



OFFICE OF THE CHANCELLOR

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VERMONT STATE COLLEGES

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

January 8, 2016

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 January 13, 2016

The EPSL Committee of the VSC Board of Trustees will meet on Wednesday, January 13th at 1 p.m. in Room 101 of the the Chancellor's Office in Montpelier. 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
January 13, 2016**

AGENDA

A. ITEMS FOR DISCUSSION AND ACTION

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|----|---|--------------------------------|
| 1. | Approval of the Minutes of the November 18, 2015 Meeting | <u>Page 3</u> |
| 2. | Policy 102 Final Proposal: Castleton University EdD in Leadership | <u>Page 8</u> |
| 3. | Policy 102 Final Proposal: Johnson State College BA Media Arts | <u>Page 27</u> |

A. ITEMS FOR DISCUSSION AND ACTION

1. Approval of the Minutes of the November 18, 2015 Meeting

The Vermont State Colleges Board of Trustees Education, Personnel, and Student Life Committee met on November 18, 2015 at the Chancellor's Office in Montpelier.

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

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

From the Chancellor's Office: Bill Reedy, General Counsel
Elaine Sopchak, Executive Assistant to the Chancellor
Jeb Spaulding, Chancellor
Yasmine Ziesler, Chief Academic & Academic Technology Officer

From the Colleges: Nolan Atkins, LSC Academic Dean
Greg Hughes, VTC Professor
Tony Pepper, CU Academic Dean
Phil Petty, VTC Academic Dean

Chair Hannum called the meeting to order at 5:08 p.m.

A. ITEMS FOR DISCUSSION AND ACTION

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

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

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

Trustee Masland moved and Trustee Pieciak seconded the resolution. LSC Academic Dean Nolan Atkins described the program to the Committee. The program offers a bachelor's of

science leading to licensure and is intended for non-traditional learners. The Committee approved the program unanimously.

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

Trustee Luneau moved and Trustee Pieciak seconded the resolution. Chair Hannum stated that typically an initial program proposal is followed by a final proposal. Policy 102 refers to an expedited review process—this is happening as colleges adapt to the new Board schedule. Trustee Masland requested that at some future point a graduate of this program come to the Board and share what they did with their degree. President Smith stated that Vermont Tech has a high percentage of small businesses, and there is a trend of growing entrepreneurial environment in the state. Professor Greg Hughes stated the program resulted from a business department curriculum review that revealed entrepreneurship is highly interesting to students. Last year Vermont Tech had a specialization and a minor in entrepreneurship and saw high enrollment right away. It is a program that all departments can embrace. He recommended embedding an entrepreneurship program throughout the system. The proposal has been expedited so Vermont Tech can start marketing in the spring. There are only three new courses in the program. In the New England area, University of Rochester has a similar program. Also Syracuse and Babson have similar program. UVM changed its MBA program to be a 1-year intensive social entrepreneurship MBA. Champlain College has some courses but not a degree. The LSC Center for Rural Entrepreneurship will be a future partner, and Castleton University has an entrepreneurship program in downtown Rutland.

At this time Trustee Masland departed the meeting. Chancellor Spaulding inquired how the program would be delivered. Professor Hughes responded that it would be available at the Williston and Randolph campuses as online entrepreneurship programs are not as successful when entirely online—key courses will be on the ground. Chancellor Spaulding stated that some Johnson State faculty are interested in embedding some entrepreneurship in their own courses and encouraged the colleges to follow this path. Professor Hughes stated the program could also link with VtSBDC.

Chancellor Spaulding stated to the Committee that there is a need to move faster to approve programs; to deliberate but still make decisions quickly. As well, the colleges must be able to end programs that are not successful in a more timely way. At this time Trustee Luneau departed the meeting.

Professor Hughes shared that with no marketing at all, 27 students have signed up for the introductory course in the program. They are not looking to potential employers as these students

will work for themselves. It is a warranted risk. The Committee approved the program unanimously.

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

Trustee Pieciak moved and Trustee Simone seconded the resolution. Trustee Dickinson commented that the PReCIP committee reports are very helpful. Dr. Ziesler reviewed the PReCIP process briefly. President Judy shared that the process is comprehensive, reflective, and very valuable to the colleges, even more than the resulting report. It is also very helpful in the reaccreditation process. Trustee Dickinson inquired whether the process allows decision making on whether to pull back or expand programs. President Judy answered that viewed in partnership with the Policy 109 low enrollment reports, those kinds of conversations can be had. Trustee Dickinson inquired whether is a debrief process about programs that are not succeeding. President Smith said that there are, and the most recent example is the process Vermont Tech underwent to revise its equine studies program. The Committee approved the resolution unanimously.

5. Commendation of 2015 PReCIP Process Participants

Trustee Dickinson moved and Trustee Simone seconded the resolution. The Committee approved the resolution unanimously.

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

Chair Hannum handed out a revised list of programs to be reviewed (included in these minutes). Trustee Pieciak moved and Trustee Simone seconded the resolution. The Committee approved the resolution unanimously.

7. Nomination of Faculty for Emeritus Status

Trustee Dickinson moved and Trustee Simone seconded the resolution. President Bertolino introduced the nomination. He and Dean Atkins concurred with the numerous letters of support

for the nomination. Professor Moye will receive his formal designation in May when the Board visits Lyndon State. The Committee approved the resolution unanimously.

B. ITEMS FOR INFORMATION AND DISCUSSION

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

Dr. Collins stated the college is preparing a proposal for a Bachelor of Arts in Media Arts, similar to a BFA but not requiring a final exhibition. The program pair is similar to the currently offered BA /BFA in Studio Arts. More interdisciplinary work is included.

President Wolk shared that Castleton is preparing to propose an Ed.D. in educational leadership with two tracks, PreK-12 and higher education. The program would begin in fall 2017. It would have a summer residency component but would be primarily online.

Also under consideration at Castleton is an MA in athletic training. They already have an existing accredited athletic program but standards are changing and the minimum required degree will be an MA. It may be a 4+1 or a transfer program. They are also preparing a nurse practitioner doctoral program, which is becoming a minimum standard.

Dean Pepper stated that the BA in athletic training will change significantly as well, after the rules change, and will become a pre-licensure program.

Dr. Ziesler confirmed that final proposals for the BA in Media Arts and the Ed.D. in educational leadership are expected to be reviewed at the January EPSL meeting.

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

General Counsel Reedy shared that staff is looking at developing a systemwide policy on college safety, which should be ready by next EPSL meeting, that would be general in nature and stipulate general requirements and best practices each college will need to meet: for example, threat assessment teams; review of policies and practices on campus; timely warnings of campus emergencies; and emergency crisis teams that meet before, during and after situations.

In addition, the system is contracting with Margolis Healy, a national organization specializing in campus safety, to perform security audits of all VSC sites, including policies, security technology, physical security and access, emergency plans, and training. Margolis Healy will

provide a report and presentation about the state of security on VSC sites. Future discussion of this report may occur in executive session as allowed by open meeting law.

Chancellor Spaulding stated Margolis Healy may come back with recommendations for significant security updates that the legislature might be willing to fund.

Chair Hannum adjourned the meeting at 6:16 p.m.

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2. Policy 102 Final Proposal: Castleton University EdD in Leadership

Castleton University seeks approval of its first doctoral program, a Doctor of Education Leadership. The program will prepare system-level leaders in American PK-12 education and administrators for senior positions in higher education. Comprised of short-term residencies and online/hybrid coursework, the program requires 62 credits of coursework including a portfolio or dissertation aimed at supporting continuous improvement and refinement of best practices in the field.

The PK-12 track will build upon Castleton's already established master's degree in leadership, which trains educators for careers as principals and in other school-level administrative positions. This Ed.D. program serves a number of state needs, most notably for high quality school and higher education leaders in Vermont and the region.

Castleton's Policy 102 Final Program Proposal is attached, as well as a suggested resolution for recommendation to the full Board.

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Manual of Policy and Procedures

Title APPROVAL OF NEW DEGREES AND MAJORS	Number 102	Page 1 of 6
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PURPOSE

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

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

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

CRITERIA FOR REVIEW

At a minimum, a new academic program will:

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

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

PROPOSAL AND REVIEW PROCESS

Step 1: Early Notification

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

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

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

Step 2: Preliminary Proposal

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

NOTES:

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

Step 3: Final Proposal

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

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

Part I: General Information

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

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

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

Part II: Program Rationale

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

Part III: Resource Considerations

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

VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL
Final Proposal Form

Part I: General Information

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

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

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

Part II: Rationale

1. How the program will strengthen the College (refer to institutional mission, institutional priorities and existing institutional programs):
2. Specific educational and/ or employment need(s) to be addressed (attach documentation of need):
3. How the program will strengthen the System (consider existing programs throughout the VSC, describe any collaboration with other VSC colleges or organizations in planning or delivering this program, indicate specific benefits to the State of Vermont):

Part III: Program Description

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

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

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

Course Name & Number	Credits	New or Existing?

6. TOTAL CREDITS in proposed program: _____

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

Part IV: Budget Considerations

1. Expenditures for the proposed program:

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

2. Revenue/sources to meet new expenditures

	Year One	Year Two
Tuition		
Reallocation		
Other Sources		
TOTAL REVENUES:		

Part V: Enrollment, Marketing and Public Relations Considerations

1. Projected enrollment for new program:

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

Describe how you arrived at these projections:

2. Describe the marketing strategies for the new program.

3. Competition:

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

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

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

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

VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL

Final Proposal Form

Part I: General Information

- 1. Institution:** Castleton University
- 2. Name of new program:** Doctor of Education in Leadership
- 3.**
 - a) Individual(s) with responsibility for program development:**
 - Dr. Emily Gleason, Assistant Professor of Education
 - Dr. Richard Reardon, Director of Education
 - Dr. Tony Pepper, Chief Academic Officer
 - b) Academic Department(s):** Education
- 4.**
 - a) Date of Preliminary Proposal:** NA
 - b) Proposed start date of program:** Fall 2016
- 5. Title of degree to be conferred (if applicable):** Doctor of Education
- 6. Brief description of proposed program (150 words or less):**

The proposed Doctor of Education Leadership at Castleton University will prepare system-level leaders in American PK-12 education and administrators for senior positions in higher education. Comprised of short-term residencies and online/hybrid coursework, the program requires 62 credits of coursework including a portfolio or dissertation aimed at supporting continuous improvement and refinement of best practices in the field.

The PK-12 track will build upon Castleton's already established master's degree in leadership, which trains educators for careers as principals and in other school-level administrative positions. At the doctoral level, students will develop the additional skills necessary for effective senior leadership of supervisory unions and other more complex organizations. The track in higher education will train aspiring, early-career and mid-career administrative personnel at colleges and universities for advancement into senior positions.

Part II: Rationale

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

Castleton's mission as a baccalaureate institution has focused on providing a broad array of undergraduate liberal arts and professionally oriented programs as well as select graduate degrees. As part of our evolution into a comprehensive masters school, the university's graduate mission has expanded to create breadth at the master's level while adding strategically significant doctoral programs focused on professional practice.

The Doctor of Education Leadership at Castleton University will prepare an expert corps of educational practitioners who will transform education contexts by applying evidence-based practices and transformative policy approaches to the educational landscapes in Vermont and the Northeast region. This program strengthens already existing Castleton University programs, such as the current undergraduate pre-service education program, and the current Masters in Education programs by building on already established strengths in the field and in the college classroom related to theory and practice and local field experiences. By preparing a more advanced corps of local practitioners committed to the region, Castleton will effectively be creating a pipeline for educators to advance and make instrumental micro and macro shifts in local and national education contexts at the level of the individual school, and of the community as well.

Castleton University is committed to developing community strongholds through civic engagement, entrepreneurial collaborations, and other emerging educational and community-based initiatives in the region. The Ed.D. program will continue to develop those strong local ties by enabling candidates in the program to use their own school and business sites as laboratories for learning, and by cultivating rigorous links between research and practice in hands-on and practical ways. This program seeks to nurture dynamic educational leaders who will hone data-driven practices and policies, which will further develop their own local professional organizations and educational contexts at the school, district, state, and institutional levels. In short, Castleton's Ed.D. program will build on already existent commitments to local contexts by furthering the knowledge base of local practitioners through rigorous research methods and evidence-based learning and through additional linkages between research, practice, and transformative social change.

With increasing dialogue about the merit of standards-based learning, district consolidation, personal learning plans, special services, greater educational equity across race and socioeconomic lines, and many other important and complex educational issues, Castleton can emerge as a leader in such critical conversations and educational transformations through the development of this advanced degree which will prepare cutting-edge leaders to make changes at the local level and beyond.

The PK-12 track will strengthen both our undergraduate and master's-level programs by fostering greater opportunities for interaction and collaboration with more academically advanced colleagues. It will also offer a clear path of professional growth toward the highest level of practice-based preparation. The higher education track will stimulate better informed innovation in our own administrative endeavors and practices while enhancing Castleton's regional standing as a center for graduate as well as undergraduate education.

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

The proposed doctoral program in educational leadership will serve a market of aspiring school and higher education leaders in and beyond Vermont. Castleton is proud to have offered for ten years leadership coursework through the Woodruff Institute for School Leaders that led to an endorsement for the position of either principal or special education director. That program graduated approximately 75 candidates with principal and/or Director of Special Education endorsements. In recent conversations with Superintendents, Directors of Curriculum and Special Education, and school principals in their monthly meetings around the state and through our many trips to individual supervisory unions and districts, it has become very clear that there are a number of high-quality teacher-leaders in Vermont's schools who wish to have access to rigorous graduate coursework leading to an Ed.D. in either PK-12 Leadership or Higher Education Leadership.

The University of Vermont has offered an Ed.D. for many years but has recently shifted its focus to a theory-based Ph.D. program. UVM's Ed.D. is also cohort-based and contains no online or hybrid courses. The current in-state opportunities for Vermont educators seeking the highest level of practice-based training, therefore, are quite limited. Outside our state but within 150 miles of Castleton, the Ed.D. is offered in New York at the Sage Colleges in Troy and at the University of Albany; in New Hampshire at Plymouth State University and the University of New Hampshire; and at the University of Massachusetts, Amherst.

By providing a low-residency option for higher education professionals in Vermont, Castleton will play an important role in supporting their career advancement. Through its short-term residencies, our program will also build upon Castleton's core commitment to relationship-based education. In contrast to the restrictive access inherent in a cohort model, we will offer multiple entry points and the curricular flexibility needed to support timely progress toward completion for part-time as well as full-time students.

3. State need(s) to be served:

Vermont's PK-12 environment is increasing in complexity at a rapid rate. Consolidation will produce larger and more diverse supervisory unions. The budgetary challenges facing our school boards; the task of effectively meeting varied developmental and behavioral needs; the work of educating non-native speakers of English – all require leaders who possess the highest level of professional training. As a public institution whose experience in preparing our state's teachers and administrators originated more than two centuries ago, Castleton must position itself at the efforts to meet this need.

This Ed.D. program serves a number of state needs, most notably for high quality school and higher education leaders in Vermont and the region. Castleton has long been recognized for preparing teachers to serve as entry-level school leaders, and our revised principal leadership program recently earned the approval of the Vermont Agency of Education's ROPA Review Team. Such entry-level preparation is foundational, however, and for many academic professionals should lead to further study and advancement to higher levels of administrative responsibility. A significant gap exists between the skills and knowledge required of entry-

level personnel and those who aspire to positions of greater responsibility and breadth, particularly at the district level. Strong leadership is essential at these more advanced levels. The large number of recent PK-12 resignations and retirements nationwide is magnified in Vermont, accentuating the necessity of preparing a new cadre of school leaders to effectively address the substantial challenges faced by the communities we serve.

In addition to its PK-12 resources, Vermont presently contains twenty-three institutions of higher education within its borders. Although a number of these schools serve more out-of-state students than Vermonters, they provide meaningful employment opportunities for Vermont residents who possess the requisite academic qualifications for senior administrative positions. They also affect the economy and innovative energy of our state in profoundly positive ways. Most of these schools are small (Only the University of Vermont falls outside this designation in a national context.) and seeking to thrive in an ever more competitive environment. They will require leaders with mastery of organizational and entrepreneurial best practices in the academic setting. As a relatively small school that has enjoyed considerable success in navigating these waters, Castleton is well suited to provide practice-based leadership training at higher education's highest level.

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

The proposed degree program supports VSC strategic priorities in a number of ways. First, the addition of the system's first doctoral degree will further enhance the VSC's reputation as a high-quality student destination. Second, it will broaden the breadth of opportunities for Vermont professionals seeking to advance their careers in the field of education. Finally, it will strengthen both PK-12 and higher education by providing an accessible and appropriately rigorous practice-based doctoral program through which aspiring and current academic professionals can enhance their credentials and expertise. The Ed.D. in Leadership will also support baccalaureate and graduate-level programs at VSC and other institutions of higher education in the state through partnership and other opportunities for their students and prospective students.

The Ed.D.'s higher education track will provide Vermont's colleges and universities more generally, and those in the VSC more specifically, with administrative staff who are better prepared to utilize current and evolving best practices in helping their respective institutions to thrive in a challenging academic marketplace. The accessibility of this degree will also support the efforts of VSC schools to retain the best and brightest among their entry- and mid-level administrative staff by creating broader and more attainable opportunities for career advancement.

Part III: Program Description

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

The PK-12 track in Castleton's Doctor of Education in Leadership will develop educational leaders who:

1. Demonstrate expertise in planning systemic reform and managing the change process in collaboration with fellow educators and other stakeholders, based on a shared vision of learning.
2. Guide and support staff in nurturing a school or district culture and program conducive to the effective instruction of all students and to the professional growth of all employees.
3. Use data and technology effectively to assess student achievement, evaluate staff and programs, and plan and implement accountability systems.
4. Critically consume educational research and produce action research that applies the lessons of scholarship to student, school/district or college/university improvement.
5. Promote culturally proficient policies and practices that recognize and value difference and ensure equity.
6. Manage fiscal, physical, and human resources to ensure an effective, safe learning and working environment.
7. Collaborate with families and community members, responding to diverse community interests and needs and mobilizing community resources at the local, state, and federal level.
8. Model ethical practice; strong skills in communication and collaboration; and the development of leadership capacity in oneself and in others.
9. Understand, navigate, responding to, and influence the larger policy environment and the political, social, economic, legal, and cultural context of education.

*Adapted from learning outcomes articulated by the Ed.D. program at California State University, Northridge.

The higher education track in Castleton's Doctor of Education in Leadership will develop educational leaders who:

1. Demonstrate leadership skills that are rooted in commitment to ethical relationships and decision-making as well as appreciation for diverse perspectives.
2. Practice reflection in both their own professional and personal growth and guiding the individuals whom they serve and lead.
3. Effectively use organizational theories and models in the practice of their profession.
4. Demonstrate effective integration of leadership theories and models in the practice of their profession.
5. Successfully implement change theories in the practice of their profession.
6. Demonstrate clear and relationally meaningful interpersonal and organizational communication in the practice of their profession.
7. Apply sound financial principles relative to fiscal analyses and strategic decision-making in the practice of their profession.
8. Demonstrate understanding of legal principles and current law in the practice of their profession.

9. Demonstrate the research skills necessary to support continued improvement and refinement of best practices in their professional field.

*Adapted from learning outcomes articulated by the Ed.D. program at Creighton University.

Although the disparate expressive discourses of PK-12 and higher education warrant the articulation of separate learning outcomes, it should be noted that the respective lists share much in common. This unity of purpose is reflected in the Ed.D. program's core courses.

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

The Ed.D. is the highest practice-based degree in the field of educational leadership. Thus, while informed by liberal arts learning and perspectives, its purpose is to enhance the credentials of administrative professionals and support their career advancement.

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

Assessment data for the Ed.D.'s PK-12 track will be collected at several program transition points: 1) Admission; 2) Advancement to Candidacy; 3) Portfolio Proposal; and 4) Program Completion. A variety of indicators will be used to assess individual candidates at each point.

- ◆ At admission, the Program Admissions Committee will compile required application information and rate materials such as the applicant's academic writing sample, Statement of Purpose, and letters of reference as a basis for admissions decisions.
- ◆ As all coursework prior to the Portfolio Seminar is completed and students advance to candidacy, we will collect pertinent assessment artifacts and compile candidates' scores.
- ◆ When students' portfolio proposals are submitted at the conclusion of the Portfolio Seminar and as part of the portfolio defense, the student's Portfolio Committee will review these documents in light of the program track's learning outcomes to determine whether students pass, revise and resubmit, or fail.
- ◆ Assessment data for PK-12 Ed.D. candidates and the program as a whole will be collected on a regular basis by the Education Department and compiled in electronic form on program databases for easy reference. An assigned member of the department will present reports of program data annually to members of the Program Advisory Committee and Education Department faculty. These bodies will review the data to inform decision-making on program revision and improvement as needed, using a "continuous improvement" model.

Assessment of the degree's higher education track will follow a three-year cycle, utilizing the following measures:

- ◆ We will administer a benchmark assessment focused on the nine learning outcomes articulated above as part of the program's initial residency.

- ◆ In each of the program's first three years, we will assess three of its student learning outcomes (outcomes 1-3 in the first year, 4-6 in the second year, 7-9 in the third year) through embedded course assignments.
- ◆ As part of the program's capstone residency, we will re-administer the original benchmark assessment and conduct a student satisfaction and career survey.
- ◆ We will track the career paths of our graduates on an ongoing basis.

For both curricular tracks, high standards for admission to the program will help to ensure that highly-quality students are enrolled. Admission requirements will include:

- ◆ A bachelor's degree from an accredited college or university. Applicants who apply for admission prior to completion of their undergraduate degree may be accepted into the program but will not be allowed to register for classes until the degree is awarded and an official final transcript is received by the university's Admissions Office.
- ◆ A completed admission application, and an application fee (\$40.00) submitted online or mailed to the university's Admissions Office.
- ◆ Official transcripts of all college work, both undergraduate and graduate, sent directly or transferred electronically from the issuing institution to the university's Admissions Office.
- ◆ A minimum Grade Point Average (GPA) of 3.25 (scale is 4.00 = "A"), or the equivalent. Admission to the program may be granted on a provisional basis if the applicant has an undergraduate GPA of less than 3.25. Such exceptions will not be granted for applicants whose undergraduate GPA is below 3.00, unless the applicant's subsequent graduate GPA is at least 3.00.
- ◆ Graduate Record Exam General Test scores (waived if student has completed master's-level coursework)
- ◆ 3 Letters of Recommendation
- ◆ Written Statement of Purpose

Provisional Admission:

Students may be admitted to the Ed.D. Leadership program with "Provisional" status if either the GRE admission criterion OR the GPA criterion is met. (Students who fall short of both criteria are not eligible for provisional admission.) Provisionally admitted students will be fully admitted to the program when they have completed 12 credits from among the core courses listed with no grade being below a "B."

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

Students completing the Ed.D.'s Pre-K-12 track will be credentialed to serve as superintendents of supervisory unions and in other senior-level positions at the state or organizational level. Those completing the higher education track will be academically qualified for senior administrative appointments at colleges and universities. We intend to seek national accreditation of the degree through CAEP, the national accrediting agency for programs in Education.

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

PK-12 Leadership Track	Higher Ed. Leadership Track
Core Courses	Core Courses
Leadership Theories & Analysis	Leadership Theories & Analysis
Cultural Competencies	Cultural Competencies
Leading Change	Leading Change
Quantitative Research	Quantitative Research
Qualitative Research	Qualitative Research
Advanced Research Topics	Advanced Research Topics
18 credits	18 credits
Specialty Courses	Specialty Courses
Org. Leadership & Resource Mgt.	Collaborating, Networking & Outreach
Technology for Educational Leaders	Curricular Design in Higher Ed.
School Law	Human Resource Mgt. in Higher Ed.
School Finance/Operations	Ed. Tech. and Online Learning
Human Resource Mgt. in Schools	Legal Issues in Higher Ed.
Supervision of Instruction	Academic Governance in Higher Ed.
Policy, Governance & Community	Resource Allocation in Higher Ed.
Leadership & Academic Standards	Student Populations & Experiences
Assessment of Student Learning	The Future of Higher Ed.
Practicum I	Program Evaluation & Assessment
Practicum II	Strategic Planning in Higher Ed.
Portfolio Seminar	Dissertation Seminar
Portfolio Research (6 credits)	Dissertation Research (6 credits)
42 credits	42 credits
Portfolio Presentation (2 credits)	Dissertation Presentation (2 credits)
Total Credits = 62	Total Credits = 62

* Design inspired and influenced by the Ed.D. programs at Texas A&M University and the City University of Seattle.

†Students may transfer into the program up to twelve credits of relevant accredited graduate-level coursework; the relevance and transferability of such prior work will be determined by a departmental committee in collaboration with the chief academic officer.

Course Descriptions (drafts):

Core Courses

EDU 6xxx Leadership Theories and Analysis (3 cr.)

This course explores seminal and contemporary leadership theories and the requirements of doctoral-level academic writing. Emphasis is placed on identifying appropriate scholarly sources, analyzing sources, integrating sources with one's own experience to explain and defend positions, and presenting all in an intentional, structured, manner.

EDU 6xxx Cultural Competencies (3 cr.)

This course examines cultural diversity and its impact on people and organizations. Emphasis is placed on developing cultural competency, sensitivity, and awareness of difference and diversity. Students will analyze the opportunities and strategies of promoting diversity as an asset and resource in organizations.

EDU 6xxx Leading Change (3 cr.)

This course examines methods of managing projects in a complex organizational environment. Emphasis is placed on critical factors for successful and sustainable projects, organizational support to enhance measurement and implementation of projects, project execution ethics, and effective project management leadership. Students will learn to organize and implement an organization's initiatives using a project management process.

EDU 6xxx Quantitative Research Methods (3 cr.)

This course covers quantitative methods of data collection, including various types of surveys and experimental studies. Emphasis will be placed on different methodologies, validity, reliability, and the formulation of research questions. Students will explore standard statistical tests used in quantitative methods.

EDU 6xxx Qualitative Research Methods (3 cr.)

This course covers qualitative methods of data collection including interviews, content analysis and case studies. Emphasis will be placed on different methodologies, observation, and the formulation of research questions. Students will learn when it is appropriate to use qualitative research methods.

EDU 6xxx Advanced Research Topics (3 cr.)

This course provides students the opportunity to synthesize skills in critical thinking, academic writing, and professional presentation through a comprehensive review of several research articles. Emphasis will be placed on defending ideas both orally and in writing. Students will prepare and present a research article and grant proposal.

Courses in the PK-12 Specialty Track

EDU 7xxx Organizational Leadership and Resource Management (3 cr.)

In this course, students engage in learning to solve problems around complex organizational and resource management issues. They investigate and debate soft and hard issues that when resolved

are at the heart of every successful organization. Candidates will learn to focus first on knowing one's skills and styles and deploying them effectively as a PK-12 leader.

EDU 7xxx Technology for Educational Leaders (3 cr.)

This course introduces students to technological literacy and applications in order to find, evaluate, and apply information to inform and improve student learning and teacher pedagogy. Class members use digital tools to gather, evaluate, and apply information in order to plan and conduct quality research, manage projects, solve problems, and make informed decisions. Applications include an electronic portfolio, instructional and curricular decisions, research and assessment, assistance to teachers, and the impact of technology on school and societal change.

EDU 7xxx School Finance/Operations (3 cr.)

In this course, students develop an understanding of how schools are financed and knowledge of best practices in the acquisition of resources, budgeting, accounting, and the fiscal stewardship of the school's human and financial resources. Topics include the formulation of the budget, the development of budget priorities, the administration of budget expenditures, and administration of the school's facilities and financial resources. Class members become knowledgeable about the budgeting process and the school financial management responsibilities of the educational leader.

EDU 7xxx Human Resource Management In Education (3 cr.)

This course addresses the knowledge and skills of personnel management in schools and school systems. Topics include human resource management systems in employee recruitment, performance appraisal, staff and program assessment, the supervision and the professional development of certificated and classified employees, separation, and the development and supervision of volunteers and partners. Students apply law, regulations, and best practices in human resource management.

EDU 7xxx Supervision of Instruction (3 cr.)

In this course, students develop leadership skills in instructional supervision processes central to school improvement and positive impact on student learning. Class members examine what exemplary school leaders do to create a vision for success; a focus on teaching and learning; a continuous shared decision-making process that involves all stakeholders; and a code of ethics that develops and sustains a climate of trust and the protection of the rights of all students, families, and staff. Students evaluate a school and/or school system improvement process and become familiar with research-based strategies for increasing student achievement, data-driven and backward-design curriculum processes, shared site-based decision-making, and pathways for promoting the achievement of all members of the learning community.

EDU 7xxx Policy, Governance and Community (3 cr.)

This course prepares students to lead twenty-first-century school systems in the areas of policy, governance, and community. School system executive leadership includes ethical and effective communication and mobilization of stakeholders. Policy formation is often contentious. Therefore, the realities of these dynamics are analyzed individually as well as collectively.

EDU 7xxx Assessment of Student Learning (3 cr.)

As articulated by the leaders of Carnegie Mellon University's Eberly Center for Teaching Excellence and Educational Innovation, "Learning takes place in students' heads where it is invisible to others. This means that learning must be assessed through performance: what students can *do* with their learning. Assessing students' performance can involve assessments that are formal or informal, high- or low-stakes, anonymous or public, individual or collective." This course explores key strategies for assessing student learning and performance as well as ways to clarify expectations and performance criteria to students. Emphasis is placed on the role of the PK-12 administrator in developing, supporting, using, and sustaining effective assessment of student learning in PK-12 institutions and systems.

EDU 8xxx Practicum I (3 cr.)

Practicum I engages the student in applying and practicing essential knowledge, skills, and dispositions/cultural competencies of the PK-12 administrator with the support of a mentor and a field supervisor. Students build capacity for leadership through activities in the field approved by the mentor and field supervisor.

EDU 8xxx Practicum II (3 cr.)

Practicum II engages the student in demonstrating the master-level knowledge, skills, and dispositions/cultural competencies of the PK-12 administrator as verified by the mentor and field supervisor.

EDU 8xxx Portfolio Research (6 cr.)

This course allows candidates to demonstrate professional growth in leadership capacity and effectiveness as a school leader through research and preparation of a standards-driven, performance-based, personalized, and integrated professional portfolio. Students will apply quantitative, qualitative, and mixed-mode methodologies to their research design. Emphasis will be placed on collecting, analyzing, interpreting, and reporting data.

EDU 8xxx Portfolio Presentation (2 cr.)

The Portfolio Presentation features the candidate's presentation of the completed professional portfolio to student and faculty colleagues.

Courses in the Higher Education Specialty Track

EDU 7xxx Collaborating, Networking, and Outreach (3 cr.)

This course explores ways to elevate the student's organization acumen. Emphasis is placed on creative and effective means of outreach for an organization including building influence through social media and community connections. Students will develop a plan to elevate their organization through media use, public affairs, and networking.

EDU 7xxx Curricular Design in Higher Education (3 cr.)

Worldwide, higher education institutions face increasing demands for highly relevant, highly engaging curricula that prepare students for their chosen professions. Emphasis will be placed on curriculum design that is outcomes-focused, utilizes authentic learning activities, and provides mechanisms for both formative and summative assessment. Students will design curriculum from outcomes to assessment.

EDU 7xxx Educational Technology and Online Learning (3 cr.)

This course focuses on topics related to the planning and use of educational technology, with particular attention to distance education. Emphasis will be placed on investigating instructional technology models; Internet resources and web design; educational technology standards; technology integration strategies; assessment and evaluation; and societal, legal, and ethical issues associated with the use of educational technology. Students will develop a plan for incorporating educational technology into curriculum design and applying it to online learning.

EDU 7xxx Legal Issues in Higher Education (3 cr.)

Higher education leaders around the world need to understand clearly the legal and ethical obligations of their institutions to their students and other stakeholders. Emphasis will be placed on human resource issues including faculty employment decisions, issues relating to student protections, institutional obligations, and due process. Students will identify the legal issues involved in academic and institutional administrative matters and will be able to factor due process and defensible solutions into decisions.

EDU 7xxx Academic Governance in Higher Education (3 cr.)

This course explores the various governance models in higher education including collective bargaining, faculty senates, and other models. Emphasis will be placed on the various models of academic governance, their origins, and the advantages and challenges of each. Students will develop a governance plan that includes stakeholders in the process.

EDU 7xxx Resource Allocation and Higher Education (3 cr.)

This course analyzes the economic factors that govern decisions regarding the allocation of resources in today's colleges and universities. Emphasis is placed on access, departmental and program budgeting, finance and policies, and the identification and utilization of funding alternatives. Students will make resource-allocation decisions by applying tools of economic analysis to specific issues in higher education.

EDU 7xxx Student Populations and Experiences (3 cr.)

This course explores student populations and how students experience the higher education institution. Emphasis is placed on applying student development theory across the diversity of student populations to gain a deep understanding of the student experience. Class members will evaluate how higher education changes students.

EDU 7xxx The Future of Higher Education (3 cr.)

This course explores what higher education may look like in the next 5, 10, and 50 years. Emphasis is placed on evaluating current trends and predicting their future trajectories. Students will critically evaluate the future role of technology in higher education.

EDU 7xxx Program Evaluation and Assessment (3 cr.)

Evaluation and assessment are critical elements of running a quality program. This course examines theories and techniques associated with the evaluation of educational programs. Students will develop and implement an assessment plan for a program with which they are familiar.

EDU 7xxx Strategic Planning in Higher Education

Effective strategic planning is essential to uniting higher education communities around common goals and shared endeavors. This course explores such key elements of a strategic planning process as inclusivity, vision, goal setting, transparency, buy-in, implementation, reflection, and assessment. Emphasis is placed on transferring plans into successful actions. Students will design a model strategic planning process.

EDU 8xxx Dissertation Seminar (3 cr.)

This course allows students to participate in a collective experience centered on their preparation for conducting original research based in professional practice. Each student will complete a prospectus that presents his/her proposed research project, including the articulation of the research question, its background and significance, a brief review of the relevant literature, and a proposed methodology and research design to address the question posed. This stage of the dissertation process is complete when the student's chair and committee members give approval.

EDU 8xxx Dissertation Research (6 cr.)

This course allows students to actively conduct research for the applied dissertation in leadership, to analyze research findings, and to write dissertation chapters on research findings and conclusion and discussion. The student will rework and revise based on committee feedback. Each student will formally submit and orally defend the applied dissertation in leadership, as well as prepare sections for dissemination. This stage of the dissertation process is complete when the student's dissertation chair, committee members, and university research reviewer give approval.

EDU 8xxx Dissertation Presentation (2 cr.)

The Dissertation Presentation features the candidate's presentation of the completed dissertation to student and faculty colleagues.

*Course descriptions for all but Assessment of Student Learning and Strategic Planning in Higher Education are taken from the Graduate Catalog of the City University of Seattle, with adaptations, as reflective of a model curriculum. The former exception is original to the authors of this document; the latter is taken, with adaptations, from the website of Carnegie Mellon University's Eberly Center for Teaching Excellence and Educational Innovation.

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	<u>Year ONE (16/17)</u>	<u>Year THREE (19/20)</u>
Faculty (PT + FT on-load)	\$60,000	\$155,000
Library/Other	\$10,000	\$ 20,000
Marketing	\$ 4,000	\$ 5,000
TOTAL COSTS:	\$74,000	\$180,000

Year ONE:

Faculty: In the first year, we will rely of full-time faculty teaching in-load and part-time faculty to staff the initial course offerings; since most of these courses will be part of the core, students in the two respective tracks will be enrolled in mostly the same courses (10 courses, plus benefits) = \$60,000

Library: Expansion of current research databases = \$10,000

Marketing: Estimate = \$4000 (will rely on current online strategies and the work of our Director of Graduate Recruiting)

Year THREE:

Faculty: One full-time faculty member with half-time assignment in graduate programs (4 courses, plus benefits) + 20 courses at PT rate + benefits = \$155,000

Library: Maintenance of current research databases + expansion = \$20,000

Marketing: Estimate = \$5,000 (increase reflects likely increase in cost of established marketing structure)

2. Revenue/sources to meet new expenditures

	Year ONE (16/17)	Year THREE (19/20)
In-State Tuition & Fees	\$68,068	\$158,004
Out-of State	\$39,434	\$ 88,468
TOTAL REVENUE:	\$107,502	\$246,472

Current tuition rates:

Full-time

\$5,467 per semester in-state

\$7,717 per semester out-of-state

Part-time

\$550 per credit in-state = \$1,650 per standard three-credit class

\$800 per credit graduate student out-of-state = \$2,400 per standard three-credit class

Detail for year one:

Y1 full-time in-state = 2 projected students x \$5,467 x 2 semesters = \$21,868

Y1 full-time out-of-state = 1 projected student x \$7,717 x 2 semesters = \$15,434

Y1 part-time in-state = 6 projected students x \$1,650 (3 credits) x 4 courses = \$39,600

Y1 part-time out-of-state = 2 projected student x \$2,400 (3 credits) x 4 courses = \$19,200

Y1 summer for full-time students = 2 in-state @ \$1,650 x 2 courses = \$6,600 + 1 out-of-state @ \$2400 x 2 courses = \$4,800

Year One Total = \$107,502

Detail for year three:

Y3 full-time in-state = 6 projected students x \$5,467 x 2 semesters = \$65,604

Y3 full-time out-of-state = 2 projected student x \$7,717 x 2 semesters = \$30,868

Y3 part-time in-state = 11 projected students x \$1,650 (3 credits) x 4 courses = \$72,600

Y3 part-time out-of-state = 5 projected student x \$2,400 (3 credits) x 4 courses = \$48,000

Y3 summer for full-time students = 6 in-state @ \$1,650 x 2 courses = \$19,800 + 2 out-of-state @ \$2400 x 2 courses = \$9,600

Year Three Total = \$246,472

Part V: Enrollment, Marketing, and Public Relations Considerations

1. Projected enrollment for new program:

Projected Enrollment		
	Year One (2016-2017)	Year Three (2019-2020)
Full-Time	3	8
In-State	2	6
Out-of State	1	2
Part-Time	8	16
In-State	6	11
Out-of-State	2	5

Describe how you arrived at these projections:

Projected student enrollment recognized that we would be entering late into the 2016-17 recruiting cycle. We expect that establishing a strong reputation for this program will take longer than is typical for our healthy programs, given that Castleton has never before offered a doctoral degree. Thus, anticipating a modest rate of growth seems reasonable. Based on Ed.D. programs across the region and our own aspirations, we anticipate reaching our target of 12 full-time and 32 part-time students by year five.

2. Describe the marketing strategies for the new program.

The Education Department intends to work closely with Castleton's Director of Graduate Recruiting and Advancement Office to effectively market the Ed.D. program. In addition to strategic online advertising approaches developed for our existing graduate degrees, we will directly target the following populations in Vermont and within a 150-mile radius of our campus:

- ◆ Current PK-12 teachers and administrators
- ◆ Current entry- and mid-level administrative staff members at colleges and universities
- ◆ Aspiring PK-12 or higher education administrators

3. Competition:

Presently, the University of Vermont offers the state's only Ed.D. program. Although this program may well continue at least for the next few years, UVM has shifted the focus of its doctoral training in Education to a Ph.D. that emphasizes theory rather than practice. Within 150 miles of Castleton, there are two Ed.D. programs in New York, two in New Hampshire, and one in Massachusetts.

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

We expect the addition of a doctoral program in educational leadership to exert a positive impact on master's level enrollment in Education and to support undergraduate recruiting through enhancement of the university's overall reputation. One very positive impact could be

on the prospective candidates who wish to earn both a Master's degree and a doctoral degree in Educational Leadership, which is possible with the new program's design. Prospective candidates can enter with up to twelve credits of transferred leadership coursework that will be applied to the doctoral program.

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

Castleton's Ed.D. will be unique within the VSC. Although one can only speculate, the inclusion of a doctorate-granting university within the VSC family may support recruiting efforts at other VSC schools. At the least, it's difficult to imagine how our program could do harm to the other schools.

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

Castleton has long enjoyed a strong reputation for training effective educators and school leaders. Our doctoral program's PK-12 track will further strengthen the university's standing and partnerships with the Vermont Agency of Education, with supervisory unions across the state, and with area teachers who aspire to leadership positions. The Ed.D. track in higher education leadership will solidify our position as a comprehensive master's institution. The connections established with administrative staff at baccalaureate colleges will help us to build stronger recruiting partnerships for this and our other graduate programs.

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Castleton University
Doctoral Degree in Education Leadership

- WHEREAS, Castleton University proposes a Doctor in Education Leadership program;
and
- WHEREAS, Castleton University's Ed.D. in Leadership program will prepare system-level leaders in American PK-12 education and administrators for senior positions in higher education, and build upon Castleton's already established master's degree in leadership; and
- WHEREAS, Castleton University 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 Castleton University to offer a Doctoral Degree in Education Leadership.

February 13, 2016

3. Policy 102 Final Proposal: Johnson State College BA Media Arts

Johnson State Colleges seeks approval of its proposed Bachelor of Arts in Media Arts program. This program complements the existing BFA Media Arts major. It 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. A BA in Media Arts allows students to emphasize new media applications and professional skills without abandoning a strong foundation in traditional art techniques and art history. As there is no similar degree program at JSC, the program fills a gap in current educational offerings.

Johnson State's Policy 102 Final Program Proposal is attached, as well as a suggested resolution for recommendation to the full Board.

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VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL

Final Proposal Form

Part I: General Information

1. Institution: Johnson State College
2. Name of new program: BA Media Arts
3.
 - a) Individual(s) with responsibility for program development: Sean Clute
 - b) Academic Department(s): Fine and Performing Arts
4.
 - a) Date of preliminary proposal: November 12, 2015
 - b) Proposed start date of program: Fall 2016
5. Title of degree to be conferred (if applicable): BA Media Arts
6. Brief description of proposed program (150 words or less):

The BA program in Media Arts complements the existing BFA Media Arts major. It 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. Students will increase their familiarity with artistic and theoretical concepts associated with media and how it relates to many other academic disciplines. The capstone required includes a seminar in Contemporary Art Issues and a course in Professional Skills for Media Artists. The proposed program will parallel offerings in studio arts, for which both the BA and BFA options are available.

Part II: Rationale

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

The power of media to transform lives is of vital importance in this century. A BA in Media Arts will provide an opportunity for JSC students to become educated creators using media tools and concepts. Following the values set forth in the JSC mission, students will engage with faculty in a collegial atmosphere to combine classroom and cross-disciplinary experiences. Johnson State has had a BA in Studio Arts program for 30 years. Although students can include media in their electives portion of that BA, a new BA in Media Arts allows students to emphasize new media applications and professional skills, without abandoning a strong foundation in traditional art techniques and art history. As there is no similar degree program at JSC, the program fills a gap in our current educational offerings.

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

In Fall 2010, Johnson State College hired Assistant Professor Sean Clute with the intention of developing the Media Arts Research Studio and a curriculum to support a new degree. Now, nearly five years later, we have thoughtfully done so. Other Fine Arts faculty will complement Professor Clute's teaching and add their own emphases and distinct skills. It is also worth noting that in recent years many of our more "traditional" faculty have learned new digital techniques and have folded these skills into their classes.

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 new BA program applies the full breadth of JSC's BFA in Studio and Media Arts to the latest media technologies. Elsewhere in the system are programs that emphasize specific techniques (design, animation/illustration) with specific career goals. This BA in Media Arts at JSC will be rooted in art history (Western and Non-Western) and a full range of traditional studio techniques (already available at JSC's Visual Arts Center) integrated with creative new media technologies.

Part III: Program Description

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

- Develop language and techniques for creating and critiquing media.
- Learn how to use computers and software for creative purposes.
- Learn a variety of conceptual, design and experimental art-based principles.
- Gain knowledge of the history and criticism surrounding new media.
- Gain professional skills for the emerging creative economy.
- Discover more about oneself and methods of self-expression through art and media.
- Build a foundation in the history of World Art and studio techniques; both 2-d, 3-d

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

The program will integrate liberal arts and professional life skills in a number of ways. All concepts and techniques in media that students acquire will be applicable to a number of fields such as design, production, emergent media, and audiovisual services. Additionally, students will be able to adapt acquired skills to industries of the future. Students will have access to internships within the community and beyond. Students will meet guest artists and innovators as part of guest lecture series and workshops. Multidisciplinary and multicultural connections will be continually reinforced throughout all course work, and senior capstone courses will integrate professional strategies and possibilities. Beyond obvious connections for students directly entering media fields, all students stand to benefit from access to opportunities for greater digital visual literacy.

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

Our BA in Media Arts has an integrated assessment process embedded in the program's capstone course requirements that includes:

- Seminar in Contemporary Art Issues provides a full view of what's happening today and how the student can connect their own work to contemporary movements.
- Professional Skills for Media Arts prepares students for obtaining and holding future employment.
- BA Group Thesis exhibition enables each student to put forth their best professional effort.
- Capstone Assessment provides a forum for each student to complete a self-evaluation and receive evaluations from all full-time faculty vis a vis the six established learning outcomes for the degree.

Through these courses and processes, we are confident that we will be able to assess the program's effectiveness in helping students achieve the desired learning outcomes.

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

There are no particular relationships to external entities other than those established by our NEASC accrediting body.

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

All the required courses in this program, and nearly all electives, already exist. This is a program created out of a new combination of requirements, emphasizing media arts over the more traditional studio arts. One course listed below, with “xxxx” for its course number, awaits its official course number assignment from the VSC. There will also be new electives created as the program evolves. New courses will go through the standard approval process.

This degree, like the BA in Studio Arts, requires 45 art credits. We do feel that additional credits would be excessive and not leave students enough freedom to explore other disciplines that could influence their artwork. On the other hand, requiring fewer than 45 art credits would diminish the credibility of a BA degree. It is also worth mentioning that some of these major credits can also count toward the General Education requirements.

Plan of Study 2016 Bachelor of Arts in Media Arts

Required Core Courses

ART-1011 Drawing I	3 CR
ART-1140 Design	3 CR
ARH-2010 Survey of Western Traditions in Art	3 CR
ARH-2060 Survey of Non-Western Traditions in Art	3 CR
ART-2110 Introduction to Digital Media	3 CR
ARH-3710 History of Media Art	3 CR
Subtotal	18 CR

Studio Elective (select one course)

ART-2301 Photography I	3CR
ART-2211 Painting I	3CR
ART-2251 Sculpture I	3CR
Subtotal	3 CR

Advanced Art History Electives (Select one course)

ARH-3015 Greek and Roman Art	3 CR
ARH-3020 Art of the Renaissance	3 CR
ARH-3060 20th Century Art	3 CR
ARH-3110 The Spiritual in Non-Western Art	3 CR
ARH-3120 Art Criticism	3 CR
ARH-3130 History of Photography	3 CR
ARH-3140 African Art	3 CR
ARH-3150 Art of the Human Body	3 CR
ARH-3210 Women in Art	3 CR
ARH-4710 Special Topics in Art History	3 CR
Subtotal	3 CR

Advanced Non-Media Studio Electives (Select one course)

ART-3031 Life Drawing	3 CR
ART-3032 Advanced Drawing	3 CR
ART-3040 Landscape Painting	3 CR
ART-3222 Advanced Ceramics	3 CR
ART-3314 Advanced Printmaking	3 CR
ART-3320 Monoprints	3 CR
ART-4040 Advanced Photography	3 CR
ART-4050 Advanced Painting	3 CR
ART-4110 Visual Art and Performance	3 CR
ART-4130 Advanced Sculpture	3 CR
Subtotal	3 CR

Advanced Media Electives (Select four courses)

ART-4020 Advanced Digital Media	3 CR
ART-4025 Documentary and Social Media	3 CR
ART-4060 Graphic Design	3 CR
ART-4070 Web Design for Artists	3 CR
ART-4075 Animation and Motion Graphics	3 CR
ART-4080 Intermedia	3 CR
ART-4150 Video	3 CR
ART-720 Special Topics in Media Arts	3 CR
Subtotal	12 CR

Required Capstone Courses

ARH-4720 Seminar in Contemporary Art Issues	3 CR
ART-xxxx Professional Skills for Media Artists	3 CR
Subtotal	6 CR
TOTAL	45 CR

6. TOTAL CREDITS in proposed program: 45

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:

As mentioned previously, JSC has already made major investments in a full time faculty member for this program as well as in the design of and equipment needed for the MARS (Media Arts Research Studio) lab. It is not anticipated that the college requires any additional personnel or equipment to support this program. Rather, the existing investments made in the digital arts will continue as an ongoing college activity.

Expenditure	Year One	Three Years Out
Faculty	\$0	\$0
Admin / Additional Staff	\$0	\$0
Facilities / Equipment	\$0	\$0**
Library	\$0	\$0
Other Costs	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0**

*** The MARS computer laboratory will be replaced/upgraded in FY2017. This is a regular, planned upgrade and does not require additional resources. Estimated cost is \$40K.*

2. Revenue/ sources to meet new expenditures

Income Source	Year One	Three Years Out
Tuition	\$101,376	\$234,438
Reallocation	\$0	\$0
Other Sources	\$0	\$0
TOTAL INCOME	\$101,376	\$234,438

Part V: Enrollment, Marketing and Public Relations Considerations

1. Projected enrollment for new program:

Our projection, while challenging to make, is conservative, given robust enrollments nationally in similar programs, coupled with keen interest, at all levels, in media arts. The numbers here are also limited to those who will declare for the major. Given the importance of media skill mastery for all career sectors, we additionally expect to enroll large numbers of non-majors in individual media arts courses.

Student Type	Year One	Three Years Out
Full-time	7	20
Part-time	5	10
In-state	10	25
Out-of-state	2	5

Describe how you arrived at these projections:

While erring on the lower side of enrollment projections, we estimated these numbers based upon discussions with current JSC students, advisors and admissions staff.

2. Describe the marketing strategies for the new program.

The program will be marketed in a number of ways via: 1) web/social media; 2) relevant local, national and international media including the College Art Association and rhizome.org, and; 3) traditional high school recruitment.

3. Competition:

a) In-state and regional:

There are other media programs in the state, both within and outside the VSC, but ours is distinct given its extensive grounding and emphasis in both the fine arts and multicultural explorations.

b) Web-based e-courses:

We are unaware of any credible web-based competition.

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

The expanded Visual Arts Center has increased interest in all arts programs at the college. This new program will draw new students whose interest in the program will be strengthened by our state-of-the-art facilities. Also, visual literacy, digital imaging and all media techniques have

become increasingly important to all fields. Students in any major can benefit from increased access to digital media education.

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

Increased and changing roles of new media skills will likely result in growth for all well-designed and staffed programs in this field. The steady growth in digital media interest, both within specific media majors and from all students seeking greater media skills, coupled with JSC's emphasis in the fine arts makes us confident that we are not undermining other VSC programs.

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

We have a good track record of placing students in regional internships and jobs and/or facilitating their own startups. This new media-focused degree will increase our success rate.

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Johnson State College
Bachelor's of Arts Degree in Media Arts

- WHEREAS, Johnson State College proposes a Bachelor's of Arts Degree in Media Arts; and
- WHEREAS, Johnson State College's BA in Media Arts program fills a gap in current educational offerings and will allow students to emphasize new media applications and professional skills without abandoning a strong foundation in traditional art techniques and art history; and
- WHEREAS, Johnson 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 Johnson State College to offer a Bachelor's of Arts Degree in Media Arts.

February 13, 2016