deep commitment to the students, to the department, to Lyndon, and to the wider community. I again urge you to confer the honor of emeritus status. Dr. Moye richly deserves it.

David Buck Beliles

Professor of English and Film Studies, retired



Samuel Read Hall Library

Date: April 2, 2015
To: Professor Alan Boye
From: Gareth Nelson, Library Director
Re: Support for Emeritus Status for Professor Richard Moye

Dear Mr. Boye and Committee,

It is my pleasure to write this letter in support of Emeritus Status for Professor Richard Moye. Dr. Moye's dedication and commitment to the students of Lyndon State College has been unwavering and his contributions to the College have been countless.

For example, when students mention Dr. Moye, they say his courses are challenging, fair, rich in content and most of all, supportive and meaningful. Dr. Moye also has devoted countless time and effort to shaping the curriculum in his capacity of Curriculum Committee Chair. And he has been the voice of reason in many discussions about the mission and direction of the College in general.

It has been wonderful to have worked with Dr. Moye for close to 20 years, I know I personally am a better person and the College is a better place for having him here at Lyndon State College

Respectfully,

Garet Nelson

Garet Nelson, Library Director

Ellen Doyle
5 Cherry Avenue
Montpelier, VT
05602

Office of the President
Joe Bertolino
Lyndon State College
101 College Rd.
Lyndonville, VT
05851

March 21, 2015

Dear President Bertolino,

I am writing you to support the nomination of Professor Richard Moye for Professor Emeritus. After my retirement, I decided to take advantage of the opportunity to attend classes at Lyndon State College. I chose to take classes with Professor Moye not only because the subjects of his classes interested me, but because of his sterling reputation as a fine teacher. I was not disappointed; Professor Moye was knowledgeable, dynamic, and engaging. With his guidance, the Greeks (Hector, Penelope, Antigone, Odysseus) and the Hebrews (Abraham, Rachel, Isaac, Jacob) came to life and became touchstones for experiences in my own life. Indeed their meaning of their stories, as elucidated by Professor Moye, helped me reconsider the meaning of my own life.

I don't believe that my experience was unique; Professor Moye had a way of connecting literature to the experiences in his students' lives and so enabled us to learn explore and learn more than we ever expected. His class, while academically rigorous, was not just an academic exercise—it was a vital endeavor that challenged his students' preconceptions about their place in, and responsibility to, the world.

Professor Moye has changed and enriched so many of his students' lives—he certainly enriched mine. Truly he is a teacher of substantial merit and I enthusiastically recommend him for Professor Emeritus status.

Sincerely,



Ellen Doyle

*Charles C. & Wynne W. Browne
448 Blanchard Hill Road
Barnet VT 05821*

June 1, 2015

Joseph Bertolino
Office of the President
Lyndon State College
P.O. Box 919
1001 College Rd.
Lyndonville, VT 05851

Dear Dr. Bertolino:

I am writing on the occasion of Richard Moye's retirement from Lyndon State College. Beyond his passionate, inspiring, and challenging example as teacher, scholar, and advocate for the humanities, Richard has contributed his extraordinary talents in a loyal and enduring record of community service. This side of his character is perhaps not fully recognized or acknowledged, so I offer the following.

In addition to his talent as an English teacher and scholar, Richard also possesses deep knowledge of computer systems, software, and hardware. Over the past two decades, he has kindly and generously served as IT advisor, volunteer, mentor, and trainer to the entire staff of the Fairbanks Museum & Planetarium in all matters related to digital technology and its applications in the various functions that the Museum fulfills. In this voluntary role, Richard has built internal networks and security and backup systems. He has provided technical support for the digitization of the Museum's collections catalogue; for the Museum's Eye on the Sky programs and media capabilities; for secure development, membership, and fundraising databases; for the multi-media operation of the Museum's Lyman Spitzer Jr. digital planetarium; for point-of-sale visitor services; for new exhibits and educational programs; and for a host of communications systems and administrative functions. He also has provided wise counsel for the purchase of updated hardware and software, and in so doing, has saved the Museum thousands of dollars.

Best of all, though, has been the spirit with which Richard has anticipated and responded to the Museum's technology needs. He has always been there when we have needed him, and almost weekly he has calmed the frustrations and near panic of Museum staff and volunteers who have encountered anything from a digital glitch to the "blue screen of death." Without Richard and his special skills, the Museum would be a technological Dodo destined for extinction. His

great service to the Museum earned him recognition as a Fairbanks Museum Fellow in 2013, with the following public citation:

“If you wanted your car fixed, you wouldn’t immediately ask an art history major. If you needed your appendix removed, you wouldn’t ask a carpenter. If you wanted your computer system to function flawlessly, you wouldn’t ask an English professor...or would you? Professor Richard Moye has been the Museum’s incredibly capable, agreeable, and generous information technology advisor and technician for over a dozen years, helping our clunky systems to operate smoothly and our less “intuitive” staff to understand how they operate. His deep knowledge of digital tools and their applications has saved us thousands of dollars and as many hours of digital exasperation. For these reasons, our good friend Dick Moye is perhaps the very most welcome visitor to our offices!”

Richard embodies a rare and special quality that has allowed him to have a profound impact both in the classroom and in the community. This gifted educator has given hundreds of hours outside the walls of academe in service to his community by making one of its beloved institutions a better place – more accessible, more efficient, and more successful in the fulfillment of its mission. I hope that you will agree that his dedication, wisdom, and generosity have earned Richard Moye the title of Professor *Emeritus*.

Sincerely yours,



Charles C. Browne
Director *Emeritus*
The Fairbanks Museum & Planetarium

22 July 2015

Joseph Bertolino
Office of the President
Lyndon State College
1001 College Rd.
Lyndonville, VT 05851

RE: Richard Moyer's Nomination – Professor Emeritus

Dear President Bertolino,

Please accept this letter of support for Richard Moyer's nomination to Emeritus status.

I was extraordinarily fortunate to attend Lyndon State College from 1997 – 2002. Not only did I meet my wife (in the Writing Center, of all places), but I was able to learn from and converse with four professors who played a significant role in my life, each of which I still consider to be of my greatest influences; Alan Boye, James Doyle, Kurt Singer, and Richard Moyer.

At the start of each semester, upon receiving my schedule, I would immediately search out my "Richard classes," because they were uniquely wonderful and supremely challenging. We all knew of his background as a Masters Student and Ph.D. from Columbia, and the expectations (of both the students, and the professor) were very high.

Richard's method of instruction was unlike anything I had ever experienced, and was the sole reason that I decided to pursue Literature as my second major. It was through listening to him dissect specific sections of *The Bible*, or passages in *Silas Marner*, that I developed an often times consuming interest in words, and what they mean in specific contexts.

As passionate as Richard was in the classroom working with his students in a group setting, he was even more impressive and influential in a one-on-one setting. I spent many hours sitting on the old sofas outside of his office, waiting for his classes to end, to seek advice and solicit ideas for one of the many papers I wrote for him over the years. He was always receptive, and he always pushed me to take my ideas further, or to dig deeper into the assigned readings. At the time, honestly, it felt like more work; but as an adult, I realize that he was helping to prepare me for life after the classroom. I knew that I would always have to go the extra mile for Richard, and that bit of encouragement and support has proven to be invaluable to me as a professional.

I could go on and on, outlining multiple reasons and specific instances of Richard's impact, but instead I will conclude with this...Richard Moyer is the type of professor that should be honored by the Institution for his dedication in the classroom, as well as to the thousands of students who were lucky enough to have spent time with him during their journey at Lyndon State College.

It is my firm belief that Richard Moyer has proven through his career as an educator and academic that he is the definition of Professor Emeritus.

Please feel free to contact me at any time.

Warm Regards,



William Graves

Class of 2002

B.A. Journalism / B.A. English Literature

williamcgraves@gmail.com

Mr. Joe Bertolino, *President*
Lyndon State College
1001 College Road
Lyndonville, VT 05851

Dear President Bertolino,

I am writing in support of Professor Alan Boye's proposal to nominate Richard Moye for Emeritus Status at Lyndon State College. Given the *Criteria for Emeritus Status*, I can speak to Professor Moye's record of outstanding teaching.

I met Professor Moye in the early 1990's, during my undergraduate studies as an writing major at Lyndon State College. Richard was on the "first string" in an excellent English Department, one that included professors James Doyle, Kurt Singer and Alan Boye among its ranks. I felt very fortunate as a student to have these fine people as my instructors. They were all accomplished in their field, and each challenged me to be a better critical thinker, communicator, and person. They each contributed greatly to the person that I became. Professor Moye's contributions were especially poignant.

While all of these instructors possessed a fierce intellect, I perceived Professor Moye to be "the intellectual." He had a background in both mathematics and literature, and his dominant left brain informed his teaching of letters. As a student, I appreciated this. His instruction was methodical and concise; it was as though Professor Moye had a set of notes, memorized photographically, that he delivered while perched on the edge of his desk. He also possessed a wry sense of humor and an ability to connect with students left us all wanting for more. I envied and wished to emulate his intellect, though I was even more taken with his humility and charm. Professor Moye was also available. His office was always open to his students, current and former, and he would take whatever time was necessary to help one bring a particular piece of writing up to the high standards that he had for us. Even as an undergrad, I was impressed with his dedication to his students. Professor Moye provided me with a world-class English education in my own backyard.

Richard Moye is an excellent educator who has demonstrated a longstanding dedication to his students and Lyndon State College. I encourage you to support his nomination for Emeritus Status.

Sincerely,
Chris Dussault, LSC '96
Class Dean, St. Johnsbury Academy

7/10/15

Dear President Bertolino,

I have known Professor Richard Moyer for three years and have interacted with him extensively in his capacity as Professor and Advisor. During my time at Lyndon State College I have taken ten courses with Professor Moyer. I have come to know him very well and therefore can comment on some aspects of his teaching and advising. Professor Moyer is one of the most dedicated, hard-working, and supportive professors I have encountered during my post-secondary schooling.

I came to Lyndon State College as a non-traditional student with low self-esteem regarding my writing skills and literary intellect. My first class with Professor Moyer was Bible as Literature and I had heard rumors about how difficult an instructor he was. I was terrified during that first class; however, my fears instantly subsided as I listened to him lecture. He was intense, passionate, and knowledgeable about the subject. Within a few weeks our first paper was due: Professor Moyer handed out instructions and explained the guidelines for this paper. I struggled for an analytical argument: I struggled finding resources and I struggled writing the 5-7 page paper. Somehow I finished it and turned it in. The following week I got my paper back and it was covered in green ink from top to bottom with an "R" on the last page. No grade. I stayed after class to talk to Professor Moyer about the "R." He invited me to his office and explained that my paper was not quite what he was looking for. The "R" was for revision; I was getting a second chance to write the paper. What professor spends so much time giving feedback and doesn't assign a grade? A professor who wants his students to succeed, to do better, to push harder. A professor who wants his students to learn. I looked at page after page of green ink and used his feedback to turn my paper into an analytical argument. He accepted my revision and when I got the paper back it was, again, covered in green ink, but had a grade on the last page. Professor Moyer will always give extensive amounts of feedback on papers and always gives the option to revise as many times as the student wants to. His comments are always different and prompt the writer to look at many other aspects of their topics. Professor Moyer takes the time, no matter how little he has to spare, to explain his feedback and guide his students to appropriate resources.

Professor Moyer is not only one of my instructors, but he is also my advisor. I am lucky enough to have an advisor who has worked with me not only as an undergraduate, but now as a graduate student at Lyndon State College. As my advisor, Professor Moyer has helped me through my transition from undergraduate student to graduate student. When I was an undergraduate Professor Moyer focused more on traditional learning. I would pick my courses, go to class, do the work, and then get my grade. Things have changed as a graduate student. Professor Moyer has worked tirelessly on making sure I receive a quality graduate education. He doesn't want me to miss out on opportunities that other colleges and universities offer to their graduate students. Because of him I have been able to work directly with undergraduate students assisting them with difficulties they may be having with the course work. I help them refine paper topics and

show them how to research for those topics. Professor Moye has also included me in the discussions about what novels to read and how to structure some courses. My education has not been confined to a classroom and has enabled me to gain valuable experience in the field of higher education.

Professor Richard Moye has opened my eyes to new ways of thinking and understanding. He provides just the right amount of structure and independence to his students in order for them to be success. His expectations are high, because he knows the true potential of the students that walk into his classroom and will push them to excel. I am no longer second guessing my literature knowledge and skills as a result of Professor Moye's dedication to my education. I am truly grateful and will look to him for continual guidance as my mentor. The Professor Emeritus title should be granted to this exceptional professor for all the good he has done for his students inside and outside the classroom.

Sincerely,

Kristin Marie Brooks



VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Emeritus Status for Professor Richard Moye

- WHEREAS, Professor Richard Moye retired from Lyndon State College in 2014; and
- WHEREAS, Professor Richard Moye provided distinguished and outstanding service to his students, to Lyndon State College, to the larger Lyndon community, and to the Vermont State Colleges for 23 years; and
- WHEREAS, Professor Richard Moye has earned the highest respect from the Lyndon State College community, is held in the highest regard by students and colleagues, and continues to contribute to the life of the College after retirement; and
- WHEREAS, Professor Richard Moye meets the criteria established by the Board of Trustees for Emeritus Status; therefore, be it
- RESOLVED, That the VSC Board of Trustees grants the title of Professor of Humanities Emeritus to Richard Moye as of this date, December 3, 2015.

December 3, 2015

B. ITEMS FOR INFORMATION AND DISCUSSION

1. Johnson State College: Early Notification for BA in Media Arts

Per Policy 102, *Approval of New Degrees and Majors*, college presidents must provide to the Council of Presidents a brief notification of new program planning ideas. What follows is President Collins' notification of a new BA in Media Arts under development at Johnson State. It is anticipated this new program proposal will come before the Committee for approval in January.

Friday, November 13, 2015 at 10:10:36 AM Eastern Standard Time

Subject: Early Warning: Johnson State College's BA Media Arts
Date: Thursday, November 12, 2015 at 11:21:48 AM Eastern Standard Time
From: Collins, Elaine
To: VSC-COP
CC: Sopchak, Elaine H., North, Cecilia M., Regan, Daniel

Colleagues:

I am writing to provide you with an early warning of a program that Johnson State College is planning to bring to the Board for approval in January or February of 2016.

BA Media Arts

Johnson State College plans to propose a new BA program in Media Arts to complement the existing BFA Media Arts major. If approved, the new program would start Fall 2016 and would expose students to the full range of career opportunities through the media arts, without the requirement, which is part of the BFA, of a solo show. The new program will offer opportunities to explore the world of media and expression with emphases upon creative inquiry, collaboration, and adaptation to emerging technologies. Courses include a variety of options such as image processing, animation, video and intermedia. The BA in Media Arts requires 45 credit hours in visual, performing, or interdisciplinary related coursework. The proposed program will parallel offerings in studio arts, for which both BA and BFA options are available.

Please let me know if you have any questions. I look forward to seeing all of you later this evening.
Elaine Collins

2. Update from the Chancellor on Safety and Security Evaluation and Planning

Chancellor Spaulding will brief the committee on upcoming plans to perform a system wide safety and security evaluation for all VSC campuses and sites. The Committee may, if circumstances warrant and it so votes, enter into executive session to discuss this item.